



Kementerian Belia dan Sukan
Malaysia



Institut Penyelidikan Pembangunan
Belia Malaysia

Malaysian Journal of Youth Studies

VOLUME
JILID **22**

ISSN 2180-1649

JUNE
JUN **2020**

Makalah/Articles

Memahami Kehidupan Serta Impak Covid-19 Terhadap Generasi Y Dan Z

Nor Ezdanie Omar & Muhamad Noh Abdullah

Kehamilan Luar Nikah Dalam Kalangan Remaja

Hazirah Abdul Hadi, Mohammad Mujaheed Hassan, Wan Nur Nazihah Wan Hamzah, Wan Munira Wan Jaafar & Wan Arnidawati Wan Abdullah

Eksplorasi Memobilia, Aset Digital Dan Kesedaran Wasiat Digital Dalam Kalangan Belia Malaysia

Anuar Ali, Mohd Azul Mohamad Salleh & Normah Mustaffa

Faktor Pendorong Ketagihan Permainan Video Dalam Kalangan Golongan Muda

Maizatul Haizan Mahbob & Muhammad Faiz Othman

Pemilikan Makna, Tujuan Dan Nilai Kehidupan Dalam Kalangan Pelajar Universiti Di Malaysia

Ratna Roshida Ab Razak, Zatul Himmah Adnan, Ku Hasnita Ku Samsu, Zarina Muhammad & Lee Yoke Fee

Demografi Sebagai Elemen Moderator Pengetahuan Literasi Kelestarian Alam Sekitar Dalam Kalangan Belia Malaysia

Saiyidatina Balkhis Norkhaidi, Hanifah Mahat, Mohmadisa Hashim, Nasir Nayan & Yazid Saleh

Mental Health & Youth: A Systematic Literature Review

Mohamad Syafiq Lukman Sheikh Omar & Mohd Azrin Mohd Nasir



Penaung / Patron

YB Dato' Sri Reezal Merican Naina Merican
Menteri Belia dan Sukan Malaysia

Pengerusi / Chairman

YBrs. Dr. Vellapandian Ponnusamy
Ketua Pegawai Eksekutif
Institut Penyelidikan Pembangunan Belia Malaysia

Ketua Editor Eksekutif / Chief Executive Editor

YBhg. Prof. Dr. Ismi Arif Ismail - UPM

Editor Eksekutif / Executive Editor

YBrs. Prof. Madya Dr. Ahmad Zabidi Abd. Razak - UM
YBrs. Prof. Madya Dr. Mohammad Rahim Kamaluddin - UKM

Sekretariat / Secretariat

Mastura Mohammad - IYRES
Shahhanim Yahya - IYRES
Shariffah Mamat - IYRES
Nuurul Mizaan Ya'cob - IYRES
Mohd Rizal Mohd Sham - IYRES
Asnida Abd Hamid - IYRES
Shah Romnizam Ramli - IYRES
Siti Shazwani Md Yusoo - IYRES

Reviewer/Pewasit

Prof. Dr. Ismi Arif Ismail – UPM
Prof. Dr. Mohd Sofian Omar Fauzee – UUM
Prof. Dr. Haslinda Abdullah – UPM
Prof. Dr. Mohd Fazli Sabri – UPM
Prof. Madya Dr. Mohd Sobhi Ishak – UKM
Prof. Madya Dr. Fazilah Idris – UKM
Prof. Madya Dr. Ahmad Zabidi Abd Razak – UM
Prof. Madya Dr. Habibah Abd. Jalil – UPM
Prof. Madya Dr. Haliza Abdul Rahman – UPM
Prof. Madya Dr. Zaharah Hussin – UM
Prof. Madya Dr. Wendy Yee Mei Tien – UM
Prof. Madya Dr. Nor Afiah Mohd Zulkefli – UPM
Prof. Madya Dr. Siti Zobidah Omar – UPM
Dr. Zulisman Maksom – UTeM
Dr. Mohd Azul Mohamad Saleh – UKM
Dr. Rafidah Aga Mohd Jaladin – UM
Dr. Azmi Abdul Latiff – UTHM
Dr. Norruzeyati Che Mohd Nasir – UUM
Dr. Daniella Maryam Mohamed Mokhtar – UKM
Dr. Nasrudin Subhi – UKM
Dr. Getrude C Ah Gang – UMS
Dr. Noremy Md Akhir - UKM



INSTITUTE FOR
YOUTH RESEARCH
MALAYSIA

Malaysian Journal of Youth Studies

VOLUME
JILID **22**

ISSN 2180-1649

JUNE
JUN **2020**

Makalah/Articles

- | | |
|---|----------------|
| Memahami Kehidupan Serta Impak Covid-19 Terhadap Generasi Y Dan Z | 5 - 15 |
| Nor Ezdianie Omar & Muhamad Noh Abdullah | |
| Kehamilan Luar Nikah Dalam Kalangan Remaja | 16 - 36 |
| Hazirah Abdul Hadi, Mohammad Mujaheed Hassan, Wan Nur Nazihah Wan Hamzah, Wan Munira Wan Jaafar & Wan Arnidawati Wan Abdullah | |
| Eksplorasi Memobilia, Aset Digital Dan Kesedaran Wasiat Digital Dalam Kalangan Belia Malaysia | 37 - 49 |
| Anuar Ali, Mohd Azul Mohamad Salleh & Normah Mustaffa | |
| Faktor Pendorong Ketagihan Permainan Video Dalam Kalangan Golongan Muda | 50 - 62 |
| Maizatul Haizan Mahbob & Muhammad Faiz Othman | |
| Pemilikan Makna, Tujuan Dan Nilai Kehidupan Dalam Kalangan Pelajar Universiti Di Malaysia | 63 - 69 |
| Ratna Roshida Ab Razak, Zatul Himmah Adnan, Ku Hasnita Ku Samsu, Zarina Muhammad & Lee Yoke Fee | |
| Demografi Sebagai Elemen Moderator Pengetahuan Literasi Kelestarian Alam Sekitar Dalam Kalangan Belia Malaysia | 70 - 87 |
| Saiyidatina Balkhis Norkhaidi, Hanifah Mahat, Mohmadisa Hashim, Nasir Nayan & Yazid Saleh | |
| Mental Health & Youth: A Systematic Literature Review | 88 - 98 |
| Mohamad Syafiq Lukman Sheikh Omar & Mohd Azrin Mohd Nasir | |

Association Between Smartphone Addiction And Social Anxiety In Siew Pei Hwa, Lee Li Li & Wee Kim Peck	99 - 115
Youth Love Styles And Vulnerability To Dating Violence Haliza Hoshni, Neni Widiasmoro Selamat & Nadiah Syariani Md Shariff	116 - 126
Thief Of Time: Academic Procrastination Among University Youth Students And Its Associations With Self-Regulation And Problematic Internet Use Nur Raihan Muhd Fauzi & Nor Diana Mohd Mahudin	127 - 140
Exploring Factors That Persuade Youth Involvement In Money Game Mohd Yusof Zulkefli, Lee Win Qing, Lim Chee Fai, Low Hai Tao, Tung How Neng & Woon Wei Jian	141 - 158
The Influence Of Endorser On Youth Purchase Decision Nor Ez-Zatul Hanani Mohamed Rosli, Mohd Yusof Zulkefli, Hashima Mohaini Mohammad & Mohd Fauzi Harun	159 - 168
Spiritual Practice As A Coping Mechanism To Combat Mental Illness Among Malaysian Teenagers Aini Azeqa Ma'rof & Haslinda Abdullah	169 - 179

MEMAHAMI ISU KEHIDUPAN SERTA IMPAK COVID-19 TERHADAP GENERASI Y DAN Z

NOR EZDIANIE OMAR & MUHAMAD NOH ABDULLAH

ABSTRAK

Generasi Y dan Z dikenali sebagai generasi *millennials* dan generasi *dot.com*. Mereka juga digelar ‘*technosavy*’ dan ‘*digital natives*.’ Generasi ini dibesarkan dalam persekitaran hidup yang banyak bergantung kepada aplikasi teknologi yang semakin cepat berubah dan canggih. Generasi Y dan Z sinonim dengan kefasihan bahasa komputer, aktif dengan permainan video, cekap menggunakan gajet elektronik dan mahir menggunakan internet. Dari sudut komunikasi digital, generasi ini begitu mengharapkan kepantasan maklum balas apabila berinteraksi. Ini berikutan daripada kebiasaan hidup mereka yang selalu inginkan kepantasan dalam komunikasi serta sikap kurang sabar dan mudah bosan. Mereka juga dikatakan lebih mudah berkomunikasi dengan teknologi berbanding dengan manusia. Dari sudut personaliti, Generasi Y dan Z dinyatakan mempunyai tret personaliti seperti mempunyai keyakinan diri dan konsep sendiri yang tinggi, mementingkan kehidupan yang seimbang, mementingkan keluarga, mempunyai komitmen yang tinggi, suka menyahut cabaran dan sukakan persaingan. Menariknya, mereka juga seakan-akan memiliki pemikiran yang kadangkala sukar dijangka atau difahami oleh orang lain. Mereka adalah kumpulan yang unik dan menjadi agak misteri dalam masyarakat. Generasi Y dan Generasi Z ini juga tidak terlepas daripada berhadapan dengan pelbagai isu kehidupan. Antaranya, mereka adalah kumpulan generasi yang terkesan dengan penularan wabak COVID-19. Justeru, kertas kerja ini merupakan suatu hasil penelitian dan sorotan kajian berkaitan isu kehidupan dan impak COVID-19 dalam kalangan Generasi Y dan Generasi Z di Malaysia.

Kata kunci: Generasi Y, Generasi Z, Isu Kehidupan, COVID-19

ABSTRACT

Generation Y and Z are known as millennials generation and the dot-com generation. They are also called techno-savvy and digital natives. These two generations were brought up in an environment in which they were highly dependent on technology. They are very fluent in computer skills, actively play video games, and use gadgets and the internet efficiently and skillfully. In terms of communication, these generations expect immediate feedback when interacting, due to their fast-paced lifestyle, impatience, and tendency to get bored easily. Gen Ys and Zeds are also said to find it easier to communicate with technology than to interact with humans. In terms of personality, Gen Ys and Zeds are said to have high self-esteem and self-concept, a balanced life, family-mindedness, high commitment, and willingness to take on challenges and competition. Despite these positive personality traits, however, they have unpredictable thoughts where they sometimes have both positive and negative thoughts at the same time. They are a unique group and remain somewhat mysterious in terms of their thoughts and behaviour in society. Like other generations, Generation Y and Z has not been spared from various life issues. Among them, they are the generation group affected by the COVID-19 epidemic. Thus, this paper is a result of research and research highlights related to the issues of life and the impact of COVID-19 among Generation Y and Generation Z in Malaysia.

Keywords: Generation Y, Generation Z. Life Issues, COVID-19

PENGENALAN

Generasi merujuk kepada pewaris dan bakal pemimpin masyarakat pada masa hadapan. Komposisi sesuatu masyarakat kebiasaannya terdiri daripada pelbagai kumpulan generasi menjalani kehidupan bersama dan saling berinteraksi antara satu sama lain. Setiap kumpulan generasi mempunyai identiti dan karakter yang tersendiri. Pembentukan identiti setiap generasi adalah berdasarkan kepada faktor masa dan peristiwa yang mereka lalui sepanjang hidup mereka. Manakala karakter digambarkan melalui status sosial, ekonomi dan politik yang dimiliki oleh mereka (Aquino & Gordon, 2010).

Kumpulan generasi yang sama kebiasaannya berkongsi jangka masa tahun kelahiran, peristiwa dalam kehidupan serta kisah sejarah yang sama (Sook Lee Ching & Kee, 2012). Setiap kumpulan generasi mempunyai sistem nilai yang tersendiri. Sistem nilai inilah yang membezakan antara satu generasi dengan kumpulan generasi yang lain. Pembentukan sistem nilai ini dipengaruhi oleh ibu bapa, rakan sebaya, komuniti, media, teknologi, ekonomi, sosial dan budaya. Pembentukan sistem nilai individu bermula sejak zaman kanak-kanak dan ia berkekalan serta menjadi amalan apabila individu dewasa kelak (Twenge et al., 2010).

DEFINISI GENERASI

McCrindle (2006) mendefinisikan terminologi generasi berdasarkan tiga aspek iaitu tradisional, biologi dan sosiologi. Generasi dari aspek tradisional didefinisikan sebagai selang purata antara masa kelahiran individu dengan kelahiran keturunannya. Generasi dari sudut biologi pula didefinisikan sebagai satu jangka masa dari permulaan tarikh kelahiran ibu bapa sehingga kelahiran anak mereka. Ia kebiasaannya melibatkan jangka masa melebihi tiga dekad. Definisi generasi dari sudut sosiologi pula adalah kumpulan manusia yang lahir pada satu jangka masa yang sama, berkongsi tahap kehidupan dan mempunyai umur yang sama. Pembentukan kehidupan mereka adalah berdasarkan kepada peristiwa, gaya hidup dan pembangunan pada masa tersebut (McCrindle, 2006).

Howker et al. (2003) mendefinisikan generasi sebagai suatu kelompok sosial yang terdiri daripada kumpulan individu yang memiliki umur yang sama dan melalui pengalaman sejarah yang sama. Ryder (1965) pula mendefinisikan generasi sebagai sekumpulan individu yang berkongsi peristiwa-peristiwa penting yang sama dalam kurun atau waktu yang sama (Ryder, 1965). Manakala Putra (2017) mendefinisikan generasi sebagai satu kelompok individu yang mempunyai identiti yang sama dari sudut tahun kelahiran, umur dan fasa pertumbuhan serta berkongsi peristiwa penting dalam sesuatu sejarah yang sama.

Teori Generasi yang diperkenalkan oleh Strauss dan Howe (2000) telah menyediakan satu kerangka umum karakter bagi setiap kumpulan generasi dan bagaimana mereka memberi maklum balas terhadap dunia di sekeliling mereka. Menurut teori ini, generasi dikenal pasti melalui tiga ciri iaitu berkongsi lokasi umur dalam sejarah, melalui peristiwa penting dalam sejarah yang sama serta berkongsi gaya sosial dalam fasa masa yang sama. Teori ini juga menyatakan bahawa setiap generasi melalui empat fasa kehidupan iaitu zaman kanak-kanak, belia, pertengahan usia dan warga emas (Howe & Strauss, 2000).

Howe dan Strauss (2007) juga telah memperkenalkan definisi kumpulan generasi berdasarkan tahun kelahiran mereka. Kumpulan generasi yang lahir antara tahun 1901 hingga tahun 1924 dikenali sebagai *The GI Generation* manakala kumpulan generasi yang dilahirkan antara tahun 1925 hingga

1942 dinamakan sebagai *The Silent Generation*. *The Boom Generations* atau *Baby Boomers* pula adalah kumpulan generasi yang dilahirkan antara tahun 1943 hingga 1960, diikuti dengan Generasi X yang dilahirkan antara tahun 1961 hingga 1982 serta Generasi Y atau *The Millennial Generation* yang dilahirkan antara tahun 1982 hingga tahun 2005. Manakala kumpulan generasi yang dilahirkan antara tahun 2005 hingga 2025 dikenali sebagai *The Homeland Generation* (Howe & Strauss, 2007).

McCrindle dan Wolfinger (2011) juga telah memperkenalkan beberapa takrif bagi beberapa kumpulan generasi. Kajian yang berasaskan masyarakat di Australia ini telah memperkenalkan tujuh kumpulan generasi iaitu kumpulan *The Federation Generation* yang dilahirkan sebelum tahun 1924, kumpulan *The Builders* yang dilahirkan antara tahun 1925 hingga 1945 dan kumpulan *Baby Boomers* yang dilahirkan antara tahun 1946 hingga 1964. Kumpulan generasi seterusnya dikenali sebagai kumpulan Generasi X yang dilahirkan antara tahun 1965 hingga 1979, kumpulan Generasi Y yang dilahirkan antara tahun 1980 hingga 1994, dan kumpulan Generasi Z yang dilahirkan antara tahun 1995 hingga 2010. Kumpulan yang terakhir adalah kumpulan Generasi Alpha yang dilahirkan dari tahun 2010 hingga sekarang (McCrindle & Wolfinger, 2011).

Menariknya setiap kumpulan generasi mempunyai karakter unik dan tersendiri yang menjadi identiti mereka. Karakter ini mewakili sikap, nilai, matlamat dan keutamaan setiap kumpulan generasi. Keunikan karakter ini menjadikan setiap kumpulan generasi berbeza antara satu sama lain. Perbezaan karakter kumpulan generasi ini mewujudkan kepelbagaian kelompok dalam masyarakat. Kepelbagaian kelompok dalam sesuatu masyarakat akan mewujudkan komuniti majmuk. Sehubungan dengan itu, adalah menjadi keperluan untuk setiap ahli masyarakat mempunyai pengetahuan berkaitan kumpulan generasi dalam masyarakat majmuk agar setiap ahli masyarakat saling memahami dan menerima antara satu sama lain (Kersten, 2002).

Kefahaman yang baik tentang karakter setiap kumpulan generasi adalah sangat penting. Kefahaman ini menjadi kunci kepada persefahaman, pembentukan suasana keluarga yang harmoni dan komuniti yang baik. Kefahaman ini juga mewujudkan rasa saling hormat menghormati antara satu generasi dengan generasi yang lain serta membantu merapatkan jurang generasi. Ketidakefahaman tentang perbezaan karakter kumpulan generasi mungkin membawa kepada konflik dan perselisihan faham antara kumpulan generasi. Ini akan mewujudkan satu jurang generasi yang memberi kesan yang kurang baik kepada pembangunan komuniti (Hills, Ryan, Warren-Forward, & Smith, 2013; Parry & Urwin, 2011).

CIRI-CIRI GENERASI Y

Generasi Y kini adalah mereka yang berusia antara 26 hingga 40 tahun (McCrindle & Fell, 2020). Generasi Y dikenali sebagai generasi *millennials* dan generasi *dot.com* (PrincetonOne & Hobart, 2014). Mereka juga digelar sebagai *technosavvy*. Di samping itu mereka juga dikenali sebagai *Digital Natives* atau pun generasi asli digital kerana generasi ini lahir dan membesar pada zaman perkembangan teknologi digital dan mereka telah biasa menggunakan teknologi sejak awal usia (Hazwani & Dalbir, 2016). Generasi ini dibesarkan dalam persekitaran hidup yang menggunakan pelbagai aplikasi teknologi dalam kehidupan mereka. Mereka begitu fasih dengan bahasa komputer, aktif dengan permainan video, cekap menggunakan gajet dan mahir menggunakan internet (PrincetonOne & Hobart, 2014).

Generasi Y mementingkan kepantasan dan kesegeraan dalam komunikasi. Salah satu ciri diri yang ketara adalah mereka sentiasa mengharapkan maklum balas segera apabila berinteraksi. Ini

berikutan daripada kebiasaan hidup mereka yang pantas dalam semua perkara serta sikap mereka yang kurang sabar dan mudah bosan. Mereka juga dikatakan lebih mudah berkomunikasi dengan teknologi berbanding manusia. Dari sudut personaliti, Generasi Y dilihat mempunyai tret personaliti yang unggul seperti mempunyai keyakinan diri dan konsep sendiri yang tinggi, mementingkan kehidupan yang seimbang, mementingkan keluarga, mempunyai komitmen yang tinggi, suka menahut cabaran dan sukakan persaingan (Hills et al., 2013).

Hazwani dan Dalbir (2016) serta Rahmad (2017) telah menyenaraikan ciri-ciri yang dimiliki oleh Generasi Y berdasarkan pandangan pengkaji terdahulu. Ciri-ciri Generasi Y yang disenaraikan adalah mempunyai pendirian tegas, celik teknologi, berfikir rasional, berkeyakinan tinggi, jujur, berdiskusi, optimistik, bertanggungjawab dan berfikir terbuka. Generasi Y juga mempunyai ciri-ciri seperti mementingkan kerjaya, bergantung kepada teknologi, boleh bekerja dalam pasukan, mampu melakukan banyak kerja dalam satu masa, gemar mencuba sesuatu yang baru dan mempunyai kemahiran penyelesaian masalah (Hazwani & Dalbir, 2016; Rahmad, 2017).

Terdapat juga ciri-ciri yang dinyatakan sebagai kelebihan Generasi Y seperti berpendidikan tinggi, mudah memahami teknologi, bercita-cita tinggi, penyayang, prihatin kepada orang lain, mempunyai kecekapan yang pelbagai dan berani mengambil risiko. Di samping itu, terdapat juga ciri-ciri yang dinyatakan sebagai kekurangan Generasi Y seperti tidak menghormati pihak berkuasa, tempoh fokus yang singkat, kurang sabar, kurang bersungguh, kurang komitmen, suka mendesak, tidak berkerja keras dan tidak gemar membaca dan mendengar ceramah (Hazwani & Dalbir, 2016; Rahmad, 2017).

Dasar Belia Malaysia (2015) telah menggariskan beberapa karakter Generasi Y bertujuan untuk memperkukuhkan dan menyerlahkan potensi Generasi Y sebagai modal insan yang menjadi pemacu pembangunan strategik Malaysia pada masa hadapan (Kementerian Belia dan Sukan, 2015). Karakter tersebut adalah beragama, cenderung kepada konservatif, berorientasikan keluarga, pengguna dinamik, cenderung kepada teknologi, rajin, optimis tentang masa hadapan dan sedia didekati (Kementerian Belia dan Sukan, 2015). Berdasarkan ciri yang disenaraikan, dapat disimpulkan bahawa Generasi Y mempunyai ciri yang baik namun dalam masa yang sama mereka juga mempunyai ciri kurang baik yang sukar dijangka. Mereka adalah kumpulan generasi yang unik dan kekal menjadi misteri dalam masyarakat.

CIRI GENERASI Z

Generasi Z adalah kumpulan individu yang berusia antara 18 hingga 25 tahun (McCrindle & Fell, 2020). Generasi Z dikatakan sebagai generasi.net di mana mereka merupakan individu yang dilahirkan dalam era pembangunan digital (Bencsik et al., 2016). Hererro et. Al (2019) menggelarkan generasi ini sebagai *Digital Native*. Istilah *Digital Native* yang dicipta oleh Mark Prensky pada tahun 2001 adalah merujuk kepada sekumpulan generasi yang dibesarkan dalam era teknologi (Nor Ezdianie & Muhamad Noh, 2020). Mereka sangat selesa dengan penggunaan komputer dan bergantung kepada teknologi dalam menyelesaikan urusan kehidupan mereka. Mereka juga menganggap teknologi menjadi sebahagian daripada kehidupan mereka (Herrero et al., 2019).

Bencsik et al, (2016) pula menggelarkan Generasi Z ini sebagai Generasi *Facebook*. Pendapat ini disokong oleh data dari statistik *Internet Users Survey 2018* yang dilaporkan oleh Suruhanjaya Komunikasi dan Multimedia Malaysia (Nor Ezdianie & Muhamad Noh, 2020). Laporan tersebut memperincikan bilangan pengguna internet di Malaysia adalah seramai 28.7 juta orang. Bilangan tersebut adalah 87.4% daripada bilangan keseluruhan penduduk Malaysia. Daripada jumlah 28.7 juta

orang pengguna internet, 30% pengguna adalah individu yang berusia 20an. Laporan tersebut juga menyatakan bahawa daripada sejumlah 24.6 juta pengguna rangkaian sosial, 97.3% adalah pengguna *Facebook* (Suruhanjaya Komunikasi dan Multimedia Malaysia, 2018).

Norma kehidupan antara Generasi Z dengan generasi terdahulu dianggap berbeza. Mereka seringkali dilihat pelik oleh ibu bapa mereka (Siti Mahani & Nazlinda, 2015). Sebagai generasi yang lahir dalam zaman teknologi, Generasi Z dilihat seronok dengan kehidupan dunia teknologi mereka. Mereka dilihat sering bersama peranti teknologi di mana sahaja mereka berada. Mereka juga dilihat begitu sehati dengan persekitaran kehidupan berteknologi sehingga mereka menjalankan hampir kesemua urusan kehidupan mereka secara dalam talian (Bencsik et al., 2016). Generasi Z juga dilihat mempunyai kelebihan yang tersendiri berbanding dengan generasi sebelumnya. Mereka merupakan kumpulan individu yang praktikal, berani dan suka memimpin. Mereka juga dilihat sebagai tidak sabar, tangkas serta sukakan cabaran dan dorongan baru yang berterusan. Mereka merupakan individu yang tidak takut kepada perubahan dan sering menjadikan maklumat daripada internet sebagai rujukan (Bencsik et al., 2016).

Majalah *Forbes* telah menjalankan kajian kepada 49 ribu Generasi Z di Amerika Utara dan Selatan, Afrika, Eropah, Asia serta Timur Tengah (Dill, 2015). Dapatan kajian ini mengiktiraf Generasi Z sebagai generasi global yang pertama. Teknologi ibarat makanan ruji Generasi Z dan keduanya tidak dapat dipisahkan. Oleh yang demikian, teknologi mempengaruhi pandangan mereka terhadap pembelajaran, pekerjaan dan dunia keseluruhan (Dill, 2015). Dari sudut kerjaya, mereka mempunyai pandangan yang berbeza daripada orang lain. Mereka juga merupakan tenaga kerja yang sangat baik. Majikan yang melibatkan Generasi Z dalam organisasi akan mendapat manfaat kerana mereka bercita-cita tinggi serta dapat menjadi pekerja yang efektif dalam era digital ini (Elmore, 2014).

ISU KEHIDUPAN GENERASI Y

Dasar Belia Malaysia (2015) telah menggariskan empat cabaran utama yang dihadapi oleh Generasi Y di Malaysia iaitu politik, ekonomi, sosial dan teknologi. Cabaran ini dijangka akan menjadi lebih berganda sekiranya tidak diuruskan dengan baik. Pada tahun 2013, didapati bahawa 58% individu berusia 20 hingga 40 tahun diisytiharkan mufliis. Kadar keciciran dalam pendidikan rendah dan menengah juga dilaporkan semakin meningkat dengan masing-masing berjumlah 2,302 orang bagi pendidikan rendah dan 43,428 orang bagi pendidikan menengah. Seramai 4,653 orang individu berumur 16 hingga 30 tahun juga dilaporkan dimasukkan ke penjara pada tahun 2013. Jabatan Kehakiman Syariah Malaysia juga melaporkan 37,873 kes perceraian berlaku di kalangan individu berumur 15 hingga 30 tahun (Kementerian Belia dan Sukan, 2015).

Hasil kajian Institut Penyelidikan Belia Malaysia (IPPBM) (2010) mendapati bahawa Generasi Y juga sering dikaitkan dengan tingkah laku berisiko. Antara tingkah laku berisiko yang melibatkan Generasi Y adalah seksual, penyalahgunaan bahan, tidak mengikut peraturan, tiada integriti dan salah laku jenayah. Kajian gejala sosial di kalangan Generasi Y telah dijalankan oleh IPPBM terhadap 2,403 responden mendapati bahawa 94.0% responden pernah melakukan sekurang-kurangnya sekali tingkah laku berisiko manakala hanya 6% responden yang tidak pernah terlibat dengan tingkah laku berisiko. Hasil kajian juga mendapati bahawa 51.3 % responden pernah terlibat dengan tingkah laku berisiko seksual, 54.5% pernah terlibat dengan penyalahgunaan bahan, 86.5% pernah terlibat dengan tidak mengikut peraturan, 90.4% tiada integriti dan 52.4% pernah terlibat dengan salah laku jenayah (Institut Penyelidikan Pembangunan Belia Malaysia, 2010).

Institut Penyelidikan Belia Malaysia (IPPB) (2010) juga telah menjalankan kajian gejala sosial dalam kalangan Generasi Y yang melibatkan 5,016 responden untuk melihat persepsi mereka terhadap salah laku seksual. Hasil dapatan kajian menunjukkan bahawa 76.0% responden mempunyai rakan-rakan yang pernah menonton video atau bahan lucu. Di samping itu, 52.0% responden menyatakan bahawa rakan mereka pernah terlibat dengan hubungan seks luar nikah dan 38.0% rakan mereka pernah mengandung sebelum berkahwin. Selain itu, pada 2010 juga IPPB telah dijalankan satu kajian berkaitan persepsi Generasi Y terhadap pembuangan bayi. Kajian ke atas 1,922 responden ini mendapati bahawa responden menyatakan terdapat rakan mereka mengandung sebelum berkahwin. Dapatan kajian juga menunjukkan 6.0% responden mengaku bahawa mereka mengetahui terdapat kes pembuangan bayi yang dilakukan oleh rakan mereka manakala 94.0% menyatakan tiada sebarang kes pembuangan bayi yang diketahui yang melibatkan rakan mereka (Institut Penyelidikan Pembangunan Belia Malaysia, 2010).

Generasi Y juga dikatakan terlibat dengan perlakuan serta permasalahan jenayah dan ini jelas dapat dilihat melalui peningkatan kadar indeks jenayah yang drastik. Merujuk kepada indeks jenayah bagi tempoh 1970-2008, jenayah di Malaysia pada dasarnya menunjukkan trend yang meningkat sejak 1970an lagi. Bagi tempoh tersebut, perlakuan jenayah di Malaysia melibatkan 80% jenayah harta benda dan 20% melibatkan jenayah kekerasan. Sepanjang tempoh tersebut, peningkatan perlakuan jenayah yang ketara dan mendadak dilihat pada tahun 2006 dan 2009. Jenayah jalanan menjadi antara penyumbang utama peningkatan indeks jenayah negara (Nor-Ina et al., 2015). Antara jenayah jalanan yang dikenalpasti adalah seperti curi ragut, samun tanpa bersenjata api dan samun berkawan tanpa bersenjata api (Faizah, 2015).

Selain daripada perlakuan dan permasalahan jenayah, penyalahgunaan dadah dan bahan dalam kalangan Generasi Y juga dilihat sebagai suatu isu yang membimbangkan. Menurut laporan Agensi Anti Dadah Kebangsaan (AADK) untuk tahun 2017, didapati bahawa 18,440 kes baharu dadah telah dikesan. Manakala bagi kes ulangan, didapati bahawa bilangan kes adalah 7,482. Ini menjadikan keseluruhan kes dadah yang dilaporkan pada tahun 2017 adalah 25,922. Berdasarkan jumlah keseluruhan kes dadah pada tahun 2017, didapati bahawa bilangan penagih yang berusia 15 hingga 40 tahun adalah berjumlah 20,150. Ini jelas menunjukkan bahawa individu yang terlibat dengan dadah sama ada kes baru atau kes ulangan adalah terdiri daripada Generasi Y (Agensi Anti Dadah Kebangsaan, 2017).

ISU KEHIDUPAN GENERASI Z

Generasi Z kini adalah generasi dalam usia akhir remaja sehingga awal dewasa (18 hingga 25 tahun) (McCrindle & Fell, 2020). Terdapat beberapa kumpulan Generasi Z dalam kitaran masyarakat. Antaranya terdapat kumpulan yang sedang memulakan alam pengajian di institusi pengajian tinggi. Terdapat juga kumpulan generasi ini yang baru menamatkan pengajian serta sedang mencari pekerjaan atau baru memulakan kerjaya. Generasi ini masih muda serta berada pada peringkat evolusi dan fasa mempelajari banyak perkara dalam kehidupan (Siti Mahani & Nazlinda, 2015). Oleh kerana Generasi Z berbeza daripada generasi terdahulu dari pelbagai sudut, maka mereka pastinya mempunyai cabaran tersendiri dalam menjalani kehidupan.

Lembaga Penduduk dan Pembangunan Keluarga Malaysia (LPPKN) telah menjalankan kajian untuk melihat persepsi Generasi Z berkaitan kesuburan dan kesihatan reproduktif. Generasi Z sewaktu kajian ini dilaksanakan adalah kumpulan remaja. Berdasarkan Laporan Penemuan Utama, Kajian Penduduk dan Keluarga Malaysia Kelima (KPKM-5) 2014 ke atas 5,303 responden yang terdiri daripada remaja berumur 13 hingga 24 tahun, tahap pengetahuan remaja mengenai hubungan seksual adalah rendah di mana 33.7% responden mengetahui bahawa seorang gadis boleh hamil pada hubungan

seks yang pertama, 33.3% responden mengetahui kondom boleh menghindarkan penyakit hubungan seks manakala 17.8% responden mengetahui seorang gadis mungkin boleh hamil walaupun teman lelakinya mengeluarkan air maninya di luar faraj semasa mengadakan hubungan seks (Lembaga Penduduk dan Pembangunan Keluarga Negara, 2014).

Kajian KPKM-5 yang sama juga mengkaji perilaku seksual remaja Generasi Z di mana 4.8% responden mengaku pernah melakukan hubungan seks. Peratusan remaja yang pernah melakukan hubungan seks adalah lebih tinggi dalam kumpulan umur 18 – 24 tahun iaitu 8.3% responden berbanding kumpulan umur 13 – 17 tahun (2.3% responden). Didapati bahawa bagi remaja yang pernah melakukan hubungan seks, hanya satu pertiga responden (35.1%) yang pernah menggunakan kontraseptif. Kegagalan menggunakan kontraseptif dalam kalangan remaja semasa melakukan hubungan seks menjadi faktor penyumbang kepada peningkatan isu kehamilan remaja sebelum perkahwinan, peningkatan bilangan kes pembuangan bayi, keciciran dalam persekolahan dan isu sosial lain yang berkaitan di dalam negara kita (Lembaga Penduduk dan Pembangunan Keluarga Negara, 2014).

Isu berkaitan pendedahan dan kebolehcapaian kepada sumber bahan lucah dalam kalangan Generasi Z turut mendapat perhatian dalam Kajian KPKM-5 ini di mana, daripada 5,303 responden yang ditemubual mendedahkan 35.3% responden pernah terdedah/terlibat dengan bahan lucah. Responden berumur 18 – 24 tahun mencatatkan peratusan yang lebih tinggi terdedah dengan bahan lucah berbanding remaja berumur 13 – 17 tahun iaitu masing-masing 42.8% dan 29.9%. Dapatan kajian tersebut turut mendedahkan responden memperoleh bahan lucah daripada internet iaitu 60.8% diikuti telefon (35%) (Lembaga Penduduk dan Pembangunan Keluarga Negara, 2014). Faktor perkembangan ICT, perluasan perkhidmatan jalur lebar, penjualan gajet dan peranti tanpa kawalan dilihat menjadi faktor penyumbang kepada pendedahan dan kebolehcapaian responden berkaitan kandungan bahan lucah secara dalam talian. Generasi Y dan Z yang digelar *Digital Natives* atau pun generasi asli digital kerana generasi ini lahir dan membesar pada zaman perkembangan teknologi digital dan mereka telah biasa menggunakan teknologi sejak awal usia (Hazwani & Dalbir, 2016).

MEMAHAMI KESAN COVID-19 TERHADAP GENERASI Y DAN Z

Pandemik Novel Coronavirus atau COVID-19 yang pertama kali dilaporkan di Wuhan China, pada akhir tahun 2019 ini memberi kesan kepada seluruh masyarakat dunia. Ia telah merebak dengan cepat ke seluruh dunia yang membawa kepada jangkitan dan kematian (Usher et al., 2020). Seawal 18 Februari 2020, Negara China melaporkan terdapat 72, 528 pesakit yang terkena jangkitan yang disahkan positif dengan jumlah 1, 870 kematian. Di samping itu terdapat 804 kes yang disahkan dengan 3 kematian di 25 negara lain (Ren et al., 2020). Malaysia juga tidak terkecuali daripada dilanda pandemik ini. Status COVID-19 di Malaysia dapat dilihat melalui statistik yang dikeluarkan oleh Majlis Keselamatan Negara Malaysia. Statistik bertarikh 18 Januari 2021 melaporkan secara keseluruhannya terdapat 158, 434 individu yang dijangkiti COVID-19 dengan 601 kes kematian.

Pandemik COVID-19 memberi kesan kepada kehidupan manusia (Ren et al., 2020). Perubahan kehidupan secara psikologinya, menjadikan manusia rasa tidak selamat serta tidak selesa (Shigemura et al., 2020). Perubahan kehidupan kesan COVID-19 merupakan suatu perubahan yang drastik. Selain daripada rasa tidak selamat dan tidak selesa, perubahan ini menimbulkan rasa cemas, takut serta stres (Usher et al., 2020). Perubahan kehidupan kesan COVID-19 memberikan impak kepada ahli komuniti yang terdiri daripada pelbagai kumpulan generasi (McCrindle & Fell, 2020). McCrindle dan Fell (2020) telah menjalankan kajian untuk memahami impak COVID-19 terhadap semua kumpulan generasi termasuklah Generasi *The Builder* (berusia 75 tahun ke atas), Generasi *Baby Boomers* (berusia 56 hingga 74 tahun, Generasi X (berusia 41 hingga 55 tahun, Generasi Y (berusia 26 hingga 40 tahun) dan Generasi Z (berusia 18 hingga 25 tahun). Secara umumnya, dapatan kajian ini melaporkan generasi lebih muda lebih terkesan dengan pandemik COVID-19 berbanding generasi yang lebih tua.

Hasil kajian melaporkan Generasi Y dan Z adalah kumpulan generasi yang paling terkesan dengan pandemik ini. Apabila ditanya tentang pandangan mereka tentang masa hadapan, 51% daripada

Generasi Z dan 46% daripada Generasi Y menyatakan mereka sangat tidak pasti tentang masa hadapan, manakala hanya 38% daripada Generasi X dan 27% daripada Generasi *Baby Boomers* memberikan maklum balas sedemikian. Maklum balas yang diberikan oleh setiap generasi adalah berdasarkan kepada pengalaman dan kesukaran hidup yang telah dilalui. Sebagai contoh Generasi X dan Generasi *Baby Boomers* menyatakan mereka pernah berhadapan dengan pelbagai kesukaran kehidupan seperti Perang Dunia Kedua serta kemerosotan ekonomi. Berbanding dengan Generasi Y dan Generasi Z, mereka menyatakan bahawa tidak pernah berhadapan dengan situasi kesukaran sebegini. Kedua-dua generasi ini menyatakan bahawa mereka tidak bersedia untuk berhadapan dengan COVID-19 (McCrindle & Fell, 2020).

Secara keseluruhannya, Generasi Y dan Generasi Z menyatakan bahawa pandemik COVID-19 ini memberi kesan kepada emosi, sosial, kewangan, mental dan fizikal. Kedua-dua generasi bersetuju COVID-19 memberikan kesan tertinggi kepada emosi mereka. Lima emosi utama yang dialami oleh Generasi Y mengikut turutan adalah cemas, kecewa, takut, tidak mampu bertahan serta rapuh. Manakala Generasi Z pula menyenaraikan lima emosi utama mereka menurut susunan kedudukan adalah cemas, kecewa, takut, tidak mampu bertahan serta keliru. (McCrindle & Fell, 2020).

Generasi Y meletakkan kewangan dalam kedudukan kedua tertinggi kesan pandemik COVID-19 kepada mereka diikuti dengan sosial, mental dan fizikal. Berbeza dengan Generasi Z yang meletakkan sosial pada kedudukan kedua diikuti dengan kewangan, mental dan fizikal. Melihat dari sudut daya tahan, didapati bahawa daya tahan kewangan serta daya tahan fizikal Generasi Y lebih tinggi berbanding Generasi Z. Namun demikian, bagi daya tahan emosi, Generasi Z didapati lebih mempunyai daya tahan emosi berbanding Generasi Y (McCrindle & Fell, 2020).

Secara kesimpulannya, kedua-dua generasi menggambarkan perubahan hidup yang ketara kesan daripada pandemik COVID-19. Namun demikian, daripada aspek positif, pandemik COVID-19 ini membuka suatu ruang kepada generasi ini membina daya tahan diri serta sama-sama bersemangat juang berhadapan dengan kesukaran ini. Oleh itu, kedua-dua generasi menyatakan bahawa mereka sedang dalam proses adaptasi terhadap norma baharu ini.

KESIMPULAN

Generasi Y dan Generasi Z adalah dua generasi yang unik dan tersendiri yang membawa nilai, matlamat dan keutamaan dalam kehidupan masing-masing. Kepelbagaian kelompok, pertembungan dan jurang antara generasi ini juga perlu diambilkira oleh pihak kerajaan dalam merancang dan menangani kepelbagaian isu kehidupan yang mencabar terutama kesan pandemik COVID-19 ke atas kedua-dua generasi ini. Sekiranya isu kehidupan ini tidak ditangani dengan bijak, dikhuatiri ia akan mengganggu kesejahteraan Negara umumnya dan kesejahteraan Generasi Y dan Generasi Z khususnya memandangkan mereka adalah aset dan pewaris masa hadapan dan modal insan yang berkualiti tinggi diperlukan oleh Negara.

Salah satu ciri atau sifat unik yang dikongsi bersama oleh kedua-dua Generasi Y dan Generasi Z ialah tahap pendedahan, memahami perkara berkaitan teknologi, celik teknologi maklumat dan komunikasi serta berpendidikan tinggi. Kerajaan perlu dilihat perkara ini sebagai salah satu peluang terbaik untuk menyediakan, memberi panduan dan memperkasakan kedua-dua generasi ini dalam bidang teknologi maklumat dan komunikasi untuk menjadi modal insan berkemahiran tinggi Negara. Ini dilihat selari dengan hasrat kerajaan apabila memperkenalkan Pelan Tindakan Jalinan Digital Negara (JENDELA) yang akan menjadi platform penambahbaikan komunikasi digital Negara di bawah Rancangan Malaysia Ke-12. JENDELA akan menjadi landasan penyediaan liputan perkhidmatan jalur lebar menyeluruh dan berkualiti tinggi serta mempersiapkan Negara untuk peralihan kepada teknologi 5G secara mantap (Ahmad Suhael, 2020).

Justeru, adalah wajar sekali hal ini diberi perhatian dan dipandang serius oleh semua pihak. Oleh yang demikian, dicadangkan agar penyelidikan dan penulisan berkaitan dengan Generasi Y dan Generasi Z dilaksanakan bagi memenuhi kelompondangan ilmu berkaitan kedua-dua generasi ini.

Natijahnya, usaha ini dapat membantu merencana strategi khusus bagi memperkasakan Generasi Y dan Generasi Z di Malaysia. Di samping itu usaha ini dapat membantu meluaskan pengetahuan masyarakat untuk lebih memahami dan mendekati kedua-dua generasi ini. Paling utama adalah usaha ini dapat membantu Generasi Y dan Generasi Z mendapatkan pengetahuan tentang diri mereka dan mengoptimumkan potensi diri mereka.

RUJUKAN

- Agensi Anti Dadah Kebangsaan. (2017). Jumlah Penagih yang dikesan mengikut status kes. Dicapai pada 4 Ogos 2018 daripada laman sesawang <https://www.adk.gov.my/orang-awam/statistik-dadah/>
- Ahmad Suhael Adnan. (2020, Ogos 29). Pelan tindakan JENDELA tambah baik komunikasi digital negara. *Berita Harian Online*.
<https://www.bharian.com.my/berita/nasional/2020/08/725928/pelan-tindakan-jendela-tambah-baik-komunikasi-digital-negara>
- Aquino, C. T. De, & Gordon, P. (2010). *Diversity in the Classroom - Generational Cohorts and Their Impact on the Quality of Higher Education Learning Processes in the 21 st Century*. 2010.
- Bencsik, A., Juhász, T., & Horváth-Csikós, G. (2016). Y and Z Generations at Workplaces. *Journal of Competitiveness*, 6(3), 90–106. <https://doi.org/10.7441/joc.2016.03.06>
- Dill, K. (2015). 7 Things Employers Should Know About the Gen Z Workforce, *Forbes Magazine*, 11.6. Dicapai pada Januari 19, 2021, daripada <http://www.forbes.com/sites/kathryndill/2015/11/06/7-things-employers-should-know-about-the-gen-z-workforce/print/>.
- Elmore, T. (2014). *How Generation Z Differs from Generation Y*. Dicapai pada Januari 19, 2021, daripada <http://growingleaders.com/blog/generation-z-differs-generation-y/>.
- Faizah, M. L. (2015). Ke arah pengurangan indeks jenayah jalanan di Pusat Bandar Kuala Lumpur Towards reducing the street crime index of Kuala Lumpur City Centre. *GEOGRAFIA OnlineTM Malaysian Journal of Society and Space*, 11(4), 97–107.
- Hazwani, N., & Dalbir, S. (2016). E-Pembelajaran Di Institusi Pengajian Tinggi Dari Perspektif Generasi Y Dan Budaya. *Asean Journal of Teaching and Learning in Higher Education*, 8(2), 16–34.
- Herrero, R., Mira, A., Cormo, G., Etchemendy, E., Baños, R., García-Palacios, A., Ebert, D. D., Franke, M., Berger, T., Schaub, M. P., Görlich, D., Jacobi, C., & Botella, C. (2019). An Internet based intervention for improving resilience and coping strategies in university students: Study protocol for a randomized controlled trial. *Internet Interventions*, 16(March), 43–51. <https://doi.org/10.1016/j.invent.2018.03.005>
- Hills, C., Ryan, S., Warren-Forward, H., & Smith, D. R. (2013). Managing “Generation Y” occupational therapists: Optimising their potential. *Australian Occupational Therapy Journal*, 60(March), 267–275. <https://doi.org/10.1111/1440-1630.12043>
- Howe, N., & Strauss, W. (2000). Millennials Rising The Next Great Generation. *Generations Journal Of The American Society On Aging*, 19, 415. <https://doi.org/10.1108/jcm.2002.19.3.282.4>
- Howe, N., & Strauss, W. (2007). The Next 20 Years: How Customer and Workforce attitudes Will evolve. *Harvard Business Review*, August, 41–52.

- Institut Penyelidikan Pembangunan Belia Malaysia. (2010). *LAPORAN TAHUNAN 2010*. Kementerian Belia dan Sukan.
- Kementerian Belia dan Sukan. (2015). Dasar Belia Malaysia. In *Dasar Belia Malaysia*.
- Lembaga Penduduk dan Pembangunan Keluarga Negara. (2014). Laporan Penemuan Utama Kajian Penduduk dan Keluarga Malaysia Kelima (KPKM-5). In *Bahagian Kependudukan, LPPKN*.
- McCrindle, M. (2006). Understanding Generation Y. *The Australian Leadership Foundation*, 02, 1–6.
- McCrindle, M., & Fell, A. (2020). *Understanding the Impact of Covid-19 on the Emerging*. May, 1–4.
- McCrindle, M., & Wolfinger, E. (2011). The ABC of XYZ. *The ABC of XYZ, Understanding the Global Generations*.
- Nor-Ina, K., Norizan, M. N., Ruslan, R., A.Tarmizi, A. R., & Norita, J. (2015). Jenayah dan agenda pembangunan di Malaysia : Satu tinjauan Crime and Malaysia ' s development agenda : An overview. *GEOGRAFIA OnlineTM Malaysian Journal of Society and Space*, 11(1), 124–134.
- Nor Ezdianie, O., & Muhamad Noh, A. (2020). Pengalaman Daya Tahan Diri Pelajar Universiti: Keperluan Kepada Penyesuaian Kehidupan di Kampus. *Asia Pacific Journal of Educators and Education*, 35(2), 109–129. <https://doi.org/10.21315/apjee2020.35.2.7>
- PrincetonOne, & Hobart, B. (2014). *Understanding Generation Y: What You Need to Know About the Millennials*. 1–11. [http://www.princetonone.com/news/PrincetonOne White Paper2.pdf](http://www.princetonone.com/news/PrincetonOne%20White%20Paper2.pdf)
- Rahmad, H. (2017). *Generasi Millennial Dan Ekonomi Syariah*. Arsip Publikasi Ilmiah Biro Administrasi Akademik.
- Ren, S. Y., Gao, R. D., & Chen, Y. L. (2020). Fear can be more harmful than the severe acute respiratory syndrome coronavirus 2 in controlling the corona virus disease 2019 epidemic. *World Journal of Clinical Cases*, 8(4), 652–657. <https://doi.org/10.12998/wjcc.v8.i4.652>
- Ryder, N. B. (1965). The cohort as a concept in the study of social change. *American Sociological Review*, 30, 843–861. http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&dopt=Citation&list_uids=5846306
- Shigemura, J., Ursano, R. J., Morganstein, J. C., Kurosawa, M., & Benedek, D. M. (2020). Public responses to the novel 2019 coronavirus (2019-nCoV) in Japan: Mental health consequences and target populations. *Psychiatry and Clinical Neurosciences*, 74(4), 281–282. <https://doi.org/10.1111/pcn.12988>
- Siti Mahani, M., & Nazlinda, I. (2015). Generasi Z: Tenaga Kerja Baru dan Cabarannya. *Artikel Psikologi*, 1–8. http://docs.jp.gov.my/docs/pelbagai/Artikel/2015/Generasi_Z.pdf
- Sock Lee Ching, & Kee, D. M. H. (2012). Work values of Generation Y preservice teachers in Malaysia. *Procedia - Social and Behavioral Sciences*, 65, 704–710. <https://doi.org/10.1016/j.sbspro.2012.11.187>
- Suruhanjaya Komunikasi dan Multimedia Malaysia. (2018). Internet users Non-users. In *Suruhanjaya Komunikasi dan Multimedia Malaysia*. [https://www.mcmc.gov.my/skmmgovmy/media/General/pdf/Internet-Users-Survey-2018-\(Infographic\).pdf](https://www.mcmc.gov.my/skmmgovmy/media/General/pdf/Internet-Users-Survey-2018-(Infographic).pdf)

- Twenge, J. M., Campbell, S. M., Hoffman, B. J., & Lance, C. E. (2010). Generational Differences in Work Values: Leisure and Extrinsic Values Increasing, Social and Intrinsic Values Decreasing. *Journal of Management*, 36(5), 1117–1142. <https://doi.org/10.1177/0149206309352246>
- Usher, K., Durkin, J., & Bhullar, N. (2020). The COVID-19 pandemic and mental health impacts. *International Journal of Mental Health Nursing*, 29(3), 315–318. <https://doi.org/10.1111/inm.12726>

Profil Penulis

Nor Ezdianie Omar, PhD

*Fakulti Perniagaan, Ekonomi dan Pembangunan Sosial
Universiti Malaysia Terengganu
ezdianie@umt.edu.my*

Muhamad Noh Abdullah

*Lembaga Penduduk dan Pembangunan Keluarga Negara Negeri Terengganu
Pejabat LPPKN Negeri Terengganu
muhamad_noh@lppkn.gov.my*

KEHAMILAN LUAR NIKAH DALAM KALANGAN REMAJA

HAZIRAH ABDUL HADI, MOHAMMAD MUJAHEED HASSAN, WAN NUR NAZIHAN WAN HAMZAH, WAN MUNIRA WAN JAAFAR, WAN ARNIDAWATI WAN ABDULLAH

ABSTRAK

Keinginan seks merupakan fitrah manusia dan ia telah menjerumus kepada masalah tingkah laku seksual dalam kalangan remaja. Fenomena ini tidak selari dengan cabaran ke-empat dalam Wawasan 2020 yang suatu ketika dulu merupakan intipati hala tuju negara iaitu mewujudkan sebuah masyarakat yang bermoral dan beretika. Hasil kajian lepas menunjukkan umur minimum pertama kali melakukan hubungan seks adalah 15 tahun bagi pelajar sekolah. Fenomena seks bebas dalam kalangan remaja telah menjadi punca berlakunya kehamilan luar nikah bawah umur dan punca kepada jenayah pembuangan bayi. Sebanyak 6,656 kes remaja hamil bawah umur dan 120 kes pembuangan bayi telah berlaku sepanjang tahun 2017 hingga Jun 2018. Kesan masalah sosial ini bukan sahaja melibatkan remaja yang melakukannya malahan melibatkan banyak pihak seperti keluarga, masyarakat dan negara. Objektif kajian ini adalah untuk mengkaji latar belakang remaja yang terlibat dengan kehamilan luar nikah, faktor penglibatan remaja terhadap gejala seks bebas sehingga terjadinya kehamilan luar nikah dan sokongan yang diperlukan oleh remaja semasa atau selepas kehamilan luar nikah berlaku. Kajian menggunakan pendekatan kualitatif telah dijalankan melibatkan 8 orang remaja yang sedang mengandung anak luar nikah di Taman Seri Puteri Cheras Selangor. Hasil kajian telah menemukan bahawa latar belakang remaja merupakan penyumbang kepada faktor kehamilan luar nikah berlaku. Selain itu, hubungan sosial remaja juga mempengaruhi penglibatan remaja dengan seks bebas sehingga kehamilan luar nikah berlaku. Penggunaan media sosial dan media massa turut mempunyai pengaruh masing-masing terhadap penglibatan remaja dalam salah laku seks. Pengkaji menyimpulkan bahawa remaja yang terlibat dengan kehamilan luar nikah memerlukan sokongan keluarga bagi meneruskan kehidupan berbanding sokongan sosial.

Kata Kunci : zina, seks bebas, tingkah laku seksual, pembuangan bayi, hamil luar nikah

ABSTRACT

Sexual desire is human's natural tendency and it's cause sexual behaviour problem among teenagers. This phenomenon discordant with fourth challenge in Vision 2020 that once upon a time to establishing a fully moral and ethical society. The minimum age of first sexual intercourse for teenagers is 15 for school students. The phenomenon of free sex among teenagers cause of premarital pregnancies and leading cause of baby dumping. A total of 6,656 cases of teenage pregnancies and 120 cases of baby dumping occurred during the years 2017 to June 2018. The impact of these social problems also affected other parties such as family, society and country. The objectives of this study is to study the background of teenagers who involved in out-of-wedlock pregnancies, to study the factors of teenagers involvement in the symptoms of free sex until occurrence of out-of-wedlock pregnancies and to study the support needed by teenagers after or during the pregnancy. Researcher have chosen to use a qualitative approach to make this research successful. This study was conducted in Taman Seri Puteri Cheras Selangor. Researcher have selected eight (8) teenagers who are pregnant with children out-of-wedlock as the study sample. The results of this study have found that teenagers background is also a contributor to the factors of pregnancy out-of-wedlock. Teenagers social relationships also influence teenager's involvement in free sex until an unmarried pregnancy occurs. Social media usage and mass media also has an influence towards teenagers involvement in sexual misconduct. Researcher conclude

that teenagers involved in out-of-wedlock pregnancies are more likely to choose family members as supportive partners for life than social support.

Keywords: *zina, free sex, sexual behaviour problem, baby dumping, out-of-wedlock pregnancy*

PENGENALAN

Setiap manusia mempunyai keinginan seks kerana ia adalah fitrah manusia. Sejak akhir-akhir ini, kes melibatkan masalah tingkah laku seksual remaja semakin membimbangkan. Pergaulan bebas sudah menjadi kebiasaan bagi remaja masa sekarang. Perkara ini telah menjerumus kepada salah laku seperti seks bebas sehingga menyebabkan berlakunya kehamilan luar nikah. Kehamilan luar nikah juga telah menjadi punca kepada jenayah pembuangan bayi yang semakin berleluasa di negara ini. Firman Allah dalam Surah al-Israa', ayat 32 yang bermaksud "Dan janganlah kamu menghampiri zina, sesungguhnya zina itu adalah satu perbuatan yang keji dan satu jalan yang jahat (yang membawa kerosakan)". Perasaan malu, sedih dan buntu setelah melahirkan anak luar nikah merupakan salah satu punca berlakunya masalah pembuangan bayi.

Kesan masalah sosial salah laku seksual bukan sahaja melibatkan remaja yang melakukannya malah melibatkan banyak pihak seperti keluarga, masyarakat dan negara. Ia juga memberi kesan kepada perundangan, kesihatan dan sosial. Dari aspek perundangan, Akta Kanak-Kanak 2001 dan Akta 574 Kanun Keseksaan menetapkan bahawa seks di bawah umur 16 tahun dianggap kesalahan merogol walaupun ia berlaku atas dasar suka sama suka. Kehamilan luar nikah juga boleh didakwa di bawah Enakmen Kesalahan Jenayah Syariah Malaysia. Walau bagaimanapun, tidak semua negeri di Malaysia mempunyai peruntukan kesalahan hamil luar nikah. Peruntukan ini hanya terdapat di negeri Perlis, Pahang, Melaka, Perak, Negeri Sembilan dan Sabah.

Manakala dari aspek kesihatan, remaja yang terlibat dengan kehamilan luar nikah berisiko tinggi menghadapi masalah mental seperti kemurungan, tekanan dan stres. Stigma masyarakat terhadap remaja yang mengandung anak luar nikah manembuatkan remaja berasa terpinggir dan tidak mendapat sokongan daripada keluarga dan rakan sekaligus merosakkan hubungan sosial remaja terbabit dengan orang sekelilingnya.

Di samping itu, kerajaan juga telah mewujudkan dasar bagi mengurangkan gejala kehamilan luar nikah. Antara dasar yang dilaksanakan adalah Dasar dan Pelan Tindakan Kesihatan Reproduktif dan Sosial Kebangsaan (PEKERTI) melalui Lembaga Penduduk dan Pembangunan Keluarga Negara (LPPKN). Jabatan Kebajikan Masyarakat (JKM) juga telah memperkenalkan dua dasar bagi membendung gejala ini iaitu Dasar Perlindungan Kanak-Kanak Negara dan Dasar Sosial Negara. Selain daripada dasar, Program Pencegahan Masalah Sosial Remaja juga telah dilaksanakan oleh Kementerian Kesihatan Malaysia melibatkan pelbagai pihak sebagai bukti sokongan masyarakat terhadap usaha kerajaan dalam membendung masalah sosial negara.

PENYATAAN MASALAH

Pada tahun 2017, Jabatan Pendaftaran Negara (JPN) telah mencatatkan sebanyak 6,656 kes anak tidak sah taraf yang dilahirkan oleh ibu berusia 18 tahun ke bawah. Selain itu, sebanyak 120 kes pembuangan bayi telah direkodkan pada tahun tersebut. Timbalan Perdana Menteri dan Menteri Pembangunan Wanita, Keluarga dan Masyarakat, Datuk Seri Dr Wan Azizah Wan Ismail telah mengulas bahawa angka-angka ini menunjukkan bahawa peranan keluarga perlu diupayakan, diperkukuh serta diberi nilai

tambah agar mampu mengawal dan membendung ahli keluarga masing-masing daripada terjerumus dalam gejala negatif ini.

Di samping itu, Lembaga Penduduk dan Pembangunan Keluarga Negara (LPPKN) tahun 2019 melaporkan bahawa kehamilan luar nikah dalam kalangan remaja menurun daripada 3,694 kes pada tahun 2017 kepada 2,873 kes pada tahun 2018. Sementara itu, pada tahun 2016, sebanyak 13,831 remaja yang hamil berusia 10 hingga 19 tahun. 28.8% (3,980) daripada jumlah tersebut merupakan remaja yang hamil anak luar nikah. Lima (5) negeri yang mencatatkan kes kehamilan remaja tertinggi adalah Sabah (3,084), Sarawak (2,910), Selangor (1,461), Johor (1,319) dan Pahang (840). Menurut LPPKN, umur minimum pertama kali melakukan hubungan seks bagi remaja Sarawak adalah 15.6 tahun bagi pelajar sekolah, 17.7 tahun bagi pelajar universiti dan 19.1 tahun bagi remaja di luar pengajian. Manakala bagi negeri Sabah pula, purata umur pertama kali melakukan hubungan seks bagi pelajar sekolah adalah 14.9 tahun, 18.3 tahun pelajar universiti dan 19.7 bagi remaja di luar pengajian.

Pada tahun 2018, Kementerian Kesihatan Malaysia (KKM) pula melaporkan bahawa sebanyak 2,873 kes remaja hamil luar nikah telah didaftarkan di Klinik Kesihatan Malaysia, iaitu dianggarkan 200 kes sebulan atau enam (6) kes sehari sepanjang tahun tersebut. Rekod KKM juga menunjukkan sebanyak 18,465 kes remaja hamil luar nikah telah mendapatkan perkhidmatan di klinik kesihatan kerajaan antara tahun 2014 hingga 2018.

Sebelum ini, pada tahun 2016, perangkaan Kementerian Kesihatan Malaysia telah merekodkan lima (5) negeri yang mencatatkan kehamilan remaja tertinggi iaitu, Sabah (4,795) kes, diikuti Sarawak (3,396) kes, Selangor (1,486) kes, Johor (1,408) kes dan Pahang (1,032) kes. Namun begitu, rekod kehamilan remaja yang tidak berkahwin telah menunjukkan bahawa Sarawak berada di tempat tertinggi dengan 1,205 kes, diikuti Johor sebanyak 606 kes, Selangor sebanyak 393 kes, Sabah dengan 391 kes dan Pahang dengan 125 kes.

Akhbar online, BH Online, Ahad 10 Mac 2019 tulisan Nor Hatina Shuib bertajuk “Pendidikan seks, kekang hamil luar nikah” melaporkan bahawa pendidikan seks dan reproduktif perlu dibincangkan seawal usia kanak-kanak. Hal ini kerana pendidikan seks dapat memberi pendedahan dan pemahaman yang sekaligus mampu mengurangkan jumlah kehamilan luar nikah dalam kalangan remaja. Ketua Unit Kesihatan Reproduksi LPPKN, Dr Hamizah Mohd Hassan, berkata kaji selidik kekeluargaan yang dijalankan oleh LPPKN pada 2014 mendapati ibu bapa tidak selesa membicarakan dan mendedahkan ilmu seks di hadapan anak. Ibu bapa insan yang dipercayai anak dan diharapkan membuang rasa malu untuk mendidik mengenai pendidikan seks sebagai pendedahan awal sekali gus mengukuhkan institusi kekeluargaan di negara.

Sementara itu, akhbar Utusan Online, Selasa 26 Februari 2019 bertajuk “Remaja hamil, salah siapa?” telah mengulas statistik hamil luar nikah melibatkan remaja. Statistik penyelidikan menunjukkan purata 18,000 gadis belasan tahun di Malaysia mengandungi setiap tahun. Daripada jumlah tersebut, 25% (4,500) kes melibatkan hamil luar nikah. Singapura mencatatkan empat kehamilan bagi setiap 1,000 gadis bawah umur manakala Hong Kong pula mencatatkan tiga daripada 1,000 gadis hamil anak luar nikah.

Kajian yang bertajuk “Menjadi Ibu di Usia Remaja : Kes Ibu Tanpa Nikah di Sebuah Rumah Perlindungan , Penyelidikan Ibu Tanpa Nikah dan Cadangan Terhadap Program Intervensi dan Pencegahan”, terdapat kes di mana informan pada mulanya dipaksa oleh teman lelaki, malangnya selepas

dipaksa, informan merasa ketagih dan sentiasa mahu melakukan hubungan seks dengan teman lelaki setiap kali mereka berjumpa.

Di samping itu, isu pergaulan bebas yang semakin kritikal seringkali menjadi bahan utama setiap kali menatap dada akhbar dan majalah (Ma Razhanlaily Ab. Razak dan Salsasiah Hanim, 2017). Tambahnya lagi pembangunan industri yang kian pesat disusuli dengan pertumbuhan pusat-pusat membeli belah telah menyediakan ruang yang luas untuk aktiviti melepak di antara lelaki dan perempuan tanpa batasan. Hal ini dikaitkan dengan ketidakprihatinan keluarga dan kekurangan komunikasi antara anak dengan ibu bapa.

Adibah Bahori dan Siti Zubaidah (n.d) berkata statistik kelahiran anak tidak sah taraf membuktikan bahawa Malaysia sedang mengalami krisis akhlak yang sangat serius dan perlu ditangani segera. Menurutnya lagi, kelahiran anak tidak sah taraf merupakan kesalahan paling serius berhubung akhlak kerana ia telah merosakkan nasab dan bertentangan dengan ajaran Islam dalam proses mengembangkan zuriat. Kelahiran anak tidak sah taraf juga turut menyumbang kepada perbuatan jenayah pembuangan bayi.

OBJEKTIF KAJIAN

Kajian ini secara umumnya bertujuan untuk mengetahui tentang gejala kehamilan luar nikah dalam kalangan remaja. Kajian ini disokong oleh objektif khusus seperti dibawah :

1. Untuk meneroka latar belakang remaja yang terlibat dengan kehamil luar nikah;
2. Untuk memahami faktor berlakunya kehamilan luar nikah dalam kalangan remaja;
3. Untuk mengkaji sokongan yang diperlukan oleh remaja semasa atau selepas berlakunya kehamilan luar nikah.

SOROTAN LITERATUR

Konsep Hamil Luar Nikah

Hamil luar nikah bermaksud mengandung disebabkan hubungan seks antara lelaki dengan perempuan di luar hubungan yang sah dari segi agama dan undang-undang negara (Adibah Bahori dan Siti Zubaidah Ismail, 2018). Menurut Khadijah Alavi et al. (2012) takrif hamil luar nikah ialah mengandung sebelum berkahwin di mana kewujudan hubungan seks di antara dua pasangan yang tidak mempunyai pertalian nikah yang sah, sama ada melalui hubungan suka sama suka atau kes rogol.

Dalam konteks Islam, penyaluran kehendak seks yang menyeleweng akan membawa kepada kekacauan keturunan, keruntuhan institusi keluarga dan masyarakat, peningkatan kadar individu yang mengalami tekanan, pergaduhan, tersebarnya penyakit berjangkit serta berleluasanya perlakuan tidak bermoral ini dirujuk sebagai penzinaan (Khadijah Alavi et al., 2012). Menurut Adibah Bohari dan Siti Zubaidah Ismail (2018), zina dalam Islam bukan sahaja dianggap sebagai satu perbuatan dosa besar, bahkan menjadi titik tolak kepada berlakunya perlbagai perlakuan lain yang lebih serius.

Ulama' mazhab al-Syafie mentakrifkan zina secara istilah, ialah memasukkan zakar ke dalam faraj yang diharamkan ke atasnya, bermaksud hukum haram itu dijatuhkan kerana wanita itu diharamkan untuk bersetubuh dengannya disebabkan perbuatan itu sendiri serta bebas daripada syubhah, dan yang menimbulkan syahwat, bermaksud ialah yang faraj wanita yang hidup, bukan mayat dan sebagainya serta dikenakan hudud (Pejabat Mufti Wilayah Persekutuan, 2019).

Hamil tanpa nikah adalah hasil daripada hubungan kelamin yang tidak halal iaitu zina dan perbuatan zina adalah perbuatan keji yang dilarang keras oleh Islam merujuk kepada hukumnya di dalam Al-Quran (Siti Aishah Yahya dan Sidar Nasrun, 2016).

وَلَا تَقْرَبُوا الزَّانِيَ إِنَّهُ كَانَ فَاحِشَةً وَسَاءَ سَبِيلًا

Maksudnya: Dan janganlah kamu menghampiri zina, sesungguhnya zina itu adalah satu perbuatan yang keji dan satu jalan yang jahat (yang membawa kerosakan). Surah al-Isra': 32.

Faktor-faktor Penglibatan Remaja

Rakan Sebaya

Menurut Khadijah Alavi et al. (2012), pengaruh rakan sebaya merupakan salah satu faktor penting remaja terjerumus dalam kehamilan luar nikah. Remaja mudah dipengaruhi oleh rakan sebaya kerana pada usia ini mereka berada dalam fasa pembinaan keperibadian diri dan pencarian identiti diri. Kesilapan remaja dalam memilih rakan sebaya yang bermasalah dan suka melakukan aktiviti negatif mengajak seseorang individu melakukan perkara di luar batasan keagamaan seperti berkunjung ke kelab malam, pusat hiburan, pengambilan dadah dan melakukan seks bebas serta melanggar norma masyarakat.

Selain itu, bagi generasi remaja kini, rakan sebaya merupakan rujukan utama dalam pembinaan sahsiah dan tingkah laku mereka. Menurut Ma Razhanlaily Ab Razak dan Salasiah Hanin (2017) rakan merupakan teman yang paling akrab dalam hidup seseorang. Rakan sebaya juga merupakan sumber utama dalam meniru gaya dan tingkah laku setiap individu dan individu lebih bergantung kepada rakan sebaya. Individu dalam usia remaja lebih memilih rakan sebaya untuk bercerita tentang segala masalah dan nasihat. Hal ini kerana mereka lebih kerap meluangkan masa bersama kerana rakan sebaya bagi remaja terdiri daripada rakan persekolahan, rakan yang tinggal di kawasan perumahan yang sama dan rakan-rakan dalam melakukan aktiviti riadah dan sukan yang sama. Menurut Abd Ghani Ahmad dan Nuarrual Hilal Dahlan (2017), rakan sebaya merupakan faktor terpenting yang boleh mempengaruhi remaja terlibat dalam aktiviti yang tidak sihat. Generasi sekarang berpendapat rakan sebaya merupakan pedomam dan idola dalam pembinaan sahsiah dan tingkah laku mereka. Di samping itu, bagi remaja perempuan, mereka sering merujuk rakan lelaki untuk meluahkan masalah peribadi. Perkara ini juga telah mendorong kepada pergaulan bebas dan hubungan seks. Menurut Husaeni (2012) pergaulan yang salah bersama teman atau rakan sebaya merupakan faktor kehamilan luar nikah berlaku. Menurut Rohany Nasir et al. (2016) kebanyakan individu yang terlibat dalam hubungan seks luar nikah berpunca daripada tekanan rakan sebaya.

Penggunaan Media Massa

Media massa mencetuskan remaja untuk bertingkah laku seksual (Fitriani, 2016). Pada era yang serba canggih ini, media massa merupakan alat sebagai mengakses informasi dengan pantas dan mudah. Penggunaan media massa untuk tujuan yang negatif akan mempengaruhi tingkah laku remaja. Penggunaan media massa banyak membantu remaja untuk mencari informasi kerana pada usia itu remaja lebih bersifat ingin tahu tentang perkara-perkara baru yang berlaku disekeliling mereka.

Menurut Ismarwati dan Utami (2017) salah seorang responden kajian menyatakan bahawa remaja berkenaan sering mengakses informasi seks dan pornografi menggunakan internet bersama teman lelaki dan rakan-rakan. Tambahnya lagi, kesan daripada tingkah laku tersebut menyebabkan

responden sering bercakap mengenai seks dan melakukan hubungan seks bersama teman lelaki walaupun pada mulanya berasa takut.

Menurut kajian Khadijah Alavi et al. (2012) sebahagian responden menggunakan laman sesawang lucah untuk mengakses gambar porno dan bahan lucah. Dalam kajian Khadijah Alavi et al. juga berpendapat bahawa sikap remaja yang menginginkan keseronokan dan kurang pengawasan dalam aktiviti mereka menyebabkan remaja lebih bebas dalam mengakses laman sesawang lucah dan sebagainya. Selain itu, remaja juga kurang matang untuk menilai baik dan buruk sesuatu perkara sehingga menyebabkan mereka lebih mudah terdedah dengan kesalahan salah laku seksual. Menurut Elisa Amalia dan Muhammad Azinar (2017) sikap remaja yang gemar mengakses pornografi menggunakan media elektronik merupakan satu punca seks bebas berlaku sekaligus menjerumus kepada kes kehamilan luar nikah.

Kurang Perhatian Ibu Bapa

Menurut Khadijah Alavi et al. (2012), sikap ibu bapa yang terlalu sibuk dengan pekerjaan boleh menjejaskan hubungan kekeluargaan sehingga menyebabkan remaja kurangnya perhatian ibu bapa. Selain itu, status perkahwinan ibu bapa juga menjadi penyumbang kepada tingkah laku seksual remaja. Perceraian ibu bapa menyebabkan anak-anak kurang mendapat perhatian dan kasih sayang. Salah seorang informan kajian ini telah menyatakan bahawa ibu bapa beliau telah bercerai dan sejak ibu beliau menjadi ibu tunggal, ibunya terpaksa bekerja untuk mencari nafkah untuk keluarga mereka.

Hubungan anak dan ibu bapa yang renggang menyebabkan remaja berani keluar dan melakukan aktiviti yang tidak sihat seperti salah laku seksual. Perceraian menjadi punca kepada kehamilan luar nikah. Ibu atau bapa tunggal lebih fokus kepada pekerjaan sehingga kemesraan dan kasih sayang untuk anak-anak berkurangan (Nurul Husna, 2016). Menurut Nor Jum'awaton Shahrudin et al. (2018) remaja yang mendapat asas sosialisasi yang kukuh daripada keluarga dapat menyesuaikan diri terhadap perubahan diri dengan lebih baik berbanding remaja yang tidak mendapat perhatian dan kasih sayang yang cukup daripada ibu bapa lebih mudah terlibat dengan fenomena hamil luar nikah.

Menurut Nurul Husna (2016) remaja yang lahir dalam keluarga miskin lebih terdedah dengan jenayah dan kegiatan seks bebas di usia muda sekaligus menjerumus ke arah kehamilan luar nikah. Tambah Nurul Husna lagi, keadaan ini berlaku apabila ada pihak yang tidak bertanggungjawab mengambil kesempatan ke atas remaja terbabit dengan menawarkan kemewahan bersyarat.

Sokongan

Menurut kajian Rohany Nasir et al. (2016) sokongan sosial yang lemah boleh merumitkan kehidupan remaja yang terlibat dengan gejala kehamilan luar nikah sekaligus mendorong remaja tersebut menimbulkan masalah. Hal ini kerana, sokongan sosial yang lemah boleh mempengaruhi tingkah laku seseorang. Menurut Nurul Badriyah Ali (2017) persekitaran dan sokongan sekeliling amat penting untuk membantu remaja yang terlibat dengan salah laku seksual untuk terus istiqamah dalam perubahan. Persekitaran yang negatif akan menyebabkan remaja yang terlibat kembali kepada kehidupan lama mereka.

Menurut kajian Nurul Badriyah Ali (2017) persekitaran yang kondusif sangat penting dalam menyokong pembinaan sahsiah para remaja. Kajian ini dilakukan di pusat pemulihan remaja mengandungi tanpa kahwin. Menurut Nurul Badriyah lagi, sokongan boleh diberi dengan menyediakan tempat yang selesa kerana keselesaan penghuni berada di pusat bimbingan akan membantu proses

dakwah dan tarbiyah dan persekitaran yang positif mampu membentuk penerapan asas keimanan yang betul.

Kaedah pembersihan jiwa dapat diaplikasikan terhadap remaja yang terlibat dengan kehamilan luar nikah bagi memberi sokongan yang sewajarnya untuk meneruskan kehidupan seterusnya (Nurul Badriyah Ali, 2017). Menurut Che Zarrina Saari dan Basirah Muhsin (2012) aspek keagamaan adalah penting dan perlu diterapkan dalam pembangunan jiwa dan spiritual seseorang kerana ia memainkan peranan terhadap tingkah laku seseorang. Tambah Zarrina dan Basirah lagi, pendekatan pemulihan psikologi perlu diterapkan dalam bidang psikoterapi sebagai salah satu usaha untuk mengurangkan gejala sosial dan keruntuhan akhlak remaja.

