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# HUBUNGKAIT EMOSI PENGATURAN KOGNITIF DAN TEKANAN PSIKOLOGI PELAJAR POSITIF DAN KONTAK RAPAT COVID-19: KAJIAN DI KOLEJ DATO' ONN, UKM

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## ABSTRAK

Pandemik COVID-19 memberi kesan kepada kesihatan mental belia di IPT terutamanya kepada pelajar yang positif dan kontak rapat COVID-19 di universiti. Hal ini juga menyebabkan pelajar mengalami gangguan tekanan psikologi yang tinggi disebabkan proses rawatan dan kuarantin mempengaruhi emosi pengaturan kognitif dan tekanan psikologi. Oleh itu, kajian ini bertujuan mengetahui status tekanan psikologi diri pelajar daripada aspek kemurungan, kebimbangan dan tekanan serta pengaruh strategi emosi pengaturan kognitif semasa menghadapi rawatan COVID-19 dan proses kuarantin. Kajian menggunakan teknik persampelan bertujuan melibatkan seramai 70 orang pelajar positif dan kontak rapat COVID-19 di Kolej Dato' Onn, Universiti Kebangsaan Malaysia yang diwartakan sebagai pusat kuarantin berisiko tinggi. Instrumen soal selidik yang digunakan terdiri daripada aspek tekanan psikologi iaitu *Patient Health Questionnaire* (PHQ-9), *General Anxiety Disorder* (GAD-7), *Perceived Stress Scale* (PSS) dan juga *Cognitive Emotion Regulation Questionnaire* (CERQ). Analisis kuantitatif digunakan untuk menilai data deskriptif, min, sisihan piawai dan regresi pelbagai menggunakan perisian IBM SPSS 26. Hasil kajian menunjukkan bahawa sejumlah 14.2% pelajar mengalami gejala kemurungan pada tahap teruk PHQ-9 (Min:10.8, SP:4.3), manakala 12.8% pelajar mengalami gejala kebimbangan pada tahap sederhana GAD-7 (Min:6.4, SP:3.1) dan 21.4% pelajar mengalami tekanan pada tahap tinggi PSS (Min:21.4, SP:4.2). Selain daripada itu, pelajar mengalami tekanan psikologi kemurungan ( $\beta$ :.430,  $p$ :<0.05) dan kebimbangan ( $\beta$ :.380,  $p$ :<0.05) mempunyai pengaruh yang signifikan terhadap strategi emosi pengaturan kognitif (ruminasi). Kesimpulannya, pandemik COVID-19 memberi kesan yang signifikan terhadap status tekanan psikologi pelajar positif dan kontak rapat. Dapatan kajian ini mendapati terdapat hubung kait yang signifikan di antara emosi pengaturan kognitif (ruminasi) dan juga tekanan psikologi yang menjadi asas dalam mengembangkan intervensi dan strategi pencegahan tekanan psikologi dalam kalangan pelajar IPT.

**Kata Kunci:** *Emosi pengaturan kognitif, tekanan psikologi, COVID-19, belia*

## PENGENALAN

Penyakit Novel Coronavirus dinamakan sebagai COVID-19 oleh Pertubuhan Kesihatan Sedunia (WHO, 2019), mula merebak di China pada bulan Disember 2019 (Zhu et al., 2020) dan ditetapkan sebagai pandemik kerana telah mengancam kesihatan awam negara di seluruh dunia (Phelan et al., 2020). Oleh kerana krisis kesihatan global ini menunjukkan jumlah kes

dan kematian yang tinggi (Odriozola Gonzales et al., 2020) menyebabkan langkah-langkah kesihatan awam yang sangat ketat dilaksanakan untuk mengekang penularan virus COVID-19. Kerajaan Malaysia mengisytiharkan Perintah Kawalan Pergerakan (PKP) penduduk bermula 18 Mac 2020, melibatkan seluruh negara. Sepanjang satu tahun 6 bulan menghadapi COVID-19, kerajaan telah melaksanakan pelbagai siri PKP berfasa dan Pelan Pemulihan Negara (PPN) bagi memastikan agenda membendung penularan COVID-19 ini dapat dilaksanakan. Hal ini termasuklah penutupan semua sektor pendidikan negara dan pelaksanaan pembelajaran dalam talian sepanjang PKP dilaksanakan. Namun begitu, kawalan yang dilaksanakan di pelbagai negara memberi impak kepada emosi dan juga psikologi terhadap segenap lapisan masyarakat seluruh dunia, perkara ini dapat dilihat melalui orang yang mengalami gejala-gejala kecemasan, kemurungan dan juga tekanan (Bourion-Bédès et al., 2021; Song, 2020; Wang et al., 2020; Wang dan Zhao, 2020).

Antara kelompok masyarakat yang terkesan daripada pandemik COVID-19 ini adalah golongan belia IPT. Berdasarkan statistik yang dikeluarkan oleh Kementerian Kesihatan Malaysia (KKM) sehingga April 2021, terdapat 83 kluster telah dilaporkan melibatkan sektor pendidikan dengan 59.04% kluster yang masih aktif dan 40.96% telah diisytiharkan tamat. Daripada jumlah tersebut, 46.99% kluster adalah sub-kategori Sekolah, 22.89% kluster sub-kategori Pendidikan Tinggi dan juga 30.0% kluster sub kategori Pendidikan Luar (KKM, 2021). Hal ini menyebabkan pelajar mengalami kesan psikologi akibat dari penutupan institusi pendidikan (Casagrande et al., 2020; Elmer, Mepham & Stadtfeld, 2020), contohnya kemurungan, tekanan dan juga kegelisahan (Rajkumar, 2020; Husky et al., 2020 & Odriozola Gonzales et al., 2020). Pembelajaran jarak jauh membawa kesan negatif terhadap kesejahteraan pelajar disebabkan tahap tekanan dan pengasingan yang lebih tinggi serta mood negatif semasa pembelajaran dalam talian berbanding dengan kaedah tradisional iaitu persekitaran pembelajaran bersemuka (Besser, Flett & Zeigler, 2020).

Pandemik COVID-19 tidak hanya berdampak pada emosi individu, tetapi juga strategi daya tindak mereka juga mengalami perubahan. Daya tindak didefinisikan sebagai pemikiran dan tindakan yang digunakan individu untuk menangani peristiwa tekanan (Folkman et al., 1987). Penyelidikan dalam konteks pandemik COVID-19 banyak tertumpu kepada strategi daya tindak dari aspek sokongan sosial (Yu Hua, et al., 2020; Saltzman, et al., 2020; Qi M.S, et al., 2020; El Zoghby, S.M, et al., 2020; Prowse, P, et al., 2020) dan strategi penyelesaian masalah dan emosi (Huang, et al., 2020). Di samping itu, kajian lepas telah mengenal pasti strategi emosi pengaturan kognitif (CERQ) sebagai sebuah dimensi penting bagi mengawal tekanan psikologi. Kajian lepas juga mendapati emosi membawa kepada strategi daya tindak (Frijda, N.H, 1994) iaitu sifat yang mendorong sebuah tingkah laku (Frijda, N.H, 1994; Levenson, R.W, 1994). Sebagai contoh, rasa takut berkaitan dengan keinginan untuk menghindari dan melindungi diri dari insiden, kemarahan membawa kepada keinginan untuk menyerang, perasaan jijik membawa kepada keinginan untuk mengusir, dan juga kebahagiaan membawa kepada keinginan untuk menghibur (Frijda, N.H, 1994; Fredrickson, 2001).

Penutupan universiti penyebab pelajar mengalami tekanan, kemurungan dan kegelisahan akibat perubahan keadaan pembelajaran (Asanov, et al., 2021; De Oliveira Araújo et al., 2020) dan ini memberi kesan kepada rangkaian sosial kehidupan mereka, seperti persahabatan, tabiat belajar berkumpulan dan juga sokongan emosi (Elmer, Mepham & Stadtfeld, 2020). Namun begitu, kajian yang melibatkan pelajar positif dan kontak rapat COVID-19 yang sedang menjalani rawatan dan kuarantin masih belum jelas impaknya. Tambahan pula, di Malaysia tidak terdapat pemahaman yang menyeluruh mengenai strategi daya tindak pelajar untuk menangani tekanan COVID-19. Oleh itu, tujuan kajian ini adalah untuk meneliti bagaimana pandemik COVID-19 mempengaruhi tahap tekanan psikologi dan juga strategi daya tindak

berdasarkan regulasi kognitif emosi oleh pelajar untuk menangani tekanan wabak COVID-19. Pada akhirnya, kajian ini mengenal pasti tekanan psikologi iaitu kemurungan, kebimbangan dan tekanan yang dialami oleh pelajar yang sedang menjalani rawatan dan kuarantin sendiri di Kolej Kediaman, selain itu mengenal pasti bagaimana pelajar mengendalikan emosi mereka, seterusnya dapat memberikan kaedah sokongan yang disesuaikan untuk pelajar tersebut.

## TINJAUAN LITERATUR

### **Emosi Pengaturan Kognitif**

Pengaturan emosi ialah kemampuan untuk memodulasi pengalaman emosi seseorang. Pengaturan emosi dibezakan dari penindasan, iaitu 'mengongkong' emosi seseorang dan juga berbeza dengan katarsis, di mana seseorang meluahkan atau melampiaskan emosi mereka. Dovbysh dan Kiseleva (2020) menggunakan CERQ pada pesakit COVID-19 yang dirawat di Rusia. Pengkaji mendapati terdapat tiga strategi pengaturan emosi iaitu; i) "perubahan kognitif adaptif" meliputi pemfokusan perancangan, penilaian positif, meletakkan perspektif, pemfokusan positif dan juga penerimaan; ii) "penetapan pengalaman negatif" ruminasi dan kebencanaan; iii) "pemesongan tanggungjawab" merangkumi menyalahkan diri sendiri dan menyalahkan orang lain. Molero Jurado et al., (2021) dan Muñoz-Navarro et al., (2021) mendapati bahawa ruminasi dan kebencanaan berkait secara positif dengan adanya gejala somatik, kebimbangan/insomnia dan kemurungan. Manakala Dubey, et al. (2020) mendapati seseorang menyalahkan diri sendiri dan juga orang lain terhadap masalah mereka hadapi akan cenderung mengalami kemurungan, kebimbangan dan tekanan. Jungmann dan Witthöft (2020), menyimpulkan gabungan tahap pengaturan emosi adaptif yang rendah dan tahap pengetahuan maklumat pandemik yang rendah dikaitkan dengan kebimbangan yang sangat tinggi.

### **Tekanan Psikologi**

Tekanan psikologi terdiri daripada pelbagai permasalahan emosi seperti kemurungan, kegelisahan, tekanan, kebimbangan dan kesepian (Allen & McKenzie 2015). Peningkatan kes COVID-19 yang mendadak di seluruh dunia menjadi perhatian utama bagi sektor kesihatan. Kajian lepas mengenai penyakit berjangkit seperti Sindrom Pernafasan Akut Teruk (SARS) menunjukkan peningkatan trend pesakit dan pekerja kesihatan yang terjejas dalam wabak tersebut seperti tekanan, gangguan tekanan pasca trauma (PTSD) dan tekanan psikologi global menunjukkan peningkatan jumlahnya (Lee et al. 2007). Oleh itu, dalam konteks kajian ini menfokuskan tekanan psikologi kemurungan, kebimbangan dan juga tekanan yang dihadapi oleh pelajar positif dan kontak rapat COVID-19. Memandangkan masalah tekanan psikologi dalam kalangan pelajar universiti sememangnya tinggi sebelum wabak COVID-19 lagi (Auerbach et al., 2016), adalah wajar untuk menjangkakan bahawa pelajar yang positif dan kontak rapat COVID-19 akan berdampak besar terhadap psikologi mereka.

### **Kemurungan**

Kemurungan merupakan salah satu gangguan tekanan psikologi yang paling lazim berlaku dalam kalangan masyarakat dan merupakan di antara punca utama menyebabkan kematian dari masalah kesihatan mental. Masalah kemurungan menunjukkan peningkatan yang ketara ketika berlakunya pandemik/wabak (Bai, et al., 2004; Liu, X., Kakade & Fuller, 2012; Rith-Najarian, Boustani & Chorpita, 2019; Sprang & Silman, 2013; Taylor, Agho, Stevens & Raphael, 2008; Wu et al., 2009). Pandemik meningkatkan kadar kerisauan, kecemasan dan juga keresahan dalam kalangan individu seluruh dunia (World Health Organization, 2020) terutamanya golongan pelajar (Zivin, Eisenberg, Gollust, & Golberstein, 2009). Berdasarkan kajian oleh Wang et al. (2020), pandemik COVID-19 mendapati 48.14% menunjukkan gejala kemurungan

pada tahap sederhana dan teruk dan 18.04% merasakan hendak membunuh diri. Ini membuktikan bahawa tekanan psikologi dalam kalangan mahasiswa sangat membimbangkan. Selain itu, kajian ini mendapati peratusan responden yang mengalami simptom kemurungan dalam kalangan mahasiswa adalah lebih tinggi berbanding beberapa kajian terkini dalam keadaan bukan pandemik (Fata Nahas, Elkalmi & Elsayed, 2019; Zeng, Wang, Xie, & Reinhardt, 2019). Masalah kemurungan dalam kalangan mahasiswa berpunca daripada kerisauan prestasi akademik semasa pandemik COVID-19 (Son, Hegde, Smith, Wang, & Sasangohar, 2020).

### **Kebimbangan**

Kebimbangan ditakrifkan sebagai keadaan kronik yang dicirikan oleh rasa takut, yang berlebihan dan berterusan, dengan gejala fizikal seperti berpeluh, berdebar-debar dan perasaan stres (Marks, 2021). Semasa wabak COVID-19, berlakunya peningkatan tahap kebimbangan dalam kalangan pelajar universiti. Pelajar universiti mempunyai tahap kebimbangan yang sangat tinggi (Wang & Zhao, 2020). Hal ini kerana, tekanan dengan prestasi akademik ketika pandemik (Cornine, 2020), akibat terkesan daripada tindakan sekatan pergerakan yang dijalankan oleh pemerintah negara. Selain itu, kestabilan pendapatan keluarga juga merupakan antara faktor penyumbang kepada tahap kebimbangan para pelajar universiti ketika pandemik COVID-19 (Cao et al., 2020), yang boleh dijelaskan oleh peningkatan tekanan psikologi dan ekonomi (Liu, 2013). Krisis COVID-19 amat memberi kesan kepada ekonomi seluruh dunia. Justeru itu, tahap kebimbangan pelajar universiti semasa COVID-19 adalah sangat membimbangkan berbanding semasa SARS, H1N1 dan pandemik sebelum ini (Wang & Zhao, 2020). Kajian oleh (Wang et al., 2020), melaporkan 71.26% (daripada 2031 responden) mengalami peningkatan tahap kebimbangan ketika wabak COVID-19. Oleh itu, selari dengan tahap tekanan psikologi yang meningkat di antara pelbagai populasi wabak semasa (COVID-19) dan wabak sebelumnya (Cao et al., 2020; Liu, S., et al., 2020; Moccia et al., 2020).

### **Tekanan**

Tekanan dapat didefinisikan sebagai penilaian tahap ancaman atau ketegangan pada suatu jangka waktu (Spiker & Hammer, 2019). Langkah kawalan pandemik COVID-19 (kuarantin dan isolasi) mempunyai kesan yang signifikan kepada individu dalam jangka pendek mahupun jangka panjang seperti ketakutan jangkitan, kekecewaan dan kebosanan (Li et al., 2021; Tian et al., 2020). Selain itu, pelaksanaan sekatan pergerakan menunjukkan peningkatan simptom kegelisahan, kemurungan dan tekanan yang dialami oleh pelajar (Bourion et al., 2021; Song 2020; Wang et al., 2020; Wang & Zhao 2020). Pelajar universiti merupakan antara kumpulan yang terkesan terhadap kecelaruan, tekanan dan kemurungan yang mana dijangkakan akan meningkat disebabkan oleh persekitaran yang mencabar kestabilan psikologi semasa kuarantin COVID-19 (Othman et al. 2019). Sekatan pergerakan COVID-19 juga menyebabkan kesan ketara kepada tekanan psikologi yang berlaku terhadap pelajar universiti, sebelum wabak COVID-19 melanda lagi (Husky et al. 2020). Kajian oleh Elmer et al., (2020), mengenai pemantauan dalam kalangan pelajar prasiswazah sebelum dan semasa sekatan pergerakan di Switzerland menunjukkan tahap tekanan, kebimbangan dan juga kemurungan pelajar merosot berbanding sebelum pandemik.

## KAEDAH KAJIAN

### Sampel Kajian

Kajian ini menggunakan kaedah kuantitatif melalui pendekatan tinjauan (*Survey*) untuk menjawab kepada persoalan kajian. Bagi menentukan populasi responden yang dikaji, kajian ini menggunakan teknik pensampelan bertujuan. Sampel kajian adalah pelajar Universiti Kebangsaan Malaysia yang positif dan kontak rapat COVID-19 sedang menjalani kuarantin sendiri di Kolej Kediaman Dato' Onn, UKM. Berdasarkan data diperolehi pentadbiran Kolej Dato' Onn, seramai 115 orang pelajar yang menjalani kuarantin, namun begitu hanya 70 orang pelajar memberikan maklum balas kepada kaji selidik yang diedarkan.

### Kaedah Pengumpulan Data

Proses pengumpulan data menggunakan instrumen kaji selidik dijalankan secara dalam talian iaitu *QuestionPro*. Kaji selidik diedarkan kepada pelajar melalui medium *Group WhatsApp* pemantauan dengan menyediakan pengenalan ringkas bagi tujuan edaran soal selidik berkenaan. Seterusnya, pelajar dimaklumkan untuk menjawab soalan kaji selidik secara sukarela. Tempoh edaran soalan kaji selidik dijalankan selama empat bulan bermula dari Mei-Ogos 2021.

### Instrumen Kajian

Kajian ini menggunakan instrumen borang kaji selidik yang terdiri daripada lima bahagian iaitu bahagian profil diri pelajar, Strategi Emosi Pengaturan Kognitif (CERQ), Kemurungan (PHQ-9), Kebimbangan (GAD-7) dan juga Tekanan (PSS-10). Setiap pemboleh ubah diadaptasi berdasarkan instrumen kajian lepas dan disesuaikan dalam konteks kajian iaitu Pandemik COVID-19. Oleh itu, instrumen kaji selidik akan menjawab objektif kajian yang ditetapkan oleh pengkaji, perincian instrumen adalah seperti berikut:

#### *Cognitive Emotion Regulation (CERQ)*

Tujuan instrumen soal selidik CERQ yang dibangunkan oleh Garnefski et al. (2001) adalah bagi menilai komponen kesedaran kognitif dalam pengaturan emosi. Instrumen CERQ terdiri daripada sembilan sub-konstruk, setiap sub-konstruk mempunyai empat item soalan dan juga 36 item secara keseluruhannya. Setiap sub-konstruk adalah berbeza secara konseptual, iaitu menyalahkan diri, meletakkan perspektif, penerimaan, positif pemfokusan semula, pemfokusan perancangan, positif penilaian semula, kebencanaan, ruminasi dan menyalahkan orang lain. CERQ menggunakan skala *Likert* 5 bermula dari (1: Hampir tidak pernah hingga 5: Hampir selalu). Skor bagi sembilan sub-konstruk individu diperolehi dengan menjumlahkan skor bagi sub-konstruk iaitu di antara 4 hingga 20. Penyelidikan CERQ sebelumnya telah menunjukkan bahawa semua subkonstruk mempunyai konsistensi dalaman yang baik antara 0.68 hingga 0.86 (Garnefski, Kraaij et al., 2002).

#### *Patient Health Questioner (PHQ-9)*

Instrumen soalan kaji selidik PHQ-9 telah dibangunkan oleh (Kroenke, Spitzer & Williams, 2001). Kemurungan utama di diagnosis jika lima atau lebih dari sembilan kriteria gejala kemurungan telah hadir sekurang-kurangnya "lebih dari setengah hari" dalam tempoh dua minggu terakhir. Salah satu daripada sembilan kriteria gejala kemurungan ialah "berfikir bahawa anda lebih baik mati atau mencederakan diri sendiri dalam beberapa cara". Tahap kemurungan diukur berdasarkan skala *Likert* 4 bermula dari (0: Tidak sama sekali hingga 3: Hampir setiap hari). Skor markah PHQ-9 berjulat antara 0 hingga 27: Nilai skor 1-4

(Kemurungan minimum), 5-9 (Kemurungan ringan), 10-14 (Kemurungan sederhana), 15-19 (Kemurungan teruk), 20-27 (Kemurungan sangat teruk).

### ***General Anxiety Questioner (GAD-7)***

GAD-7 ialah soal selidik yang telah disahkan dan digunakan dalam kebanyakan tetapan penjagaan kesihatan mental sebagai alat pemeriksaan untuk gangguan kebimbangan umum atau gangguan panik, yang terdiri daripada tujuh item berdasarkan gejala GAD. Responden menilai kekerapan mengalami gejala ini dalam 2 minggu terakhir. Individu menilai pada skala *Likert 5* iaitu (0: Tidak sama sekali dan 4: Hampir setiap hari). Skor markah GAD-7 berjalut antara 0 hingga 21: Nilai skor 0-4 (Kebimbangan minimum, 5-9 (Kebimbangan ringan), 10-14 (Kebimbangan sederhana), dan 15-21 (Kebimbangan teruk). Konsistensi dalaman GAD-7 dianggarkan pada 0.92 dan kesahan konvergen melalui korelasi dengan dua langkah kebimbangan lain (Spitzer, Kroenke, Williams, & Lowe, 2007).

### ***Perceived Stress Scale (PSS-10)***

PSS antara instrumen laporan sendiri yang kerap digunakan untuk mengukur tekanan psikologi yang dikembangkan oleh Cohen, et al. (1983). PSS terdiri daripada 10 item soalan dan dibina untuk mengukur bagaimana tertekannya sesuatu situasi di dalam kehidupan setiap individu. Penyesuaian, kesahan dan juga kebolehpercayaan skala ke versi Bahasa Melayu telah dibuat oleh Al-Dubai, et al. (2012). Teknik terjemahan berbalik digunakan untuk penyesuaian bahasa. Selain itu, kesetaraan terjemahan linguistik asli dan Melayu daripada item juga telah dipastikan. Individu menilai pada skala *Likert 5* iaitu (0: Tidak pernah hingga 4: Sangat kerap). Jumlah markah di PSS berjalut antara 0 hingga 40: Nilai 0-13 (Tekanan rendah), 14-26 (Tekanan sederhana) dan 27-40 (Tekanan tinggi) dan markah tinggi menunjukkan tahap tekanan yang melampau. Ujian kebolehpercayaan item soalan dinilai dengan Cronbach dan didapati nilainya ialah 0.78 (Al-Dubai et al. 2012).

## **ANALISIS DATA**

Data yang diperolehi di analisis menggunakan perisian IBM SPSS versi 26. Analisis hasil dapatan kajian ialah deskriptif, nilai skor min dan sisihan piawaian untuk menilai strategi emosi pengaturan kognitif dan tahap tekanan psikologi iaitu kemurungan, kebimbangan dan tekanan yang dihadapi oleh pelajar positif dan kontak rapat COVID-19. Kajian ini juga menganalisis hubung kait emosi pengaturan kognitif terhadap tekanan psikologi pelajar melalui ujian regresi pelbagai.

## **HASIL KAJIAN**

### **Strategi Emosi Pengaturan Kognitif**

Jadual 1 menunjukkan skor min bagi pemboleh ubah strategi emosi pengaturan kognitif (CERQ) dalam kalangan pelajar positif dan kontak rapat COVID-19 di Kolej Dato' Onn. Dapatan kajian mendapati strategi emosi pengaturan kognitif yang lebih adaptif iaitu (positif penilaian semula, penerimaan, pemfokusan semula perancangan, positif pemfokusan semula dan juga meletakkan perspektif) dilaporkan telah digunakan lebih kerap berbanding strategi yang kurang adaptif seperti (ruminasi, menyalahkan diri, kebencanaan dan menyalahkan orang lain). Nilai skor min tertinggi bagi CERQ ialah positif penilaian semula, penerimaan dan juga pemfokusan semula perancangan digunakan oleh pelajar sebagai strategi penanganan emosi semasa berhadapan dengan rawatan dan kuarantin sendiri COVID-19. Nilai kebolehpercayaan sembilan pemboleh ubah bagi mengukur CERQ melebihi nilai *Alpha Cronbach's* 0.70 yang

ditetapkan, bermakna kesemua pemboleh ubah mempunyai nilai konsistensi dalaman yang baik.