Persepsi Masyarakat terhadap Kehamilan Luar Nikah

Berita mengenai wanita hamil luar nikah kini sudah tidak asing lagi dalam masyarakat kita (Rohany Nasir et al., 2015). Menurut Sarnon et al. (2012) ibu bapa remaja yang hamil luar nikah tidak dapat menerima remaja yang terlibat dengan kehamilan luar nikah ekoran stigma masyarakat yang tinggi terhadap mereka yang hamil luar nikah. Menurut kajian Hikmah Elok Faiqotul (2013) masyarakat pada masa kini tidak lagi memandang kesalahan hamil luar nikah ini sebagai kesalahan individu.

Namun begitu, menurut kajian Noraini Aqilah Ismail dan Ahmad Munawar (2018) masyarakat pada masa kini tidak lagi memandang serong terhadap remaja yang hamil luar nikah dan bayi yang bakal dilahirkan. Kajian ini juga telah membuktikan masyarakat pada masa kini cakna terhadap isu ini. Selain itu, masyarakat juga perlu sama-sama memainkan peranan dalam usaha membendung kehamilan luar nikah ini daripada terus berlaku (Noraini Aqilah Ismail dan Ahmad Munawar, 2018).

KAEDAH KAJIAN

Kajian ini adalah suatu kajian kualitatif dengan reka bentuk kajian kes. Kajian kes merupakan satu kaedah yang digunakan untuk mengkaji individu atau institusi secara mendalam dan terperinci dalam konteksnya tersendiri.

Kajian ini dijalankan di Taman Seri Puteri Cheras, Selangor, sebuah institusi tempat perlindungan di bawah seliaan JKM yang ditubuhkan atau ditetapkan di bawah seksyen 55 Akta Kanak-Kanak 2001. Tempat perlindungan ini ditubuhkan bagi memberi perlindungan dan pemulihan kepada kanak-kanak yang terdedah kepada bahaya moral atau keruntuhan akhlak dengan memupuk sikap dan nilai yang sesuai dengan norma masyarakat serta memberikan kemahiran yang bersesuaian. Fokus kajian ini adalah individu atau remaja yang terlibat dengan gejala kehamilan luar nikah dan sedang menerima pemulihan di rumah perlindungan Taman Seri Puteri. Seramai lapan (8) orang remaja dipilih untuk dijadikan sampel kajian.

Bagi kajian ini, pengkaji telah menyediakan tiga (3) bahagian soalan berdasarkan objektif yang telah ditetapkan. Persoalan pertama untuk mengkaji latar belakang remaja yang terlibat dengan gejala kehamilan luar nikah melibatkan nama, umur, latar belakang pendidikan, latar belakang keluarga, latar belakang tempat tinggal, tempoh informan tinggal di rumah perlindungan dan hubungan sosial informan. Seterusnya objektif kedua adalah untuk mengkaji faktor berlakunya kehamilan luar nikah di kalangan remaja. Soalan ini melibatkan punca remaja terbabit terlibat dengan gejala kehamilan luar nikah, siapa pemangsa, latar belakang pemangsa, dan hubungan pemangsa dengan informan. Objektif ketiga pula melibatkan sokongan yang diperlukan oleh informan semasa atau selepas berlakunya kehamilan luar nikah. Dalam soalan ini, pengkaji menekankan bentuk sokongan daripada keluarga dan

masyarakat yang diperlukan oleh informan apabila berhadapan dengan remaja yang terlibat dengan kehamilan luar nikah.

DAPATAN KAJIAN

Jadual 1 menunjukkan latar belakang informan mengikut nama (bukan nama sebenar), umur, bangsa, pendapatan ibu bapa, status perkahwinan ibu bapa, jumlah adik beradik informan, jenis pekerjaan ibu bapa informan dan tinggal bersama.

Jadual 1: Latar Belakang Informan

Informan	Nama (bukan nama sebenar)	Umur	Bangsa	Pendapatan Ibu Bapa (B40, M40, T20)	Status Perkahwinan Ibu Bapa	Bilang Adik- beradik	Pekerjaan Ibu Bapa	Tinggal Bersama
1	Mira	14	Melayu	M40	Bersama	4 drp 5	Ibu: Pekerja Kilang, Bapa: Pemandu Lori	Ibu Bapa
2	Millia	14	Melayu	B40	Cerai Hidup	3 drp 3	Ibu: Meniaga, Bapa: tidak pasti	Ibu
3	Fiqah	15	Melayu	B40	Cerai Mati	2 drp 3	Ibu Tiri: Suri Rumah, Bapa: Penggali Kubur	Bapa dan Ibu Tiri
4	Najwa	15	Melayu	M40	Bersama	1 drp 4	Ibu dan Bapa: Operator Kilang	Ibu Bapa
5	Fatin	17	Melayu	B40	Bersama	1 drp 6	Ibu: Suri Rumah, Bapa: Operator Proton	Ibu Bapa
6	Izzati	16	Melayu	B40	Cerai Mati	3 drp 5	Ibu Tiri: Suri Rumah, Bapa: Buruh Kampung	Bapa dan Ibu Tiri
7	Azai	17	Melayu	B40	Cerai Hidup	4 drp 5	Ibu: Tukang Sapu, Bapa: -	Ibu
8	Ain	16	Melayu	B40	Bersama	4 drp 4	Ibu: Suri Rumah, Bapa: Meniaga	Ibu Bapa

Profil Mira

Mira berusia 14 tahun dan merupakan pelajar tingkatan dua. Mira dilahirkan di Selangor pada tahun 2005. Mira merupakan anak tunggal perempuan dalam keluarganya. Beliau mempunyai tiga (3) orang abang dan seorang adik lelaki yang berusia 12 tahun dan masih bersekolah. Abang Mira masing masing berusia 25 tahun, 23 tahun dan 21 tahun. Abang Mira yang sulung menetap di Pulau Pinang dan jarang pulang ke rumah keluarga kerana sudah mendirikan rumahtangga. Abang kedua pula berkerja sebagai penjaga kedai 7Eleven di Shah Alam. Abang ketiga Mira tidak bekerja dan menjaga adik di rumah. Kedua-dua ibu bapa Mira bekerja dalam sektor swasta. Ibu Mira merupakan seorang pekerja kilang. Ayah Mira pula seorang pemandu lori. Ibu Mira berasal dari Pahang namun bermastautin di negeri Selangor. Ayah Mira pula berasal dari Sabak Bernam, Selangor. Pendapatan isi rumah keluarga Mira RM3000 ke atas.

Mira pernah melarikan diri dari rumah selama empat (4) hari dan tinggal di rumah teman lelakinya di kawasan Meru, Klang. Mira juga seorang gadis yang aktif dalam melakukan seks rambang bersama kawan abangnya, kawan sekolah, teman lelaki, adik teman lelaki dan kawan-kawan teman lelakinya. Seks pertama yang dilakukan oleh Mira pada usia beliau seawal 13 tahun. Seks pertama Mira bersama kawan abangnya sendiri. Beliau melakukan perbuatan tersebut di sebuah hotel bajet. Menurut Mira, dia tidak mempunyai perasaan terhadap kawan abangnya. Pada awalnya perlakuan seks itu dianggap secara terpaksa namun Mira tidak mampu menolaknya dan itu merupakan seks pertama dan terakhir bersama individu tersebut. Seks kedua Mira bersama dengan kawan sekolahnya di tangga sekolah. Seterusnya, Mira mula mengenali dan bercinta dengan kawan abangnya yang lain (bukan individu yang pertama melakukan hubungan seks dengan Mira). Hubungan cinta ini bermula pada 6 Mei 2019. Pada puasa kedua, Mira telah melakukan seks bersama dengan teman lelakinya di rumah kawan teman lelakinya. Mira mengaku dia tidak didesak oleh teman lelakinya untuk melakukan hubungan seks. Selang beberapa hari selepas hubungan seks Mira dan teman lelakinya, Mira mengaku teman lelakinya telah menjual Mira tanpa bayaran apa-apa kepada adik dan kawan-kawan teman lelakinya. Kejadian itu terjadi di rumah kawan teman lelakinya. Selepas kejadian itu, Mira melarikan diri dari rumah dan tinggal sementara di rumah teman lelakinya. Ketika Mira tinggal di rumah teman lelakinya, Mira mendakwa dirinya tidak sihat, demam. Teman lelaki Mira berpendapat Mira terkena demam denggi. Dalam tempoh tinggal bersama teman lelaki Mira tidak menghubungi keluarganya. Namun, pada suatu hari Mira menghidupkan telefon bimbit miliknya dan menghubungi ibu saudaranya dan meminta ibu saudaranya membawanya ke klinik. Ketika Mira pulang ke rumah, keluarga Mira telah membawa Mira ke hospital dan setelah didapati mengandung, Mira dibawa ke balai polis untuk membuat laporan polis. Mira kemudiannya di hantar ke Taman Seri Puteri untuk mendapatkan perlindungan dan pemulihan akhlak.

Profil Millia

Millia seorang gadis berusia 14 tahun. Namun Millia tidak bersekolah seawal usia 12 tahun. Ibu bapa Millia telah berpisah dan pada masa sekarang Millia berada di bawah jagaan ibunya. Ibu Millia merupakan seorang ibu tunggal dan menjalankan perniagaan secara kecil-kecilan untuk menampung kehidupan mereka. Millia merupakan anak bongsu dari tiga (3) orang adik beradik. Abang sulung Millia tinggal sendiri selepas mendirikan rumahtangga, manakala kakak Millia tinggal bersama Millia dan ibunya. Kakak Millia sudah berkahwin dan mempunyai dua (2) orang anak. Pendapatan keluarga tersebut di bawah RM3000.00 sebulan.

Millia terjebak dengan gejala seks bebas dari usia beliau seawal 12 tahun. Seks pertama Millia dilakukan bersama abang angkatnya semasa Millia di bawah jagaan ayah beliau. Millia mendakwa pada ketika itu, ayah Millia tidak mengambil tahu tentang anaknya dan perhatian ayahnya tertumpu pada ibu

tirinya sahaja. Millia juga melakukan seks bersama rakan beliau. Mereka berkenalan melalui media sosial, aplikasi Beetalk. Perkenalan dua (2) minggu itu berakhir selepas mereka melakukan hubungan seks di sebuah hotel bajet. Millia kemudiannya menjalinkan hubungan cinta bersama kawan sekampung sehingga sekarang. Millia melakukan hubungan seks dengan teman lelakinya dan pernah melarikan diri sebanyak lima (5) kali dan tinggal bersama teman lelakinya sehingga disahkan mengandung. Namun begitu, Millia tidak dapat memastikan anak dalam kandungannya sekarang anak teman lelakinya atau bukan kerana semasa Millia tinggal bersama teman lelakinya, rakan teman lelakinya pernah meniduri Millia. Kejadian itu berlaku di luar sedar kerana rakan teman lelakinya telah memasukkan ubat tidur dalam minum Millia semasa teman lelakinya keluar bekerja. Teman lelaki Millia tinggal dirumah sewa bujang. Selepas disahkan mengandung, Millia dihantar ke Taman Seri Puteri untuk perlindungan dan pemulihan akhlak. Millia bercadang untuk berkahwin dengan teman lelakinya selepas keluar dari Taman Seri Puteri.

Profil Fiqah

Fiqah merupakan seorang gadis yang berusia 15 tahun dan berasal dari Kuala Lumpur. Ibu bapanya bukan warga Malaysia namun sudah lama menetap di Malaysia. Ibunya warga Indonesia manakala bapanya warga Filipina. Ibu kandung Fiqah sudah meninggal dunia dan ayah Fiqah sudah berkahwin selepas kematian ibunya. Fiqah mempunyai tiga (3) orang adik beradik dan merupakan anak kedua. Fiqah mempunyai seorang abang berusia 17 tahun, masih bersekolah dan seorang adik tiri yang masih kecil dan masih bersekolah. Ayah Fiqah bekerja sebagai penggali kubur di Segambut. Manakala ibu tirinya pula seorang surirumah.

Fiqah telah mengadakan hubungan seks bersama teman lelaki pada usia 15 tahun. Hubungan tersebut merupakan hubungan seks pertama Fiqah. Fiqah mendakwa dia mengetahui tentang seks daripada rakan baiknya yang tinggal di kawasan rumahnya. Menurut Fiqah lagi, dia kerap ke rumah teman lelakinya untuk mengulang kaji pelajaran kerana kakak teman lelakinya selalu mengajar Fiqah dalam bidang akademik. Oleh itu, ibu bapa Fiqah tidak menghalang Fiqah pergi ke rumah teman lelakinya. Fiqah dan teman lelakinya mengadakan hubungan seks semasa berada di rumah teman lelakinya. Fiqah mendakwa pada mulanya mereka hanya menonton video lucu melalui telefon bimbit teman lelakinya. Selepas kejadian itu, Fiqah didapati mengandung. Fiqah di hantar ke hospital oleh pakciknya untuk pemeriksaan. Setelah mengetahui Fiqah mengandung, keluarga Fiqah membuat laporan polis dan bersetuju untuk menghantar Fiqah ke Taman Seri Puteri untuk perlindungan sehingga Fiqah melahirkan anak. Fiqah bercadang untuk menyambung persekolahan yang tertangguh dan menebus balik kesalahan yang telah dilakukan terhadap keluarganya.

Profil Najwa

Najwa berusia 15 tahun dan seorang pelajar tingkatan tiga (3). Gadis kelahiran Selangor itu mempunyai empat (4) orang adik beradik dan merupakan anak sulung dalam keluarganya. Ibu bapa Najwa bekerja sebagai operator kilang di kilang yang berlainan. Kedua ibu bapa Najwa jarang berada di rumah menyebabkan Najwa bebas untuk keluar ke mana-mana. Pendapatan isi rumah keluarga Najwa adalah lebih daripada RM3000.00 sebulan.

Najwa pernah melarikan diri dari rumah dan tinggal bersama teman lelakinya. Perkenalan dengan teman lelakinya yang berusia 18 tahun itu bermula daripada abang angkat Najwa. Najwa mendakwa dia mempunyai ramai abang angkat yang berusia 16 hingga 24 tahun. Seks pertama Najwa bersama bekas teman lelakinya. Sejak dari itu, Najwa akan melakukan seks dengan sesiapa sahaja yang menjadi teman lelakinya. Menurut Najwa, dia merasa ketagih dengan hubungan seks yang dilakukannya. Tambah Najwa lagi, adik Najwa sudah mengetahui Najwa seorang aktif seks, namun

adik Najwa hanya berdiam diri. Najwa mengaku dia tidak didesak untuk melakukan hubungan seks bersama teman lelakinya. Pada mulanya, Najwa hanya melakukan oral seks setelah dipujuk oleh teman lelakinya dia mula melakukan hubungan intim bersama teman lelakinya. Seks pertama Najwa seawal usianya 14 tahun. Tambah Najwa lagi, dia mengetahui tentang seks daripada rakan-rakannya dan abang-abang angkat yang rapat. Najwa mempunyai ramai kawan-kawan perempuan yang pernah mengandung anak luar nikah. Keluarga Najwa mengetahui Najwa mengandung selepas Najwa mengalami alahan teruk dan dihantar ke hospital sebelum disahkan mengandung. Keluarga Najwa membuat laporan polis dan pihak keluarga Najwa bersetuju untuk menghantar Najwa ke Taman Seri Puteri Cheras untuk mendapat bimbingan.

Profil Fatin

Fatin merupakan seorang remaja yang berusia 17 tahun. Fatin, pelajar tingkatan lima (5) dan sudah menduduki peperiksaan Sijil Pelajaran Malaysia pada tahun 2019. Fatin mempunyai enam (6) orang adik-beradik dan merupakan anak sulung dalam keluarganya. Semua adik-adik Fatin masih bersekolah. Pekerjaan bapa Fatin adalah operator pengeluaran di kilang Proton dan ibunya pula seorang surirumah. Pendapatan isi rumah mereka adalah di bawah RM3000.00 sebulan.

Fatin mempunyai kawan rapat lelaki yang berusia 18 tahun. Mereka berkenalan melalui aplikasi *Whatsapp* pada awal tahun 2019. Menurut Fatin, mereka tidak pernah mempunyai hubungan cinta cuma sekadar rakan sahaja. Perkenalan mereka bermula dari awal tahun sehingga bulan Ogos selepas Fatin disahkan mengandung. Seks pertama Fatin berlaku akibat dianiaya oleh rakan lelakinya tersebut. Pada hari kejadian, Fatin menghadiri parti sambutan hari jadi rakan di rumah kakak rakan mereka. Pada hari bekenaan, kakak rakan mereka tiada di rumah tersebut. Lelaki tersebut telah memasukkan ubat tidur dalam minuman Fatin dan melakukan hubungan seks semasa Fatin tidak sedarkan diri. Fatin mendakwa ibu bapanya tidak kisah jika dia keluar dengan rakan lelakinya kerana rakan lelaki selalu meminta izin untuk membawa Fatin keluar dengan syarat, Fatin perlu pulang selepas keluar. Namun pada hari kejadian, Fatin tidak pulang. Bapa Fatin memarahi lelaki tersebut kerana tidak menghantar Fatin pulang. Itu merupakan seks pertama dan seks terakhir Fatin. Selepas kejadian itu, Fatin disahkan mengandung. Fatin memaklumkan perkara itu kepada rakan baiknya, Aida. Aida menceritakan hal tersebut kepada ibunya, dan ibu Aida berbincang dengan Aida untuk memaklumkan perkara tersebut kepada ibu bapa Fatin. Selepas ibu bapa Fatin mengetahui Fatin mengandung, mereka menghantar Fatin ke hospital, namun tiada laporan polis dibuat demi menjaga maruah keluarga Fatin. Fatin kemudiannya di hantar ke Taman Seri Puteri untuk mendapat perlindungan dan menjaga air muka ibu bapanya. Fatin bercadang untuk menebus semula kesalahannya terhadap kedua ibu bapanya. Keluarga Fatin juga bercadang untuk menyerahkan anak Fatin kepada orang lain demi menjaga air muka keluarga mereka.

Profil Izzati

Izzati merupakan anak kelahiran Terengganu yang berusia 16 tahun. Izzati merupakan pelajar tingkatan empat. Izzati mempunyai lima orang adik beradik dan merupakan anak ketiga dalam keluarga itu. Izzati mempunyai seorang abang, seorang kakak dan dua (2) orang adik. Abang Izzati sudah mendirikan rumahtangga. Kakak Izzati berusia 21 tahun, belum berkahwin dan bekerja sebagai pelayan di gerai ayam penyet. Ibu kandung Izzati sudah meninggal dunia pada tahun 2012. Ayah Izzati telah berkahwin dengan ibu tirinya pada tahun yang sama. Ayah Izzati bekerja sebagai buruh kampung, manakala ibu tiri Izzati tidak bekerja dan menjadi surirumah sepenuh masa.

Izzati mempunyai seorang teman lelaki seawal usia 12 tahun. Dia menjalin hubungan cinta itu sehingga sekarang. Mereka berkenalan melalui aplikasi *Facebook*. Izzati dan teman lelakinya juga bersekolah di sekolah yang berdekatan. Izzati mengadakan hubungan seks pada usia 13 tahun. Izzati

mendakwa pada awal perkenalan mereka hanya melakukan seks ringan dan oral seks. Tambah Izzati lagi, dia melakukan seks kerana Izzati sudah ketagih untuk melakukan hubungan intim tersebut. Izzati dan teman lelaki melakukan hubungan seks di dalam bilik Izzati sendiri. Menurut Izzati, keluarga Izzati sudah menghidu perkara tersebut pada tahun lepas namun mereka hanya mendingkan diri tentang perkara tersebut. Izzati mengetahui dia mengandung ketika mengalami alahan teruk dan di bawa oleh ibu saudaranya ke hospital untuk mendapat pemeriksaan. Selepas mengetahui Izzati mengandung, keluarga Izzati membuat laporan polis dan berhubung dengan pihak Jabatan Kebajikan Masyarakat untuk tindakan lanjut. Ahli keluarga Izzati bersetuju untuk menghantar Izzati ke Taman Seri Puteri Cheras untuk mengelak Izzati malu dan bagi mendapatkan Izzati bimbingan dan perlindungan dari pihak bertanggungjawab. Izzati bercadang untuk melanjutkan pelajaran dalam bidang kemahiran selepas melahirkan anaknya. Anak Izzati juga akan diserahkan kepada abang Izzati untuk dijaga oleh abang Izzati sendiri.

Profil Ain

Ain seorang gadis berusia 16 tahun dan merupakan anak kelahiran pantai timur, Terengganu. Ain bersekolah di tingkatan empat (4) dan berhenti sekolah selepas disahkan mengandung. Ain mempunyai empat (4) orang adik beradik dan merupakan anak sulung dalam keluarganya. Bapa Ain seorang peniaga daging manakala ibu Ain pula seorang surirumah. Pendapatan keluarga Ain bawah RM3000.

Ain mula berkenalan dengan teman lelaki pada tahun 2017 ketika Ain berusia 14 tahun. Mereka merupakan jiran sekampung. Ain mendakwa teman lelakinya seorang yang cemburu buta dan seorang pengedar pil-pil khayal. Teman lelaki Ain berusia 18 tahun. Menurut Ain, keluarga Ain sudah maklum dengan hubungan Ain dan teman lelakinya begitu juga keluarga teman lelakinya. Ain sering berkunjung ke rumah kakak teman lelakinya. Seks pertama mereka juga berlaku di rumah kakak teman lelakinya. Seks pertama mereka berlaku tanpa kerelaan Ain. Teman lelaki Ain telah memasukkan ubat tidur dalam minuman Ain dan membawa Ain pulang ke rumah kakaknya sewaktu kakaknya tiada di rumah. Teman lelaki Ain mendakwa dia melakukan perkara tersebut kerana takut Ain meninggalkannya. Selepas kejadian tersebut, mereka kerap melakukan seks atas alasan sudah terlanjur. Ain mendakwa selepas kejadian tersebut dia tidak didesak oleh teman lelakinya untuk melakukan seks dan dia secara sukarela untuk melakukan bersama teman lelakinya. Ain mendakwa kedua ibu bapanya jarang berada di rumah menyebabkan dia bebas untuk keluar rumah. Walaupun ibu Ain seorang surirumah tetapi ibu Ain jarang berada di rumah. Manakala bapa Ain pula keluar meniaga. Oleh itu, segala aktiviti Ain tidak diketahui oleh ibu bapa Ain. Ain mengetahui dia mengandung ketika mengalami sakit perut dan merasakan benjolan di perutnya. Ain ke klinik ditemani kakak angkat Ain dan disahkan mengandung. Pihak hospital menghubungi ayah Ain untuk memaklumkan perkara tersebut. Keluarga Ain membuat laporan polis dan menghubungi Jabatan Kebajikan Masyarakat untuk mendapat tindakan selanjutnya. Ain kemudiannya di hantar ke Taman Seri Puteri untuk mendapat perlindungan sehingga kes mahkamah berjalan. Ain bercadang untuk menjaga anaknya sendiri selepas melahirkan. Dia juga bercadang untuk meneruskan sekolah selepas semua urusan mahkamah selesai.

Profil Azai

Azai merupakan seorang remaja berusia 17 tahun dan berasal dari Terengganu. Azai mempunyai lima (5) orang adik beradik. Azai mempunyai dua (2) orang abang, seorang kakak dan seorang adik. Ibu bapa Azai telah bepisah ke semua adik-beradik Azai berada dibawah jagaan ibu Azai. Kakak Azai tinggal di Bukit Jalil, Kuala Lumpur, manakala abang-abang Azai serumah dengan ibu mereka. Ibu Azai bekerja sebagai tukang sapu. Abang-abang Azai juga bekerja. Pendapatan isi rumah tersebut bawah RM3000.

Azai mempunyai teman lelaki yang berusia 16 tahun. Mereka berkenalan di sekolah. Azai melakukan hubungan seks bersama teman lelakinya. Menurut Azai dia mengetahui tentang seks dari rakan-rakan karibnya yang pernah melakukan seks bersama teman lelaki masing-masing. Menurut Azai, semua rakan-rakannya pernah melakukan seks kecuali Azai dan Azai disuruh untuk melakukan seks bersama teman lelakinya. Oleh itu, Azai mula bertanya kepada teman lelakinya tentang seks dan teman lelakinya mengajak Azai melakukan hubungan seks di rumah teman lelakinya ketika keluarga teman lelakinya keluar bekerja. Menurut Azai, ibunya sering tiada di rumah untuk bekerja dan pada ketika itu Azai pergi ke rumah teman lelakinya. Ini merupakan seks pertama Azai dan disahkan mengandung. Azai mendakwa dia tidak pernah melakukan hubungan seks dengan sesiapa. Azai disahkan mengandung selepas ibu Azai menghantarnya ke klinik untuk pemeriksaan selepas Azai mengalami sakit kepala. Selepas disahkan mengandung, ibu Azai tidak membuat laporan polis untuk mengelakkan keluarga mereka menanggung malu. Azai dibawa ke Jabatan Kebajikan Masyarakat dan keluarga Azai bersetuju untuk menghantar Azai keluar dari Tereangganu dan di hantar ke Taman Seri Puteri Cheras menandatangani kakak Azai nombor tiga (3) tinggal di Bukit Jalil. Menurut Azai, hanya adik-beradik Azai yang tahu Azai mengandung. Orang kampung di kawasan rumah Azai tidak mengetahui perkara tersebut. Azai bercadang untuk melanjutkan pelajaran selepas melahirkan anaknya. Keluarga Azai juga bersetuju untuk menjaga anak Azai bersama-sama.

Penyumbang kepada Faktor Kehamilan Luar Nikah

Peceraian Ibu Bapa

Keruntuhan institusi keluarga selalunya berpunca daripada perceraian ibu bapa. Remaja daripada keluarga yang bermasalah seperti perceraian ibu bapa akan berhadapan dengan masalah emosi akibat tekanan kerana mengalami keadaan hidup yang berbeza daripada keadaan yang sebelumnya (Norhayati Zulkefli dan Zaidah Mustapha, 2017) Perceraian ibu bapa juga merupakan salah satu penyumbang kepada masalah sosial remaja yang sering kita dengari pada masa kini. Menurut Norhayati Zulkefli dan Zaidah Mustapha (2017) anak-anak daripada keluarga yang mengalami perceraian akan mengalami pelbagai emosi dan perasaan disebabkan ketiadaan ibu bapa sebagai peneraju utama dalam memastikan fungsi sesebuah keluarga berjalan dengan baik.

Informan 1: "...masa tu duduk dengan ayah...mak...mak dengan ayah dah bercerai..."...
 "...takda.. ayah dia... dia pentingkan mak tiri..."

Dapatan kajian ini menunjukkan bahawa perceraian ibu bapa telah meninggalkan kesan negatif kepada anak-anak. Seperti yang kita sedia maklum anak-anak yang meningkat dewasa memerlukan pengawasan yang lebih daripada orang tua untuk memastikan anak-anak tidak melakukan perlakuan yang tidak bermoral. Sebuah keluarga tidak berfungsi dengan baik selepas perceraian berlaku. Ini akan menjejaskan institusi keluarga tersebut. Hal ini membuatkan anak-anak mula mencari keseronokan, kebahagiaan di luar bersama rakan-rakan sebaya dan akan melakukan perbuatan yang tidak bermoral.

Kurang Perhatian Ibu Bapa

Ibu bapa memainkan peranan penting dalam mendidik tingkah laku anak-anak. Seperti yang kita sedia maklum, pendidikan pertama yang diperolehi oleh anak-anak adalah bermula dari rumah. Ibu bapa seharusnya menjadi *role model* bagi anak-anak. Namun begitu, pada era yang serba mencabar ini, kesibukan dalam bekerjaya merupakan satu halangan besar bagi ibu bapa dalam memberi kasih sayang dan perhatian yang cukup untuk anak-anak. Hasil temu bual bersama informan menunjukkan informan kurang mendapat perhatian ibu bapa. Kenyataan informan diambil melalui maksud yang tersurat dan tersirat. Berikut merupakan pengakuan informan :

Informan 1 : “...macam mana ah..malam tu Mira keluar dengan kawan Mira nak pergi kedai, kita orang saja guna jalan jauh... Lepas tu aaa ada sorang mamat (lelaki) naik moto, kita tak kenal lah...kawan kita yang tegur, dia kata mamat tu handsome apa semua, kita buat bodoh je lah main telefon...lepas tu tak lama dia datang balik dia ajak kita keluar...”“...check in hotel...”

Informan 2 : “...masa tu duduk dengan ayah...mak...mak dengan ayah dah bercerai...” “....takda.. ayah dia... dia pentingkan mak tiri...”

Informan 3 : “...inspektor tu dah jumpa 2 kali dah...satu sebab lari rumah...” “...kan kita pernah buat dengan orang lain sebelum ni....adik kita pun tahu dah kita buat dengan siapa sebenarnya cuma adik diam je...”

Informan 4 : “Emm dalam bilik sendiri lah...” “...Emm lepas tu tahun lepas emm dorang tahu emm lepas tu dorang buat diam je...”

Informan 5 : “Emm ayah...mak...mak Ain...dia sibuk...selalu takda dekat rumah...”

Informan 6 : “Kalau mak tahu mak marah...” “Aaa tak...mak kerja...balik pukul 4...”

Dapatan kajian ini menunjukkan keluarga informan jarang berada di rumah. Menurut Nor Jum’awaton Shahrudin et al. (2018) remaja yang tidak mempunyai hubungan yang mesra dengan ibu bapa sering berasa tersisih dalam keluarga, kurang mendapat perhatian serta kasih sayang di samping kurang pengawasan daripada ibu bapa menyebabkan remaja mudah terjebak dalam tingkah laku seksual

Pengaruh Rakan Sebaya

Rakan sebaya lebih rapat dengan seseorang individu berbanding ibu bapa. Hal ini telah menjadikan individu tersebut lebih selesa mendengar nasihat, cadangan daripada rakan sebaya berbanding ibu bapa dan keluarga. Menurut Rohany Nasir et al. (2016) kebanyakan individu yang terlibat dalam hubungan seks luar nikah berpunca daripada tekanan rakan sebaya. Rakan sebaya juga merupakan individu yang senang mempengaruhi pemikiran dan tingkah laku seseorang individu. Dapatan ini selari dengan kajian yang telah dijalankan oleh Absha Atiah Abu Bakar dandan Mohd. Isa Hamzah (2019) faktor yang lebih dominan mempengaruhi remaja untuk terlibat dalam masalah sosial ialah berpunca daripada diri sendiri dan rakan sebaya. Hasil kajian ini yang telah dianalisa oleh pengkaji juga telah menemukan faktor yang sama melalui temu bual bersama informan. Berikut adalah hasil temu bual bersama informan :

Informan 1 : “...dengan budak sekolah Mira sendiri... Mira kenal semua budak-budak bola dekat situ...” “...dia (teman lelaki) cuma nak barang Mira je... Bila Mira tanya couple dengan Mira sebab apa...dia cakap dia nak barang Mira je...”

Informan 2 : “...dengan abang angkat dengan ex (bekas teman lelaki)...” “....dengan abang angkat darjah 6... dengan abang angkat aaa tusebab redha je lah buat...”

Informan 3 : “Tahu dari kawan-kawan jugak lah...sebelum ni pun tak pernah bebas sebab sebelum ni...sebab sebelum ni boleh je bebas tapi macam takda la bebas sangatkan...pastu tiba-tiba aaa salah pilih kawan...sebab kawan semua macam dah mengandungi apa semua...salah pilih kawan...” “....kawan baik...”

Informan 4 : "...kawan-kawan saya ramai yang dah terjerumus juga..."

Informan 5 : "Aaa apa ni... aaa semua geng kita orang pernah buat...saya je yang tak pernah...lepas tu dorang cakap try lah..."

Dapatan kajian ini selari dengan kajian yang dibuat oleh Husaeni (2012) pergaulan yang salah bersama teman atau rakan sebaya merupakan faktor kehamilan luar nikah berlaku. Informan juga mengaku bahawa mereka terjebak dengan hubungan seks disebabkan oleh pengaruh rakan sebaya.

Ketagihan Seks

Ketagihan seks juga merupakan penyumbang kepada berlakunya kehamilan luar nikah dalam kalangan remaja. Menurut kajian Khuldiah Iman Mohd Ghazali dan Hilwa Abdullah (2019) ketagihan seks berlaku apabila perasaan cinta yang tidak dapat dikawal bertukar kepada ketagihan seksual. Hubungan cinta berahi akan berakhir dengan seks luar nikah dan akan mewujudkan rasa ketagih dalam diri pelaku tidak kira lelaki mahupun perempuan. Hasil kajian ini juga telah menemukan kehamilan luar nikah dalam kalangan remaja berlaku berpunca dari ketagihan seksual yang dirasai oleh informan. Berikut adalah pengakuan informan :

Informan 1 : "...kita first buat...aaa kita ramai buat (seks rambang)...""...emm Mira dengan dia bukan paksa...Mira dengan dia rela je..."

Informan 2 : "Sebelum ni pernah....dengan abang angkat dengan ex"

Informan 3 : "Emm...ketagih..."

Informan 4 : "Hmm... dah terlanjur dah kak..."...“....entah banyak kali...dekat rumah kakak dia, kadang hotel..."

Informan 5 : "Haa...jadi ketagih..."

Media Sosial

Tidak dinafikan media sosial telah membantu dalam perhubungan jarak jauh, namun ia juga merupakan penyumbang kepada masalah sosial di negara kita. Perkenalan yang bermula dari media sosial telah menyebabkan seseorang individu kurang mengenali keperibadian seseorang itu. Tiada kajian yang menyatakan penggunaan media sosial telah menyebabkan kehamilan luar nikah berlaku. Namun begitu, dari perbualan dengan peserta kajian ini, pengkaji telah merumuskan penggunaan media sosial juga merupakan salah satu faktor kehamilan luar nikah berlaku. Informan sendiri tidak begitu mengenali pelaku dengan lebih dalam kerana hanya mengenali pelaku melalui media sosial. Hasil temu bual bersama informan juga telah menemukan media sosial merupakan salah satu faktor berlakunya kehamilan luar nikah dalam kalangan remaja. Berikut merupakan temu bual bersama informan :

Informan 1 : "Emm dekat Whatsapp..." "....semua main promote promote je...and kita save je tak tahu dia duduk mana...haa tu jee..."

Informan 2 : "Kenal dekat Beetalk..."...“Kenal-kenal...tiba-tiba dia ajak jumpa semua tu tapi tak sangka pulak dia bawak check in semua..."

Media Massa

Menurut Abdul Munir Ismail (2016) media massa juga mempunyai pengaruh yang kuat dan merupakan mekanisme bagi menyampaikan mesej kepada masyarakat. Selain itu, media massa juga sering digunakan untuk mengakses laman sesawang yang tidak berfaedah seperti pronografi dan bahan-bahan lucah. Kenyataan ini disokong oleh kajian Ismarwati dan Utami (2017) salah seorang responden kajian tersebut telah menyatakan bahawa remaja berkenaan sering mengakses informasi seks dan pornografi menggunakan laman sesawang bersama teman lelaki dan rakan-rakan. Hasil temu bual bersama informan juga telah menemukan media massa sebagai salah satu faktor berlakunya kehamilan luar nikah dalam kalangan remaja. Berikut merupakan temu bual bersama informan :

Informan 1 : “Emm...time tu...macam video-video macam tu je...”...“Video-video lucah macam tu...”

Dapatan kajian ini telah dibuktikan dengan kajian yang dibuat oleh Muhammad Adnan Pitchan et. al. (2019) berdasarkan kenyataan peserta kajian tersebut telah jelas bahawa media massa telah menjadi platform utama untuk pengguna internet melayari pornografi. Tambahnya lagi hal ini berlaku kerana, media massa telah dijadikan tempat untuk berkongsi video pornografi kepada orang lain tanpa mengambil kira tempat dan waktu.

Khianat

Menurut penemuan kajian Asbah Razali et. al. (2018) kebanyakan wanita dirogol oleh individu yang mereka kenali. Hasil temu bual informan telah menunjukkan informan pada mulanya tidak rela untuk mengadakan hubungan seks, namun begitu, teman lelaki informan telah meletakkan pil khayal dalam minuman informan. Berikut adalah hasil temu bual bersama informan :

Informan 1 : “....saya suruh dia ambikan air...tak tahu pula dalam air tu ada campuran ubat...tak sure ubat apa...”...“...lepas tu sedar dalam...dalam bilik dia lah...bilik kawan saya tu dengan dia ada dekat sebelah...”... “....lepas tu saya pergi bilik air tengok berdarah...”

Informan 2 : “First kena ni..kita tak sedar pun...dia yang... dia tu pusher...”...“...lepas tu emm... dia yang jujur, tapi nasib baik dia jujur...”...“...lepas aaa masa dia mengaku yang dia buat masa time Ain tak sedar tu...dia cakap la takut aaa apa ni saya tinggal dia...”

Informan 3 : “....lepas saya dengan dia tu, dia ada jual saya dekat kawan-kawan dia...”...“Dia jual saya dekat kawan dia...dekat adik dia pun ada di jual...”

Dapatan kajian ini disokong oleh kajian yang dibuat oleh kajian Khuldia Iman Ghazali dandan Hilwa Abdullah (2019) menemukan sebanyak 856 kes rogol berpunca daripada teman lelaki sendiri. Statistik ini dikeluarkan oleh Kementerian Pembangunan Wanita, Keluarga dan Masyarakat dan Polis Diraja Malaysia.

Pujuk Rayu Teman Lelaki

Pujuk rayu atau pujukan merupakan kata-kata yang lemah lembut atau baik-baik untuk melembutkan hati (memikat hati dan lain-lain). Dalam kajian ini juga, pengkaji dapat mengenal pasti beberapa informan yang melakukan hubungan seks kerana termakan pujuk rayu teman lelaki yang menginginkan hubungan seksual bersama teman wanita mereka. Teman lelaki informan menyuruh informan mencuba

melakukan hubungan seks dengannya untuk mengetahui perasaan ketika mengadakan hubungan intim tersebut. Berikut merupakan hasil temu bual bersama informan :

Informan 1 : “emm sejak kawan suruh *try* tu saya ada tanya dia (teman lelaki) pasal ni...lepas tu dia cakap, jom lah kita *try* buat...baru tahu rasa dia...”...“...lepas tu tiba-tiba dia ajak masuk bilik...”...“...dia cakap kat saya...kata kan pernah tanya sedap ke tak...lepas tu dia cakap...jomlah *try*...”

Informan 2 : “...sebab redha je lah...buat...”

Dapatan kajian ini bersesuaian dengan kajian yang dibuat oleh Azlina Muhammad (2012) menyatakan remaja yang terlibat dengan masalah keruntuhan akhlak adalah berpunca daripada keterlibatan mereka di dalam aktiviti yang tidak bermoral seperti pujuk rayu teman lelaki dan ingin mengecapi kebebasan hidup.

Sokongan yang diperlukan

Menurut kajian Rohany Nasir et. al. (2015) remaja yang terlibat dengan gejala kehamilan luar nikah memerlukan sokongan daripada orang sekelilingnya, terutama sokongan daripada keluarga remaja itu sendiri. Tambahnya lagi ibu bapa perlu membantu anak mereka untuk memahami tanggungjawab baru yang bakal dipikul memandangkan remaja yang terlibat tidak matang secara fizikal, mental dan emosi. Hasil temu bual bersama informan, informan mendapat sokongan daripada keluarga sepenuhnya. Berikut merupakan temu bual bersama informan :

Informan 1 : “emm first memang la dorang marah bila dah lama-lama nenek cakap kat mama, benda dah lepas, usah di kenang...”...“...hantar kita kat sini takda la kita malu sangat...ye lah...orang tepi rumah pun tak tahu kita em mengandung...”

Informan 2 : “emm mak cakap takpa lah mak terima dengan redha awak pun kena redha benda yang jadi...”...“...mak selalu datang bagi semangat,,”...“Dia cakap takpa lah benda dah jadi...tapi jangan ulang lepas ni...Duduk sini fikir nak berubah...”

Informan 3 : “...kakak cakap kau jangan nak bagi orang anak tu, jangan nak gugurkan...”

Informan 4 : “...sebab kalau duduk dekat rumah mulut orang kampung cerita macam ni macam ni...”...“emm abang cakap, emm kalau anak ni taknak jaga, bagi lah aku...”...“...kakak ipar yang nak budak ni...”

Informan 5 : “Papa kata... time Mira dua minggu dekat hospital tu papa tiap-tiap hari melawat. Papa kata kalau duduk dekat JKM tu elok-elok...papa pesan lah...nanti kalau papa free papa datang lagi...”

Informan 6 : “...cuma family ayah...semuanya macam keluarga ayah yang suruh...dia kata first-first tak payah pun masuk sini...tapi pakcik saya yang paksa saya datang sini masuk dekat sini untuk perlindungan...”

Informan 7 : “ada...semua bagi sokongan...pakcik belah mak belah ayah semua ok...”

Hasil dapatan kajian pengkaji menemukan informan mendapat sokongan daripada keluarga secara tidak langsung. Keluarga mengambil keputusan untuk menghantar informan ke Taman Seri Puteri untuk mendapat perlindungan dan pemulihan rohani. Tindakan keluarga ini juga dilakukan untuk mengelak informan malu untuk berdepan dengan masyarakat di luar. Keluarga informan juga menerima anak informan dan bersetuju untuk menjaga anak tersebut bersama-sama.

KESIMPULAN

Secara umumnya, daripada hasil temu bual, dan analisis dokumen yang dilakukan oleh pengkaji, beberapa dapatan kajian yang menarik tentang topik yang dikaji dapat ditemui. Kajian ini membawa semua aspek yang dikaji, tentang informan, keluarga, rakan sebaya, pasangan informan, keinginan seks dan media massa khususnya telefon bimbit, media sosial mempunyai pengaruh masing-masing dalam penglibatan remaja dengan salah laku seks sehingga menjerumus remaja terbabit dengan gejala kehamilan luar nikah.

Kajian ini juga mendapati remaja lebih memerlukan sokongan keluarga untuk berubah. Penglibatan keluarga dalam membantu remaja tersebut memberi impak yang positif. Hal ini kerana, pengkaji menyedari bahawa semua remaja yang terlibat dengan kajian ini menyesal dengan tindakan yang dilakukan sebelum ini. Sokongan dari keluarga membantu remaja yang terlibat untuk berubah menjadi lebih baik dan bersedia untuk memikul tanggungjawab yang lebih besar yang bakal menyusul.

Dalam usaha membendung masalah ini dari terus berlaku, menerusi hasil kajian yang telah dikenal pasti, pengkaji ingin mencadangkan beberapa perkara sebagai langkah membendung masalah ini semakin membusuk dalam negara kita. Antara cadangan-cadangannya adalah kawalan ibu bapa, pendedahan konsep pendidikan seks, kempen kesedaran melalui iklan, sekatan laman sesawang pronografi atau bahan lucah. Ibu bapa perlu memainkan peranan penting dalam memberi perhatian, kasih sayang dan pengawasan yang sempurna kepada anak-anak. Ibu bapa perlu lebih peka dengan siapa anak-anak berkawan, bergaul dan sebagainya. Kegagalan ibu bapa dalam menjalankan tanggungjawab mereka akan menyebabkan anak-anak terlibat dengan gejala yang tidak sihat seperti pergaulan bebas, seks bebas, dan perkarak ini boleh menjerumus kepada kehamilan luar nikah dalam kalangan remaja. Pada era yang serba moden ini, kita dihadapkan dengan pelbagai kemudahan teknologi. Ibu bapa perlu mengawasi media sosial anak-anak dan penggunaan media massa anak-anak untuk memastikan mereka tidak memulakan perbuatan salah laku seks dengan penggunaan media sosial dan media massa. Ibu bapa juga perlu memantau penggunaan telefon bimbit anak-anak untuk memastikan mereka tidak menyimpan video-video atau gambar-gambar yang tidak sepatutnya.

Mewajibkan warga pendidik untuk menyertai seminar berkenaan penerapan konsep pendidikan seks kepada pelajar sekolah sebelum mula mengajar di sekolah. Hal ini kerana, para guru boleh menerangkan konsep pendidikan seks kepada pelajar tanpa rasa malu, dan tidak selesa apabila topik pendidikan seks dibincangkan. Ibu bapa didedahkan tentang kepentingan pendidikan seks kepada anak-anak. Penerimaan ibu bapa juga penting bagi mengelakkan persepsi negatif dari ibu bapa terhadap sistem pendidikan. Tidak semua ibu bapa menerima jika anak mereka didedahkan dengan pendidikan seks. Ibu bapa pada masa kini juga mengambil sikap “malu” untuk memberi maklumat tentang pendidikan seks kepada anak-anak. Oleh itu, ibu bapa juga perlu didedahkan dengan konsep pendidikan seks agar ibu bapa turut mempunyai pengetahuan tentang konsep pendidikan seks. Pendedahan untuk ibu bapa boleh dibuat ketika ibu bapa datang ke sekolah. Contohnya, hari penyerahan buku laporan pelajar atau hari perjumpaan Persatuan Ibu Bapa dan Guru (PIBG).

Mengadakan kempen kesedaran tentang seks tanpa nikah di seluruh negeri melalui iklan-iklan di tepi jalan, *billboard* dan sebagainya. Hal ini bertujuan untuk komuniti lebih peka dan lebih mengambil tahu tentang aktiviti seks tanpa nikah yang berlaku disekeliling. Iklan-iklan seperti ini sudah dilakukan di sekitar negeri pantai timur dan boleh diadaptasikan diseluruh negeri, dalam bandar dan luar bandar di Malaysia.

Secara amnya, kajian ini dijangkakan dapat memberi maklumat dengan lebih terperinci tentang faktor yang memainkan peranan yang penting terhadap isu kehamilan luar nikah di kalangan remaja. Kajian ini boleh memberi kesedaran atau dijadikan iktibar kepada remaja dan masyarakat tentang faktor salah laku seksual ini berlaku. Selain itu, kajian ini juga boleh dijadikan rujukan ilmiah dan dapat dikemukakan kepada pihak kerajaan seperti Jabatan Kebajikan Malaysia dan Lembaga Penduduk dan Pembangunan Keluarga Negara, penyelidik dan sebagainya untuk digunakan dalam modul-modul seperti seminar, kempen, dan sebagainya untuk menambah pengetahuan remaja-remaja lain tentang bahaya gejala kehamilan luar nikah. Akhir sekali, kajian ini diharapkan dapat menambahkan lagi bahan-bahan penulisan tentang kehamilan luar nikah di kalangan remaja yang sedia ada sama ada di dalam ataupun di luar negara.

RUJUKAN

- Ab Razak, M. R., & Hamjah, S. H. (2017). Faktor Zina Dan Kesannya Dalam Kehidupan Remaja. *Jurnal Sains Insani*, 2(2), 1-9.
- Ahmad, A. G., & Dahlan, N. H. M. (2017). Mengandung anak tak sah taraf: Kajian kes di Daerah Kubang Pasu, Kedah. *UUM Journal of Legal Studies*, 8, 17-55.
- Alavi, K., Nen, S., Ibrahim, F., Akhir, N. M., Mohamad, M. S., & Nordin, N. M. (2012). Hamil luar nikah dalam kalangan remaja. *e-BANGI*, 7(1), 131-140.
- Ali, N. B. (2017). Metodologi pendakwah dalam program bimbingan remaja wanitabermasalah di Dar As-Saadah, Raudhatus Sakinah dan Rumah Puteri Arafiyah. *Jurnal Sains Insani*, 2(2), 40-48.
- Amalia, E. H., & Azinar, M. (2017). Kehamilan Tidak Diinginkan pada Remaja. *HIGEIA (Journal of Public Health Research and Development)*, 1(1), 1-7.
- Bahori, A., & Ismail, S. Z. (2018). Kehamilan Luar Nikah dari Perspektif Undang-undang Jenayah Syariah di Malaysia dan Pengawalannya melalui Program Pencegahan. *Jurnal Undang-undang dan Masyarakat*.
- Berita Harian (BH) Online (2019, Mac 10). Pendidikan seks, kekang hamil luar nikah. Retrieved from <https://www.bharian.com.my/wanita/lain-lain/2019/03/539181/pendidikan-seks-kekang-hamil-luar-nikah>
- Berita Harian (BH) Online, (2017, September 23). Remaja lahir, buang bayi di rumah jiran ditahan. Retrieved from <https://www.bharian.com.my/berita/kes/2017/09/329394/remaja-lahir-buang-bayi-di-rumah-jiran-ditahan>
- Fitriani, D. (2016). Faktor Lingkungan Yang Memengaruhi Pernikahan Remaja Perempuan. *Jurnal Kesehatan Indra Husada*, 4(2), 21-28.

- Hikmah, E. F. (2013). Persepsi tokoh masyarakat tentang remaja hamil di luar nikah: Studi kasus di Desa Genukwatu Kecamatan Ngoro Kabupaten Jombang (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim Malang).
- Husaeni, L. (2012). Depresi Pada Remaja Putri Yang Hamil Di Luar Nikah.
- Ismarwati, I., & Utami, I. (2017). Faktor faktor yang mempengaruhi kejadian kehamilan tidak diinginkan pada remaja. *JHeS (Journal of Health Studies)*, 1(2), 168-174.
- Lembaga Penduduk dan Pembangunan Keluarga Negara (LPPKN). 3,980 (28.8%) Daripada 13,831 Remaja Berusia 10-19 tahun hamil anak luar nikah.
- Nasir, R., Zamani, Z. A., Khairudin, R., Sulaiman, W. S. W., Sani, M. N. M., & Amin, A. S. (2016). Hubungan Antara Kesunyian Dan Sokongan Sosial Terhadap Kemurungan Dalam Kalangan Wanita Hamil Tanpa Nikah (Relationships Between Loneliness And Social Support Towards Depression Among Unwed Females). *Jurnal Psikologi Malaysia*, 30(1).
- Noraini Aqilah Ismail & Ahmad Munawar Ismail (2018). Perception of Muslim in Hulu Langat Pertaining to Illegitimate Child. *Malaysian Journal for Islamic Studies*, eISSn 2550-2042, Vol. 2 Bil 20 2018.
- Nurul Husna, M. (2016). Modul keagamaan untuk remaja hamil luar nikah di pusat perlindungan wanita di Selangor: Kajian pelaksanaan dan masalah/ Nurul Husna Mansor (Doctoral dissertation, University of Malaya).
- Portal Rasmi Jabatan Bantuan Guaman Malaysia
- Portal Rasmi MyHEALTH Kementerian Kesihatan Malaysia
- Portasl Rasmi The United Nations Children's Fund
- Portal Rasmi WHO (World Health Organisation)
- Sa'ari, C. Z., & Muhsin, S. B. S. (2012). Cadangan model psikoterapi remaja Islam berasaskan konsep tazkiyah al-Nafs. *Jurnal Usuluddin*, 36, 49-74
- Sarnon, N., Mohamad, M. S., Fauziah, I., Alavi, K., Nen, S., Hoesni, S. M., ... & Azreena, W. J. (2012). Hamil luar nikah: Memahami remaja sebagai asas intervensi keluarga. *e-BANGI*, 7(1), 121-130.
- Siti Aishah Yahya & Sidar Nasrun (2016). Tahap Penghayatan Agama dalam Kalangan Remaja Hamil Tanpa Nikah. *Jurnal Sains Sosial*, Jilid 1 2016:17-35.
- Shahrudin, N. J. A., Mansor, M., Madon, Z., & Hamsan, H. H. (2018). Peranan Estim Diri Sebagai Pengantara Antara Perapatan Ibu Bapa-anak dan Sikap Terhadap Tingkah Laku Seksual Dalam Kalangan Remaja Hamil Luar Nikah. *Sains Humanika*, 10(2).

Profil Penulis***Hazirah Abdul Hadi***

*Pelajar Tahun Akhir, Bachelar Sains Pembangunan Manusia
Fakulti Ekologi Manusia, Universiti Putra Malaysia
hazirah.hadi@yahoo.com*

Mohammad Mujaheed Hassan, (PhD)

*Jabatan Sains Kemasyarakatan & Pembangunan
Fakulti Ekologi Manusia, Universiti Putra Malaysia
mujaheed@upm.edu.my*

Wan Nur Nazihah Wan Hamzah

*Pelajar Sarjana Pembangunan Komuniti
Fakulti Ekologi Manusia Universiti Putra Malaysia
nazihahupm@gmail.com*

Wan Munira Wan Jaafar, (PhD)

*Jabatan Sains Kemasyarakatan & Pembangunan
Fakulti Ekologi Manusia, Universiti Putra Malaysia
wanmunira@upm.edu.my*

Wan Arnidawati Wan Abdullah, (PhD)

*Jabatan Pembangunan Manusia & Pengajian Keluarga
Fakulti Ekologi Manusia, Universiti Putra Malaysia
arnidawati@upm.edu.my*

EKSPLORASI MEMOBILIA, ASET DIGITAL DAN KESEDARAN WASIAT DIGITAL DALAM KALANGAN BELIA MALAYSIA

ANUAR ALI, MOHD AZUL MOHAMAD SALLEH, NORMAH MUSTAFFA

ABSTRAK

Penggunaan telefon pintar telah melalui proses transformasi sebagai alat teknologi komunikasi kepada alat memori digital yang dikonseptualisasi awal sebagai Memobilia. Penggunaan telefon pintar sebagai Memobilia dalam konteks pendigitalan data dan maklumat telah menyumbang kepada kebergantungan terhadap peranti ini. Telefon pintar dilihat sebagai perwakilan diri pengguna, boleh dibawa ke mana-mana dengan penggunaan pada bila-bila masa dan kini menjadi sebagai alat penyimpanan data pengguna. Kecanggihan ini telah menyebabkan terbentuknya pelbagai jenis data yang bernilai dan boleh diklasifikasi sebagai aset digital dalam abad ke 21 ini. Situasi ini telah memberikan cabaran kepada pengurusan data digital pengguna individu melalui konsep wasiat digital. Justeru, kajian ini bertujuan memahami peranan Memobilia, aset digital dan kesedaran wasiat digital dalam kalangan belia. Penyelidikan kualitatif ini menggunakan kaedah temubual mendalam yang dijalankan ke atas sepuluh orang belia yang dipilih melalui teknik persampelan strata bertujuan. Hasil kajian mendapati empat dimensi Memobilia merangkumi, perwakilan diri, mobiliti, penyimpanan memori dan sambungan Internet. Dimensi ini menyumbang kepada kebergantungan belia terhadap telefon pintar yang turut secara langsung membentuk pelbagai aset digital. Namun, golongan belia hanya mempunyai kesedaran mengenai pengawasan privasi dalam talian tanpa memikirkan kepentingan wasiat digital bagi tujuan pengurusan aset-aset digital ini selepas kematian.

Kata Kunci: Memobilia, telefon pintar, aset digital, kesedaran wasiat digital, belia

ABSTRACT

There has been tremendous growth in the consumption of mobile phones. This device has now being transformed from a simple means to conveniently communicate to a digital memory tool through a concept of Memobilia. This concept was conceptualized based on its capability to digitalize data and information in this 21st century. As mobile phone technology continues its rapid development, the device appears capable of contributing to the dependency and growth of information and data. As these digital presence grow, these online data become more valuable which can also be classified as digital assets to the users and to the mobile network society. Therefore, this study aims to explore Memobilia, digital assets, and digital inheritance awareness among young adults in Malaysia. This qualitative research utilized an in depth interview method conducted among ten informants through stratified purposive sampling technique. Results depict that Memobilia has four dimension which include self-representation, mobility, storage and connectivity. These four dimension contribute to the dependency issues which directly create variety of digital assets. However, young adults are only aware on the issue on online privacy and surveillance without considering the importance of digital inheritance for the purpose of managing digital assets after death.

Keyword : Memobilia, mobile phone, digital assets, digital inheritance awareness, young adults

PENGENALAN

Ramalan McLuhan (1994) mengenai manusia yang akan sentiasa bergantung kepada teknologi seakan menjadi kenyataan apabila abad ke 21 ini menyaksikan penglibatan aktif pengguna dengan teknologi komunikasi dan media baru. Telefon pintar merupakan salah satu medium perhubungan penting yang menggalakkan penglibatan aktif oleh pengguna di seluruh dunia. Ini bertepatan dengan pandangan awal Castells (2011) mengenai perubahan dunia dalam meraikan transformasi digital melalui perubahan zaman perindustrian kepada zaman teknologi maklumat. Berdasarkan pendapat Seo et al. (2016), perubahan zaman telah menyebabkan penglibatan aktif pengguna dengan teknologi komunikasi yang

turut menyumbang kepada isu kebergantungan. Sebagai contoh, teknologi telefon pintar kini dilihat telah menjadi medium utama bagi pengguna untuk terus berkomunikasi.

Menurut Feng (2016), proses komunikasi yang berlaku melalui telefon pintar wujud apabila teknologi komunikasi ini memberi peluang kepada pengguna untuk terus bertukar informasi, berhubung dengan kenalan dan berkongsi aktiviti yang berlaku dalam kehidupan seharian. Fungsi utama telefon pintar adalah sebagai sebuah alat komunikasi dalam kehidupan seharian yang dapat membantu pengguna untuk berhubung secara dalam talian (Exelmans & Van Den Bulck 2016). Teknologi ini sekaligus mendekatkan kedudukan geografi pengguna untuk terus aktif berhubung di antara satu sama lain.

Namun demikian, dengan kecanggihan teknologi komunikasi dan bantuan Internet, telefon pintar kini telah mengalami proses transformasi, apabila fungsinya tidak hanya terhad sebagai medium komunikasi semata-mata (Goggin 2012). Telefon pintar kini telah berkembang sebagai alat komunikasi yang berupaya menjadi sebahagian daripada alat memori digital (Rippin 2019). Kecanggihan teknologi komunikasi ini telah memberi peluang kepada pengguna untuk menjadikan medium ini sebagai alat memori digital bagi menguruskan kehidupan seharian (Reading 2009). Proses pendigitalan ini telah menyebabkan memori manusia boleh disalurkan daripada jasad manusia kepada telefon pintar. Memori yang diklasifikasi sebagai memori digital ini bukan sahaja boleh di materialkan, malah memori ini boleh disimpan dan diuruskan dalam teknologi penyimpanan awan dengan hanya menggunakan telefon pintar (García-Gavilanes et al. 2017).

Situasi ini telah menyebabkan kebergantungan pengguna terutama golongan belia dengan peranti telefon pintar yang turut menyumbang kepada penghasilan banyak data dan maklumat peribadi. Namun, situasi ini turut dilihat bakal mencabar privasi dan pengurusan data digital apabila golongan belia khususnya seakan tidak menyedari akan kepentingan pengurusan data-data ini (Harari 2019). Berdasarkan penemuan oleh Hardjono et al. (2019), kebanyakan pengguna tidak melihat bahawa data dan maklumat ini sebagai kandungan yang mempunyai nilai yang besar sehingga boleh diklasifikasi sebagai aset digital pengguna. Aset digital ini mempunyai nilai yang tinggi yang merangkumi nilai peribadi, sensitiviti dan nilai privasi (Hardjono et al. 2019).

Persoalannya, sekiranya tiada kesedaran dalam pengurusan data dan maklumat digital ini, apakah yang akan terjadi kepada aset-aset digital ini apabila pengguna itu mati kelak? Kematian merupakan rahsia yang tidak dapat dirungkaikan oleh manusia dan tiada siapa yang mampu untuk mencongak bila kematian itu bakal menghampiri mereka. Justeru, penyelidikan ini bertujuan memahami secara mendalam mengenai penggunaan telefon pintar sebagai alat memori digital melalui pendekatan Memobilia, aset digital dan kesedaran wasiat digital dalam kalangan belia Malaysia. Penyelidikan ini memfokuskan kepada perspektif komunikasi digital selepas kematian.

Memobilia dan Penggunaan Telefon Pintar

Mengambil kira kehidupan yang berlaku dalam dunia tanpa sempadan, sambungan berterusan dengan teknologi Internet telah menyebabkan berlakunya lambakan informasi dan komunikasi tanpa henti. Isu ini turut menyumbang kepada perlunya sebuah teknologi yang boleh berperanan sebagai medium untuk menyimpan lambakan maklumat. Situasi ini seakan menyokong konsep Memobilia yang dikonseptualisasi awal oleh Reading (2009) yang mencadangkan bahawa telefon pintar berperanan sebagai alat memori digital baharu.

Menurut Reading (2009), konsep Memobilia ini tidak hanya terhad sebagai alat komunikasi kerana peranan telefon pintar kini semakin berkembang sebagai alat memori digital yang boleh dibawa ke mana-mana sahaja. Namun tiada sebarang kajian berbentuk empirikal dan menyeluruh membuktikan bahawa telefon pintar ini bukan sekadar menjadi alat komunikasi utama di Malaysia yang turut digunakan sebagai alat memori digital baru bagi menguruskan kehidupan seharian.

Selari dengan konsep Memobilia ini, matlamat penggunaan telefon pintar kini bukan hanya sekadar untuk tujuan berkomunikasi. Namun menurut Rippin (2019), teknologi ini juga turut digunakan

sebagai alat memori digital yang membantu pengguna merekod, menyimpan dan menguruskan data peribadi. Kecanggihan teknologi komunikasi ini yang dilihat mampu untuk berfungsi pada bila-bila masa dan di mana-mana sahaja, telah menjadikan teknologi ini sebagai satu bentuk alat memori digital bagi pengguna menguruskan kehidupan seharian mereka (Rippin 2019).

Sementara itu, konsep Memobilia ini mengklasifikasi telefon bimbit sebagai arkib bergerak yang berperanan sebagai satu bentuk alat memori digital mudah alih. Pelbagai aset digital peribadi turut terhasil melalui telefon pintar apabila konsep Memobilia ini seakan diguna pakai oleh semua pengguna telefon pintar. Corak penggunaan ini secara tidak langsung diandaikan dapat mengubah cara aset digital dicipta, dihasilkan dan dipindahkan oleh pengguna individu (Ettensohn et al. 2019).

Kebergantungan Telefon Pintar dan Penghasilan Aset Digital

Teori sistem kebergantungan media oleh Ball-Rokeach (1985) mengandaikan bahawa isu kebergantungan media terhasil kerana pengguna menggunakan media bagi mencapai tiga matlamat iaitu pemahaman, orientasi dan keperluan sendiri. Sebagai contoh, pengguna menggunakan telefon pintar dengan matlamat untuk memahami individu lain, budaya dan peristiwa dunia (Ball-Rokeach & Defleur, 1976). Selain itu penggunaan telefon pintar bermatlamat sebagai panduan bagi menguruskan aktiviti harian seperti makan minum, berpakaian, dan berkelakuan terhadap orang lain. Telefon pintar turut digunakan bagi memenuhi keperluan sendiri melalui aktiviti hiburan, bersantai dan bersosial.

Menurut Yildirim dan Correia (2015), sekiranya pengguna tidak bijak menggunakan teknologi ini sebagai peluang dalam mencapai matlamat bagi menguruskan kehidupan seharian, teknologi ini akan menjadi ancaman kepada masalah ketagihan yang menyumbang kepada masalah kebergantungan berterusan. Fungsi telefon pintar sebagai Memobilia ini diandaikan turut menyumbang kepada isu kebergantungan kepada telefon pintar apabila hubungan aktif pengguna terhasil melalui matlamat penggunaannya (Reading 2009).

Di samping itu, penggunaan telefon pintar dalam kehidupan seharian yang bertujuan mencapai matlamat ini turut menyumbang kepada terhasilnya pelbagai data melalui pendekatan Internet of Things IoT (Al-Fuqaha et al. 2015). Kebanyakan pengguna telefon pintar menggunakan telefon pintar bagi melayari web bagi memeriksa e-mel, berhubung melalui rangkaian sosial dan menjalankan urusan niaga bank. Penglibatan pengguna dalam aktiviti-aktiviti ini turut mendorong pemarkas teknologi untuk terus menyediakan pengguna dengan pelbagai aplikasi mudah alih yang menarik (Ling & Donner 2013).

Implikasinya apabila data-data peribadi seperti gambar, kata kunci peribadi, emel, maklumat peribadi dan maklumat bank yang boleh diklasifikasi sebagai aset digital semakin hari semakin banyak dimuat naik ke dalam talian (Connor 2010). Namun, keselamatan data dan maklumat peribadi ini sebenarnya dalam keadaan yang membimbangkan apabila tiada penjelasan yang jelas mengenai pengurusan data dan maklumat peribadi ini oleh mana-mana syarikat teknologi. Bagaimanapun kebanyakan pengguna mempunyai kesedaran mengenai isu pengawasan dalam talian yang menjadi kebimbangan semua pada dalam dunia teknologi dan komunikasi digital hari ini (Mohd Azul & Nurul Madiha 2017).

Pada waktu yang sama, dalam usaha kerajaan menggalakkan ekonomi digital, pelbagai urusan perniagaan dan jual beli turut menggalakkan penggunaan teknologi komunikasi ini. Majoriti pengguna juga turut sedar akan isu keselamatan dan privasi yang wujud melalui aktiviti dalam talian. Namun persoalannya, pengguna telefon pintar hari ini seakan hanya meraikan fungsi Memobilia (Reading 2009) tanpa menghiraukan kesan jangka panjang yang akan berlaku ke atas data-data yang terhasil daripada penggunaan teknologi komunikasi ini (Connor 2010).

Pengurusan Data Digital Melalui Wasiat Digital

Di Malaysia, Jabatan Perlindungan Data Peribadi Malaysia (JPDP) merupakan agensi di bawah Kementerian Komunikasi dan Multimedia (KKM) yang berperanan memastikan pematuan akta berkaitan dengan pengawalan data peribadi melalui peningkatan kesedaran, promosi dan bimbingan bagi membanteras penyalahgunaan data peribadi. Mengambil kira, dunia hari ini sedang mengalami

proses pendigitalan, isu-isu keselamatan data-data peribadi yang berbentuk digital juga merupakan perkara yang perlu diberi perhatian. Bagaimanapun, tiada bentuk pengurusan data digital yang jelas dirangka oleh pihak bertanggungjawab seperti pembekal teknologi dan pihak kerajaan bagi melihat pengurusan data-data digital selepas kematian pengguna.

Sewajarnya, kecanggihan teknologi komunikasi ini dapat dipraktikkan sebaiknya oleh pengguna agar pelan hala tuju negara yang diyakini seiring dengan transformasi dunia teknologi dapat dicapai secara keseluruhannya. Namun apa yang terjadi hari ini seakan di luar kawalan apabila pengguna sendiri seakan tidak sedar akan nilai dan keselamatan data peribadi yang dihasilkan (Shaw 2017). Penglibatan secara aktif pengguna laman sosial dalam berkongsi data-data peribadi seperti video, gambar, lokasi, maklumat pekerjaan, alamat rumah dan pelbagai data lain secara sukarela tanpa sebarang paksaan turut menyumbang kepada isu pengawasan privasi dan keselamatan data peribadi (Baruh et al. 2017).

Dalam pada itu, pengguna seakan tidak bimbang dengan data-data peribadi yang dihasilkan. Segelintir pengguna juga seakan tidak sedar bahawa data yang dihasilkan merupakan aset digital yang bernilai dan perlu dijaga (Hardjono et al. 2019). Sekiranya data-data peribadi yang dimuat naik ini bukan merupakan aset digital yang bernilai, syarikat-syarikat besar juga tidak mempunyai minat untuk memanipulasi data-data ini. Namun apa yang berlaku, kapitalis teknologi ini sanggup membayar kepada pembekal perisian bagi mendapatkan profil pengguna (Crary 2013). Secara tidak langsung konsep wasiat digital tidak menjadi kepentingan dalam pengurusan data dan maklumat digital pengguna (Patti & Bartolini 2019).

Konsep wasiat digital ini juga dikembangkan sebagai satu bentuk proses pewarisan harta-harta digital yang merangkumi data dan maklumat pengguna selepas mereka meninggal dunia. Pemilikan baru akan berlaku ke atas data dan maklumat yang dirasakan bernilai bagi tujuan pengurusan selepas pemiliknya meninggal dunia (Patti & Bartolini 2019). Pemilik yang baru akan bertanggungjawab dalam proses pengurusan data dengan berpandukan kepada wasiat yang telah diwariskan oleh individu tersebut.

Oleh itu kesedaran wasiat digital dalam kalangan pengguna wajar dikaji apabila syarikat teknologi seperti Google, Facebook dan pembekal perisian yang lain seakan tidak menjelaskan secara terperinci mengenai pengurusan aset digital ini. Polisi mengenai pengurusan data atau aset digital sekiranya pengguna itu meninggal dunia juga tidak dinyatakan secara jelas oleh syarikat-syarikat teknologi ini. Hal ini dibuktikan melalui penemuan oleh Waagstein (2014) yang menjalankan kajian kualitatif mengenai kesedaran wasiat digital mendakwa, rata-rata pengguna teknologi komunikasi di Copenhagen, Denmark tidak menyedari akan kepentingan wasiat digital dan tidak merasakan bahawa aset digital yang tidak dapat diakses keluarga selepas mereka meninggal dunia sebagai satu masalah besar.

KAEDAH KAJIAN

Penyelidikan ini memfokuskan kepada pendekatan induktif dan konstruktivis melalui penyelidikan kualitatif bagi mendapatkan realiti berganda mengenai pengalaman belia Malaysia dalam penggunaan telefon pintar sebagai alat memori digital. Peringkat pertama penyelidikan ini merupakan proses mendalami dapatan hasil penyelidikan daripada kajian-kajian lepas. Analisis dapatan kajian terdahulu akan digunakan bagi tujuan memahami isu dan pengaruh memobilia, kebergantungan telefon pintar, aset digital dengan kesedaran wasiat digital. Proses ini juga bertujuan mengenal pasti dimensi pemboleh ubah Memobilia, kebergantungan telefon pintar, aset digital, dan kesedaran wasiat digital.

Penyelidikan kualitatif

Kaedah temubual mendalam digunakan bagi proses pengumpulan dan penganalisan data melalui kaedah kualitatif. Berpandukan rujukan daripada Creswell dan Poth (2016), kaedah

penyelidikan kualitatif ini digunakan bagi meneroka fenomena melalui pelbagai kaedah penyelidikan. Kajian kualitatif tidak memerlukan bilangan responden yang banyak tetapi memperoleh maklumat yang berkualiti dengan memberikan tumpuan terhadap pandangan yang diberikan oleh informan yang dipilih. (Hua 2016). Oleh itu sebanyak sepuluh informan belia telah ditemubual dalam penyelidikan ini. Ketepuan data bagi golongan belia telah berjaya dicapai ketika sesi temubual bersama informan yang kelapan.

Dapatan kajian yang diperolehi melalui data audio ini telah ditranskripsi ke dalam bentuk teks bagi tujuan analisis. Melihat kepada jumlah data yang besar diperolehi daripada golongan belia yang telah ditemubual, proses mengkategorikan subkategori, kategori dan tema telah menjadi satu prosedur yang agak mencabar. Kaedah analisis tematik dan analisis perbandingan konstan telah digunakan bagi mengenal pasti dan membentuk tema yang diperolehi daripada data yang dikumpulkan semasa temubual mendalam dilakukan. Secara keseluruhannya, kaedah ini telah membantu penyelidik dalam membuat perbandingan data untuk dibezakan sebagai kategori.

Petikan temubual yang terbina daripada idea dan pandangan informan merupakan data penting yang akan dikaitkan dengan konstruk item yang menjadi sandaran kepada pertanyaan penyelidik ketika sesi temubual mendalam dijalankan. Pengulangan idea yang sama melalui petikan petikan yang dikeluarkan oleh informan-informan akan diberikan kod yang sama. Petikan-petikan ini kemudian diberikan tema berdasarkan perkaitan yang dapat dilihat melalui proses analisis tematik dan analisis perbandingan konstan ini. Prosedur akhir melihat kepada pembangunan perbincangan dengan sokongan sorotan literatur daripada pengkaji – pengkaji terdahulu.

Persampelan Informan

Merujuk kepada pelan hala tuju Malaysia, negara kini sedang menuju kepada transformasi ekonomi digital yang jelas mensasarkan pembentukan masyarakat moden. Pelan ini turut memfokuskan kepada penglibatan belia Malaysia apabila golongan ini dilihat sebagai aset negara yang bakal mencorak aspirasi pertumbuhan dua angka Malaysia melalui ekonomi digital. Melihat kepada isu Memobilia dengan perancangan wasiat digital ini sangat terhad dilakukan di Malaysia, sewajarnya penyelidikan ini mensasarkan golongan belia Malaysia sebagai populasi kajian. Ini disebabkan oleh peningkatan penglibatan aktif golongan belia Malaysia yang menerima pakai konsep gaya hidup dalam talian melalui penggunaan teknologi telefon pintar dalam kehidupan seharian.

Laporan yang dibentangkan oleh Jabatan Statistik Malaysia pada tahun 2015 juga menunjukkan jumlah belia di Malaysia seramai 13.88 juta yang mewakili 45.8 peratus daripada 30.26 juta penduduk Malaysia. Berpandukan statistik ini, dapat dilihat belia merupakan golongan pemangkin kepada pembangunan Malaysia pada tahun 2020 ini. Menurut sumber daripada SKMM (2014) mengenai kajian selidik telefon bimbit, pengguna telefon mudah alih juga telah dikuasai oleh golongan belia yang merangkumi kumpulan umur 20 - 34 dengan 47.3 peratus. Laporan ini juga menunjukkan bahawa penggunaan telefon bimbit berdasarkan jantina mencatatkan trend yang stabil sepanjang tahun dan negeri Selangor dicatatkan negeri yang mempunyai pengguna telefon pintar terbesar di Malaysia.

Justeru, golongan belia Malaysia dipilih sebagai populasi dan persampelan dilakukan dengan menggunakan kaedah Persampelan Strata Bertujuan (Wimmer 2017). Latar belakang informan daripada golongan belia ini merangkumi, pelajar universiti, pengamal media sosial, peniaga dalam talian, pemuzik dalam talian dan penulis dalam talian. Melalui kaedah persampelan strata bertujuan ini, penyelidik telah memilih golongan belia yang diandaikan berpotensi menghasilkan banyak data dan maklumat digital dalam kehidupan seharian mereka.