Jadual 1

*Pemboleh ubah CERQ: Min, Sisihan Piawai dan Cronbach's Alpha.*

<i>Pemboleh ubah CERQ</i>	<i>Min</i>	<i>SP</i>	<i>α</i>
Menyalahkan diri	10.82	3.89	.880
Penerimaan	14.80	3.70	.850
Ruminasi	12.58	3.36	.853
Positif pemfokus semula	13.51	3.09	.894
Pemfokus semula perancangan	14.57	3.10	.886
Positif penilaian semula	15.00	3.30	.870
Meletakkan prespektif	13.32	3.04	.693
Kebencanaan	10.02	3.52	.892
Menyelahkan orang lain	09.48	3.90	.944

*Pemboleh ubah CERQ: Strategi emosi pengaturan kognitif*

### **Tekanan Psikologi**

Jadual 2 menunjukkan skor min bagi pemboleh ubah Kemurungan (PHQ-9), Kebimbangan (GAD-7) dan juga Tekanan (PSS-10) dalam kalangan pelajar positif dan kontak rapat COVID-19 di Kolej Dato' Onn. Hasil kajian mendapati tekanan psikologi bagi gejala kemurungan secara keseluruhan berada di tahap yang sederhana (Min: 10.84, SP :4.26), namun 8.5% pelajar mengalami gejala kemurungan teruk dan 5.7% pelajar mengalami gejala kemurungan yang sangat teruk. Tekanan psikologi kebimbangan secara keseluruhan didapati berada di tahap yang rendah (Min: 4.27, SP: 3.09), namun terdapat 12.8% pelajar mengalami gejala kebimbangan sederhana. Manakala bagi, gejala tekanan pelajar positif dan kontak rapat COVID-19 didapati secara keseluruhannya di tahap tekanan yang sederhana (Min: 23.90, SP: 4.20). Hasil kajian juga menunjukkan pelajar positif dan kontak rapat COVID-19 kuarantin di Kolej Dato' Onn paling ramai mengalami gejala tekanan yang tinggi iaitu 21.4%. Nilai kebolehpercayaan bagi tiga pemboleh ubah bagi mengukur tekanan psikologi iaitu PHQ-9, GAD-7 dan PSS-10 melebihi nilai *Alpha Cronbach's* 0.70 yang ditetapkan, hal ini bermakna semua pemboleh ubah mempunyai nilai konsistensi dalam yang baik.

Jadual 2.

*Pemboleh ubah tekanan psikologi (PHQ-9, GAD-7, PSS): Min, Sisihan Piawai dan Cronbach's Alpha*

<i>Skala</i>	<i>Min</i>	<i>Tahap</i>		<i>SP</i>	<i>α</i>
		Kemurungan minimum	03.0%		
PHQ-9	10.84	Kemurungan ringan	44.2%	4.26	.844
		Kemurungan sederhana	38.6%		
		Kemurungan teruk	05.7%		
		Kemurungan sangat teruk	08.5%		
GAD-7	04.27	Kebimbangan minimum	24.3%	3.09	.917
		Kebimbangan ringan	62.9%		
		Kebimbangan sederhana	12.8%		
PSS-10	23.90	Tekanan rendah	01.4%	4.20	.954
		Tekanan sederhana	77.2%		
		Tekanan tinggi	21.4%		

*Pemboleh ubah: PHQ-9: Kemurungan, GAD-7: Kebimbangan, PSS-10: Tekanan*

### **Hubungkait Strategi Emosi Pengaturan Kognitif dan Tekanan Psikologi**

Kajian ini turut menilai hubungkait di antara strategi emosi pengaturan kognitif terhadap tekanan psikologi dalam kalangan pelajar positif dan kontak rapat COVID-19 di Kolej Dato'Onn. Oleh itu, analisis regresi pelbagai dilaksanakan dengan meletakkan tekanan psikologi iaitu kemurungan, tekanan dan kebimbangan sebagai pemboleh ubah bersandar, manakala strategi emosi pengaturan kognitif (CERQ) sebagai pemboleh ubah bebas. Jadual 3, menunjukkan model regresi pelbagai bagi gejala kemurungan dan juga kebimbangan mempunyai sumbangan yang signifikan ( $p < 0.05$ ). Peratusan pengaruh CERQ terhadap gejala kemurungan dan kebimbangan ialah 35.4% dan 30.1%. Peramal yang paling penting menyumbang kepada gejala kemurungan dan kebimbangan adalah ruminasi. Manakala arah hubungan, dapat ditafsirkan bahawa ruminasi secara positif memberi impak kepada gejala kemurungan dan kebimbangan, hal ini menunjukkan bahawa pelajar positif dan kontak rapat COVID-19 yang cenderung menggunakan strategi emosi pengaturan kognitif (ruminasi) akan cenderung mengalami gejala kemurungan dan kebimbangan semasa menjalani proses rawatan dan juga kuarantin sendiri COVID-19.

#### Jadual 3

*Hubungkait emosi pengaturan kognitif (CERQ) dan tekanan psikologi iaitu Kemurungan (PHQ-9), Kebimbangan (GAD-7) dan Tekanan (PSS-10): Analisis regresi pelbagai*

<i>Skala CERQ</i>	<i>PHQ-9</i>	<i>GAD-7</i>	<i>PSS-10</i>
Menyalahkan diri	.196	.168	
Penerimaan	.027	-.075	
Ruminasi	.430**	.380**	
Positif pemfokusan semula	-.173	-.222	
Pemfokusan semula perancangan	-.027	.067	<i>P</i> > 0.05
Positif penilaian semula	.083	.045	
Meletakkan perspektif	.063	.141	
Kebencanaan	.084	-.065	
Menyalahkan orang lain	-.084	.119	
R2	.354***	.301**	

\*\**P* < 0.05, \*\*\**P* < 0.01

## PERBINCANGAN

Kajian ini mendasarkan objektif untuk mengkaji bagaimana pelajar universiti khususnya pelajar positif dan kontak rapat COVID-19 yang kuarantin di Kolej Kediaman dapat memodulasi emosi mereka semasa berhadapan dengan tekanan psikologi akibat COVID-19. Kajian sebelumnya oleh Garnefski et al (2001) dan Garnefski dan Kraaij (2007) menunjukkan bukti empirikal yang kuat bagi penilaian CERQ terhadap gejala kemurungan dan kebimbangan dalam kalangan remaja dan orang dewasa. Namun begitu, bagi konteks kajian ini memfokuskan kepada pandemik COVID-19 yang mengancam kesihatan awam seluruh dunia dan mengambil sampel kajian pelajar universiti yang positif dan kontak rapat COVID-19. Hasil kajian mendapati pelajar positif dan kontak rapat COVID-19 cenderung menggunakan emosi pengaturan kongnitif yang lebih adaptif iaitu positif penilaian semula, penerimaan dan pemfokusan perancangan semula ketika berhadapan dengan isu dan tekanan psikologi akibat COVID-19. Hal ini selari dengan kajian oleh Dovbysh dan Kiseleva (2020), menggunakan CERQ dalam kalangan pesakit COVID-19 di Rusia, mendapati pesakit lebih cenderung mengaplikasikan strategi pengaturan emosi iaitu perubahan kongnitif adaptif berhadapan dengan tekanan psikologi akibat COVID-19. Justeru, penggunaan strategi emosi lebih adaptif akan dapat mengurangkan simptom tekanan psikologi (Garnefski dan Kraaij, 2007) dan membolehkan pelajar mengatasi tekanan psikologi disebabkan oleh pandemik COVID-19 (Fernandez Cruz et al., 2020). Pandemik COVID-19 telah terbukti menyebabkan pelajar universiti mengalami tekanan psikologi iaitu kemurungan (Son et al., 2020; Wang et al., 2020; World Health Organization 2020), kebimbangan (Wang & Zhao, 2020; Marks, 2021) dan tekanan (Li et al., 2021; Tian et al., 2020). Namun begitu kajian lepas memfokuskan kawalan pergerakan dan juga pembelajaran dalam talian. Oleh itu kajian ini mengkaji skop lain seperti tekanan psikologi dalam kalangan pelajar positif dan kontak rapat COVID-19 yang sedang menjalankan rawatan dan sesi kuarantin sendiri di Kolej Kediaman. Dapatan kajian menunjukkan secara keseluruhan pelajar mengalami kemurungan tahap sederhana, namun terdapat 14.2% mengalami kemurungan yang teruk. Kajian Son et al. (2020) melaporkan peratusan lebih tinggi iaitu 44% mengalami peningkatan tahap kemurungan dan 8.0% merasakan hendak membunuh diri semasa pandemik COVID-19. Hal ini kerana, kuarantin boleh membawa kepada simptom tekanan pascatrauma, kekeliruan dan kemarahan (Brooks et al., 2019) dan menjurus kepada kesan tekanan fizikal dan psikologi negatif (Wang & Zhao, 2020; Chen e a., 2020). Begitu juga halnya tekanan psikologi kebimbangan, dapatan kajian

mendapati berada di tahap minima dalam kalangan pelajar positif dan kontak rapat COVID-19. Dapatan kajian ini, berbeza dengan kajian lepas yang menunjukkan tahap kebimbangan akibat daripada pandemik COVID19 adalah tinggi (Wang & Zhao, 2020; Wang et al.,2020). Kajian terdahulu juga menunjukkan wabak penyakit telah mempengaruhi gejala tekanan individu. Hal ini dibuktikan oleh kajian oleh Al-Rabiaah et al. (2020) mendapati pelajar perubatan di Arab Saudi mengalami tahap tekanan yang tinggi akibat pandemik Middle Eastern Respiratory Syndrome (MERS). Begitu juga dalam konteks kajian ini yang mengkaji tahap tekanan dialami oleh pelajar positif dan kontak rapat COVID-19 di Kolej Kediaman. Berdasarkan Jadual 2, dapatan kajian menunjukkan 3/4 pelajar mengalami tahap tekanan yang sederhana (7.2%) dan juga 21.4% mencatatkan tahap tekanan yang tinggi. Hasil kajian ini sejajar dengan kajian oleh Al Ateeq et al. (2020) dan Begam & Devi (2020) mendapati lebih daripada separuh populasi kajian mengalami tahap tekanan yang sederhana dalam kalangan pelajar universiti. Begitu juga dengan kajian oleh BourionBedes et al. (2021) menunjukkan tahap tekanan yang sederhana adalah disebabkan oleh pelaksanaan sekatan perjalanan akibat COVID-19 di Perancis, menyebabkan pengurangan masa belajar, kesukaran isolasi dan kekurangan akses aktiviti luar. Namun, kajian melalui tinjauan atas talian oleh Zhou et al. (2021) menunjukkan tahap tekanan yang tinggi dengan peratusan 67.2%. Tahap tekanan yang dirasakan disebabkan oleh pandemik COVID-19 dari pelbagai situasi pelajar menunjukkan tahap yang berbeza, namun begitu secara keseluruhannya, pandemik menyebabkan pelajar mengalami tekanan psikologi. Dapatan kajian juga dapat menyimpulkan tekanan yang dialami oleh pelajar positif dan kontak rapat COVID-19 sedang menjalani rawatan dan kuarantin di Kolej Kediaman lebih tinggi berbanding pelajar yang merasa tertekan disebabkan pelaksanaan sekatan perjalanan dan pembelajaran dalam talian.

Seterusnya, hasil dapatan kajian juga menunjukkan terdapat pengaruh signifikan strategi emosi pengaturan kognitif (ruminasi) dan tekanan psikologi iaitu kemurungan dan kebimbangan pelajar positif dan kontak rapat COVID-19. Hal ini selari dengan kajian dijalankan oleh Wang et al., (2021) mendapati bahawa regulasi emosi ruminasi adalah faktor utama mempengaruhi gejala kemurungan dalam kalangan jururawat di China ketika tercetusnya wabak COVID-19. Hal ini juga selari dengan kajian oleh Jermann et al., (2006) mengesahkan strategi emosi pengaturan kognitif iaitu (menyalahkan diri dan ruminasi) dapat mengesan kewujudan gejala kemurungan. Keterukan gejala kebimbangan juga dikaitkan secara positif dengan penggunaan strategi emosi ruminasi untuk mengatasi COVID-19 (Dovbysh & Kiseleva, 2020). Kajian Riaz et al., (2021), turut menyokong bahawa strategi emosi pengaturan kognitif iaitu penetapan pengalaman negatif secara signifikan akan memberikan tekanan psikologi kepada responden semasa keadaan traumatik seperti COVID-19. Tuntasnya, seseorang yang sentiasa memikirkan perkara negatif dan kemungkinan dari sesuatu masalah akibat COVID-19, mahupun keadaan traumatik lain akan cenderung mengalami tekanan psikologi seperti kemurungan, kebimbangan dan juga tekanan. Begitu juga dengan strategi emosi pengaturan kognitif menyalahkan diri sendiri, menyalahkan orang lain dan kebencanaan (Munoz-Navarro et al., 2021; Dubey et al., 2020).

Analisis hasil kajian ini turut mengambil kira limitasi kajian. Pertama, kajian menggunakan sampel kajian kecil dan tidak mewakili populasi pelajar positif dan kontak rapat COVID-19 secara keseluruhan di Universiti Kebangsaan Malaysia. Oleh itu, sampel tidak dapat mengeneralisasikan pandangan pelajar positif dan kontak rapat COVID-19. Kedua, limitasi dihadapi ialah kerangka masa menjalankan kajian yang singkat dan mendapatkan data dalam tempoh rawatan dan kuarantin sendiri pelajar. Hal ini menyukarkan pengumpulan maklumat kerana mengambil kira keadaan diri pelajar dan menyebabkan jumlah pelajar yang mengambil bahagian sedikit dan proses komunikasi dijalankan secara dalam talian iaitu *Group WhatsApp*. Ketiga, kajian ini dilaksanakan berdasarkan penilaian dan pelaporan sendiri yang mungkin

menyebabkan bias tertentu. Keempat, kajian juga menfokuskan hanya tiga aspek tekanan psikologi iaitu tekanan, kemurungan dan kebimbangan. Oleh yang demikian, bagi tujuan kajian akan datang dicadangkan menggunakan sampel yang lebih besar dan menyeluruh bagi mewakili keseluruhan pesakit dan kontak rapat COVID-19 dan melihat aspek tekanan psikologi yang lebih menyeluruh. Seterusnya kajian juga boleh menilai strategi daya tindak dari aspek sokongan sosial iaitu menggabungkan CERQ dan sokongan sosial sebagai strategi yang holistik. Kajian masa depan harus menangani persoalan penyelidikan mengenai hubungan antara peraturan emosi kognitif dan tekanan psikologi dengan menggunakan pelaporan diri dan juga bentuk pengumpulan data lain, seperti wawancara atau penilaian pakar.

### **SUMBANGAN KAJIAN/AMALAN PEMBANGUNAN BELIA**

Beberapa kajian lepas yang menyelusuri kaitan antara kesihatan mental semasa pandemik COVID-19 melanda terhadap populasi pelajar. Namun, untuk setakat ini, kajian terhadap konteks pelajar yang positif dan kontak rapat adalah sedikit bahkan belum ada di Malaysia. Kajian ini merupakan kajian terawal daripada populasi pelajar prasiswazah yang positif dan kontak rapat dalam mengkaji hubungkait kesan COVID-19 terhadap tahap tekanan psikologi pelajar, serta bagaimana pelajar memodulasi emosi ketika berhadapan dengan tekanan yang wujud akibat COVID-19. Populasi sebegini adalah penting kerana sekiranya pelajar positif, mereka perlu mengisolasi diri dan pada waktu tersebut, pelbagai bentuk kesukaran perlu dihadapi seperti, kurangnya aktiviti sosial, pembelajaran dalam talian terganggu, kesihatan merosot dan berhadapan situasi sukar bersendirian jauh dari sokongan sosial khususnya keluarga. Selain itu, berdasarkan daripada dapatan kajian ini, dapat memahami regulasi emosi pelajar ketika berhadapan dengan tekanan. Sebagai contoh kaedah pemfokusan semula dan pemfokusan semula rancangan dapat digunakan untuk mengubah corak regulasi emosi negatif seperti ruminasi, kebencanaan, menyalahkan diri dan orang lain. Mereka yang cenderung meregulasi emosi ke arah perubahan kognitif adaptif lebih cenderung untuk mengawal tekanan psikologi yang dihadapi. Dapatan kajian boleh menjadi rujukan kepada pihak yang berkepentingan seperti Universiti, Kementerian Belia, Pendidikan Tinggi dan NGO untuk melakukan intervensi setelah memahami bagaimana belia mengatur emosi mereka dalam keadaan menghadapi tekanan. Diharapkan dengan langkah ke hadapan ini, kesejahteraan emosi dan psikologi belia dapat terusantau dan dalam keadaan stabil walaupun dalam keadaan pandemik ini.

### **PENGHARGAAN**

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# KETAGIHAN SKRIN: PENEROKAAN KONSEP DAN PENILAIAN

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## ABSTRAK

Penerimaan teknologi komunikasi, internet dan media sosial dalam kehidupan seharian seperti bersosial, pembelajaran, berniaga dan bermain video game adalah tinggi dalam kalangan belia. Kebergantungan dan taksud secara fizikal kepada penggunaan teknologi komunikasi seperti telefon bimbit, gadget-gadget, aplikasi di internet dan media sosial membawa kepada fenomena ketagihan skrin. Ketidakkampuan individu untuk mengawal kebergantungan dan penggunaan secara berlebihan penyebab kepada ketagihan skrin yang merencatkan fungsi aktiviti harian. Namun demikian, konsep bagi ketagihan skrin masih di peringkat awal penyelidikan akademik. Konsep ketagihan, secara tradisional digunakan untuk menguji kebergantungan fizikal pada zat seperti ketagihan dadah dan perjudian, namun ianya juga telah banyak diterapkan dalam kajian melibatkan ketagihan teknologi seperti ketagihan komputer, television, gaming dan ketagihan internet. Kajian ketagihan teknologi tertumpu kepada ketagihan internet dengan pelbagai terma dan juga instrumen yang dibangunkan, sedikit kajian yang tertumpu kepada ketagihan skrin. Justeru, kajian ini bertujuan memahami konsep ketagihan skrin dan kaedah bagi menilai dan mengukur kepada ketagihan skrin berdasarkan pandangan oleh pakar akademik, pakar bidang dan rujukan kajian lepas. Penyelidikan kualitatif ini menggunakan kaedah temu bual mendalam yang dijalankan ke atas enam orang pakar bidang iaitu komunikasi, bahasa dan psikologi yang dipilih melalui teknik persampelan bertujuan. Hasil kajian menjelaskan konsep ketagihan skrin merangkumi penggunaan berlebihan, keinginan yang mendesak, penggunaan bermasalah dan berbahaya, keterikatan kepada gadget dan juga teknologi komunikasi. Konsep ini menyumbang kepada kebergantungan terhadap penggunaan skrin yang turut secara langsung memberikan dampak kepada aktiviti seharian. Dapatan kajian ini menjadi asas kepada pembinaan konstruk ketagihan skrin untuk mengukur sejauhmanakah belia ketagihan kepada teknologi komunikasi, gadget dan media sosial.

**Kata Kunci:** *Ketagihan skrin, teknologi komunikasi, media sosial, belia*

## PENGENALAN

Penerimaan penggunaan teknologi komunikasi, aplikasi media sosial dan internet adalah tinggi dalam kalangan rakyat Malaysia. Berdasarkan laporan kajian penggunaan internet bagi tahun 2020 oleh Suruhanjaya Komunikasi dan Multimedia Malaysia (SKMM) mendapati sebanyak 88.7% pengguna internet di Malaysia, meningkat sebanyak 1.3% berbanding tahun 2018 lalu. Trend peningkatan tersebut didorong oleh kepesatan penggunaan teknologi komunikasi seperti telefon pintar (98.7%). Statistik menunjukkan golongan belia berusia 18-

30 tahun merupakan majoriti pengguna internet iaitu 55.9% (SKMM, 2020). Penglibatan aktif dalam penggunaan teknologi komunikasi maklumat dan media baharu telah mewujudkan andaian oleh McLuhan (1994), iaitu individu bergantung kepada penggunaan teknologi. Castells (2011), berpandangan perubahan dalam meraikan transformasi digital adalah disebabkan transisi perubahan zaman perindustrian kepada teknologi maklumat. Telefon pintar antara medium perhubungan penting yang menggalakkan penglibatan aktif pengguna dari seluruh dunia. Proses komunikasi yang berlaku melalui telefon pintar membolehkan pengguna bertukar informasi, berhubung dengan kenalan dan berkongsi aktiviti kehidupan seharian secara dalam talian (Exelmans & Van 2016).

Kebergantungan kepada teknologi komunikasi seperti internet dan aplikasi media sosial akan menyebabkan individu mudah meluangkan masa yang lama dengan aktiviti dalam talian (Saruji, M.AM et al., 2017). Kebergantungan kepada teknologi komunikasi iaitu telefon bimbit, gadget-gadget, aplikasi media sosial dan internet adalah simptom ketagihan skrin (Din, N. F. N., & Isam, 2019; Mustafa, et al., 2013). Konsep ketagihan skrin merujuk kepada kebergantungan dan taksud secara fizikal kepada teknologi komunikasi maklumat seperti telefon pintar, gadget-gadget, aplikasi media sosial dan juga internet. Dalam kajian ini, konsep ketagihan skrin adalah kebergantungan dan taksud secara fizikal kepada teknologi komunikasi seperti telefon pintar untuk melayari aplikasi media sosial seperti seperti *Facebook*, *Instagram*, *WhatsApp*, *Twitter* dan internet. Namun demikian, kajian ketagihan teknologi komunikasi sebelumnya tertumpu kepada ketagihan komputer, television, video game, aplikasi sosial media dan internet dengan pelbagai terma digunakan dan instrumen yang telah dibangunkan, sedikit kajian yang tertumpu kepada ketagihan skrin. Oleh itu, kajian ini bertujuan untuk memahami konsep ketagihan skrin serta kaedah penilaian yang bersesuaian digunakan sebagai alat ukur kriteria ketagihan skrin.

## SOROTAN LITERATUR

Sarjana dalam bidang perubatan Bratter & Forrest (1985) berpendapat istilah ketagihan harus diterapkan hanya pada kes-kes yang melibatkan bahan kimia ataupun pengambilan ubat-ubatan (Rachlin, 1990; Walker, 1989). Namun, kriteria ketagihan juga telah diterapkan untuk menguji tingkah laku bermasalah disebabkan perjudian dan alkohol (Griffiths, 1995), obesiti (Lesieur & Blume, 1993) dan juga percintaan (Peele & Brodsky, 1979). Oleh demikian, Hatterer (1994) berpendapat istilah ketagihan boleh dikaitkan dengan hampir semua bahan dan aktiviti. Dalam konteks teknologi komunikasi, terdapat kajian berkenaan ketagihan iaitu teknologi (Griffiths, 1996), komputer (Shotton, 1991), video game (Keepers, 1990), television (Winn M., 1977) dan internet (Young, 1996). Penggunaan teknologi komunikasi maklumat yang tidak terkawal dan secara berlebihan dianggap sebagai ketagihan tingkah laku (Goldberg, 1996). Pelbagai istilah digunakan dalam kajian untuk menggambarkan penggunaan teknologi digital bermasalah iaitu Ketagihan Internet (Young, 1998), Penggunaan Internet Kompulsif (Greenfield, 1999), Telefon bimbit (Chóliz, 2010), Ketagihan ICT (Greene, et al., 2016) dan Media Sosial (Ejechi, 2016).

Istilah ketagihan internet digunakan secara kolektif oleh ramai pengkaji bagi melihat ketagihan penggunaan teknologi komunikasi. Goldberg (1996) menyatakan ketagihan internet sebagai keinginan atau dorongan yang sangat kuat untuk menggunakan internet (Aboujaoude, et al., 2006; Korkeila, et al., 2009). Manakala Griffiths (1998) menganggap ketagihan internet sebagai ketagihan teknologi seperti (ketagihan komputer) dan dalam subset ketagihan tingkah laku seperti (perjudian kompulsif). Kandell (1998) mendefinisikan ketagihan internet sebagai kergantungan psikologi pada internet, tanpa mengira jenis aktiviti yang dilayari dan sebilangan merujuk kepada tingkah laku yang berkaitan dengan internet sebagai ketagihan internet (Chou,

2001; Young, 1996). Terdapat juga pengkaji yang menfokuskan penelitian ketagihan bahan yang didapati di internet seperti perjudian dalam talian, membeli belah dan bersembang (Davis, 2001; Davis, et al., 2002; Tsai, H.F., 2009) dan juga penggunaan aplikasi sosial iaitu Facebook (Kittinger, Corraei & Irons, 2012), laman rangkaian sosial-SNS (Leung & Lee, 2012) telah didapati berkaitan dengan ketagihan internet.