DAPATAN KAJIAN DAN PERBINCANGAN

Memobilia dan penggunaan telefon pintar sebagai alat memori digital

Secara keseluruhannya, penyelidikan ini telah menyempurnakan objektif utama dalam usaha memahami Memobilia, aset digital dan kesedaran wasiat digital dalam kalangan belia Malaysia. Penggunaan telefon pintar sebagai alat perhubungan komunikasi telah melalui proses transformasi yang berperanan sebagai Memobilia iaitu alat memori digital yang mempunyai tiga dimensi merangkumi perwakilan diri belia, boleh dibawa ke mana-mana dan berupaya merekod serta menyunting pelbagai data (Reading 2009).

Sementara itu, penemuan baru dicadangkan bagi memperluaskan dimensi Memobilia apabila dapatan kajian mendapati bahawa sambungan kepada Internet telah turut mempengaruhi peranan telefon pintar sebagai Memobilia kerana berjaya menghubungkan golongan belia kepada teknologi komunikasi media baharu yang lain. Menurut Kamilaris dan Pitsillides (2016), penggunaan Internet pada hari ini telah membawa kepada satu perubahan yang besar sehingga menyebabkan penggunaan Internet dalam semua aspek kehidupan di seluruh dunia.

Dimensi pertama Memobilia adalah merujuk kepada kenyataan belia mengenai telefon pintar mewakili diri mereka. Kenyataan ini berdasarkan penggunaan telefon pintar sebagai alat memori digital yang berupaya menghasilkan pelbagai bentuk data dan maklumat. Kandungan data dan maklumat yang dihasilkan merangkumi pelbagai jenis seperti yang berbentuk peribadi, pekerjaan dan maklumat-maklumat penting seperti kerahsiaan kata-kata laluan yang mempunyai signifikansi dengan kehidupan mereka (Harari 2019). Secara tidak langsung situasi ini menyebabkan golongan pengguna belia Malaysia ini melabelkan telefon pintar masing-masing sebagai alat yang mewakili diri mereka kerana hampir semua maklumat dan data yang disimpan ini merupakan pengenalan yang boleh mentafsirkan personaliti dan kehidupan mereka (Mahajan et al. 2017). Rata-rata belia yang ditembual berpendapat bahawa telefon pintar telah menjadi sebahagian daripada diri mereka.

“Macam saya memang handphone saya pentinglah. Dah jadi sebahagian daripada diri sendiri. Contoh, notes-notes kerja, password-password social media saya, password bank saya, benda –benda yang melibatkan password semua saya akan simpan dalam notes dalam handphone. Selepas itu, detail-detail information yang penting-penting. Gambar baby ke, gambar wife ke, kalau dengan klien saya, gambar klien saya punya testimony ke, everything. Semua data-data ni ada dalam handphone juga.” [B5]

“Saya boleh katakan yang diri saya adalah handphone jugaklah. Nombor telefon pun berbeza. Dah jadi macam personaliti kedua saya.. So that’s why kalau saya bangun pagi tidur ke apa, handphone dulu lah. Everything is check dulu dalam handphone. Dan handphone saya ini saya jadikan dia sebagai diari digital saya. Kalau tak ada macam hilang diri sendiri” [B7]

Seterusnya, dimensi kedua Memobilia pula merujuk kepada mobiliti telefon pintar. Penggunaan telefon pintar sebagai alat memori digital ini disokong oleh majoriti belia apabila melihat kepada keupayaan peranti kecil ini yang boleh dibawa ke mana-mana sahaja (Rippin 2019). Kelebihan ini menggalakan penghasilan lebih banyak data dan maklumat peribadi yang telah dibincangkan sebelum ini hasil daripada ketergantungan belia kepada teknologi ini pada bila-bila masa dan di mana-mana mengikut kehendak tanpa sebarang limitasi.

“Saya boleh bawa pergi mana-mana. Saiz adalah faktor utama sebab bila dia kecil, dia portable dan juga dia senang untuk dibawa ke mana-mana dan dia create that sense of urgency maksudnya kalau apa-apa senang sebab saya terus seluk poket saya keluarkan, unlock dan terus boleh access apa yang saya nak access. Sangat cepatlal berbanding dengan komputer ke atau mana-mana device lain yang memerlukan tenaga dan juga memakan lebih banyak masa.” [B1]

“Saiz telefon bagi saya, saya lagi suka telefon yang tidak terlalu besar tetapi tidaklah pula terlalu kecil. Sebab bila screen tu yang jenis saiz besar macam I-phone 6 atau I-phoneX atau apa-apa jenis handphone la, lagi besar screen tu lagi mudah pembacaan saya sebab saya rabun. Mudah dibawa ke mana-mana dan juga screen tu dia boleh sebanyak teks yang boleh dengan saiz yang mata saya boleh baca.” [B9]

Selain daripada itu, dimensi ketiga Memobilia yang turut menyumbang kepada kebergantungan telefon pintar sebagai alat memori digital adalah merujuk kepada fungsinya sebagai alat penyuntingan data dan maklumat (Reading 2009). Elemen ini wujud apabila majoriti belia Malaysia bersetuju dengan pendapat bahawa telefon pintar berupaya untuk menyimpan data dan maklumat mereka dengan kuantiti yang besar sehingga diandaikan melangkaui kapisiti dan keupayaan memori manusia bagi tujuan mengingati sesuatu maklumat. Majoriti belia berpendapat bahawa penggunaan telefon pintar telah membantu dalam penyimpanan data-data penting bagi pelbagai tujuan yang berkepentingan dalam kehidupan mereka.

“Dah macam diairi dah sebab dia simpan semua. Sangat membantu dalam urusan belajar saya. And then kalau kat Iphone dia ada I-Books ni untuk simpan PDF dan sebagainya kalau ada slide dan sebagainya. So memang senang dalam urusan belajar la. Kadang-kadang tengok video tutorial pun guna youtube.” [B2]

“Pelajar universiti memang banyak assignments. Saya akan editlah kalau macam contoh saya nak share saya punya kerja-kerja dengan kawan-kawan, sebelum apa-apa mesti kita nak double check dan edit balik mana-mana yang tak betul tu. Tapi kalau buat assignment mostly saya guna laptop lah. Cuma bila dah terdesak tak ada laptop tu handphone pun berguna.” [B1]

Bagaimanapun, konsep penggunaan telefon pintar sebagai Memobila yang dikonseptualisasi awal oleh Reading (2006) berjaya dikembangkan melalui penemuan baru yang dilihat penting apabila golongan belia Malaysia bersetuju bahawa keupayaan telefon pintar turut perlu dinilai sebagai alat utama dalam menghubungkan mereka dengan dunia teknologi. Dimensi keempat Memobilia yang dicadangkan melalui dapatan kajian ini adalah sambungan kepada Internet. Situasi ini merujuk kepada keupayaan peranti teknologi komunikasi ini sebagai alat yang menghubungkan mereka dengan dunia luar melalui sambungan teknologi Internet (Kamilaris & Pitsillides 2016). Perhubungan ini wujud dengan sambungan kepada Internet yang membantu dalam penghasilan dan penyimpanan data dan maklumat dalam konteks yang lebih besar. Dengan penyambungan kepada Internet, maka proses pendigitalan memori yang tercipta daripada data dan maklumat ini berjaya dihasilkan secara berterusan di mana-mana dan pada bila-bila masa.

“Sejujurnya handphone ni tak ada nilai kalau dia tak ada internet. Itu pendapat saya la. Sebab mostly yang kita tengok daripada phone saya sendiri apps apps ni memerlukan internet connection. Yang tidak memerlukan pun hanyalah games yang saya sendiri tidak selalu main. Tapi kalau tak ada hanphone susah juga. So ye saya memerlukan handphone dan juga internet. So data saya memang unlimited” [B3]

“I rasa saya memang more on phone and internet kot. Kalau data habis, I akan cari public Wiffi ke. So kena ada phone and internet. Sebab kalau you ada phone tapi tak ada internet pun susah nak access I mean on information macam I capak tadi. Nak connect dengan orang pun memang susah.” [B7]

Penghasilan Aset Digital

Peranan telefon pintar sebagai Memobilia ini juga telah menyumbang kepada kebergantungan belia kepada peranti ini yang turut memberi implikasi kepada penghasilan data dan maklumat yang berjumlah besar. Dapatan kajian telah mengklasifikasi data dan -maklumat yang terbentuk ini sebagai aset digital

kerana mempunyai nilai peribadi, nilai privasi, nilai sensitiviti, nilai sentimental dan monetari (Ettensohn et al. 2019). Situasi ini dilihat telah mencabar pengurusan data-data pengguna belia apabila golongan belia mempunyai kesedaran mengenai kepentingan nilai maklumat-maklumat ini apabila majoriti belia menyokong mengenai pengklasifikasian data dan maklumat ini kepada tiga kategori aset digital iaitu, aset digital peribadi, aset digital media sosial dan aset digital kewangan (Cahn 2013).

Kategori yang pertama adalah merujuk kepada aset digital peribadi. Dapatan kajian hasil daripada temubual dengan golongan belia mendapati bahawa mereka menghasilkan banyak data dan maklumat peribadi termasuk maklumat keluarga dan pekerjaan masing-masing. Data dan maklumat ini di simpan dalam bentuk digital dan boleh diakses pada bila-bila masa dengan menggunakan telefon pintar masing-masing. Majoriti daripada golongan belia ini bersetuju dengan klasifikasi maklumat peribadi digital, maklumat kesihatan digital, koleksi gambar dan video peribadi digital sebagai data peribadi yang sangat bernilai.

“Ya saya rasa maklumat dan data peribadi saya sangat-sangat bernilai. Sebagai contoh macam data peribadi yang saya simpan dalam handphone saya banyak. Saya juga ada simpan PDF IC saya surat beranak saya dalam handphone dan google drive. Lesen kereta dengan geran kereta pun saya PDF kan sebab senang kalau bila perlu.” [B1]

“Dia memang bukan duit tapi kalau asset tu saya rasa tidak termaktub hanya pada currency fizikal currency saja mungkin. Saya rasa data-data peribadi saya tu adalah memang aset saya. Aset saya sebagai seorang manusia. Sebab kalau benda tu boleh digunakan against diri saya, saya rasa benda tu adalah aset dan sebab satu lagi benda tu penting sebab macam maklumat peribadi adalah satu benda yang penting. Erm macam dia ada unique chaterisititc macam tu.” [B3]

“Handphone ni macam album digital saya. Kalau orang curi gambar-gambar saya, rasa marahlah. Ambil tanpa pengetahuan. Rasa macam benda tu adalah hak kita. Tapi bila ada orang ambil tanpa izin tu, tak boleh la. So dia memang bernilai sangat berharga” [B2]

Seterusnya, kategori kedua pula merujuk kepada aset digital media sosial. Majoriti golongan belia berpendapat bahawa penggunaan telefon pintar sebagai alat akses utama kepada pelbagai rangkaian sosial dan aplikasi media sosial telah menyebabkan mereka menghasilkan banyak data dan maklumat setiap hari (Cahn 2013). Aktiviti komunikasi melalui media sosial dilakukan hampir setiap masa bagi tujuan perhubungan, hiburan, perniagaan dan perkongsiaan ilmu pengetahuan dengan hanya menggunakan perantara telefon pintar sebagai medium pengaksesan. Hal ini telah menyebabkan perkongsiaan pelbagai data dan maklumat seperti gambar, video, karya muzik dan pelbagai perkongsiaan lain di media sosial. Rata-rata daripada golongan belia ini bersetuju dengan mengklasifikasi akaun media sosial dan blog peribadi serta karya peribadi seperti gubahan lagu dan video sebagai satu kandungan yang sangat berharga yang dimiliki mereka.

“Yes, betul. Sosial media saya sangat berharga. Saya ada Facebook macam-macam apps la apa semua-semua itu by handphone. Facebook, email, urm youtube, urm Gmail, urm google, apalagi, whatsapp, telegram. Semua itu saya gunalah. LinkedIn, Instagram, hmm. Everything semua saya guna. Sosial media ni tempat saya luahkan cerita-cerita yang saya nak kongsi dengan online friends saya” [B5]

“Akaun media sosial memang ada nilai lah. Sebab situ lah semua gambar, video saya upload. Of course bernilai. Kalau orang hack, habis lah semua data-data tu especially Instagram dan Facebook saya. Twitter ok lagi sebab status-staus je.” [B1]

“Saya rasa sayang lah dengan cover-cover lagu karaoke yang saya buat ni. Walau nyanyi dengan Smule Apps je, kadang-kadang dapat duet dengan artis, masa tu rasa bangga la upload video kat youtube. So sentimental la bagi saya value dia.” [B7]

Selain daripada maklumat peribadi dan media sosial, majoriti golongan belia turut mempunyai pendapat yang sama mengenai data dan maklumat kewangan yang tercipta melalui kebergantungan mereka dengan telefon pintar bagi memenuhi matlamat monetari. Data dan maklumat ini wujud daripada pelbagai aktiviti kewangan dalam talian seperti pengurusan kewangan, urusan jual beli barang dan saham dalam talian (Cahn 2013). Majoriti golongan belia ini bersetuju dengan klasifikasi akaun bank dalam talian dan perniagaan dalam talian sebagai bentuk digital kewangan mereka yang secara jelasnya adalah harta mempunyai nilai kewangan mengikut jumlah tertentu.

“Maklumat bank memang bernilai la. Begitu juga dengan nombor akaun bank saya erm dan juga username dan password untuk online banking saya. Semua tu data-data bernilai. Kalau orang tahu orang boleh la hack maklumat bank saya. Duit tak la banyak mana tapi bila bab maklumat bank ni bahaya la.” [B1]

“Online business tu satu jugak. Jual beli barang online. Sekarang banyak je orang dah move ke saham online, Forex semua tu. Bagi saya tu juga satu bentuk aset digital cuma kat Malaysia dia tak jadi besar-besaran lagi la. Macam saya ada ASB je yang saya berani mungkin satu hari nanti tak tau la kan, sebab dengar dari orang yang pernah terlibat hmm macam susah tapi untung cuma kena bijak and belajar lah.” [B8]

Kesedaran Wasiat Digital

Perbincangan mengenai isu pengurusan data telah menemukan dapat kajian yang cukup menarik apabila golongan belia merasakan bahawa keselamatan privasi data dan maklumat yang mereka hasilkan ini berada dalam keadaan yang tidak selamat (Mohd Azul&Nurul Madiha 2017). Namun kontradiksinya, majoriti golongan belia tidak mempunyai kesedaran mengenai pengurusan data dan maklumat ini. Apatah lagi apabila perbincangan temubual membawa mereka kepada pengurusan data dan maklumat ini melalui wasiat digital bagi menghadapi kematian di kemudian hari. Majoriti daripada golongan belia yang ditemubual hanya mempunyai kesedaran pengawasan dalam talian namun tidak mempunyai kesedaran dalam pengurusan data. Hanya terdapat segelintir golongan belia yang mempunyai kesedaran di peringkat awal.

Berdasarkan dapatan temubual yang dijalankan, rata-rata responden belia berpendapat bahawa mereka mempunyai kesedaran tentang kepentingan menjaga privasi dalam talian. Mereka percaya bahawa mereka juga bertanggungjawab untuk melindungi data peribadi mereka sendiri disamping akta-akta yang telah dikuatkuasakan seperti Akta Perlindungan Data Peribadi (Akta 709). Namun kesedaran pengawasan privasi ini tidak mengubah corak kebergantungan penggunaan telefon pintar dan penghasilan pelbagai aset digital dalam kalangan belia Malaysia. Kesedaran privasi ini sekadar kesedaran awal namun mereka terus bergantung sepenuhnya kepada dunia teknologi hari ini tanpa memikirkan kesan masa panjang yang akan berlaku.

“Sebenarnya saya sedar saja isu privasi ni. Ada act PDPA la. Tapi sebab maksudnya kalau bila kita connected to the internet tu the problem is always there lah. Its always there. Maksudnya kalau macam dekat social media tu sebab dia open access so siapa saja boleh bridge kita punya privacy. Tapi bila semua orang pun guna saya jadi hmm okay la kot guna je la.” [B1]

“Ya, saya sangat sedar privasi memang tak ada bila dalam dunia IT ni. Tapi setakat ni tak rasa benda tu affect saya lagi, so macam pejam mata jelah. Sebab kawan-

kawan guna, family guna so jadi macam biasa and ikut perkembangan semasa.”
[B2]

Walaupun ramai yang menyedari tentang kepentingan menjaga privasi dalam talian, namun majoriti pengguna belia tidak sedar akan kepentingan mewariskan aset-aset digital yang dihasilkan melalui pelbagai aktiviti komunikasi dalam dunia digital hari ini. Apabila mereka disoal tentang kesedaran mereka mengenai kepentingan wasiat digital, secara keseluruhannya majoriti informan seakan terkejut dan mula memikirkan kerisauan mereka terhadap aktiviti-aktiviti yang berlaku dalam dunia komunikasi digital ini setelah mereka meninggal dunia. Hal ini terjadi apabila rata-rata informan ini seakan tidak pernah memikirkan konsep ini dan merasakan bahawa keperluan wasiat digital perlu dilaksanakan oleh mereka secepat mungkin (Borden 2014).

Mereka juga tidak pernah memikirkan betapa pentingnya untuk mereka menjaga aset digital mereka setelah meninggal dunia. Berdasarkan hasil temubual juga, situasi ini berlaku boleh kerana mereka tidak diberikan pendedahan yang secukupnya berkenaan konsep wasiat digital. Perkara wasiat sangat meluas dan sering menjadi topik perbincangan masyarakat kerana pelbagai masalah timbul sekiranya seseorang gagal untuk menguruskan hartanya dengan sempurna, namun konsep wasiat digital ini sangat jarang diketengahkan di Malaysia. Ini membuatkan rata-rata golongan belia tidak mengetahui akan kebaikan pengurusan wasiat digital.

“Sejujurnya setakat ni saya tak pernah terfikir to the extendlah. Maksudnya setakat ni saya just fikir betul-betul setakat yang mana saya guna social media sekarang ni. Tak pernah fikir apa jadi lepas mati. Memang saya tak pernah terfikir untuk sampai ke tahap untuk buat wasiat. Tapi bila dah di fikir-fikir ni memang saya rasa benda tu perlulah sebenarnya. Saya rasa memang perlu untuk ada sistem yang macam itu.” [B1]

Be honest I don't know. Because you don't have like any data management system macam pada siapa you nak bagi. I mean of course kalau you hidup sekarang you tak kan nak share dengan parents of course it's your privacy. So I think it's convenient lah if we have that kind of platform untuk macam bila kita dah tak ada baru orang tu akan dapat kita punya asset tu. [B4]

Tak pernah terfikir. Jadi takut la pula bila fikir sekarang ni. And tapi kalau ada benda tu baguslah. Macam especially untuk orang-orang yang memang fully guna social media as diorang punya platform untuk cari duit ke apa ke. [B6]

Namun demikian, masih terdapat segelintir golongan belia yang sedar akan kepentingan mewariskan aset-aset digital ini kepada individu-individu penting bagi tujuan pengurusan data selepas mereka meninggal dunia. Rata-rata responden memberi tahu bahawa inisiatif awal ini berlaku apabila mereka sedar akan kepentingan pengurusan data-data termasuk kewangan kepada ahli keluarga dan kenalan rapat yang boleh membantu mereka setelah meninggal dunia kelak. Walaupun tidak mengetahui akan proses dan cara dalam pengurusan wasiat ini, langkah awal yang diambil dengan perkongsiaan awal kepada individu yang dipilih merupakan langkah yang harus dipuji.

“Saya memang selalu terfikir. Tapi tak tau nak buat macam mana. Jadi apa saya buat, saya tulis dalam diari dan tulis kat kertas dulu, dan beritahu adik saya kalau apa-apa jadi boleh buka diari saya. Tapi bukan sekarang la, lepas dah meninggal, barulah dia boleh mula uruskan.” [B2]

“Saya dah bagitahu kakak saya seandainya saya pernah bagitahu dia sebab sekarang ni pun dia ada pegang juga macam-macam password sebab saya lebih percayakan dia. Followers saya ramai, business paid review ni mungkin boleh jual

platform atau kalau dia nak teruskan ke, up to her. Tapi saya memang dah siap-siap fikir cuma tak tahu cara lain je macam mana.” [B3]

PENUTUP

Secara keseluruhannya, penyelidikan ini telah berjaya mendedahkan beberapa penemuan dan pandangan signifikan kepada penggunaan telefon pintar sebagai alat memori digital yang dikonseptualisasi sebagai Memobilia. Penemuan dan pandangan signifikan selanjutnya diperolehi mengenai peranan Memobilia dalam konteks kebergantungan telefon pintar yang menyumbang kepada penghasilan aset-aset digital dalam kalangan belia Malaysia. Lambakan aset-aset digital tanpa sebarang pengurusan ini telah memberi pendedahan mengenai kesedaran belia Malaysia terhadap pengurusan data melalui konsep wasiat digital.

Penyelidikan ini juga telah berjaya menyempurnakan objektif penyelidikan dengan berpaksikan metodologi penyelidikan kualitatif dalam memahami secara lebih mendalam mengenai kesedaran belia Malaysia terhadap konsep wasiat digital. Terbukti bahawa belia Malaysia mempunyai kesedaran mengenai pengawasan privasi dalam talian. Namun demikian, belia Malaysia tidak mempunyai kesedaran yang mendalam mengenai pengurusan data-data mereka melalui konsep wasiat digital.

Oleh disebabkan itu, penyelidikan ini turut mencadangkan bahawa penemuan yang diperolehi daripada dapatan kajian ini tidak hanya terhad penggunaannya kepada bidang teknologi komunikasi dan media baharu. Namun, penyelidikan ini dilihat berupaya menyumbang kepada pandangan baru mengenai cabaran pengurusan aset digital dan wasiat digital dalam bidang perundangan dan perspektif agama islam. Penyelidikan ini menegaskan bahawa kesedaran awal mengenai kepentingan wasiat digital wajar diperkembangkan di seluruh dunia agar pengguna dan pihak bertanggungjawab peka mengenai peranan masing-masing dalam konteks pengurusan data-data digital.

Selain daripada itu, penyelidikan masa depan juga dicadangkan kepada pembekal teknologi komunikasi dan media baharu atau pereka perisian bagi mempertimbangkan beberapa pendekatan dalam memahami dan menilai kesedaran belia Malaysia mengenai kesedaran wasiat digital. Pendekatan yang boleh menjadi potensi kepada penyelidikan ini merangkumi perbincangan kumpulan fokus, temubual mendalam dan tinjauan dengan soal selidik. Perancangan ini dilihat menyumbang kepada pengetahuan baru yang dipercayai berupaya membantu golongan bertanggungjawab membekalkan teknologi komunikasi dan media baharu seperti aplikasi sosial agar dapat mereka cipta perisian yang lebih selamat dan telus.

Seiring dengan perkembangan teknologi komunikasi dan media baharu, perlaksanaan polisi dan undang-undang perlu diperhalusi agar isu keselamatan peribadi, privasi dan sensitiviti pengguna tidak dimanipulasi oleh pihak yang tidak bertanggungjawab. Peralihan zaman turut menyaksikan bahawa masyarakat islam di seluruh dunia turut sama menikmati kecanggihan teknologi komunikasi dan media baharu yang turut memberikan cabaran kepada perspektif agama islam. Justeru, pengetahuan yang jelas dan terperinci mengenai kesedaran wasiat digital dalam abad ke 21 ini perlu disalurkan kepada masyarakat dalam usaha membentuk peribadi pengguna bijak yang turut sama menjadi sasaran pihak kerajaan Malaysia.

Sebagai kesimpulan, penyelidikan ini diharapkan dapat menjadi rujukan kepada golongan belia khususnya dalam aspek pengurusan data digital. Kesedaran awal mengenai pengawasan privasi dalam talian perlu dipandang secara serius agar inisiatif seterusnya yang melibatkan pengurusan data-data digital sebelum kematian dapat dilaksanakan. Kepentingan ini dilihat daripada nilai yang dimiliki oleh data dan maklumat ini sehingga diklasifikasi sebagai aset-aset digital yang mempunyai nilai peribadi, privasi sensitiviti, sentimental dan monetari yang turut boleh dimanfaatkan kepada individu berkepentingan.

Sekiranya situasi ini tidak berlaku, lambakan data digital ini hanya membuktikan bahawa pengguna teknologi komunikasi dan media baharu hanya meraikan kedatangan teknologi ini tanpa

memikirkan implikasi yang signifikan kepada diri sendiri dan masyarakat sekeliling. Penggunaan teknologi ini dilihat sekadar memberikan kepentingan dalam menguruskan kehidupan seharian ketika ini tanpa melihat kepada implikasi yang berlaku selepas pengguna meninggal dunia.

RUJUKAN

- Al-Fuqaha, A., Guizani, M., Mohammadi, M., Aledhari, M. & Ayyash, M. 2015. Internet of Things: A Survey on Enabling Technologies, Protocols, and Applications. *IEEE Communications Surveys & Tutorials* 17(4): 2347-2376.
- Ball-Rokeach, S. J. 1985. The Origins of Individual Media-System Dependency a Sociological Framework. *Communication research* 12(4): 485-510.
- Ball-Rokeach, S. J. & Defleur, M. L. 1976. A Dependency Model of Mass-Media Effects. *Communication research* 3(1): 3-21.
- Baruh, L., Secinti, E. & Cemalcilar, Z. 2017. Online Privacy Concerns and Privacy Management: A Meta-Analytical Review. *Journal of Communication* 67(1): 26-53.
- Borden, M. 2014. Covering Your Digital Assets: Why the Stored Communications Act Stands in the Way of Digital Inheritance. *Ohio St. LJ* 75(405).
- Cahn, N. R. 2013. Digital Planning: The Future of Elder Law.
- Castells, M. 2011. *The Rise of the Network Society: The Information Age: Economy, Society, and Culture*. 1. John Wiley & Sons.
- Connor, J. 2010. Digital Life after Death: The Issue of Planning for a Person's Digital Assets after Death.
- Crary, J. 2013. *24/7: Late Capitalism and the Ends of Sleep*. Verso Books.
- Creswell, J. W. & Poth, C. N. 2016. *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Sage publications.
- Ettensohn, M. F., Brown, J. D. & Shepley, B. J. 2019. Device for Off-Line Storage and Usage of Digital Assets, Google Patents.
- Exelmans, L. & Van Den Bulck, J. 2016. Bedtime Mobile Phone Use and Sleep in Adults. *Social Science & Medicine* 148(93-101).
- Feng, G. 2016. Mobile Phone Case, Google Patents.
- García-Gavilanes, R., Mollgaard, A., Tsvetkova, M. & Yasseri, T. 2017. The Memory Remains: Understanding Collective Memory in the Digital Age. *Science Advances* 3(4): e1602368.
- Goggin, G. 2012. *Cell Phone Culture: Mobile Technology in Everyday Life*. Routledge.
- Harari, G. M. 2019. Respecting Privacy in the Context of Mobile Phone Tracking. *Current opinion in psychology*
- Hardjono, T., Shrier, D. L. & Pentland, A. 2019. *Trusted Data: A New Framework for Identity and Data Sharing*. MIT Connection Science & Engineering.
- Hua, A. K. 2016. Pengenalan Rangkakerja Metodologi Dalam Kajian Penyelidikan: Satu Kajian Kes. *Journal home page* 1(1):

- Kamilaris, A. & Pitsillides, A. 2016. Mobile Phone Computing and the Internet of Things: A Survey. *IEEE Internet of Things Journal* 3(6): 885-898.
- Mahajan, R., Gupta, R. & Bakhshi, A. 2017. Personality, Loneliness and Subjective Well-Being as Predictors of Problematic Mobile Phone Usage. *Int. J. Appl. Soc. Sci* 4(472-482).
- Mcluhan, M. 1994. *Understanding Media: The Extensions of Man*. MIT press.
- Mohd Azul, M. S. & Nurul Madiha, M. I. 2017. Pengalaman Dan Kesedaran Pengguna Dewasa Terhadap Isu Pengawasan Di Media Sosial. *Jurnal Komunikasi: Malaysian Journal of Communication* 33(1):
- Patti, F. P. & Bartolini, F. 2019. Digital Inheritance and Post Mortem Data Protection: The Italian Reform. *European Review of Private Law* 27(5): 1181-1194.
- Reading, A. 2009. Memobilia: The Mobile Phone and the Emergence of Wearable Memories. Dlm. (pnyt.). *Save as... Digital Memories*, hlm. 81-95. Springer.
- Rippin, H. 2019. The Mobile Phone in Everyday Life. *Fast Capitalism* 1(1):
- Seo, D. G., Park, Y., Kim, M. K. & Park, J. 2016. Mobile Phone Dependency and Its Impacts on Adolescents' Social and Academic Behaviors. *Computers in Human Behavior* 63(282-292).
- Shaw, K. 2017. The Digital Intelligence of the World's Leading Asset Managers 2017: 23.
- Skmm 2014. Handphone Users Survey 2014, Suruhanjaya Komunikasi dan Multimedia Malaysia.
- Waagstein, A. 2014. An Exploratory Study of Digital Legacy among Death Aware People, Thanatos.
- Wimmer, R. D. 2017. Dominick, Joseph R.(2000), Mass Media Research: An Introduction. *Boston: Cengage Learning*
- Yildirim, C. & Correia, A.-P. 2015. Exploring the Dimensions of Nomophobia: Development and Validation of a Self-Reported Questionnaire. *Computers in Human Behavior* 49(130-137).

Profil Penulis

Anuar Ali

Universiti Teknologi Mara
anuar0688@salam.uitm.edu.my

Mohd Azul Mohamad Salleh

Universiti Kebangsaan Malaysia
azul@ukm.edu.my

Normah Mustaffa

Universiti Kebangsaan Malaysia
normahm@ukm.edu.my

FAKTOR PENDORONG KETAGIHAN PERMAINAN VIDEO DALAM KALANGAN GOLONGAN MUDA

MAIZATUL HAIZAN MAHBOB & MUHAMMAD FAIZ OTHMAN

ABSTRAK

Permainan video pada masa kini telah mengalami pembangunan pesat dengan adanya teknologi web 2.0. Kepyantasan tersebut menyebabkan permainan video mudah didapati dan dimainkan melalui telefon pintar dan alat permainan mudah alih (Playstation Portable, Nintendo Ds). Alat ini mudah dibawa ke mana sahaja dan kandungannya juga mudah untuk dimuat turun dari internet. Tidak dinafikan bahawa permainan video boleh memberi pengaruh positif dan negatif terhadap seseorang individu, bergantung kepada apakah yang mendorong individu tersebut untuk bermain dalam satu tempoh tertentu. Objektif kajian ini ialah untuk mengenal pasti kekerapan bermain permainan video dalam kalangan golongan muda, mengukur tahap ketagihan, memeriksa pengaruh faktor kekerapan ke atas ketagihan bermain permainan video, menganalisis pengaruh persepsi realiti ke atas ketagihan bermain, menganalisis pengaruh sikap ke atas ketagihan bermain, dan memeriksa pengaruh norma subjektif ke atas ketagihan bermain. Bagi mencapai objektif tersebut, kajian ini melakukan survei ke atas sampel berumur 13 hingga 25 tahun yang terlibat dengan permainan video. Hasil kajian mendapati dari segi kekerapan bermain, rata-rata responden (90.5%) memperuntukan kurang daripada 4 jam sehari. Faktor sikap, norma subjektif dan kekerapan bermain menyumbang secara signifikan sebanyak 74.6 peratus varians ke atas tingkah laku ketagihan bermain. Manakala faktor persepsi realiti tidak menyumbang secara signifikan. Implikasi kajian menunjukkan faktor kekerapan bermain, sikap minat berlebihan ke atas permainan dan pengaruh persekitaran yang kuat ke atas permainan boleh menyebabkan ketagihan bermain permainan video dalam kalangan golongan muda.

Kata Kunci: *Golongan muda, ketagihan, permainan video, teori tindakan bersebab, teori penyuburan*

ABSTRACT

Video games have undergone rapid development with the advent of web 2.0 technology. This rapidity makes video games accessible and playable through smartphones and mobile games (Playstation Portable, Nintendo Ds). Now, video game is easy to carry anywhere and its content is easy to download from the internet. Video games can have a positive and negative effect on an individual, depending on what motivates them to play for a given period. The objectives of this study were to identify the frequency of video game play among young people, to measure the level of addiction, to identify the influence of frequency of video game play towards play addiction, to analyze the influence of reality perceptions towards play addiction, to analyze the influence of attitude towards play addiction, and to examine the influence of subjective norms towards play addiction. To achieve these objectives, the study conducted a survey of a sample of 13 to 25 year olds who involved in video games. The results showed that in terms of play frequency, the average respondent (90.5%) allocated less than 4 hours a day. Respondents were in the level of moderate addiction. Factors of attitudes, subjective norms and frequency of play contributed significantly to 74.6 percent of the variance in addictive behavior. While the perception factor of reality does not contribute significantly. Implications of the study indicate that factors in play frequency, excessive interest in the game and strong influence by others on the game may lead to video game addiction among young people.

Keywords: *Young people, addiction, video games, theory of reasoned action, cultivation theory*

PENGENALAN

Pada masa kini, teknologi menjadi alat dan penggerak kepada masyarakat dalam semua aspek kehidupan. Kecanggihan teknologi telah menjadikan manusia bergantung kepada teknologi sehinggakan kehidupan menjadi sukar apabila berlakunya gangguan terhadap teknologi. Selain

pembangunan ekonomi, aspek sosial banyak terkesan daripada pengaruh teknologi khususnya dari segi pendidikan dan hubungan manusiawi. Teknologi yang menjadi medium kepada hubungan manusia telah mendekatkan jarak dan jurang, baik yang bersifat geografi mahupun strata sosial. Media yang menjadi medium kepada kedekatan jarak dan jurang ini telah berevolusi menjadi semakin canggih dan kompleks dari masa ke semasa. Dengan kemunculan teknologi web 2.0 dan 5G, menjadikan manusia di seluruh dunia saling terhubung dan menjadi lebih dekat tanpa disedari. Hal ini banyak memberi manfaat dari segi komunikasi khususnya, sehingga menjadikan kita berasa seolah-olah berada di sebelah walaupun pada hakikatnya dipisahkan dengan jarak yang beribu batu.

Melalui teknologi ini jugalah kita berkongsi dan mendapat apa sahaja maklumat yang dikehendaki sehingga ke tahap tidak perlu kepada pendidikan formal. Apabila wujudnya tanggapan begini, maka berlakulah banyak fenomena baharu yang dicetuskan oleh gejala teknologi iaitu sisi negatif daripada teknologi apabila manusia tidak pandai mengimbangi penggunaan teknologi itu sendiri. Media sosial merupakan teknologi yang banyak mengundang sisi negatif apabila tidak digunakan secara berhemah. Banyak aplikasi boleh dimuat turun melalui media sosial daripada bersifat spiritual, ekonomi, politik, pendidikan, hinggalah kepada hiburan. Begitu banyak web dan aplikasi berbentuk hiburan yang disajikan oleh pengendali bidang ini dan salah satu daripadanya ialah permainan video. Oleh kerana kepuasan manusia tidak terbatas, dan manusia sentiasa dahagakan sesuatu yang baharu dan unik, maka permainan video juga sering dipertingkatkan ciri keunikannya dengan menjadikan permainan di alam maya tersebut bagaikan satu kehidupan sebenar dan pemain benar-benar dapat merasai kepuasan melaluinya.

Sejarah permainan video ini telah wujud pada awal 1949-an lagi apabila idea asal penciptaannya dikembangkan dan seterusnya dipatenkan oleh Thomas T. Goldsmith Jr serta Estle Ray Mann. Pada tahun 1958, William Higinbotham mula mempopularkan 'Tennis for Two' sebelum permainan 'Spacewar' dibangunkan dan seterusnya dianggap sebagai permainan video yang pertama di dunia. Magnavox Odyssey pula adalah nama pertama bagi konsol permainan video pertama di dunia yang dicipta oleh Ralph Baer pada tahun 1972. Perkembangan ilmu dan teknologi telah membawa kepada satu peralihan pemikiran dan perkembangan dalam media hiburan manusia. Salah satu daripadanya adalah permainan elektronik daripada berbentuk konsol hinggalah ke dalam bentuk telefon pintar. Permainan elektronik yang mula diperkenalkan pada tahun 1970an kini telah menjadi satu isu penting kepada anak muda. Pada tahun 1980an permainan komputer mula dipasarkan dan diikuti dengan permainan jenis konsol.

Menurut Utusan Online (2018) melalui kajian oleh Dr. Andrew Przybylski dari Universiti Oxford ke atas 5,000 kanak-kanak, mendapati mereka yang bermain permainan video sekurang-kurangnya selama satu jam didapati lebih gembira, kurang hiperaktif dan lebih mudah bergaul dengan orang di sekeliling jika dibandingkan dengan mereka yang langsung tidak bermain permainan video. Selain itu juga permainan video mampu membuatkan seseorang memberi perhatian dalam membuat sesuatu keputusan. Hal ini disokong oleh Green dan Bavelier (2012) yang mengatakan bahawa, kesan yang paling kuat terhadap prestasi kognitif seseorang adalah datang daripada bermain permainan video menembak dan bukan dari permainan seperti teka-teki atau permainan lain. Penambahbaikan kognitif ini merupakan produk dari permainan video yang kaya dengan visual dan pergerakan pantas yang memerlukan keputusan untuk membuat keputusan kedua dan perhatian terhadap perubahan yang boleh diramal dalam sesuatu konteks.

Ketagihan bermain permainan video bukan sahaja memberi implikasi positif, malah boleh mendatangkan implikasi negatif kepada individu yang terlalu kerap bermain. Terdapat banyak akhbar menyiarkan kesan sampingan yang buruk daripada ketagihan ini. Kosmo (2018) melaporkan, seorang remaja lelaki, Alexey Maximov, 15, menikam seorang wanita, Daria Evdokimova, 21, sebaik sahaja wanita itu selesai mengeluarkan wang daripada mesin pengeluaran wang automatik (ATM) di Moscow, Rusia. Suspek kemudian berjaya dijejaki oleh polis dan mengakui bahawa pembunuhan itu dilakukan kerana dia mahu meniru satu senario dalam permainan komputernya. Hal ini amat membimbangkan kerana individu tersebut dilihat terpengaruh dengan tingkah laku kejam dan ganas daripada permainan videonya itu hingga mempengaruhi minda dan tingkah lakunya untuk dipraktikkan kepada khalayak

umum. Selain itu, peningkatan jumlah jam penggunaan gajet atau permainan video juga telah menyebabkan kemerosotan gred mata pelajaran (Gentile et al. 2004).

Perkara ini dapat menjelaskan bahawa permainan video mempunyai kebaikan dan keburukannya tersendiri. Antara kebaikannya adalah golongan muda akan lebih celik dengan penggunaan komputer dan mampu mencari kaedah penyelesaian masalah dengan efisien. Memandangkan permainan berkomputer merupakan permainan popular di kalangan remaja, tidak hairanlah ada sesetengah individu berpendapat mungkin suatu hari nanti kita boleh mencipta permainan sendiri yang mampu memberikan kebaikan kepada penggunaanya. Overmars (2004) dalam kajiannya mengutarakan bahawa, adalah wajar menggunakan reka bentuk permainan berkomputer sebagai satu medium untuk pengajaran sains komputer. Ini secara tidak langsung akan memupuk minat mempelajari subjek sains komputer. Namun begitu tidak dinafikan bahawa permainan video mampu mendatangkan kesan atau implikasi negatif kepada golongan muda apabila mereka mula ketagih dan sukar untuk berenggang dengan permainan video tersebut.

SOROTON LITERATUR

Ketagihan terhadap permainan video menjadi satu masalah yang amat serius. Hal ini kerana golongan muda yang telah ketagih akan terlibat dengan banyak pengaruh yang buruk dan negatif. Pengaruh ketagihan ini akan membawa perubahan kepada hidup golongan muda tersebut. Pandangan ini disokong tegas oleh ahli psikologi bernama Mark Griffiths yang dipetik oleh Funk (2002) yang mengatakan ketagihan memberi pengaruh pada kehidupan mereka. Menurutnya, ketagihan pada komputer mempunyai persamaan dengan ketagihan terhadap alkohol, perjudian, nikotin dan heroin. Ketagihan pada permainan ini dapat memberi beberapa pengaruh yang tidak baik, antaranya ialah interaksi dan hubungan sosial dengan rakan-rakan sebaya menjadi kurang.

Portal Berita Astro Awani pada 27 Disember 2017 menyatakan bahawa, Pertubuhan Kesihatan Sedunia (WHO) mungkin mengklasifikasikan ketagihan permainan video sebagai satu masalah terhadap kesihatan mental pada tahun 2018. WHO dalam Klasifikasi Penyakit Kebangsaan (ICD) menerusi drafnya yang ke-11, menyatakan bahawa ketagihan permainan video termasuk dalam kategori mental, tingkah laku atau *neuro developmental* (dikenali sebagai gangguan perkembangan). Ketagihan terhadap permainan elektronik ini sering dikaitkan dengan jenis permainan dan unsur kekerasan dan keganasan yang terdapat dalam permainan tersebut. Perkara ini disokong oleh Ballard dan Wiest (1996) yang mengatakan bahawa lebih banyak nilai kekerasan yang terdapat dalam sesuatu permainan itu, maka ia mempunyai potensi yang tinggi untuk menghasilkan pengaruh yang negatif seperti tingkah laku agresif kepada pemainnya. Hal ini dapat dilihat pada insiden bertariikh 20 April 1999, apabila dua remaja dengan senjata lengkap telah memasuki Columbine High School di Littleton, Colorado dan menembak mati 12 rakan sekelas dan seorang guru mereka sebelum mereka membunuh diri. Penembakan ini seolah-olah menjadi reka ulang dari permainan video mereka yang berjudul *Doom into the World* atau Azab ke dalam Dunia Nyata.

Menurut Goldstein (2001), keganasan permainan video atau *video game violence* adalah simulasi daripada tingkah laku yang kasar, berbeza daripada situasi sebenar dalam pelbagai bentuk. Oleh hal yang demikian, perkara seperti bunuh diri, membunuh (menyebabkan kematian) dan kecelakaan di dalam permainan video dianggap sebagai satu tingkah laku kasar dan inilah menjadi tiga faktor utama yang menyebabkan kematian pada golongan muda yang berumur di antara 15-24 tahun. Funk (2002) mendapati bahawa golongan muda lebih menyukai permainan elektronik berunsur ganas. Minat golongan muda terhadap permainan video berunsur ganas ini dikaitkan dengan statistik perlakuan jenayah dalam kalangan golongan ini. Setiap tahun didapati lebih daripada 150,000 remaja ditangkap kerana melakukan jenayah, lebih 300,000 remaja menyebabkan kecederaan pada orang lain dan lebih daripada 3,500 menyebabkan kematian (Funk 2002).

Kajian ini mengambil elemen daripada teori tindakan bersebab Fishbein (1967) iaitu sikap dan norma subjektif serta elemen daripada teori penyuburan Gerbner (1969) iaitu kekerapan menonton (bermain) dan realiti sosial. Tujuannya ialah untuk melihat sejauh mana sikap seseorang terhadap

permainan video dan orang sekeliling seperti rakan mempengaruhi tingkah laku ketagihan terhadap permainan video. Faktor kekerapan bermain iaitu pengguna tegar (*heavy user*) yang bermain lebih empat jam sehari dan realiti sosial iaitu persepsi bahawa apa yang dimainkan dalam permainan video sama dengan apa yang berlaku di alam realiti, akan dikaitkan dengan tingkah laku bermain, bagi melihat sejauh mana faktor ini mempengaruhi ketagihan seseorang dalam permainan video.

Dari segi sikap ke atas permainan video, Liu dan Peng (2009) berpendapat, walaupun tidak semua permainan video mengandungi elemen keganasan dan kekerasan, tetapi terdapat banyak permainan dalam talian di mana pemainnya boleh merentasi sempadan global. Fenomena ini menjadikan pemain boleh berinteraksi dan berkolaborasi satu sama lain dalam permainan tersebut. Young (2010) berpendapat, ciri ini merupakan suatu hal yang baharu dalam permainan dari perspektif sosial yang mungkin kurang diaplikasikan pada aktiviti luar talian. Ini menjadikan golongan muda sukar untuk berhenti bermain, sebaliknya meningkatkan minat golongan ini terhadap permainan, seterusnya mewujudkan sikap positif ke atas permainan tersebut.

Menurut Yee (2006), ketagihan terhadap permainan video juga adalah disebabkan oleh motif utama mereka untuk maju ke hadapan, keperluan menguasai mekanik permainan, keperluan hubungan, dan keperluan *escapism* melalui pengalaman dan kehidupan mereka sendiri. Justeru keperluan ini membentuk sikap positif terhadap permainan. Seseorang yang percaya bahawa melakukan sesuatu tingkah laku akan mendorong kepada hasil yang kebanyakannya positif akan mempunyai sikap ke arah melakukan tingkah laku tersebut, manakala seseorang yang percaya bahawa melakukan sesuatu tingkah laku akan mendorong kepada hasil yang kebanyakannya negatif, mempunyai sikap sebaliknya. Semakin positif sikap tersebut, maka semakin tinggi tindakannya terhadap sesuatu perkara. Sikap suka terhadap sesuatu perkara ini boleh mencetuskan ketagihan.

Norma subjektif pula merupakan kepercayaan di mana seseorang percaya bahawa individu atau kumpulan di persekitarannya merasakan bahawa dia perlu atau tidak perlu melakukan sesuatu tingkah laku. Seseorang yang percaya bahawa kebanyakan orang rujukan yang memotivasikannya merasakan dia perlu melakukan sesuatu tingkah laku, maka ini akan mendorongnya untuk melakukan tingkah laku tersebut. Sebaliknya, sekiranya kebanyakan rujukan sosial yang memotivasikannya merasakan dia tidak perlu melaksanakan tingkah laku tersebut, maka dia mempunyai norma subjektif yang menekannya untuk menghalangnya daripada melakukan tingkah laku tersebut. Rujukan sosial ini boleh terdiri daripada rakan, keluarga, jiran tetangga mahu pun pihak media.

Beberapa kajian lepas menunjukkan norma subjektif mempengaruhi tingkah laku ketagihan bermain permainan video. Kajian yang dijalankan oleh Xiang Gong et al. (2019) mendapati norma kumpulan menyumbang kepada keinginan bermain video atas talian. Keinginan tersebut mempengaruhi sikap kurangnya kawalan sendiri, seterusnya mengheret individu ke dalam ketagihan bermain permainan video. Jia Wang et al. (2017) pula mendapati sokongan yang diperoleh daripada rakan dan penjaga memberi pengaruh yang signifikan ke atas tingkah laku bermain permainan video. Seterusnya Lee dan Kim (2017) mendapati kepuasan terhadap hubungan dengan ibu bapa, rakan dan guru mempengaruhi secara signifikan terhadap ketagihan bermain. Ini turut disokong oleh Haagsma et al. (2013) yang mendapati norma subjektif dan persepsi kawalan tingkah laku mampu menerangkan sebanyak 13 peratus varians ke atas tingkah laku bermain permainan atas talian.

Seterusnya ialah faktor kekerapan menonton dan pengaruhnya ke atas ketagihan bermain permainan video. King, Delfabbro, Griffiths dan Gradisar (2011) mendapati ciri demografi seorang pemain permainan video seperti gender, umur dan tempoh bermain merupakan peramal yang kuat ke atas penglibatan bermasalah dalam permainan video (*problematic video game play*). Bagaimanapun Triberti et al. (2018) mendapati, tempoh atau kekerapan bermain tidak mempengaruhi kecelaruan permainan internet (*internet game disorder – IGD*) secara mutlak, tetapi secara spesifik berdasarkan hari. Tempoh bermain mengikut masa tertentu misalnya mampu meramal IGD ketika waktu pagi hujung minggu di mana fasa waktu tersebut biasanya diperuntukkan untuk aktiviti yang lain. Manakala bermain pada waktu malam berkait dengan keutamaan genre permainan yang memerlukan masa untuk mengurus permainan yang banyak.

Berdasarkan teori penyuburan, tempoh menonton televisyen lebih daripada empat jam sehari dianggap sebagai penonton tegar. Jika dilihat dalam konteks permainan video atau permainan atas talian, tempoh bermain yang begitu lama (4 jam sehari) boleh mendorong kepada ketagihan bermain. Menurut Rowan (2010), secara purata kanak-kanak menghabiskan masa selama lapan jam sehari untuk teknologi hiburan. Teknologi hiburan yang diperkatakan adalah seperti, televisyen, telefon pintar dan juga permainan video. Hal ini merupakan faktor yang mendorong kepada ketagihan dalam kalangan golongan muda kerana tempoh masa lapan jam sehari tersebut merupakan suatu tempoh yang lama. Permainan video pada masa kini dengan sokongan internet lebih memanjangkan lagi tempoh masa mereka untuk bermain secara terus-menerus.

Laporan dalam laman web Malaysia Kini bertarikh 11 Oktober 2011 bertajuk “Kanak-kanak, remaja layari internet 19 jam seminggu” berdasarkan Laporan *Norton Online Family Report* (2010) mendedahkan bahawa, kanak-kanak di Malaysia menghabiskan masa melayari internet secara purata selama 19 jam seminggu, sedangkan ibu bapa menyangka anak-anak mereka melayari internet selama 11 jam. Tempoh yang lama seseorang khususnya kanak-kanak terlibat dalam melayari internet termasuk bermain permainan atas talian, cenderung membuatkan mereka ketagih dengan aktiviti tersebut.

Dari segi faktor realiti sosial, bermain permainan video yang berunsurkan kekerasan secara berulang kali dapat mengakumulasi pemikiran, perasaan, dan tingkah laku agresif, bahkan lebih rentan dibandingkan dengan menonton televisyen atau filem, kerana bermain video melibatkan partisipasi secara aktif dibandingkan dengan penggunaan media yang lain. Selaras dengan hal tersebut, penelitian yang dilakukan oleh Kurniawati (2010) menunjukkan bahawa terdapat hubungan positif yang signifikan antara tempoh bermain permainan video atas talian dengan perilaku agresif para remaja.

Menurut Anderson dan Dill (2000), terdapat persamaan antara kesemua permainan video sama ada mengandungi unsur kekerasan ataupun tidak terhadap pengaruh emosi sama ada dalam masa jangka panjang atau pun pendek. Permainan video yang tidak mengandungi unsur kekerasan akan mempengaruhi emosi dan tingkah laku individu itu secara tidak langsung, manakala permainan video yang mengandungi unsur keganasan akan berupaya mempengaruhi secara langsung kepada tingkah laku agresif.

Menurut Wood (2008), perkataan ‘penyuburan’ dapat dikaitkan dengan proses kumulatif bahawa televisyen menanamkan suatu keyakinan tentang realiti sosial terhadap penontonnya. Hal ini dapat dikatakan bahawa bermain permainan video juga mampu mewujudkan persepsi baharu dalam dunia nyata kerana penonton terhadap kandungan video yang dimainkan dalam satu tempoh yang lama mampu memberi kesan kumulatif kepada pemainnya.

Menurut Gustafson (2002), teknologi yang berkaitan dengan realiti maya akan memberikan impak kepada pembelajaran dan juga pekerjaan seseorang. Selain itu, menurut McLellan (2004), teknologi realiti maya digunakan bagi menghasilkan alat visualisasi. Individu yang bermain permainan video berdasarkan suatu jangka masa yang panjang ataupun pendek akan mempengaruhi dunia realitinya sama ada positif mahupun negatif.

METODOLOGI

Kajian ini menggunakan kaedah survei bagi mencapai objektifnya. Survei dijalankan ke atas responden dengan menggunakan sampel bertujuan. Responden adalah terdiri daripada golongan muda yang berumur di antara 13 hingga 25 tahun di sekitar Lembah Klang yang terlibat dengan permainan video atau permainan atas talian. Kesemua mereka merupakan individu yang berada dalam beberapa komuniti pemain yang bermain untuk satu-satu genre permainan. Survei dijalankan secara atas talian ke atas beberapa komuniti pemain ini.

Justifikasi pemilihan komuniti pemain yang berumur di antara 13 hingga 25 tahun ialah kerana peringkat umur ini adalah paling banyak terlibat dengan permainan video (Statista Research Department 2019). Kategori umur ini juga digolongkan sebagai remaja yang mengalami pelbagai perubahan fizikal,

intelektual dan emosi yang boleh menimbulkan konflik dalam diri dan persekitarannya termasuklah tingkah laku ketagihan dalam permainan video. Menurut *World Health Organisation* (WHO) menerusi portal *MyHealth* Kementerian Kesihatan Malaysia (2014), peringkat remaja adalah di antara umur 12 – 24 tahun. Manakala menurut Dasar Belia Malaysia (2015), individu belia ialah mereka yang berumur di antara 15 hingga 30 tahun. Menurut Funk (2002), golongan muda berumur 15-24 tahun merupakan golongan umur yang lebih menyukai permainan elektronik berunsur ganas. Minat golongan muda terhadap permainan video berunsur ganas ini dikaitkan dengan statistik perlakuan jenayah dalam kalangan golongan ini. Justeru julat umur 13 hingga 25 tahun diambil daripada beberapa ciri umur yang dikaitkan dengan remaja yang mudah terdorong dengan perubahan yang berlaku di persekitaran mereka.

Soal selidik kajian dibentuk berdasarkan objektif yang ingin dicapai iaitu melibatkan faktor kekerapan bermain, realiti sosial yang ditanggapi, sikap dan norma subjektif ke atas tingkah laku ketagihan bermain. Daripada sejumlah soal selidik yang diedarkan, hanya 147 soal selidik yang layak untuk dianalisis.

DAPATAN

Data survei yang diperoleh kemudiannya dianalisis menggunakan analisis deskriptif iaitu frekuensi, min dan sisihan piawai. Analisis inferensi juga dilakukan iaitu ujian regresi berganda. Analisis frekuensi ke atas demografi responden mendapati sebahagian besar responden (62.6%) adalah lelaki dan selebihnya, 37.4 peratus adalah perempuan. Dari segi umur, rata-rata responden (88.4%) berumur di antara 19-25 tahun, dan majoritinya (72%) adalah dari keturunan Melayu. Dari segi kekerapan bermain permainan video pula, sebahagian besar responden (90.5%) bermain kurang daripada empat jam sehari, manakala selebihnya (9.5%) bermain lebih empat jam sehari.

Analisis min dan sisihan piawai dilakukan ke atas faktor yang dikaitkan dengan tingkah laku ketagihan permainan video. Min ditetapkan pada tahap rendah, sederhana dan tinggi dengan menggunakan formula pada Jadual 1.

Jadual 1: Ukuran Tahap Persepsi Berdasarkan Skor Min

Skor Min	Ukuran Tahap Persepsi
1.00 – 3.00	Rendah
3.10 – 5.00	Sederhana
5.10 – 7.00	Tinggi

Persepsi responden terhadap tahap kekerapan bermain permainan video dapat dilihat pada Jadual 2.

Jadual 2: Min Tahap Kekerapan Bermain Permainan Video

Item	Min	Sisihan Piawai
Bermain permainan video lebih 4 jam sehari boleh dianggap ketagih	5.56	1.30
Saya boleh dianggap ketagih pada permainan video kerana tidak mempunyai masalah memperuntukkan masa 4 jam sehari untuknya.	4.68	1.76
Bermain permainan video dengan kekerapan 4 jam sehari telah menjadi hobi saya.	3.59	1.85
Saya akan berasa bosan sekiranya tidak bermain permainan video dalam sehari.	4.02	1.87
Bermain permainan video menjadi aktiviti utama saya setiap hari berbanding aktiviti lain.	3.35	1.66
Bermain permainan video lebih 4 jam sehari menjadikan hidup saya lebih ceria.	3.76	1.74
Purata Min	4.16	

Min keseluruhan bagi konstruk faktor kekerapan terhadap **ketagihan bermain permainan video** dalam kalangan golongan muda ialah 4.16 iaitu berada pada tahap sederhana dengan skor min di antara 3.1 hingga 5.0 menurut Jadual 1.

Seterusnya, persepsi responden tentang tanggapan realiti terhadap permainan video.

Jadual 3: Min Bagi Tanggapan Realiti Terhadap Bermain Permainan Video

Item	Min	Sisihan Piawai
Saya amat menghayati kandungan permainan video yang saya mainkan	4.41	1.45
Saya suka berfantasi sebagai watak utama dalam permainan video itu	3.88	1.76
Saya mengaitkan kehidupan realiti saya semasa bermain permainan video	3.34	1.58
Saya menyunting watak utama dalam permainan video seperti bentuk fizikal saya.	3.57	1.77
Saya tiada masalah untuk menggunakan nama sebenar ketika bermain permainan video	3.76	1.75
Saya menggunakan pergerakan dan aksi dalam permainan video dalam kehidupan seharian saya.	3.04	1.60
Purata Min	3.67	

Berdasarkan Jadual 3, min keseluruhan bagi **tanggapan realiti terhadap bermain permainan video** ialah 3.67 iaitu berada pada tahap sederhana dengan skor min di antara 3.1 hingga 5.0 menurut Jadual 1.

Faktor berikutnya ialah sikap terhadap bermain permainan video. Jadual 4 menunjukkan butirannya.

Jadual 4: Min Bagi Sikap Terhadap Bermain Permainan Video

Item	Min	Sisihan Piawai
Saya suka mengikuti pertandingan e-sukan di dalam laman komuniti Facebook.	3.74	1.81
Saya suka membeli alat permainan video keluaran terbaharu	3.13	1.63
Saya suka berkunjung ke pusat hiburan permainan video.	3.56	1.80
Saya suka mengikuti perkembangan alat permainan video keluaran terbaharu	3.73	1.87
Saya suka permainan video yang mempunyai elemen simulator.	4.35	1.78
Saya suka permainan video yang mempunyai elemen perlumbaan.	4.72	1.83
Saya suka permainan video yang mempunyai elemen keganasan	4.43	1.95
Saya tidak sabar menunggu keluaran alat dan CD permainan video yang baharu di pasaran.	3.53	1.78
Purata Min	3.90	

Berdasarkan Jadual 4, min keseluruhan bagi **sikap terhadap bermain permainan video** ialah 3.90 iaitu berada pada tahap sederhana dengan skor min di antara 3.1 hingga 5.0 menurut Jadual 1.

Faktor terakhir ialah norma subjektif terhadap ketagihan bermain permainan video.

Jadual 5: Norma Subjektif Terhadap Ketagihan Bermain Permainan Video

Item	Min	Sisihan Piawai
Rakan-rakan yang mempengaruhi keputusan saya memikirkan bahawa saya seharusnya bermain permainan video.	3.74	1.81
Individu yang penting bagi saya, mempengaruhi fikiran saya bahawa saya seharusnya bermain permainan video bersama.	3.13	1.63
Individu yang penting pada saya, mempengaruhi fikiran saya bahawa permainan video dapat membuatkan hati saya gembira.	3.56	1.80
Individu yang penting kepada saya, mempengaruhi fikiran saya untuk merasakan bahawa permainan video dapat merapatkan lagi hubungan sesama kami.	3.73	1.87
Trend semasa membuatkan saya untuk bermain permainan video yang baharu.	4.21	1.82
Saya bermain permainan video menerusi hadiah daripada orang yang tersayang.	3.19	1.64
Purata Min	3.59	

Berdasarkan Jadual 5, min keseluruhan bagi **norma subjektif terhadap bermain permainan video** ialah 3.59 iaitu berada pada tahap sederhana dengan skor min di antara 3.1 hingga 5.0 menurut Jadual 1.

Seterusnya ialah analisis pemboleh ubah bersandar dalam kajian ini. Pemboleh ubah bersandar tersebut ialah **ketagihan tingkah laku bermain permainan video**

Jadual 6: Ketagihan Tingkah Laku Bermain Permainan Video

Item	Min	Sisihan Piawai
Saya bermain permainan video secara berterusan.	3.82	1.83
Saya sering terlibat dalam aktiviti 'e-sukan'.	3.00	1.57
Saya sentiasa bermain permainan video tidak mengira masa.	3.56	1.71
Saya sentiasa bermain permainan video di mana sahaja.	3.71	1.71
Saya terpengaruh dengan jenis permainan video yang saya minati.	3.71	1.63
Saya lebih mementingkan untuk menghabiskan slot permainan video sebelum melakukan tugas yang lain..	3.40	1.62
Saya tertekan apabila diganggu ketika bermain permainan video.	3.92	1.78
Purata Min	3.59	

Berdasarkan Jadual 6, min keseluruhan bagi **ketagihan tingkah laku bermain permainan video** ialah 3.59 iaitu berada pada tahap sederhana dengan skor min di antara 3.1 hingga 5.0 menurut Jadual 1.

Secara keseluruhan, persepsi responden terhadap faktor yang dikaitkan dengan ketagihan bermain iaitu kekerapan bermain, persepsi realiti, sikap dan norma subjektif, semuanya berada pada

tahap sederhana. Persepsi responden terhadap tingkah laku ketagihan bermain permainan video juga berada pada tahap sederhana.

Seterusnya, analisis regresi berganda dilakukan bertujuan untuk menentukan pengaruh pemboleh ubah bebas iaitu kekerapan bermain, persepsi realiti, sikap dan norma subjektif ke atas pemboleh ubah bersandar iaitu tingkah laku ketagihan bermain permainan video. Jadual 7,8 dan 9 menunjukkan butirannya.

Jadual 7: Analisis ANOVA Bagi Faktor Pendorong Ketagihan Bermain Permainan Video Dalam Kalangan Golongan Muda

	Model	Sum of Square	DF	Min Kuasa Dua	F	Sig.
1	Regresi	8651.213	1	8651.213	242.233	0.000 ^b
	Baki	5178.583	145	35.714		.000 ^b
	Jumlah	13829.796	146			
2	Regresi	9812.869	2	4906.435	175.887	.000 ^c
	Baki	4016.927	144	27.895		
	Jumlah	13829.796	146			
3	Regresi	10311.187	3	3437.062	139.686	.000 ^d
	Baki	3518.609	143	24.606		
	Jumlah	13829.796	146			

a. Pemboleh ubah bersandar: Tingkah Laku Ketagihan

b. Peramal: (Tetap), Sikap

c. Peramal: (Tetap), Sikap, Norma Subjektif

d. Peramal: (Tetap), Sikap, Norma Subjektif, Kekerapan

Jadual 8: Analisis Regresi Berganda Bagi Faktor Pendorong Ketagihan Bermain Permainan Video Dalam Kalangan Golongan Muda

Model	R	R ²	Adjusted R Square	Std. Error of the estimate
1	.791 ^a	.626	.623	5.97615
2	.842 ^b	.710	.706	5.28160
3	.863 ^c	.746	.740	4.96041

a. Peramal: (Tetap), Sikap

b. Peramal: (Tetap), Sikap, Norma Subjektif

c. Peramal: (Tetap), Sikap, Norma Subjektif, Kekerapan

d. Pemboleh ubah bersandar: Tingkah Laku Ketagihan

Jadual 9: Koefisien Analisis Regresi Berganda Bagi Faktor Pendorong Ketagihan Bermain Permainan Video Dalam Kalangan Golongan Muda

Pemboleh Ubah	B	Std. Error	Beta	t	Signifikan t
1 (Constant)	4.667	1.404		3.325	.001
Sikap	.656	.042	.791	15.564	.000
2 (Constant)	2.082	1.304		1.597	.112
Sikap	.394	.055	.475	7.149	.000

Norma Subjektif	.463	.072	.429	6.453	.000
3 (Constant)	-1.897	1.510		-1.256	.211
Sikap	.394	.056	.365	5.440	.000
Norma Subjektif	.367	.071	.340	5.194	.000
Kekerapan	.363	.081	.266	4.500	.000

Merujuk Jadual 8, hasil analisis R^2 bagi Model 1 (sikap) adalah 0.626. Berdasarkan Jadual 9 pula, hasil analisis nilai Beta yang ditunjukkan bagi dimensi sikap = 0.791, $t = 15.564$, $p (0.00) < 0.01$. Ini bermakna model yang dicadangkan sesuai dengan data dalam nilai peratusan 62.6, di mana keputusan ini turut disokong oleh analisis ANOVA yang signifikan, $p (0.00) < 0.05$. Dapatan ini menunjukkan peramal bagi dimensi sikap memberi sumbangan 62.6 peratus perubahan terhadap ketagihan bermain permainan video. Dengan erti kata lain, apabila dimensi sikap meningkat seunit, maka skor ketagihan bermain permainan video akan meningkat sebanyak 62.6 peratus.

Bagi Model 2 (sikap, norma subjektif) pula, analisis nilai R^2 adalah 0.710. Berdasarkan Jadual 9, hasil analisis nilai Beta bagi dimensi sikap ialah 0.475, nilai $t = 7.149$ dan $p (0.000) < 0.01$, manakala analisis nilai Beta bagi dimensi norma subjektif ialah 0.429, nilai $t = 6.453$ dan $p (0.000) < 0.01$. Ini bermakna model yang dicadangkan sesuai dengan data dalam nilai peratusan 71.0, di mana keputusan ini turut disokong oleh analisis ANOVA yang signifikan dengan nilai 0.00 iaitu lebih kecil daripada signifikan yang ditetapkan, 0.01. Dapatan ini menunjukkan peramal kedua iaitu norma subjektif memberi pertambahan sumbangan sebanyak 8.4 peratus dengan menjadikan 71.0 peratus perubahan terhadap ketagihan bermain permainan video. Ini bermakna, apabila dimensi sikap yang digabungkan dengan dimensi norma subjektif meningkat seunit, maka skor ketagihan bermain permainan video akan meningkat sebanyak 71.0 peratus.

Bagi Model 3 (sikap, norma subjektif dan kekerapan) pula, analisis nilai R^2 adalah 0.746. Berdasarkan Jadual 9, hasil analisis nilai Beta bagi dimensi sikap ialah 0.365, nilai $t = 5.440$ dan $p (0.000) < 0.01$, manakala analisis nilai Beta bagi dimensi norma subjektif ialah 0.340, nilai $t = 5.194$ dan $p (0.000) < 0.01$. Seterusnya nilai Beta bagi dimensi kekerapan ialah 0.266, nilai $t = 4.500$ dan $p (0.000) < 0.01$. Ini bermakna model yang dicadangkan sesuai dengan data dalam nilai peratusan, di mana keputusan ini turut disokong oleh analisis ANOVA yang signifikan dengan nilai 0.00 iaitu lebih kecil daripada signifikan yang ditetapkan, 0.01. Dapatan ini menunjukkan peramal ketiga iaitu kekerapan memberi pertambahan sumbangan sebanyak 3.6 peratus dengan menjadikan 74.6 peratus perubahan terhadap ketagihan bermain permainan video. Ini bermakna, apabila dimensi sikap yang digabungkan dengan dimensi norma subjektif dan dimensi kekerapan meningkat seunit, maka skor ketagihan bermain permainan video akan meningkat sebanyak 74.6 peratus.

Secara keseluruhan, dapatan ini menunjukkan dimensi sikap merupakan penyumbang yang paling besar ($\beta = 36.5$) terhadap ketagihan bermain permainan video. Ini diikuti dimensi norma subjektif ($\beta = 34.0$) dan kekerapan bermain ($\beta = 26.6$). Bagaimanapun persepsi realiti tidak memberi sumbangan yang signifikan ke atas tingkah laku ketagihan.

PENUTUP

Permainan video secara atas talian atau bukan atas talian menerusi pelbagai platform gajet mudah alih seperti konsol dan telefon pintar, mampu memberi implikasi kepada pemainnya sama ada positif mahupun negatif. Dari penelitian tersebut juga didapati bahwa rata-rata responden memainkan permainan video kurang daripada empat jam sehari. Sikap terhadap permainan merupakan faktor paling penting dalam menentukan ketagihan permainan video. Permainan video khususnya atas talian, telah mewujudkan banyak keadaan yang boleh merangsang sikap positif seseorang terhadap permainan. Kesonokan yang diperoleh daripada permainan tersebut menjadikan seseorang terdorong untuk terus bermain dan ketagih. Ini ditambah dengan faktor norma subjektif iaitu persekitaran sosial seperti keluarga dan rakan. Rakan sebaya didapati mampu mempertingkatkan kognisi sosial seseorang serta

turut mempengaruhi sikap, dan tingkah laku seseorang. Ditambah pula dengan kekerapan bermain yang tinggi, menjadikan kesemua faktor ini mampu mempengaruhi tingkah laku ketagihan bermain dalam kalangan golongan muda.

RUJUKAN

- Adi Fahrudin. (2010). Pengaruh video pada anak dan peranan pekerja sosia. *Jurnal Psikologi Sosial dan Pendidikan Sekolah Tinggi Kesejahteraan Sosial Bandung (STKS)*, 1-13.
- Aliaksandr Amialchuk & Ales Kotalik (2016). Do your school mates influence how long you game? Evidence from the U.S. *PLoS ONE*. 11(8): e0160664,
- Amanda, S. (2013). Hubungan pola asuh orang tua dengan perilaku kecanduan bermain game pada anak usia sekolah di SDN 02 Cupak Tangah. *Skripsi*. Universitas Andalas.
- Anderson, C. A., & Dill, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. *Journal of Personality and Social Psychology*. Vol 78(4): 772-790.
- Ballard, M. E. & Wiest, J. R. (1996). Mortal kombat (tm): The effect of violent video game play on male's hostility and cardiovascular responding. *Journal of Applied Social Psychology*. 26 (8):118-120.
- Fishbein, M. (1967). A behavior theory approach to the relations between beliefs about an object and the attitude toward the object. In M. Fishbein (Ed.), *Readings in Attitude Theory and Measurement* (pp. 389-400). New York: John Wiley & Sons.
- Funk, J. B. (2002). Children and violent video games: Strategies for identifying high risk players. In Ravitch, D & Viteretti, J. (Eds). *Children and the Popular Culture*. Baltimore, MD: John Hopkins University Press.
- Funk, J.B. (2002). Electronic games. In Strasburger, V. and Wilson, B. (Eds.). *Children, Adolescents and the Media* (pp. 117-144). Thousand Oaks, CA: Sage Publications.
- Gentile, D. A., Lynch, P. J., Linder, J. R., & Walsh, D. A. (2004). The effects of violent video game habits on adolescent hostility, aggressive behaviors, and school performance. *Journal of Adolescence*. Vol.27(1): 5-22.
- Gerbner, G. (1969). Dimensions of violence in television drama. In: R.K. Baker and S.J. Ball (Eds.) *Mass Media and Violence*. (pp. 311–340). Washington, DC: US Government Printing Office.
- Goldstein, J. (2001). Does playing violent video games cause aggressive behavior? *Playing by the Rules*. Cultural Policy Center, University of Chicago & University of Utrecht, The Netherlands.
- Green, C.S. & Bavelier, D. (2012). Learning, attentional control, and action video games. *Current Biology*. Vol.22(6): 197-206.
- Gustafson. (2002). *Survey of Instructional Development Models* (Fourth Edition). New York: Clearinghouse of Instructional Technology, Syracuse University.
- Haagsma, M. C., King, D. L., Pieterse, M. E., & Peters, O. (2013). Assessing problematic video gaming using the theory of planned behavior: A longitudinal study of Dutch young people. *International Journal of Mental Health and Addiction*. 11(2): 172-185.
- Jia Wang, Ru-De Liu, Yi Ding, Ying Liu, Le Xu & Rui Zhen (2017). What influences Chinese adolescents' choice intention between playing online games and learning? Application of Theory

- of Planned Behavior with subjective norm manipulated as peer support and parental monitoring. *Frontiers in Psychology*. Vol.8: 589.
- King D.L., Delfabbro, P.H., Griffiths M.D., Gradisar M. (2011). Assessing clinical trials of internet addiction treatment: A systematic review and CONSORT evaluation. *Clinical Psychology Review*. Vol.31(7): 1110-1116.
- Kementerian Belia dan Sukan Malaysia. (2015). *Dasar Belia Malaysia*. 11-12.
- Kosmo. (2018). <http://www.kosmo.com.my/k2/rencana-utama/pengaruh-permainan-video-dorong-remaja-jadi-pembunuh-1.671620> [24 May 2019]
- Kurniawati Y. (2010). *Hubungan bermain game online terhadap perilaku agresif remaja*. Tesis Sarjana Psikologi. Fakultas Psikologi, Universitas Katolik Soegijapranata, Semarang, Indonesia.
- Liu, W. Peng. (2019). Cognitive and psychological predictors of the negative outcomes associated with playing MMOGs massively multiplayer online games. *Computers in Human Behavior*. Vol.25(6): 1306-1311.
- McLellan.H. (2004). Virtual realities. In Jonassen.D.H. *Handbook of Research on Educational Communications and Technology*. (Pp 461-497). Ney Jersey: Lawrence Erlbaum Associates.
- Noor Erma Abu dan Leong. (2014). *Hubungan antara sikap, minat, pengajaran guru dan pengaruh rakan sebaya terhadap pencapaian matematik tambahan tingkatan 4*. Vol. 2 (1)
- Portal MyHealth Kementerian Kesihatan Malaysia. (2014). <http://www.myhealth.gov.my/persediaan-emosi-menghadapi-akil-baligh-remaja-perempuan/> [18 April 2019].
- Overmars, M. (2004). Teaching computer science through game design. *Computer*. Vol.37(4): 81-83
- Portal Berita Astro Awani. (2017). <http://www.astroawani.com/berita-dunia/ketagihan-permainan-video-sebagai-masalah-kesihatan-mental-who-164052> [3 April 2019].
- Rowan, C. (2010). The impact of technology on child sensory and motor development. <http://www.sensomotorische-integratie.nl/CrisRowan.pdf> [15 Ogos 2019].
- Statista Research Department. (2019). <https://www.statista.com/statistics/712690/share-of-gamers-by-gender-and-age-malaysia/> [15 Ogos 2019]
- Symantec. (2010). Norton Online Family Report 2010 reveals 87 Percent of Malaysian Kids Have Had a Negative Online Experience. http://www.symantec.com/en/my/about/news/release/article.jsp?prid=20100707_01 [20 April 2019].
- Triberti. 2018. A P5 approach to m-health: Design suggestions for advanced mobile health technology. *Frontiers in Psychology*. 9. Article 2066.
- Utusan Online. 2018. <http://www.utusan.com.my/rencana/forum/kesan-positif-permainan-video-1.720218>. [26 April 2019]
- Wan Anita Wan Abbas, Azizah Hamzah. (2013). Media dalam kehidupan dan perkembangan kanak-kanak. *Jurnal Pengajian Media Malaysia / Malaysian Journal of Media Studies*. 33–34.
- Wood. 2008. Conceptualizing gratitude and appreciation as a unitary personality trait. *Personality and Individual Differences*. Vol.44: 619–630.

- Xiang Gong, Kem Z.K. Zhang, Christy M.K. Cheung, Chongyang Chen, Matthew K.O. Lee (2019). Alone or together? Exploring the role of desire for online group gaming in players' social game addiction. *Information & Management*. 56 (Inf. Syst. Res. 27) :103-139.
- Yee, Nick. (2006). The demographics, motivations, and derived experiences of users of massively multi-user online graphical environments. *Virtual and Augmented Reality*. Vol.15(3): 309-329.
- Young K. (2010). Understanding online gaming addiction and treatment issues for adolescents. *The American Journal of Family Therapy*. Volume 37(5): 355-372.

Profil Penulis

Maizatul Haizan Mahbob (PhD)

Pensyarah Kanan
 Pusat Kajian Media dan Komunikasi
 Fakulti Sains Sosial dan Kemanusiaan
 Universiti Kebangsaan Malaysia
 maiz@ukm.edu.my

Muhammad Faiz Othman

Pelajar Pra-Siswazah
 Program Komunikasi Media
 Pusat Kajian Media dan Komunikasi
 Universiti Kebangsaan Malaysia
 othmanmuhammadfaiz@gmail.com

PEMILIKAN MAKNA, TUJUAN DAN NILAI KEHIDUPAN DALAM KALANGAN PELAJAR UNIVERSITI DI MALAYSIA

RATNA ROSHIDA AB RAZAK, ZATUL HIMMAH ADNAN, KU HASNITA KU SAMSU, ZARINA MUHAMMAD, LEE YOKE FEE

ABSTRAK

Kehidupan yang mempunyai makna, tujuan dan nilai telah menjadi tumpuan utama beberapa teori dalam psikologi kemanusiaan. Hal ini dikira penting kerana dengan memiliki tiga perkara asas ini seseorang individu dapat mengoptimalkan kehidupannya. Pengukuran makna hidup agak sukar untuk dilakukan kerana halangan yang bersifat kebimbangan pragmatik seperti mengukur pengalaman yang bersifat subjektif dan ketidaksesuaian teori atau pendekatan yang ada diperkenalkan oleh ahli psikologi kemanusiaan. Walau bagaimanapun Logoterapi, sebuah pendekatan psikologi kemanusiaan dianggap sesuai untuk melihat persoalan makna, tujuan dan nilai hidup. Artikel ini bertujuan untuk mengetengahkan kaedah empirikal yang berkaitan dengan pemilikan makna, tujuan dan nilai melalui paradigma humanistik-eksistensi. Untuk tujuan ini, ujian makna logotherapeutic iaitu Mencari Matlamat Noetik (SONG) akan digunakan. Struktur faktor 20-item yang terdapat dalam ujian ini diaplikasikan melalui kaedah pengesahan analisis faktor (factor analytic). Kajian ini menggunakan data yang diperolehi daripada pelajar universiti awam Malaysia (N = 2056) Analisis faktor menyokong model dua faktor yang terdapat pada SONG. Corak korelasi yang terdapat pada dua factor ini iaitu Faktor 1, yang berkaitan dengan kehidupan yang menggembirakan dan memuaskan, memperlihatkan hubungan yang sangat kuat dengan Faktor 2, iaitu tujuan dalam kehidupan.

Kata Kunci: Makna, Tujuan Nilai, Pelajar Universiti

ABSTRACT

Life with meaning, purpose and value has been the main focus of several theories in human psychology. This is considered important because by having these three basic things an individual can optimize his life. Measuring the meaning of life is quite difficult to do because of obstacles that are pragmatic concerns such as measuring subjective experiences and the inconsistencies of existing theories or approaches introduced by humanistic psychologists. However, Logotherapy, an approach to humanistic psychology is considered appropriate to look at the question of meaning, purpose and value of life. This article aims to highlight empirical methods related to the possession of meaning, purpose and value through the humanistic-existence paradigm. For this purpose, a logotherapeutic meaning test i.e. Seeking Of Noetic Goal (SONG) will be used. The 20-item factor structure found in this test is applied through factor analysis method (factor analytic). This study used data obtained from Malaysian public university students (N = 2056) Factor analysis supports the two-factor model found in SONG. The correlation pattern found on these two factors, namely Factor 1, which is related to a happy and satisfying life, shows a very strong relationship with Factor 2, which is the purpose in life.

PENGENALAN

Pemilikan makna, tujuan dan nilai dalam hidup ini mempunyai kaitan yang sangat positif dengan kebahagiaan, kesejahteraan, kepuasan hidup, daya tahan, kemahiran untuk mengatasi masalah, rasa syukur, kesihatan, sama ada secara spiritual atau fizikal. Kegagalan untuk memiliki makna, tujuan dan nilai hidup akan mendorong kepada kemurungan, kebimbangan, tekanan. Jika tidak ditangani mereka yang terlibat dengan masalah ini boleh membawa mereka kepada perkara yang lebih bahaya iaitu penyalahgunaan dadah, pengambilan alkohol yang berlebihan, keinginan untuk memiliki harta benda yang melampau dan juga keinginan untuk membunuh diri (Schulenberg 2008). Makna, tujuan dan nilai merupakan perkara yang penting untuk manusia meneruskan kelangsungan hidup. (Schulenberg et al. 2008, Wong 2012). Oleh hal yang demikian persoalan makna kini telah menarik ramai ahli penyelidikan khususnya mereka dari Barat, sama ada mereka dari bidang falsafah ataupun bidang yang berkaitan dengan pembangunan manusia, untuk mengkaji persoalan berkaitan dengan makna. Bukan itu sahaja,

malahan dalam bidang psikologi dan bidang kesihatan mental, persoalan tentang makna kini telah berfungsi sebagai teras utama kepada para penyelidik dan doktor agar mereka lebih memahami kaitan teori dan empirikal, sehingga ia menjadi aspek integral dalam bidang tersebut. (Schulenberg et al. 2008). Individu yang mempunyai makna, tujuan dan nilai dalam kehidupan mereka akan lebih cenderung untuk bahagia dan sihat dalam pelbagai aspek kehidupan.

KEPERLUAN KEPADA MAKNA, TUJUAN DAN NILAI KEHIDUPAN

Mengambil kata-kata yang dinyatakan oleh Imam Al-Ghazali, "Jika anda mahu melihat masa depan sesebuah negara, maka lihat pada keadaan generasi muda hari ini". Sebagai sebuah negara yang baru merayakan Hari Kemerdekaan yang ke-63, ia mempunyai harapan yang tinggi terhadap rakyat, terutamanya mereka yang dikategorikan sebagai pemuda. Pada bahu mereka terletak tanggungjawab sebagai penggerak utama untuk memastikan kesinambungan pembangunan dan pembentukan tamadun Malaysia.

Walau bagaimanapun, gambaran yang diperolehi pada warga hari ini tidak menggalakkan. Pelbagai masalah mengenai warga muda dapat memberi gambaran mengenai kedudukan mereka pada hari ini. Meskipun contoh yang diutarakan ini telah lama berlaku, namun situasi seumpama ini terus berlaku hingga ke hari ini, sebagaimana perbuatan menghina Yang Dipertuan Agong, menjadi-jadi. Antara contoh yang dikira masih segar dalam ingatan ialah keengganan anak-anak muda untuk berdiri apabila Lagu Kebangsaan dimainkan di panggung wayang sebagai meraikan bulan kemerdekaan di seluruh negara mulai 30 Ogos hingga 16 September 2014 bersempena dengan Hari Kemerdekaan dan Hari Malaysia. (Utusan 20 September 2014) Bukan itu sahaja, malahan terdapat sekumpulan pelajar Malaysia di Taiwan yang membalikkan bendera yang disebut sebagai tanda protes mereka terhadap keputusan Pilihan Raya Umum ke-13 (PRU-13) (Utusan, 1 September 2013) Keadaan seperti ini dengan jelas menggambarkan kehilangan rasa hormat kepada Malaysia sebagai tanahair mereka. Situasi sebegitu terus berlaku sehingga sekarang, sebagaimana pada tahun 2019, terdapat sebuah syarikat yang memasang bendera secara terbalik. Juga terdapat mereka yang menggunakan bendera Malaysia yang tidak betul dari segi bilangan bucu yang terdapat pada bintang.

Situasi seperti yang dinyatakan di atas merupakan cabaran besar kepada usaha untuk membentuk orang muda menjadi warganegara yang baik, bukan hanya dalam aspek intelektual dan fizikal, tetapi yang lebih penting lagi ialah dalam aspek spiritual, iaitu aspek yang ada padanya jawapan kepada persoalan makna, tujuan dan nilai hidup.

Kajian ini menggunakan teori Logoterapi, yang diasaskan oleh Viktor Frankl, yang menekankan 'makna' sebagai satu element spiritual yang sangat penting. Pengertian yang sama disokong oleh Danah Zohar, seorang pakar neurosains dan pencetus idea modal spiritual. Aspek spiritual yang dimaksudkan di sini merangkumi persoalan makna, tujuan dan nilai kehidupan dalam diri individu tersebut. (Danah Zohor, 2002). Maksud spiritual ini agak berlainan sebagaimana kefahaman biasa yang melibatkan kaitan agama.

Walau bagaimanapun jika ditelusuri dalam ajaran Islam, aspek spiritual inilah yang merupakan intipati kepada ajaran agama Islam itu sendiri. Makna, tujuan dan nilai hidup yang jelas berdasarkan apa yang disarankan oleh Islam melalui al-Quran sebagai panduan inilah yang perlu diterjemahkan dalam kehidupan seorang Islam. Namun masih ramai dalam kalangan umat Islam hari ini yang lebih memberi tumpuan kepada aspek fizikal, terutama mengenai persoalan feqah dan hukum hakam berbanding kepada makna, tujuan dan nilai dalam melakukan sesuatu ibadat atau ritual. Ternyata kehadiran makna, tujuan dan nilai adalah penanda yang baik dalam sesebuah kehidupan yang mana hal ini menunjukkan domain spiritualnya berada dalam keadaan yang baik. (Peterson & Park 2012, hal. 292) Sehubungan dengan itu, makalah ini bertujuan untuk melihat kedudukan makna, tujuan dan nilai dalam kalangan anak-anak muda, khususnya pelajar universiti di Malaysia.

UJIAN MENCARI MATLAMAT NOETIK (SONG)

Ujian Mencari Matlamat Noetik (SONG) merupakan salah satu instrumen yang digunakan untuk mengukur pemilikan makna, tujuan dan nilai hidup. Ia telah dibangunkan oleh Crumbaugh (1977) Ujian SONG ini dibangunkan dengan menggunakan paradigma Logoterapi, yang menekankan kepentingan makna dalam kehidupan dan hubungannya dengan kesejahteraan. (Frankl 2010; Melton dan Schulenberg). Ujian ini dibangunkan untuk mengukur keperluan atau motivasi bagi mencari makna. Istilah “*noetic*” yang digunakan ini merujuk kepada sumber manusia yang unik, seperti matlamat, tujuan, kreativiti, cinta, humor, dan apa yang digambarkan oleh Frankl sebagai “keinginan atau iltizam untuk memberi makna” (*the will to meaning*), (Frankl 1959). Keinginan untuk “makna” ini merujuk kepada motivasi utama manusia untuk menemui makna dan tujuan hidup. Ketidadaan perkara ini akan membawa seseorang kepada “kekosongan kewujudan” (*existential vacuum*), (Crumbaugh 1977, Frankl 1959/1985). Kesedaran kepada perasaan kekosongan jiwa boleh memberi motivasi kepada seseorang untuk bertindak balas terhadap kekosong jiwa yang sedang dihadapi. Keadaan ini juga boleh membawa mereka dengan matlamat yang lebih terarah untuk mencari makna dalam hidup dan seterusnya mengisi jiwa yang kosong.

Sekiranya kekosongan kewujudan ini tidak dicari jalan penyelesaiannya, keadaan ini boleh membawa kepada masalah kesihatan mental seperti kemurungan, tekanan dan sebagainya. (Schulenberg et al. 2008). “Noetic” merupakan istilah logoterapi yang diterjemahkan kepada perkataan “makna”. Kedua-dua perkataan ini, iaitu “*noetic*” dan “*meaning*” ini digunakan secara bertukar ganti. (Schulenberg et al. 2008).

Tujuan Crumbaugh (1977) membangunkan ujian SONG adalah untuk menyusun ukuran sikap bagi menilai motivasi responden ke arah mencari makna. Pernyataan yang terdapat pada setiap itemnya bertujuan untuk menilai motivasi pencarian makna dengan menggunakan kerangka konseptual yang terdapat dalam teori Logoterapi. 20 item dibahagikan kepada dua faktor utama iaitu hala tuju kehidupan dan perasaan tidak puas hati dengan bentuk kehidupan yang dilalui

Rajah di bawah menunjukkan Kandungan umum untuk item yang terdapat dalam ujian Mencari Matlamat Neotika (SONG) dibahagikan kepada 2 pembahagian komponen iaitu: Faktor Kehendak Untuk Memiliki Makna (*Will to Meaning*) dan Faktor Kehampaan Kewujudan (*Existential Value*). Pembahagian item ujian SONG kepada dua faktor ini berdasarkan Schulenberg and Gohm (2009) sebagaimana yang telah digunakan dalam kajian mereka.

Penyataan yang terdapat diakhir ayat menuunjukkan keadaan yang paling minimum dan yang paling maksimun dalam skala Likert.

Jadual 1: Ujian Mencari Matlamat Noetik (SONG)

1-	Saya rasa diri saya memerlukan kehidupan yang: tidak aktif dan hambar [Penuh semangat]
2-	Saya seorang yang: resah [tenang]
3-	Saya ingin diri saya menjadi seorang yang: hanya membiarkan sesuatu perkara untuk berlaku [Mempunyai motivasi tinggi]
4-	Dalam mencapai sesuatu yang saya inginkan, saya seorang yang: hanya tunggu dan lihat [Mempunyai keazaman yang tinggi]
5-	Setiap hari adalah: sama seperti semalam [Hari yang baharu dan segar]
6-	Jika saya boleh memilih, saya: lebih suka hidup sebagaimana saya sekarang [Mengubah hidup saya sebelum ini supaya menjadi lebih baik]

7-	Dalam melakukan sesuatu perkara dalam hidup, saya rasa: ia tidak bermanfaat [Ia mempunyai manfaat yang besar]
8-	Untuk mencari makna dan tujuan hidup yang sebenar: saya tidak perlu memilikinya meskipun saya tahu saya kekurangannya [Saya rasa cukup tetapi saya perlu memperolehi lebih banyak lagi]
9-	Kehidupan saya banyak ditentukan oleh: orang lain [diri saya sendiri]
10-	Jika saya tamat pengajian hari ini, saya rasa bahawa hidup saya telah: sampai ke penghujung jalan [berada pada permulaan usaha yang baharu]
11-	Saya merasakan perkara-perkara yang tidak begitu pasti seperti bagaimana keadaan hidup saya 10 tahun dari sekarang: mengganggu saya [memberikan saya peluang untuk membuat persediaan yang baik]
12-	Untuk mendapat kedudukan yang lebih baik bagi kehidupan saya selepas tamat pengajian: adalah sesuatu yang tidak pernah saya fikirkan [adalah keinginan yang sentiasa saya impikan]
13-	Mencari identiti sebagai rakyat Malaysia: Merupakan sesuatu perkara yang saya tidak pedulikan [merupakan sesuatu keinginan saya yang kuat]
14-	Kadang-kadang saya rasa: perlu mengambil mudah dan membiarkan kehidupan berlalu begitu sahaja [keperluan kepada cabaran dan dunia baharu untuk dikuasai]
15-	Untuk mencapai sesuatu yang saya ingini: saya akan berfikir bagaimana cara mudah untuk memperolehinya [Saya akan mengatur strategi bagaimana untuk memperolehinya]
16-	Kehidupan saya yang belum pasti coraknya: mengelirukan dan mengganggu saya [mencabar saya untuk menerokai dengan lebih lanjut]
17-	Matlamat yang benar-benar jelas untuk menjadi hala tuju kehidupan saya merupakan sesuatu yang: saya tidak pernah tahu [saya sedar sepenuhnya]
18-	Saya berharap kehidupan masa depan saya: mudah dan santai [menyeronokkan dan lebih mencabar]
19-	Saya rasa tahap kepuasan yang paling tinggi dalam kehidupan saya terletak: pada tangan seseorang [pada diri saya sendiri]
20-	Apabila saya mencuba aktiviti atau bidang yang baharu: dengan cepat akan hilang daya tarikannya [terasa semakin teruja dengannya]

Dalam kajian ini, sekumpulan pelajar dari 20 universiti awam di Malaysia. Golongan ini merupakan kelompok penduduk terbaik untuk mewakili generasi muda Malaysia yang umur purata mereka antara 19-25.

METODOLOGI KAJIAN

Kajian ini menggunakan kaedah pensampelan bertujuan (sampling purposive). Kaedah ini dipilih kerana unsur-unsur yang dipilih untuk dijadikan sampel, bersandarkan kepada penilaian dan pengetahuan yang dimiliki oleh penyelidik, terhadap nilai yang diinginkan daripada sampel yang dipilih.

Sejumlah 2056 responden telah dipilih daripada 20 universiti awam di Malaysia. responden lelaki mencatatkan bilangan 787 orang atau 38.2%, manakala responden perempuan sebanyak 1263 atau 61.3% manakala yang tidak meletak jawapan pula sebanyak 8 orang atau 0.4%. seramai 1129 orang, bersamaan 54.9% responden terdiri daripada etnik Melayu. 487 orang, bersamaan 23% terdiri daripada 23.7% responden terdiri daripada etnik Cina, 230 orang pula (11.2%) terdiri daripada etnik India, 126 (6.1%) pula terdiri daripada Bumiputra Sabah dan 20 orang (1%) terdiri daripada Bumiputra Sarawak. Sebanyak 2 orang (0.1%) tidak menyatakan etniknya. Secara kesimpulannya etnik Melayu merupakan majortiti dalam kajian ini dengan peratusan sebanyak 54.9% daripada jumlah keseluruhan responden.

Ukuran

Hasil kajian melalui ujian SONG dibentangkan dalam bentuk jadual dan huraian. Jadual-jadual ini akan mengandungi item, skor, kekerapan, peratus dan min yang diperolehi hasil maklum balas responden. Dapatan kajian dilihat melalui kekerapan dan peratus responden memilih jawapan serta melalui min yang diperolehi. Dengan kebanyakan item soal selidik menggunakan skala Likert, nilai skor yang diperolehi akan dijumlahkan.

Prosedur

Tujuan kajian ini ialah untuk menilai pemilikan makna kehidupan dalam kalangan pelajar universiti. Bagi kajian ini, ukuran pemilikan hanya dilihat daripada jumlah skor yang diperolehi daripada skala Likert. Analisis faktor juga dijalankan terhadap ujian ini bagi mengkaji tentang kesahan strukturalnya. Konsep utama analisis faktor menegaskan bahawa banyak pembolehubah yang diamati mempunyai pola tindak balas yang sama kerana semuanya dikaitkan dengan pembolehubah pendam (*latent*), iaitu pemboleh ubah yang tidak boleh diukur secara langsung. Ia juga merupakan pembolehubah yang terpendam dan tidak dapat dilihat secara langsung dan tidak boleh diandaikan untuk mempengaruhi pembolehubah tindak balas atau pembolehubah ketara. Sebagai contoh, jawapan yang agak sama diterima apabila soalan berkaitan dengan keupayaan spatial, keberkesanan diri dan sikap. Untuk lebih memahami hubungkait antara item yang terdapat dalam ujian ini, item ini dibahagikan kepada 2 bahagian iaitu Kehampaan Kewujudan dan Kemahuan untuk Memberi Makna, mempunyai perkaitan antara keduanya.

Jadual 2: Tahap bagi Ujian SONG

Tahap	Frekuensi	Peratus
Rendah (1.00-2.33)	44	2.1%
Sederhana (2.34-3.67)	486	23.6%
Tinggi (3.68-5.00)	1526	74.2%
Jumlah	2056	100%

Min:4.02, SD:0.653

Skor ujian SONG juga dibahagikan kepada tiga tahap, iaitu rendah (1.00-2.33), sederhana (2.34-3.67) dan tinggi (3.68-5.00). Tahap-tahap ini berdasarkan nilai jumlah ukuran Likert–Scale yang diperolehi. Jadual di atas menjelaskan isi kandungan ujian SONG secara umum. Tahap rendah, sebanyak 44 distribusi frekuensi responden, iaitu (2.1%) berada di tahap ini. Pada tahap sederhana (2.34-3.67), sebanyak 486 (23.6%) distribusi frekuensi responden berada pada tahap ini, manakala sebanyak 1526 (74.2%) distribusi frekuensi responden berada pada tahap tinggi. Untuk ujian SONG ini, Minnya adalah 4.02 dengan Standard Deviationnya 0.653. Dapatan ini telah menunjukkan bahawa pemilikan makna kehidupan dalam kalangan golongan belia, khususnya mereka yang berada di universiti awam adalah tinggi iaitu 74.2%.

Jadual 3: Cronbach Alpha bagi (SONG)

Cronbach's Alpha	
SONG	0.935

Dalam aspek kebolehpercayaan, data yang diperolehi menunjukkan ujian SONG menghasilkan skor yang boleh dipercayai. Jadual di atas menunjukkan hasil kebolehpercayaan yang diperolehi daripada kajian yang dijalankan. Nilai Cronbach's Alpha PIL berada pada tahap 0.935, dianggap sangat memuaskan. Nilai Cronbach's Alpha ini menunjukkan kebolehpercayaan dan 'good internal consistency' berada dalam tahap yang cemerlang. (Schulenberg, 2004))

Jadual 4: Nilai Korelasi bagi Ujian SONG

Faktor 1: Kehampaan Kewujudan (<i>existential vacuum</i>), Arah tuju kehidupan dan ketidakpuasan hati terhadap kedudukan di dunia (<i>life direction and dissatisfaction with one's place in the world</i>)	Faktor 2: Kemahuan untuk memberi makna (<i>will to meaning</i>) dan Perspektif tentang pencapaian dalam hidup di masa hadapan (<i>perspective regarding life achievement in the future</i>)
Korelasi	0.895***
Sig. (2-tailed)	.000
N	2056

Dapatan kajian menunjukkan terdapatnya hubungan di antara Kehampaan Kewujudan (*Existential Vacuum*), iaitu keadaan tidak puas hati tentang kehadiran dan tujuannya dalam hidup dengan Kemahuan untuk Memberi Makna (*Will To Meaning*), iaitu perspektif mengenai pencapaian kehidupan di masa hadapan. Nilai signifikan adalah ($p < 0.05$). Kekuatan hubungan antara kedua-dua faktor ini adalah sangat kuat memandangkan nilai r adalah 0.895. Ini menjelaskan kekuatan hubungan antara pembolehubah adalah sangat tinggi ($r = 0.895$), dan pekali korelasi ($P < 0.05$). Keadaan ini menunjukkan bahawa apabila seseorang tidak merasa puas hati dengan keberadaannya dan memiliki tujuan hidup yang tidak jelas, keadaan ini memberi perspektif yang agak negatif mengenai apa yang boleh dicapai di kemudian hari. Sebaliknya jika seseorang itu merasa puas hati dengan keberadaannya dan memiliki tujuan hidup yang jelas, keadaan ini memberi perspektif yang positif mengenai apa yang boleh dicapai di kemudian hari.

DAPATAN KAJIAN

Analisis faktor dianggap penting untuk melihat hubungan pembolehubah bagi konsep yang dikira agak kompleks seperti status sosioekonomi, pola pemakanan, atau skala psikologi dan konsep yang tidak mudah diukur secara langsung oleh sejumlah besar pembolehubah kepada beberapa faktor asas yang dapat difahami. Dalam mengukur pemilihan makna, ternyata analisis faktor adalah kaedah yang terbaik bagi tujuan ini. (Melton and Schulenberg, 2008)

Daripada 20 item yang terdapat pada ujian SONG ini, 2 faktor dibahagikan daripadanya iaitu Faktor 1, Kehampaan Kewujudan (*Existential Vacuum*) dan Faktor 2, kemahuan untuk memberi makna (*Will to Meaning*). Terdapat 7 item dalam Faktor 1, manakala 13 item dalam Faktor 2. Faktor analisis yang dijalankan menggunakan Analisis Komponen Utama, *Principal Component Analysis* (PCA) Analisis Komponen Utama menunjukkan 2 faktor. Faktor 1 iaitu Existential Vacuum pula terdiri daripada item yang bernombor 13, 14, 15, 16, 17, 18 dan 20. Faktor ini boleh dinilai bagaimana seseorang individu yang berasa tidak puas hati tentang kehidupan yang dilalui kini. Dalam konteks pelajar, hal ini boleh dikaitkan dengan ketidakupayaan untuk membuat keputusan, kurang komitmen untuk mencapai sesuatu matlamat. Item yang terdapat dalam Faktor 1 (*Existential Vacuum*) yang bersifat masa kini, turut juga memfokuskan kepada persepsi bahawa sesuatu yang agak kritikal telah hilang dalam kehidupan seseorang individu. Sebagai contoh dalam item 13, "Mencari identiti sebagai rakyat Malaysia - merupakan sesuatu perkara yang saya tidak pedulikan [merupakan sesuatu keinginan saya yang kuat]." Manakala Faktor 2 (*Will to Meaning*), yang lebih bersifat masa hadapan, memfokuskan kepada persepsi pencapaian hidup di masa hadapan. Item yang berada dalam Faktor 1 ini ialah 1, 7, 12, 10, 6, 3, 8, 19, 4, 5, 11, 19 dan 2.

Melalui sudut pandang Logoterapi, kehampaan kewujudan merupakan satu persepsi bahawa kehidupan seseorang tidak mempunyai makna dan tujuan. Kehampaan kewujudan ini juga sering difahami sebagai perasaan kekosongan, kebosanan, atau sikap tidak peduli. Dengan memiliki perasaan ini seseorang individu seharusnya menjadi lebih bermotivasi untuk mencari arah hidup yang lebih

bermakna. Item yang mempunyai elemen ini ialah “Untuk mencapai sesuatu yang saya ingini: saya akan berfikir bagaimana cara mudah untuk memperolehnya [Saya akan mengatur strategi bagaimana untuk memperolehnya]”, mempunyai kaitan dengan soalan seperti adakah seseorang individu mengejar matlamat hidup secara gigih tanpa berputus asa?

PERBINCANGAN DAN IMPLIKASI KAJIAN

Dengan memahami keadaan asas mengenai persoalan pemilikan makna dalam kalangan pelajar universiti, ternyata, pelajar universiti di Malaysia pada hari ini memiliki makna, tujuan dan nilai dalam kehidupan mereka. Apabila seseorang individu, khususnya seorang pelajar itu sedar tentang nilai yang perlu dimilikinya, individu tersebut akan menjadikan pencarian makna, tujuan dan nilai yang perlu dimilikinya ini sebagai tumpuan utama dalam perjalanan hidupnya. Seseorang individu tersebut yakin bahawa pencarian tersebut mampu untuk mendapatkan sebuah kehidupan yang bermakna. Dalam hal ini, pemilikan makna ini mampu menjadikan kehidupannya sebagai pelajar, berjalan di atas landasan yang sepatutnya.

Proses kepada pencarian nilai ini juga akan dapat dilihat melalui peribadi atau akhlak yang dimilikinya. Dalam keadaan ini proses pencarian makna akan berlaku secara berterusan meskipun berdepan dengan pelbagai halangan dan rintangan kerana keyakinan terhadap apa yang bakal diperolehnya iaitu, sebuah kehidupan yang sangat bermakna menjadi motivasi utamanya. Nilai positif sentiasa menjadi pegangan hidup golongan ini. Dalam kajian ini meskipun dapatan menunjukkan kadar 74.2 % pelajar universiti memiliki makna, tujuan dan nilai hidup, namun persoalan yang seterusnya perlu dilihat, sejauh mana mereka memiliki daya tahan dalam meneruskan pencarian mereka. Selain itu, adakah proses pencarian makna ini dapat dilihat dalam personaliti mereka? Atau apakah makna pemilikan makna hidup ini dalam konteks mereka, hanyalah 4 tahun, iaitu tempoh mereka berada di universiti?

KESIMPULAN

Kajian seperti penting bagi membantu mereka yang terlibat dengan pembangunan hal ehwal pelajar secara khusus dan pendidik secara umum sebagai usaha untuk membantu pelajar menemui makna, tujuan dan nilai dalam kehidupan. Dengan memiliki makna, tujuan dan nilai dalam kehidupan, kesejahteraan psikologi yang stabil akan diperolehi. (Reker, Peacock dan Wong, 1987). Frankl (1978) menyatakan bahawa mencari makna adalah motivasi teras dan sangat penting bukan hanya untuk kesejahteraan, tetapi untuk melestarikan kehidupan secara terbaik.

RUJUKAN

- Crumbaugh, J. C. (1977). *Manual of instructions: The Seeking of Noetic Goals Test* (SONG). Abilene, TX: Viktor Frankl Institute of Logotherapy.
- Danah Zohar, (2002), *Spiritual Intelligence: The Ultimate Intelligence*, London: Bloomsbury.
- Frankl, V. E. (1959/1985). *Man's search for meaning* (Rev. ed.). New York, NY: Washington Square Press.
- Frankl, V. E. (2010). In A. Batthyany (Ed.), *The feeling of meaninglessness: A challenge to psychotherapy and philosophy*. Milwaukee, WI: Marquette University Press.
- Kashdan, T. B., & Breen, W. E. (2007). “Materialism and diminished well-being: Experiential avoidance as a mediating mechanism”. *Journal of Social and Clinical Psychology*, 26, 521–539.
- Melton, A. M. A., & Schulenberg, S. E. (2008). “On the measurement of meaning: Logotherapy's empirical contributions to humanistic psychology”. *The Humanistic Psychologist*, 36, 1–14, American Psychological Association.

- Peterson, C., & Park, N. (2012). "Character strengths and the life of meaning". In P. T. P. Wong (Ed.), *The human quest for meaning: Theories, research, and applications* (2nd ed., pp. 277–295). Routledge: Taylor & Francis.
- Reker, G. T., & Cousins, J. B. (1979). "Factor structure, construct validity and reliability of the Seeking of Noetic Goals (SONG) and Purpose in Life (PIL) tests". *Journal of Clinical Psychology*, 35, 85–91.
- Schulenberg, S. E. (2004). "A psychometric investigation of logotherapy measures and the Outcome Questionnaire (OQ-45.2)". *North American Journal of Psychology*, 6, 477–492.
- Schulenberg, S. E., & Gohm, C. L. (2009). An exploratory factor analysis of the Seeking of Noetic Goals test (SONG). In A. Batthyany & J. Levinson (Eds.), *Existential psychotherapy of meaning: Handbook of logotherapy and existential analysis* (pp. 503–511). Phoenix, AZ: Zeig, Tucker & Theisen.
- Stefan E, Schulenberg, Brandy JJ, Baczwaski, Erin M. Buchanan, (2014), Measuring Search For Meaning: A Factor-Analytic Evaluation of the Seeking of Noetic Goals Test (SONG), *Journal Happiness Study*, Springer Science, New York.
- Schulenberg, S. E., Hutzell, R. R., Nassif, C., & Rogina, J. M. (2008). "Logotherapy for clinical practice", *Psychotherapy: Theory, Research, Practice, Training*, 45, 447–463, Routledge: Taylor & Francis.
- Wong, P. T. P. (2012a). "Introduction: A roadmap for meaning research and applications". In P. T. P. Wong (Ed.), *The human quest for meaning: Theories, research, and applications* (2nd ed., pp. xxix–xlvi). Routledge: Taylor & Francis.

Profil Penulis

Ratna Roshida Ab Razak

Jabatan Kenegaraan dan Ketamadunan
 Fakulti Ekologi Manusia
 Universiti Putra Malaysia.
 ratna_razak@upm.edu.my

Zatul Himmah Adnan

Jabatan Kenegaraan dan Ketamadunan
 Fakulti Ekologi Manusia
 Universiti Putra Malaysia.
 zatul@upm.edu.my

Zarina Muhammad

Jabatan Kenegaraan dan Ketamadunan
 Fakulti Ekologi Manusia
 Universiti Putra Malaysia.
 znm@upm.edu.my

Ku Hasnita Ku Samsu

*Jabatan Kenegaraan dan Ketamadunan
Fakulti Ekologi Manusia
Universiti Putra Malaysia.
hasnita@upm.edu.my*

Lee Yoke Fee

*Jabatan Kenegaraan dan Ketamadunan
Fakulti Ekologi Manusia
Universiti Putra Malaysia.
leeyokefee@upm.edu.my*

DEMOGRAFI SEBAGAI ELEMEN MODERATOR PENGETAHUAN LITERASI KELESTARIAN ALAM SEKITAR DALAM KALANGAN BELIA MALAYSIA

SAIYIDATINA BALKHIS NORKHAIDI, HANIFAH MAHAT, MOHMADISA HASHIM,
NASIR NAYAN, YAZID SALEH

ABSTRAK

Kajian ini bertujuan mengkaji faktor moderator jantina, umur dan lokasi dalam pengetahuan literasi kelestarian alam sekitar dalam kalangan belia Malaysia. Kajian kuantitatif ini melibatkan 1000 orang belia Malaysia yang dikategorikan kepada lima zon (Utara, Tengah, Selatan, Pantai Timur, Malaysia Timur). Teknik pensampelan rawak berstrata digunakan dalam pemilihan sampel kajian yang melibatkan kategori jantina, umur dan lokasi. Instrumen kajian adalah dengan menggunakan soal selidik yang melibatkan empat pemboleh ubah pengetahuan literasi kelestarian alam sekitar yang melibatkan elemen; atmosfera, hidrosfera, litosfera dan biosfera yang diukur dalam bentuk soal-selidik. Hasil dapatan analisis ujian-t menunjukkan bahawa tidak terdapat perbezaan yang signifikan pengetahuan literasi kelestarian alam sekitar dalam kalangan belia Malaysia dari segi jantina ($t(998) = .527, p > 0.05$), umur ($t(998) = .154, p > 0.05$) dan lokasi ($t(998) = 1.119, p > 0.05$). Ini jelas menunjukkan bahawa pengetahuan literasi kelestarian alam sekitar dalam kalangan belia Malaysia dari segi jantina lelaki dan perempuan adalah tiada beza, begitu juga kategori umur belia 20 hingga 29 tahun dan 30 hingga 39 tahun serta lokasi penempatan bandar dan luar bandar juga tiada beza. Implikasi kajian ini diharap dapat memberikan idea awal berkenaan dengan faktor demografi yang secara tidak langsung memberi kesan meningkatkan pengetahuan literasi kelestarian alam sekitar yang berfokuskan kepada golongan belia di Malaysia.

Kata Kunci: Pengetahuan, Literasi, Kelestarian Alam Sekitar, Jantina, Umur, Lokasi, Belia

ABSTRACT

This study aims to examine the moderating factors of gender, age and location in the knowledge of environmental sustainable literacy among Malaysian youth. This quantitative study involved 1000 Malaysian youths categorized into five zones (North, Central, South, East Coast, East Malaysia). The stratified random sampling technique was used in the selection of study samples involving gender, age and location categories. A questionnaire was used as a research instrument involving four variables of environmental sustainable literacy knowledge elements of the; atmosphere, hydrosphere, lithosphere and biosphere measured in the form of questionnaires. The results of t-test analysis show that there is no significant difference in environmental sustainability literacy knowledge among Malaysian youth in terms of gender ($t(998) = .527, p > 0.05$), age ($t(998) = .154, p > 0.05$) and location ($t(998) = 1.119, p > 0.05$). This clearly shows that the knowledge of environmental sustainability literacy among Malaysian youths in terms of gender is same no different, as well as the age categories of youths 20 to 29 years and 30 to 39 years and urban and rural settlement locations are also no different. The implications of this study are expected to provide initial ideas regarding demographic factors that indirectly affect the knowledge of environmental sustainability.

Keywords: Knowledge, Literacy, Environmental Sustainability, Gender, Age, Location, Youth

PENGENALAN

Kelestarian menjadi dasar kepada matlamat sesebuah negara dalam melahirkan sebuah negara yang lestari dalam mentransformasikan sebuah negara yang stabil dari segi ekonomi, sosial dan politik (United Nations, 2012) serta mengekalkan keseimbangan ekosistem dan manusia. Ini jelas dinyatakan dalam Matlamat Pembangunan Lestari 2030 iaitu terdapat 17 matlamat yang perlu dicapai oleh sesebuah negara untuk mencapai masa depan yang lebih baik dan lebih lestari dalam menangani cabaran global seperti isu kemiskinan, ketidaksetaraan, perubahan iklim, kemusnahan alam sekitar, kemakmuran, keamanan dan keadilan. Maka dengan itu, agenda penambahbaikan dalam menuju

kelestarian adalah perlu diambil perhatian dan menjadi agenda dalam sesebuah negara seperti mana yang dinyatakan oleh Shaharudin (2013) iaitu pembentukan masyarakat yang celik alam sekitar harus didasari dengan pembangunan lestari oleh sesebuah negara.

Pembangunan lestari yang merangkumi tiga komponen utama iaitu alam sekitar, ekonomi dan sosial merupakan idea awal kelestarian seperti mana yang tertulis dalam *Brundtland Report* (Brundtland Commission & Gro Harlem Brundtland, 1987). Kelestarian dirujuk sebagai penggunaan sumber dengan cara tidak menjejaskan alam sekitar, kesejahteraan manusia yang tinggal di bumi dan tidak memusnahkan keupayaan generasi akan datang untuk memenuhi keperluan mereka secukupnya (*Sustainable Development Commission*, 2011). Dalam konteks Malaysia, gerakan pendedahan konsep pembangunan lestari telah pun dimulakan semenjak Rancangan Malaysia Ketiga dan masih berterusan sehingga kini iaitu Rancangan Malaysia Kesebelas dengan komitmen Malaysia ke arah Matlamat Pembangunan Lestari (SDGs) untuk meningkatkan taraf kualiti kehidupan serta potensi rakyat untuk menyertai aktiviti ekonomi dan menikmati kekayaan negara. Selain itu, pertumbuhan hijau akan menjadi anjakan penting dalam mencorak pembangunan sosioekonomi negara serta melindungi hasil pembangunan dan biodiversiti. Dalam hal ini, perancangan strategi pembangunan sosioekonomi yang dapat meningkatkan daya tahan terhadap perubahan iklim dan bencana alam adalah kritikal. Persekitaran yang menyokong pertumbuhan hijau akan diperkukuh terutamanya dari segi rangka kerja dasar dan kawal selia, pembangunan modal insan, pelaburan teknologi hijau dan instrumen kewangan (Unit Perancang Ekonomi Jabatan Perdana Menteri, 2017).

Dalam konteks pembangunan lestari, literasi memainkan peranan sebagai tunjang utama dalam melahirkan manusia yang berfikiran terbuka, kritis dan celik pengetahuan bagi memastikan kualiti alam sekitar kekal terpelihara. Kajian oleh Disinger dan Roth (1992) serta Omran, Iraj dan Yarmohammadian (2016) menyatakan terdapat empat komponen dalam literasi alam sekitar iaitu pengetahuan, kemahiran, sikap, tanggungjawab sendiri dan penyertaan yang aktif. Walau bagaimanapun, Harvey (1977) mendapati pengetahuan dan kemahiran menjadi teras utama yang dapat bersama-sama bertindak dengan komponen lain dalam menjaga alam sekitar. Kedua-dua komponen ini juga merupakan aspek yang penting dalam memperkasakan pendidikan.

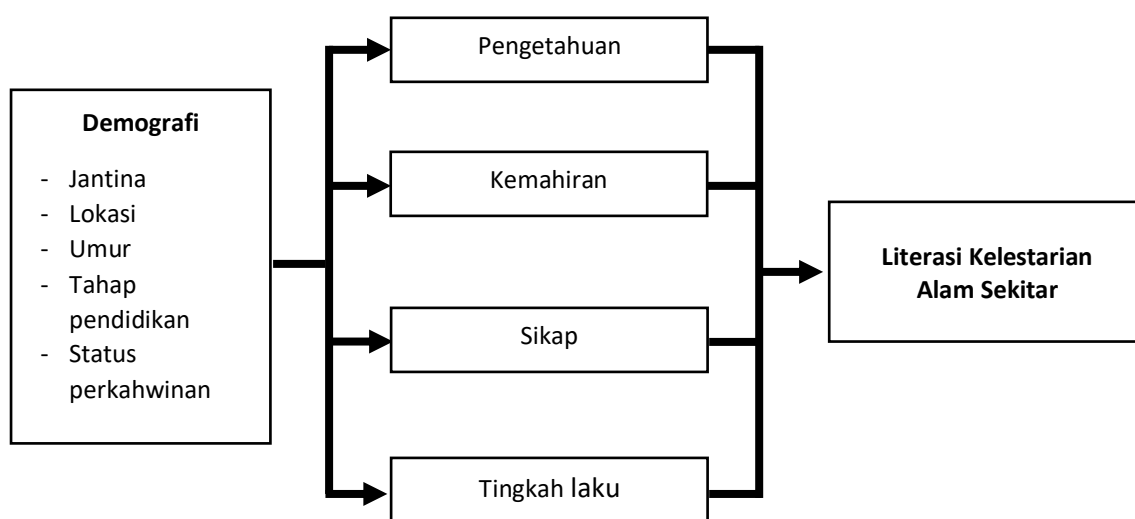
Justeru, pendedahan kepada kelestarian melalui pendidikan merupakan agen perubahan yang paling berpengaruh dalam masyarakat dalam mempertingkatkan pengetahuan dan kemahiran menjaga alam sekitar (Mumpuniarti, 2017; UNESCO, 2014). Komponen pengetahuan adalah penting kerana pengetahuan akan menjadi dasar kepada timbulnya kesedaran dalam diri individu. Perbincangan awal Michael, Andrea, Stacy, Romana dan Ahmed (2012) turut menegaskan bahawa pengetahuan umum alam sekitar dapat mengimbangi pengetahuan, sikap dan kedua-duanya secara umum dan khusus dapat mendorong kepada amalan terhadap alam sekitar. Ini menunjukkan bahawa lebih banyak maklumat mengenai isu alam sekitar, ia boleh mengakibatkan perubahan tindakan pengguna, iaitu mereka menjadi pengguna yang lebih prihatin dalam memastikan aspek-aspek fizikal alam sekitar dapat dipelihara (Sheth, Sethia, & Srinivas, 2011).

Justeru bagi mengukur pengetahuan literasi kelestarian alam sekitar yang menyentuh aspek fizikal alam sekitar, empat komponen utama fizikal iaitu atmosfera, hidrosfera, litosfera dan biosfera seperti yang dicadangkan oleh Holden (2011) dan Mohamad Suhaily Yusri (2002) harus diberi penekanan. Komponen biosfera dihuni oleh hidupan termasuklah manusia, tumbuh-tumbuhan, dan haiwan. Komponen litosfera pula merujuk kepada lapisan luar bumi yang pejal dan membentuk kawasan daratan iaitu benua dan pulau serta dasar lautan. Komposisi utama litosfera ialah batuan dan mineral atau galian. Komponen yang ketiga ialah komponen hidrosfera yang meliputi kawasan air seperti tasik, laut, paya, kolam, dan sungai. Kira-kira 70.8 peratus daripada keseluruhan muka bumi terdiri daripada komponen hidrosfera. Manakala selebihnya adalah permukaan daratan muka bumi. Daripada jumlah tersebut, sebanyak 97.2 peratus merupakan air masin atau lautan manakala 2.8 peratus lagi adalah air tawar (Joseph, 2017). Komponen yang terakhir iaitu atmosfera adalah merupakan lapisan udara yang terdapat di sekeliling bumi. Ketebalan atmosfera dianggarkan melebihi 1000km dan sumber utama dalam atmosfera ialah udara atau dikenali sebagai gas. Terdapat beberapa jenis gas dalam atmosfera dan 75 peratus daripadanya terletak di lapisan paling bawah atmosfera, iaitu antara 16 km

hingga 20 km dari permukaan bumi. Selain daripada gas, udara juga terdiri daripada wap air, asap, dan partikel terampai seperti debu, habuk, jelaga, dan lain-lain (Joseph, 2017). Maka artikel ini membincangkan mengenai pengetahuan literasi kelestarian alam sekitar dalam kalangan belia di Malaysia melalui empat komponen utama iaitu atmosfera, hidrosfera, listosfera dan biosfera dalam bentuk soal selidik dan tidak melibatkan sebarang pengukuran dan pencerapan data fizikal bagi komponen tersebut.

ASPEK DEMOGRAFI SEBAGAI ELEMEN MODERATOR DALAM LITERASI KELESTARIAN ALAM SEKITAR

Peranan demografi sebagai salah satu faktor atau moderator yang mempengaruhi literasi kelestarian alam sekitar seseorang individu tidak dapat disangkal lagi dan corak pengaruh ini adalah berubah setiap masa (Hanifah et al. 2019; Jones & Dunlap, 1992; Larson, Castleberry & Green, 2010; Van Liere & Dunlap, 1980). Antara faktor demografi yang memberi kesan kepada tingkah laku pro alam sekitar adalah seperti umur, tahap pendidikan, pendapatan isi rumah dan jantina (Digby, 2012). Kollmuss dan Agyeman (2002) turut menjelaskan bahawa terdapat hubungan antara literasi alam sekitar yang merangkumi pengetahuan, kemahiran, sikap dan tingkah laku mempunyai kaitan dengan demografi seperti jantina, lokasi, umur, tahap pendidikan dan status perkahwinan. Kajian Lambert, Schorr, Schneider dan Muths (2016), Cheddadi et al. (2019) serta Norshahida dan Aziz (2019) turut menyatakan pendapat yang sama sebagaimana kajian Kollmuss dan Agyeman Secara ringkasnya peranan demografi kelestarian alam sekitar dapat diringkaskan seperti dalam Rajah 1.



Rajah 1: Model Kesedaran Kelestarian Alam Sekitar (Kohlberg, 1958; Disinger dan Roth, 1992; Kollmuss dan Agyeman, 2002)

Menurut United Nations Environment Program (2018) faktor gender atau jantina mempunyai hubungan dan cara yang berbeza untuk bertindak dalam melestarikan alam sekitar yang memberi kesan yang berbeza terhadap kehidupan mereka. Berdasarkan Laporan *Ireland Aid Review Committee* (2002), wanita dilihat lebih dominan untuk bergantung kepada alam sekitar bagi memenuhi keperluan asas mereka dan berperanan sebagai pengurus rumah tangga manakala lelaki lebih fokus untuk mencari nafkah serta lebih banyak masa berada di luar rumah. Tambahan wanita dilihat sebagai ejen aktif pemeliharaan dan pemuliharaan alam sekitar memandangkan tanggungjawab dan kegiatan harian mereka bergantung kepada sumber-sumber alam. Kajian oleh Organization for Security and Cooperation in Europe (2009) berkenaan dengan jantina dan alam sekitar yang meliputi enam elemen iaitu air, tenaga, pengurusan tanah, pengurusan bahan kimia, perubahan iklim dan pengurusan sisa juga menunjukkan wanita dan lelaki mempunyai perbezaan dalam menguruskan alam sekitar. Namun begitu, kesamarataan jantina terhadap tingkah laku menjaga alam sekitar juga dilihat dapat memberi kesan yang positif terhadap kesejahteraan sosial dan alam sekitar. Malah, bukti mendedahkan bahawa terdapat hubungan antara alam sekitar dengan jantina iaitu apabila berlaku ketidakseimbangan jantina ini akan

menyebabkan penyahhutan, pencemaran udara dan perkara-perkara lain yang menjejaskan alam sekitar (World Water Institute, 2018). Walau bagaimanapun, terdapat dapatan yang menunjukkan tidak ada perbezaan dari segi jantina dalam pengetahuan literasi alam sekitar. Kajian Roslee et al. (2011) ke atas pelajar sekolah menengah di Malaysia menunjukkan bahawa tidak terdapat perbezaan antara pelajar lelaki dan perempuan terhadap pengetahuan alam sekitar. Dapatan Alp, Ertepinar, Tekkaya dan Yilmaz (2006) dan Varoglu et al. (2018) juga turut mendapati pengetahuan alam sekitar tidak dipengaruhi oleh faktor jantina.

Dari segi perbezaan umur, terdapat kesan usia terhadap tingkah laku alam sekitar sebagai contohnya ketika fasa kanak-kanak dan remaja, didikan dan amalan murni seperti menjaga alam sekitar sesuai diterapkan kerana ketika fasa ini mereka mudah dilentur (Larson, Castleberry & Green, 2010). Selain itu, didapati juga bahawa sikap menjaga alam sekitar dan niat tingkah laku pro alam sekitar adalah lebih tinggi dalam kalangan individu yang lebih muda (Hines, Hungerford & Tomera, 1986). Untuk menyokong idea ini, generasi muda dilihat memberi keutamaan kepada isu dasar kontemporari yang berkaitan dengan kelestarian dan persekitaran terhadap isu-isu seperti hak-hak sivil atau pembaharuan ekonomi (Benderev, 2014). Kajian Littrell et al. (2005) juga menunjukkan generasi muda lebih suka membeli produk dan menyokong dasar yang dapat mengurangkan kesan manusia terhadap alam sekitar, walaupun kos perbelanjaan akan meningkat. Secara keseluruhan, dipercayai bahawa generasi muda lebih bersedia bertindak untuk melindungi alam sekitar (Timm, 2014) berbanding generasi yang lebih tua yang cenderung mempunyai kebimbangan yang rendah dan lambat bertindak terhadap alam sekitar (Casey & Scott, 2006). Walau bagaimanapun, terdapat ulasan yang sebaliknya seperti pendapat Gifford dan Nilsson (2014) yang menyatakan bahawa individu yang lebih tua adalah mereka yang lebih prihatin terhadap alam sekitar contohnya seperti dalam aktiviti pembelian barangan hijau dan kitar semula. Satu tinjauan yang dijalankan oleh *ICOM Information and Communications* (2008) mendapati bahawa pengguna berusia 55 tahun adalah pengguna yang paling produktif membeli dan menggunakan produk hijau di Amerika Syarikat yang majoritinya adalah wanita yang berusia 55 hingga 59 tahun. Ini memandangkan kerana ketika usia ini, mereka telah melalui fasa yang stabil dari segi kewangan dan mempunyai masa untuk memilih produk yang digunakan.

Selain daripada faktor jantina dan umur, perbezaan demografi dari segi lokasi penempatan iaitu kawasan bandar dan luar bandar juga turut memberi kesan kepada literasi kelestarian seseorang individu. Kajian awal berkenaan dengan faktor lokasi residensi menunjukkan penduduk di kawasan bandar lebih mempunyai minat menjaga alam sekitar berbanding penduduk di kawasan luar bandar disebabkan oleh faktor tahap pendidikan yang rendah, pendapatan yang rendah dan orientasi nilai lebih praktikal (Arcury & Christenson, 1993; Fortmann & Kusel, 1990; Jones & Dunlap, 1992; Lowe & Pinhey, 1982; Van Liere & Dunlap, 1980). Begitu juga dapatan kajian Kennedy, Beckley, McFarlane dan Nadeau (2009) menyatakan bahawa terdapat perbezaan pengaruh tingkah laku penglibatan alam sekitar (*Environmentally Supportive Behavior* (ESB)) dan kebimbangan alam sekitar (*Environmental Concern* (EC)) berdasarkan lokasi bandar dan luar bandar. Pengaruh geografi yang berbeza ini mungkin disebabkan keadaan sosialisasi ketika individu itu masih lagi kanak-kanak yang mempengaruhi aktiviti harian. Namun dapatan kajian ini dilihat tidak lagi relevan di Malaysia bagi zaman millennium ini memandangkan jurang pendidikan dan pendapatan di kawasan bandar dan luar bandar telah diatasi dengan kewujudan teknologi mudah alih (Siti Masayu Rosliah & Narimah, 2018). Maka kajian ini bertujuan bagi mengkaji faktor jantina, umur dan lokasi sebagai moderator pengetahuan literasi kelestarian alam sekitar dalam kalangan belia di Malaysia.

METODOLOGI

Populasi dan Sampel Kajian

Kajian ini menetapkan jumlah sampel kajian adalah seramai 1000 orang belia Malaysia yang dipilih secara pensampelan rawak berstrata yang melibatkan kategori lokasi, jantina dan umur belia. Menerusi kajian ini, populasi kajian terdiri daripada lingkungan belia di Malaysia yang berumur 20 tahun hingga 39 tahun seperti mana yang disarankan oleh Dasar Pembangunan Belia Kebangsaan (1997) dan juga Indeks Belia Malaysia 2015. Seterusnya pemilihan sampel dipecahkan kepada dua kategori umur iaitu 20 hingga 29 tahun dan 30 hingga 39 tahun bagi melihat perbezaan dua kumpulan yang berbeza iaitu

fasa awal belia (20 hingga 29 tahun) dan fasa akhir belia (31 hingga 39 tahun) seperti mana yang dicadangkan oleh dalam Teori Perkembangan Psikologi Erikson (Erikson, 1963). Pemilihan umur belia antara 20 hingga 39 tahun adalah kerana mempunyai kematangan berfikir dan membuat keputusan berbanding belia yang berumur 20 tahun ke bawah. Hanya penduduk warganegara Malaysia sahaja yang akan terlibat dalam membentuk indeks literasi kelestarian alam sekitar ini.

Jadual 1 menunjukkan jumlah populasi belia Malaysia yang berumur antara 15 hingga 40 tahun iaitu seramai 14,876,800 orang mengikut kategori belia. Maka dengan itu, sampel secara langsung akan diambil bagi setiap peringkat belia kecuali kategori belia awal atas faktor kematangan menjawab soalan. Kaedah pensampelan berstrata digunakan mengikut lokasi, jantina dan kategori umur belia.

Untuk menentukan jumlah sampel yang perlu dipatuhi berdasarkan jumlah populasi penduduk tersebut, tiga kriteria dirujuk iaitu (i) Jadual sampel Krejcie dan Morgan (1970), Jadual Cohen, Manion dan Morrison (2000) iaitu jika 10 pemboleh ubah kajian digunakan untuk analisis regresi berganda pada aras kesignifikanan 0.05 maka jumlah sampel adalah sebanyak 833 orang. Dalam kajian ini anggaran pemboleh ubah berdasarkan kajian lepas adalah 10 hingga 15 pemboleh ubah (bilangan sebenar akan ditentukan berdasarkan analisis CFA) dan (iii) berdasarkan syarat Tabachnick dan Fidell (1996), saiz sampel yang sesuai untuk analisis faktor adalah terdiri daripada 300 responden. Manakala Comrey dan Lee (1992) memberi panduan iaitu sampel saiz 1000 adalah cemerlang. Berdasarkan panduan ketiga-tiga syarat tersebut, kajian ini menetapkan jumlah sampel adalah seramai 1000 orang yang dipecahkan kepada kategori zon, lokasi kawasan, kategori umur dan jantina (Jadual 2).

Jadual 1: Populasi Belia Malaysia mengikut Umur

Kategori Belia	Lingkungan Umur	Jumlah Populasi	Populasi Target	Peratus	Jumlah Sampel	Zon
Belia Awal	15 hingga 18 tahun	2,201,300				
Belia Pertengahan	19 hingga 24 tahun	3,307,500	3,307,500	26	260	52
Belia Akhir	25 hingga 30 tahun	3,563,400	3,563,400	28	280	56
Belia Dewasa	31 hingga 40 tahun	5,804,600	5,804,600	46	460	92
Jumlah		14,876,800	12,675,500	100	1000	200

Sumber: Jabatan Perangkaan Malaysia (2019) dan disunting oleh Institut Penyelidikan Pembangunan Belia Malaysia (2020)

Jadual 2: Pecahan Sampel Kajian

Lokasi Kawasan	Kategori												Jumlah
	Bandar						Luar Bandar						
Jantina	Lelaki			Perempuan			Lelaki			Perempuan			
Kategori Umur	B1	B2	B3	B1	B2	B3	B1	B2	B3	B1	B2	B3	
Utara (Perlis, Pulau Pinang, Perak)	13	14	23	13	14	23	13	14	23	13	14	23	200
Tengah (Selangor, Kuala Lumpur)	13	14	23	13	14	23	13	14	23	13	14	23	200

Lumpur dan Putrajaya)													
Selatan (Negeri Sembilan, Melaka dan Johor)	13	14	23	13	14	23	13	14	23	13	14	23	200
Pantai Timur (Pahang, Kelantan dan Terengganu)	13	14	23	13	14	23	13	14	23	13	14	23	200
Malaysia Timur (Sarawak, Sabah dan Labuan)	13	14	23	13	14	23	13	14	23	13	14	23	200
Jumlah	65	70	115	65	70	115	65	70	115	65	70	115	1000

Petunjuk:

B1=19 hingga 24 tahun

B2=25 hingga 30 tahun

B3=31 hingga 40 tahun

Instrumen

Kajian ini menggunakan soal selidik sebagai instrumen kajian yang mengandungi lima bahagian iaitu bahagian A, B, C, D dan E (Jadual 3). Bahagian A mengandungi maklumat profil responden manakala Bahagian B hingga D meliputi maklumat konstruk kajian iaitu pengetahuan literasi kelestarian alam sekitar (atmosfera), pengetahuan literasi kelestarian alam sekitar (hidrosfera), pengetahuan literasi kelestarian alam sekitar (litosfera) dan pengetahuan literasi kelestarian alam sekitar (biosfera).

Jadual 3: Maklumat Soal Selidik Responden

Bahagian	Konstruk	Bil Item	Sumber Item
A	Lokasi		
Latar Belakang Responden	Umur	3	Dibina mengikut keperluan kajian
	Jantina		
B	Faktor	5	Hanifah et al. (2017) dan
Pengetahuan Literasi Kelestarian Alam Sekitar (Atmosfera)	Kesan	5	Mohd Anuar & Mohammad
	Cara Mengatasi	5	Nazri (1999)
C	Faktor	5	Hanifah et al. (2017) dan
Pengetahuan Literasi Kelestarian Alam Sekitar (Hidrosfera)	Kesan	5	World Wildlife Organisation
	Cara Mengatasi	5	Malaysia (WWF-Malaysia) (2002)
D	Faktor	5	
Pengetahuan Literasi Kelestarian Alam Sekitar (Litosfera)	Kesan	5	Hanifah et al. (2017)
	Cara Mengatasi	5	
E	Faktor	5	Salwati (2013) dan Center of
Pengetahuan Literasi Kelestarian Alam Sekitar (Biosfera)	Kesan	5	Environmental Law and Policy
	Cara Mengatasi	5	(2018)

Kebolehpercayaan Instrumen

Jadual 4 menunjukkan kebolehpercayaan pengetahuan literasi kelestarian alam sekitar dengan nilai Alpha Cronbach yang mengukur kekonsistenan dalaman konstruk. Mengikut Babbie (1992), nilai Alpha Cronbach diklasifikasikan berdasarkan klasifikasi indeks kebolehpercayaan di mana nilai 0.90-1.00 adalah sangat tinggi, 0.70-0.89 adalah tinggi, 0.30-0.69 adalah sederhana dan 0.00-0.30 adalah rendah. Hasil analisis menunjukkan nilai Alpha Cronbach pada klasifikasi tinggi dan sangat tinggi iaitu di antara 0.70-0.95. Instrumen kajian ini mempunyai kebolehpercayaan yang tinggi mengikut klasifikasi Babbie (2007).

Jadual 4: Kebolehpercayaan Soal Selidik Pengetahuan Literasi Kelestarian Alam Sekitar

Konstruk	Sub Konstruk	Bilangan Item	Alpha Cronbach
Pengetahuan Literasi	Faktor	5	.809
Kelestarian Alam Sekitar (Atmosfera)	Kesan	5	.801
	Cara Mengatasi	5	.635
Pengetahuan Literasi	Faktor	5	.779
Kelestarian Alam Sekitar (Hidrosfera)	Kesan	5	.829
	Cara Mengatasi	5	.853
Pengetahuan Literasi	Faktor	5	.654
Kelestarian Alam Sekitar (Litosfera)	Kesan	5	.577
	Cara Mengatasi	5	.876
Pengetahuan Literasi	Faktor	5	.899
Kelestarian Alam Sekitar (Biosfera)	Kesan	5	.864
	Cara Mengatasi	5	.884

Kaedah Analisis Data

Analisis deskriptif digunakan bagi tujuan menjelaskan atau meringkaskan maklumat sesuatu populasi atau sampel. Melalui analisis deskriptif ia dapat menerangkan data atau maklumat dengan cara meringkaskan beberapa set data atau maklumat dalam pelbagai medium seperti jadual atau rajah. Untuk tujuan pengelasan tahap, penanda aras oleh Landell (1997) telah digunakan seperti dalam Jadual 5.

Jadual 5: Tahap Pengelasan Skor Min

Skor Min	Tahap
1.00-2.33	Rendah
2.34-3.66	Sederhana
3.67-5.00	Tinggi

Sumber: Landell (1997)

Manakala ujian-t dalam kajian ini digunakan untuk membandingkan dua atau lebih daripada dua kumpulan data selang nisbah serta bagi menentukan sama ada wujud perbezaan min, perbezaan min dan sisihan piawai akan dianalisis. Paras signifikan yang dirujuk adalah $p < 0.05$. Jika sisihan piawai bagi sesuatu kumpulan adalah lebih besar dan signifikan pada paras $p < 0.05$, maka dikatakan wujud perbezaan. Dalam kajian ini, analisis ujian-t digunakan bagi melihat kesan setiap pemboleh ubah pengetahuan literasi kelestarian alam sekitar mengikut lokasi, jantina dan kategori umur.

DAPATAN KAJIAN DAN PERBINCANGAN

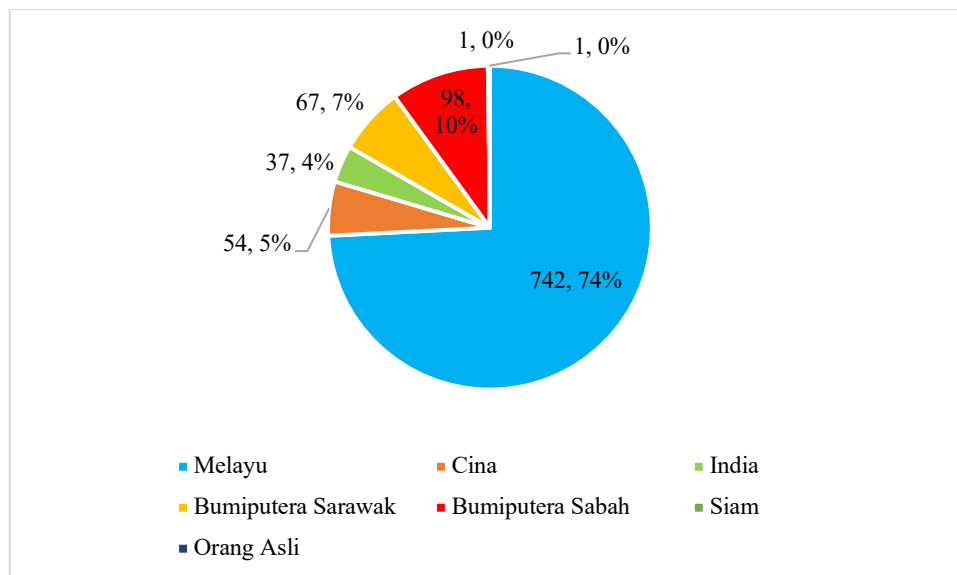
Latar Belakang Responden

Jadual 6 menunjukkan latar belakang responden yang terdiri daripada 1000 orang belia yang dipilih berdasarkan kategori umur, jantina dan lokasi. Dapatan menunjukkan seramai 500 orang belia yang tinggal di bandar dan luar bandar masing-masing. Bagi jantina responden, seramai 500 orang belia adalah lelaki dan bilangan yang sama juga bagi responden perempuan. Bagi kategori umur pula, seramai 500 orang responden berumur antara 20 hingga 29 tahun dan 500 orang responden berumur antara 30 hingga 39 tahun.

Jadual 6: Latar Belakang Responden

Latar Belakang Responden		N	%
Lokasi	Bandar	500	50.0
	Luar Bandar	500	50.0
	Jumlah	1000	100
Jantina	Lelaki	500	50.0
	Perempuan	500	50.0
	Jumlah	1000	100
Umur	20 - 29 tahun	500	50.0
	30 - 39 tahun	500	50.0
	Jumlah	1000	100

Rajah 2 menunjukkan pecahan responden mengikut kaum. Seramai 742 orang (74%) responden adalah terdiri daripada kaum Melayu, 98 orang (10%) responden adalah Bumiputera Sarawak, 67 orang (7%) adalah terdiri daripada Bumiputera Sarawak, 54 orang (5%) kaum Cina, 37 (3.7%) kaum India dan masing-masing seorang (0.1%) bagi Orang Asli dan keturunan Siam.



Rajah 2: Pecahan Responden mengikut Kaum

Tahap Pengetahuan Literasi Kelestarian Alam Sekitar dalam Kalangan Belia

Jadual 7 memperlihatkan pemboleh ubah pengetahuan literasi kelestarian alam sekitar dalam kalangan belia yang menunjukkan tahap purata bagi empat pemboleh ubah pengetahuan literasi kelestarian alam sekitar iaitu atmosfera ($M=3.884$, $SP=.638$), hidrosfera ($M=3.884$, $SP=.638$), litosfera ($M=3.884$, $SP=.638$) dan biosfera ($M=3.884$, $SP=.638$) adalah berada pada tahap tinggi. Bagi setiap sub pemboleh ubah juga menunjukkan pada tahap purata tinggi bagi faktor, kesan dan cara mengatasi. Ini menunjukkan bahawa literasi kelestarian alam sekitar belia Malaysia adalah berada pada tahap yang memuaskan. Dapatan kajian ini adalah selari dengan dapatan kajian Neo, Choong dan Ahamad (2015) yang menunjukkan bahawa literasi alam sekitar di Malaysia adalah tinggi dalam kategori literasi yang memfokuskan berkenaan pencemaran air. Namun ini bertentangan dengan dapatan kajian yang dilaksanakan oleh Jamilah 81 tal. (2011) yang menyatakan bahawa pengetahuan belia dan orang awam terhadap isu-isu alam sekitar di Malaysia adalah masih rendah adalah tidak relevan untuk tahun 2015 dan ke atas. Penambahbaikan ini dilihat mempunyai kaitan dengan perkembangan media sosial yang telah memainkan peranan yang penting dalam menyebarkan maklumat mengenai isu alam sekitar (Nur Nasliza Arina & Jamilah, 2015).

Jadual 7: Tahap Pengetahuan Literasi Kelestarian Alam Sekitar dalam Kalangan Belia

Pemboleh ubah	Tahap Rendah		Tahap Sederhana		Tahap Tinggi		Min	SP	Tahap purata
	N	%	N	%	N	%			
Pengetahuan Literasi Iklim	23	2.3	182	18.2	795	79.5	4.050	.611	Tinggi
Atmosfera	25	2.5	309	30.9	666	66.6	3.884	.638	Tinggi
• Faktor	92	9.2	200	20.0	708	70.8	3.897	.868	Tinggi
• Kesan	49	4.9	137	13.7	814	81.4	4.233	.791	Tinggi
• Cara Mengatasi	70	7.0	514	51.4	416	41.6	3.521	.891	Tinggi
Hidrosfera	49	4.9	174	17.4	777	77.7	4.083	.725	Tinggi
• Faktor	50	5.0	282	28.2	668	66.8	3.927	.811	Tinggi
• Kesan	50	5.0	124	12.4	826	82.6	4.256	.801	Tinggi
• Cara Mengatasi	84	8.4	155	15.5	761	76.1	4.066	.901	Tinggi
Litosfera	34	3.4	246	24.6	720	72.0	3.964	.683	Tinggi
• Faktor	38	3.8	296	29.6	666	66.6	3.964	.763	Tinggi
• Kesan	36	3.6	457	45.7	507	50.7	3.775	.792	Tinggi
• Cara Mengatasi	85	8.5	119	11.9	796	79.6	4.152	.892	Tinggi
Biosfera	45	4.5	120	12.0	835	83.5	4.269	.739	Tinggi
• Faktor	64	6.4	94	9.4	842	84.2	4.365	.855	Tinggi
• Kesan	70	7.0	178	17.8	752	75.2	4.106	.892	Tinggi
• Cara Mengatasi	60	6.0	100	10.0	840	84.0	4.335	.838	Tinggi

Perbezaan Pengetahuan Literasi Kelestarian Alam Sekitar dalam Kalangan Belia Mengikut Jantina

Bagi meneliti perbezaan pengetahuan literasi kelestarian alam sekitar dalam kalangan belia mengikut jantina hipotesis null telah dibentuk iaitu tidak terdapat perbezaan pengetahuan literasi kelestarian alam sekitar dalam kalangan belia mengikut jantina. Jadual 8 menunjukkan perbezaan pengetahuan literasi kelestarian alam sekitar dalam kalangan belia mengikut jantina. Dapatan kajian menunjukkan bahawa min dan sisihan piawai pengetahuan literasi kelestarian alam sekitar dalam kalangan belia lelaki adalah $M=4.060$, $SP=.584$ manakala min dan sisihan piawai pengetahuan literasi kelestarian alam sekitar

dalam kalangan belia perempuan adalah $M=4.040$, $SP=.637$. Perbezaan min antara pengetahuan literasi kelestarian alam sekitar dalam kalangan belia lelaki dan perempuan adalah sebanyak .02 sahaja. Analisis ujian-t menunjukkan tidak terdapat perbezaan yang signifikan antara pengetahuan literasi kelestarian alam sekitar dalam kalangan belia lelaki dan perempuan iaitu dengan nilai $t(998)=.527$, $p=.599$ ($p>0.05$). Keputusan menunjukkan tahap signifikan adalah .599 iaitu tidak signifikan disebabkan nilainya adalah besar daripada 0.05.

Ini bermakna dari segi statistik pengetahuan literasi kelestarian alam sekitar dalam kalangan belia lelaki mempunyai tahap yang hampir sama dengan pengetahuan literasi kelestarian alam sekitar dalam kalangan belia perempuan. Maka hipotesis null adalah diterima. Dapatan ini menunjukkan hasil kajian yang hampir sama dengan kajian Roslee 82 tal. (2011) dan Varoglu 82 tal. (2018) yang mendapati pengetahuan alam sekitar tidak dipengaruhi oleh faktor jantina. Namun kajian oleh United Nations Environment Program (2018) dan Organization for Security and Cooperation in Europe (2009) yang menunjukkan faktor jantina mempunyai hubungan dan cara yang berbeza untuk bertindak dalam melestarikan alam sekitar.

Jadual 8: Perbezaan Pengetahuan Literasi Kelestarian Alam Sekitar dalam Kalangan Belia mengikut Jantina

Jantina	N	Min	Sisihan Piawai (SP)	Df	Ujian-t (t)	Aras Signifikan (p)
Lelaki	500	4.060	.584			
Perempuan	500	4.040	.637			
Jumlah	100			998	.527	.599

Perbezaan Pengetahuan Literasi Kelestarian Alam Sekitar dalam Kalangan Belia mengikut Kategori Umur

Bagi meneliti perbezaan pengetahuan literasi kelestarian alam sekitar dalam kalangan belia mengikut umur hipotesis null telah dibentuk iaitu tidak terdapat perbezaan pengetahuan literasi kelestarian alam sekitar dalam kalangan belia mengikut umur. Jadual 9 menunjukkan perbezaan pengetahuan literasi kelestarian alam sekitar dalam kalangan belia mengikut kategori umur. Dapatan kajian menunjukkan bahawa min dan sisihan piawai pengetahuan literasi kelestarian alam sekitar dalam kalangan belia berumur 20 hingga 29 tahun adalah $M=4.053$, $SP=.617$ manakala min dan sisihan piawai pengetahuan literasi kelestarian alam sekitar dalam kalangan belia berumur 30 hingga 39 tahun adalah $M=4.047$, $SP=.611$. Perbezaan min antara pengetahuan literasi kelestarian alam sekitar antara kedua-dua kategori umur belia ini adalah sebanyak .06 sahaja. Analisis ujian-t menunjukkan tidak terdapat perbezaan yang signifikan antara pengetahuan literasi kelestarian alam sekitar dalam kalangan belia berumur lingkungan 20 hingga 29 tahun dengan belia berumur lingkungan 30 hingga 39 tahun iaitu dengan nilai $t(998)=.154$, $p=.877$ ($p>0.05$).

Keputusan menunjukkan tahap signifikan adalah .877 iaitu tidak signifikan disebabkan nilainya adalah besar daripada 0.05. Ini bermakna dari segi statistik pengetahuan literasi kelestarian alam sekitar dalam kalangan belia berumur lingkungan 20 hingga 29 tahun dengan belia berumur lingkungan 30 hingga 39 tahun adalah hampir sama. Maka hipotesis null adalah diterima. Ini menunjukkan kelompok generasi muda yang dikategori masih belia ini menyokong dasar yang dapat mengurangkan kesan manusia terhadap alam sekitar, walaupun kos perbelanjaan akan meningkat seperti mana kajian Littrell 82 tal. (2005). Generasi muda lebih bersedia bertindak untuk melindungi alam sekitar (Timm, 2014) berbanding generasi yang lebih tua yang cenderung mempunyai kebimbangan yang rendah dan lambat bertindak terhadap alam sekitar (Casey & Scott, 2006).

Jadual 9: Perbezaan Pengetahuan Literasi Kelestarian Alam Sekitar dalam Kalangan Belia mengikut Kategori Umur

Kategori Umur	N	Min	Sisihan Piawai (SP)	Df	Ujian-t (t)	Aras Signifikan (p)
Lingkungan umur 20 hingga 29 tahun	500	4.053	.617			
Lingkungan umur 30 hingga 39 tahun	500	4.047	.611			
Jumlah	100			998	.154	.877

Perbezaan Pengetahuan Literasi Kelestarian Alam Sekitar Dalam Kalangan Belia Mengikut Lokasi

Bagi meneliti perbezaan pengetahuan literasi kelestarian alam sekitar dalam kalangan belia mengikut lokasi hipotesis null telah dibentuk iaitu tidak terdapat perbezaan pengetahuan literasi kelestarian alam sekitar dalam kalangan belia mengikut lokasi. Jadual 10 menunjukkan perbezaan pengetahuan literasi kelestarian alam sekitar dalam kalangan belia mengikut lokasi. Dapatan menunjukkan bahawa min dan sisihan piawai pengetahuan literasi kelestarian alam sekitar dalam kalangan belia yang tinggal di kawasan bandar adalah $M=4.071$, $SP=.604$ manakala min dan sisihan piawai pengetahuan literasi kelestarian alam sekitar dalam kalangan belia yang tinggal di luar bandar adalah $M=4.028$, $SP=.618$. Perbezaan min antara pengetahuan literasi kelestarian alam sekitar dalam kalangan belia yang tinggal di kawasan bandar dan luar bandar adalah sebanyak .43. Analisis ujian-t menunjukkan tidak terdapat perbezaan yang signifikan antara pengetahuan literasi kelestarian alam sekitar dalam kalangan belia yang tinggal di kawasan bandar dan luar iaitu dengan nilai $t(998)=1.119$, $p=.264$ ($p>0.05$).