Kriteria diagnosis ketagihan internet adalah berdasarkan diagnosis ketagihan perjudian kerana dianggap paling serupa sifat dengan ketagihan penggunaan teknologi komunikasi iaitu menyebabkan gangguan kawalan impuls yang tidak melibatkan mabuk. Instrumen kaji selidik yang dikembangkan Young (1996) ialah *Internet Addiction Diagnostic Questionnaire* (DQ) dan Ujian Ketagihan Internet (IAT), bertujuan menilai tahap kelalaian, masalah tingkah laku, perubahan emosi dan juga kesan fungsi umum berkaitan dengan penggunaan internet. Terdapat pelbagai instrumen kaji selidik telah dikembangkan untuk mengukur ketagihan internet seperti Inventori Kelakuan Ketagihan Berkaitan Internet-IRABI (Brenner, 1997), DC-AI-C (Ko, C.H., et al., 2009), Skala Ketagihan Internet Cina-CIAS (Chen & Chou, 1999), Ketagihan Internet untuk Pelajar Sekolah Menengah Taiwan-IAS (Lin & Tsai, 1999), Kognisi dalam Talian-OCS (Davis et al., 2001;), Ketagihan Komputer dan Saringan Internet-AICA-S (Wölfling, Müller & Beutel, 2010). Ringkasnya, instrumen penilaian untuk ketagihan internet disajikan dalam pelbagai format (kriteria, senarai semak atau skala), dengan bilangan item yang berbeza-beza, menggunakan pelbagai kaedah (tinjauan rentas, tinjauan dalam talian, wawancara telefon dan kajian kes) dan juga pelbagai jenis sampel kajian (pelajar kolej, pelajar sekolah menengah, populasi umum).

## METODOLOGI KAJIAN

Kajian ini menggunakan kaedah kualitatif iaitu melalui teknik temu bual mendalam separa berstruktur (*semi-structured interview*) dan juga kaedah persampelan bertujuan bagi memilih informan kajian. Penyelidikan memfokuskan kepada pendekatan induktif dan konstruktivis melalui penyelidikan kualitatif bagi memperolehi pengetahuan dan juga pemahaman pakar akademik dan psikiatri dalam konteks ketagihan skrin. 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 konsep ketagihan berdasarkan ketagihan iaitu teknologi, komputer, permainan video game, televisyen, telefon bimbit dan internet. Proses ini juga bertujuan mengenal pasti dimensi pemboleh ubah dalam penilaian ketagihan skrin. Informan kajian terdiri dari enam orang pakar yang dipilih dalam kalangan ahli akademik, komunikasi, bahasa, psikologi serta pakar psikiatri yang terlibat dalam mengkaji isu ketagihan teknologi digital. Temu bual mendalam pakar telah dijalankan pada bulan September 2021 menggunakan medium dalam talian (*Google Meet*). Kajian ini, pengkaji telah menyediakan dua bahagian soalan berdasarkan objektif yang telah ditetapkan. Persoalan pertama untuk mengkaji konsep bagi ketagihan skrin berdasarkan pandangan oleh pakar yang di temu bual dan selaras dengan kajian lepas. Seterusnya objektif kedua adalah untuk mengkaji kriteria penilaian kepada ketagihan skrin.

Dapatan kajian yang diperolehi melalui video temu bual ini telah ditranskripsi ke dalam bentuk teks bagi tujuan analisis. Kemudian proses mengkategorikan subkategori, kategori dan tema dijalankan. Kaedah analisis tematik dan analisis perbandingan konstan telah digunakan bagi mengenal pasti dan membentuk tema daripada data yang dikumpulkan semasa temu bual mendalam dijalankan. Penganalisan data kajian menggunakan perisian aplikasi Atlatst.ti bagi mengeluarkan pernyataan yang bersesuaian mengikut tema yang telah ditetapkan. Prosedur akhir

melihat kepada pengolahan perbincangan dengan sokongan sorotan literatur daripada pengkaji-pengkaji terdahulu.

## DAPATAN KAJIAN DAN PERBINCANGAN

### Konsep Ketagihan Skrin

Objektif kajian meneroka konsep ketagihan skrin. Pada dasarnya konsep ketagihan digunakan dalam bidang perubatan iaitu melibatkan bahan kimia dan ubatan. Namun, kajian dalam sains sosial menggunakan kriteria ketagihan untuk menguji tingkah laku bermasalah individu, dalam konteks teknologi komunikasi maklumat, ketagihan internet secara kolektif sering digunakan dalam menggambarkan penggunaan teknologi komunikasi yang bermasalah, lalai, berlebihan, kebergantungan dan mendesak (Bidgoli, 2004; Shaw & Black, 2008; Din, N. F. N., & Isam, H., 2019). Dalam konteks kajian semasa menfokuskan kepada konsep ketagihan skrin iaitu kebergantungan dan taksu secara fizikal kepada teknologi komunikasi seperti telefon pintar untuk melayari internet dan aplikasi media sosial. Konsep ketagihan skrin berdasarkan dapatan temu bual merujuk kepada kecanduan, keinginan yang mendesak, berlebihan, kebergantungan dan keterikatan dalam penggunaan gadget ataupun skrin untuk melayari internet dan laman perkongsian interaksi seperti aplikasi media sosial.

Dapatan temu bual juga menyatakan ketagihan skrin disebabkan oleh ketersambungan internet yang menyebabkan pelbagai aplikasi dan maklumat yang tersedia untuk pengguna. Disamping itu juga, perkembangan dan kecanggihan teknologi menyebabkan skrin boleh di bawa kemana-mana bersifat mobil berbanding skrin sebelumnya merujuk kepada televisyen dan komputer. Oleh itu, penggunaan telefon pintar sebagai alat digital ini disokong oleh majoriti belia apabila melihat kepada keupayaan peranti kecil ini yang boleh dibawa ke mana-mana dan bila-bila sahaja (Rippin 2019).

**P1:** *“...ketagihan ni atau dalam bahasa mudahnya kecanduan, keinginan yang mendesak untuk duduk dengan skrin dan tak boleh dipisahkan di antara fizikal dan mental, jari mata dan juga hati,”*

**P2:** *“...Okay ketagihan skrin ni kalau nak ikut dari segi definisi dia, penggunaan apa-apa teknologi atau gadget digital menggunakan internet secara berlebihan... maksudnya mengutamakan penggunaan internet atau penggunaan skrin berbanding dengan apa-apa benda yang lain...”*

**P4:** *“...Ketagihan skrin ini apabila terlalu lama menghadap skrin sehingga mengganggu fungsi seseorang individu. Skrin itu sebagai satu objek sebenarnya.... Sebelum zaman internet dahulu ada televisyen, playstation. Sekarang kebanyakannya ada sambungan internet. Kalau skrin itu sahaja mungkin tidak berapa besar kesannya tetapi bila skrin itu ada sambungan internet, semua benda kita boleh tengok.”*

**P6:** *“...Bila kita bercakap tentang ketagihan skrin ni, merujuk kepada keinginan atau keterikatan atau kebergantungan ahhh, mana-mana orang atau pengguna yang dia telah selesa untuk mendapatkan apa sahaja perkara atau menghubungkan dirinya ke ruang perkongsian interaksi data maklumat. Dulu skrin ni saya ingat mudahnya orang sebut skrin television, komputer tetapi perkembangan dan kecanggihan teknologi menyebabkan skrin itu dia boleh kita bawa kemana-mana. Haaa bila skrin itu telah bersifat mobil”*

Ketagihan dalam bentuk dan keadaan apa pun, secara tradisionalnya sering dikaitkan dengan dorongan yang tidak terkawal hingga menyebabkan seseorang itu hilang kawalan dan penggunaan berterusan walaupun menyebabkan masalah tingkah laku (Young, 1996). Begitu juga hasil dapatan temu bual pakar, ketagihan skrin juga dikaitkan dengan penggunaan yang bermasalah menyebabkan hilang kawalan diri, implikasi negatif dari aspek fizikal, mental dan emosi serta kemerosotan fungsi diri seperti prestasi akademik, pekerjaan, hubungan sosial dan komunikasi. Hal ini selari dengan kajian-kajian lepas yang mengatakan ketagihan teknologi menjejaskan kesejahteraan sosial (Bidlogi, 2004), mengganggu kesejahteraan mental dan emosi (Chebbi, et al., 2000; Cash, et al., 2012) dan menjejaskan tanggungjawab diri seperti pekerjaan, akademik, keluarga dan hubungan sosial (Morahan-Martin & Schmacher, 2000; Aboujaoude, 2010; Tutgun, Deniz & Moon, 2011).

**P2:** “...*fairly of self control* hilang kawalan dirilah dah tak boleh kawal penggunaan and *serius consequences* maksudnya ada implikasi yang serius ataupun negatif so yang ni termasuklah dari segi fizikal, mental, emosi dan paling fungsi terjejas”

**P4:** “...*Fungsi terjejas* bermaksudnya kalau tengah belajar prestasi akademik merosot, kalau dia bekerja prestasi kerja dia merosot haaa fungsi dia merosot even kalau dia suri rumah dia hilang tak boleh buat kerja rumah, haaa fungsi dia di situ,”

**P5:** “...*Ketagihan skrin ini adalah penggunaan internet yang akan jadi problematic dan bahaya. Maknanya dia guna tanpa henti, dia tak nak gaul dengan orang lain, sendiri. Kalau benda tu tak ada, dia akan jadi macam marah because dipisahkan dengan benda tu. So dia akan more kepada masalah dan problematic la.*”

Tuntasnya, hasil temu bual pakar mengenai konsep ketagihan skrin adalah selari dengan konsep ketagihan teknologi maklumat seperti internet, media sosial dan aktiviti dalam internet yang dikemukakan oleh kajian-kajian lepas. Oleh itu, dapat disimpulkan bahawa konsep bagi ketagihan skrin dalam kajian ini dirasakan lebih menyeluruh kerana menyentuh aspek medium teknologi komunikasi maklumat iaitu telefon pintar, gadget, internet, aplikasi dan aktiviti yang tersedia di internet. Hal ini selari dengan saranan dari pengkaji terdahulu iaitu Widyanto & McMurrin (2004) menyatakan mereka tidak menolak ciri ketagihan internet, namun pengguna mungkin ketagihan dengan aplikasi dan aktiviti yang tersedia dalam internet bukan kepada medium iaitu internet ataupun teknologi seperti telefon pintar dan gadget semata.

### **Penilaian Ketagihan Skrin**

Disebabkan ketagihan merupakan tingkah laku bermasalah, adalah mustahak untuk memahami kriteria yang dapat membezakan penggunaan skrin yang normal dan ketagihan. Young (1996) merujuk kriteria diagnosis ketagihan perjudian kerana ianya dianggap paling serupa dengan ketagihan internet, iaitu menyebabkan gangguan implus yang tidak melibatkan mabuk dan khayal. Berdasarkan dapatan temu bual pakar, secara pemerhatian kita boleh mengenal pasti ketagihan skrin apabila telefon pintar sentiasa ada di tangan kerana mudah untuk dibawa bersama sepanjang masa. Ketagihan skrin menyebabkan seseorang merasa gelisa apabila tidak menggunakan gadget sehinggakan interaksi sosial dengan orang sekeliling terbatas akibat leka dengan dunia skrin mereka.