Keputusan menunjukkan tahap signifikan adalah .264 iaitu tidak signifikan disebabkan nilainya adalah besar daripada 0.05. Ini bermakna dari segi statistik pengetahuan literasi kelestarian alam sekitar dalam kalangan belia yang tinggal di kawasan bandar dan luar adalah hampir sama. Maka hipotesis null adalah diterima. Ini menunjukkan bahawa pada zaman millennium ini, jurang ilmu di kawasan bandar dan luar bandar telah diatasi dengan kewujudan teknologi mudah alih (Siti Masayu Rosliah & Narimah, 2018). Walau bagaimanapun, dapatan kajian ini adalah sebaliknya dengan kajian Kennedy, Beckley, McFarlane dan Nadeau (2009) yang menyatakan masih terdapat perbezaan pengaruh tingkah laku penglibatan alam sekitar dan kebimbangan alam sekitar berdasarkan lokasi geografi yang mempengaruhi kehidupan harian.

Jadual 10: Perbezaan Pengetahuan Literasi Kelestarian Alam Sekitar dalam Kalangan Belia Mengikut Lokasi

Lokasi	N	Min	Sisihan Piawai (SP)	Df	Ujian-t (t)	Aras Signifikan (p)
Bandar	500	4.071	.604			
Luar Bandar	500	4.028	.618			
Jumlah	100			998	1.119	.264

KESIMPULAN

Peranan demografi adalah merupakan komponen penting dalam meningkatkan pengetahuan literasi kelestarian alam sekitar lebih-lebih lagi dalam kalangan belia Malaysia. Sesetengah negara menunjukkan masih terdapat jurang perbezaan dari segi demografi ke atas pengetahuan mengenai alam sekitar. Namun begitu, kajian ini menunjukkan pengetahuan literasi kelestarian alam sekitar tidak dipengaruhi oleh faktor jantina, umur dan lokasi dalam kalangan belia di Malaysia. Peranan pendidikan

di Malaysia telah berjaya mendidik warga belia dalam proses memelihara dan memulihara alam sekitar serta kewujudan media sosial yang telah meningkatkan tahap literasi masyarakat dalam isu ini. Di samping itu program-program yang dilaksanakan oleh kerajaan dan badan bukan kerajaan seharusnya diberikan pujian dan sewajarnya sentiasa konsisten dilaksanakan. Walau bagaimanapun, kajian ini hanya menumpukan golongan belia dan tidak kepada golongan kanak-kanak dan golongan warga emas. Justeru untuk kajian akan datang, dicadangkan supaya kajian meliputi pelbagai lapisan masyarakat pelbagai kaum untuk menilai terdapat perbezaan pengetahuan literasi kelestarian alam sekitar.

PENGHARGAAN

Penyelidikan ini telah dilaksanakan di bawah Skim Geran Penyelidikan Fundamental ((FRGS/1/2018/SS07/UPSI/03/1) yang disediakan oleh Kementerian Pengajian Tinggi Malaysia. Penulis ingin mengucapkan jutaan terima kasih kepada Universiti Pendidikan Sultan Idris (UPSI) yang membantu menguruskan geran tersebut.

RUJUKAN

- Alp, E., Ertepinar, H., Tekkaya, C., & Yilmaz, A. (2006). A statistical analysis of children's environmental knowledge and attitudes in Turkey. *International Research in Geographical and Environmental Education*, 15(3), 210–223. Diperoleh daripada <https://doi.org/10.2167/irgee193.0>
- Arcury, T.A. & Christianson, E.H. (1993). Rural-urban differences in environmental knowledge and actions. *Journal of Environmental Education*, 25, 19–25.
- Babbie, E. (2007). *The practice of social research* (10th. ed.). Belmont, California: Thomson Wadsworth.
- Benderev, C. (2014). *Millennials: We help the earth but don't call us environmentalists*. Diperoleh daripada <https://www.wshu.org/post/millennials-we-help-earth-dont-call-us-environmentalists>
- Brundtland Commission, & Gro Harlem Brundtland. (1987). *Our common future*. Oxford, United Kingdom. Diperoleh daripada <http://www.un-documents.net/our-common-future.pdf>
- Casey, P. J. & Scott, K. (2011). Environmental concern and behaviour in an Australian sample within an ecocentric – anthropocentric framework. *Australian Journal of Psychology*, 58(2), 57–67.
- Cheddadi, R., Palmisano, A. Lopez-Saez, J. A., Nourelbait, M., Zielhofer, C., Tabel, J., Rhoujjati, A., Khater, C., Woodbridge, J., Lucarini, G., Broodbank, C., Fletcher, W. J., Roberts, C. N. (2019). Human demography changes in Morocco and environmental imprint during the Holocene. *The Holocene*, 29(5), 816–829.
- Cohen, L., Manion, L. & Morrison, K. (2000). *Research methods in education*. (5th. ed.). London: RoutledgeFalmer.
- Comrey, A. L., & Lee, H. B. (1992). *A first course in factor analysis*. (2nd ed.). Hillsdale, NJ Lawrence Erlbaum.
- Digby, C. L. B. (2012). The influences of socio-demographic factors, and non-formal and informal learning participation on adult environmental behaviours. *International Electronic Journal of Environmental Education*, 3(1), 37–55.
- Disinger, J. F. & Roth, C. E. (1992). *Environmental literacy*. ERIC/CSMEE Digest. Diperoleh daripada <http://www.ericdigests.org/1992-1/literacy.htm>
- Erikson, E. H. (1963). *Childhood and society*. New York: Norton.

- Fortmann, L. & Kusel, J. (1990). New voices, old beliefs: Forest environmentalism among new and long-standing rural residents. *Rural Sociology*, 55, 214–232.
- Gifford, R. & Nilsson, A. (2014) Personal and social factors that influence pro-environmental concern and behavior: A review. *International Journal of Psychology*, 49, 141-157. Diperoleh daripada <https://doi.org/10.1002/ijop.12034>
- Hanifah Mahat, Mohmadisa Hashim, Yazid Saleh, Nasir Nayan, Saiyidatina Balkhis Norkhaidi. (2019). Factors influencing eco youth sustainability activity and practices in Youth City, Muallim, Malaysia. *Asia-Pacific Social Science Review*, 19(4), 154-164.
- Harvey, G. (1977). A conceptualization of environmental education. In J. Aldrich, A. Blackburn, & G. Abel (Eds.), *A report on the North American Regional Seminar on Environmental Education* (pp. 66–72). Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Harvey, G. (1977). Environmental education: A delineation of substantive structure. *Dissertation Abstracts International*, 38, 611A-12A.
- Hines, J.M., Hungerford, H.R., & Tomera, A.N. (1986). Analysis and synthesis of research on responsible environmental behavior. *Journal of Environmental Education*, 18(2), 1-8.
- Holden, J. (2011). *Physical geography: The basics*. New York: Routledge.
- ICOM Information & Communication. (2008). Older demographics biggest users of green products. Diperoleh daripada <https://www.environmentalleader.com/2008/09/older-demographics-biggest-users-of-green-products/>
- Ireland Aid Review Committee. (2002). Aid effectiveness, research report, Ireland, 2003. Diperoleh daripada <https://www.irishaid.ie/news-publications/publications/publicationsarchive/2003/november/report-of-ireland-aid-review-committee-2002/>
- Jamilah Ahmad, Hasrina Mustafa, Hamidah Abd Hamid & Juliana Abdul Wahab. (2011). Pengetahuan, sikap dan amalan masyarakat Malaysia terhadap isu alam sekitar. *Akademika*, 81(3), 103-115.
- Jones, R. E. & Dunlap, R.E. (1992). The social bases of environmental concern: Have they changed over time? *Rural Sociology*, 57, 28–47.
- José Severin, B. S., Wbaneide, M. A., Marcelo. A. R., Elba, M. N. F., Wedson, M. S., Ulysses, P. A. & Elcida, L. A. (2015). Students' perception of urban and rural environmental protection areas in Pernambuco, Brazil. *Mongabay.com Open Access Journal - Tropical Conservation Science*, 8(3), 813-827.
- Joseph, H. (2017). *An introduction to physical geography and the environment* (4th ed.). United Kingdom: Pearson.
- Kennedy, E. H., Beckley, T. M., McFarlane, B. L. & Nadeau, S. (2009). Rural-urban differences in environmental concern in Canada. *Rural Sociology*, 74(3), 309–329.
- Kollmuss, A., & Aggeyman, J. (2002). Mind the gap: Why do people act environmentally and what the barriers to pro-environmental behaviour? *Environmental Educational Research*, 8(3), 240–260.
- Krejcie, R. V. & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.

- Lambert, B. A., Schorr, R. A., Schneider, S. C. & Muths, E. L. (2016). Influence of demography and environment on persistence in toad populations. *Journal of Wildlife Management*, 80(7), 1256-1266.
- Landell, K. (1997). *Management by menu*. (1st ed). London: Wiley and Sons Inc.
- Larson, L. R., Castleberry, S. B. & Green, G. T. (2010). Effects of an environmental education program on the environmental orientations of children from different gender, age, and ethnic groups. *Journal of Park and Recreation Administration*, 28(3), 95-113.
- Littrell, M. A., Ma, Y. J. & Halepete, J. (2005). Generation X, baby boomers, and swing: Marketing fair trade apparel. *Journal of Fashion Marketing and Management*, 9(4), 407-419.
- Lowe, G.D., & Pinhey, T.K. (1982). Rural-urban differences in support for environmental protection. *Rural Sociology*, 47, 114-128.
- Michael, J. P., Andrea, V., Stacy, L. G., Romana, G., & Ahmed, S. F. (2012). The impact of general and carbon-related environmental knowledge on attitudes and behaviour of US consumers. *Journal of Marketing Management*, 28(3-4), 238-263.
- Mohamad Suhaily Yusri, C. N. (2002). *Pengantar persekitaran fizikal*. Tanjong Malim, Perak: Universiti Pendidikan Sultan Idris.
- Mumpuniarti. (2016). Challenges faced by teachers in teaching literacy and numeracy for slow learners. *Journal of Sustainable Development*, 10(3), 243-249.
- Neo, S. M., Choong, W. W., & Ahamad, R. B. (2017). Differential environmental psychological factors in determining low carbon behaviour among urban and suburban residents through responsible environmental behaviour model. *Sustainable Cities and Society*, 31, 225-233.
- Norshahida Akma Alia & Aziz Amin. (2019). Analisis pengaruh pengetahuan dan sikap terhadap tingkah laku pencemaran sungai dalam kalangan belia. *Malaysia Journal of Youth Studies*, 20, 100-110.
- Nur Nasliza Arina Mohamad Nasir & Jamilah Ahmad. (2015). Facebook dan media massa: Keberkesanan dalam menyampaikan mesej alam sekitar kepada masyarakat. *Akademika*, 85(1), 33-46.
- Omran, M.S., Iraj, M. O. & Yarmohammadian, M. H. (2016). investigating the environmental skill attitude and knowledge of Bojnourd Islamic Azad University students. *J Earth Environ Health Sci*, 2, 28-33.
- Organization for Security and Cooperation in Europe. (2009). *Organization for security and co-operation in Europe (OSCE)*. Diperoleh daripada <https://www.refworld.org/publisher,OSCE,,,,,30.html>
- Roslee Talip, Soon Singh Bikar Singh, Dg Norizah Ag Kiflee & Muniandy Subramaniam. (2011). Pendidikan alam sekitar dan hubungannya dengan pengetahuan dan kesedaran alam sekitar dalam kalangan pelajar sekolah menengah bandar dan luar bandar di daerah Tawau. *Seminar Pendidikan Sejarah & Geografi 2011*. 13-14 Julai 2011, Institut Penyelidikan Bioteknologi, UMS.
- Shaharudin, I. (2013). *Menuju masyarakat pascakarbon*. Dewan Kosmik, 1-3.
- Sheth, N. J., Sethia, N. K., & Srinivas, S. (2011). Mindful consumption: A customer-centric approach. *Journal of the Academy of Marketing Science*, 39, 21-39.

- Siti Masayu Rosliah Abdul Rashid & Narimah Samat. (2018). Kemiskinan keluarga dan pengaruhnya terhadap tahap pendidikan rendah masyarakat luar bandar: Kajian kes di Jajahan Bachok, Kelantan. *E-Bangi*, 15(2), 11-23.
- Sustainable Development Commission. (2011). *What is sustainable development*. Diperoleh daripada <http://www.sd-commission.org.uk/pages/what-is-sustainable-development.html>
- Tabachnick, B.G., & Fidell, L.S. (1996). *Using multivariate statistics*. (3rd ed.). New York Harper Collins.
- Timm, J.C. (2014). *Millennials: We care more about the environment*. Diperoleh daripada <http://www.msnbc.com/morning-joe/millennials-environment-climatechange>.
- UNESCO. (2014). *Harnessing the potential of ICTS for literacy teaching and learning effective literacy and numeracy programmes using radio, TV, mobile phones, tablets, and computers*. Germany: UNESCO.
- Unit Perancang Ekonomi Jabatan Perdana Menteri. (2017). *Rancangan Pembangunan Malaysia*. Diperoleh daripada <http://epu.gov.my/ms/rmk/rancangan-malaysia-kesebelas-2016-2020>.
- United Nations Environment Program. (2018). *Gender*. Diperoleh daripada <https://www.unenvironment.org/explore-topics/gender>
- United Nations. (2012). *United Nation system task team on the Post-2015*. UN Development Agenda.
- Van Liere, K.D., & Dunlap, R.E. (1980). The social bases of environmental concern: A review of hypotheses, explanations and empirical evidence. *Public Opinion Quarterly*, 44, 181–197.
- Varoglu, L., Temel, S., & Yilmaz, A. (2018). Knowledge , attitudes and behaviours towards the Evironmental issues: Case of Northern Cyprus. *Journal of Mathematics, Science and Technology Education*, 14(3), 997–1004.
- World Water Institute (2018). *Water*. Diperoleh daripada <https://www.wri.org/our-work/topics/water>

Profil Penulis:

Saiyidatina Balkhis Norkhaidi

Jabatan Geografi dan Alam Sekitar, Fakulti Sains Kemanusiaan,
 Universiti Pendidikan Sultan Idris,
 35900 Tanjong Malim, Perak
 emel: saiyidatinabalkhis@gmail.com

Hanifah Mahat, PhD

Jabatan Geografi dan Alam Sekitar, Fakulti Sains Kemanusiaan,
 Universiti Pendidikan Sultan Idris,
 35900 Tanjong Malim, Perak
 emel: hanifah.mahat@fsk.upsi.edu.my

Mohmadisa Hashim

Jabatan Geografi dan Alam Sekitar, Fakulti Sains Kemanusiaan,
 Universiti Pendidikan Sultan Idris,
 35900 Tanjong Malim, Perak
 emel: mohmadisa@fsk.upsi.edu.my

Nasir Nayan

*Jabatan Geografi dan Alam Sekitar, Fakulti Sains Kemanusiaan,
Universiti Pendidikan Sultan Idris,
35900 Tanjong Malim, Perak
emel: nasir@fsk.upsi.edu.my*

Yazid Saleh

*Jabatan Geografi dan Alam Sekitar, Fakulti Sains Kemanusiaan,
Universiti Pendidikan Sultan Idris,
35900 Tanjong Malim, Perak
emel: yazid@fsk.upsi.edu.my*

MENTAL HEALTH & YOUTH: A SYSTEMATIC LITERATURE REVIEW

MOHAMAD SYAFIQ LUKMAN SHEIKH OMAR, MOHD AZRIN MOHD NASIR

ABSTRACT

The purpose of this study is to understand how mental health develops and to know risk factors of mental health issues which are important in the effort of predicting, preventing, and also the intervention of the mental health issue that arises among adolescents. Adolescents have their challenges in their phase of transition from childhood to adulthood. This study reviewed the factors that contributed to the development of mental health and risk factors of mental disorders or issues among adolescents. The articles were obtained from Scopus, EBSCOhost ERIC, PsycARTICLES, and ResearchGate by searching using specific keywords: Mental Health, Adolescent, Youth, Factors, and Disorders. A total of 1394 article journals were found from the database search and 10 article journals were eligible for a systematic review after screening processes that involve in including quantitative studies that focused on risk factors of mental disorders and factors of mental health development, with adolescents as the samples. Findings revealed four core themes which are among the factors that contribute to youth mental health development or mental health issues; (a) family institution, (b) negative experience in life, (c) school or environmental factors, and (d) socioeconomic status. With the information provided from this study, the researchers suggest that a specific study have to be conducted focusing on a more comprehensive view of mental health development of adolescence and specific study that would focus on either family-based, school-based, and other specific dimensions to provide intervention and address the risk factors of youth mental health issues.

Keywords: *Youth, Mental Health, Mental Disorders, Factors, and Systematic Literature Review (SLR)*

ABSTRAK

Kajian ini adalah bertujuan untuk memahami bagaimana kesihatan mental berkembang serta faktor risiko kecelaruan mental yang merupakan satu perkara penting dalam melakukan prediksi, pencegahan dan intervensi bagi isu kesihatan mental yang berlaku pada remaja. Remaja mempunyai cabaran dalam fasa-fasa transisi daripada kanak-kanak ke dewasa. Oleh itu kajian ini melihat faktor penyumbang kepada perkembangan kesihatan mental dan faktor risiko kepada masalah kecelaruan mental di kalangan remaja. Artikel-artikel diperoleh daripada EBSCOhost ERIC, PsycARTICLES, dan ResearchGate menggunakan kata kunci khas seperti Kesihatan Mental, Dewasa, Remaja, Faktor, dan Gangguan. Sebanyak 1394 artikel jurnal yang diperoleh daripada pangkalan data carian dan hanya 10 artikel sahaja yang dipilih untuk analisis sorotan literatur sistematik setelah proses tapisan dibuat dengan hanya mengambil kajian kuantitatif yang memberi fokus kepada factor kepada kecelaruan mental dan kesihatan mental, serta kajian yang mempunyai sampel dari kalangan remaja sahaja. Dapatan kajian menunjukkan empat tema penting yang menjadi penyumbang kepada perkembangan dan isu kesihatan mental remaja iaitu (a) institusi keluarga, (b) pengalaman negatif dalam kehidupan, (c) persekitaran dan sekolah dan (e) status sosio-ekonomi. Dengan informasi yang ditemui di dalam kajian ini, pengkaji mencadangkan satu kajian khas yang lebih berfokus dan komprehensif tentang melihat perkembangan remaja dan berfokus kepada dimensi-dimensi seperti yang ditemui di dalam kajian bagi membantu menangani isu kesihatan mental remaja.

Kata Kunci: Remaja, Kesihatan Mental, Kecelaruan Mental, Faktor-faktor dan Sorotan Sistematik Literatur (SLR)

INTRODUCTION

Youth development is a part of the process that one country needs to highlight in national policy. This group of young people is the engine of growth in the society to move forward and achieve high levels of mentality, attitude, and great civilization. Besides, they will be future leaders for our nation to develop and survive in many years ahead. However, in regard to this hope for the future, youth groups

are potentially at high risk of negative influences and unhealthy behaviors. As we can see now, there are many activities which involve the youth and it may jeopardize the fate of the nation. This group may associate with negative activities such as vandalism, bully, illegal racing, gangsterism, substance addiction, and so forth (Azyanti Mohd Nizam et al., 2013). This kind of phenomenon is expected to occur in our country as they are experiencing a lack of psychological attention from significant others and the community. Also, this situation may lead them to feel depression, anxiety, emotional distress, isolation, and antisocial behaviors. In a special report from the 14th- Malaysian Parliament Meeting, our minister has addressed out a concern about in 5.5 million youth in Malaysia, it is about one out of five young people in this country is experiencing a serious depression condition (Institute for Public Health, 2017) while 424,000 children were found to have mental health problems in Malaysia (Institute for Public Health, 2019). These numbers of cases are completely surprising to us and it needs extra efforts by all people to help our youth in this country.

To help this group, there is a need to develop an understanding of the youth issues regarding mental health and psychological well-being. It is hoped that comprehension of the nature of the youth and how they prone to fall with mental health problems will help our top leaders in our government, Ministry of Youth and Sports (KBS), youth agencies and associations, society, and layperson to take actions to engage with them and help them out from the mental health issues. If we listen to all media out there such as radio, news, and social media such as Twitter, Facebook, Instagram and Tik Tok, many people talk about them. We may see that youth are unique folks that need extra attention and dynamic approaches to understand their interest, value, and belief. Thus, an active collaborative approach to encounter youth dynamic and creativity are probably the best way to get along with this group to prevent mental health-related issues. At this point, more discussions are mandatory to explore youth psychological needs and it may provide strong prevention to mental disorders among them.

Hence, this article offers readers a wide range of knowledge about youth and mental health and its relation to the Malaysian context. This article employs a systematic literature review (SLR) in which all the relevant articles were derived from several databases, all keywords regarding youth and mental health are identified and gathered to investigate what has been done in this area. All contents and selected articles/ studies are scrutinized and examined which led to generating several themes of the key factors pertaining to youth mental health issues. Overall, the article provides a great discussion on antecedents and factors which affect the psychological wellbeing and mental health of the youth. It may provide insight and intellectual discourse to cope with youth issues in the future.

OBJECTIVE

This study aims to explore the previous studies from several databases regarding the youth and mental health issues globally and locally using the systematic literature review. Also, the article provides a discussion on several themes that emerged from the study.

METHOD

A literature search was conducted using an online database including Scopus, EBSCOhost ERIC, PsycARTICLES, and ResearchGate. Initially, the keywords used to search include 'Mental Health', 'Adolescent' or 'Youth', Factors, and Disorders'. We search all published articles from 2008 to 2019 in order to review relevant articles in a 12 years frame. The search resulted in a total of 1394 articles. The first procedure of screening was done by screening the title of the articles journal where relevant titles are included to be further screened. There were 1167 articles excluded in this process and 227 articles were being included for the next screening process.

Next, the second step of screening was completed by reading the abstract of each 227 articles. The inclusion criteria for this step are (a) it is a quantitative study, (b) the study focuses on risk factors of mental disorders or factors of mental health development. The exclusion criteria included (a) the study investigated solely in a biological aspect and (b) the study investigated the factors of mental

disorders in the context of other medical conditions such as chronic diseases, mental disorders, or substance-induced mental disorder. A total number of 34 articles were included to be further screened.

Finally, the last step of screening was accomplished by reading the full-text articles. There were 24 studies excluded due to samples included or limited to other than youth or adolescents. Only 10 articles journals were determined eligible to be included in the qualitative synthesis. In Figure 1, it is illustrated how the authors obtained all 10 eligible articles journals for this study. All ten articles were meticulously examined to develop several themes from those selected articles.

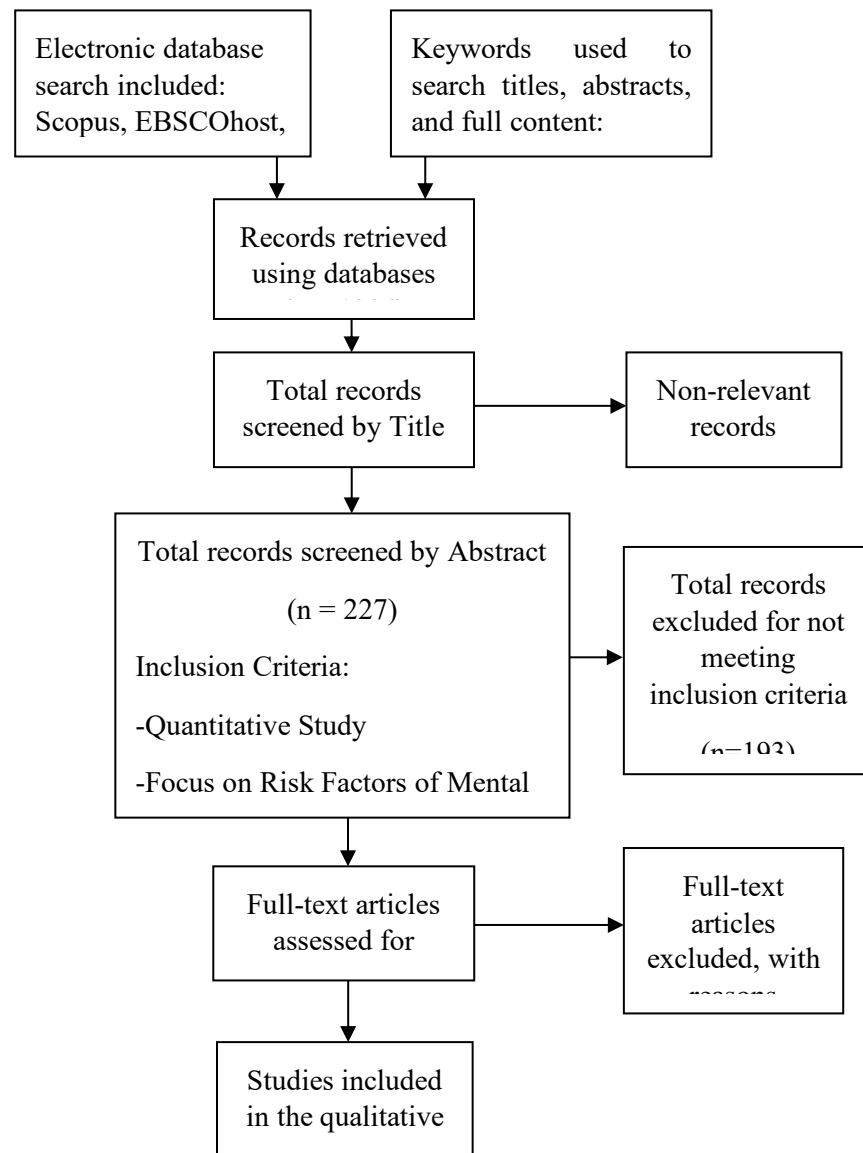


Figure 1: Literature Screening Process

After a thorough reading of the 10 articles that were included, the information of the articles and the risk factor of mental health disorders and factors of mental health development obtained from them were summarized and categorized (See Table 1).

Table 1: Summary of Studies

Author(s), Year	Aim	Country of Origin & Number of Samples (N)	Findings: Factor of Mental Health Development
Wille, Bettge, and Ravens-Sieberer, and BELLA Study Group (2008)	To find out the frequencies and distributions of potential risk and protective factors and analyze their effect on mental health.	Germany N= 2863	Conflict in family, parental strain, and parental psychiatric symptoms as a negative contributor to children's mental health.
Van Loon, Van de Ven, Van Doesum, Witteman, and Hosman (2013)	To examine family factors in the relation between parental and adolescent mental health.	New York, USA N= 301	There is a direct relationship between parental mental illness and adolescence internalizing and externalizing problems in adolescence.
Bannink, Broeren, Van de Looij-Jansen, de Waart, and Raat (2014)	To examine whether traditional and cyberbullying victimization were associated with adolescent's mental health problems and suicidal ideation at a two-year follow-up.	Netherland N= 3181	Traditional bullying victimization is associated with an increased risk of suicidal ideation. Traditional and cyberbullying victimization is associated with an increased risk of mental health problems for girls.
Aqeel Khan, Abdul Rahim Hamdan, Roslee Ahmad, Mohamed Sharif Mustafa, and Salwa Mahalle (2016)	To examine whether productive coping styles and social support were significant mediators of the relationship between academic stress and ideal ideation of Malaysian and Indian college students.	Malaysia & India N=600	Students from low-income families have higher academic stress and suicidal ideation.

Satyanarayana, Chandra, Sowmya, and Kandavel (2016)	To examine the relationship of various domains of gender disadvantage with psychological distress and resilience among adolescent girls from low-income settings.	India N=452	Gender disadvantage is positively associated with the severity of psychological distress and negatively with resilience.
Riekke, Aldridge, and Afari (2016)	To identify specific elements of the school climate that were likely to influence the interplay of adolescent health and development and students' identity formation.	Australia N=618	There is a significant and positive relationship between school climate and adolescent well-being, resilience, and moral identity.
Rozmi Ismail, Nor Azri Ahmad, Fauziah Ibrahim, and Salina Nen (2017)	To study the relationships between individual, familial, and social environmental factors and identify which factors are good predictors in explaining the involvement of adolescents in substance abuse behavior.	Malaysia N= 480	Individual, family, and social environment are major contributing factors to the drug-related behavior among adolescents.
Baiden, Stewart, and Fallon (2017)	To examine the prevalence of, and determine the effect of adverse childhood experiences on non-suicidal self-injury among adolescents referred to community and inpatient mental health settings.	Canada N= 2038	Adolescents who were physically abused had 49% higher odds of engaging in non-suicidal self-injury while Adolescents who were sexually abused had 60%.
Straatman et al. (2019)	To find out which early risk factors explain social inequalities in adolescent mental health in the UK.	United Kingdom N=6509	Risk factors include low socioeconomic status, peer relation, and parental mental health issues.
Wenhua Lu (2019)	To examine national trends in the prevalence, risk factors, and treatment of depression among adolescents and investigate disparities in their mental health service use.	United State of America N=95856	Risk factors of depression include having less authoritative parents and negative school experiences.

FINDINGS

The study includes 10 articles relevant to adolescent mental health and the risk factors of mental disorders and factors of mental health development. The synthesis elicited five major themes: (a) family,

(b) negative experience in early life, (c) school or environment, (d) socioeconomic status, and (e) individual factors. The themes are related to factors contributing to mental disorders or mental health development of adolescents.

Family Institution

Wille, Bettge, and Ravens-Sieberer, and BELLA Study Group (2008) studied the frequencies and distributions of potential risk and protective factors and analyzed their impact on mental health on 2863 families with children and adolescents aged 7-17. Their study found that family conflict, parental strain, and parental psychiatric symptoms are negative contributors to children's mental health. According to Van Loon, Van de Ven, Van Doesum, Witteman, and Hosman (2013), parental mental illness is also a contributing factor of mental health. Their study found that parental mental illness significantly contributed to adolescent internalizing and externalizing problems. Another study conducted by Straatman et al. (2019) to evaluate the extent to which early life risk factors explain the social inequalities in adolescents in the United Kingdom. Straatman and his team analyzed data from 6509 children from UK Millennium Cohort Study and found that children of mothers with no qualifications were almost four times more likely to have socioemotional behavioral issues compared to children with mothers with a degree plus level. This study also found that family factors such as maternal mental health, parenting style, child-parents conflict relationship, and lone parenthood mediated 27% of the inequality in child mental health.

Negative Experience in Early Life

Bannink, Broeren, Van de Looij-Jansen, de Waart, and Raat (2014) conducted a study on 3181 adolescents in the Netherlands in a two-year longitudinal study. The study found that traditional bullying can increase victim risk of suicidal ideation while traditional and cyberbullying is a risk factor for female adolescents' mental health problems but not for male adolescents. A study conducted by Baiden, Stewart, and Fallon (2017) on 2038 adolescents in Canada to analyze the prevalence of, and determine the effect of adverse childhood experiences on non-suicidal self-injury among children and adolescents referred to community and inpatient mental health settings. The study found that female adolescents were more likely to engage in non-suicidal self-injury behavior than male adolescents. It is also found that adolescents who were physically abused had 49% higher odds of engaging in non-suicidal self-injury while adolescents who were sexually abused had 60% which is the highest. Other predictors of non-suicidal self-injury found in this study include older age, female gender, inpatient status, depression, attention deficit-hyperactivity disorder, disruptive behavior disorder, and mood disorders. The study also stated that children and adolescents with social support had a 26% decrease in the odds of engaging in non-suicidal self-injury.

School or Environment Factors

A study conducted by Riekie, Alridge, and Afari (2016) found that school connectedness has the most significant impact on students' resilience suggesting that students are likely to have a stronger sense of resilience when they feel valued and have a strong sense of belonging to the school. School connectedness is also statistically significantly related to student wellbeing and the study also found that supportive peers and positive teacher relationships are likely to promote resilience. Wenhua Lu (2019) conducted a study that analyzed the national trend in prevalence, risk factors, and treatment of depression among adolescents and investigated disparities in their mental health service use in the US. The researcher used data from the National Survey on Drug Use and Health from 2011 to 2016 with 95856 adolescents as samples for the study. The finding of the study found a growing number of adolescents with untreated major depression from 2011 to 2016. The study also found that negative school experience significantly predicted adolescent depression. A study from Satyanarayana, Chandra, Sharma, Sowmya, and Kandavel (2016) was conducted to examine the gender disadvantage and its association with perceived psychological distress and resilience. The sample involved were 452 women that have experienced gender disadvantages such as financial difficulties, being a hindrance to opportunities, being criticized, and ridiculed for gender-related issues. The study found that there is a significant relationship between the severity of psychological distress and four gender disadvantage domain which are emotional distress, gender-related barriers, gender disadvantage, and high-risk environment. Gender disadvantage is also found to be negatively associated with resilience. A study

conducted by Rozmi Ismail, Nor Azri Ahmad, Fauziah Ibrahim, and Salina Nen (2017) to examine the relationship between individual, familial and social environment factors and to identify which factors are good predictors in explaining the involvement of adolescents in substance abuse behavior. 480 Malaysian adolescents were involved in the study and 80% of them were involved in smoking behavior while 35% were involved in drug-abuse behavior. The study found that environmental factors are the major factor in predicting the involvement of adolescents in substance abuse behavior. The environmental factors include the risk element in school and outside of school that contributes to substance abuse behavior of adolescents.

Socioeconomic Status

Aqeel Khan, Abdul Rahim Hamdan, Roslee Ahmad, Mohamed, Sharif Mustaffa, & Salwa Mahalle (2015) conducted a study that examined whether productive coping styles and social support were significant mediators of the relationship between academic stress and suicidal ideation. The study compared 300 samples of Malaysian and 300 Indian college students. The study concluded that Indian students have higher suicidal ideation and academic stress than Malaysian students. The study also found that Malaysian students received more social support and have a better coping style than Indian students. The finding in the study showed that students who were male, non-religious, and come from low-income families have more academic stress and higher suicidal ideation. The study also found that productive coping styles and overall social support strongly affected the relationship between academic stress and suicidal ideation of adolescents. A study from Straatman et al. (2019) also found that low socioeconomic status is a risk factor for the low mental health of adolescents.

DISCUSSION

From the findings, the authors found that the SLR technique does help the study to explore the notion of the youth and its relation to mental health issues. This study has provided a new window of opportunity to understand overall mental health phenomena among youth. Additionally, SLR is a method where all the evidence by the past studies was gathered to collect the evidence for the readers and future research. It is important to start new studies by looking at what has been done in the past, so the researchers will have input and ideas for the next studies. Also, it may provide us with the framework and initial understanding of the phenomena. In this study, the authors found that several themes emerged from the selected articles about youth and mental health (a) family institution, (b) negative experience in life, (c) school or environmental factors, and (d) socioeconomic status. Even though several previous studies in the databases are more from the Western countries than Asian countries, it is a worthwhile discussion in Malaysia context since the contents of the findings are relevant and applicable to our issues in this country. As we could see, all the antecedents are connected and could potentially affect the youth at this point in time. The family institution is an expected factor that may contribute to this issue. Family members, parents, and children are in trouble when their relationships have no respect, love, and acceptance to each other. Concerning this, many students at school experience discipline issues which lead to aggressive behaviors as they experience an ineffective parenting style at home (Batool, 2013). The parents show no open communication with their children and a lack of moral support and role model will affect children's mental health (Crawford & Alaggia, 2008). There are several studies conducted in Malaysia that have discussed the role of family institution in mental health development of children that support the finding of current study. In a study, Johari Talib, Zulkifli Mohamad and Maharam Mamat (2011) found that parenting styles affect children behavior and school achievement. Somayeh Keshavarz and Rozumah Baharudin (2013) stated that authoritative parenting style can affect adolescents' locus of control negatively while Jahan and Suri (2016) stated parenting style (leisure fare) is associated with adolescents' mental health (depression). In addition to that, parental responsiveness have a significant effect on children's social skills development (Sakineh Mofrad & Ikechukwu Uba, 2014). It is clear that family institution plays a major role in children mental health development.

On the other hand, the youth may experience negative life experiences; it can be a traumatic experience, psychological abandonment, and feeling left-out by others. In findings, the youth who are a victim of bully behaviors and physical abuse is a reason why mental health has grown in life. In

Malaysia, there are a bunch of cases about bullying and physical abuse on news and social media. Bully can lead to physical injury, mental health issue, or even fatality. Of course, these behaviors will affect the victim psychologically. They may experience fear and anxiety. Bullying victims are at risk of having psychological disorders such as anxiety, anxiety, psychosomatic, eating disorder, and substance abuse (Lereya, Copeland, Zammit & Wolke, 2015). This finding is supported by study conducted in Malaysia, Siti Nur Yacob et. al (2019) stated that negative life significantly affects adolescents' mental health with maladaptive and adaptive coping as the mediators. In addition to that, Norhafizah Bte Shahril et. al (2019) found that adolescents who have been bullied have a higher chance of having more severe depression compared to the ones that didn't get bullied. Truancy also found to be a factor of severe depression. Besides that, negative life event such as natural disaster can also affect mental health. Johana Johari and Najib Ahmad Marzuki (2013) stated that flooding lead to cognitive dissonance among the victims. The authors found that this factor may have a relation to the role of the family institution and school and social environment as well

On the other hand, school and environmental factors will affect the mental health of the youth. It happens because school is a place where youth spend so much time and where they develop a social process. If they do not receive decent support from teachers and friends, they may experience anxiety and low self-esteem. In Erick Erickson of psycho development theory (Schultz & Schultz, 2004), in youth between 12-19 years old, individuals tend to experience a stage of "identity versus confusion". At this stage, the youth will struggle to find true identity and they tend to feel confused about doing anything. The youth will find a circle of friends and easily influence them. The crisis will grow if they are not being accepted and rejected by others. And, if they reached the age of 20 to 25 years old, this group will experience 'intimacy versus isolation'. This stage tells us that the youth who experience rejection from others will feel isolated and despair. At this stage, the youth tend to develop intimacy with the opposite gender, feeling of acceptance in the group and. In psychology, it will help them to develop a positive self-concept and self-fulfilling prophecy. The recent COVID-19 outbreak has also been a major factor in mental health development especially in youths. Sheela Sundarassen et al. (2020) found that staying alone during the movement control order (MCO) significantly associated with higher level of anxiety compared to those who stayed with their friends and family.

For the final theme, the authors found that socioeconomic status may be a crucial factor for youth to overwhelm with mental health problems. It occurs as the youth is not able to keep up with life pressures, a high cost of living, lifestyle, and career (Mastura Johar et al., 2015). For youth who are at work, they might receive a low salary and experience with unemployment. In 2019 for the first quarter, the Department of Statistics Malaysia reported that the unemployable rate for youth is almost 516, 600 people, which may include 174, 327 university graduates (Mohd Azis Ngah, Suzalina Halid, & Fahmi Rosli, 2019). This figure shows that many of our youth in this country are jobless which obviously will cause problems to cope with daily expenses. It creates life pressure and intense risk to drag them into mental health problems. Previous studies in Malaysia have found that socioeconomic status can affect mental health (Tan, Foo, & Lee, 2011; Suzana Shahar et. al, 2019; & Nathera Kandasamy et. al, 2020)

In future studies, it is beneficial to integrate a survey methodology with descriptive and inferential approaches to seek possible solutions to these issues. It will help the government agency and KBS to lay out a plan to improve mental health and psychological well-being levels among the youth in Malaysian. In addition to that, a qualitative approach such as interview, case study, and ethnography will give advantages to the researchers for probing a wealth of information which is a more in-depth exploration regarding mental health status, coping strategies and youth self-growth. It will provide extra information and may be related to all findings and themes above. In Malaysia, future studies may focus on urban and rural areas of the youth's mental health. This suggestion will encourage more studies regarding mental health among youth in Malaysia context. It is important to study the situation within Malaysian youth, so we could design vigorous strategies and psychological intervention for prevention programs. On the other hand, the authors believe that a study of the location and geography of the youth groups which where they live may give additional information for the youth studies. Future studies may focus on urban and rural areas in terms of their concerns, specific psychological needs, and unique challenges to avert over mental health issues.

CONCLUSION

In a conclusion, this study provides an overview five major factors that may affect youth mental health and psychological well-being. This study may help our country to develop a contingency plan for mental health youth development. Initiatives like Let's TALK Mind Sihat by Malaysia Ministry of Health, Talian Kasih by Ministry of Women, Family and Community Development, and Befriender (NGO) provide an online and 24-hour phone helpline have been helpful and will continue to play a major role in helping those who are facing psychological and mental health issues especially during COVID-19 pandemic. Thus, our stakeholders, leaders, government, and society in Malaysia are encouraged to review and look over all these factors above to empower our youth in any policy and national agenda. Also, the knowledge and discussion of our youth issues and concerns will provide a foundation for them to work and improve this situation in the future. All counterparts, government policy, and entities have to play a role and take swift actions to save our youth for the future of this country.

ACKNOWLEDGEMENT

This study is a part of the work from the Fundamental Research Grant Scheme (RACER) 2019, Kementerian Pendidikan Malaysia. Special thanks to the School of Applied Psychology, Social Work and Policy and Research & Innovation Management Centre (RIMC), Universiti Utara Malaysia for endless support and encouragement to publish this manuscript.

REFERENCES

- Aqeel Khan, Abdul Rahim Hamdan, Roslee Ahmad, Mohamed Sharif Mustaffa, & Salwa Mahalle. (2016). Problem-solving coping and social support as mediators of academic stress and suicidal ideation among Malaysian and Indian adolescents. *Community mental health journal*, 52(2), 245-250. DOI 10.1007/s10597-015-9937-6
- Azyanti Mohd Nazim, Fariza Md. Sham & Salasiah Hanin Hamjah (2013). Ciri-ciri remaja berisiko: kajian literatur Islamiyyat, 35(1), 111-119.
- Baiden, P., Stewart, S. L., & Fallon, B. (2017). The role of adverse childhood experiences as determinants of non-suicidal self-injury among children and adolescents referred to community and inpatient mental health settings. *Child abuse & neglect*, 69, 163-176. <https://doi.org/10.1016/j.chiabu.2017.04.011>
- Bannink, R., Broeren, S., van de Looij-Jansen, P. M., de Waart, F. G., & Raat, H. (2014). Cyber and traditional bullying victimization as a risk factor for mental health problems and suicidal ideation in adolescents. *PloS one*, 9(4). <https://doi.org/10.1371/journal.pone.0094026>
- Batool, S.S. (2013). Lack of adequate parenting: a potential risk factor for aggression among adolescents. *Pakistan Journal of Psychological Research*, 28(2), 217-238.
- Crawford, S.E., & Alaggia, R. (2008). Family influence on mixed race youth identity development. *Qualitative Social Work*, 9(1), 81-98.
- Jahan, A., & Suri, S. (2016). Parenting Style in Relation to Mental Health among Female Adolescents. *Abnormal and Behavioural Psychology*, 02(03), 3-6. <http://doi.org/10.4172/2472-0496.1000125>
- Johana Johari, & Najib Ahmad Marzuki. (2013). Relating Stress, Anxiety and Depression among Flood Victims' Quality of Life in Malaysia: A Theoretical Perspective. *International Journal of Social Science and Humanity*, 3(6), 543-547. <https://doi.org/10.7763/ijssh.2013.v3.300>

- Johari Talib, Zulkifli Mohamad, & Maharam Mamat. (2011). Effects of Parenting Style on Children Development. *World Journal of Social Sciences*, 1(2), 14–35. <http://www.wjsspapers.com/static/documents/May/2011/2. Johari.pdf>
- Lereya, S.T., Copeland, W.E., Zammit, S. & Wolke, D. (2015). Bully/ victims: a longitudinal, population-based cohort study of their mental health. *European Child & Adolescent Psychiatry*, 24, 1461-1471.
- Mastura Johar, Wasitah Mohd Yusof, Samsilah Roslan, Zainah Shariff & Nadhratul Wardah Salman. (2016). Stress among youth adults. *Malaysian Journal of Youth Studies*, 15, 219-235.
- Mohd Azis Ngah, Suzalina Halid & Fahmi Rosli. (2019). Graduan, siswazah miskin, B40 sukar dapat kerja setimpal. Berita Harian Online (7th July 2019) at <https://www.bharian.com.my/berita/nasional/2019/07/582258/eksklusif-graduan-siswazah-miskin-b40-sukar-dapat-kerja-setimpal>.
- Institute for Public Health. (2017). *National Health and Morbidity Survey (NHMS) 2017: Adolescent Health Survey 2017*, Malaysia.
- Institute for Public Health. (2019). *National Health and Morbidity Survey (NHMS) 2019: Non communicable diseases, healthcare demand and health literacy*, Malaysia.
- Nathera Kandasamy, Indraah Kolandaisamy, Nur Aisyah Tukiman, Fursan Wajdi Kusairi, Sofea Iman Amir Sjarif, & Mohammad Syaffi Syazani. (2020). Factors That Influence Mental Illness Among Students in Public Universities. *Journal of Business & Economic Analysis*, 3(1), 77–90. <https://doi.org/10.36924/sbe.2020.3106>.
- Norhafizah Bte Sahril, Najib Majdi Yaacob, Noor Ani Ahmad, Sarimah Abdullah, Balkish Mahadir Naidu, & Tahir Aris. (2019). Depression Severity and its Associated Factors among School Going Adolescents in Malaysia. *Journal of Depression and Anxiety*, 08(04), 1–8. <https://doi.org/10.35248/2167-1044.19.8.350>
- Pernyataan Rasmi Parlimen Malaysia (6 Disember 2018). Dipetik daripada www.parlimen.gov.my › pdf › KKDR-06122018
- Riekie, H., Aldridge, J. M., & Afari, E. (2016). The role of the school climate in high school students' mental health and identity formation: A South Australian study. *British Educational Research Journal*, 43(1), 95-123. doi: 10.1002/berj.3254
- Rozmi Ismail, Nor Azri Ahmad, Fauziah Ibrahim, & Salina Nen (2017). Pengaruh Faktor Individu, Keluarga dan Persekitaran Sosial Terhadap Tingkah Laku Penyalahgunaan Bahan dalam Kalangan Remaja. *Akademika*, 87(1). <http://doi.org/10.17576/akad-2017-8701-01>
- Sakineh Mofrad & Ikechukwu Uba. (2014). Parenting Style Preference in Malaysia. *The European Conference on Psychology & the Behavioral Sciences 2014*, 119–128.
- Satyanarayana, V. A., Chandra, P. S., Sharma, M. K., Sowmya, H. R., & Kandavel, T. (2016). Three sides of a triangle: gender disadvantage, resilience and psychological distress in a sample of adolescent girls from India. *International journal of culture and mental health*, 9(4), 364-372. <http://dx.doi.org/10.1080/17542863.2016.1206949>
- Schultz, D. P., & Schultz, S. E. (2004). *Theories of personality* (5th ed.). Thomson Brooks/Cole Publishing Co.

- Sheela Sundarasan, Karuthan Chinna, Kaliah Kamaludin, Mohammad Nurunnabi, Gul Mohammad Baloch, Heba Bakr Khoshaim, Syed Far Abid Hossain, & Areej Sukayt. (2020). Psychological impact of covid-19 and lockdown among university students in malaysia: Implications and policy recommendations. *International Journal of Environmental Research and Public Health*, 17(17), 1–13. <https://doi.org/10.3390/ijerph17176206>.
- Siti Nor Yakob, Fam Jia Yuin, Muslilah Hasbullah, Zarina Asrat, & Juhari Rumaya. (2019). Negative Life Events and Mental Health Problem: The Importance of Coping Strategy. *Pertanika Journal of Social Science and Humanities*, 27, 77–87.
- Somayeh Keshavarz, & Rozumah Baharudin. (2013). Perceived parenting style of fathers and adolescents locus of control in a collectivist culture of malaysia: The moderating role of fathers education. *Journal of Genetic Psychology*, 174(3), 253–270. <https://doi.org/10.1080/00221325.2012.678419>.
- Straatmann, V. S., Lai, E., Lange, T., Campbell, M. C., Wickham, S., Andersen, A. M. N., Strandberg-Larsen, K., & Taylor-Robinson, D. (2019). How do early-life factors explain social inequalities in adolescent mental health? Findings from the UK Millennium Cohort Study. *J Epidemiol Community Health*, 73(11), 1049-1060. <http://dx.doi.org/10.1136/jech-2019-212367>.
- Suzana Shahr, Huijin Lau, Sharifa Ezat Wan Puteh, Sofia Amara, & Norizan Abdul Razak. (2019). Health, access and nutritional issues among low-income population in Malaysia: introductory note. *BMC Public Health*, 19(4), 552. <https://doi.org/10.1186/s12889-019-6852-8>.
- Tam, C. L., Foo, Y. C., & Lee, T. H. (2011). The association between perceived social support, socio-economic status and mental health in young Malaysian adults. *East Asian Archives of Psychiatry : Official Journal of the Hong Kong College of Psychiatrists = Dong Ya Jing Shen Ke Xue Zhi : Xianggang Jing Shen Ke Yi Xue Yuan Qi Kan*, 21(2), 73–78.
- Van Loon, L. M., Van de Ven, M. O., Van Doesum, K. T., Witteman, C. L., & Hosman, C. M. (2013). The relation between parental mental illness and adolescent mental health: The role of family factors. *Journal of Child and Family Studies*, 23(7), 1201-1214. doi 10.1007/s10826-013-9781-7.
- Wenhua Lu. (2019). Adolescent depression: national trends, risk factors, and healthcare disparities. *American Journal of Health Behavior*, 43(1), 181-194. <https://doi.org/10.5993/AJHB.43.1.15>

Author Profile:

Mohamad Syafiq Lukman Sheikh Omar

Graduate Research Assistance

School of Applied Psychology, Social Work & Policy

College of Arts and Sciences, Universiti Utara Malaysia

06010 UUM Sintok

mohdsyafiqlukman@gmail.com

Mohd Azrin Mohd Nasir, PhD

Senior Lecturer

School of Applied Psychology, Social Work & Policy

College of Arts and Sciences, Universiti Utara Malaysia

06010 UUM Sintok

mohdazrin@uum.edu.my

THE ASSOCIATION BETWEEN SMARTPHONE ADDICTION AND SOCIAL ANXIETY IN MALAYSIAN TEENS

SIEW PEI HWA, LEE LI LI & WEE KIM PECK

ABSTRACT

The adoption of the smartphone by young people has been a global phenomenon in recent years. They walk through this world with their heads down, conversing with hands rather than mouths. Lee et al. (2014) asserted that higher compulsive usage of smartphone led to higher technostress and higher level of social interaction anxiety. When people are parted from their smartphones, they may be experiencing a modern ailment known as "no mobile phone phobia" or "nomophobia". This research aimed to investigate the excessive use of smartphones that led to smartphone addiction and its association with social anxiety among Malaysian teens. It also intended to examine the level of smartphone addiction among Malaysian teens. The research has undertaken a self-administrative survey approach among students aged 11-18 years old in several states of Malaysia. The findings indicate that the average Malaysian teens experienced a 'normal' level of smartphone addiction, suggesting that the surveyed students were not serious compulsive users. Students aged 11-12 had lower level of smartphone addiction compared to students aged 13-15 and 16-18. Females had lower level of smartphone addiction than males. The findings also reveal that there was a moderate positive relationship between smartphone addiction and social anxiety.

Keywords: *Smartphone Addiction, Nomophobia, Social Anxiety, Smartphone Addiction Scale, Social Interaction Anxiety Scale*

ABSTRAK

Penggunaan telefon pintar di kalangan anak muda telah menjadi fenomena global beberapa tahun kebelakangan ini. Mereka berjalan dengan menundukkan kepala, sambil bercakap dengan tangan, bukannya mulut. Lee et al. (2014) menegaskan bahawa penggunaan telefon pintar melampau mendorong kepada teknostress dan kebimbangan interaksi sosial yang lebih tinggi. Apabila seseorang berpisah daripada telefon pintar, mereka mungkin mengalami penyakit moden yang dikenali sebagai "fobia tiada telefon bimbit" atau "nomophobia". Kajian ini bertujuan untuk mengkaji penggunaan telefon pintar yang berlebihan yang membawa kepada ketagihan telefon pintar dan hubungkaitnya dengan kebimbangan sosial di kalangan remaja Malaysia. Kajian ini juga bertujuan untuk menilai tahap ketagihan telefon pintar di kalangan remaja Malaysia. Kajian ini telah dijalankan dengan menggunakan pendekatan soal selidik di kalangan pelajar berumur 11-18 tahun di beberapa negeri di Malaysia. Hasil kajian menunjukkan bahawa remaja Malaysia secara purata mengalami ketagihan terhadap penggunaan telefon pintar pada tahap 'biasa'. Ini menunjukkan bahawa pelajar yang melibatkan diri dalam kajian ini bukan pengguna telefon pintar secara berlebihan. Pelajar berusia 11-12 mempunyai tahap ketagihan telefon pintar yang lebih rendah berbanding dengan pelajar berusia 13-15 dan 16-18. Perempuan mempunyai tahap ketagihan telefon pintar yang lebih rendah daripada lelaki. Hasil kajian ini juga menunjukkan bahawa terdapat hubungan positif yang sederhana di antara ketagihan terhadap penggunaan telefon pintar dan kebimbangan sosial.

Kata Kunci: *Ketagihan Telefon Pintar, Nomophobia, Kebimbangan Sosial, Skala Ketagihan Telefon Pintar, Skala Kebimbangan Interaksi Sosial,*

INTRODUCTION

Technology is more ubiquitous in our lives than ever and certainly in the lives of young people. Rapid technological advancements have led to mobile phone revolution, offering much more than just communication features. Today, mobile phones (is more frequently called a cellular phone or cell phone) have become multifunctional personal devices (Ahad & Anshari, 2017). According to Beal (2008), a smartphone is considered to be the combination of the traditional PDA and cellular phone. A

PDA (abbreviation for Personal Digital Assistant) is a small handheld devices that combine computing, telephone/fax, as well as Internet and networking features (Beal, 2008; Watson & Jones, 2013). As for mobile phones, these phones are communication devices connect to a wireless communications network through radio waves or satellite transmissions, where most of them provide voice communications, Short Message Service (SMS), and Multimedia Message Service (MMS).

With the combination of PDA and mobile phone features, smartphones are equipped with customised software, Internet access, digital cameras, portable music players, GPS functions and many more options (Ahad & Anshari, 2017; Beal, 2008). Beal asserted that there is no industry standard for what defines a smartphone, so any mobile device that has more than basic cell phone capabilities can actually be filed under the smartphone category of devices. According to Keyideas (2020), the term “smartphone” was introduced, referring to a new class of mobile phones with integrated services like communication, mobile sectors including voice communication, messaging, personal information management and wireless communication capability. Thus, mobile phones have transformed dramatically to become information and communication hubs fundamental to modern life. In worldwide, smartphones were used by 1.85 billion people in 2014; it is expected to be 2.32 billion in 2017, and 2.87 billion in 2020 (Statista, 2017).

Mobile phones, particularly the smartphones have become our inseparable companions today, especially the teens. Teens today has been branded the "Net Generation" (Prensky, 2001 as cited in Butzler, 2014) as they live in a fast-paced, technology-driven world. They have grown up in a world that has always had the Internet. They are 'live online' for their everyday lives 24 x 7 with the vast majority carrying one or more highly personalised smart mobile devices, with constant interaction with others. Excessive mobile phone and Internet use have emerged as a recognizable social problem (Lee et al., 2018) and cause health problems (Domoff et al., 2019; Khan, 2008; Suhag et al., 2016; Sohn et al., 2019). Lee et al. (2018) affirmed that excessive use of mobile phone will likely become more serious with its growing popularity. The risk of these addictive and related Internet problems among teens, especially through smartphone use, has received increasing attention, and have drawn interest, internationally, from different sectors. This research aimed to investigate the excessive use of smartphones that led to smartphone addiction and its association with social anxiety among Malaysian teens.

SMARTPHONE ADDICTION AND PROBLEMATC USE OF SMARTPHONE

The mobile technology has been advancing at a rapid pace, from a simple device used for phone call and messaging into a multi-tasking device used for Internet browsing, gaming, instant messaging tool, GPS navigation, and so forth. According to Boumosleh and Jaalouk (2017), these rapid technological changes have led to a revision in the definition of addiction; it does not only refer to gambling, alcohol, drugs or substance abuse, but now also includes digital behavioural addictions such as internet, online gaming, video games, even excessive smartphone use (Boumosleh & Jaalouk, 2017; Davie & Hilber, 2017).

Smartphone addiction, or commonly known as nomophobia is one of the newest forms of digital addiction (Davie & Hilber, 2017). The term nomophobia, an abbreviation for "no mobile-phone phobia", was coined during a 2008 study by the UK Post Office who commissioned YouGov (a British international Internet-based market research and data analytics firm) to examine the at anxieties suffered by mobile phone users (Bhattacharya et al., 2019; Bivin et al., 2013; Davie & Hilber, 2017). Nomophobia is believed to stem from the excessive use of a mobile phone (Lim et al., 2018). Bhattacharya et al. (2019) stated that the term nomophobia is used to describe “a psychological condition when people have a fear of being detached from mobile phone connectivity” (p. 1297).). King et al. (2014 as cited in Tran, 2016) defined nomophobia as “the discomfort or anxiety caused by the non-availability of a mobile phone, personal computer (PC) or any another virtual communication device” (p. 3).

Citing the work of Yildirim and Correia, as well as Yildirim et al., Lim et al. (2018) claimed that individuals who are highly suffering from nomophobia tend to excessively check text messages or social media and have difficulty paying attention to daily tasks because they are afraid of losing connectedness and/or the ability to access information. IANS (2015) reported that these people cannot live without the social media for even a minute, in which they are suffering from “Fear of Missing Out” or FOMO. IANS added that, according to health experts, the constant urge to be in touch with friends and happenings via smartphones has left many teens suffering from this new breed of disorder. Tran (2016) reported that the key reason for this is that smartphones have become central in communication and are perceived necessary to own in order to stay in touch with others; if removed, it could cause discomfort, uneasiness and tension (Clayton, Leshner & Almond, 2014; Miller-Ott, Kelly & Dura, 2014 as cited in Tran, 2016). Researchers in South Korea (Kim, 2013; Kwon et al., 2013 as cited in Davie & Hilber, 2017) have found that levels of smartphone addiction are even higher than Internet addiction. Are Malaysian teens addicted to smartphones? This research also intended to examine the level of smartphone addiction among Malaysian teens, which ranging from ‘Not at all’ to ‘Severe’ status.

METHODOLOGY

Research Samples

The target population for this research was students aged 11-18 years old with different demographic background and own/ use a smartphone. The surveys had been administered to 2,110 students aged between 11 to 18 years old who were recruited using a purposive sampling technique. The research samples involved in the survey were purposively selected because it is believed that the experience of the participants is imperative to obtain valuable smartphone and Internet use related information.

Why students aged 11 to 18 years old? Students aged 11-18 years old were selected due to the relationship of this generation with digital technologies. According to Hand Phone Users Survey 2017 (HPUS 2017) conducted by Malaysian Communications and Multimedia Commission (MCMC) in Malaysia, smartphone penetration rates grew by 7.2 per cent from 68.7 per cent in 2016 to 75.9 per cent in 2017. Although the exact number of teenagers owning smartphones is hard to gauge, the HPUS 2017 indicated that the adoption of smartphone ownership is especially high among younger people, with 86.9 per cent of them aged below 20 (Malaysian Communications and Multimedia Commission, 2017). Further, Statista (2017) found that 93 per cent of Internet users in the age under 25 were accessing the Internet daily than older age groups. In addition, the Department of Statistics Malaysia (2018) reported that individuals using Internet aged 15 years and above in Malaysia rose by 9 percentage points to 80.1 per cent in 2017, from 71.1 per cent in 2015 (Alias, 2018; Department of Statistics Malaysia, 2018). Meanwhile, 97.7 per cent of individuals were using mobile phones in 2017 compared to 97.5 per cent in 2015 (Department of Statistics Malaysia, 2018). Besides, the MCMC Internet Users Survey 2016 indicated that people aged up to 19 made up 15.5 per cent of Internet users in Malaysia, and 76.1 per cent of people aged 20-40 are Internet users (Malaysian Communications and Multimedia Commission, 2016). Although the exact number of teenagers owning smartphones is hard to gauge, MCMC's Hand Phone Users Survey 2014 (HPUS 2014) indicated that people aged 15 to 24 made up 29.5 per cent of mobile phone users in the country (Malaysian Communications and Multimedia Commission, 2015).

Povera (2018) noted that, the Internet user population in Malaysia recorded a staggering growth by a whopping 880 per cent since 2006 until 2017. According to former Minister in the Prime Minister's Department, Datuk Seri Nancy Shukri Nancy, Internet users in Malaysia have increased to 24.5 million people in year 2017 compared to 2.5 million people in 2006. Moreover, 76.1 per cent of the internet users are teens between the age 20 and 49 while 5.8 per cent comprises of those aged 18 and below (Povera, 2018). Overall, participants in the age groups of 11 to 18 years old were recruited since they have had increased exposure to digital technologies than older age groups. For most of their lives, they have had access to digital technologies such as the smartphone and other information and communication technologies (ICTs).

In the research, there were 2,110 students aged 11 to 18 years old from the selected Primary and Secondary schools participated in the surveys. From the 2,110 questionnaires distributed, a total of 1,945 completed questionnaires were returned. This correlates to a response rate of 92.2 per cent.

Research Instrument

This research employed a self-administered questionnaire survey method. A set of survey questionnaire to gain insights into how students value various areas pertaining to their smartphone use, and their perceptions toward mobile communication, as well as its impact on social interaction, social anxiety and social skills were developed. Wherever possible, existing instruments with demonstrated reliability and validity values in the literature were adapted for this research. The following two scales were built into the survey questionnaire for data collection to investigate the association between smartphone addiction and social anxiety:

- i) **Smartphone Addiction Scale (SAS):** This scale intended to find out the smartphone addiction traits among Malaysian teens. Questions were adapted from several scales such as Smartphone Addiction Scale (SAS), Internet Addiction Test (IAT) Mobile Phone Problem Use Scale (MPPUS), and Problematic Internet Use Questionnaire (PIUQ) and Problematic Internet Use Questionnaire (PIUQ) to examine the smartphone and/ or Internet use addiction among students.
- ii) **Social Interaction Anxiety Scale (SIAS):** Questions in this scale were adapted from Social Interaction Anxiety Scale (SIAS), Interaction Anxiousness Scale (IAS) and Social Avoidance and Distress Scale (SADS) that mostly used for the screening of social anxiety, social skills, loneliness, and shyness.

The last section in the survey questionnaire contained questions about personal details which aimed to solicit demographic data of the research samples.

Smartphone Addiction Scale (SAS)

In the current attempt, 10-item SAS indicating the obvious traits of smartphone addiction were incorporated into the survey questionnaire to gauge students' perceptions towards their level of agreement of these traits. These statements were mainly adapted from Smartphone Addiction Scale (SAS) which has been used in numerous studies with different total number of items ranged from 10 to 48 items. The SAS scale was adapted from the Internet Addiction Test (IAT) which is a reliable and valid measure of addictive use of Internet that was developed by Dr. Kimberly Young.

In addition to the SAS which has been used in numerous studies, the 10-item SAS used in current research was also adapted from Mobile Phone Problem Use Scale (MPPUS), Internet Addiction Test (IAT), and Problematic Internet Use Questionnaire (PIUQ) to examine the smartphone and/ or Internet use addiction among smart (or mobile phone) users. These scales had been used in numerous studies in many countries (e.g. Bian & Leung, 2014; Ching, et al., 2015; Elhai, Tiamiyu, & Weeks, 2017; Ezoe & Toda, 2013; Frangos, Frangos, & Sotiropoulos, 2012; Hwang & Park, 2017; Kim et al., 2014; Kim et al., 2015; Kwon et al., 2013; Lee, Lee, & Lee, 2016; Lopez-Fernandez et al., 2014; Lu et al., 2011; Spraggins, 2009; Tossell et al., 2015).

Each statement in the 10-item SAS was accompanied by a five point Likert-type scale ranging from 'Strongly Disagree' (1) to 'Strongly Agree' (5) to measure the level of smartphone addiction among respondents. The answer 'Strongly Agree' indicates high level of smartphone addiction, whereas 'Strongly Disagree' indicates low level of smartphone addiction that smartphone users feel. The respondents were asked to tick the corresponding numbers (i.e. 1-5).

Social Interaction Anxiety Scale (SIAS)

The 12-item SIAS in the present research was adapted from Social Interaction Anxiety Scale (SIAS), Interaction Anxiousness Scale (IAS) and Social Avoidance and Distress Scale (SADS) as follows that mostly used for the screening of social anxiety, social skills, loneliness, and shyness:

- i) The Social Interaction Anxiety Scale (SIAS) was developed and published by Mattick and Clarke in 1998 and has been used to assess prevalence, severity, and treatment outcomes of social phobia and social anxiety disorders. The SIAS is a 20-item measure on which respondents rate their experiences in social situations;
- ii) The Interaction Anxiousness Scale (IAS) is a self-report measure of dispositional social anxiety. The 15-item scale was developed by Mark Richard Leary in 1983.
- iii) The Social Avoidance and Distress Scale (SADS) is a 28-item self-rated scale used to measure various aspects of social anxiety including distress, discomfort, fear, anxiety, and the avoidance of social situations. The SADS was developed by David Watson and Ronald Friend in 1969. The SADS is closely linked to the Fear of Negative Evaluation Scale (FNE) by the same authors.

Each statement in the 12-item SIAS was accompanied by a 5-point Likert-type scale ranging from 'Extremely true of me' (4) to 'Not at all true of me' (0) to measure the level of social anxiety among respondents. The answer 'Extremely true of me' indicates high level of social anxiety characteristics, whereas 'Not at all true of me' indicates low level of social anxiety characteristics.). The respondents were asked to tick the corresponding numbers (i.e. 0-4).

Prior to the empirical study, a preliminary study was carried out among 50 students aged 11 to 18 years old to pilot-test the survey questionnaire, to validate the content and reliability of the questionnaires. The pilot study also aimed to test the feasibility of the survey instrument to ensure the instructions and questions are clear to understand (Sekaran & Bougie, 2016). Also, the questionnaire was pilot-tested in order to improve the survey format, questions, and scales, and estimate the average time it would take respondents to complete the survey (Creswell, 2013). According to Liew (2015), during the pilot study, researchers will obtain feedbacks from respondents. It is to identify and minimize error in the survey instrument as well as to enhance the present survey instrument. The questionnaire will be distributed to the target respondents in empirical study if no error being identified during the pilot test stage. There are several advantages of conducting pilot study prior the main research, such as identifying errors in the survey instrument, validating research protocols, examining the survey instruments and to validate whether the proposed methods are appropriate (Baker, 1994 as cited in Liew, 2015).

The instrument developed for this research was in English. In order to avoid respondents' misunderstanding, the questionnaires for this research were translated into Malay (national language) and Chinese languages. The back translations were carried out on items to ensure that the items in the Malay and Chinese languages were equivalent to the original English version. A school teacher and a freelance translator were involved in the translation process. The first teacher translated the original English version into Chinese and Malay, whereas the freelance translator then retranslated the Malay and Chinese versions into English version. Finally, two researchers compared the original and the translated versions of questionnaires to ensure that the three versions were consistent.

Three qualified expertise with vast experiences in the studies of information communication technologies, psychology, and social sciences had content validated all the items in the questionnaire. The items were also checked for clarity. Then all the three content validators found the items to be suitable in the Malaysian context. The adoption of content validation approach in this research ensures that the instrument is comprehensive enough to measure the concepts being studied. In addition, the questionnaires were then refined based on the feedback from the research champion from MCMC, school teachers, headmasters/ principals, and parents. The comments collected from these parties led to several minor modifications of the wording, length, and item sequence in the questionnaire to reflect their feedback.

Then, the questionnaire was pilot tested on a group of students from a tuition centre in a preliminary study. 49 out of 50 students aged 11 to 18 years old fully answered the items in the questionnaire. These respondents were excluded from the empirical study to avoid contamination (van

Teijlingen & Hundley, 2002). According to Curtis and Drennan (2013), the Cronbach's alpha values greater than 0.70 are considered acceptable, while values greater than 0.80 indicating good internal consistency. However, Tavakol and Dennick highlighted that if alpha is too high it may suggest that some items are redundant as they are testing the same question but in a different guise. A maximum alpha value of 0.95 has been recommended. In general, there are multiple factors (e.g. number of items, item inter-correlation, width of the scale, and sample size) that may influence the reliability of the instrument (Cortina, 1993; Spiliotopoulou, 2009).

The 10-item SAS and 12-item SIAS had demonstrated a high level of internal consistency and reliability among items in which the Cronbach's alpha coefficient are 0.901 and 0.899 respectively (see Table 1). Since the Cronbach's alpha values for the all the scales exceeded the minimum acceptance level of 0.70 as recommended by Hair et al. (2010), and within the range of 0.70 to 0.95 (Tavakol & Dennick, 2011), thus, the results of Cronbach's analysis show that the questions in both 10-item SAS and 12-item SIAS were well constructed and reliable.

Table 1: Cronbach's alpha (α) coefficient for SAS and SIAS

Scale	Items	Cronbach's Alpha (α)
SAS	10	0.901
SIAS	12	0.899

Data Collection Procedure

The surveys among 2,110 students was carried out through a quantitative self-administered questionnaire survey in Malaysian selected primary and secondary schools to collect the relevant data. The headmasters' or principals' consents to participate in the surveys were obtained either through phone conversation or email prior to their students' involvement in the surveys. The email containing letter of invitation and questionnaire in either in Malay or Chinese version was sent to all the headmasters or principals to inform the purpose of the survey and the expected duration of the subjects' participation (about 25-30 minutes). Then, the approval letter for conducting surveys was obtained from Ministry of Education (MoE). The surveys had been conducted in schools from November 2017 to April 2018. The surveys had been conducted in several schools in Kuala Lumpur, Malacca, Pahang, Penang, Perak, Negeri Sembilan, Selangor, Sabah and Sarawak.

Data Analysis

This section peeps deep into the statistical analysis of the data. After completion of full-fledged survey with finalised questionnaire, data analysis involved the coding of data and interpreting the results using SPSS (Statistical Package for Social Science) software. Both descriptive and inferential analysis techniques were used to analyse the data collected from questionnaires to empirically test the hypothesis and answer research questions formed at the early stage of the research. Inferential statistics such as independent samples t-test, one-way ANOVA test, and Pearson correlation coefficient (r) were used to answer the research questions.

RESEARCH FINDINGS AND DISCUSSION

Demographic Data of Research Samples

The survey was distributed to students in the 11-18 age range, from different states of Malaysia. Before presenting the results of data analysis for, summaries of the respondents' demographic data, i.e. gender and age are presented in Figure 1. As shown in Figure 1, there were 976 (50.2 per cent) males and 969 (48.2) per cent females participated in the surveys. Majority of them (835 respondents or 37.7 per cent) aged between 11-12 years old, followed by 13-15 years old (645 respondents or 32.9 per cent) and the rest aged 16-18 years old (465 respondents or 29.4 per cent) as depicted in Figure 1.

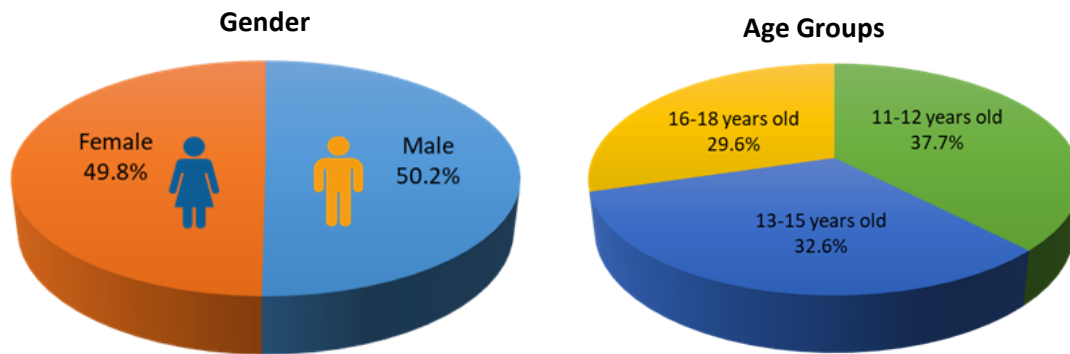


Figure 1: Demographic data of respondents in surveys

Key findings according to the two research questions are presented as below.

RQ1: Are Malaysian teens addicted to their smartphones?

Level of smartphone addiction

In the survey, 10 statements describing the obvious traits of smartphone addiction were incorporated into the questionnaire to gauge students' perceptions towards their level of agreement of these traits. The SAS scores were calculated by simply summing up responses to each item in the 10-item SAS, which uses a 5-point Likert scale, ranging from 'Strongly Agree' (5) to 'Strongly Disagree' (1). Thus, the total of SAS scores range from 10 to 50 points. The total scores of SAS was then categorised as follows:

- **Not at all addicted to smartphones (scores < 20):** The respondents have a very healthy relationship with their smartphones and have no problem being separated from them.
- **Mild smartphone addiction (scores of 20-29):** The respondents get a little antsy when they forget their phones at home for a day or get stuck somewhere without Wi-Fi, but the anxiety isn't too overwhelming.
- **Moderate smartphone addiction (scores of 30-39):** The respondents are pretty attached to the smartphones. They often check for updates while they're walking down the street or talking to a friend, and they often feel anxious when they're disconnected.
- **Severe smartphone addiction (scores ≥40):** The respondents can barely go for 60 seconds without checking their phones. It's the first thing the students check in the morning and the last at night, and dominates most of their activities in-between. It might be time for an intervention.

The results are shown in Table 2.

Table 2: Frequency and percentage of respondents' total scores of smartphone addiction and level of smartphone addiction

Total Scores of SAS	Level of Smartphone Addiction	Frequency	Percentage
≥ 40	Severe	110	5.7
30 – 39	Moderate	696	35.8
20 – 29	Mild	759	39.0
< 20	Not at all	380	19.5

The descriptive data as shown in Table 2 reveals that 796 respondents (39.0 per cent) experienced a mild smartphone addiction, followed by 696 of them (35.8 per cent) had a moderate level of smartphone addiction. There were 380 respondents (19.5 per cent) did not addict to smartphone at

all. Only 110 students (5.7 per cent) had severe smartphone addiction. Figure 1 clearly shows the levels of smartphone addiction among the respondents.

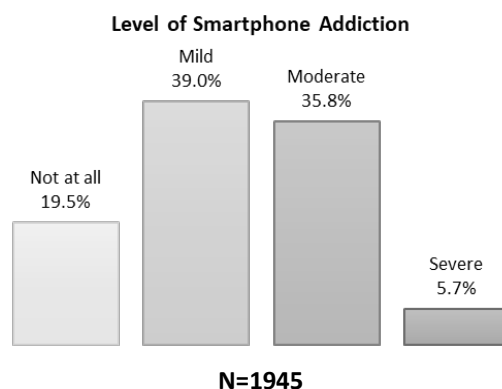


Figure 2: The percentage of smartphone addiction levels among respondents

The findings in Table 2 and Figure 2 sought to answer RQ1. It is apparent that the average Malaysian teens experienced a 'normal' level of smartphone addiction, suggesting that the surveyed students were not serious compulsive users.

Age differences in smartphone addiction

The One-way Analysis of Variance (ANOVA) test was used to analyse whether or not students of different age groups had significant differences in SAS. The one-way ANOVA analysis show that there were significant differences among the three age groups at 0.01 significance level (2-tailed) as depicted in Table 3 ($F(2,1942)=13.962$, $p<0.001$). Therefore, there were statistically significant differences in the mean scores of SAS among students of the three age groups.

Table 3: ANOVA results for the smartphone addiction and age

ANOVA Table		Sum of Squares	df	Mean Square	F	Sig.
SAS * Age	Between Groups	1875.746	2	937.873	13.962	0.000**
	Within Groups	130449.282	1942	67.173		

**

Significant at 0.01 level (2-tailed)

Since differences were found in the different age groups of students for SAS, a Tukey HSD multiple comparison analysis was performed to examine whether or not there were statistically significant difference in SAS between groups. The findings are depicted in Table 4.

The results of the post hoc comparisons using the Tukey HSD test in Table 4 indicate that the students aged 11-12 that yield a different (smallest) mean score of SAS ($M_{11-12}=25.49$) is significantly different from students aged 13-15 ($M_{13-15}=27.07$, $p<0.001$), and 16-18 ($M_{16-18}=27.82$, $p=0.001$). However, there were no significant differences between students aged 16-18 and 13-15 ($M_{16-18}=27.82$, $M_{13-15}=27.07$, $p=0.245$) in SAS.

The Tukey Post Hoc test results in Table 4 reveal that students aged 11-12 with lowest mean score of SAS had lower level of smartphone addiction compared to students aged 13-15 and 16-18. In average, the results indicate that the students in all age groups had a mild level of SAS (the total of SAS scores range from 20 to 29 points) with the average mean scores ranging from 25.49 to 27.82 (see Table 4).

Table 4: Tukey Post Hoc test results for smartphone addiction and age

Multiple Comparisons

Dependent Variable: Smartphone addiction

Tukey HSD

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
11-12	13-15	-1.572*	0.444	0.001	-2.61	-0.53
	16-18	-2.327*	0.456	0.000	-3.40	-1.26
13-15	11-12	1.572*	0.444	0.001	0.53	2.61
	16-18	-0.755	0.472	0.245	-1.86	0.35
16-18	11-12	2.327*	0.456	0.000	1.26	3.40
	13-15	0.755	0.472	0.245	-0.35	1.86

*. The mean difference is significant at the 0.05 level

Table 4 (Continued)

Smartphone addiction

Tukey HSD^{a,b}

Age	N	Subset for alpha = 0.05	
		1	2
11-12	734	25.49	
13-15	635		27.07
16-18	576		27.82
Sig.		1.000	0.225

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 641.943

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Gender differences in smartphone addiction

The independent samples t-test was used to examine whether there was a significant difference between genders and SAS. The t-test results in Table 6 show that there was a significant difference between males and females in SAS ($t=5.516$, $p<0.001$).

Table 5: Descriptive statistics for the smartphone addiction and gender

	Gender	N	Mean	SD
SAS	Male	976	27.72	8.273
	Female	969	25.67	8.102

Table 6: T-test results for the smartphone addiction and gender

		Levene's Test for Equality of Variance		T-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
SAS	Equal variances assumed	2.311	0.129	5.51	1943	0.000**
	Equal variances not assumed			6	1942.63	
				5.51	6	
				7		

**

Significant at 0.01 level (2-tailed)

Note:

The value of equal variance assumed is applicable if the significance of the Levene's test is high (greater than 0.05). Since the p-value for Levene's test is large ($p < 0.001$), which is larger than 0.05, so we can assume that the equal variances assumed is violated (David & Sutton, 2011; Hanna & Dempster, 2012)

The analysis indicates that the mean score of SAS for male students ($M_{\text{Male}}=27.72$) is higher than female students ($M_{\text{Female}}=25.67$) as shown in Table 5. This indicates that the male students had a higher level of smartphone addiction than female students. In average, the results indicate that both male and female adolescents had a mild level of SAS (the total of SAS scores range from 20 to 29 points) with mean scores of 25.67 and 27.72 (see Table 5).

RQ2: Does the smartphone addiction associated with the social anxiety among Malaysian teens?***The association between smartphone addiction and social anxiety***

In addition to findings of the level of smartphone addiction as described in previous section, the 12-item SIAS was used to answer RQ2. The following hypothesis is derived from RQ2:

H1: Students who have a higher likelihood of being addicted to smartphones will have a higher score on social anxiety.

To determine whether this assumption was likely to be true, the following hypothesis null was tested:

H₀1: There is no significant relationship between smartphone addiction and social anxiety.

Level of social anxiety

In the survey, 12 statements were incorporated into the questionnaire to gauge students' perceptions towards the characteristics given in the questions. The social interaction anxiety (SIAS) scores were calculated by simply summing up responses to each item in the 12-item SIAS, which uses 5-point Likert-type scale ranging from 'Extremely true of me' (4) to 'Not at all true of me' (0). Thus, the total of SIAS scores range from 0 to 48 points. The total scores of SIAS was then categorised into four categories as below:

- i) Very Low (scores <12)
- ii) Low (scores of 12-23)
- iii) Moderate (scores of 24-35)
- iv) High (scores ≥ 36)

The results are shown in Table 7.

Table 7: Frequency and percentage of students' total scores of social interaction anxiety scale (SIAS) and level of social anxiety

Total scores of SIAS	Level of Social Anxiety	Frequency	Percentage
≥36	High	137	7.0
24 – 35	Moderate	610	31.4
12 – 23	Low	746	38.4
<12	Very Low	452	23.2

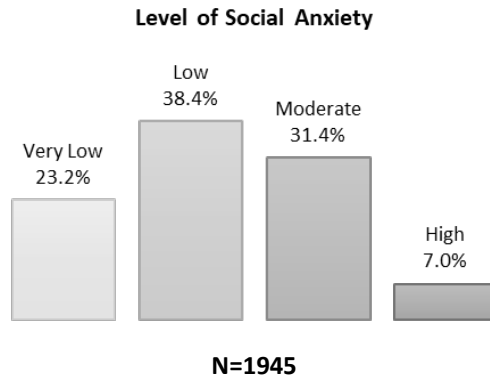


Figure 3: The percentage of social anxiety levels among respondents

The descriptive data as shown in Table 7 reveals that 746 respondents (38.4 per cent) had experienced a low level of social anxiety, followed by 610 of them (31.4 per cent) had a moderate level of social anxiety. There were 452 respondents (23.2 per cent) had a very low level of social anxiety. Only 137 students (7.0 per cent) had high social anxiety. Figure 3 clearly shows the levels of social anxiety among the respondents. Overall, the results of in Table 7 and Figure 3 indicate that the respondents did not exhibit serious social interaction anxiety characteristics.

Relationship between smartphone addiction and social anxiety

Pearson's Correlation Coefficient (r) was used to test the null hypothesis 1 (H_01), which intended to study the relationship between smartphone addiction (SAS) and social interaction anxiety (SIAS). The results are shown in Tables 8 and 9.

Table 8: Descriptive statistics for smartphone addiction and social anxiety

	N	Mean	SD
SAS	1945	26.70	8.250
SIAS	1945	19.42	10.514

Table 9: Correlation between smartphone addiction and social anxiety

		SAS	SIAS
SAS	Pearson Correlation	1.00	0.477**
	Sig. (2-tailed)		0.000
	N	1945	1945
SIAS	Pearson Correlation	0.477**	1.00
	Sig. (2-tailed)	0.000	
	N	1945	1945

** Correlation is significant at the 0.01 level (2-tailed)

The p-value was found to be highly significant ($r=0.477$, $p<0.001$) (see Table 9). Therefore there was strong evidence to reject the null hypothesis 1 (H_01). There was a positive correlation between smartphone addiction (SAS) and social anxiety (SIAS) with a moderate correlation ($r=0.477$) (Colman & Pulford, 2008; Phanny, 2014) as shown in Table 9. The findings have corroborated the assumption that **“Students who had a higher likelihood of being addicted to smartphones had a higher score on social anxiety.”**

The findings of present research reveals that there is a significant and positive correlation between smartphone addiction and social anxiety, which is consistent with numerous past studies (e.g. Brown, 2013; Darcin, et al., 2016; Gao, et al., 2016; Konan, et al., 2018; Kraut et al. 1998; Lee et al., 2014).

Brown (2013) examined the relationship between the use of technological communication and social skills in college students. A total of 112 male and female undergraduate students at Connecticut College were surveyed about their social skills, social anxiety, technology use, and technology preference. In general, the college students in this sample led extremely technologically dense lifestyles. The study proved that poor social skills are the motivating factor for a strong preference for technology use, and that overuse of technology is the consequence of social anxiety.

The work of Gao et al. (2016) was conducted among 127 Android smartphone volunteers, who had agreed to install an application (MobileSens) on their smartphones, which could record user's smartphone usage behaviours and upload the data into the server. They were instructed to complete an online survey, including the Interaction Anxiousness Scale (IAS) and the University of California Los Angeles Loneliness Scale (UCLA-LS). They then separated participants into three groups (high, middle and low) based on their scores of IAS and UCLA-LS, respectively. Finally, they acquired digital records of smartphone usage from MobileSens and examined the differences in 105 types of smartphone usage behaviours between high-score and low score group of IAS/UCLA-LS. The findings reported that there existed certain correlation among smartphone usage and social anxiety and loneliness.

Darcin, et al. (2016) aimed to determine the smartphone addiction in relation with social anxiety and loneliness among university students. 367 students who owned smartphones in a university in Istanbul, Turkey participated in the study. The participants were given a set of questions about their style of smartphone use, Smartphone Addiction Scale-Short version (SAS-SV), UCLA Loneliness Scale (UCLA-LS) and Brief Social Phobia Scale (BSPS). The findings found that the scores in total and all subscales of BSPS were positively correlated with SAS-SV scores in both genders, and the scores of UCLA-LS were also positively correlated with SAS-SV scores in female students. Darcin et al. noted that although the reasons for excessive smartphone use may differ, both social anxiety and loneliness were found to be related to excessive smartphone use in the study. Drawing on the work of Reid and Reid, as well as Takao, Takahashi, and Kitamura, Darcin, et al. stated that people with social anxiety may prefer texting, while people with feelings of loneliness prefer other activities with their smartphones rather than texting (Internet surfing, games, etc.).

The research of Konan et al. (2018) among a total of 330 prospective teachers, of which 117 were Faculty of Education students and 213 were pedagogical formation students from İnönü University in Turkey reported that there was also a statistically significant positive correlation between prospective teachers' smartphone addiction and interaction anxiety.

The study of Kraut et al. (1998) called the HomeNet study examined how changes in people's use of the Internet over 12 to 24 months was associated with changes in their social involvement and psychological well-being. The study was conducted among 256 Americans of the sample of 93 families from eight diverse neighbourhoods in Pittsburgh, and Pennsylvania. The study found association between internet use and depression as well as decreased in social involvement.

Lee et al. (2014) conducted an empirical study consisting of 325 (adult samples in Kaohsiung, the second largest city in Taiwan) at various locations (e.g., shopping malls, fast food restaurants,

supermarkets, cultural centres, libraries, department stores, train and bus stations, and movie theatres) throughout the city to capture a broad representation of the population. The results suggested that compulsive usage of smartphone and technostress are positively related to psychological traits including locus of control, social interaction anxiety, materialism and the need for touch.

Thus, the present research and existing literature that yield similar findings have demonstrated clearly that the smartphone addiction is a substantial driver of the social interaction anxiety, which associated with higher levels of depression and feelings of loneliness, along with decreased social involvement.

CONCLUSION

Nomophobia and FOMO phenomena, as well as the proliferation of “fake news,” are internet-related problems. Nomophobia is a condition where people feel the fear of being separated from phones or losing battery power, which is on the rise in worldwide. It’s a growing concern because it has led to many Malaysian teens feeling a real sense of anxiety and depression when they’re not near their phone. The rapid spread of mobile devices — especially smartphones — and social media have brought frightening and challenging problems to us. One major problem is the possibility that phones might expose children to immoral or harmful content, and many people to rumours and false information. It is no doubt that smartphones provides great convenience in communicating a message, building a stronger social network, and to connect with others. However, we should not turn a blind eye on the disadvantages of smartphones. Anything that is in excess would leads to harm. For example, eating *Nasi Lemak* as breakfast may seem to be a healthy meal as it compose of the essential nutrients, i.e. carbohydrates, proteins, fats, and fibre, but having to eat *Nasi Lemak* everyday may not be a healthy option. Hence, it is importance to find the right balance, even for the usage of smartphones. Therefore, it is crucial to investigate the level of smartphone addiction among Malaysian teens since smart (or mobile) phones are being utilised extensively by today’s young people to interact with peers and people around them.

ACKNOWLEDGEMENT

The work is part of the research that is supported by Networked Media Research Collaboration Programme (NMRC) Grant 2016, Malaysian Communications and Multimedia Commission (MCMC), which was conducted from 2017 to 2019.

REFERENCES

- Ahad, A. D., & Anshari, M. (2017). Smartphone habits among youth: Uses and gratification theory. *International Journal of Cyber Behavior, Psychology and Learning*, 7(1), 65-75. <https://doi.org/10.4018/IJCBPL.2017010105>
- Alias, A. (2018, March 19). Malaysia's Internet penetration is now 85.7 per cent. *New Straits Times*. Retrieved from <https://www.nst.com.my/business/2018/03/346978/malaysias-internet-penetration-now-857-cent>
- Bhattacharya, S., Bashar, M. A., Srivastava, A., & Singh, A. (2019). Nomophobia: No mobile phone phobia. *Journal of family medicine and primary care*, 8(4), 1297-1300. https://doi.org/10.4103/jfmpe.jfmpe_71_19
- Beal, V. (2008). The difference between a cell phone, smartphone and PDA. Retrieved from https://www.webopedia.com/DidYouKnow/Hardware_Software/smartphone_cellphone_pda.asp
- Bian, M., & Leung, L. (2014). Smartphone addiction: Linking loneliness, shyness, symptoms and patterns of use to social capital. *Media Asia*, 41(2), 159-176.

- Bivin, J. B., Mathew, P., Thulasi, P. C., & Philip, J. (2013). Nomophobia - do we really need to worry about?: A cross sectional study on nomophobia severity among male under graduate students of health sciences. *Reviews of Progress*, 1(1), 1-5.
- Brown, E. J. (1997). Validation of the social interaction anxiety scale and the social phobia scale across the anxiety disorders. *Psychological Assessment*, 9(1), 21-27.
- Butzler, K. B. (2014). The effects of motivation on achievement and satisfaction in a flipped classroom learning environment (Unpublished doctoral dissertation). Northcentral University, Prescott Valley, Arizona.
- Ching, S. M., Yee, A., Ramachandran, V., Sazlly Lim, S. M., Wan Sulaiman, W. A., et al. (2015). Validation of a Malay version of the smartphone addiction scale among medical students in Malaysia. *PLoS ONE* 10(10), e0139337. <https://doi.org/10.1371/journal.pone.0139337>
- Colman. A. M., & Pulford, B. D. (2008). *A crash course in SPSS for Windows: Updated for versions 14, 15, and 16*. (4th ed.). Chichester, West Sussex, U.K.: John Wiley & Sons Ltd.
- Cortina, J. (1993). What is coefficient alpha: An examination of theory and applications. *Journal of Applied Psychology*, 78(1), 98-104.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative and mixed methods approaches*. (4th ed.). California: Sage Publications.
- Curtis, E., & Drennan, J. (2013). *Quantitative health research methods: From theory to practice*. Berkshire: McGraw-Hill Education.
- Darcin, A. E., Kose, S., Noyan, C. O., Nurmedov, S., Yılmaz, O., & Dilbaz, N. (2016). Smartphone addiction and its relationship with social anxiety and loneliness. *Behaviour & Information Technology*, 35(7), 520-525. <https://doi.org/10.1080/0144929X.2016.1158319>
- David, M., & Sutton, C. D. (2011). *Social research: An introduction*. (2nd ed). London: Sage Publications.
- Davie, N., & Hilber, T. (2017). Nomophobia: Is smartphone addiction a genuine risk for mobile learning? In Sanchez, I. A., Isaias, P., & Rodrigues, L. (Eds.). *Proceedings of 13th International Conference Mobile Learning 2017* (pp. 100-104). Red Hook, NY: Curran Associates, Inc.
- Department of Statistics Malaysia. (2018). ICT use and access by individuals and households survey report, Malaysia, 2017. Retrieved from https://www.dosm.gov.my/v1/index.php?r=column/cthemByCat&cat=395&bul_id=bHBzbWxkWEIxRDlmaU81Q3R2ckRkZz09&menu_id=amVoWU54UTl0a21NWmdhMjFMMWcyZz09
- Domoff, S. E., Borgen, A. L., Foley, R. P., & Maffett, A. (2019). Excessive use of mobile devices and children's physical health. In Zheng, Y., Gaspar, R., & Zhu, T. (Eds.). *Human Behavior and Emerging Technologies*, 1(1), 169-175. <https://doi.org/10.1002/hbe2.145>
- Elhai, J. D., Tiamiyu, M., & Weeks, J. 2017. *Internet Research*, 28(2), 315-332. <https://doi.org/10.1108/IntR-01-2017-0019>.
- Ezoe, S., Toda, M., Yoshimura, K., Naritomi, A., Den, R., & Morimoto, K. (2009). Relationships of personality and lifestyle with mobile phone dependence among female nursing students. *Social Behaviour and Personality*. 37(2), 231-238.

- Frangos, C. C., Frangos, C. C., & Sotiropoulos, I. (2012). A meta-analysis of the reliability of Young's internet addiction test. *Proceedings of the World Congress on Engineering, 1*, WCE 2012, July 4-6, 2012, London, U.K
- Gao, Y., Li, A. Z, T., Liu, X., & Liu, X. (2016). How smartphone usage correlates with social anxiety and loneliness. *Peer J*, 4:e2197. <https://doi.org/10.7717/peerj.2197>
- Hanna, D., & Dempster, M. (2012). *Psychology statistics for dummies*. New Jersey: John Wiley & Sons.
- Hwang, Y., & Park, N. (2017). Is smartphone addiction comparable between adolescents and adults? Examination of the degree of smartphone use, type of smartphone activities, and addiction levels among adolescents and adults. *International Telecommunications Policy Review*, 24(2), 59-75.
- IANS. (2015). Beware! Social media addiction can cause FOMO. *Khaleej Times*. Retrieved from <http://www.khaleejtimes.com/offbeat/beware-social-media-addiction-can-cause-fomo>
- Keyideas. (2020). Impact of Smartphones over Society. Retrieved from <https://www.keyideasinfotech.com/blog/impact-of-smartphone-on-society/>
- Khan, M. M. (2008). Adverse effects of excessive mobile phone use. *International Journal of Occupational Medicine and Environmental Health*, 21(4), 289-293. <https://doi.org/10.2478/v10001-008-0028-6>
- Kim, D., Lee, Y., Lee, J., Nam, J.K., & Chung, Y. (2014). Development of Korean smartphone addiction proneness scale for youth. *PLoS ONE*, 9(5), 1-8. <https://doi.org/10.1371/journal.pone.0097920>
- Kim, M., Kim, H., Kim, K., Ju, S., Choi, J., & Yu, M. (2015). Smartphone addiction: (focused depression, aggression and impulsions) among college students. *Indian Journal of Science and Technology*, 8(25), 1-6. <https://doi.org/10.17485/ijst/2015/v8i25/80215>
- Konan, N., Durmuş, E., Türkoğlu, D., & Bakır, A. A. (2018). How is smartphone addiction related to interaction anxiety of prospective teachers? *Education Sciences*, 8(4), 186. <https://doi.org/10.3390/educsci8040186>
- Kraut, R., Patterson, M., Lundmark, V., Kiesler, S., Mukopadhyay, T., & Scherlis, W. (1998). Internet paradox: A social technology that reduces social involvement and psychological well-being. *American Psychologist*, 53(9), 1017-1031.
- Kwon, M., Lee, J. -Y., Won, W. -Y., Park, J-W., Min, J. -A., et al. (2013). Development and validation of a smartphone addiction scale (SAS). *PLoS ONE*, 8(2), e56936. <https://doi.org/10.1371/journal.pone.0056936>
- Lee, S., Kim, M., Mendoza, J. S., & McDonough, I. A., (2018). Addicted to cellphones: Exploring the psychometric properties between the nomophobia questionnaire and obsessiveness in college students. *Heliyon*, 4, e00895. doi: 10.1016/j.heliyon.2018.
- Lee, S. -J., Lee, C., & Lee, C. (2016). Smartphone addiction and application usage in Korean adolescents: Effects of mediation strategies. *Social Behaviour and Personality*, 44(9), 1525-1534.
- Lee, Y., Chang, C. T., Lin, Y., & Cheng, Z. (2014). The dark side of smartphone usage: Psychological traits, compulsive behavior and technostress. *Computers in Human Behavior*, 31, 373-383. <https://doi.org/10.1016/j.chb.2013.10.047>

- Liew, Y.S. (2015). Factors influencing consumers' purchase intention towards online group buying in Malaysia (Unpublished master's thesis). University of Tunku Abdul Rahman, Malaysia.
- Lopez-Fernandez, O., Honrubia-Serrano, L., Freixa-Blanxart, M., & Gibson, W. (2014). Prevalence of problematic mobile phone use in British adolescents. *Cyberpsychology, Behavior, and Social Networking*, 17(2), 91-99.
- Lu X., Watanabe J., Liu Q., Uji M., Shono M., & Kitamura T. (2011). Internet and mobile phone text-messaging dependency: Factor structure and correlation with dysphoric mood among Japanese adults. *Computers in Human Behavior*, 27(5), 1702-1709. <https://doi.org/10.1016/j.chb.2011.02.009>
- Malaysian Communications and Multimedia Commission. (2015). Hand phone users survey 2014. Cyberjaya: Malaysian Communications and Multimedia Commission.
- Malaysian Communications and Multimedia Commission. (2017). Hand phone users survey 2017. Cyberjaya: Malaysian Communications and Multimedia Commission.
- Malaysian Communications and Multimedia Commission. (2016). Internet users survey 2016. Retrieved from <https://www.mcmc.gov.my/skmmgovmy/media/General/pdf/IUS2016.pdf>
- Phanny, I. (2014). Guideline for interpreting correlation coefficient. Retrieved by <https://www.slideshare.net/phannithrupp/guideline-for-interpreting-correlation-coefficient>
- Povera, A. (2018, February 2). Internet users in Malaysia up from 2.5 mil in 2006 to 24.5mil in 2017. *New Straits Times*. Retrieved from <https://www.nst.com.my/news/nation/2018/02/331284/internet-users-malaysia-25mil-2006-245mil-2017>
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: a skill-building the approach*. (7th ed.). Chichester, West Sussex, U.K.: John Wiley & Sons Ltd.
- Sohn, S., Rees, P., Wildridge, B., Kalk, N. J., & Carter, B. (2019). Prevalence of problematic smartphone usage and associated mental health outcomes amongst children and young people: a systematic review, meta-analysis and GRADE of the evidence. *BMC Psychiatry*, 19, 397 <https://doi.org/10.1186/s12888-019-2393-z>
- Spiliotopoulou, G. (2000). Reliability reconsidered: Cronbach's alpha and paediatric assessment in occupational therapy. *Australian Occupational Therapy Journal*, 56(3), 150-155.
- Spraggins, A. (2009). Problematic use of online social networking sites for college students: prevalence, predictors, and association with well-being (Unpublished doctoral dissertation). University of Florida.
- Statista. (2017). Daily internet usage rate in Malaysia in 2016, by age group. Retrieved from <https://www.statista.com/statistics/348017/daily-internet-usage-age-group-malaysia/>
- Suhag A. K., Larik R. S., Mangi G. Z., Khan M., Abbasi S. K., et al. (2016). Impact of excessive mobile phone usage on human. *Journal Computer Science Systems Biology*, 9, 173-177. <https://doi.org/10.4172/jcsb.1000235>
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53-55.

- Tossell, C., Kortum, P., Shepard, C., Rahmati, A., & Zhong, L. (2015). Exploring smartphone addiction: Insights from long-term telemetric behavioral measures. *International Journal of Interactive Mobile Technologies (iJIM)*, 9(2), 37-43.
- Tran, D. (2016). Classifying nomophobia as smart-phone addiction disorder. *UC Merced Undergraduate Research Journal*, 9(1), 1-20 Retrieved from <https://escholarship.org/content/qt0pq332g4/qt0pq332g4.pdf>
- van Teijlingen, E., & Hundley, V. (2002). The importance of pilot studies. *Nursing Standard*, 16(40), 33-36.
- Watson, D., & Jones, A. (2013). Chapter 8 - Incident Response. In F. Thornton (Ed.). *Digital Forensics Processing and Procedures* (pp. 313-365). Waltham, MA: Elsevier, Inc. <https://doi.org/10.1016/B978-1-59749-742-8.00008-X>

Author's Profile :

Siew Pei Hwa, Phd

Faculty of Creative Industries
Universiti Tunku Abdul Rahman
siewph@utar.edu.my

Lee Li Li

Consulting Psychologist
Azon Connect People Development Sdn Bhd
azon@azon.my

Wee Kim Peck

Faculty of Creative Industries
Universiti Tunku Abdul Rahman
weekp@utar.edu.my

YOUTH LOVE STYLES AND VULNERABILITY TO DATING VIOLENCE

HALIZA HOSHNI, NENI WIDIASMORO SELAMAT & NADIAH SYARIANI MD
SHARIFF

ABSTRACT

Dating violence (DV) occurs when there is perpetration or threat of an act of violence by an individual towards his or her partner within the context of dating. Most criminology researches have been focusing on the perpetrator and criminogenic factors perpetuating DV. However, less work has been done to investigate the victim's roles contributing towards the incidence of DV. Hence, the present research sought to study the association of youth's love attitude style and risk of victimisation in DV among youth. The present study was cross-sectional in design where data was collected using self-administered questionnaire measuring participants' love attitude style and types of DV. A total of 400 participants was recruited through random sampling method which further divided into victim (n=149) and non-victim (n=251) group. Results showed that there is no significant difference in all types of DV between male and female victims ($p>0.05$). However, victims significantly differed from the non-victim in their type of love attitude styles except for Storge and Pragma. The present findings shed lights on individual love attitude style as significant vulnerable characteristic in DV victimisation regardless of victims' gender. It can be further used as reference in designing proactive preventive measures to combat DV among youth, besides educating youth for leading non-abusive relationship.

Keywords: Dating violence, Love Styles, Victimisation, Youth

ABSTRAK

Keganasan dalam hubungan janji temu terjadi apabila terdapat perlakuan atau ancaman keganasan oleh seorang individu terhadap pasangan dalam konteks hubungan percintaan. Kebanyakan kajian kriminologi telah memfokuskan pada pelaku dan faktor-faktor kriminogenik yang menyumbang pada keganasan hubungan janji temu. Walaubagaimanapun, hanya sebilangan kecil jumlah kajian telah dilakukan yang mengkaji peranan mangsa dalam menyumbang kepada insiden keganasan ini. Justeru, kajian ini dilaksanakan untuk mengkaji hubungan di antara gaya cinta dan risiko pemangsaan keganasan hubungan janii temu dalam kalangan belia. Kajian ini adalah kajian rentas di mana data telah dikumpul menggunakan borang kaji soal selidik yang mengukur gaya cinta peserta kajian dan jenis-jenis keganasan hubungan janji temu. Seramai 400 peserta kajian telah direkrut menerusi persampelan rawak yang dibahagikan kepada kumpulan mangsa (n=149) dan bukan mangsa (n=251). Dapatan kajian menunjukkan tiada perbezaan signifikan di antara mangsa lelaki dan wanita ($p>0.05$) dalam semua jenis keganasan. Walaubagaimanapun, terdapat perbezaan signifikan di antara kumpulan mangsa dan bukan mangsa dalam semua jenis gaya cinta, kecuali Storge dan Pragma. Dapatan kajian ini menekankan gaya cinta individu sebagai ciri signifikan pemangsaan keganasan hubungan janji temu, tanpa mengira faktor jantina. Dapatan ini boleh digunakan sebagai rujukan dalam mereka langkah pencegahan jenayah yang proaktif untuk memerangi

keganasan hubungan mesra dalam kalangan belia, selain mendidik golongan ini dalam menjalin hubungan yang bebas dari penganiayaan.

Kata Kunci: *Keganasan Hubungan Janji Temu, Gaya Cinta, Pemangsaan, Belia*

INTRODUCTION

Dating violence (DV) or relationship violence can be defined as any effort to control or dominate another person through force, be it physical, threat of physical force or restraint, within a dating relationship (Sackett & Saunders, 1999). Harm may result from aggression of love attitude and threats to damage the other partner. DV can be understood as behaviors that are regularly unnoticed or regarded as much less necessary because the two persons are involved in a close relationship (Wekerle & Wolfe, 1999).

Often, DV is studied as gender-based violence (GBV) phenomenon (Kirtani, Tikon, & Likki, 2019). This is followed by consistent findings reporting male perpetration and female victimisation in DV (Dardis et al., 2015) as DV is deep-seated in patriarchal culture (Taquette & Monteiro, 2019). However, recent pattern of victimisation showed that both genders are equally exposed to similar risk of becoming victim (Huntley et al., 2019). Hence, there is need to look beyond gender to gain better understanding on DV.

DV can occur in many forms such as coercion, gender-based, emotional, instrumental, physical, sexual, humiliation and detachment (Rodríguez-Díaz et al., 2017). Typically, DV can be divided into three types – physical, sexual and psychological abuse. Physical abuse includes a range of behaviours from slapping or hitting to more severe acts such as punching, kicking, burning, choking (Smith, White, & Holland, 2003). Sexual abuse includes behaviours such as refusing to use condom or other contraception and demanding or physically forcing sexual intercourse (Campbell, 2002). Psychological abuse includes behaviours such as intimidation, social isolation, humiliation, and other forms of behaviours aim to control the victim (Coker et al., 2002).

A study on college students reported emotional abuse (41.6%) as the most pronounced type of DV followed by psychological abuse (25.6%), physical abuse (23.8%) and controlling behavior (8.8%) (Kirtani et al., 2019). Other researches pointed out psychological aggression as the most common abuse between intimate partners, and it often occurs before the physical violence takes place (Dokkedahl et al., 2019; Pazos Gómez, Oliva Delgado, & Gómez, 2014). Physical violence is less evident in younger age group and increasing with age (Pazos Gómez et al., 2014; Wolfe, Scott, Wekerle, & Pittman, 2001).

Numerous studies examined the consecutive effects of DV on victims. Though not many studies measured on physical injury, long-term psychological effects are evident throughout literatures. For example, victim reported various health problems such as depression, anxiety, low self-esteem, alcohol and drug abuse and unprotected sex (Taquette & Monteiro, 2019). Other research found that depression, posttraumatic stress disorder (PTSD) and physical injury as significant mental health consequences following the abuse (Eshelman & Levendosky, 2012). These symptoms were more observable among victims who experienced more than one types of abuse and underwent frequent abusive episodes

(Ibid). In addition, the severity and duration of abuse also serve as important determinants in psychological effects of DV (Dokkedahl et al., 2019).

Scholars suggested that better understanding of the genesis of DV phenomenon can be captured through the victim's perspective (Von Hentig, 1948). In the field of study on victim, or victimology, the term 'victim precipitation' was generated to explain victim's attributes towards the commission of crime. The term was then expanded which include provocation or facilitation in crime that eventually led to victim's harm or loss (Timmer & Norman, 1984). Precipitation can be in two forms; active and passive. While the latter explains victim's characteristics (such as personality, temperaments, impulsivity etc.) that evoke a response from the attacker, the former involves active role (such as provocation, threatening, cursing etc.) from the victim by engaging in actual behavior that brings about a sanction (Daigle, 2017).

It is theorised that victim's act or expression of love in a romantic relationship act as vulnerable characteristics that precipitating DV. This act or expression of love is known as love attitude styles which serve as cognitive domain associated with how individuals feel about and behave in their relationship (Lee, 1977; Levine, Aune, & Park, 2006). Based on this nuance, Lee (1977) proposed an interesting model to understand the nature of love by identifying six different love styles, namely, Eros, Ludus, Storge, Pragma, Mania, and Agape.

Eros (passionate love) emphasizes on beauty, strong physical attraction and sexuality, and high levels of passion. Ludus (game-playing love) characterized by weak emotional connection with no future plans and no desire for attachment or relationship commitment. Storge (friendship-based love) characterised by enduring commitment based on intimacy, friendship, and affection. Mania (obsessive love), that involves dependency on the partner, extreme jealousy, possessiveness, a lack of trust, and ambivalence. Pragma (pragmatic love), based on the rational search for the ideal partner, considering age, level of education, social status, religion, etc. Agape (altruistic love), characterised by unconditional commitment, selfless, and all-giving.

A handful of studies marked on the significant linked between love styles and harmonious or destructive relationship (Mandal & Latusek, 2018; Raffagnino & Puddu, 2018; Vedes et al., 2016). In the other studies, certain love styles are associated with pathological (unhealthy) love and influence perceived caregiver burden (Díaz, Estévez, Momeñe, & Ozerinjauregi, 2019; Sophia et al., 2009). However, to author's knowledge, no direct relationship has been found between love styles and DV in the context of victimisation. Hence, this study aims to seek victim's vulnerability in DV by examining victim's love attitude style as the contributing factor.

OBJECTIVE

The objective of this study is on the association of youth's love attitude style and risk of victimization in DV. The specific objectives which is to determine the most prevalent types of DV among youth and to compare the love attitude style between victim and non-victim in dating relationship.

METHODOLOGY

Study Design

This research was a cross-sectional study where data was collected in one period of time. Data collection was conducted through quantitative approach to provide better understanding the participants' lived experience, problem of issue by using cross-sectional study (Bhat, 2018). This was done using self-administrative questionnaires collecting information on participants' socio-demographic information, experience of dating violence and love attitude styles.

A total of 400 participants was recruited in this study. Participants were further categorized into victim (n=149) and non-victim (n=251) groups. The sampling frame focused on individuals within age group 18-30 years and currently in dating relationship or at least, had been in dating relationship previously. Participants were recruited through random sampling method and further selected based on the inclusion criteria.

The research instrument used in the present study consists of a compilation of questionnaires measuring intended variables. It was divided into three parts which took 15 minutes for participants to complete. Consent was obtained from participants to indicate their voluntary participation. Participant were assured that they are allowed to withdraw anytime.

The first part of the questionnaires collected participants' demographic details such as gender, age group and sexual orientation. This information was tabulated as descriptive data in Table 1.

The second part was Dating Violence Questionnaire (DVQ; Rodríguez- Díaz et al., 2017), assessing participants' experience of violence throughout their dating relationship in the past 6 months. This is a validated questionnaire and readily available in English version. The items capture eight domains of DV such as physical, sexual, humiliation, detachment, coercion, gender-based, emotional punishment and instrumental. Item response in the form of 5-point Likert scale, range from 1 "strongly disagree" to 5 (strongly agree). Examples of behaviours experienced by participants throughout their relationship in the past 6 months are *"made fun or discredited your femininity/masculinity"*, *"beaten you"*, and *"ignored your feelings"*.

The last part was a short version Love Attitude Scale Short Form (Hendrick, Hendrick, & Dicke, 1998). This version consists of 24 items measuring six different love attitude styles. Each component of the love style comprises five items chosen from the original version. Participants were required to rate each item that reflect them based on 5-point Likert scale, range from 1 "strongly disagree" to 5 (strongly agree). Example of items are *"My lover and I were attracted to each other immediately after we first met"*, *"I expect to always be friends with the one I love"* and *"When my lover doesn't pay attention to me, I feel sick all over"*.

Data collected were computed into IBM Statistical Package for Social Science 23 for further data analysis. Descriptive statistics and inferential statistics were conducted with p value less than 0.05 as significant level. Descriptive data were tabulated to capture

participants socio-demographic information and mean score of DV types. T-test analysis was performed to examine difference of LAS between victim and non-victim groups.

RESULTS

Descriptive data tabulated in Table 1 refers to victim and non-victim demographic background. A total of 50.3% victims were female and 49.7% were male. Meanwhile, 64.1% female and 35.9% male were non-victim. Both victims (59.7%) and non-victims (64.1%) were mostly above 21 years old. The sexual orientation of the victims was mostly straight (95.3%), homosexual (3.4%), bisexual (0.7%) and transgender (0.7%). Similarly, most non-victims reported their sexual orientation as straight (96.6%), homosexual (1.2%), bisexual (0.8%) and transgender (0.4%).

Table 1. Participants' demographic background

	Victim (n=149)	Non-victim (n=251)
	N (%)	N (%)
Gender		
Male	74 (49.7)	90 (35.9)
Female	75 (50.3)	161 (64.1)
Age		
18-20	60 (40.3)	90 (35.9)
21-23	89 (59.7)	161 (64.1)
Sexual orientation		
Straight	142 (95.3)	245 (97.6)
Homosexual	5 (3.4)	3 (1.2)
Bisexual	1 (0.7)	2 (0.8)
Transgender	1 (0.7)	1 (0.4)
Questioned	0	0

Table 2 below presents the mean score of types of DV experienced by victims. Based on the mean score, the most prominent type of DV experience by victims are detachment (M=8.20; SD=7.29), coercion (M=8.04; SD=5.57) and humiliation (M=6.58; SD=6.12). The least type of DV reported by victims were instrumental (M=3.21; SD=3.11), emotional (M=3.39; SD=3.32) and physical abuse (M=4.12; SD=5.31). However, T-test analysis examining different types of DV between gender showed no significant difference.

Table 2. Mean score in types of DV between genders

Dating Violence (DV)	Overall mean	Male Victims (Mean, SD)	Female Victims (Mean, SD)	t-value (p-value)
Coercion	8.04 (5.57)	9.12 (5.43)	7.29 (5.54)	-1.75 (0.083)
General based	5.12 (4.84)	5.811(5.04)	4.64 (4.64)	-0.13 (0.895)
Instrumental	3.21 (3.11)	3.85 (3.34)	2.76 (2.86)	-1.73 (0.085)
Physical	4.12 (5.31)	4.87 (5.13)	3.60 (5.38)	-0.73 (0.465)

Detachment	8.20 (7.29)	9.07 (6.97)	7.59 (7.46)	-0.89 (0.373)
Humiliation	6.58 (6.12)	7.45 (6.08)	5.98(6.08)	-0.22 (0.825)
Emotional	3.39 (3.32)	3.74 (3.37)	3.15 (3.27)	-0.20 (0.840)
Sexual	5.56 (5.77)	6.75 (6.28)	4.73 (5.24)	-1.75 (0.083)

Table 3 tabulates the t-test analysis of LAS between victim and non-victim. Results showed there are significant differences in all love attitude style between victim and non-victim groups except for Storge and Pragma ($p>0.05$).

Table 3. Mean difference in types of LAS between victims and non-victims

Love Attitude Style	Victims (Mean, SD)	Non-victims (Mean, SD)	t-value (p-value)
Eros	13.91 (7.54)	11.64 (7.14)	3.00 (0.000)**
Ludus	13.59 (6.33)	9.08 (5.49)	7.50 (0.000)**
Storge	14.17 (7.01)	11.87 (7.54)	3.02 (0.120)
Pragma	14.26 (7.23)	12.22 (7.93)	2.57 (0.470)
Mania	13.40 (6.76)	9.76 (6.56)	5.12 (0.000)**
Agape	13.70 (6.34)	10.35 (6.27)	5.29 (0.000)**

** p is significant at 0.01 level

DISCUSSION

The present study analysed the most prevalent types of DV among victims. The results showed that detachment, coercion and humiliation are the most evident types of DV reported. These three forms of abuse are recognised as psychological abuse following the psychological harms it caused on victims in romantic relationship (Dokkedahl et al., 2019). Researchers suggested psychological abuse or indirect aggression is more commonly adapted in younger age group (Wolfe et al., 2001). The present findings are in line with previous literature which found emotional abuse, psychological abuse, physical abuse and controlling behavior as the most prominent violence among youth (Dosil, Jaureguizar, & Bermaras, 2019; Kirtani et al., 2019).

Though researches on DV always been discussed as form of gender-based violence, the present findings showed otherwise. Herein, no significant difference was observed for different types of DV based on gender. This further indicates that both male and female are equally at risk of DV victimisation regardless gender. Unlike female, male victims are still struggling in seeking help due to barriers and negative past experiences in seeking help (Huntley et al., 2019). Following this, there is an urge to improve existing service to be more inclusive, to involve ongoing support and to be widely advertised.

The current findings also highlighted Eros, Ludus, Mania and Agape as vulnerable love attitudes towards DV victimisation. It further suggests that individuals with the preferred love styles are more vulnerable victims than others in romantic relationship. For example, Eros, or passionate lovers are characterised by irresistible passion and intense feelings (Brenlla, Brizzio, & Carreras, 2004; Ubillos et al., 2001) which was more evident among

abused female (Ku & Flóres-Galaz, 2006).

Meanwhile, Ludic love is predicted to have low relationship satisfaction (Vedes et al., 2016). They tend to leave the relationship when it turns dull and always being careful for not being the partner who loves more. Ludus is strongly associated with sexual aggression in close relationship (Sarwer, Kalichman, Johnson, Early, & Ali, 1993) and at higher tendency to abuse their significant other, frequently in sexual manner (Frey & Hojjat, 1998). Despite of the previous findings directing to Ludic manipulative characteristics, the most plausible explanation for the present findings for Ludic victimisation could be due to the victim-offender overlap. In a romantic relationship, how Ludic people behave in the relationship plays an active role leading to their own victimisation. Rather than treating the perpetrator and victim as exclusive groups, in some cases both share similar characteristics and the victim could be the initial perpetrator (TenEyck & Barnes, 2018).

Mania, the obsessive lover, are dependent to their partners and have a strong desire to be loved. This constant need is associated with jealousy (Ortalda & Canale, 2010) and evident in individuals expressing pathological jealousy (Stravogiannis et al., 2018) and pathological love (Sophia et al., 2009; Stravogiannis et al., 2018). This in turn would evoke jealousy behaviours in partners though they showed affection (Goodboy, Horan, & Booth-Butterfield, 2012). In the pursuit to control the direction of the relationship, Manic love willingly adapt destructive conflict, infidelity and stalking behavior (Goodboy, Myers, & Communication, 2010).

Agape, the selfless lovers, may stay in abusive relationship to seek constant acceptance and validation from their partners. Similar to Mania, Agape love is also associated with pathological love behavior which is characterized by high impulsivity, high level of novelty seeking, harm avoidance and reward dependence, self-transcendence, as well as low in self-directedness and low satisfaction in relationship (Sophia et al., 2009). Given by this attitude, Agape love may display behaviours allowing any kinds of mistreatment and abuse as a prove of their sincere love. Though not measured in this study, this finding may provide clarity on female victim who develops emotional dependence and strong affective attachment to abusive partners.

CONCLUSION

Conclusively, the present findings implicate that the trend of DV victimisation is changing with significant number of male victims reported being abuse. Though the percentage of female victims is still higher than male, both genders are susceptible of becoming victim to all types of DV particularly detachment, coercion and humiliation. It is also important to note that Eros, Ludus, Mania and Agape are vulnerable love styles in dating relationship as they are prone of being manipulated by the abusers. These attitudes dictate how victims behave in relationship which further act as active or passive attributes to DV. Hence, these findings can be used as reference in designing modules to educate youth for leading non-abusive relationship. Psychometric screening can also be conducted to identify at-risk youth as part of proactive preventive measure in combating DV.

REFERENCES

- Ackard, D. M., Neumark-Sztainer, D., & Hannan, P. (2003). Dating violence among a nationally representative sample of adolescent girls and boys: associations with behavioral and mental health. *The Journal of Gender-Specific Medicine : JGSM : The Official Journal of the Partnership for Women's Health at Columbia*, 6(3), 39–48.
- Bailey, W. C., Hendrick, C., & Hendrick, S. S. (1987). Relation of sex and gender role to love, sexual attitudes, and self-esteem. *Sex Roles*, 16(11–12), 637–648.
- Bhat, A. (2018). Quantitative Research: Definition, Methods, Types and Examples | QuestionPro. Retrieved from <https://www.questionpro.com/blog/quantitative-research/>.
- Bidwell, A. (2019). Study: Teen Dating Violence Common. Retrieved from <https://www.usnews.com/news/articles/2013/07/31/study-dating-violence-is-common-among-young-americans>.
- Brenlla, M. E., Brizzio, A., & Carreras, M. A. (2004). Actitudes hacia el amor y apego. *Psicodebate. Psicología, Cultura y Sociedad*, (4), 7–23.
- Butler, R., Walker, W. R., Skowronski, J. J., & Shannon, L. (2005). Age and Responses to the Love Attitudes Scale: Consistency in Structure, Differences in Scores. *The International Journal of Aging and Human Development*, 40(4), 281–296.
- Campbell, J. C. (2002). Health consequences of intimate partner violence. *The Lancet*, 359(9314), 1331–1336.
- Coker, A. L., Davis, K. E., Arias, I., Desai, S., Sanderson, M., Brandt, H. M., & Smith, P. H. (2002). Physical and mental health effects of intimate partner violence for men and women. *American Journal of Preventive Medicine*, 23(4), 260–268.
- Daigle, L. E. (2017). *Victimology: the essentials*. Sage Publications.
- Dardis, C. M., Dixon, K. J., Edwards, K. M., & Turchik, J. A. (2015). An Examination of the Factors Related to Dating Violence Perpetration Among Young Men and Women and Associated Theoretical Explanations: A Review of the Literature. *Trauma, Violence, and Abuse*, 16(2), 136–152.
- Díaz, M., Estévez, A., Momeñe, J., & Ozerinjauregi, N. (2019). Love Attitudes and Violence: Consequences of Burden of Care on Women. *Clinical and Health*, 30(3), 123–129.
- Dokkedahl, S., Kok, R. N., Murphy, S., Kristensen, T. R., Bech-Hansen, D., & Elklit, A. (2019). The psychological subtype of intimate partner violence and its effect on mental health: protocol for a systematic review and meta-analysis. *Systematic Reviews*, 8(1), 198.

- Dosil, M., Jaureguizar, J., & Bermaras, E. (2019). Variables related to victimization and perpetration of dating violence in adolescents in residential care settings. *The Spanish Journal of Psychology*, 22.
- Eshelman, L., & Levendosky, A. A. (2012). Dating violence: Mental health consequences based on type of abuse. *Violence and Victims*, 27(2), 215–228.
- Ferrer-Pérez, V. A., Guzmán, C. N., Palmer, C. R., & García-Buades, E. (2009). The concept of love in Spain. *Psychology in Spain*, 13(1), 40–47.
- Frey, K., & Hojjat, M. (1998). Are love styles related to sexual styles? *Journal of Sex Research*, 35(3), 265–271.
- Goodboy, A. K., Horan, S. M., & Booth-Butterfield, M. (2012). Intentional jealousy-evoking behavior in romantic relationships as a function of received partner affection and love styles. *Communication Quarterly*, 60(3), 370–385.
- Goodboy, A. K., Myers, S. A., & Communication, M. of I. (2010). Relational quality indicators and love styles as predictors of negative relational maintenance behaviors in romantic relationships. *Communication Reports*, 23(2), 65–78.
- Gray, H. M., & Foshee, V. (1997). Adolescent dating violence: Differences between one-sided and mutually violent profiles. *Journal of Interpersonal Violence*, 12(1), 126–141.
- Hamby, S., Sugarman, D. B., & Boney-McCoy, S. (2006). Does Questionnaire Format Impact Reported Partner Violence Rates?: An Experimental Study. *Violence and Victims*, 21(4), 507–518.
- Hendrick, C., & Hendrick, S. (1986). A Theory and Method of Love. *Journal of Personality and Social Psychology*, 50(2), 392–402.
- Hendrick, C., Hendrick, S. S., & Dicke, A. (1998). The love attitudes scale: Short form. *Journal of Social and Personal Relationships*, 15(2), 147–159.
- Huntley, A. L., Potter, L., Williamson, E., Malpass, A., Szilassy, E., & Feder, G. (2019). Help-seeking by male victims of domestic violence and abuse (DVA): a systematic review and qualitative evidence synthesis. *BMJ Open*, 9(6), e021960.
- Kirtani, N. R., Tikon, B., & Likki, N. H. (2019). Assessment of Types of Dating Violence and Gender Prompting Involved in Dating Violence Among Undergraduate Students of University of Maiduguri. *Education Journal*, 8(2), 46–56.
- Ku, O., & Flóres-Galaz, M. (2006). Manifestación de la violencia en las fases del amor pasional. *La Psicología Social En México*, 9, 924–929.
- Lee, J. A. (1977). A typology of styles of loving. *Personality and Social Psychology Bulletin*, 3(2), 173–182.

- Levine, T. R., Aune, K. S., & Park, H. S. (2006). Love styles and communication in relationships: Partner preferences, initiation, and intensification. *Communication Quarterly*, 54(4), 465–486.
- Mandal, E., & Latusek, A. (2018). Love attitudes, psychological femininity and masculinity, Machiavellianism, narcissism, and emotional intelligence of rejectors in close relationships.
- Ortalda, F., & Canale, C. S. (2010). Amore e benessere soggettivo: una ricerca esplorativa. *Psicologia Della Salute*.
- Pazos Gómez, M., Oliva Delgado, A., & Gómez, Á. H. (2014). Violence in young and adolescent relationships. *Revista Latinoamericana de Psicología*, 46(3), 148–159.
- Raffagnino, R., & Puddu, L. (2018). Love Styles in Couple Relationships: A Literature Review. *Open Journal of Social Sciences*, 6(12), 307–330.
- Sackett, L. A., & Saunders, D. G. (1999). The impact of different forms of psychological abuse on battered women. *Violence and Victims*, 14(1), 105–117.
- Sarwer, D. B., Kalichman, S. C., Johnson, J. R., Early, J., & Ali, S. A. (1993). Sexual aggression and love styles: An explorator study. *Archives of Sexual Behavior*, 22(3), 265–275.
- Smith, P. H., White, J. W., & Holland, L. J. (2003). A longitudinal perspective on dating violence among adolescent and college-age women. *American Journal of Public Health*, 93(7), 1104–1109.
- Sophia, E. C., Tavares, H., Berti, M. P., Pereira, A. P., Lorena, A., Mello, C., ... Zilberman, M. L. (2009). Pathological love: Impulsivity, personality, and romantic relationship. *CNS Spectrums*, 14(5), 268–274.
- Stravogiannis, A. L. da C., Kim, H. S., Sophia, E. C., Sanches, C., Zilberman, M. L., & Tavares, H. (2018). Pathological jealousy and pathological love: Apples to apples or apples to oranges? *Psychiatry Research*, 259, 562–570.
- Taquette, S. R., & Monteiro, D. L. M. (2019). Causes and consequences of adolescent dating violence: a systematic review. *Journal of Injury and Violence Research*, 11(2), 137.
- TenEyck, M., & Barnes, J. C. (2018). Exploring the social and individual differences among victims, offenders, victim-offenders, and total abstainers. *Victims & Offenders*, 13(1), 66–83.
- Timmer, D. A., & Norman, W. H. (1984). The ideology of victim precipitation. *Criminal Justice Review*, 9(2), 63–68.
- Ubillos, S., Zubietta, E., Páez, D., Deschamps, J.-C., Ezeiza, A., & Vera, A. (2001). Amor, cultura y sexo. *Revista Electrónica de Motivación y Emoción (REME)*, 4(8–9), 197–221.

- Vedes, A., Hilpert, P., Nussbeck, F. W., Randall, A. K., Bodenmann, G., & Lind, W. R. (2016). Love styles, coping, and relationship satisfaction: A dyadic approach. *Personal Relationships*, 23(1), 84–97.
- Von Hentig, H. (1948). *The criminal & his victim: Studies in the sociobiology of crime*. Shoe String Pr Inc.
- Wolfe, D. A., Scott, K., Wekerle, C., & Pittman, A.-L. (2001). Child maltreatment: Risk of adjustment problems and dating violence in adolescence. *Journal of the American Academy of Child & Adolescent Psychiatry*, 40(3), 282–289.

Authors' Profiles:

Haliza Hoshni

*Department of Diagnostic and Allied Health Science
Faculty of Health and Life Sciences
Management & Science University
haliza_hos@yahoo.com*

Neni Widiasmoro binti Selamat, PhD

*Senior Lecturer
Department of Diagnostic and Allied Health Science
Faculty of Health and Life Sciences
Management & Science University
neni_widiasmoro@msu.edu.my*

Nadiah Syariani Md Shariff

*Lecturer
Department of Diagnostic and Allied Health Science
Faculty of Health and Life Sciences
Management & Science University
nadiah_syariani@msu.edu.my*

THIEF OF TIME: ACADEMIC PROCRASTINATION AMONG UNIVERSITY YOUTH STUDENTS AND ITS ASSOCIATIONS WITH SELF-REGULATION AND PROBLEMATIC INTERNET USE

NUR RAIHAN MUHD FAUZI & NOR DIANA MOHD MAHUDIN

ABSTRACT

Previous studies on academic procrastination have underlined the importance of self-regulation for effective learning and improved academic achievement. However, the potential influence of problematic internet use on the relationship between these two variables remains largely unexplored, despite the established effects of excessive internet use on psychological well-being and overall quality of life. In an attempt to fill this gap, a total of 206 Malaysian undergraduate students completed a questionnaire containing the Academic Procrastination Scale-Short Form (APS-S: Yockey, 2016), the Self-Regulation Scale (SRS: Luszczynska et al., 2004), and the Problematic Internet Use Questionnaire Short Form (PIUQ-Sf-6: Demetrovics et al., 2016). Hierarchical multiple regression analyses indicate that both self-regulation ($B = -.37, \beta = -.27, p < .001$) and problematic internet use ($B = .37, \beta = .33, p < .001$) are significant predictors of academic procrastination. Meanwhile, results of the mediation model reveal that problematic internet use plays a mediating role in the relationship between self-regulation and academic procrastination, with indirect effect $B = -.13$, Boot SE = .04, CI [-.22, -.06]. These results suggest that higher levels of problematic internet use attenuate the link between high self-regulation and academic procrastination. Therefore, interventions that can enhance self-regulation as well as reduce problematic internet use have the potential to address the issue of academic procrastination in the context of universities. Implications for future research and intervention design are also discussed.

Keywords: Self-Regulation, Problematic Internet Use, Academic Procrastination, University, Youth

ABSTRAK

Kajian terdahulu mengenai pelengahan akademik telah menegaskan kepentingan pengaturan sendiri dalam pembelajaran yang berkesan dan peningkatan pencapaian akademik. Walau bagaimanapun, potensi pengaruh penggunaan internet bermasalah dalam hubungan antara kedua-dua pembolehubah ini masih belum diterokai, meskipun telah banyak bukti empirikal yang menunjukkan kesan penggunaan internet secara berlebihan terhadap kesejahteraan psikologi dan kualiti hidup keseluruhan. Dalam usaha untuk mengisi jurang ini, seramai 206 pelajar peringkat ijazah sarjana muda berwarganegara Malaysia telah melengkapkan soal selidik yang mengandungi Academic Procrastination Scale - Short Form (APS-S: Yockey, 2016), Self-Regulation Scale (SRS: Luszczynska et al., 2004), dan Problematic Internet Use Questionnaire Short Form (PIUQ-Sf-6: Demetrovics et al., 2016). Analisis regresi hierarki berganda menunjukkan bahawa kedua-dua pengaturan sendiri ($B = -.37, \beta = -.27, p < .001$) dan penggunaan internet bermasalah ($B = .37, \beta = .33, p < .001$) merupakan faktor peramal signifikan dalam mempengaruhi pelengahan akademik. Sementara itu, keputusan model pengantaraan telah menunjukkan bahawa penggunaan internet bermasalah telah memainkan peranan sebagai pembolehubah pengantara yang menghubungkan pengaturan sendiri dan pelengahan akademik, dengan nilai pengaruh tidak langsung $B = -.13$, Boot SE = .04, CI [-.22, -.06]. Dapatan ini menyarankan bahawa tahap penggunaan internet bermasalah yang lebih tinggi boleh melemahkan hubungan langsung antara pengaturan sendiri yang tinggi dengan pelengahan akademik. Oleh itu, intervensi-intervensi yang boleh meningkatkan pengaturan sendiri serta mengurangkan penggunaan internet bermasalah adalah berpotensi untuk mengurangkan isu pelengahan akademik dalam konteks universiti. Implikasi untuk kajian susulan dan reka bentuk intervensi masa depan turut dibincangkan.

Kata Kunci: Pengaturan Kendiri, Penggunaan Internet Bermasalah, Pelengahan Akademik, Universiti, Belia

INTRODUCTION

Academic procrastination has been a long-standing issue among youth students. In general, procrastination is defined as an irrational tendency to delay tasks that should be completed (Lay, 1986). When this phenomenon took place within the academic setting, it has been referred to as the tendency to delay academic-related activities and behaviours, even though this may result in negative consequences (McCloskey & Scielzo, 2015; Steel, 2007). While procrastination occurs in people of all ages, past studies such as those by Klassen et al. (2010), Özer, Demir, and Ferrari (2009), and Schraw, Wadkins, and Olafson (2007) have indicated that it is most common among university or college students. The typical scenario begins with students finding it hard to cope with studies due to challenging assignments, feeling of boredom, or other triggering factors. This continues with the tendency to delay or to put off working on academic-related activities, which then elicits negative responses such as stress and anxiety. As a result, many students seek refuge on online platforms and social media spaces.

From a developmental perspective, this seems to be a logical scenario given the fact that today's university students are digital natives who gain much of the information on current issues, relationships, sexuality, health, and other topics from the internet and social networking sites (Lenhart et al., 2015; Seybert & Reinecke, 2013). Also, since they have grown up using the internet and digital devices, it is regarded that youth are inherently technology-savvy, and thus, more aware of their online engagement and safety issues. At this stage of age, too, university students are expected to be disciplined enough to regulate and restrain themselves from getting involved in problematic behaviours and unnecessary activities that could affect their academic pursuits.

However, studies have increasingly reported that academic procrastination remains prevalent among university students, not only in Western countries but across different cultural contexts (Chen, 2019; Steel, 2007; Zhang et al., 2018). There is also consistent evidence that academic procrastination is associated with lower academic grades (McCloskey, 2011), poorer well-being and stress (Kim & Seo, 2015; Steel & Klingsieck, 2016), as well as increased problematic smartphone use (Yang, Asbury, & Griffiths, 2019). These studies evidence the gap between usage and perceived ability of university students to regulate themselves.

Existing research, nevertheless, has focused predominantly on university students in developed countries such as the United Kingdom (e.g., Abramowski, 2018), Canada (e.g., Klassen et al., 2009), China (e.g., Jin, Wang, & Lan, 2019; Yang, Asbury, & Griffiths, 2019), and Turkey (e.g., Batool, 2019; Özer, Demir, & Ferrari, 2009), among others. Only a few studies have been conducted in the Southeast Asian context, but this has mostly been in Singapore (e.g., Klassen et al., 2010) and Indonesia (e.g., Saputra, Purwanto, & Awalya, 2017; Rahardjo, Juneman, & Setiani, 2013), with less emphasis on Malaysia's higher educational institutions. The lack of such studies, in turn, has created difficulties in understanding the nature and mechanisms involved in the relationships between academic procrastination, self-regulation, and internet use among university students in Malaysia. Therefore, there is a vital need to conduct research that can address the relationships between these variables, both to inform understanding of processes and interventions.

For this reason, the present study is undertaken to investigate the relationships between academic procrastination, self-regulation, and problematic internet use among Malaysian undergraduate students. By examining these relationships, we hope to contribute to the literature on how these variables interact with each other and elucidate the role that problematic internet use plays in the relationship between academic procrastination and self-regulation. The findings of this study could in turn, assist in designing interventions to improve associated deficiencies in these areas.

LITERATURE REVIEW

While procrastination is often viewed as the act of delaying something that must be done (Cambridge Dictionary, 2021), researchers have stressed the need to also view procrastination uniquely when it

occurs within the academic setting. For example, both McCloskey and Scielzo (2015) as well as Steel (2007) defined academic procrastination as purposive delay in completing academic-related tasks, such as working on projects, studying for examinations, and preparing a term paper, among others. Studies have shown that those exhibiting academic procrastination tend to have an undeniable belief in their ability to work under pressure, are easily distracted, engaged in self-handicapping, are poor in self-regulation especially in times of high stress, have difficulties in managing time, and tend to struggle with fear of failure, task aversiveness, and laziness (Balkis 2013; McCloskey, 2011; Ocal, 2016). Of these characteristics, the most salient predictor of procrastination is self-regulation (Pychyl & Flett, 2012; Zacks & Hen, 2018).

Self-regulation involves the ability to regulate, adapt, or direct one's actions, thoughts, and feelings toward a goal (Luszczynska et al., 2004). It is established that self-regulation is a multifaceted concept that comprises three components: (i) working memory, i.e., an individual's ability to actively work on and process information; (ii) inhibitory control, i.e., an individual's capacity to suppress inappropriate response or impulsive reactions; and (iii) attention control, i.e., an individual's ability to select and focus on the relevant stimuli while disregarding the irrelevant ones (Luszczynska et al., 2004; McClelland et al., 2018). Some researchers (e.g., Howell & Watson 2007; Rabin, Fogel, & Nutter-Upham, 2011) have regarded procrastination as a result of underregulation, i.e., failure to exert self-control, while others such as Baumeister and Heatherton (1996) as well as Sirois and Pychyl (2013) have viewed it as misregulation where one tries to regulate or exert control over oneself, but this control fails to produce the desired or alternative results.

The ability to regulate oneself effectively is important in academic settings due to the ever-demanding tasks expected of the students. As most of their studies require self-learning, students need to fortify their self-regulation capabilities to get things done or else suffer from a negative impact on their academic performance. The strength model of self-regulation (Baumeister et al., 2006; Baumeister & Vohs, 2016) explains that self-regulation operates akin to energy or strength, where its resources are limited. Hence, in the presence of aversive tasks, students may find themselves in a state of ego-depletion as self-regulation decreases. Unfortunately, external support to learn self-regulation strategies at the university level is usually limited, and students, especially new undergraduates, may fail to self-regulate, and therefore, tend to procrastinate to the last minute.

At present, the most common form of distraction in self-regulation stems from the use of the internet. Students' capabilities to self-regulate are challenged as they have to restrain themselves from surfing the internet for entertainment purposes while simultaneously searching for educational materials for their academic-related tasks. Ultimately, they resort to multitasking, with the belief that they can do their academic work, listen to music, watch video clips or movies, and use social media, all at the same time. Studies, however, have shown that multitasking can negatively affect attention span and concentration (Feng et al., 2019), as well as influence social and psychological well-being (Xu, Wang, & David, 2016).

Recent studies have also revealed that the internet can be a two-edged sword. On the one hand, it can alleviate negative moods (Gámez-Guadix et al., 2015) and offer a sense of escapism and control (Casale, Caplan, & Fioravanti, 2016), whilst on the other hand, the increased reliance on the internet can result in increased problematic internet use (Moghavvemi et al., 2017). According to Caplan (2002), problematic internet use refers to the disruption of an individual's life in terms of the psychological, social, school, or work difficulties as a result of the internet use. Cognitive-behavioural models (Davis, 2001) further explain that problematic internet use involves irrational beliefs and possible changes to these beliefs. Behavioural theories, whereas, argue that students get addicted to the internet due to repeated association of positive experiences and its reinforcing capacity for prompt feedback and engagement (Beard, 2005).

Accumulated evidence appears to demonstrate that problematic internet use, at least to some extent, represents self-regulation failure. This can be seen in studies by Fioravanti, Primi, and Casale (2013) and Gámez-Guadix et al. (2015) on Italian and Spanish samples, where poor self-regulation has

been found to be associated with internet addiction. However, the evidence is mixed regarding the relationship between problematic internet use and academic procrastination. Odaci (2011) and Arukaroon and Krairit (2017) found no statistically significant relationship between problematic internet use and academic procrastination, while Manaf et al. (2018) and Sahin (2014) reported problematic internet use as a significant predictor of academic procrastination. In the limited studies that have investigated academic procrastination within the Malaysian context, it was found that Malaysian university students, too, tend to procrastinate (Omar et al., 2011; Kim, Nainee, & Aun, 2018), and their main reasons being failure to self-regulate (Kok, 2016) and problematic internet use (Manaf et al., 2018).

Consequently, the mixed findings in the literature and the increasing emphasis on improving the quality of university youth in Malaysia point to the need to empirically examine the relationships between academic procrastination, self-regulation, and problematic internet use. Given that no studies have yet investigated the potential influence of problematic internet use, it is interesting to also explore whether this variable might mediate the relationship between self-regulation and academic procrastination. These relationships are summarised in the following hypothesis and depicted in Figure 1.

“Self-regulation is negatively related to academic procrastination, and this relationship is mediated by problematic internet use, such that self-regulation is negatively associated with problematic internet use, which, in turn, is positively associated with academic procrastination.”

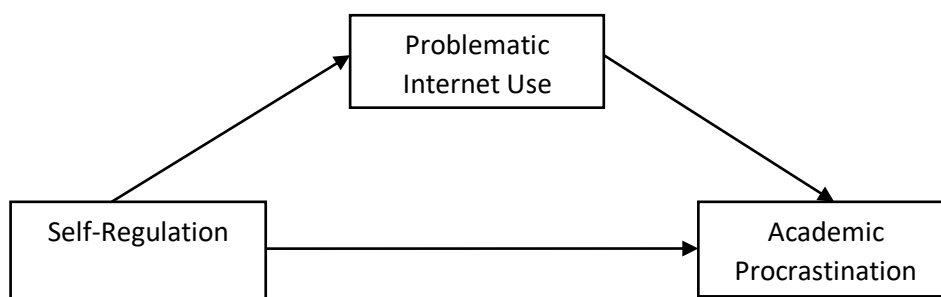


Figure 1: Hypothesised Model Linking Self-Regulation, Problematic Internet Use, and Academic Procrastination

METHOD

Design and Participants

This study utilised a quantitative method to obtain cross-sectional data of the participants. Data collection was online based via Google Form, a simple and user-friendly tool for online surveys. This approach was chosen as it allows easier access for the participants who are mostly with their mobile phones or laptops. The link to the Google form was distributed through emails to universities in Malaysia and via social media platforms such as WhatsApp groups, Facebook pages, and Instagram. Data were collected for four weeks in May-June 2019.

A total of 206 participants completed the survey. All of them met the two inclusion criteria of the study, i.e., (i) they must be Malaysians; and (ii) they must be currently enrolled in an undergraduate degree programme. The sample comprised 164 females (79.6%) and 42 males (20.4%) from local universities (i.e., IIUM, UiTM, UniKL, UniMAP, UNISEL, UMK, UTM, UTP, UPM, USIM, USM, UTHM, MAHSA, MSU, IIUCS, and PPUM) and colleges (i.e., IICS, KPBKL, and MMMC) as well as from abroad universities (i.e., University of Wollongong, Al-Azhar University, Istanbul Sehir University,

Maahad Qiraat Al-Azhar Syoubro, University of Hull, University of Hertfordshire, Kursk State Medical University, and Queensland University of Technology), with ages ranging from 18 to 26 years ($M = 22.39$; $SD = 1.36$). The majority of participants were third and fourth-year students, and spent an average of five to eight hours browsing the internet daily (see Table 1 in Results).

Measures

A questionnaire measuring demographic characteristics, academic procrastination, self-regulation, and problematic internet use was used. The demographic section included questions about the participants' gender, age, level of study, and daily internet use. The Academic Procrastination Scale-Short Form (APS-S) devised by Yockey (2016) was selected to measure academic procrastination. It consists of five items measured on a five-point Likert scale, ranging from 1 (*Disagree*) to 5 (*Agree*). The items include, "*I put off projects until the last minute*" and "*When given an assignment, I usually put it away and forget about it until it is almost due*", among others. A total score was obtained by summing all the scores, with higher scores reflecting a greater tendency to procrastinate on academic tasks. The internal consistency of the scale in this study, expressed as Cronbach's alpha .86, is considered reasonably good.

Self-regulation was measured using the seven-item Self-Regulation Scale (SRS) by Luszczynska et al. (2004). It is a unidimensional scale using four-point Likert responses ranging from 1 (*Not At All True*) to 4 (*Completely True*) with no reverse score. For example, items include, "*If I am distracted from an activity, I don't have any problem coming back to the topic quickly*" and "*I stay focused on my goal and don't allow anything to distract me from my plan of action*". Responses were summed for a total score, with higher total scores representing greater ability to maintain self-regulation and dispositional attention control. For this scale, the Cronbach's alpha is .75, indicating good internal consistency.

Problematic internet use was measured using the Problematic Internet Use Questionnaire Short Form (PIUQ-Sf-6) by Demetrovics et al. (2016). It comprises six items relating to excessive internet use such as obsession (i.e., fantasies and daydreaming about the internet and mental withdrawal symptoms as a result of the lack of internet use), neglect scale (i.e., dysfunctions in everyday activities), and control disorder (i.e., inability to control internet use). Example items include, "*How often do you feel tense, irritated, or stressed if you cannot use the Internet for as long as you want to?*", "*How often do you try to conceal the amount of time spent online?*", and "*How often do people in your life complain about spending too much time online?*". Items were responded to on a five-point Likert scale with anchors of 1 (*Never*) to 5 (*Always/ Almost Always*). Possible scores range from 6 to 30, with higher scores indicating increased problematic use. The internal consistency of this scale is good, with Cronbach's alpha of .71.

Procedure

Ethics approval was obtained from the Research, Publication, and Innovation Ethics Committee of the university before data collection began. The authors of APS-S, SRS, and PIUQ-Sf-6 scales were also contacted, and permissions were granted to use these scales. The study began with a pre-test of the questionnaire to identify any problems that may exist in its design and administration as well as to examine its contents for clarity and relevance. The pre-test was distributed to potential participants through online platforms such as WhatsApp groups, Facebook pages, and Instagram, and a total of 16 participants (Male = 3, Female = 13) were recruited. Overall, the questionnaire was understandable and easy to use with only some minor wording changes being made.

A link to the survey was then circulated via emails as well as WhatsApp groups, Facebook pages, and Instagram, which participants had to click on to fill in the questionnaire. After providing informed consent, they completed the questionnaire online. The participation in this study was voluntary, and no honorarium was offered.

RESULTS

All analyses were conducted using IBM SPSS version 23.0 with PROCESS version 3.3 software (Hayes, 2017). First, data on demographic characteristics of the participants are presented to contextualise the findings. As stated earlier, 206 participants (Male = 42; Female = 164) completed the survey. The age of the sample ranged from 18 to 26 years, with a mean of 22.39 ($SD = 1.36$). Of participants in the sample, 77 (37.4%) were in third year of an undergraduate degree programme, 72 (35.0%) were in fourth year, 36 (17.5%) were in second year, and 21 (10.2%) were from first year. The majority of participants reported spending an average of five to eight hours daily to browse the internet. These demographic characteristics are summarised and presented in Table 1.

Table 1: Demographic Characteristics of Participants

Variable		Frequency	%
Gender	Male	42	20.4
	Female	164	79.6
Age		$M = 22.39, SD = 1.36$	
Place of study	University	174	84.5
	College	32	15.5
Level of study	First year	21	10.2
	Second year	36	17.5
	Third year	77	37.4
	Fourth year	72	35.0
Daily internet use	1 to 4 hours	25	12.1
	5 to 8 hours	82	39.8
	9 to 12 hours	60	29.1
	13 to 18 hours	30	14.6
	More than 18 hours	9	4.4

Next, data were checked for the assumptions underlying correlational and regression analyses, and the results of the Q-Q plot indicated a normal distribution for all variables. The Cook's distance value of .13, which is below the criterion = 1 (Tabachnick & Fidell, 2017), was obtained, indicating no outliers. No presence of multicollinearity was detected as the tolerance value = .91, which is above the cut-off of .1 (Field, 2018), and the VIF value = 1.09, which is below the cut-off value of 10 (Field, 2018). Additionally, the assumption of homoscedasticity was not violated with the Durbin-Watson values for all predictors being close to 2, as recommended by Field (2018).

Descriptive statistics and intercorrelations among the study variables were then computed and their results are presented in Table 2. The Pearson product-moment correlation results show that self-regulation is significantly and negatively associated with academic procrastination ($r = -.36, p < .001$) and problematic internet use ($r = -.29, p < .001$). There is also a significant, moderate, but positive relationship between problematic internet use and academic procrastination ($r = .41, p < .001$). Hierarchical regression models assessing the effect of self-regulation and problematic internet use on academic procrastination show that self-regulation is significantly and negatively associated with academic procrastination scores ($B = -.37, \beta = -.27, t(203) = -4.13, p < .001$). These indicate that in this sample, higher self-regulation negatively and significantly predicts lower academic procrastination. Problematic internet use is also a significant predictor of academic procrastination ($B = .37, \beta = .33, t(203) = 5.06, p < .001$).