**P1:** “...*Kita nampak selalunya handphone tu di tangan dia laaa biasanya yang senang nampak macam tu laaa...*”

**P4:** *“...Secara mata kasarnya kita boleh lihat orang yang ketagihan skrin ini antaranya, dia memang akan sentiasa bersama dengan skrinnya seperti zaman sekarang skrin kecil di telefon pintar yang mudah dibawa ke mana-mana.”*

**P6:** *“...mudah kalau kita tengok ni ialah di mana sahaja dia akan pegang gadget ahhh dia akan pegang gadget. Ahhh saya ingat kita semua tahulah sehinggakan istilahnya bila kita duduk bersama keluarga atau kawan-kawan pun, komunikasi atau interaksi kita menjadi sangat mengecil walaupun kita berhadapan masing-masing berada dalam dunia masing-masing”*

Namun begitu, banyak instrumen kaji selidik dibangunkan untuk mengukur ketagihan internet antaranya ialah *Internet Addiction Diagnostic Questionnaire* (DQ) oleh Young (1996). Kriteria ini dilihat bersesuaian untuk diaplikasikan dalam konteks ketagihan skrin, terdapat 8 pertanyaan tentang keasyikan penggunaan, tempoh masa penggunaan dan kesan internet dalam kehidupan. Hasil temu bual pakar juga mencadangkan instrumen ujian ketagihan internet IAT oleh Young (1998), skala 20 untuk menilai keasyikan, penggunaan kompulsif, masalah tingkah laku, perubahan emosi, dan kesan fungsi umum yang berkaitan dengan komputer, selain itu pakar mencadangkan instrumen *Smartphone Addiction* yang paling hampir dengan ketagihan skrin kerana melibatkan penggunaan gadget yang bersifat mobil dan membolehkan mereka mengakses internet dan pelbagai aplikasi media sosial, hiburan, permainan dan juga tontonan.

**P2** *“...Actually ada beberapa ujian yang kita boleh buat separated lah, dekat internet actually soalan boleh google yang paling common Internet Addiction Test oleh Dr. Kimberly Young okay, so ini ada in english even ini susah sikit nak cari tapi boleh dapatlah malay version banyak kita guna untuk studies kan haaa english and malay version dia 20 soalan and dia guna likert scale maksudnya paling kerap hingga paling jarang, so internet addiction test and then ada dua lagi aaa yang ni kurang sikit guna dekat Malaysia Chain Internet Addiction Scale tapi kalau kita google banyak juga kita guna dalam research and then compulsive internet use scale,”*

**P3:** *“...remaja yang meluangkan dari lapan jam ke dua belas jam sehari pada media sosial, itu pada saya itu lebih kepada tahap ketagihan sebab kita lihat satu hari kita ada dua puluh empat jam kan.”*

**P4:** *“...Tetapi soal selidik sekarang ini ada banyak jenis. Seperti soal selidik yang kami pernah guna tajuknya Internet Addiction. Internet Addiction ini masih belum berfokus kerana ada sesetengah menggunakan internet untuk perkara yang baik. Jadi sekarang ini kita ke arah menggunakan soalan yang menjurus kepada masalah seperti Gaming Disorder.”*

**P5:** *“...Kita kebanyakannya menggunakan ‘tools’ yang bangunkan oleh negara Korea sebab kebanyakan telefon pintar dari sana. Jadi, mereka juga mengesan masalah yang sama di tempat mereka. Antaranya Smartphone Addiction. Soalan di dalamnya banyak, jadi kita membuat soalan saringan sahaja dalam lebih kurang 10 soalan. Smartphone Addiction ini juga telah diadaptasi di Malaysia.”*

Tuntasnya, penilaian kriteria untuk mendiagnosis ketagihan melibatkan penggunaan teknologi komunikasi banyak tertumpu kepada kriteria penilaian ketagihan internet. instrumen penilaian untuk ketagihan internet disajikan dalam pelbagai format (kriteria, senarai semak atau skala), dengan bilangan item yang berbeza-beza, menggunakan pelbagai kaedah (tinjauan rentas, tinjauan dalam talian, wawancara telefon dan kajian kes) dan juga pelbagai jenis sampel kajian (pelajar kolej, pelajar sekolah menengah, populasi umum). Namun begitu, instrumen sedia ada boleh dijadikan panduan untuk pembinaan konstruk ketagihan skrin bagi kajian ini.

## **IMPAK KAJIAN/AMALAN PEMBANGUNAN BELIA**

Penerimaan teknologi komunikasi maklumat, aplikasi media sosial dan internet begitu tinggi oleh golongan belia. Penembusan internet yang tinggi telah memberi kesan kepada pengguna belia untuk berkomunikasi, berkongsi maklumat, mencari maklumat, permainan dalam talian, pembelian makanan, barangan dan perkhidmatan, transaksi perbankan serta aktiviti lain secara dalam talian (Salleh, M. A. M., 2012).). Namun demikian, ketidakmampuan untuk mengawal kebergantungan dan taksu secara fizikal kepada teknologi maklumat seperti telefon pintar, aplikasi media sosial dan internet boleh merencatkan fungsi aktiviti harian. Kajian lalu telah membuktikan secara empirikal kesan ketagihan internet seperti tekanan psikologi (Akin, A., & Iskender, M., 2011; Cardak, M, 2013), kurang keyakinan dan harga diri (Bahrainian, et al., 2014; Naseri, L et al., 2015; Aydm, B., & San, S. V., 2011) dan gangguan psikososial seperti pengasingan diri, kurang sabar, gangguan emosi dan masalah dalam hubungan sosial (Tonioni F, et al., 2012). Oleh itu, kajian ketagihan skrin akan memfokuskan kepada penggunaan teknologi komunikasi secara holistik iaitu, penggunaan telefon pintar dan gajet sebagai medium melayari internet dan juga aplikasi media sosial dalam aktiviti seharian belia. Hal ini kerana, kajian sebelum ini fokus kepada konsep ketagihan penggunaan internet dan bahan yang terdapat dalam internet secara tunggal. Belum terdapat kajian yang holistik untuk memahami konsep dan membina konstruk ketagihan skrin. Oleh itu, kajian ini akan menjadi asas kepada pemahaman mendalam kepada ketagihan teknologi komunikasi maklumat. Pada akhirnya, kajian diharapkan dapat memahami pola penggunaan teknologi komunikasi iaitu telefon pintar, gajet, aplikasi media sosial dan internet dalam kalangan belia dan dapat membina konstruk bagi mengukur ketagihan skrin berdasarkan konsep yang telah ditetapkan dalam kajian ini. Kajian ini juga merupakan dapatan awal bagi kajian yang masih dalam proses iaitu *Pembinaan konstruk ketagihan skrin dan sikap belas ihsan berkomunikasi melalui media sosial dalam kalangan belia IPT*, dapatan awal ini hanya meneroka konsep ketagihan skrin melalui temu bual pakar dan juga sokongan daripada kajian-kajian lepas.

## **PENGHARGAAN**

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# **i-PEMERKASAAN KESIHATAN REMAJA KE ARAH KESEJAHTERAAN HIDUP**

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## **ABSTRAK**

Perubahan fizikal, emosi, pengetahuan, dan kemahiran yang diperoleh semasa fasa remaja mempunyai implikasi mendalam perubahan remaja ke alam dewasa. Anggaran populasi Malaysia pada tahun 2021 menunjukkan 4.84 juta daripada populasi Malaysia (32.7 juta) terdiri daripada murid sekolah manakala 2.08 juta berada di peringkat sekolah menengah (berumur 12-18 tahun). Permasalahan berkaitan kesihatan yang kerap dilaporkan dalam kalangan remaja menunjukkan peningkatan kes yang dikaitkan dengan kurang amalan tingkah laku gaya hidup sihat dalam kalangan individu, keluarga dan persekitaran komuniti. Perancangan pemerkasaan perlu menebusi media bagi menyebarkan informasi penjagaan kesihatan kepada remaja. Penggunaan media dan platform digital yang dinamakan *i-pemerkasaan Kesihatan Remaja* telah dibentuk dan diuji keberkesannya kepada pelajar sekolah menengah yang bertujuan memberikan pendidikan kesihatan dan memperkasa remaja menghindari gejala sosial secara atas talian. Pelajar menjawab ujian pra, disusuli dengan menonton video di laman sesawang, dan membaca slaid pada masa lapang mereka dan seterusnya menjawab ujian pasca. Seramai 5969 pelajar dari seluruh Malaysia menjawab ujian Pra dan 4488 pelajar menjawab ujian Pasca. Terdapat peningkatan nilai purata markah sebanyak 4% direkodkan untuk ujian pasca berbanding dengan ujian pra. Ini menunjukkan peningkatan kefahaman mengenai isu-isu yang dibincangkan melalui tontonan video dan bahan bacaan yang diberikan mampu menarik minat pelajar terutamanya semasa pandemik COVID-19.

**Kata kunci:** *Pemerkasaan, kesihatan remaja, belia, kesihatan digital.*

## **ABSTRACT**

The physical, emotional, knowledge, and skills changes acquired during the adolescent phase have profound implications for adolescent transformation into adulthood. The estimated population of Malaysia in 2021 shows that 4.84 million of Malaysia's population (32.7 million) are school children while 2.08 million are at the secondary school level (aged 12-18 years). Frequently reported health-related problems among adolescents indicate an increase in cases associated with lack of healthy lifestyle behavioral practices among individuals, families, and community environments. Empowerment planning must be able to penetrate the media to disseminate health care information to adolescents. The use of digital media and platforms such as *i-adolescent health empowerment* has been developed and tested for its effectiveness to secondary school students which aims to provide health education and empower adolescents to avoid social problems via online platform. Students answer the pre-test, followed by watching a video on the website or read powerpoint slides at their own flexi time and then

answer the post-test. A total of 5969 students from all over Malaysia answered the Pre test and 4488 students answered the Post test. There was an increase in the average score value of 4% recorded for the post-test compared to the pre -test. This indicates an increase in understanding of the issues discussed through video viewing and reading material provided through slides, able to attract students' interest especially during the COVID-19 pandemic.

**Keywords:** *Empowerment; adolescent health, youth, digital health*

## PENGENALAN

Pertubuhan Kesihatan Sedunia (WHO) mendefinisikan remaja sebagai individu yang berumur 10 tahun sehingga 19 tahun (World Health Organization, 2021). Selang umur ini diklasifikasikan kepada tiga peringkat iaitu awal remaja (10-14 tahun), pertengahan remaja (15-17 tahun) dan akhir remaja (18-19 tahun) (Institute for Public Health (IPH), 2017). Remaja merupakan populasi yang berkembang, sihat dan aktif. Kementerian Kesihatan telah menubuhkan Program Kesihatan Remaja pada tahun 1996 sebagai langkah memperkukuhkan kesejahteraan remaja dari segi fizikal, sosial, mental dan rohani yang membolehkan golongan remaja menjalani kehidupan yang sihat dan harmoni dalam persekitaran sebagai persediaan ke arah kesihatan optimum ketika dewasa (Bahagian Pembangunan Kesihatan Keluarga, 2019). Walaubagaimanapun, peringkat umur remaja ini sering dikaitkan dengan tahap peralihan kritikal dari zaman kanak-kanak kepada peringkat kematangan. Perubahan fizikal dan emosi, pengetahuan, dan kemahiran yang diperoleh semasa fasa ini mempunyai implikasi yang mendalam semasa dewasa.

Merujuk kepada Seksyen 18, Akta Pendidikan 1996 (Akta 550) menyebut, kurikulum kebangsaan ialah suatu program pendidikan yang termasuk kurikulum dan kegiatan kokurikulum yang merangkumi semua pengetahuan, kemahiran, norma, nilai, unsur kebudayaan dan kepercayaan untuk membantu perkembangan seseorang murid dengan sepenuhnya dari segi jasmani, rohani, mental dan emosi serta untuk menanam dan mempertingkatkan nilai moral yang diingini dan untuk menyampaikan pengetahuan (Kementerian Pendidikan Malaysia, 2021). Akta ini dengan jelas menyatakan pelaksanaan dasar kokurikulum di sekolah-sekolah adalah wajib. Matlamat gerak kerja kokurikulum yang dikehendaki adalah melibatkan penyertaan setiap orang pelajar. Elemen-elemen yang terkandung mengandungi pengetahuan, pengalaman dan kemahiran baru serta nilai-nilai murni yang dapat membantu membangunkan intelek, jasmani, emosi dan rohani murid secara seimbang. Dengan adanya kokurikulum ini, pelajar dapat mengadaptasi nilai-nilai murni dan mencorak keterampilan dan kemahiran diri dan seterusnya dapat mengekang berlakunya masalah-masalah sosial.

Dengan berlangsungnya pandemik COVID-19 di seluruh dunia, pelaksanaan kokurikulum ini terjejas. Kelanjutan dari pandemik ini, sistem pendidikan negara mempraktikkan pendidikan secara atas talian bagi semua subjek mata pelajaran. Pelajar dan guru berkomunikasi melalui platform media elektronik, secara atas talian segerak ataupun tidak segerak. Namun, pelaksanaan ko-kurikulum bagi mengimbangi penglibatan pelajar luar akademik tidak diutamakan. Keterampilan dan kemahiran melalui aktiviti kokurikulum tidak dapat dilaksanakan. Sehubungan itu, program *i*-Pemeriksaan Kesihatan Remaja yang dijalankan bertujuan memberi pendidikan kesihatan kepada remaja sekolah selain galakan memperkasa remaja untuk menghindari gejala-gejala sosial. Perkongsian dan pengajaran yang disampaikan oleh doktor-doktor profesional dalam kesihatan reproduktif seksual meningkatkan kepercayaan pelajar tentang fakta yang disampaikan melalui pendekatan digital sebagai satu kaedah

alternatif bagi pelajar menimba pengetahuan secara berterusan dan memperkasa diri mereka mendepani permasalahan-permasalahan sosial di kalangan remaja.