Table 2: Intercorrelations Among The Variables ($n = 206$)

Variable	<i>M</i>	<i>SD</i>	<i>α</i>	1	2	3
1 Self-regulation	19.22	3.37	.75	1	-.29**	-.36**
2 Problematic internet use	18.20	4.17	.71		1	.41**
3 Academic procrastination	16.29	4.70	.86			1

***. Correlation is significant at the .001 level (two-tailed).*

Because the regression models showed statistically significant relationships between the variables, we tested the mediation hypothesis through the bootstrapping technique (Preacher & Hayes, 2008) via PROCESS software (Hayes, 2017). Using model 4, 5000 bootstrap samples for bias correction, and 95% confidence intervals (CIs), the total effect (c), the direct effect (c'), and the indirect effect (ab) were computed. If the indirect effect (ab) is statistically significant and the CIs do not contain zero, it can be concluded that the mediation effect exists (Hayes, 2017).

Results show that problematic internet use mediates the relationship between self-regulation and academic procrastination, with indirect effect $B = -.13$, Boot SE = .04, CI [-.22, -.06] and is statistically different from zero. The total effect of self-regulation on academic procrastination is $B = -.51$, CI [-.69, -.33] while its direct effect is $B = -.37$, CI [-.55, -.19]. Overall, these results suggest that problematic internet use negatively mediates the effect of self-regulation on academic procrastination, supporting our hypothesis. Figure 2 summarises these results.

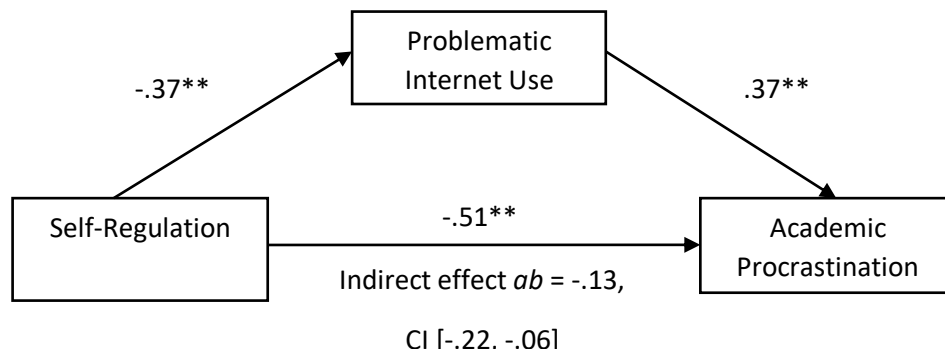


Figure 2: Mediation Model Linking Self-Regulation, Problematic Internet Use, And Academic Procrastination

DISCUSSION

Grounded in the self-regulation theory (Baumeister et al., 2006; Baumeister & Vohs, 2016), as well as behavioural (Beard, 2005) and cognitive-behavioural frameworks (Davis, 2001), this study tested a mediational model linking self-regulation and problematic internet use with academic procrastination among Malaysian university youth. Results of the present study contribute to the existing evidence in understanding how academic procrastination is associated with self-regulation through the influence of problematic internet use. The significant relationship between self-regulation and academic procrastination obtained in this study is in line with the findings reported by Kim, Nainee, and Aun (2018) and Kok (2016), suggesting that the experiences of Malaysian university students, whether studying locally or abroad, are not the exception in terms of having difficulty with self-regulation, which leads them to procrastinate their academic tasks. The findings also verify the typical relationship between self-regulation and problematic internet use in such a way that low self-regulation is associated with increased problematic internet use - similar to that reported in studies by Fioravanti, Primi, and Casale (2013) and Gámez-Guadix et al. (2015).

Evidence on the role of problematic internet use as a mediator further explains the pathway for the influence of self-regulation on academic procrastination. In particular, the results of this study show that problematic internet use significantly augments the frequency of procrastinating behaviour, and when it is not under control, it can attenuate the positive influence that self-regulation has in lowering academic procrastination. As discussed earlier, heavy reliance on the internet may prompt students to use it as a distraction or a break from the cognitively-demanding academic tasks. As a result, they find it more interesting to spend time on entertainment sites than completing the task at hand, which, in turn, can deliberately make them delay their work. In view of this, it is natural for students to turn to other sources of activity that can provide relief from stress, and the internet fulfils this function to its fullest extent as it provides a space for engagement, expression, excitement, and creativity among young people. Therefore, these results, which indicate that the relationship between self-regulation and academic procrastination is weaker at higher levels of problematic internet use, provide even stronger justification to address problematic internet use. This is because it can affect not only the students' self-regulation capabilities but also poses a higher potential risk of academic procrastination.

The findings have broad practical implications as well. For instance, our results support the notion that academic procrastination is associated with a failure in self-regulation. Therefore, developing effective teaching strategies and learning environments that can help students increase their self-regulation skills and reduce their procrastinating tendencies are crucial (Zacks & Hen, 2018). In particular, strategies such as setting personal deadlines, offering short-term motivational incentives, working in small groups rather than individually, and conducting frequent open dialogue sessions on learning motivation, career goals, anxieties, and learning experiences, have been found to be effective in helping students develop self-regulation skills and reduce academic procrastination (Ariely & Wertenbroch, 2002; Steel & Klingsieck, 2016; Zacks & Hen, 2018).

Furthermore, because problematic internet use and academic procrastination can have negative long-term effects on students' lives (Kim & Seo, 2015), active interventions are strongly recommended. Activities such as reflective writing on time management choices, schedule sheets for planning the work required for assignments, e-mail alerts on current work progress, and feedback on how to improve work behaviour have all been found to reduce academic procrastination (Martin, 2015). Finally, interventions such as mindfulness techniques (Gámez-Guadix & Calvete, 2016) have also been suggested to teach young people the skills to withstand pressures in the academic settings as well as to decrease the overdependence on the internet as a form of escapism.

CONCLUSION

The present study is among the few to examine academic procrastination, self-regulation, and problematic internet use among Malaysian university students. The results support the hypothesis that problematic internet use mediates the relationship between self-regulation and academic procrastination. Nevertheless, as with any study, these results should be interpreted cautiously given the study's limitations. The first concerns the use of self-report data, where participants themselves answered the questionnaire, which may lead to common method bias (Podsakoff et al., 2003). In addition, because the sample size in this study is only 206 Malaysian university students, it is recommended that future researchers work with a broader and more heterogeneous sample as it can increase the accuracy, comparability, and generalisability of the results.

Even though boredom is not explicitly investigated in this study, recent studies by Yang, Asbury, and Griffiths (2019), Emirtekin et al. (2019), Elhai et al. (2018), and Panova and Lleras (2016) have suggested that this variable might also be an influencing factor of problematic internet use, which, in turn, would predict academic anxiety and procrastination. Further elucidation of its mechanism may provide useful insights into how boredom during academic tasks can lead to excessive internet use, internet addiction, pathological or problematic internet use, as well as compulsive/impulsive internet usage. In this way, a better understanding of the overall conceptual framework can be gained, which will benefit future investigations and interventions that may potentially improve students' academic performance and overall psychological well-being.

Finally, we reiterate three important implications of the study and pose future directions. Specifically, within groups such as Malaysian youths, individual differences in self-regulation development should be recognised. Our findings that support its role in the relationship between academic procrastination and problematic internet use offer significant opportunities to broaden the existing literature on these topics, which is currently dominated by research with a Western context. In terms of methodological implication, the present study has adopted stringent procedural approaches to minimise any potential bias that may arise in survey responses. This includes using well-established measures, did not disclose the study hypotheses to the participants, avoiding “double-barrelled” questions, ensuring the participants that their responses are anonymous, and using short and specific words and sentences to maintain the simplicity of the scales as recommended by Podsakoff and colleagues (2003). Nevertheless, future research could refine the methodical aspect of conducting the research by introducing a temporal, proximal, or spatial separation in the data collection process or obtaining the information about variables from separate sources, among others (MacKenzie & Podsakoff, 2012). Conducting these procedures could further strengthen the results and conclusions obtained from the study. In closing, based on the understanding of the mechanisms involved, we propose effective teaching strategies and learning environments as well as active interventions that can increase self-regulation skills. Such interventions may, in turn, reduce procrastination tendencies and problematic internet use in the long-term.

ACKNOWLEDGEMENTS

The authors thank Professor Shannon Amerilda Scielzo, Professor Aleksandra Luszczynska, and Professor Demetrovics Zsolt for permission to use their scales. The authors also gratefully acknowledge the students in the participating universities and colleges for their support to the research.

REFERENCES

- Abramowski, A. (2018). Is procrastination all that “bad”? A qualitative study of academic procrastination and self-worth in postgraduate university students. *Journal of Prevention and Intervention in the Community*, 46(2), 158-170. <https://doi.org/10.1080/10852352.2016.1198168>
- Ariely, D., & Wertenbroch, K. (2002). Procrastination, deadlines, and performance: Self-control by precommitment. *Psychological Science*, 13(3), 219-224. <https://doi.org/10.1111/1467-9280.00441>
- Arukaron, B., & Krairit, D. (2017). Impact of ICT usage in primary-school students' learning in the case of Thailand. *International Journal of Web-Based Learning and Teaching Technologies*, 12(2), 21-42. <https://doi.org/10.4018/IJWLTT.2017040102>
- Balkis, M. (2013). Academic procrastination, academic life satisfaction and academic achievement: The mediation role of rational beliefs about studying. *Journal of Cognitive and Behavioral Psychotherapies*, 13(1), 57-74. <http://acikerisim.pau.edu.tr:8080/xmlui/handle/11499/8132>
- Batool, S. S. (2019). Academic achievement: Interplay of positive parenting, self-esteem, and academic procrastination. *Australian Journal of Psychology*, 72 (2), 174-187. <https://doi.org/10.1111/ajpy.12280>
- Baumeister, R. F., Gailliot, M., DeWall, C. N., & Oaten, M. (2006). Self-regulation and personality: How interventions increase regulatory success, and how depletion moderates the effects of traits on behavior. *Journal of Personality*, 74(6), 1773-1802. <https://doi.org/10.1111/j.1467-6494.2006.00428.x>
- Baumeister, R. F., & Heatherton, T. F. (1996). Self-regulation failure: An overview. *Psychological Inquiry*, 7(1), 1-15. https://doi.org/10.1207/s15327965pli0701_1

- Baumeister, R. F., & Vohs, K. D. (2016). Strength model of self-regulation as limited resource: Assessment, controversies, update. *Advances in Experimental Social Psychology*, 54, 67-127. <https://doi.org/10.1016/bs.aesp.2016.04.001>
- Beard, K. W. (2005). Internet addiction: A review of current assessment techniques and potential assessment questions. *CyberPsychology and Behavior*, 8(1), 7-14. <https://doi.org/10.1089/cpb.2005.8.7>
- Cambridge Dictionary (2021). Procrastination. In *Cambridge University Press Dictionary*. Retrieved January 11, 2021, from <https://dictionary.cambridge.org/dictionary/english/procrastination>
- Caplan, S. E. (2002). Problematic internet use and psychosocial well-being: Development of a theory-based cognitive-behavioral measurement instrument. *Computers in Human Behavior*, 18(5), 553-575. [https://doi.org/10.1016/S0747-5632\(02\)00004-3](https://doi.org/10.1016/S0747-5632(02)00004-3)
- Casale, S., Caplan, S. E., & Fioravanti, G. (2016). Positive metacognitions about internet use: The mediating role in the relationship between emotional dysregulation and problematic use. *Addictive Behaviors*, 59, 84-88. <https://doi.org/10.1016/j.addbeh.2016.03.014>
- Chen, B. B. (2019). Academic procrastination and bedtime among Chinese undergraduates: The indirect and moderating effects of sensation seeking and goal disengagement. *Current Psychology*, 38(1), 187-193. <https://doi.org/10.1007/s12144-017-9605-9>
- Davis, R. A. (2001). A cognitive-behavioral model of pathological internet use. *Computers in Human Behavior*, 17(2), 187-195. [https://doi.org/10.1016/S0747-5632\(00\)00041-8](https://doi.org/10.1016/S0747-5632(00)00041-8)
- Demetrovics, Z., Király, O., Koronczai, B., Griffiths, M. D., Nagygyörgy, K., Elekes, Z., Tamás, D., Kun, B., Kökönyei, G., & Urbán, R. (2016). Psychometric properties of the Problematic Internet Use Questionnaire Short-Form (PIUQ-SF-6) in a nationally representative sample of adolescents. *PLoS ONE*, 11(8), Article e0159409. <https://doi.org/10.1371/journal.pone.0159409>
- Elhai, J. D., Vasquez, J. K., Lustgarten, S. D., Levine, J. C., & Hall, B. J. (2018). Proneness to boredom mediates relationships between problematic smartphone use with depression and anxiety severity. *Social Science Computer Review*, 36(6), 707-720. <https://doi.org/10.1177/0894439317741087>
- Emirtekin, E., Balta, S., Sural, İ., Kircaburun, K., Griffiths, M. D., & Billieux, J. (2019). The role of childhood emotional maltreatment and body image dissatisfaction in problematic smartphone use among adolescents. *Psychiatry Research*, 271, 634-639. <https://doi.org/10.1016/j.psychres.2018.12.059>
- Feng, S., Wong, Y. K., Wong, L. Y., & Hossain, L. (2019). The internet and Facebook usage on academic distraction of college students. *Computers and Education*, 134, 41-49. <https://doi.org/10.1016/j.compedu.2019.02.005>
- Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (5th Ed.). UK: SAGE Publications.
- Fioravanti, G., Primi, C., & Casale, S. (2013). Psychometric evaluation of the Generalized Problematic Internet Use Scale 2 in an Italian sample. *Cyberpsychology, Behavior, and Social Networking*, 16(10), 761-766. <https://doi.org/10.1089/cyber.2012.0429>
- Gámez-Guadix, M., & Calvete, E. (2016). Assessing the relationship between mindful awareness and problematic internet use among adolescents. *Mindfulness*, 7(6), 1281-1288. <https://doi.org/10.1007/s12671-016-0566-0>

- Gámez-Guadix, M., Calvete, E., Orue, I., & Las Hayas, C. (2015). Problematic internet use and problematic alcohol use from the cognitive-behavioral model: A longitudinal study among adolescents. *Addictive Behaviors*, 40, 109-114. <https://doi.org/10.1016/j.addbeh.2014.09.009>
- Hayes, A. F. (2017). *Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression-Based Approach* (2nd Ed.) UK: The Guilford Press.
- Howell, A. J., & Watson, D. C. (2007). Procrastination: Associations with achievement goal orientation and learning strategies. *Personality and Individual Differences*, 43(1), 167-178. <https://doi.org/10.1016/j.paid.2006.11.017>
- Jin, H., Wang, W., & Lan, X. (2019). Peer Attachment and academic procrastination in Chinese college students: A moderated mediation model of future time perspective and grit. *Frontiers in Psychology*, 10, 2645. <https://doi.org/10.3389/fpsyg.2019.02645>
- Kim, K. R., & Seo, E. H. (2015). The relationship between procrastination and academic performance: A meta-analysis. *Personality and Individual Differences*, 82, 26-33. <https://doi.org/10.1016/j.paid.2015.02.038>
- Kim, L. S., Nainee, S., & Aun, T. S. (2018). The association between self-regulation and procrastination among private university students in Malaysia. *Jurnal Psikologi Malaysia*, 32(1), 12-18.
- Klassen, R. M., Ang, R. P., Chong, W. H., Krawchuk, L. L., Huan, V. S., Wong, I. Y., & Yeo, L. S. (2009). A cross-cultural study of adolescent procrastination. *Journal of Research on Adolescence*, 19(4), 799-811. <https://doi.org/10.1111/j.1532-7795.2009.00620.x>
- Klassen, R. M., Ang, R. P., Chong, W. H., Krawchuk, L. L., Huan, V. S., Wong, I. Y., & Yeo, L. S. (2010). Academic procrastination in two settings: Motivation correlates, behavioral patterns, and negative impact of procrastination in Canada and Singapore. *Applied Psychology*, 59(3), 361-379. <https://doi.org/10.1111/j.1464-0597.2009.00394.x>
- Kok, J. K. (2016). The relationships between procrastination and motivational aspects of self-regulation. *Jurnal Psikologi Malaysia*, 30(1), 30-40.
- Lay, C. H. (1986). At last, my research article on procrastination. *Journal of Research in Personality*, 20(4), 474-495. [https://doi.org/10.1016/0092-6566\(86\)90127-3](https://doi.org/10.1016/0092-6566(86)90127-3)
- Lenhart, A., Duggan, M., Perrin, A., Stepler, R., Rainie, H., & Parker, K. (2015). *Teens, Social Media, and Technology Overview 2015* (pp. 04-09). Pew Research Centre, Internet and American Life Project.
- Luszczynska, A., Diehl, M., Gutiérrez-Dona, B., Kuusinen, P., & Schwarzer, R. (2004). Measuring one component of dispositional self-regulation: Attention control in goal pursuit. *Personality and Individual Differences*, 37(3), 555-566. <https://doi.org/10.1016/j.paid.2003.09.026>
- MacKenzie, S. B., & Podsakoff, P. M. (2012). Common method bias in marketing: Causes, mechanisms, and procedural remedies. *Journal of Retailing*, 88(4), 542-555. <https://doi.org/10.1016/j.jretai.2012.08.001>
- Manaf, R. A., Ragubathi, M. N., Azri, M. K., & Shaharuddin, M. S. (2018). Internet addiction among undergraduate students: Evidence from a Malaysian public university. *IIUM Medical Journal Malaysia*, 17(2), 41-48.

- Martin, J. D. (2015). *Evaluating Active Interventions to Reduce Student Procrastination* (Doctoral Dissertation). Virginia Polytechnic Institute and State University, Virginia.
- McClelland, M., Geldhof, J., Morrison, F., Gestsdóttir, S., Cameron, C., Bowers, E., Duckworth, A., Little, T., & Grammer, J. (2018). Self-regulation. In Halfon N., Forrest C., Lerner R., Faustman E. (Eds.), *Handbook of Life Course Health Development* (pp. 275-298). Springer, Cham. https://doi.org/10.1007/978-3-319-47143-3_12
- McCloskey, J. D. (2011). *Finally, My Thesis on Academic Procrastination* (Doctoral Dissertation). The University of Texas, Texas.
- McCloskey, J., D. & Scielzo, S. A. (2015). Finally! The development and validation of the Academic Procrastination Scale. *ResearchGate*. <https://doi.org/10.13140/RG.2.2.23164.64640>
- Moghavvemi, S., Sulaiman, A. B., Jaafar, N. I. B., & Kasem, N. (2017). *Facebook and YouTube addiction: The usage pattern of Malaysian students*. In International Conference on Research and Innovation in Information Systems (ICRIIS), Langkawi, 2017, pp. 1-6, IEEE. <https://doi.org/10.1109/ICRIIS.2017.8002516>
- Ocal, K. (2016). Predictors of academic procrastination and university life satisfaction among Turkish sport schools students. *Educational Research and Reviews*, 11(7), 482-490. <https://doi.org/10.5897/ERR20.16.2645>
- Odaci, H. (2011). Academic self-efficacy and academic procrastination as predictors of problematic internet use in university students. *Computers and Education*, 57(1), 1109-1113. <https://doi.org/10.1016/j.compedu.2011.01.005>
- Omar, F., Lukman, Z. M., Khairudin, R., Wan Sulaiman, W. S., & Halim, F. W. (2011). Procrastination's relation with fear of failure, competence expectancy and intrinsic motivation. *Pertanika Journal of Social Science and Humanities*, 19(Spec. Issue), 123-127.
- Özer, B. U., Demir, A., & Ferrari, J. (2009). Exploring academic procrastination among Turkish students: Possible gender differences in prevalence and reasons. *The Journal of Social Psychology*, 149(2), 241-257. <https://doi.org/10.3200/SOCP.149.2.241-257>
- Panova, T., & Lleras, A. (2016). Avoidance or boredom: Negative mental health outcomes associated with use of Information and Communication Technologies depend on users' motivations. *Computers in Human Behavior*, 58, 249-258. <http://dx.doi.org/10.1016/j.chb.2015.12.062>
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879-903. <https://doi.org/10.1037/0021-9010.88.5.879>
- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40(3), 879-891. <https://doi.org/10.3758/BRM.40.3.879>
- Pychyl, T. A., Flett, G. L. (2012). Procrastination and self-regulatory failure: An introduction to the special issue. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, 30(4), 203-212. <https://doi.org/10.1007/s10942-012-0149-5>
- Rabin, L. A., Fogel, J., & Nutter-Upham, K. E. (2011). Academic procrastination in college students: The role of self-reported executive function. *Journal of Clinical and Experimental Neuropsychology*, 33(3), 344-357. <https://doi.org/10.1080/13803395.2010.518597>

- Rahardjo, W., Juneman, J., & Setiani, Y. (2013). Computer anxiety, academic stress, and academic procrastination on college students. *Journal of Education and Learning*, 7(3), 147-152.
- Sahin, Y. L. (2014). Comparison of users' adoption and use cases of Facebook and their academic procrastination. *Digital Education Review*, 25, 127-138. <https://doi.org/10.1344/der.2014.25.127-138>
- Saputra, R., Purwanto, E., & Awalya, A. (2017). Konseling kelompok teknik self-instruction dan cognitive restructuring untuk mengurangi prokrastinasi akademik. *Jurnal Bimbingan Konseling*, 6(1), 84-89.
- Schraw, G., Wadkins, T., & Olafson, L. (2007). Doing the things we do: A grounded theory of academic procrastination. *Journal of Educational Psychology*, 99(1), 12-25. <https://doi.org/10.1037/0022-0663.99.1.12>
- Seybert, H., & Reinecke, P. (2013). *Eurostat. Internet Use Statistics - Individuals. Statistics in Focus 29/2013*. Retrieved from http://ec.europa.eu/eurostat/statistics-explained/index.php/Archive:Internet_use_statistics_-_individuals
- Sirois, F., & Pychyl, T. (2013). Procrastination and the priority of short-term mood regulation: Consequences for future self. *Social and Personality Psychology Compass*, 7(2), 115-127. <https://doi.org/10.1111/spc3.12011>
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65-94. <https://doi.org/10.1037/0033-2909.133.1.65>
- Steel, P., & Klingsieck, K. B. (2016). Academic procrastination: Psychological antecedents revisited. *Australian Psychologist*, 51(1), 36-46. <https://doi.org/10.1111/ap.12173>
- Tabachnick, B. G., & Fidell, L. S. (2017). *Using Multivariate Statistics* (6th Ed.). USA: Pearson Education.
- Xu, S., Wang, Z. J., & David, P. (2016). Media multitasking and well-being of university students. *Computers in Human Behavior*, 55, 242-250. <http://dx.doi.org/10.1016/j.chb.2015.08.040>
- Yang, Z., Asbury, K., & Griffiths, M. D. (2019). An exploration of problematic smartphone use among Chinese university students: Associations with academic anxiety, academic procrastination, self-regulation and subjective wellbeing. *International Journal of Mental Health and Addiction*, 17(3), 596-614. <https://doi.org/10.1007/s11469-018-9961-1>
- Yockey, R. D. (2016). Validation of the short form of the Academic Procrastination Scale. *Psychological Reports*, 118(1), 171-179. <https://doi.org/10.1177/0033294115626825>
- Zacks, S., & Hen, M. (2018). Academic interventions for academic procrastination: A review of the literature. *Journal of Prevention and Intervention in the Community*, 46(2), 117-130. <https://doi.org/10.1080/10852352.2016.1198154>
- Zhang, Y., Dong, S., Fang, W., Chai, X., Mei, J., & Fan, X. (2018). Self-efficacy for self-regulation and fear of failure as mediators between self-esteem and academic procrastination among undergraduates in health professions. *Advances in Health Sciences Education*, 23(4), 817-830. <https://doi.org/10.1007/s10459-018-9832-3>

Author's Profile:***Nur Raihan Muhd Fauzi****Jabatan Psikologi**Kulliyah Ilmu Wahyu dan Sains Kemanusiaan**Universiti Islam Antarabangsa Malaysia**Jalan Gombak, 53100, Kuala Lumpur, Malaysia**missnur7171@gmail.com****Nor Diana Mohd Mahudin****Jabatan Psikologi**Kulliyah Ilmu Wahyu dan Sains Kemanusiaan**Universiti Islam Antarabangsa Malaysia**Jalan Gombak, 53100, Kuala Lumpur, Malaysia**nordianamm@iium.edu.my*

EXPLORING FACTORS THAT PERSUADE YOUTH INVOLVEMENT IN MONEY GAME

MOHD YUSOF ZULKEFLI, LEE WIN QING· LIM CHEE FAI· LOW HAI TAO· TUNG HOW
NENG & WOON WEI JIAN

ABSTRACT

Most of the youths may have the mentality of getting rich in an abbreviated period. People with this mentality are more easily to be attracted to involve in an illegal investment scheme such as money game. Money game can be known as a get-rich-quick scheme, pyramid investment scheme or Ponzi scheme. It is well informed that the money game is a fraud. However, there are still many people who are attracted to join them. Therefore, the purpose of this research is to explore the factors that persuade youth to involve themselves in the money game. The data for this research obtained through semi-structured interview using non-probability sampling as the sampling technique where subjects that selected were based on the convenient of accessibility and proximity of the researchers. The informants of this research were the victims of the money game schemes and the range of the age is between 18 to 35 years old regardless of any races and gender. This research found that peers play a significant role in the decision-making process as they are one of the most people had spent more time and having an intense relationship other than family. Besides, they decided to join the money game also because they are having a challenging situation where they really need money to survive and to sustain their life. They believed that by joining the money game, it able to solve their financial issue. Low salary also one of the factors that forced the youths to join the money game. Low salary made them suffer to cover their expenses. The implication of this research shows that many of the youths were lacking in the financial literacy which makes the youths easily to fall into investment fraud.

Keywords: youth, money game, persuasive communication, financial literacy, fraud

ABSTRAK

Sebilangan besar belia mempunyai pemikiran untuk menjadi kaya dalam tempoh yang disingkat. Orang yang mempunyai pemikiran ini lebih mudah tertarik untuk terlibat dalam skim pelaburan haram seperti permainan wang. Permainan wang boleh dikenali sebagai skim cepat kaya, skim pelaburan piramid atau skim Ponzi. Umum mengetahui bahawa permainan wang adalah satu bentuk penipuan pelaburan. Walau bagaimanapun, masih ramai orang yang tertarik untuk menyertainya. Oleh itu, tujuan penyelidikan ini adalah untuk meneroka faktor-faktor yang mendorong belia untuk melibatkan diri dalam permainan wang. Data untuk penyelidikan ini diperolehi melalui temu bual separa berstruktur menggunakan pensampelan bukan kebarangkalian sebagai teknik persampelan di mana subjek yang dipilih berdasarkan pada kemudahan kebolehcapaian dan kedekatan penyelidik. Informan penyelidikan ini adalah merupakan mangsa penipuan permainan wang dan berumur diantara 18 hingga 35 tahun tanpa mengira bangsa dan jantina. Hasil penyelidikan ini mendapati bahawa rakan sebaya memainkan peranan penting dalam proses membuat keputusan kerana mereka adalah orang yang paling banyak menghabiskan masa dan mempunyai hubungan yang erat selain keluarga. Selain itu, mereka memutuskan untuk menyertai pelaburan wang haram ini adalah kerana mereka menghadapi situasi yang mencabar di mana mereka benar-benar memerlukan wang untuk bertahan dan desakan hidup. Mereka percaya bahawa dengan menyertai permainan wang ini, ianya dapat menyelesaikan masalah kewangan mereka. Selain itu, gaji yang rendah juga menjadi salah satu faktor yang membuatkan para belia untuk menyertai permainan wang. Gaji yang rendah membuatkan mereka terdesak untuk menampung perbelanjaan mereka. Implikasi dari penyelidikan ini menunjukkan bahawa banyak belia kekurangan literasi kewangan yang membuat para belia mudah terjerumus dalam penipuan pelaburan.

Kata kunci: belia, pelaburan wang haram, komunikasi pemujukan, literasi kewangan, penipuan pelaburan

INTRODUCTION

Most of the youths may have the mentality of getting rich in a fleeting period. People with this mentality are more easily to be attracted to involve in an investment scheme, for example, “Money Game”. Money game known as a get-rich-quick scheme, pyramid investment scheme or Ponzi scheme (Sulaiman, Moideen, & Moreira, 2015). According to Obamuyi, et al., (2018) stated that pyramid investment scheme is one of the forms of unregulated and illegal scheme that promise of the high return of profit to the investors in a fleeting period. Most of the pyramid schemes shared common features, which promised of the high return of profits (Carvajal, Monroe, Patillo, & Wynter, 2009). The mechanism of the money game is happening when the investors or participants need to pay a certain amount of money as upfront to join the scheme and persuade at least three or more new members to join the scheme (Singavarapu, 2007). The profits were generated from the upfront fees paid by the new participants as the recruiting commissions to the earlier investors. Furthermore, it also helps the investor which depends on the number of participants they have recruited. The more the members were persuaded to enrol in the scheme, the larger the amount of money will be received as their bonus. However, the pyramid investment scheme will not be able to sustain in the market for an extended period, and it will lead to collapse when there is lack of new investors to join the scheme or when registered investors ask for their funds to be returned (Mugarura, 2017).

In Malaysia, there are several types of investment schemes existed, for example, JJ Poor to Rich (JJPTR), Change Your Life forex scheme, Mface International Sdn Bhd, BTC I-system (Bitcoins) and Richway Global Venture (Zolkepli, 2020). These schemes have been bringing a severe problem in term of defrauding the money from the investor. These types of money laundering have cheated Malaysians of more than RM769 million in the past three years yet making it one of the most lucrative illegal business schemes around (Lokman, 2019). Bank Negara Malaysia (2020) reported that there are 500,000 people became victims of the investment frauds during the past 19 months in Malaysia and most of them are youths. Based on the reported data shown that the scheme brought the negative impacts to the investors. One of the implication due to this matter is the increasing rate of bankruptcy among youths. The high maintenance of their lifestyle and no knowledge about monetary management leads them to join those schemes who promised to get back the profit in abbreviated period (Azmi, Samah, Rashid, Shamsuddin, & Amlus, 2019). Lacking financial literacy also leads many of the youths to join this money game. Hence, they need to be exposed and taught about financial literacy in a way to improve their financial literacy (The Official Portal of Royal Malaysia Police, 2014).

The term of “financial literacy” is a new term occurred in today’s era even it has been discussed long time ago. Financial literacy is the ability of an individual to make wise judgments and to make effective decisions about the management of money (Sudakova, 2018). Thus, financial literacy can be known as the understanding or knowledge of an individual towards various financial areas. In addition, people can analyse and manage their own financial condition and able make suitable plans for their future as they are aware about the financial issues happening in the current society. Financial literacy can be divided into two dimensions which are understanding towards financial knowledge and education and the management of the financial knowledge. A person can be rich with financial knowledge, but the person should have the capability and confidence about the financial knowledge when it comes to decision making (Potrich, Vieira & Silva, 2010). Many researchers concluded that many youths would fall into investment fraud because they are being lured by the quick money earning tactics from pyramid scheme as they do not have any extra money to satisfy their needs for materialistic things like clothes, accessories, and automobiles in their age range (Kieffer & Mottola, 2016). Therefore, these situations stimulate them to join the money game to satisfy their needs. Thus, one of the biggest implications is youths are most of the investment fraud victims due to the limited knowledge about financial.

Financial literacy is part of the socialization which can be known as a learning process of an individual to get financial knowledge and skills in some financial practice such as money saving, banking, budgeting and maximize the usage of knowledge gain in the financial marketplace (Albeerdy

& Gharleghi, 2015). Thus, financial socialization agent like family members, friends and society are vital in shaping an individual mind and belief towards financial literacy. Family members, especially parents as one of the financial socialization agents which works better to an individual during young ages (Solheim, Zuiker, & Levchenko, 2011). Children perceived their parents as role model in shaping their attitude and behaviour towards others. This is the stage where children will imitate their parents' monetary management behaviour and perspective towards money spending and saving (Moore & Bowman, 2015). Parents will have a better knowledge in spending money, so they have the capability to oversee their children and not to let them to fall into those investment frauds. However, when children grow older, they will form an interaction with other socialization agents for instance, peers and mass media.

Many researchers said that peers influence is particularly important in affecting youth financial behaviour (Moore & Bowman, 2015). During young adulthood, people's decision making is affected by peers because they tend to spend a lot of time with their peers instead of their parents. At this stage and their financial behaviour will be slowly affected. This is the stage where young people will be easily influenced by their peers and fall into investment fraud because of the unbearable temptation. Hence, financial education is very crucial in supplying sufficient financial knowledge for youths. To cope with this, several Malaysia government agencies had starting to act to improve financial literacy among Malaysian youth. The former Bank Negara Malaysia Deputy Governor, Abdul Rasheed Ghaffour said that, financial education is particularly important to encourage Malaysian in managing their finance better and through the continuous financial education, people can develop sufficient financial knowledge and skills to make any financial decisions such as planning for investment and personal money savings especially among youth (Yun, 2019). Rahman (2020) mentioned that many of the youths are aware the negative impacts of the money game. Besides that, they are also knowing about the Anti-Money Laundering and Anti-Terrorism Financing Act 2001. However, why the number of youths joining money game is still increasing? In conjunction to this matter, the aim of this research is to explore the factors that persuade youth's involvement in money game.

LITERATURE REVIEW

Money Game

Money game can be known as a pyramid investment scheme. It is an investment scheme which uses the strategy that promises the high return of profit and minimal risk to lure the investor to join the scheme. Frankel (2012) said that the history of money game can be tracked back in the year of 1920s. "Ponzi Scheme" is the origin name for money game in the past. The scheme was developed by an Italian immigrant in the United States named Charles Ponzi, who started a business which promises to return 50% of the investment fund to the investors in the United States (Cohler, 2017). On that time, the scheme is not only unique among the United States people, but it also had attracted investors from all around the world. Carvajal, Monroe, Pattillo, & Wynter (2009) revealed that after the first case of investment scheme existed in United States, several types of investment schemes were started to appear in different countries around the world. For instance, in the year of 1978, an investment scheme which name "CLAE" existed in Peru, "Dafiment Bank" scheme in the year of 1990 emerged in Serbia, "VEFA" scheme in the year of 1991 in Albania, "Caritas" scheme in the year of 1992 in Romania, "MMM" scheme in the of year 1993 in Russia, "TAT Saving House" scheme in the year of 1997 in Macedonia, "OLNT" scheme, "Cash Plus" scheme, "WorldWise" scheme were appeared in the year of 2004 in Jamaica, "DRFE" scheme in the year of 2005 in Colombia, "SGL Holdings" scheme emerged in the year of 2006 in Grenada and also "Madoff Investment Securities" scheme in the year of 2008 in the United States. The example of the schemes listed shows that it is quite difficult to fully end these illegal investment schemes in the society. These illegal investment scheme industries will still be growing until today because people keep on falling into it (Sidhu, 2017).

Up until today, most of the schemes have followed in the way of Charles Ponzi. Most of the schemes shared common features which like Charles Ponzi scheme (Drew & Drew, 2010). According to Nexhipi & Nexhipi (2017), money game was defined as a business model that promises the extraordinary of returns, minimal risk, to lure investors to invest in the scheme. Usually, the profits were generated based on the number of new participants recruited by the earlier investors. To help the

Malaysian citizen to fall under these illegal schemes, Bank Negara Malaysia keep on updating the list of the illegal scheme frequently. There are more than 300 companies in the blacklist which are not authorised to offer investment schemes to the public, and the list keeps growing (Lau, 2020). Many people understand that a plan that promises extremely high guarantee returns were type of Ponzi schemes. Unfortunately, they are still participating because they believe that they can beat the system. According to Benson & Chumney (2011), there are four characteristics of the money game. Firstly, the scheme must have several investors to provide or invest money into the scheme. Secondly, the schemers create several of false representation to appeal or to persuade the investors to join the scheme. The schemers try to develop a strong impression of the pyramid investment scheme to be a legitimate profit-making business to the investors. Thirdly, it is lucrative of return paid to earlier investors as their commission after persuaded new member to join the scheme. Lastly, the schemers will become insolvent as the liabilities to the investors were exceeded to the scheme's assets. The scheme will end when the investors suddenly have no fund from the new investors to invest to the scheme or a massive number of investors wants to withdraw their principal and their invested money.

According to Carvajal, Monroe, Pattillo, & Wynter (2009) the entire pyramid investment scheme shared a common structure which is promise high return of profit. In Malaysia, Zolkepli (2020) stated that, there are several type of pyramid investment schemes in the Malaysia such as JJ Poor to Rich (JJPTR), Change Your Life (CYL), Richway Global Venture, and BTC I-system. It is reported that all these schemes were also practiced in the same way which promises the lucrative return of profit to the investor (Bank Negara Malaysia, 2020). As for example, BTC I-system was a scheme that invests in Bitcoin digital currency, and it offered 30% of profit return within 15 days investment, whereas Change Your Life (CYL), a forex scheme promoted that, investor may get 30% of profit returns monthly (The Official Portal of Royal Malaysia Police, 2020).

The desire to gain profit in a split has turned many youths to bankruptcy once they decided to invest their money into the illegal scheme. As reported by the (Agensi Kaunseling dan Pengurusan Kredit, 2019) stated there are about 80,625 of the Malaysian registered bankruptcies between 2015 and August 2019. By age, the 35 to 44 years category accounted for the most with 28,296 cases, followed by 25- to 34-year-old band with 20,461 cases, 45- to 54-year-old recorded with 20,353 cases, 55 and above with 10,415 cases, police and military personnel of undisclosed age recorded with 624 cases and those below 25 contributed 476 cases. From the registered bankruptcies, it shows that, most of them were youths. Majority of the youth are having of credit card debts and higher purchase loans like car and housing loans, most of the youths were also did not settle their study loan as well upon graduating from university and this set a bad record or being blacklisted in Malaysia (Agensi Kaunseling dan Pengurusan Kredit, 2014). Thus, this is one of the biggest reasons the involvement of youth in money game is because they want to settle their debt once they received the profit return within the abbreviated period.

The "New" Pyramid Investment Scheme

In the new era of the world, modern technology has become a particularly important part of human lives. It eases the way of people in exchanging information, communication, and research. However, there are both pros and cons of the technology and some people have misused it. The schemers utilised several of modern technology to approach to the potential investor, for example, email, online advertisement, Internet, or social media. The schemers exploit the others personal information as the users of Internet publicise their personal information on social networking such as Facebook (Button, Lewis & Tapley, 2012). (Anding, Fu, Zhang, & Chen, 2017) also stated that those pyramid investment schemes had been evolved due to the advancement of technology. The new pyramid scheme fully utilized the modern technology to disseminate their idea and information in the social network. For instance, the earlier investors are easier to develop a positive image of the pyramid investment scheme on the Internet. It makes the potential investors to have a positive perception and confident towards the scheme. Besides that, Obamuyi, et al., (2018) supported that a wide range of mobile payment apps and e-print contracts also enable the investors to make a quick decision and conveniently to transfer their money to the scheme. With all these changes, it helps the pyramid investment scheme to be diffuse effectively and efficiently in the online network community. Moreover, Internet helps the scheme

beyond distinct types of limits, for example, time and place (Lau, 2020). Hence, it allows the schemers to attract and promote the pyramid investment scheme to the potential investors from anytime and anywhere in the world.

Furthermore, according to Kieffer & Mottola (2016) stated that (Sulaiman, Moideen, & Moreira, 2015) the schemers were also used persuasive techniques to polish different investments scheme through unrequested emails (Junk mail). For instance, the schemer used the Internet to disseminate information about the pyramid investment scheme to the potential investor before approaching them. The general approaches that used by the schemers to attract victims are social media platforms, online investment newsletters, online bulletin boards and chat rooms, spam mail, or online dating sites ("romance scams"). Hence, the technology benefits the schemers in the form of to lure potential investors into various schemes (Roberts & Andrews, 2012). One of the famous investment schemes on the Internet that happened in United States is called "ZeekRewards". According to the U.S. Securities and Exchange Commission reported that this investment scheme began in January 2011 until August 2012. This scheme has defrauded money more than \$850 million from over one million internet investors nationwide and internationally through its website ZeekRewards.com (U.S. Securities and Exchange Commission, 2012).

In Malaysia, one of the pyramid investments schemes that misused the power of the Internet was called "SwissCash" or "Swiss Mutual fund". This investment scheme began in the year of 2006. This investment scheme was successfully attracted 100,000 Malaysian investors with the total amount of investment between RM 380 million to RM 3.8 billion (Malaysian Communications and Multimedia Commission, 2007). Sulaiman, Moideen, & Moreira (2015), affirmed that "SwissCash" was a well-known internet investment scheme that persuades and attract new investor via the Internet in Malaysia. They have several types of investment such as foreign exchange, equities, and commodities. It was like others investment scheme as it offered a high return of profits to the investors which the profit up to 300% after 15 months of investment (Ghani & Halim, 2017). These offers attracted many people and makes them eager to join and invest their money. Since many information accessibilities about the scheme was enhanced and make the information easier to be circulated by the modern development of information communication technology. In the year 2007, this internet-based investment scheme was collapse due to the Securities Commission found out that the whole scheme was illegal and fraud. The schemer was fraudulent conduct a fund management activity without an investment advisor's license (Sulaiman, Moideen, & Moreira, 2015).

The Effect of Joining Money Game

Most of the youths wanted to earn fast-money through some investment, and some of them choose to participate in money game. It is because the operators of money game have promised to the new investors that their investment fund can help them generate great profits without taking any risk (Bartoletti, Carta, Cimoli, & Saia, 2019). However, the youths did not realise about the consequences of money game, and it is important for them to know about how money game can affect their lives. There are several effects by joining money game, and they are monetary impact, emotional impact, and psychological impact.

First, the monetary impact of money game is going far beyond of pure monetary losses, and it is crucial for the youths to identify and understand it. For example, some of the victims suffered pecuniary loss and they must sell their assets to cover up the losses. Also, some of the victims are going back to work although they were retired or unable to secure credit or sometimes in the worst cases, the victims even must face bankruptcy (Button & Cross, 2017). Some of the victims thought that they were smart and borrowed money from loan sharks at high interest rates and invest in the money game. They believe that their investment on money game could generated high profits that able to cover the loan and continue make profit for them (Lau, 2020). Once they lose everything, thus, they would be very depressed, especially youth once they noticed that they have nothing in their hands, yet many debts need to be paid thus it will lead to the thinking of committing suicide (Tuah, 2019).

Next, when the investment scheme has collapse, the victims will be suffered from the emotional impact such as fear, depressed, and anxious. Due to that, it will also lead to victimization on other people around them. Moreover, some of the victims who suffered from the emotional impact are more likely involve themselves in committing crime such as, robbery, shoplifting and even commit suicide (Wang, et al., 2017). There is a research finding has shown that the redistributive crimes such as shoplifting and robbery increased disproportionately in affected areas compared to places that had no Ponzi schemes operating before the crisis (Cortés et al., 2016). In addition, those male victims who involved in the crime mostly will experience anger or sometime experience post-traumatic stress disorder (Button & Cross, 2017). A man has participated in a pyramid investment scheme, and he feels happy while he earned some profits from the investment scheme. However, when he loses his money or he aware that he is at the bottom level of the pyramid scheme, he feels stressed, and it is directly affecting his health (Kashapova, Filippova, & Nikitina, 2017). According to the research report conducted in Albania (2008), when the financial collapse, the report shown that there is a huge amount of people in Albania have impacts on heart illness. In Malaysia, it is reported that, most of the youth who suffers from losing money due to the money game has changed them to be extremely aggressive and abusive (Ishak & Omar, 2020).

Lastly, the investors of money game might experience psychological impact when the pyramid scheme is collapse. Psychological effect is related with the cognitive meaning, which a certain belief or existing view are broken such as the victims lose faith in people or certain groups (Button & Cross, 2017). For instance, if the investors experience profits lost in their pyramid investment scheme, then the social ties between the investors and money game's promoters will be broken. As results, the investors will tend to blame the person who provided them a bad guidance or those people who have not invested their money (Kashapova et al., 2017). In addition, the relationships between partners and families will be affected by the impact of money game (Button, Lewis, & Tapley, 2012). There are many post effects due to the money game. Joining money game for the sake of to get the profit in fleeting period is not the best way if only if someone is the ones who are in desperate need of cash or wish to upgrade their lifestyles.

METHODOLOGY

This research is significantly a phenomenology studies which aim to explore the factors that persuade youth's involvement in money game. Phenomenology is a qualitative research method that has been used to understand on how people experience a specific phenomenon. It is conducted primarily on the personal interpretation and human consciousness. The purpose of phenomenology is to allow researchers to develop the perspectives, perceptions and understanding of people who experienced certain phenomena (Alase, 2017). According to Zahirul (2018) stated that, phenomenology studies is suitable to research on psychological and social phenomena. Non-probability sampling is been used for this research. Nevertheless, the types of samples that be employed in this research is purposive sampling. Purposive sampling refers to the researchers tend to seek out the elements of participants to meet the narrow and specific information (Reddy & Ramasamy, 2016). The requirements needed for this research are 1) Youth who involved in any scheme money game, 2) Age between 18 to 35 years old, 3) Regardless of gender and ethnicity and 4) Voluntarily participate in the research.

To collect the data, researchers conducted an in-depth interview among the informants. The reason for choosing in-depth interview is to extract more detailed information, deeper understanding and have a better rapport with informants (Jamshed, 2014). For this research, researchers have selected semi-structured qualitative interview as the primary data collection. In semi-structured interview, researchers came out with a set of interview protocol as the instrument of this research. The interview session was conducted at four separate places and they are Ipoh, Kuala Lumpur, Melaka, and Sungai Petani. The interview session took about 30-45 minutes. Researchers stop the interview at the 7th informants as it reached the saturation point. Saturation point is defined as the point which extra data could not develop new themes for the research (Saunders, Sim, Kingstone, Baker, Waterfield, Bartlam, Burroughs & Jinks, 2017).

In the data analysis process, first researchers organised the data from the interviews. Transcription of the data is the crucial step in data analysis process. In the transcribing process, the qualitative data had to be observed as detailed as possible, so it will go through iterative process of detail examination of the data (Bailey, 2008). Next, codes were developed to indicate the data and the codes will be assigned into various kinds of categories. Raw data can be separated through the process of coding and arranged into diverse kinds of categories (Sofiah, 2015). All the codes and categories were formed based on the qualitative data that the researchers have acquired earlier (Mabuza, Govender, Ogunbanjo & Mash, 2014). Themes were created for the data analysis process. Various categories of codes were classified into numbers of themes such as primary and secondary themes. The themes were derived from the research questions of this research (Belotto, 2018). Thematic analysis took place in this stage and it classifies the categories of codes into themes. The categorisations were divided based on the distinction and affinity of the codes (Alhojailan, 2012).

To measure the accuracy of this research, validation process has been made. Validity in research is the extent to which the data is appropriate, justifiable, and relevant (Cypress, 2017). Firstly, researchers used descriptive validity which to achieve high accuracy, the transcribe notes were sent back to the participants for consensus purposes. Therefore, Maxwell (1992), viewed descriptive validation as the agreement between both researchers and interviewees. Next is interpretive validity which researchers reflected researchers' ability to report interviewees' meaning, behaviour, or emotions in the response. However, the interpretation process is not only based on the researchers' point of view, but it also reflects the true feeling of the participants such as anger, sad or romance (Thomson, 2011). For example, if the interviewees started to increase the pitch or tone to express his or her answer, the researchers able to interfere with the emotional experience of the informant. Afterwards, the transcription outcome will also be reported back to participants for agreement purposes. If the participants find unsatisfied with the interpretation, researcher will need to remark and re-interpret until consensus achieved. Lastly is the theoretical validity where researcher forms a theory in the studied phenomenon and evaluate it with researchers' own theorized perception. Thus, to validate this, the obtained response such as concepts and patterns must be fitted into the pre-determined theory in the phenomenon to create a constructed idea for the theory (Hannes, Lockwood, & Pearson, 2010). Afterward, the researchers will be able to produce data that are aligned and support the pre-determined theory.

FINDINGS

Elements of Persuasive Communication on Money Game

1. Source of the credibility

According to Kumkale, Albarracín, & Seignourel (2010), a message with credible source is effective in forming receiver's attitude especially when the receiver does not have high processing ability. The operator tends to prove to the investor by providing solid assets to increase the confidence of the investor towards money game. For example, operator will show their bank statement and share their stories about profit earning from money game to the investor. Besides, things that provided by the money game operator was used to persuade the investor to join the money game and developed credibility for the company. The operator provides information such as company profile, background information and documentations to prove the transparency of the company that helps to gain credibility from the investors. Hence, the investor will feel more secure and have the feeling of reliable towards the money games.

Furthermore, the operator will consistently spread the information about the money game to the investor to make them trust the money game that can generate profit. Yet, some of the money game's operators will create an application and system to show the money game was workable which can strengthen the confidence of the investor towards them. Moreover, majority of the informants claim that, they were being persuaded to join the money game because of the operator provided solid information about their online shopping mall and products. The operators even purchase the product

from the online shopping mall and demonstrate it to them to build the trust of the investors. In this case, it makes the investors increase their confidence on the company and join the money game. Due to that, the investors thought that the money game was trustable after they exposed the information and solid assets that provided by the money game operator.

"They just keep providing the things that aims to convince you to trust them." (Informant A)

"They show me their bank statement and share their stories about earning profit from money game." (Informant B)

"Mobility Beyond Imagination did show to investors their company background and they have estate in Thailand and Penang. For example, like MBI have its own crypto currency which called M-Coins and it has its own online mall where investor can use the M-Coins to purchase things through the online mall without using any cash. Also we can spend them-coin in a cultural village tourist spot in Thailand. I trusted him as the Online Shopping Mall of MBI that he said s existed and he did purchase things from there and show it to me too. Besides, he showed the bank transaction to me." (Informant C)

"Once they showed me their bank account and how their life changed 360 degree, I directly trust them. One of them is my friend, I don't think she will cheat on me." (Informant E)

"The person who approached me using a luxury car. He is young, and very fashionable. The way he talks also genuinely nice and convincing." (Informants G)

1. Trustworthiness

Trustworthiness is the characteristics of the persuader that drives receiver to trust and change the behaviour. It serves as one of the most important components in a conversation as people will not proceed to decision making without trustworthy and right results. Nowadays, people tend to trust to their friends or family instead of the experienced professionals that has expertise in that field. Several informants were claims that the primary source for them to research and gather information is through peers rather than refer to a professional. They trust to their friends is because they have a long-term relationship with each other. Yet, they will feel more secure when they refer to friends rather than professional because they think that the closest person and the person that spent the most time with were trustable and do not cheat on them. Besides, some of the informants trust their friends not only based on the relationship. The action of their friends was also one of the crucial reasons to generate trust between each other. Moreover, their friends were also providing tips and information for the them before they proceed to the next phase. The situation where no forcing elements was attracting them to join the money game.

"I trust my friend more than the professional. Professional people they are arrogant and some kind of act. So how should I trust them?" (Informant A)

"My friend seems so rich. So, I ask and refer to my friend and search information from internet by surfing their website." (Informant B)

"I trust him because I know him for a long time. So, I choose to trust him. Actually, at first, I doubted my friend before I join but after that I think he won't cheat on me, so I choose to trust him." (Informant C)

"Erm, he didn't add me into any group. But sometimes we will meet up or he will WhatsApp me to talk about some details. He did introduced people from administration department of the company to me and explain something to me through WeChat. He also don't force me to join, but the way he is make me want to join." (Informant D)

“Erm, my friend already explains the thing before they explained to me. For example, like they will tell me what I need to prepare if I need to join member and when they will give me the profit. They show me many evidence. Someone also convincing me during that meeting.” (Informant E)

“At first I didn’t know...I didn’t...I kind of doubt whether it is a scam or whether is true. But since my friend already got his return I don’t...at that time of point...at that point of time...I don’t think it is a scam.” (Informant F)

2. Social Media

Social media can be defined as an innovative online tool that designed which aims to improve communication and collaboration (Grant & Meadows, 2016). There are varieties of social media that exist among the society, for example, Twitter, Facebook, Instagram, TikTok, and many more. In this modern society, internet has become part of the necessity of human life. It changed the way of communication, education, business and more. Therefore, Internet has become one of the important that changed the general pattern of the money game. The people who initiate the money game has fully utilised the technology in promoting and spreading the information to the public. Based on the interview, the money game operator will share the information and tips on their own website to keep the investor updated. Besides, they tend to post much information on Facebook thus it is easy for the investor or potential investor to access and share the information. Yet, the information about the money game not only spread through the social media, but they also spread the information thorough popular mobile communication application such as WeChat, and WhatsApp. They aim to attract the potential or new investor to join the money game from different social media platform.

“Ermm... I got the information and details through WeChat group chat.” (Informant A)

“They will share the information or tips at their own website. So I will refer there.” (Informant B)

“I read the information through Facebook like they will post about today’s market condition and how they secure the money.” (Informant C)

“The most used social medium to get info from them is WeChat.” (Informant D)

“They used WhatsApp and WeChat to update the information. They added me into the group.” (Informant E)

“Err...didn’t purposely research on it. Sometimes just click into some of the information from Facebook that shared by others. If it attracts me, then I will keep reading. Money... who don’t want money....” (Informant F)

“I always see thee chart flow of money from their websites.” (Informant G)

3. Fast Cash

From the interview session, researchers found that, most of the youths are lacking in financial literacy, so they will fall easily into the trap of money game due to this attractiveness of “Fast Cash” (Rahman, 2020). Fast Cash is one of the attractiveness of money game that can be found from the informant’s response. Majority of the informants attracted to the money game is because of the fast cash as a method of making money in an abbreviated period to receive the profits within a month. This attractiveness hooked up numbers of investor to join the money game. Most of them were interested when they received a message about money game which will give them a remarkably high profits of return within a brief period. As for example, one of the informants mentioned that MCM money game offered them twenty per cent of profits of return within a month. In addition, there are informants who are requesting

and demanding for higher profits of return in a shortest period and the person in charge told them that they will get it. Hence it increases their trust.

"It's a faster way to get rich, but the risk sure will be higher, plus, I can get around 20% return of profits within a month. This is how money game offered fast money for me." (Informant A)

"I think it's a kind of high return of profit activity, which able to let me generate high profit in a very short period of time. Money game has the potential to return an amount of income that two times of the initial capital invested. That's why I joined" (Informant B)

"They can set the interest rate higher and shorten the period of time, around higher than thirty percent." (Informant C)

"I can help myself to become rich in a short period of time. They just asked to keep invest. Time to time. More money in, more profit I will get." (Informant D)

"Money game is a kind of investment, whereby you only need to invest certain amount of money and you will get attractive return within a short period of time. Hence, the package they offered is quite attractive, and most likely people are intruding by this kind of return in a very short time. Hence, it's a very high return in a very short time frame. I have many debts, so this is the way." (Informant E)

4. Profitability

The term profitability contains two words that are profit and ability. Therefore, profitability can be defined as the ability of a corporation in yielding profits. However, there are differences between profit and profitability. Profit is the main goal of an enterprise and the company needs profit to sustain in the market for long run (Rahman, 2020). Based on the interview with the informants, they defined money game as a profitable activity. It is because, they have been indoctrinated with the idea that the money game will give them thirty percent of profit return to the investor.

Profitable refers to yield profit or financial gain. They believed that money game is one of the sources of income to create a better living style. Majority of the informants stated that they are able get extra income by playing money game and been persuaded by that to invest more money. In addition, the income is higher than their expectation. Therefore, the motive of youths eager to join money game is because they believe that money game is profitable and enable them to get profit continuously in every month.

"If I find a new friend to join, I will get 10% of profit from their amount. Based on my past experience, if I invested RM1000, and the profit is 20% of my initial capital, which mean I'll get RM1200 as a return." (Informant A)

"MCM provides a 30% interest rate for me." (Informant B)

"It's a way to earn money. The interest rate is higher than I expect, up to around 30%" (Informant C)

"Money game is I must invest an amount of money into company like a member fees and I will gain interest continuously for every month. Other than that, the percentages of the profit that O2 Only One offered is 15%." (Informant F)

"For the first run, I get the money in high profit, thus I used all my money to invest more because I thought it will double the profit." (Informant G)

Factors that Persuade the Youth to Join Money Game

1. Peer pressure

One of the factors that can be identified from the interview with the informants is peer pressure. Peer pressures serve as a significant role to everyone. The power of peer's pressure is too strong and powerful in influencing people's decision-making process in daily life. In other words, peer pressure can also be known as an individual who encouraged his or her peers in changing their attitudes, values, or behaviours. It is because peers are the one that most people had spent more time with and intense relationship aside from the family (Dhull & Beniwal, 2017). Thus, people will tend to follow the steps of their peers to be more assimilating into the group. Majority of the interviewees claimed that they joined money game is because of their friends are the investors in the money game and earned profits from it. Hence, peers' pressure is considered as one of the factors that triggers people to join money game.

"Because my friend had joined the money games. Actually, he is not introducing me to join that but I go and ask him by myself because he looks so rich." (Informant A)

"I've been introduced by my friend. There are different aspects, some are my best friend, and some are just normal friend. They are loaded from my eyes. I also want. Then I join." (Informant B)

"Through my best friend. He is my upper line." (Informant C)

"My friend that introduced me to join and she my upper line." (Informant D)

"Erhm...of course there are a lot of friends and families who mentioned about money game. Erhm...for this JJPTR it was...he was a friend and he himself also invested quite a few accounts whereby he already got his return as what the company promised. That's why I joined." (Informant E)

2. Situational condition

Based on the informants, another factors that can be identified from the informants is situational condition in term of expenditure. Most the informants stated that they must join money game is because they really need money in that moment. The "moment" which mentioned by the informants is when the informant needs extra money for expenditure purposes. Such as purchasing shoes, bag, etcetera. The informants were also claimed that if they were financially stable in term of expenditure, then he would choose to invest in bank investment scheme instead of money game. However, if the informant financial for expenditure are not stable, then the informant will choose money game as they believe that money game could bring extra income to them and solving their financial expenditure. To pay PTPTN was also becoming one of the driven motives to join money game because to avoid their name to be backlisted. Thus, situational condition in term of expenditure can be one of the key factors that affects the informants to join money game.

"It is because I need money at that moment. I am much more normal without this problem. I only join money game when there are needed of money. To pay debts like PTPTN, to help my family, my expenses. A lot... my salary just 2500 only. Not enough." (Informant A)

"It depends on what is the situation I am in. If I am needed to use money at that moment, maybe I will choose money game. If I under normal situation, I will invest in something which more stable. Which is bank investment plan. Most probably not. It depends on what my situation is, if there are needed of money to use, I will take it as consideration. If I am

under a situation which not needed use of money, I will not choose money game. If there are the situation that needed of money, then I have no choice, I will choose money game.”
(Informant B)

“My father was sick, my mother is not working, we need money that time. Loan from bank declined. Others uncle and aunty don’t want to help, so have to sell gold that my mon have, half use for my father, other half must invest in money game because it is fast profit.” (Informant C)

“I live in KL. My family not rich. I need to help them. I also need money. How to get money? Join money game could help. I search on website many people were successful. So I decided to join.” (Informant E)

“Hard to explain. But at that time, I really need fast money. It is about life or death.”
(Informant F)

3. Salary

Next factor that can be found during the interview is salary. Salary is an instrument of payment in the form of currency by the employer to the employees as compensation of their services (Lau, 2020). It is a fixed amount of pay that calculated based on the performance of the employees (Ministry of Human Resources, 2020). In current situation, most of the youth were struggling with many things. Low salary but high expenses. Everything is expensive. Some of the informants mentioned that they are encountering with the issue of low salary. In addition, they even claimed that their salary is not enough to cover their expenses and debts that they have they have to pay. Example of the debt are, car loan, house loan, petrol fees, car maintenance fees, foods, drinks etcetera. In addition, most of the informants claimed that they wish they could obtain more income as they not satisfied with their salary. Thus, salary can be considered one of the factors that could trigger youths to join money game, as they were unsatisfied with their salary.

“My salary is not enough to cover my high expenses, as I stay in city area. Not to demand but many things is very expensive now. Maggie also cost me 3 rinngit per pack.” (Informants A)

“Not enough of income. So that why I join money game. After deduction of my debt, I left few ringgits only. How to survive?” (Informants B)

“I wish to have more income so that I can have more money to spend, and my salary is not satisfied enough.” (Informants C)

“No one care about you if you are into trouble. Loan from bank? Wahh many levels. Wait and wait then rejected. Don’t use car ha? Then how to go to work? Sg Petani not like KL. Can use public transport. Salary in Sg Petani not high. Then should go to Penang? Then can solve my debts? Everyday travelling... more money needed.”
(Informant D)

“You know working in Malaysia not everyone has very high income and since we are still youth... less experience. No one dare to give you more salary. You also need to pay PTPTN, car loan, food and family.” (Informants E)

“My salary is okay but quite low... I know my level. Not that educated. But I have family, need to help my family. I also want to enjoy my life. Ermhhhh.... My salary made me thinks to join money game.” (Informant F)

4. Financial Literacy

Due to the low financial literacy, thus the informants were easily persuaded to join money game. Lack of financial literacy will make them unable to make correct judgements and to make effective decisions regarding the management of money (Sudakova, 2018). Most of the informants explained that they have their own budget planning of their financial before they invest into money game. However, to satisfy their needs for other things, all of them were being lured to join the money game. Thus, after conducting the interview session, some of the informants have low financial literacy because they show lack of knowledge on money game and did not do much research on it. Most of them gather information about money game through their friends during normal conversation. Therefore, the information they received might not be so accurate.

"I didn't do any research to gather information about the money game company, just joining it and get to know it through my friend."

(Informant A)

"Because I already did research about investment, last time lack of knowledge only joins money game. Last time money game did not have any research, there are no research you can do, and it only shows you the interest rate."

(Informant B)

"No, I didn't do much research. For the high-risk investment, I will first refer to my friend. If they earn money, then I will go for it."

(Informant C)

"Err...didn't purposely do research on it. Sometimes just click into some of the information from Facebook that shared by others."

(Informant D)

"Of course, I erhm.... asked about my friends and family see whether they have joined. Most of them already joined and they have erhm.... received their returns. That is why I joined."

(Informant E)

DISCUSSION

There are few factors that lead youth to join money game. Youth decided to join money game after their friends shared the information about money game to them. Peers play a significant role in the decision-making process of youth as they are one of the most people had spent more time with and having intense relationship other than family. Besides, young working adult joined money game also because they encounter with situations where they are in the need of money on a certain situation. They believed that by joining money game, it will be able to solve their financial issue rather than joining the bank investment. In addition, low working salary is also one of the factors of young working adult joining money game. This is because the average monthly salary of young working adult in Malaysia is between RM 1,000 to RM 3,000 and this is clearly not enough for them to survive in current society where they must bear a lot of cost like insurance, rental fees, car loans and PTPTN. Therefore, they have the thought to join money game to earn some extra income for their expenses. In addition to it, youth who stay in urban area are facing higher living expenses as their monthly income hardly to support their cost of living. Therefore, they will choose to join money game as they think it would be able to earn side income to cover their expenses. Furthermore, money game offered a higher interest rate when comparing to bank investment scheme. Thus, the chance of youth who wants to generate extra income by choosing to join money game is higher when comparing to bank investment scheme because most of the money game company offers 15% to 20% interest.

The elements of persuasive communication that influenced youths to join money game are source credibility and trustworthiness. For source credibility, the operator of the money game company

will provide some proof or their solid asset so that they able to gain trust from public. This will lead public to have sense of security towards the money game when they know the company have their own application and online mall that enables the investors to purchase things on the online mall. Besides, the source credibility also happens where the operator gains the trust from the public when they showed them the proof that they earn profits from the money game. The examples of the proof are bank transaction statement from money game company to their bank account and the things that purchased from money game's online mall. Throughout all this information, thus, it persuaded many people especially youth who wants to generate more money to accept money game and willing to invest into it.

Trustworthiness happens when youths choose to trust their peers rather than professional as they think that their peers are more trustable and will not cheat on them. Apart from this, the action of peers providing tips and information that are related to money game also one of the methods to gain trust from the potential investor. Youths today spend a lot of time with their peers so they will have good relationship. Thus, trustworthy occurs where young working adult perceived that the information from their peers is reliable because of their experience with them. Social media is also part of the elements of persuasive communication on money game where the money game operators take advantage of using this media to promote and disseminate the information to public. Thus, people will have the urge to click into the link because of the attractive headline of the post which written by the money game operators.

Through out of this research, it can be concluded that, Persuasive Communication is crucial to the society as it can affects an individual decision-making process. According to Miles (2013), stated that persuasive communication intended to change user's attitudes and behaviours in some ways that abstain from the pursuance of convincing. In fact, it is used to persuade an individual to act as how the persuader expected. In other words, the persuader will use the persuasive communication technique to influence the public to achieve the goals that they have established. Hence, persuasive communication usually is connecting with argument, demonstration and convincing with evidence to get trust from the receiver. Persuasive communication also plays a vital role in changing customer's attitudes and believes towards certain products, ideas, services, and concept. It not only can strengthen the customer's current attitudes and beliefs, but it also can weaken an individual current attitudes and beliefs towards an idea, services, and products. Same goes to money game, as the operators used persuasive communication to lure the investors and persuade them to join money game.

REFERENCES

- Agensi Kaunseling dan Pengurusan Kredit. (20 February, 2014). *Debts Among Us: Young Malaysians Are Going Bankrupt*. Retrieved from <https://www.akpk.org.my/content/603-debts-among-us-young-malaysians-are-going-bankrupt>
- Agensi Kaunseling dan Pengurusan Kredit. (17 October, 2019). *Minister: Over 80,000 Malaysians sought bankruptcy from 2015 to 2019*. Retrieved from <https://www.akpk.org.my/news/1331-minister-over-80000-malaysians-sought-bankruptcy-2015-2019>
- Alase, A. (2017). The interpretative phenomenological analysis (IPA): a guide to a good qualitative research approach. *International Journal of Education & Literacy Studies*, 5, 9-19.
- Albeerd, M. I., & Gharleghi, B. (2015). Determinants of the Financial Literacy among College Students in Malaysia. *International Journal of Business Administration*, 6, 15-24.
- Anding, Z., Fu, P., Zhang, Q., & Chen, Z. (2017). Ponzi scheme diffusion in complex networks. *Physica A: Statistical Mechanics and its Applications*, 128-136.

- Azmi, A. N., Samah, I. H., Rashid, I. M., Shamsuddin, A. S., & Amlus, M. H. (2019). Personal Financial Management And Youth Bankruptcy Awareness: Moderating Effect Of Excessive Lifestyle. *International Journal of Scientific & Teechnology Research*, 3681-3683.
- Bailey, J. (2008, February 27). First steps in qualitative data analysis: Transcribing. *Family Practice Advance Access*, 25, 127-131. doi:10.1093/fampra/cmn003
- Bank Negara Malaysia. (12 January, 2020). *Money Laundering & Terrorism Financing*. Retrieved from <http://amlcft.bnm.gov.my/AMLCFT01.html>
- Bartoletti, M., Carta, S., Cimoli, T., & Saia, R. (2019). Dissecting Ponzi schemes on Ethereum: Identification, analysis, and impact. *Future Generation Computer Systems*, 1-29.
- Belotto, M. J. (2018). Data Analysis Methods for Qualitative Research: Managing the Challenges of Coding, Interrater Reliability, and Thematic Analysis. *The Qualitative Report*, 23(11), 2622-2633.
- Benson, S. S., & Chumney, W. M. (2011). The Rise and Fall of a Ponzi Scheme: The Ideal Illustration of the Law and Ethics of the Federal Bankruptcy Code. *Journal of Legal Studies Education*, 273-330.
- BERNAMA. (21 May, 2017). *About 400,000 people fell for JJPTR investment scheme*. Retrieved from <https://www.nst.com.my/news/nation/2017/05/241110/about-400000-people-fell-jjptr-investment-scheme#:~:text=About%20400%2C000%20people%20are%20believed,Datuk%20Acryl%20Sani%20Abdullah%20Sani>.
- Button, M., Lewis, C., & Tapley, J. (2012). Not a victimless crime: The impact of fraud on individual victims and their families. *Security Journal*, 36-54.
- Button, M., & Cross, C. (2017). *Cyber Frauds, Scams and Their Victims*. Routledge.
- Carvajal, A., Monroe, H., Pattillo, C., & Wynter, B. (2009). Ponzi Schemes in the Caribbean. *International Monetary Fund*, 3-43.
- Cohler, A. (2017). The Evolution and Impacts of the Ponzi Scheme and Governmental Oversight. *Ramapo College Honor's Symposium* (pp. 2-24). Ramapo College of New Jersey.
- Cortés, D., Santamaría, J., & Vargas, J. F. (2016). Economic shocks and crime: Evidence from the crash of Ponzi schemes. *Journal of Economic Behavior & Organization*, 1-25.
- Dhull, P., & Beniwal, R. D. (2017). Dealing with Peer Pressure . *Online International Interdisciplinary Research Journal*, 256-263.
- Drew, J.M., & Drew, M.E. (2010). The Identification of Ponzi Schemes, *Griffith Law Review*, 51-70.
- Frankel, T. (2012). *The Ponzi Scheme Puzzle: A History and Analysis of Con Artists and Victims* . Oxford University Press.
- Ghani, M. T., & Halim, B. A. (2017). Pseudo-Investment Scheme in Malaysia: Issues and Problem. *Journal of Sultan Alauddin Sulaiman*, 60-66.
- Grant, A. E., & Meadows, J. H. (2016). *Communication Technology Update and Fundamentals*. Routledge.

- Hannes, K., Lockwood, C. S., & Pearson, A. (2010). A Comparative Analysis of Three Online Appraisal Instruments' Ability to Assess Validity in Qualitative Research. *Qualitative Health Research*, 1736-1743.
- Ishak, S., & Omar, A. R. (2020). Belia dan Hutang: Meneliti Perspektif dan Amalan Mengurus Dalam Kalangan Belia. *Global Journal Al-Thaqafah (GJAT)*, 1-10.
- Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of basic and clinical pharmacy*, 5(4), 87-88.
- Kashapova, E., Filippova, T., & Nikitina, S. (2017). Impact of Financial Pyramids on Well-being of the Russian Society. *The European Proceedings of Social & Behavioural Sciences*. 270-275.
- Kieffer, C. N., & Mottola, G. R. (2016). *Understanding and Combating Investment Fraud*. The Wharton School, University of Pennsylvania.
- Kumkale, G. T., Albarracín, D., & Seignourel, P. J. (2010). The Effects of Source Credibility in the Presence or Absence of Prior Attitudes: Implications for the Design of Persuasive Communication Campaigns. *Journal of Applied Social Psychology*, 1325-1356.
- Lau, K. (8 March, 2020). *How to spot scams and Ponzi schemes*. Retrieved from <https://www.freemalaysiatoday.com/category/leisure/2020/03/08/how-to-spot-scams-and-ponzi-schemes/>
- Lokman, T. (23 November, 2019). *Malaysians lost RM769mil to scams in 3 years*. Retrieved from <https://www.nst.com.my/news/exclusive/2019/11/541389/malaysians-lost-rm769mil-scams-3-years>
- Mabuza, L. H., Govender, I., Ogunbanjo, G. A., & Mash, B. (2014). Qualitative data analysis and writing results. *African Primary Care Research*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3312514/>
- Malaysian Communications and Multimedia Commission. (22 June, 2007). *SC sekati lagi dua laman web pelaburan haram*. Retrieved from <https://www.mcmc.gov.my/ms/media/press-clippings/sc-sekati-lagi-dua-laman-web-pelaburan-haram>
- Maxwell, J. A. (1992). Understanding and Validity in Qualitative Research. *Harvard Educational Review*, 279-300.
- Ministry of Human Resources. (13 Januari, 2020). *Perintah Gaji Minimum 2020*. Retrieved from <https://www.mohr.gov.my/index.php/ms/latest-articles-2/1306-perintah-gaji-minimum-2020>
- Moore, E. S., & Bowman, G. D. (2015). Of Friends and Family: How Do Peers Affect the Development of Intergenerational Influences? *Advances in Consumer Research*, 33, 536-542.
- Mugarura, N. (2017). The use of anti-money laundering tools to regulate Ponzi and other fraudulent investment schemes. *Journal of Money Laundering Control*, 231-246.
- Nexhipi, A., & Nexhipi, E. (2017). The Activity of Pyramid Schemes in Albania (1992 - 1997) and the Effects of Their Decline. *European Journal of Interdisciplinary Studies*, 22-34.
- Obamuyi, T., Iriobe, G., Afolabi, T. S., Akinbobola, A. D., Elumaro, A. J., Faloye, B., . . . Oni, A. O. (2018). Factors Influencing Ponzi Scheme Participation in Nigeria. *Advances in Social Sciences Research Journal*, 429-444.

- Potrich, A. C. G., Vieira, K. M., & Silva, W. M. D. (2010). Development of a financial literacy model for university students. *Management Research Review*, 39, 356-376.
- Rahman, A. A. (2020). Combating money laundering and the future of banking secrecy laws in Malaysia. *Journal of Money Laundering Control*, 219-229.
- Reddy, L.S., & Kannamani, R. (2016). Justifying the judgmental sampling matrix organization in outsourcing industry. *GBAMS-Vidushi*, 17-25. Doi: 10.26829/vidushi.v8i02.9728
- Roberts, C., & Andrews, M. (2012). Personal Computers. In A. E. Grant, & J. H. Meadows, *Communication Technology Update and Fundamentals 13th Edition* (pp. 173-186). Taylor & Francis.
- Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H., & Jinks, C. (2017). Saturation in qualitative research: exploring its conceptualization and operationalization. *Quality & quantity*, 52, 1893-1907.
- Sidhu, J. S. (Friday April, 2017). *Why are M'sians investing hard-earned money in Ponzi schemes?* Retrieved from <https://www.thestar.com.my/business/business-news/2017/04/28/when-its-too-good-to-be-true/>
- Singavarapu, A. (2007). *Harmless Fraud: Pyramid Schemes in Andhra Pradesh*. Worth Publisher.
- Sofiah, R. Z. (2015). Subra: 50 teenagers get pregnant daily. *The star online*. Retrieved from: <https://www.thestar.com.my/news/nation/2015/10/29/teenage-pregnancy-50-cases-a-day/> St. Pierre, E. A., & Jackson, A. Y. (2014). Qualitative data analysis after coding. *Qualitative Inquiry*, 20(6), 715-719. doi: 10.1177/1077800414532435
- Solheim, C. A., Zuiker, V. S., & Levchenko, P. (2011). Financial Socialization Family Pathways: Reflections from College Students' Narratives. *Family Science Review*, 16, 97-112.
- Sudakova, A. (2018). Financial Literacy: From Theory to Practice. *18th International Multidisciplinary Scientific GeoConference SGEM 2018* (pp. 75-82). SGEM.
- Sulaiman, A. N., Moideen, A. I., & Moreira, S. D. (2015). Of Ponzi schemes and investment scams: A case study of enforcement actions in Malaysia. *Journal of Financial Crime*, 231-243.
- The Official Portal of Royal Malaysia Police. (18 July, 2014). *Skim Cepat Kaya*. Retrieved from <https://rmp.gov.my/scam-alert/2014/07/18/skim-cepat-kaya>
- The Official Portal of Royal Malaysia Police. (27 June, 2020). *SCAM ALERT: AWAS! SKIM PELABURAN YANG MENAWARKAN PULANGAN TIDAK MUNASABAH*. Retrieved from <https://www.rmp.gov.my/laman-utama/peringatan/alert-peringatan/2020/06/27/scam-alert-awas!-skim-pelaburan-yang-menawarkan-pulangan-tidak-munasabah>
- Thomson, S. B. (2011). Qualitative Research: Validity. *JOAAG*, 77-82.
- Tuah, I. T. (8 November, 2019). *Bunuh diri tak tahan diburu along*. Retrieved from <https://www.bharian.com.my/berita/kes/2019/11/626154/bunuh-diri-tak-tahan-diburu-along>
- U.S. Securities and Exchange Commission. (17 August, 2012). *SEC Shuts Down \$600 Million Online Pyramid and Ponzi Scheme*. Retrieved from <https://www.sec.gov/news/press-release/2012-2012-160htm>

- Wang, J., Lloyd-Evans, B., Giacco, D., Forsyth, R., Nebo, C., Mann, F., & Johnson, S. (2017). Social isolation in mental health: a conceptual and methodological review. *Social Psychiatry and Psychiatric Epidemiology*, 1451-1461.
- Yun, T. Z. (30 July, 2019). *#adulting: Improving financial literacy through games*. Retrieved from <https://www.theedgemarkets.com/article/adulting-improving-financial-literacy-through-games>
- Zahirul, H. (2018). Methodological issues in accounting research: theories and methods (second edition). *Spiramus press ltd*.
- Zolkepli, F. (19 Saturday, 2020). *Syndicate behind cryptocurrency scam busted*. Retrieved from <https://www.thestar.com.my/news/nation/2020/12/19/syndicate-behind-cryptocurrency-scam-busted>

Authors' Profile

Mohd Yusof Zulkefli

Department of Public Relations
Universiti Tunku Abdul Rahman (UTAR)
Perak
yusofz@utar.edu.my

Low Hai Tao

Real Estate Negotiators
Total Realty Sdn Bhd
Puchong
lucaslow2018@gmail.com

Lee Win Qing

Associate, Human Resource (Recruitment)
Shopee Mobile Malaysia Sdn Bhd
Kuala Lumpur
wininglee@gmail.com

Woon Wei Jian

Assistant Branch Manager
One Living Sdn Bhd
Semenyih
xavierwoon1225@gmail.com

Tung How Neng

Event Executive
Team Grey Group of Communication Sdn Bhd
Selangor
lucassneng1@gmail.com

Lim Chee Fai

Real Estate Negotiators
OYL Managment Sdn Bhd
Ipoh
cheefai5207@gmail.com

THE INFLUENCE OF ENDORSER ON YOUTH PURCHASE DECISION

MOHD YUSOF ZULKEFLI, NOR EZ-ZATUL HANANI MOHAMED ROSLI, HASHIMA
MOHAINI MOHAMMAD & MOHD FAUZI HARUN

ABSTRACT

Social media influencers have become more popular in endorsing a product and it has become a common tactic in marketing strategy to the current advertising field. Most of the company start to switch from using celebrity endorser to social media influencer as their endorser. Promotional marketing has been a chain of cycle used by companies to promote their products. To do that, most companies use endorser as a medium to promote their product and influencing the consumer purchase decision. Celebrity endorser is the most popular type of endorser that affects youth purchase decision. However, nowadays the emergence of social media influencer has also played a role in influencing the youth purchase decision. Therefore, this research has been run to identify which endorser has more influence on youth purchase decision based on endorser characteristics namely attractive, expertise, likeability, meaningful and trustworthy. 400 survey questionnaires have been distributed to the youth age between 18-25 years old. The findings indicate that social media influencer makes the highest influence on youth purchase decision with likeability characteristic has the highest contribution in influencing the youth purchase decision.

Keywords: *endorser, social media influencer, celebrity endorser, youth purchase decision, influence*

ABSTRAK

Pengaruh media sosial menjadi lebih popular dalam mengesahkan produk dan menjadi taktik umum dalam strategi pemasaran dalam bidang periklanan masa kini. Sebilangan besar syarikat mula beralih dari menggunakan selebriti sebagai duta produk kepada influencer media sosial sebagai duta mereka. Promosi pemasaran telah menjadi kitaran rangkaian yang digunakan oleh syarikat untuk mempromosikan produk mereka. Untuk mengetengahkan produk, kebanyakan syarikat menggunakan duta sebagai pengantara untuk mempromosikan produk mereka dan mempengaruhi keputusan pembelian pengguna. Duta selebriti adalah jenis duta yang paling popular yang mempengaruhi keputusan pembelian para belia. Namun, kini sejak kemunculan influencer media social, juga turut berperanan mempengaruhi keputusan pembelian para belia. Oleh itu, kajian ini telah dijalankan untuk mengenal pasti jenis-jenis duta yang lebih berpengaruh terhadap keputusan pembelian belia berdasarkan ciri sokongan iaitu daya menarik, kepakaran, mesra, bermakna dan boleh dipercayai. 400 soal selidik tinjauan telah diedarkan kepada para belia berusia antara 18-25 tahun. Hasil kajian menunjukkan bahawa pengaruh media sosial mempengaruhi keputusan pembelian belia dengan ciri mesra mempunyai sumbangan tertinggi dalam mempengaruhi keputusan pembelian para remaja.

Kata Kunci: *duta, influencer media sosial, duta selebriti, keputusan pembelian para remaja, pengaruh*

INTRODUCTION

These days, consumers have been exposed to the variety of advertisements that function to influence them in changing their perception or attitudes towards the products, services and brands. Therefore, according to Comiati (2005), the specialists in advertising and marketing agreed that the changes can be occurred through the communication by certain source in which Peter (2016) emphasizes on the endorser as the source of communication through advertisement where it can be defined as the person that conveys variety of information in advertisement, and could be the one that easily recognizable or famous in public, organization, company, entertainment or even sport.

Albert, Ambroise and Florence (2017) explain that, without endorsers it is difficult for a brand or product to attract the target audience, as through endorsers a positive image and influence can be developed especially on consumer's perception, attitudes and behaviour towards specific brand. Hence, using celebrity as endorser has become one of the marketing strategies since then (Kumar, 2017). According to Apejoye (2013), celebrity has played an important role in marketing a product through advertisement and eventually endorser has become one of the advertising strategies that most of the companies used to create awareness to gain consumer responses about the products or services provided. Thus, celebrity endorsement can be referred to celebrities that agreed to lend their name and physical appearance for advertising purposes to promote the product or services that they may or may not be experts with (Jain, 2011).

Nowadays, the development of technology is growing fast, and the emergence of social networking sites has contributed to the growing numbers of people spending their time online instead of offline (Upekha, 2015). In relation to this, research done by Burke (2017) found that social media influencers have become more popular in endorsing product and it has become a common tactic in marketing strategy to the current advertising field. Most of the company start to switch from using celebrity endorser to using social media influencer as their endorser.

According to Brorsson and Plotnikova (2017), social media influencer is always engages with promoting product or services by sharing their own posts, tweets, and blogs in social media platforms such as Facebook, Instagram, Twitter, Youtube and many more. Other than that, they also share their opinion and experiences about the products or services that they have been used, in order to give opportunities for consumers to do decision before buying the product that eventually will affect consumers purchase decision (Gashi, 2017). Therefore, the use of social media influencer marketing in lifestyle public relations initiatives has broken the wall between the consumer, the brand, and followers through social media content (Glucksman, 2017).

Nevertheless, Low and Lim (2012) emphasize that, a great endorser is not only about how good they are in social media or famous they are as celebrity, but a great endorser define on how good endorsers in ensuring a positive impact toward the company's brand and reputation . Otherwise, the endorser may cause negative reactions and impact toward the organization and public that possibly reduce the value of the advertisement in marketing strategy (Burke, 2017).

A research done by Chavda (2015) found that there are some factors that the purchase decision will be affected by the endorsers that are attractive, trustworthy, meaningful, likeability, and expertise. People often see that the link between the product being endorse and the product itself is difficult for the consumer to judge, so this is the key to understanding when discussing celebrity endorsements (Hsu & McDonald, 2002).

However, based on the statement discuss above, does celebrity endorsement and social media influencer has really influenced consumer purchase decision after all? Because a successful endorser should have the ability to influence consumers' purchase, decision and build up the image of the products at the end of the marketing process (Liu et. al., 2012). Therefore, the aim of this research is to identify which endorser has more influence of youth purchase decision. This will be investigate based on five factors of endorsers characteristics that can influence purchase decision suggested by Chavda (2015) namely attractive, trustworthy, meaningful, likeability and expertise.

LITERATURE REVIEW

According to the past study done by Clow et al (2006), endorser has become a tactic of the companies in order to influence the target audience and achieve the advertising goal in which improving the credibility and effectiveness of the message from the products or the brands to the specific audience. Therefore, research done by Friedman et al. (1976) proved that, advertisements with the present of endorser have gain more credibility of the message and successfully influence consumer purchase

decision. In addition, Rimoldi (2015) explains that, when endorsers introduce a product in an advertisement toward the audience; the cultural meaning of the endorser itself is transmitted to the product. Thus, by connecting endorser with brands, the advertisers can transfer the meaningful meaning toward the products

In relation to this, celebrity endorsement is one of the advertising techniques that company is likely to use to create the awareness and gain many responses about their products and services to the consumer. Many companies spend the huge resource on hiring the celebrities to endorse their product or the sponsored message on the television, radio and magazines in hoping that through the endorser, consumer attitudes towards the brand can be increased (Apejoye, 2013). In the same way, George and Michael (2013) also agreed that celebrity endorser has frequently been used by the company since those celebrities can easily attract the consumer attention to the advertising's messages and increase the positive evaluation that can influence the positive attitude in purchase decision. Therefore, the increase of celebrities endorsing brands has been rapidly increasing over the past years and this phenomenon let the marketers acknowledge the power of celebrities in influencing consumer-purchasing decisions (Zipporah & Mberia, 2014).

However, the development of technology and the emergence of social networking sites have contributed to the growing numbers of people spending their time online instead of offline (Upekha, 2015). Through the emergence of social media phenomena, social media influencers has become more popular in endorsing product and it has become a common tactic in marketing strategy to the current advertising field and become a popular strategy in communication campaigns amongst many industries (Burke, 2017).

Glucksman (2017) explains that, the social media influencer is a new type of the independent endorsers who shape the audience's attitude through the social media such as the blog and the other social media. Besides that, the social media influencers, through the social networking sites such as the Facebook, Twitter, and YouTube create the online content to promote the certain brands by their own account to gain the following and the brand recognition. In addition, social media influencers also promote the products through their personal life hence this become more relevance towards the consumers (Ledbetter, 2016). Likewise, Buyer (2016) mentioned that, the influencers serve as the stable connection between the consumer and the brands in which through the video or photo that they have post on the social media that openness to the consumers contribute to the high credibility of the product from the consumers.

Research done by Gräve (2017) empirically shows that, celebrities' influencer and social media influencers are perceived differently. These differences are related to the evaluation of characteristics that determine endorser effectiveness. Therefore, a research done by Khan (2017) found that there are some factors that the purchase decision will be affected by the endorsers that are attractive, trustworthy, meaningful, likeability, and expertise.

Endorser attractive is one of the factors that can affect youth purchase decision. Weight, height and facial beauty of a person can be categorized as attractive which it is a first thing that other people judge the endorser first relate to attractive (Sivanandamoorthy, 2013). Research done by Till and Busler (2000) found that, attractive is positively related to purchase intention (Till & Busler, 2000). Other than that, the endorsements attractiveness will also increase the brand awareness (Hakimi, Abedniy, & Zaeim, 2011). This is because, advertisers believe that "beauties sell well" and make full use of attractive endorser, spokespersons, and models in ads (Said & Napi, 2015).

Additionally, with a good physical attractive, it can persuade potential consumer to become consumer of the product. If the actual attractive of the endorser is related to the product, consumers often make a positive attitude towards product and advertising evaluation. (Zipporah & Mberia, 2014). According to survey conducted by Jatto (2014), he found that attractive people get more attention than

unattractive people do. Likewise, another pass study also stated that attractive people could change people's beliefs more than unattractive people (Ohanian, 1990).

The next characteristic is trustworthy in which endorser trustworthy can influence persuasion in a message-based elaboration since a greater need of thinking about a message is necessary if the source is from an expert source that has low rather than high trustworthy (Priester & Petty, 2003). Besides that, according to Grace & Furuoka (2007), a source credibility is perceived to be believed with regards to its expertise and trustworthy where the greater the expertise and trustworthy of a source of information, the more likely an individual will perceive the source is credible.

Not only that, trust is also a very important factor that built loyalty and there is a significant and positive relationship between loyalty and trust. By building consumer confidence with providing quality service or product will lead the organization towards enhancing the consumer trust and at the end; the trust will make the consumer to be loyal (Sarwar, Abbasi & Pervaiz, 2012). In the same way, Huang and Chang (2017) also mentioned that the formation of trust is actually important especially in determining whether a consumer will purchase. Therefore, overall, trustworthy trait by an endorser is a very important factor as it creates trusting intention where one person is willing to depend on the endorser in a given situation and trusting beliefs, means that one individual believes the other person is competent, honest, benevolent and predictable in a situation (Li, Kim & Park, 2007).

Next, the third characteristic is meaningful. According to research done by Fiore (2017), nowadays consumer is focusing toward the meaningful of the endorser in portraying the product advertisement and consumer also focusing toward the value-based information that carried by endorser rather than the attractive of the product. In addition, based on research conducted by Rimoldi (2015), whenever endorsers introduce or advertise a product in an advertisement to the public, the meaningful of the endorser itself will directly transferred to the product.

Thus, Apejoye (2013) emphasized that, without meaningful of the endorser in influencing purchase decision, the quality possessed in marketing strategy would not be effective because it is important to make sure, that meaningful should be on the reason in influencing consumers purchase decision. Besides, in order to achieve consumers' decision-making, the endorser aims to put more meaningful value toward product and convince the consumer to change their attitude and perception on decision-making (Duffet, 2017).

Finally, yet importantly is likeability characteristic. The likeability of endorser has a very important role in influencing consumer behaviour based on the appearance, experience and attitude of the endorser itself (DuPlessis, 2004). The factor of likeability in endorser has even been shown and proved in the research done by Russel and Baldinger (2001) as the strongest factors that influencing purchase decision, linked with persuasion and sales in marketing strategy that had been considered as a very important measurement of the successful of advertising effectiveness. In fact, the finding of the research done by Biel and Bridgewater (1990) show that endorsers' likeability is one of the dependent factors that contribute to decision making in purchasing behaviour.

FINDINGS

The purpose of this research is to identify which endorser has more influence of youth purchase decision. This will be investigate based on five factors of endorsers characteristics that can influence purchase decision suggested by Chavda (2015) namely attractive, trustworthy, meaningful, likeability and expertise.

In this research, the answers to the following questions are being asked:

- 1) Which endorser has more influence on youth purchase decision?

2) What are the characteristics that contribute the most toward youth purchase decision?
Pre-Testing

A pre-test was conducted with 30 respondents who range age between 18 to 25 years old that is considered as youth. Cronbach's alpha coefficient was run to ensure scale reliability of the instruments. The result of the reliability test for each factor are shown in the table 1.

Factors	Items	Cronbach's Alpha Value (α)
Attractiveness	I buy the product because the celebrities/ social media influencer are attractive.	0.820
	I buy the product because the c celebrities/ social media influencer endorsed product creates a class	
	I buy the product or service because the celebrities/ social media influencer endorsed products are beautiful	
	I buy the product or service because the celebrities/ social media influencer endorsed products are elegant.	
	I buy the product because the celebrities/ social media influencer look sexy.	
Expertise	I buy the product because the celebrities/ social media influencer has enough expertise of the product he/she endorsed.	0.881.
	I buy the product because the celebrities/ social media influencer has enough experience to endorse the product	
	I buy the product because the celebrities/ social media influencer has enough knowledge of the product he/she endorsed.	
	I buy the product because the celebrities/ social media influencer has enough qualification to endorse the product.	
	I buy the product because the celebrities/ social media influencer has enough skilled of the product he/she endorsed.	
Meaningfulness	I buy the product or service because the celebrity endorsed product gives me reputation & creates my personality.	0.713
	I buy the product or service because the celebrity endorser endorsed product gives me creates my personality.	
	I buy the product or service because the celebrity endorsed products shows achievement.	
	I buy the product or service because the celebrity gives some meaning to the product.	
Trustworthiness	I can depend on celebrity because the product endorsed by celebrity is good.	0.887
	I trust and buy the product because the celebrity is honest about the message he/she is giving.	
	The message given by the celebrity is reliable so I can count on it.	
	The celebrity is sincere about the endorsed product.	
Likeability	I buy the product because I like the endorsed celebrity.	0.796
	I buy the product because the endorsed celebrity is familiar to me.	
	I buy the product because the celebrity fits with my own culture (similarity).	
	I buy the product because the celebrity endorser is my favorite.	
	I pleased with the characteristic of the celebrity endorser.	
Purchase decision	I will visit the store to buy the product.	0.626
	I will say positive things about products or brands to other people.	
	I will recommend the product to others.	
	I will repeat buying the product.	
	I will search the info about the product	

Figure 1 Results of Pilot Test

The reliability test indicates that all the items in each factor were reliable with the Cronbach's Alpha value is higher than 0.7 except for the factor of purchase decision. Even so, all the items in purchase decision section will remain because according to Kline (1999) in Field (2005), the alpha value that below than 0.7 is still can realistically be accepted because of the diversity of the constructs being measured

The survey questionnaire was distributed to 400 youth range age between 18 to 25 years old. 400 complete questionnaires have been collected to be analyzed. Respondents were asked to express their perception on the influence of celebrity endorser and social media influencer based on five factors of endorser characteristics (attractive, trustworthy, meaningful, likeability and expertise) derived from Chavda (2015) and their purchase decision using the five point Likert scales ranging from strongly disagree to strongly agree.

Multiple regression analysis was run in order to see the influence of the influence of celebrity endorser and social media influencer on youth purchase decision with the determinants of attractive, trustworthy, meaningful, likeability, and expertise as the independent variables and youth purchase decision as the dependent variable. Respondents rated the questions on a 7-item Likert Scale.

The results of the multiple regression show a significant model with the sign value is 0.000 ($p < 0.05$) and the value of R square is 0.325 which means that endorser explained 32.5 percent of the variance of youth purchase decision.

Between the two endorsers, Social media influencer has the highest Beta value coefficients ($\beta = 0.528$) followed by the celebrity endorser ($\beta = 0.053$). The result shows that social media influencer make the strongest influence towards the youth purchase decision. Between this two endorsers, the result shows that only Social media influencer make a significant unique contribution to the youth purchase decision with the sign value 0.000 (Sig. < 0.05) while the sign value of celebrity endorser is 0.415 more than 0.05 which means it is not significantly related to influence youth purchase decision.

Of the five endorser characteristics, likeability leads to the highest Beta value Beta value coefficients ($\beta = 0.218$) followed by meaningful ($\beta = 0.143$), expertise ($\beta = 0.129$), attractive ($\beta = 0.111$) and trustworthy ($\beta = 0.72$). The result shows that likeability make the strongest influence towards the youth purchase decision followed by meaningful, expertise, attractive and trustworthy. Between these five characteristics of endorsers, the result shows that Likelihood (Sig. = 0.000), meaningful (Sig. = 0.027), and expertise (Sig. = 0.024) make a significant unique contribution to the youth purchase decision while attractive (Sig. = 0.055), and trustworthy (Sig. = 0.206), are found not statistically related to youth purchase decision with the Sig. value is more than 0.05.

DISCUSSION

The findings from this research indicate that endorsers can influence youth purchase decision. The result of this research support what has been mentioned by Khan & Lodhi (2016), in which they emphasize on the influence of endorser towards consumer purchase decision. Therefore, like what has been said in the research done by Clow et al (2006), the used of the endorser can be a tactics for the companies to influence the target audience and achieve the advertising goal set and to improve the credibility and effectiveness of the message from the product or the brands to the specific audience in order to affect the consumer's attitudes.

Between the two endorsers, the results show that, social media influencer has more influence on youth purchase decision to compare with celebrity endorser. Similarly, research done by Ge & Gretzel (2018) also found that social media influencers is more effective in influencing youth purchase decision. These phenomena occur because they are more relatable with the product, create quality content and they are more approachable with consumer and their target audience (Jing & Ulrike, 2018). Likewise, Liu et al. (2017) explain that, youth prefer to choose social media influencers rather than celebrity endorser due to the relevancy of the social media influencer in sharing relevant content instead of preference content.

Among all the five characteristics of the endorser that can influence the youth purchase decision, the findings of this research shows that, likeability should be emphasized more by the company when they want to hire the endorser followed by the characteristics of meaningful and expertise. While, attractive and trustworthy characteristics can be absent and put less focus since the results shows that they are not significantly contribute to the youth purchase decision. Research done by Fern, Boon, Ling & Huat (2015) also shows that attractive has not significantly related to purchase decision because they found that consumer was more focus on others characteristic when they are making purchase decision.

The trustworthy of the endorser in the other hand, depends to a large extent on the consumer perception (Shimp, 2003) in which they tend to trust the source of sharing certain people similar to them (Erdogan, 1999). If the consumer believes that the endorser is biased or has a potential motivation to support the product or brand to provide information, such as payment, thus, the impact of the source may be weakened or rejected (Belch & Belch, 2009). Therefore, this might be the contribution to the result of no significant relationship between trustworthy and youth purchase decision. Similarly, research done by Ifeanyichukwu (2016) also shows no relationship between the trustworthy of the endorser and purchase decision.

Likeability characteristic is important to be considered by the company in order to influence youth purchase decision since according to DuPlessis (2004), the likeability of endorser has a very important role in influencing consumer behaviour based on the appearance, experience and attitude of the endorser itself. The factor of likeability in endorser has even been shown and proved to be the strongest factors that in influencing purchase decision, linked with persuasion and sales in marketing strategy which had been considered as a very important measurement of the successful of advertising effectiveness (Russel & Baldinger, 2001).

Next characteristic that should be considered by the company in choosing the endorser is meaningful characteristic. According to Apejoye (2013), without meaningful of the endorser in influencing purchase decision, the quality possessed in marketing strategy would not be effective because it is important to make sure that meaningful should be on the reason in influencing consumers purchase decision. In addition, nowadays consumer are focusing more on the meaningful of the endorser in portraying the product advertisement since they put their focus toward the value-based information that carried by endorser rather than the attractive of the product (Fiore, 2017).

Last but not least is the emphasize on the expertise characteristics. Research shows that expert endorser improves the brand recall rate, as well as positively influence customers' willingness to purchase. A research done by Hassan and Jamil (2014) shows a positive relationship between endorser and purchase intention in which most of the respondent think that the expertise of the endorser is very important before they make the purchase decision.

CONCLUSION

In sum, the result of this research indicates that, endorser can influence youth purchase decision with likeability characteristic contribute to the highest followed by meaningful and expertise while attractive and trustworthy have no contribution on youth purchase decision. Therefore, this can be concluded that the youths would highly considers the likeability, meaningful and expertise factors before making any purchase decision. This research also reveals that, social media influencer has more influence on youth purchase decision compare to celebrity endorser. Hence, it is suggested to the company to put into consideration in choosing social media influencer as the endorser since it proves that it has more influence on youth purchase decision.

REFERENCES

- Albert, N., Ambroise, L., & Pierre, V. F. (2017). Consumer, brand, celebrity: Which congruency produces effective celebrity endorsements?. *Journal of Business Research*, 81, (C), 96-106.
- Apejoye, A. (2013). Influence of celebrity endorsement of advertisement on students' purchase intention. *Mass Communicat Journalism*, 3 (3).
- Belch, G., Belch, & M. (2009). *Advertising and promotion: an integrated marketing communications perspective* (8th Eds.). New York: McGraw-Hill International Edition
- Belch, G. & Belch, M. (2013). A content analysis study of the use of celebrity endorsers in magazine advertising. *International Journal of advertising*, 32(3), 369–389.
- Biel, A. L. and Bridgwater, C. A., (1990). Attributes of likable television commercials. *Journal of Advertising Research*. 38–44.
- Bower, A. and Landreth, S. (2001). Is beauty best? Highly versus normally attractive models in advertising. *Journal of Advertising*, 30 (1), 1-12.
- Brorsson, A. & Plotnikova, V. (2017). Choosing the right social media influencer. A quasi-experiment to explore the impact of influencers' different characteristics. *Digitala Vetenskapliga Arkivet*.

- Burke, K. E. (2017). Social Butterflies: How Social Media Influencers are the New Celebrity Endorsement. Thesis submitted to the faculty of the Virginia Polytechnic Institute and State University.
- Buyer, L. (Jan 2010). "PR Under the Influence: Why Influencer Marketing is all the Buzz." In #SocialPR Chat Web.
- Chavda, V. (2015). A study of celebrity endorsement and its effect on buying behaviour of college students in Gujarat. Shodhganga : a reservoir of Indian theses @ INFLIBNET in <http://hdl.handle.net/10603/77785>.
- Clow, K., James, K., Kranenburg, K. and Berry, C. (2006). The relationship of the visual element of an advertisement to service quality expectations and source credibility. *Journal of Services Marketing*, 20(6), 404-411.
- Du Plessis, T C. (2004). Web-based communication: The need for more valuable online information. *Communicatio. South African Journal for Communication Theory and Research*. 30(1): 113 - 132.
- Duffet, R. G. (2017). Influence of social media marketing communications on young consumer's attitudes. *Emerald Publishing Limited*, 18 (1), 19-50.
- Erdogan, B. Z. (1999). Celebrity endorsement: A literature review. *Journal of marketing management*, 15(4), 291-314.
- Fern, Y. S., Boon, L. K., Ling, G. M., & Huat, T. S. (2015). The effect of celebrity endorser towards customer purchase intention. *Advanced Science Letters*, 21(6), 2163-2165.
- Friedman, H., Termini, S. and Washington, R. (1976). The effectiveness of advertisements utilizing four types of endorser, *Journal of Advertising*, 5(3), 22-24.
- Gashi, L. (2017). Social media influencers – why we cannot ignore them. An exploratory study about how consumers perceive the influence of social media influencers during the different stages of the purchase decision process. *Hogskolan Kristantad*.
- Ge, J. & Gretzel, U. (2018) Emoji rhetoric: a social media influencer perspective. *Journal of Marketing Management* . 34, (15/16).
- Glucksman, M. (2017). The Rise of Social Media Influencer Marketing on Lifestyle Branding: A Case Study of Lucie Fink. *Journal of Undergraduate Research in Communications*, 8(2), 77-87.
- Grace, P. I. & Furuoka, F. (2007). An examination of the celebrity endorsers' characteristics and their relationship with the image of consumer product. *Unitar E-Journal* ,3 (2), 27-41.
- Gräve, J. F. (2017). Exploring the Perception of Influencers Vs. Traditional Celebrities: Are Social Media Stars a New Type of Endorser?. *Proceedings of the 8th International Conference on Social Media & Society* July 2017, 36 , 1–5.
- Hakimi, B., Abedniy, A., & Zaeim, M. (2011). Investigate the impact of celebrity endorsement on brand image. *European Journal of Scientific Research*, 58(1), 116-132.

- Hassan, S. R. & , Jamil, r. A. (2014). Influence of Celebrity Endorsement on Consumer Purchase Intention for Existing Products: A Comparative Study. *Journal of Management Info* 4(1), 1-23.
- Huang, Z., Chang, S., and Wu, J. 2017. A Study on the Influence of Team Members' Social Media Interaction Perception on Employee Creativity. *American Journal of Industrial and Business*.
- Hsu, C. K. & McDonald, D. (2002). An examination on multiple celebrity endorsers in advertising. *Journal of Product & Brand Management*, 11(1), 19-29.
- Ifeanyichukwu, C. D. (2016). Effect of celebrity endorsements on consumers purchase decision in Nigeria. *International Research Journal of Management*, 9, 98-103.
- Jain, V. (2011). Celebrity Endorsement And Its Impact On Sales: A Research Analysis Carried Out In India. *Global Journal of Management and Business Research*. 11 (4).
- Jain, S. and Posavac, S. (2001). Pre-purchase attribute verifiability, source credibility and persuasion. *Journal of Consumer Psychology*, 11(3), 169-180.
- Jatto, O. (2014). Consumer Attitude towards Celebrity Endorsements. *Journal in Business Management Marketing*, 1(1), 1-92.
- Joseph R. Priester & Richard E. Petty (2003). The Influence of Spokesperson Trustworthiness on Message Elaboration, Attitude Strength, and Advertising Effectiveness. *Journal of Consumer Psychology*, 13(4), 408–421.
- Khan, A., & Lodhi, S. (2016). Influence of celebrity endorsement on consumer purchase. *Imperial Journal of Interdisciplinary Research (IJIR)*, 2(1), 102-111.
- Kumar, S. (2017). Influence of product placements in films and television on consumers brand awareness. *Archieves of Business Research*, 5 (2), 163-179.
- Ledbetter, A. M. & Redd, R. M. (2016). Celebrity Credibility on Social Media: A Conditional Process Analysis of Online Self-Disclosure Attitude as a Moderator of Posting Frequency and Parasocial Interaction. *Western Journal of Communication*, 80(5).
- Management 7(11), 1209-1228
- Lim, R., Kim, J., & Park, J. (2007). The effects of internet shoppers' trust on their purchasing intention in China. *JISTEM-Journal of Information Systems and Technology Management*, 4(3), 269-286.
- Liu, B. F., Jin, Y. Briones, R. & Kuch, B. (2012). Managing turbulence in the blogosphere: Evaluating the blog-mediated crisis communication model with the American Red Cross. *Journal of Public Relations Research*, 24(4), 353-370.
- Low, S. F., & Lim, S. W. (2012). Impacts of celebrity endorser on Malaysia young consumers: an empirical study in the sports industry, *SEGi Review*. 5 (1), 95-114
- Ohanian, R. (1990). The impact of celebrity spokespersons' perceived image on consumers' intention to purchase. *Journal of advertising Research*, 6(1), 108-211.

- Russell, H. I. and Baldinger, A. L. (2000). The ARF Copy Research Validity Project. *Journal of Advertising Research*, 114-35.
- Said, N. P., & Napi, W. N. (2015). Celebrity And Non-Celebrity Endorsement Effectiveness On. *International Academic Research Journal of Business and Technology*, 1(2), 51-57.
- Sarwar, M. Z., Abbasi, K. S., & Pervaiz, S. (2012). The Effect of Customer Trust on Customer Loyalty and Customer Retention: A Moderating Role of Cause Related Marketing. *Global Journal of Management and Business Research*, 12(7), 121-131.
- Sivanandamoorthy, S. (2013). Impact of celebrity endorsement on brand equity in cosmetic product. *International Journal of Advanced Research in Management and Social Sciences*, 2(4), 1-11.
- Shimp, T.A. (2003). *Advertising, Promotion and Supplemental Aspects of Integrated marketing Communications*. (6th Eds). Thomson:South Western.
- Smith, K. (2016). How to Understand and Influence Consumer Behavior in <https://www.brandwatch.com/blog/how-understand-influence-consumer-behavior/>
- Till, B. D. & Busler, N. (2000). The match-up hypothesis: Physical attractiveness, expertise, and the role of fit on brand attitude, purchase intent and brand beliefs. *Journal of advertising*, 29(3), 1-13.
- Upekha M. (2 August 18th, 2015). Learning to connect with your audience as a marketer. In <https://www.quirks.com/articles/learning-to-connect-with-your-audience-as-a-marketer>
- Zipporah, M. M., & Mberia, H. K. (2014). The Effects OF Celebrity Endorsement in. *International Journal of Academic Research in Economics and Management Sciences*, 3(5), 178-188.

Authors' Profile

Mohd Yusof Zulkefli

*Department of Public Relations
Universiti Tunku Abdul Rahman (UTAR)
Perak.
yusofz@utar.edu.my*

Nor Ez-Zatul Hanani Mohamed Rosli

*Department of Public Relations
Universiti Tunku Abdul Rahman (UTAR)
Perak.
zatulhanani@utar.edu.my*

Hashima Mohaini Mohammad

*Department of Advertising
Universiti Tunku Abdul Rahman (UTAR)
Perak.
hashima@utar.edu.my*

Mohd Fauzi Harun

*Department of Advertising
Universiti Tunku Abdul Rahman (UTAR)
Perak.
fauzih@utar.edu.my*

SPIRITUAL PRACTICE AS A COPING MECHANISM TO COMBAT MENTAL ILLNESS AMONG MALAYSIAN TEENAGERS

AINI AZEQA MA'ROF & HASLINDA ABDULLAH

ABSTRACT

Mental health is one of the major issues highlighted by the Malaysian government. Taking into account the increasing number of Malaysians facing with mental health problems such as depression, anxiety and stress, this study was conducted specifically among the semester 1 students, Centre for Science Foundation, Universiti Malaysia Sabah, in order to get a preliminary view on the student's mental health level. A total of 98 students were involved using the Depression Anxiety Stress Scale (DASS) questionnaire and the inventory of Beck's Depression (BDI). Environmental change and the transformation of learning patterns from school to university, have put pressure on students as well as holding the trust and expectation of parents in seeing their success. Considering that mental issues do not count on one's background, this study focuses on the pattern of mental health problems among the academic excel students to examine what dominates their thinking from an emotional point of view. Findings show that students are more dominated by the feelings of anxiety in relation to academic performance and overthink each event happening in life. In order to cope with these negative emotions, majority of the students opt to sleep, eat, hearing music, share with significant others, and meditation such as praying, dua' and reciting the Al-Quran in order to reduce their anxiety feelings. Therefore, this study is expected to provide a preliminary picture of the emotional level of students as well as exploring their coping mechanisms that includes spirituality in reducing the level of anxiety so that it does not lead to a more serious mental health level.

Keywords: *Mental Health, Adolescence, Depression, Anxiety, Stress, Spiritual.*

ABSTRAK

Kesihatan mental adalah salah satu isu utama yang diketengahkan oleh kerajaan Malaysia. Dengan mengambilkira peningkatan jumlah rakyat Malaysia yang menghadapi masalah kesihatan mental seperti kemurungan, kebimbangan, dan tekanan, kajian ini dilakukan khususnya dalam kalangan pelajar semester 1, Pusat Asasi Sains, Universiti Malaysia Sabah bagi mendapatkan gambaran awal berhubung tahap kesihatan mental pelajar. Seramai 98 pelajar terlibat menggunakan soal selidik Skala Kemurungan, Kebimbangan, dan Tekanan (DASS) dan Inventori Kemurungan Beck (BDI). Perubahan persekitaran dan transformasi corak pembelajaran dari sekolah ke universiti, telah memberi tekanan kepada pelajar selain daripada harapan yang tinggi dari kedua ibu bapa untuk melihat kejayaan mereka. Memandangkan masalah mental boleh berlaku kepada sesiapa sahaja tidak kira latar belakang, justeru kajian ini memfokus kepada pola permasalahan kesihatan mental dalam kalangan pelajar yang memiliki prestasi akademik yang cemerlang bagi melihat faktor yang menguasai pemikiran mereka dari sudut emosi. Dapatan kajian menunjukkan bahawa pelajar lebih banyak dikuasai oleh perasaan kebimbangan terutamanya berkaitan dengan prestasi akademik dan terlalu memikirkan setiap peristiwa yang berlaku dalam kehidupan mereka. Bagi mengatasi emosi negatif ini, kebanyakan pelajar memilih untuk tidur, makan, mendengar muzik, menceritakan masalah kepada orang yang signifikan, dan bermeditasi seperti berdoa, solat, dan membaca Al-quran bagi mengurangkan perasaan kebimbangan mereka. Dengan itu, kajian ini diharapkan dapat memberikan gambaran awal berhubung tahap emosi pelajar serta meneroka mekanisme pengatasaan yang merangkumi aspek kerohanian dalam mengurangkan tahap kebimbangan supaya ia tidak membawa kepada tahap kesihatan mental yang lebih serius.

Kata Kunci: *Kesihatan Mental, Remaja, Kemurungan, Kebimbangan, Tekanan, Kerohanian.*

INTRODUCTION

Mental health is an individual's condition in terms of emotional, psychological and social well-being. The mental health level will also determine how one faced with stress, relationships with others, and also influences on how they make decisions. A good mental health is very important to be maintained as low levels of mental health will lead to serious mental problems and affect life functioning. Besides, an individual mental act as the main motor function of the body as it will affect the way individuals' think, feel and how they behave or react towards a situation.

Mental health problems can be experienced by anyone regardless of background. A report by the World Health Organization (WHO, 2018) shows that almost 800,000 individuals die of suicide every year worldwide. This leads to a global suicide rate of 11 people per 100,000. More worrying when of each individual who committed suicide, there will be 20 others who have tried to commit such behaviour. Meanwhile, the main cause contributing to suicide worldwide as reported by WHO is due to serious depression. In fact, suicide is the second highest cause of death after road accident for those between the ages of 15 and 24 with adolescent age was reported as a dominant period for those with mental health problems over adulthood. The main cause of individual teens are more fragile to this problem is because they are less mature in dealing with life issues than adults in addition to the identity conflict they are currently facing. Thus, it is important to explore on the current factors that leads adolescent to be more prominent with mental health problems.

There are various factors that contribute to mental health problems. Biological factors such as genetic changes or chemical content in the brain are the main factors that contribute to mental health problems which is outside the individual control (Bolton, 2013). Other factors such as life experiences such as trauma and emotional or physical abuse are also among the major contributor to the world's mental health problems (Green, Miranda, Daroowalla & Siddique, 2005). In fact, family history of mental health can also be a source of individual mental health problems through genetic inheritance in addition to other issues and other stresses that are not well managed. For individuals with mental health problems, some early symptoms can be identified. One of the most common indicators is when someone is eating or sleeping too much and no longer interested in activities that are customary to them. Other indicators include inseparable from the crowd, lonely, ineffective, mood disturbance that invites anger, a sense of despair that can lead to a tendency to injury and commit suicide. Overall, mental health problems are not concentrated to one country or dominant for a group. It can be experienced by anyone regardless of background. In fact, mental health problems are a common disease nowadays.

MENTAL HEALTH ISSUES IN MALAYSIA

Recently, issues related to mental health are getting more attention in Malaysia. Experts from different fields such as clinical psychologists, counsellors, psychologists and social psychologists, psychiatrists, motivational experts, and even religious experts work together to look into the issue of the growing number of mental health problems in Malaysia. A survey in 2017 by the Malaysia Ministry of Health (MOH) has found that 18,336 Malaysian people were depressed based on health checks conducted to 273,203 individuals. Of these, 11,811 people were found to have mild depression, 3,680 moderate depression and 1,682 severe depression.

Depression is very synonymous with the act of injuring or suicide. A Malaysian study conducted by the National Suicide Register Center in 2009 reported that suicide rates remained low in Malaysia at 1.18 per 100,000 population. However, many experts argue that the actual amount is much higher especially in the present time of nearly ten years after the study. Experts estimate that nearly 2,500 suicides are estimated annually with an average of 7 people each day. Thus, currently more action has been taken drastically to spread awareness of the defect that mental health problems can take not only to one life but also towards the people around them.

As been reported worldwide whereby mental health problems are more dominant among adolescents than adults, the case was also similar in Malaysia. The Malaysian Psychiatric Association

(MPA) revealed that from 2,000 Malaysians who committed suicide, the majority were young adolescents. The Malaysia Ministry of Health (2016) reported that the factors contributing to depression among adolescents were family problems, financial crisis, low self-concept, bullying, low academic performance, sexual orientation, and even subject to physical or sexual abuse. In line with this, at the World Mental Health Day celebration 2018, the theme featured is “Young People and Mental Health in a Changing World”. Therefore, this shows that how alarming the mental health issues among adolescents are and drastic steps need to be taken into account to combat mental health problems, especially considering the high teens of teenagers aged 15 to 24 in Malaysia.

Uncontrolled emotional disorders can lead to serious mental health issues. Taking the importance of this issue, mental health policy should be revised as per suggested by the Malaysian government. This is based on a growing mental health trend where studies show that 40 percent of Malaysian will experience mental health problems in their lives. This should be taken seriously as there are various underlying issues stipulating around mental health especially in detecting the level and types of mental health issues followed by the suitable treatment for every individual and level.

RELIGION AND SPIRITUALITY: UNDERSTANDING THE CONTEXT IN COPING WITH MENTAL ILLNESS

Religion and spirituality are generally associated with better mental health. It is said that these elements can promote mental health through positive religious coping and positive beliefs about life. Studies suggested that religion and spirituality benefits to one's psychological health (Weber, Pargament, Kunik, et al., 2012), have a positive influence on patients' overall quality of life (Mohr, Perroud, Gillieron, et al., 2011), and adds towards the quality of a psychiatric treatment (Gearing, Alonzo, Smolak, et al., 2011). Meanwhile, applying religion and spirituality successfully lowered the levels of depressive symptoms (Power & McKinney, 2013), lower risk of suicide (Cotton, Zebracki, Rosenthal, et al., 2006), less perceived stress after a traumatic event (Arevalo, Prado, & Amaro, 2008), and less personality disorder (Power & McKinney, 2013). This overall shows the importance to integrate religion and spiritual together with the current mental health therapy in order to strengthen the effectiveness of a treatment.

In coping with hardship in life, attachment to God is associated to a positive means of coping as it may reduce one's distress. According to Olson, Trevino, Geske, and Vanderpool (2012), among the religious coping methods that has been used among patients are spiritual support from society, a positive perspective of stressors, and spiritual connectedness be it among groups or individual. These coping methods are positively associated with better mental health and psychological well-being. Moreover, positive religious coping correlates with reductions in depression and anxiety (Rosmarin, Bigda-Peyton, Ongur, et al., 2013). For individual that has religious beliefs and practices it in everyday life may help them to give meaning, hope, comfort, and sense of control (Bonelli, Dew, Koenig, et al., 2012). Besides, religious and practices are related to greater life satisfaction and higher morale (Abu-Raiya, 2000), better psychiatric treatment outcomes (Rosmarin, Bigd-Peyton, Kerts, et al., 2013), and reduce anxiety and depressive symptoms (Koohsar & Bonab, 2011).

In the other hand, however, research also shows that religion and spirituality may damage mental health if it is been interpret wrongly. It may bring to misunderstanding and miscommunication which further portray religious as a negative coping strategy. Supporting to this, according to Abu-Raiya (2013), people who use religion for a nonreligious means will end up with lower mental well-being. Meanwhile, a study among psychotic patients shows that incorporating religious and spiritual themes may only increase their delusional beliefs and leads to malfunction and severity of symptoms (Siddle, Haddock, Tarrier, & Faragher, 2002) as well as reduce the effectiveness of the psychiatric treatment (Mohr, Borrás, Betrisey, et al., 2010).

Negative religious coping also has been associated to poor mental health outcomes as some patients struggle and fails to comply with religious and spiritual needs. According to Exline (2013), there are three types of spiritual struggles: divine, or difficulties and danger with God; interpersonal or

negative encounters with other believers, and intrapsychic, or internal religious and doubt. Meanwhile in another study conducted by Ellison and Lee (2010) shows that each of this struggles associated with psychological distress. For example, previous studies shows that negative religious coping associated with greater depression and anxiety (Rosmarin, Malloy, & Forester, 2014; Fitchett, Winter-Pfandler, & Pargament, 2013), increase suicidal ideation (Rosmarin, Bigda-Peyton, Ongur, et al., 2013) and more grief (Lord & Gramling, 2014) regardless of the patients' general level of religiousness. This shows that even though religious practice should be one of the major alternatives in combating mental health problems, however, without a proper guidance and lack of understanding or by using the right tools might worsen one's mental illness.

Taking all into consideration, this study, therefore, is conducted to make an initial survey on the level of mental health among science students at Universiti Malaysia Sabah to determine the level of emotional disorders experienced by the students, specifically on depression, anxiety and stress and whether they consider religion and spirituality as a way to cope with such negative emotions. This study is also in an attempt to discuss in-depth on the importance of religious and spiritual aspects to be applied as a way to cope with mental health problems.

RESEARCH METHODOLOGY

Research design

This study is a quantitative study with a case study design. Case studies are defined as an in-depth investigation of a group. Here the group refers to the students of the Centre for Science Foundation, Universiti Malaysia Sabah who are in their 1st semester. In this study, before the students were provided with information regarding mental illness and followed by a motivation session, they were required to answer a set of questionnaire on mental health using DASS inventory and BDI. This is followed by answering additional information regarding family background and the actions they have taken to reduce any emotions that disturb them.

Data Procedure

Data were collected using DASS questionnaire followed by BDI. The DASS questionnaire is used specifically to understand the emotions, reactions and moods of the three main emotional domains i.e., stress, anxiety and depression. The questionnaire developed by Lovibond and Lovibond (1995) has been widely used in Malaysia especially in Malaysian schools as well as a benchmark level of mental illness in Malaysia through reports from the National Health and Morbidity Survey (2017), a platform under Ministry of Health Malaysia to monitor Malaysian health population. Meanwhile, by using the BDI's inventory, it is intended to measure depression symptoms in detailed by classifying depression into 6 stages (Beck et al., 1961) which are (1) normal, (2) mild feeling disorders, (3) clinical depression boundaries, (4) simple depression, (5) serious depression, and (6) severe depression. The use of BDI not only allows individuals to deeply reflect on the issue of depression (if) encountered, but it is also a method used to double check the validity of one's depression levels.

RESULT

Table 1 details information on the background of the students involved in the study. A total of 98 (31 males, 67 females) were involved in the study with majority of the participants are among the first semester Foundation for Science students. While the rest were bachelor students comprising various backgrounds of study such as mathematics, business and information technology. The majority of these students are comprised of those who have excellent results in SPM which qualified them to position themselves in the Foundation for Science Foundation at the university. For the family background, looking at the parents' marital status, a total of nine students reported their parents were divorced and nine parents did not live together and the rest remained in marital status. In terms of parent employment, the majority of fathers are employed as entrepreneurs followed by government officials and teachers. The others work as engineer and there are also some fathers working in the village as drivers and fishermen. While for mother's occupation, majority of them are housewives. However, for working mothers, most of them work as a teacher followed by entrepreneurs, government officials and

accountants. There are also those who work as shop assistants and clerks. If viewed as a whole, it can be concluded that the parent's occupations are within the middle socioeconomic status with income ranged between moderate and high scale.

Table 1 Respondent's background

Respondent's background	n		
Age		Program Pengajian	
18 years old	91	Science Foundation	91
>20 years old	5	Bachelor	7
Gender		Parent's marital status	
Male	31	Married	80
Female	67	Divorce	9
		Live apart	9
Occupation (n)			
Father's occupation	Teacher (13), government officer (16), engineer (5), laborer (3), architect (2), school gardener/ village worker (3), technician (3), business (19), fishermen/ factory worker (2), driver (3)		
Mother's occupation	Accountant (3), business (6), teacher (23), lecturer (2), caretaker (1), project manager (3), shop assistant (2), nurse (1), executive (1), government officer (5), security guard (1), clerk (1), housewife (36)		

Table 2 shows the level of emotional disturbance of students based on DASS questionnaire. The findings shows that from the perspective of depression, majority students reported that their depression level was normal (n = 92), followed by mild (n = 7), and moderate (n = 3) levels. No report indicates that the level of student depression is at a serious level. Reporting trends are different for anxiety and stress where both readings are quite high. Students reported to have a slightly anxiety (n = 12) followed by moderate (n = 27), and high (n = 2). Meanwhile for stress, 19 students shows a light stress followed by moderate (n = 32) and high (n = 6). These findings are in line with the student's background which they are too concerned about many things especially in relation to their studies.

Table 2 The level of Depression, Anxiety, and Stress based on DASS inventory

Level	Depression	Anxiety	Stress
Normal	92	57	48
Light	7	12	19
Moderate	3	27	32
High	0	2	6
Very high	0	0	0

Table 3 details the level of depression among students based on Beck Depression Inventory (BDI). Even though from the DASS questionnaire the students did not show any alarming issues on depression, however, by screening through BDI that touched specifically on depression items, the finding is quite alarming. To be specific, the results showed that 67 students have normal to mild levels of depression. Students who fall within this level are often characterized by those who are experiencing a temporary episode of sadness caused by a sense of disturbance at the time but do not cause harm. Emotional disorders can often be eliminated or reduced by doing some of one's favourite activities such as watching television, listening to music, exercising and any activities that can distract the individual

from thinking of the issue being faced. Emotional disorders at this stage are usually due to the current pressing issues that will end in a short period of time.

Moreover, the results of the study showed that the level of depression among students was quite alarming when there were 18 students crossing the boundaries of clinical depression and 12 students were at moderate levels of depression. For students at this level, emotional disturbances are probably due to past events or times that are not well managed. The effects of these emotional disturbances will often have long-lasting effects and disrupt the daily affairs of life such as sleep disturbances, prolonged sadness, reduce feelings of empathy and soul, unsteadiness and unstable emotion. The findings are quite a concern as if students do not try to find help or alternative and continuously underwent all confusion, this can lead to serious depression.

Table 3 The Depression level among students based on Beck Depression Inventory (BDI)

Depression level	n
Level 1: Normal	43
Level 2: Mild feeling disorder	24
Level 3: Clinical depression boundaries	18
Level 4: Moderate depression	12
Level 5: Serious depression	1
Level 6: Severe depression	0
Total	98

While for the serious depression level, a student was reported to be at this level. Individuals at this stage usually prefer to be alone, their souls and thoughts are empty, feeling fatigued and tired, and tears will flow unnoticed and followed by other symptoms. Given that depression can happen to every individual regardless of the background, thus it is quite a concern because it is doubtful that this student is one of the outstanding and excel student. If the student being left behind without trying to deal with the issue that the student is currently facing that burdening him/her, or any follow-up treatment that is inappropriate with that particular student, it can lead to an out-of-control action such as self-harm. Especially at this stage, the individual is at a very fragile emotional level and the mind is out of control. It is therefore important to identify the level of depression of each individual for appropriate treatment or counselling session can be provided and comprehensive assistance can be given.

Table 4 Coping with Depression, Anxiety, and Stress

No.	Coping activities
1.	Sleep
2.	Eat
3.	Hearing music
4.	Share with significant others
5.	Meditate (e.g., Solah, dua', recite Al-Quran)

Meanwhile, Table 4 shows the coping strategies used by the students in dealing with any distress in their everyday life. Most of the students chose to sleep in order to reduce their distress followed by eating their favoured food. While these activities may presume as a "good way" in dealing with their distress feelings, however, too much of this may only worsen up the condition as they don't deal with the issues directly and more over too much eating leads to obesity (Faulconbridge & Bechtel,

2014). Some students also opt for hearing their favourite song as music helps in emotion-focused, an adaptive coping strategy. Meanwhile, there are some students prefer to share their issues with significant others (i.e., close friends and families). However, they are less likely to get professional help as in from the student's counsellor. Besides, few students have opt for meditation in order to reduce their distress. Among the practices that they perform is praying, dua', and reciting the Al-Quran. While religion and spirituality could be the priority or main consideration in combating distress, especially among the Muslim students, however, the lack of scientific evidence that shows how religion can actually boost up the inner self is still less proven. Thus this paper is going to discuss further on the implications of this study and the relevant of religion and spiritual as a coping mechanisms to combat mental illness especially among Muslim teenagers.

DISCUSSION

Mental health problems can affect a student's mental ability, concentration, energy level, and hindering performance that will further affecting their future employment, earning potential, and overall health (Eisenberg, Gollust, Golberstein, & Hefner, 2007). Research suggested that depression is associated with lower grade point averages, and that co-occurring depression and anxiety can increase this association (Eisenberg, Downs, & Golberstein, 2009). Thus, this study is an initial attempt to explore the current scenario of mental health issues among teenagers and identify coping mechanisms that the students used in order to deal with the emotional issues and finally discuss the importance of religious and spirituality as a coping mechanisms to combat mental health problems.

Looking at the population of teenagers in Malaysia which alongside the dramatic increase in the number of teenagers identified with mental health symptoms, this study is a preliminary survey to identify the mental health of adolescent youth especially the semester 1 students, Center for Science Foundation, Universiti Malaysia Sabah. These students have been selected taking into account the transformation they are facing from the school life to the university's life. Moreover, considering the university's location in the Borneo Island, some students especially from the Peninsular Malaysia might have problem in suiting themselves with the new environment. This slightly affects their emotions and mental in adapting to the new atmosphere.

From observations and surveys through DASS inventory, the highest was anxiety followed by stress and depression. Results also found that the students concern is largely on their studies and highly competition between themselves. Given that these students can be categorized among those who excel in the previous SPM exams, their concerns are focused on academic and CGPA adjustments. The different university systems that are more to student centred-learning (SCL), as well loads of assignments and tasks make them stressed out. In addition, thinking of the high expectations given by parents adds to this pressure. In fact, for students with highly educated parents, the pressure increased as parents are constantly monitoring and wanted their child to get a high CGPA.

In terms of competition between themselves, majority of the students reported that they are not as good as their counterparts. It is a major contributor to their concerns in addition to the inadequate time to manage all of the assignments. The depressed student rates are also reported to be quite high. Looking at the geographical locations of university in Sabah, most students from peninsular Malaysia feel stressed with the environment which they consider as totally different from Peninsular Malaysia. They are having problems adapting to the new environment. In addition, far distance from family is also a major contributor in the rise of stress amongst these students. For students coming from Sabah, the main issue is in adapting to friends from the peninsula that is said to be far ahead of them in terms of physical appearance or lessons. While these issues are seen to be somewhat trivial for some, however, these common stresses and concerns if not helped can lead to serious depression.

Meanwhile, based on the findings from the BDI inventory which examine one's depression more specifically, the findings are alarming when 30 students reported to be at the clinical depression border and moderate depression. At this stage, help is very much needed so that it can be controlled. Professional help such as obtaining help from a student counsellor can help in finding appropriate

options to deal with the issues faced. Those who are depressed are usually in a state of impenetrability and unable to make decision accordingly. There are also students who refuse to do counselling sessions. Therefore, other alternative that can be reached is through the access of any website or online application that suggests various types of methods that can be implemented to reduce or control depression.

Mental Health Coping Mechanisms

In dealing with human, it is important to take note that each individual is different. Therefore, the treatment that may be appropriate for an individual does not necessarily correspond to another individual. For example, it is said that cognitive behavioural therapy (CBT) is an effective treatment for those who suffer from depression. Nevertheless, there may be individuals who find that CBT therapy does not help them to reduce the emotional stress that is being encountered, and finds that by mere 30 minutes of walking each morning can reduce emotional disturbances.

Here, the variety of therapies has been used thereby to identify what type of treatment is appropriate sometimes takes time to figure out. Moreover, the BDI questionnaire from the study also shows that there is a student who is seriously depressed. Although the numbers are small, but the impact towards the individual and how it may also impact the family members and society at large is a concern. For those who are seriously depressed, often for those who are having a session with counsellors, they will continue to be referred to a psychiatrist if there are signs of depression and perhaps medication is needed at this level.

In the context of this study, the type of therapy or method that the students have used to control their emotional level is by sleeping, eating, listening to music, expressing to significant individuals in their lives and meditating. As the religious aspect (meditation) actually should probably be the main alternative to combat mental illness in the Malaysian context considering majority of the populations uphold a religion, thus, more studies need to be conducted especially in an experimental form to provide evidence on how religious and spiritual practices could actually help individual to cope with their distress and provide a better well-being. Therefore, a proper tools for the assessment of patients' spiritual needs need to be work on and a practical religious and spiritual approaches need to be built up in order to provide a structured techniques that could be used by individuals with mental problems. Not saying that other coping mechanisms are not convenient to reduce emotional problems, however, religious and spirituality practices may boost one internal energy to bounce back and building a better life.

Religion versus Spiritual in Mental Health

In the past decade or so, researchers across a range of disciplines have started to explore and acknowledge the positive contribution religion and spirituality can make to mental health. Service users and survivors have also identified the ways in which spiritual activities can contribute to recovery and further promote mental health well-being. Studies suggested that religion and spirituality are important coping mechanisms for traumatic events such as loss of loved ones and facing with disease (Shaw et al., 2005). Meanwhile, religion and spirituality also associated to a positive health status (Mueller et al., 2001). While religious and spiritual relates closely, however, there is still a mere understanding on the differences between these two terms.

Religion and spirituality are both rooted in trying to understand the meaning of life and in some cases, how a relationship with a higher power may influence that meaning. Bringing together, religion and spirituality are similar in foundation, however, they are very different in practice. Religion is an organized, structured and community-based system of beliefs, while spirituality resides within the individual and what they personally believe. In Malaysia, most of the people uphold a religion. For example, there are Malaysians that are Islam by religion, however, how far do they feel connected or practice the spiritual part in other words a sense of connection to something bigger than themselves (e.g., God). As spirituality helps a person to look within and understand themselves while also figuring out the greater answer of how they fit in to the rest of the world. Having spiritual helps people to understand their interpretation of the meaning of life. Spirituality is expressed through religious practice

that incorporates healthy practices for the mind and body, which positively influences mental health and emotional well-being. Thus, when ones with mental problems declaring that they have practice what religion asked them to do, but without the spiritual aspect within, the religion is only practice by name.

Overall, it is important to highlight that spiritual and religion works accordingly as religion gives people something to believe in. Moreover religion provides a sense of structure and typically offers a group of people to connect with over similar beliefs. These dimensions have a large positive impact on mental health as research suggested that religiosity and spiritual reduces suicide rates, alcoholism and drug use (Behere, Das, Yadav, & Behere, 2013). Taking everything into account, a more in-depth and targeted study on the practice of religion and spirituality need to put forward and highlighted as it may provide as a powerful tools in combating mental health if it is been practice and guided in the right way.

CONCLUSION

Every individual is exposed to mental health problems. This emotional disorder is regardless of age or gender. Each of us need to be sensitive and concerned about this problem especially if it is affected the closest family members. Malaysians need to raise awareness and knowledge about mental health problems as it may take some time to be treated depending on the level of emotional disturbance and the suitability of the treatment. As religion and spirituality have the ability to promote mental health, in the other hand, it may also tend to damage it. Therefore, this potential demands an increased awareness of religious and spirituality matters by practitioners in the mental health field as well as ongoing attention in psychiatric research. Overall, all forms of negative stigma towards individuals experiencing mental health issues should be stopped and together provide a positive environment for the development of each individual.

REFERENCE

- Abu-Raiya H. (2013). On the links between religion, mental health and inter-religious conflict: a brief summary of empirical research. *Journal of Psychiatry Related Science*, (50), 130–139.
- Arevalo S, Prado G, Amaro H. (2008). Spirituality, sense of coherence, and coping responses in women receiving treatment for alcohol and drug addiction. *Eval Program Plann*, 31, 113–123.
- Beck, A. T., Ward, C. H., Mendelson, M., Mock, J. & Erbaugh, J. (1961). An inventory for measuring depression. *Archives of General Psychiatry*, 4, 561-571.
- Behere, B. P., Das, A., Yadav, R., & Behere, A. P. (2013). Religion and mental health. *Indian Journal of Psychiatry*, 55(2), 187-194.
- Bhatia, S. K., & Bhatia, S. C. (2007). Childhood and adolescent depression. *American Family Physicians*, 75(1), 73-80. Kementerian Kesihatan Malaysia (2017, Januari 21). Kajian Tinjauan Kesihatan dan Morbiditi Kebangsaan 2017. Dicapai dari <http://iku.moh.gov.my/index.php/research-eng/list-ofresearch-eng/iku-eng/nhms-eng/nhms-2017>
- Bolton, D. (2013). Should mental disorders be regarded as brain disorders? 21st century mental health sciences and implications for research and training. *World Psychiatry*, 12(1), 24-25.
- Bonelli R, Dew RE, Koenig HG, et al. (2012). Religious and spiritual factors in depression: review and integration of the research. doi: 10.1155/2012/962860. Epub 2012 Aug 15.
- Cotton S, Zebracki K, Rosenthal S, et al. (2006). Religion/spirituality and adolescent health outcomes: a review. *Journal of Adolescent Health*, 38, 472–480.

- Ellison, C. G., & Lee., J. (2010). Spiritual struggles and psychological distress: is there a dark side of religion? *Social Indicator Resources*, 98,501–517.
- Eisenberg, D., Gollust, S. E., Golberstein, E., & Hefner, J. L. (2007). Prevalence and correlates of depression, anxiety, and suicidality among university students. *American Journal of Orthopsychiatry*, 77(4), 534–542.
- Eisenberg, D., Downs, M., & Golberstein, S. (2009). Stigma and help-seeking for mental health among college students. *Medical Care Research and Review*, 66(5), 522–541.
- Exline JE. (2013). Religious and spiritual struggles. In: Pargament KI, Exline JJ, Jones J, editors. APA handbooks in psychology: APA handbook of psychology, religion, and spirituality: Vol. 1. Context, theory, and research. Washington, DC: American Psychological Association.
- Faulconbridge, L. F., & Bechtel, C. F. (2014). Depression and disordered eating in the obese person. *Current Obesity Rep*, 3(1), 127-136.
- Fitchett G, Winter-Pfandler U, Pargament KI. (2013). Struggle with the divine in Swiss patients visited by chaplains: prevalence and correlates. *Journal of Health Psychology*.
- Gearing RE, Alonzo D, Smolak A, et al. (2011). Association of religion with delusions and hallucinations in the context of schizophrenia: implications for engagement and adherence. *Schizophrenia Resources*, 126, 150–163.
- Green, B. L., Miranda, J., Daroowalla, A., & Siddique, J. (2005). Trauma exposure, mental health functioning, and program needs of women in jail. *Crime & Delinquency*, 51(1), 133-151.
- Koohsar A. A. H, & Bonab B. G. (2011). Relation between quality of image of God with anxiety and depression in college students. *Procedia Social Behavior Science*, 29, 252–256.
- Lord, B. D., Gramling, S. E. (2014). Patterns of religious coping among bereaved college students. *Journal of Religious and Health*, 53, 157–177.
- Lovibond, S.H. & Lovibond, P.F. (1995). Manual for the Depression Anxiety Stress Scales. (2nd. Ed.) Sydney: Psychology Foundation. World Health Organization (2018, March 22). Depression. Retrieved from <http://www.who.int/news-room/fact-sheets/detail/depression>.
- Mohr S, Borrás L, Betrisey C, et al. (2010). Delusions with religious content in patients with psychosis: how they interact with spiritual coping. *Psychiatry*, 73, 158–172
- Mohr S, Perroud N, Gillieron C, et al. (2011). Spirituality and religiousness as predictive factors of outcome in schizophrenia and schizo-affective disorders. *Psychiatry Res*, 186, 177–182.
- Olson MM, Trevino DB, Geske JA, Vanderpool H. (2012). Religious coping and mental health outcomes: an exploratory study of socioeconomically disadvantaged patients. *Explore*, 8, 172–176.
- Pargament, K. I. (1997). *The psychology of religion and coping: theory, research, practice*. New York: Guilford Press.
- Power L, McKinney C. (2013). The effects of religiosity on psychopathology in emerging adults: intrinsic versus extrinsic religiosity. *Journal of Religious Health*.

- Rippentrop, A. E., Altmaier, E. M., Chen, J. J., et al. (2005). The relationship between religion/spirituality and physical health, mental health, and pain in a chronic pain population. *Pain*, 116, 311–321.
- Rosmarin, D. H., Bigda-Peyton, J. S., Kertz, S. J., et al. (2013). A test of faith in God and treatment: the relationship of belief in God to psychiatric treatment outcomes. *Journal of Affect Disorder*, 146, 441–446.
- Rosmarin, D. H., Bigda-Peyton, J. S., Ongur, D., et al. (2013). Religious coping among psychotic patients: relevance to suicidality and treatment outcomes. *Psychiatry Resources*, 210, 182–187.
- Rosmarin, D. H., Malloy, M. C., Forester, B. P. (2014). Spiritual struggle and affective symptoms among geriatric mood disordered patients. *International Journal of Psychiatry*, 29, 653–660.
- Siddle, R., Haddock, G., Tarrier, N., Faragher, E. B. (2002). Religious delusions in patients admitted to hospital with schizophrenia. *Social Psychiatry Epidemiology*, 37, 130–138.
- Trevino, K. M., Archambault, E., Schuster, J., et al. (2012). Religious coping and psychological distress in military veteran cancer survivors. *Journal of Religious and Health*, 51, 87–98.
- Weber, S. R., Pargament, K. I., Kunik, M. E., et al. (2012). Psychological distress among religious nonbelievers: a systematic review. *Journal of Religious and Health*, 51, 72–86.

Author profile:

Aini Azeqa Ma'rof, PhD

Department of Social and Development Sciences
Faculty of Human Ecology
Universiti Putra Malaysia
azeqa@upm.edu.my

Haslinda Abdullah, PhD

Department of Social and Development Sciences
Faculty of Human Ecology
Universiti Putra Malaysia
lynn@upm.edu.my

PANDUAN KEPADA PENYUMBANG

Malaysian Journal of Youth Studies ialah sebuah jurnal berwasit yang komited kepada perkembangan ilmu pengajian belia. Jurnal ini menerbitkan artikel yang pastinya boleh menjadi input berguna kepada para pembuat keputusan, sarjana serta individu perseorangan dalam aspek pembangunan belia. Jurnal ini diterbitkan oleh IYRES secara berkala dua (2) kali setahun.

PROSEDUR PENYERAHAN MANUSKRIP

Malaysian Journal of Youth Studies menerbitkan manuskrip yang ditulis dalam Bahasa Melayu dan Bahasa Inggeris. Manuskrip yang diserahkan untuk diterbitkan dalam jurnal ini hendaklah merupakan karya asli yang belum pernah diterbitkan atau tidak dihantar untuk pertimbangan oleh mana-mana penerbitan lain. Manuskrip, hendaklah diserahkan kepada Urusetia, *Malaysian Journal of Youth Studies* (MJYS), Institut Penyelidikan Pembangunan Belia Malaysia. Biodata ringkas penulis juga perlu disertakan bersama.

Para penulis yang manuskripnya telah diterima untuk penerbitan dikehendaki menghantar sesalinan manuskrip akhir yang telah disunting dalam bentuk soft copy. Satu nota ringkas biografi penulis perlu disertakan bersama-sama dengan manuskrip. Semasa manuskrip masih dalam pertimbangan Lembaga Editorial, para penulis bertanggungjawab menghubungi editor untuk memaklumkan tentang sebarang perubahan alamat.

FORMAT DAN GAYA

Tajuk sesuatu manuskrip perlulah ringkas, deskriptif dan seharusnya tidak melebihi 15 perkataan. Setiap manuskrip harus mempunyai abstrak (150 hingga 250 patah perkataan) dalam Bahasa Melayu dan Bahasa Inggeris yang berkisarkan isi-isi utamanya termasuk kata kunci sekurang-kurangnya lima (5) perkataan, tujuan, objektif, metodologi, dapatan dan rumusan. Penulisan artikel di antara 15 hingga 20 muka surat sahaja.

Semua ilustrasi termasuk rajah, carta dan graf, mesti dilabel dan disediakan dalam halaman bersama dengan teks. Kedudukan ilustrasi seperti yang dikehendaki dalam teks hendaklah ditanda dengan jelas.

Rujukan dalam teks hendaklah menggunakan sistem nama penulis dan diikuti oleh tahun penerbitan. Satu senarai rujukan yang disusun mengikut abjad hendaklah dimasukkan di bahagian akhir sesebuah manuskrip. Kesemua rujukan yang dipetik dalam teks haruslah muncul dalam kesempurnaan maklumat dan senarai rujukan. Semua manuskrip mesti mengikut garis panduan rujukan A.P.A (*The American Psychological Association*).

HAK CIPTA

Para penulis bertanggungjawab sepenuhnya bagi memastikan manuskrip mereka tidak melanggar mana-mana hak cipta sedia ada. Penulis bertanggungjawab untuk membayar ganti rugi kepada para editor dan penerbit ke atas sebarang pelanggaran terhadap hak cipta. Para penulis seharusnya mendapatkan keizinan untuk menerbitkan semula atau mengubahsuai bahan-bahan yang mempunyai hak cipta dan menunjukkan bukti keizinan tersebut semasa menyerahkan naskhah akhir manuskrip.

PROSES PEWASITAN

Sesebuah manuskrip akan dinilai oleh Lembaga Editorial dan diwasitkan. Keputusan tentang penerbitan sesebuah manuskrip berdasarkan kepada saranan ahli-ahli Lembaga Editorial. Sesebuah manuskrip akan dinilai *berasaskan kesesuaiannya dengan Malaysian Journal of Youth Studies* sumbangan kepada disiplin ilmu, kejutuan analisis, keluasan konseptual, persembahan yang jelas dan kesempurnaan teknikal. Bagi memastikan sesebuah manuskrip dinilai semata-mata berdasarkan meritnya, identiti

penulis semasa proses perwasitan tidak didedahkan kepada wasit. Manuskrip yang diserahkan oleh mana-mana anggota Lembaga Editorial juga tertakluk kepada prosedur perwasitan yang sama.

GUIDE TO CONTRIBUTORS

Malaysian Journal of Youth Studies is a refereed journal committed to youth developmental studies. The articles published in this journal is beneficial to decision makers, scholars or individuals related to youth development. This journal is published by IYRES twice a year.

MANUSCRIPT SUBMISSION PROCESS

Malaysian Journal of Youth Studies is published in both Malay and English languages. The manuscript submitted for publication must be authentic and has never been published in any journal or never been sent to any other publication. The manuscript must be single spacing and typed in an A4 paper, to be submitted to the Secretariat, Malaysian Journal of Youth Studies (MJYS), Institute for Youth Research Malaysia. The biodata of the author is to be appended.

The authors whose manuscript have been accepted for publication are required to submit a duly edited soft copy version together with a biography of the authors. In the course of the Editorial Board consideration, the authors are responsible to inform of any changes in address.

FORMAT AND STYLE

The title of the manuscript must be concise, descriptive and should not be more than 15 words. Each manuscript must contain an abstract (150-250 words) in Malay and English languages describing its main points including five (5) key words, the aim, objectives, methodology, findings and conclusions. The article should only be between 15-20 pages.

All illustration including diagrams, charts and graphs are to be labelled and placed in the same page as the texts. The placement of the illustration must be labelled clearly.

References in the text should be indicated by giving the names(s) of the author(s) followed by the year of publications. A list of references in alphabetical order should be appended at the end of the manuscript. All cited information must be accurate and listed in the reference. The manuscripts must adhere to the guidelines format in A.P.A (American Psychological Association).

COPYRIGHT

The authors are fully responsible to ensure their manuscripts do not infringe any copyrights, should such infringement occur; the authors shall be made accountable to indemnify the editor and publisher. The authors are expected to obtain consent for any reproduction or modification of any copyrighted materials and to exhibit the consent during the final submission.

REVIEW PROCESS

Manuscripts will be reviewed by the Editorial Board. The decision for publication will be based on the recommendation by the Editorial Board. The manuscripts will be evaluated based on its suitability to Malaysian Journal of Youth Studies, *Contribution* to knowledge, accuracy of analysis, conceptual breath, clarity of presentation and technical strength. In order to ensure the manuscripts are evaluated based on merits, the identities of the authors are not disclosed during the review process. Manuscripts submitted by the Editorial Board are subjected to the same procedure.

Malaysian Journal of Youth Studies Malaysia diterbitkan dua kali setahun oleh Institut Penyelidikan Pembangunan Belia Malaysia (IYRES), Kementerian Belia dan Sukan Malaysia. Segala pandangan yang tersiar dalam *Malaysian Journal of Youth Studies*, kecuali dinyatakan sebaliknya, adalah pandangan masing-masing penulis, dan tidak semestinya mencerminkan pandangan Sidang Editor. Semua surat-menyurat mengenai makalah dan sehubungan dengannya hendaklah dialamatkan kepada:

Malaysian Journal of Youth Studies is published biannually by the Institute for Youth Research Malaysia, Ministry of Youth and Sports Malaysia. All views expressed in Malaysian Journal of Youth Studies, unless otherwise stated, are those of the contributors, and do not necessarily reflect the views of the Editorial Board. All correspondence pertaining to articles and related matters should be addressed to:

Executive Editor/ Editor Kerja

Malaysian Journal of Youth Studies

Institut Penyelidikan Pembangunan Belia Malaysia (IYRES) Aras 10, Menara KBS

No. 27 Persiaran Perdana, Presint 4

Pusat Pentadbiran Kerajaan Persekutuan

62570 Putrajaya, Malaysia

Tel: 03-8871 3705/3790

Faks: 03-8871 3342

Email: malaysianyouth@iyres.gov.my

<http://www.iyres.gov.my>

Association Between Smartphone Addiction And Social Anxiety In

Siew Pei Hwa, Lee Li Li & Wee Kim Peck

Youth Love Styles And Vulnerability To Dating Violence

Haliza Hoshni, Neni Widiasmoro Selamat & Nadiah Syariani Md Shariff

**Thief Of Time: Academic Procrastination Among University Youth Students
And Its Associations With Self-Regulation And Problematic Internet Use**

Nur Raihan Muhd Fauzi & Nor Diana Mohd Mahudin

Exploring Factors That Persuade Youth Involvement In Money Game

Mohd Yusof Zulkefli, Lee Win Qing, Lim Chee Fai, Low Hai Tao, Tung How Neng
& Woon Wei Jian

The Influence Of Endorser On Youth Purchase Decision

Nor Ez-Zatul Hanani Mohamed Rosli, Mohd Yusof Zulkefli, Hashima Mohaini
Mohammad & Mohd Fauzi Harun

**Spiritual Practice As A Coping Mechanism To Combat Mental Illness Among
Malaysian Teenagers**

Aini Azeqa Ma'rof & Haslinda Abdullah

Published by/diterbitkan oleh

INSTITUT PENYELIDIKAN PEMBANGUNAN BELIA MALAYSIA (IYRES)

Aras 10, Menara KBS

No .27, Persiaran Perdana, Presint 4

Pusat Pentadbiran Kerajaan Persekutuan

62570 Putrajaya, Malaysia

Tel: 03-8871 3330

Faks: 03-8871 3342

Website: <http://www.iyres.gov.my>