## SOROTAN LITERATUR

Tinjauan Kesihatan Remaja di Malaysia pada tahun 2017 (Awang, Ab Rahman, Sukeri, Hashim, & Nik Abdul Rashid, 2020; Institute for Public Health (IPH), 2017) menunjukkan 18% (5.5 juta) daripada keseluruhan populasi rakyat Malaysia (31 juta) terdiri daripada golongan remaja. Daripada jumlah ini, 2.19 juta remaja adalah merupakan pelajar sekolah menengah. Kajian kebangsaan berkaitan kesihatan remaja 2017 ini, daripada 30,496 sampel pelajar sekolah berumur 13-17 tahun menunjukkan 7.3% telah melakukan aktiviti seks. Dari kalangan mereka ini, 31.9% yang melaporkan pernah melakukan seks adalah dalam kalangan remaja berumur kurang 14 tahun (di mana 35% lelaki dan 27% perempuan). Sejumlah 16.6% (21% lelaki dan 11% perempuan) dari mereka juga menunjukkan pernah melakukan seks berbilang pasangan.

Dapatan daripada tinjauan yang dilakukan juga menunjukkan peningkatan daripada 2.5 % (2012) kepada 6.6% (2017) terhadap penyalahgunaan dadah di kalangan remaja lelaki. Lebih membimbangkan apabila kajian ini melaporkan 18.3% remaja mengalami masalah kemurungan dan 10% remaja didapati pernah terfikir untuk membunuh diri sendiri. Dari aspek pemakanan, status nutrisi di kalangan remaja di Malaysia menunjukkan masalah lebih berat badan (15.2%) dan obes (13.3%) adalah amat membimbangkan. Ini jelas menggambarkan ketidakseimbangan nutrisi di kalangan remaja terutamanya pengambilan makanan segera dan minuman air berkarbonat secara berlebihan di samping mengamalkan gaya hidup yang tidak aktif.

Pemeriksaan seringkali dikaitkan dengan proses mengubah dan transformasi pada orang, kumpulan dan komuniti, iaitu perubahan daripada keadaan kekurangan kuasa kawalan kepada kemampuan kawalan ke atas kehidupan mereka (Úcar Martínez, Jiménez-Morales, Soler Masó, & Trilla Bernet, 2016). Pemeriksaan remaja adalah proses di mana remaja memperoleh kemampuan untuk membuat keputusan yang terbaik dan tepat serta melaksanakan perubahan dalam kehidupan mereka dan kehidupan orang lain. Pemeriksaan remaja dapat mendorong para remaja untuk melakukan perkara-perkara besar untuk diri sendiri dan juga memberi impak yang besar di dalam masyarakat. Martínez dan rakan-rakan membuat kesimpulan daripada analisa kajian berkaitan dengan pemeriksaan, terdapat tiga konsep utama yang seringkali dikaitkan dengan pemeriksaan oleh para pengkaji iaitu, kuasa, penyertaan dan pendidikan. Pemeriksaan adalah kesan ataupun hasil daripada interaksi antara perundingan dan keupayaan untuk bertindak oleh seseorang, kumpulan atau komuniti dengan keadaan persekitaran, fizikal dan sosiobudaya dalam kehidupan mereka (Úcar Martínez et al., 2016).

Pemeriksaan adalah konstruk yang menghubungkan kekuatan dan kecekapan individu, sistem bantuan semula jadi dan tingkah laku proaktif dengan dasar sosial dan perubahan sosial. Ia membuatkan manusia berfikir dari segi kesihatan berbanding penyakit, kecekapan berbanding kekurangan, dan kekuatan berbanding kelemahan (Perkins & Zimmerman, 1995). Teori pemeriksaan lebih menumpukan pada proses yang memungkinkan penyertaan; meningkatkan kawalan melalui pengambilan keputusan bersama; dan mewujudkan peluang untuk belajar, berlatih, dan meningkatkan kemahiran (M.A. Zimmerman, 2000). Teori pemeriksaan menunjukkan bahawa, aktiviti kemasyarakatan yang melibatkan remaja dapat membantu remaja memperoleh kemahiran, keyakinan dan memupuk tanggungjawab untuk menjadi golongan dewasa yang produktif dan sihat (M. A. Zimmerman, Stewart, Morrel-Samuels, Franzen, & Reischl, 2011).

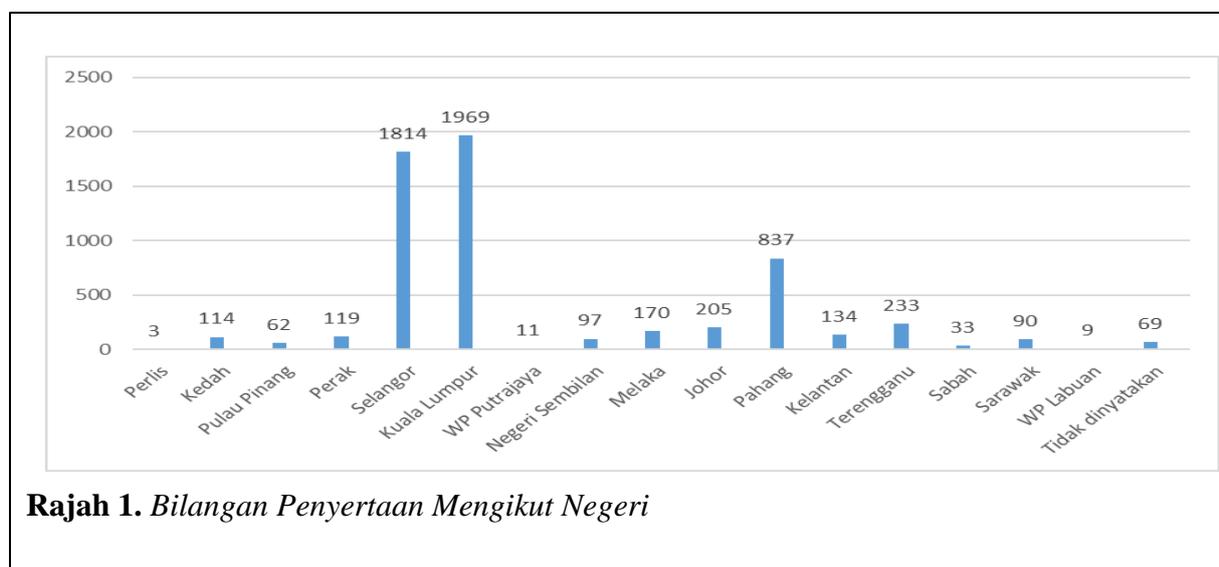
## METODOLOGI KAJIAN

Jabatan Kesihatan Masyarakat, Universiti Kebangsaan Malaysia menganjurkan sebuah program i-Pemeriksaan Kesihatan Remaja 2021 yang telah berlangsung selama 10 hari bermula 20 Jun 2021 sehingga 30 Jun 2021. Program ini bertujuan memperkasakan remaja terhadap isu-isu sosial, memupuk kebolehan-upaya membuat keputusan yang bijak dan menerap keyakinan menguruskan risiko yang dihadapi bagi membentuk gaya hidup dan persekitaran yang sihat. Program ini dilaksanakan secara atas talian dengan melibatkan peserta yang terdiri daripada pelajar sekolah menengah dari tingkatan satu sehingga tingkatan lima. Maklumat berkenaan pelaksanaan program ini diwar-warkan melalui platform kumpulan *Whats-App* ibubapa dan guru-guru secara pendekatan *snowballing* serta dipaparkan di laman sesawang <https://www.ukm.my/jkmfper/news/adolescent-empowerment-program-2021/>. Aktiviti kesihatan yang dijalankan memfokuskan pelajar sekolah menengah dengan memberi tumpuan terhadap isu-isu berkaitan kesihatan remaja dan masalah sosial yang sering berlaku dalam kalangan mereka. Isu remaja yang diberi penekanan di dalam program ini melibatkan lapan topik utama iaitu ketagihan permainan di dalam talian dan media sosial, penggunaan rokok elektronik dan “vape”, buli siber dalam kalangan remaja, gangguan seksual dalam kalangan remaja, kehamilan dalam kalangan remaja, HIV dalam kalangan remaja, remaja dan kemurungan dan tabiat pemakanan dalam kalangan remaja.

Aktiviti dibahagikan kepada tiga bahagian iaitu kuiz dalam talian, paparan slaid dan paparan video. Terdapat dua sesi kuiz atas talian yang dijalankan iaitu Ujian Pra dan Ujian Pasca melalui borang *Google*. Slaid dan video mengenai kesihatan remaja dimuatnaik ke dalam website <https://tinyurl.com/v69upjhn>. Setiap video yang berdurasi dua sehingga empat minit ini bertujuan untuk memberi penerangan tambahan kepada pelajar mengenai isu berkaitan kesihatan remaja yang diketengahkan. Sijil digital penyertaan diberikan kepada setiap peserta program setelah siap menjawab “Ujian Pasca”.

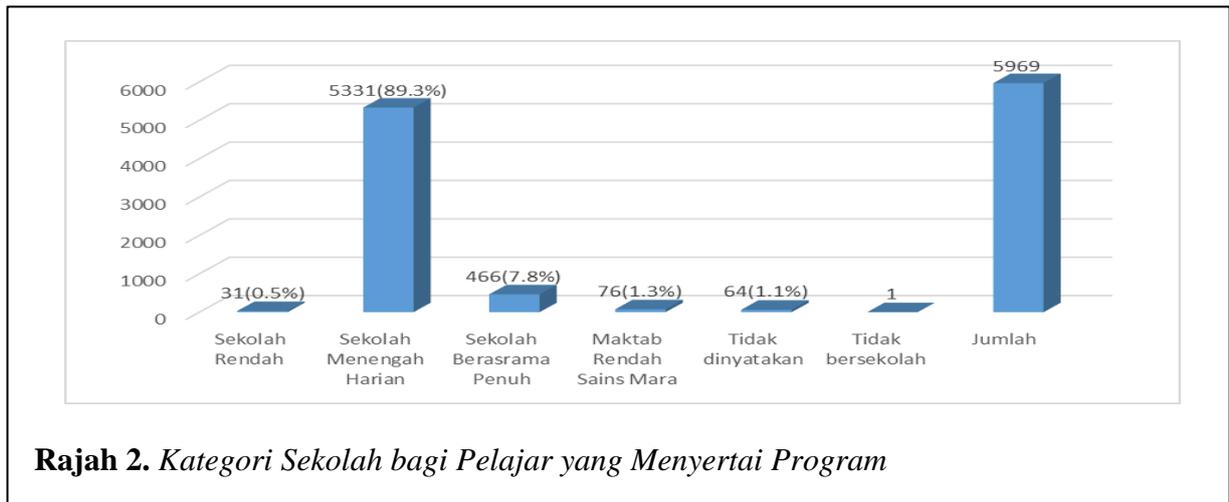
## DAPATAN HASIL KAJIAN

Seramai 5969 pelajar telah menyertai program ini dari 510 buah sekolah yang meliputi setiap negeri di Malaysia. Penyertaan mendapat sambutan dari semua negeri di seluruh Malaysia. Majoriti penyertaan pelajar berasal dari Kuala Lumpur, Selangor dan Pahang. Rajah 1 menunjukkan bilangan penyertaan mengikut negeri.

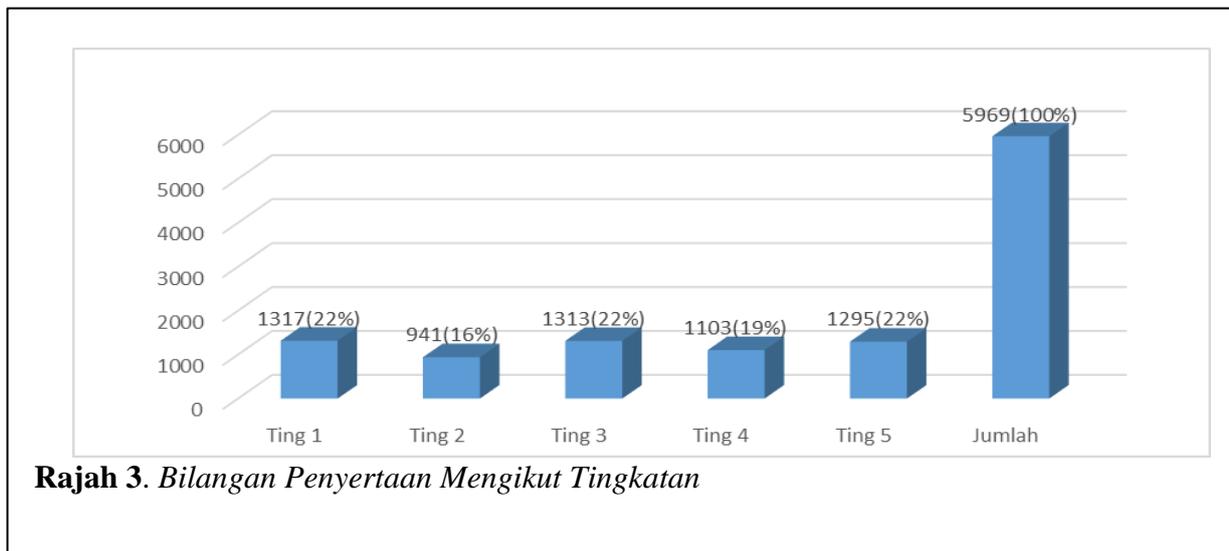


**Rajah 1.** Bilangan Penyertaan Mengikut Negeri

Rajah 2 menunjukkan penyertaan dari pelajar sekolah menengah harian, sekolah berasrama penuh dan Maktab Rendah Sains Mara dengan majoriti daripada sekolah menengah sekolah harian.



Rajah 3 menunjukkan penyertaan program mendapat sambutan semua pelajar dari tingkatan satu sehingga tingkatan lima.



Jadual 1 menunjukkan analisa soalan bagi setiap lapan topik berkenaan gejala sosial yang dibentangkan di dalam program. Peratusan peningkatan bagi jawapan yang betul adalah paling tinggi (8.5% meningkat kepada 92.7%) mengenai gejala buli siber (soalan 4c).

Jadual 1

*Analisa soalan Ujian Pra dan Ujian Pasca*

Topik	Bil	Soalan	Ujian Pra				Ujian Pasca			
			Betul	%	Salah	%	Betul	%	Salah	%
Vape	1	Berikut adalah bahan berbahaya yang boleh didapati di dalam vape, KECUALI:-	5504	92.2	465	7.8	4242	94.5	245	5.5
	2	Menghisap vape boleh menyebabkan masalah tingkah laku dan ianya berbahaya kepada sistem imun	5672	95.0	297	5.0	4307	96	180	4
	3a	kesan buli siber ke atas remaja (Absenteeism)	2440	40.9	3529	59.1	2421	54	2066	46
	3b	kesan buli siber ke atas remaja (Isolasi sosial)	4153	69.6	1816	30.4	3325	74.1	1162	25.9
	3c	kesan buli siber ke atas remaja (Anxiety)	4031	67.5	1938	32.5	3282	73.1	1205	26.9
	3d	kesan buli siber ke atas remaja (Kemurungan)	5337	89.4	632	10.6	4010	89.4	477	10.6
Buli Siber	4a	Apa yang akan kamu lakukan sekiranya anda menjadi mangsa buli siber? (Memberitahu orang dewasa)	5671	95.0	298	5.0	4339	96.7	148	3.3
	4b	Apa yang akan kamu lakukan sekiranya anda menjadi mangsa buli siber? (Memutuskan jaringan berbahaya dengan segera)	5313	89.0	656	11.0	4128	92.0	359	8.0
	4c	Apa yang akan kamu lakukan sekiranya anda menjadi mangsa buli siber? (Meneruskan eksplorasi jaringan mencurigakan)	509	8.5	5460	91.5	4160	92.7	327	7.3
	4d	Apa yang akan kamu lakukan sekiranya anda menjadi mangsa buli siber? (Memblok individu/jaringan yang mencurigakan )	5386	90.2	583	9.8	4151	92.5	336	7.5
Kehamilan Remaja	5	Saya boleh mengandung selepas melakukan hubungan seksual pada kali pertama.	4587	76.8	1382	23.2	3772	84.1	715	15.9

	6	Saya mempunyai risiko mendapat penyakit HIV/AIDS sekiranya terdedah kepada pasangan seksual yang ramai.	5319	89.1	650	10.9	4129	92.0	358	8.0
	7	Tabiat tidak mengambil sarapan pagi secara berkala akan meningkatkan risiko penyakit berikut KECUALI	4139	69.3	1830	30.7	3416	76.1	1071	23.9
Nutrisi	8	Berdasarkan penemuan Tinjauan Kesihatan dan Morbiditi Nasional (NHMS) 2017, kumpulan yang manakah mengambil minuman ringan berkarbonat lebih kerap?	1993	33.4	3976	66.6	1827	40.7	2660	59.3
	9a	Yang manakah antara berikut merupakan contoh jenis-jenis gangguan seksual (Lisan)	5187	86.9	782	13.1	4073	90.8	414	9.2
	9b	Yang manakah antara berikut merupakan contoh jenis-jenis gangguan seksual (Bukan Lisan)	3523	59.0	2446	41.0	3087	68.8	1400	31.2
Gangguan Seksual	9c	Yang manakah antara berikut merupakan contoh jenis-jenis gangguan seksual (Persekitaran)	3436	57.6	2533	42.4	2849	63.5	1638	36.5
	9d	Yang manakah antara berikut merupakan contoh jenis-jenis gangguan seksual (Fizikal)	5704	95.6	265	4.4	4338	96.7	149	3.3
	10	Gangguan Seksual tidak boleh berlaku dalam media sosial.	4831	80.9	1138	19.1	3690	82.2	797	17.8
	11	Yang manakah antara berikut BUKAN daripada akibat ketagihan permainan dalam talian dan media sosial?	4618	77.4	1351	22.6	3732	83.2	755	16.8
Ketagihan Permainan dalam talian	12	Berikut adalah beberapa perbezaan utama diantara ketagihan dalam media sosial dan apabila ianya hanya sebagai tabiat yang anda nikmati KECUALI?	3296	55.2	2673	44.8	2681	59.8	1806	40.2
	13	Apakah punca utama penyebaran HIV di Malaysia pada 2021?	4371	73.2	1598	26.8	3178	70.8	1309	29.2

<i>Human Immunodeficiency Virus(HIV)</i>	14	Adakah jangkitan HIV boleh disembuhkan?	4116	69.0	1853	31.0	3233	72.1	1254	27.9
Kemurungan	15	Gejala berikut menunjukkan gejala kemurungan KECUALI?	5330	89.3	639	10.7	4165	92.8	322	7.2
	16	Kumpulan yang mana paling banyak mengalami kemurungan?	4480	75.1	1489	24.9	3578	79.7	909	20.3

Jadual 2 menunjukkan indeks prestasi utama hasil yang melibatkan penilaian terhadap nilai purata markah (*mean score*) dan sisihan piawai (*standard deviation*) jawapan yang betul bagi ujian pra dan ujian pasca bagi pelajar-pelajar yang telah menyertai program ini.

Jadual 2

*Nilai Purata dan Sisihan Piawai Jawapan yang Betul bagi Ujian Pra dan Ujian Pasca*

Jenis Ujian	Bilangan Pelajar	Nilai Purata Markah ( <i>Mean Score</i> )	Sisihan Piawai ( <i>Standard Deviation</i> )
Ujian Pra	5969	74/100	12.53
Ujian Pasca	4488	78/100	12.54

Daripada analisa yang dijalankan, terdapat peningkatan nilai purata markah sebanyak 4% direkodkan untuk ujian pasca berbanding dengan ujian pra. Ini menunjukkan peningkatan kefahaman mengenai isu-isu yang dibincangkan melalui tontonan video dan bahan bacaan yang diberikan melalui slaid. Keadaan ini menggambarkan situasi para pelajar yang memberi sepenuh tumpuan atau perhatian yang sangat baik semasa mengikuti program tersebut sehingga berjaya menjawab soalan dengan betul. Terdapat perbezaan bilangan peserta di antara ujian pra dan ujian pasca iaitu sebanyak 1481. Hal ini terjadi mungkin kerana pelajar kurang memahami arahan dan langkah-langkah yang tertera di laman web program. Pelajar juga mungkin tidak menonton kesemua video yang disediakan dan gagal *scroll* laman berkenaan sehingga ke paparan terakhir. Antara inisiatif yang diambil bagi memastikan kesemua pelajar telah menjawab kedua-dua ujian, pihak penganjur telah menghantar emel kepada peserta yang berkenaan untuk melengkapkan ujian pasca sebelum tempoh pertandingan tamat. Pelajar yang gagal melengkapkan ujian pasca juga akan dikecualikan dan tidak layak untuk memenangi cenderahati yang disediakan.

## KESIMPULAN DAN CADANGAN

Aspek kemampanan dapat dilihat melalui penggunaan platform atas talian di mana para pelajar, guru dan ibu bapa berpeluang mengakses program ini dan menggunakannya sebagai bahan pembelajaran dan pengajaran sepanjang masa. Program ini dilaksanakan secara lebih interaktif dan ini menyumbang kepada penarikan minat pelajar untuk menyertai program. Maklumbalas yang diterima juga menunjukkan guru telah mengambil inisiatif dengan menggunakan platform ini sebagai bahan pengajaran atas talian bersama pelajar sekolah di dalam program Pengajaran dan Pembelajaran di Rumah (PdPR). Justeru itu, program ini dilihat berupaya diperluaskan kepada semua sekolah dan guru di seluruh Malaysia, agar lebih ramai pelajar memperoleh manfaat dan mampan untuk diteruskan. Pendekatan yang diaplikasi di dalam program ini diperluas melalui media sosial yang meliputi Facebook, Instagram dan aplikasi Whatsapp. Justeru, program pemerksaan kesihatan remaja ini dapat dijalankan dengan lebih fleksibel, efektif serta dengan penggunaan kos yang minimum, berbanding dengan cara yang terdahulu.

## PENGHARGAAN

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# PEMBANGUNAN REMAJA HAMIL LUAR NIKAH: KAJIAN TERHADAP INTERVENSI SOSIAL DI MALAYSIA

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## ABSTRAK

Kemajuan sesebuah negara tidak boleh hanya diukur berdasarkan kepada pembangunan ekonomi dan infrastruktur. Tetapi juga perlu melibatkan pembangunan sosial dan rohani. Isu melibatkan remaja hamil luar nikah sering dibincangkan dalam masyarakat. Ekoran daripada itu, ramai di antara remaja perempuan yang hamil luar nikah terlibat dalam pengguguran haram dan buang bayi. Merujuk kepada statistik, Kementerian Kesihatan Malaysia telah mencatatkan sebanyak 18,465 kes remaja hamil luar nikah didaftarkan di Klinik Kesihatan Malaysia dalam tempoh lima tahun iaitu bermula dari tahun 2014 hingga 2018. Secara puratanya terdapat 300 kes sebulan dan dianggarkan sehari terdapat 10 kes melibatkan kehamilan remaja di luar nikah. Artikel ini bertujuan untuk menjelaskan perkembangan remaja yang berhadapan dengan masalah kehamilan luar nikah dan mengenal pasti sokongan sosial dalam kalangan remaja hamil tanpa nikah di Malaysia. Kajian ini menggunakan pendekatan kaedah kualitatif menerusi reka bentuk analisis kandungan dengan merujuk jurnal-jurnal terpilih, akhbar, majalah serta laporan bertulis. Dalam menghadapi realiti ini remaja hamil luar nikah perlu mendapat sokongan keluarga terutamanya melibatkan pengurusan bayi, emosi, penjagaan kesihatan dan kewangan. Di samping itu dengan sokongan keluarga dapat meningkatkan ketahanan remaja bagi menghadapi tekanan. Kajian juga mendapati program sosial di bawah kerajaan dan NGO serta penguatkuasaan undang-undang kesalahan jenayah Syariah bagi pencegahan awal perlu diperkasakan bagi mengurangkan kes-kes kehamilan tanpa nikah di kalangan remaja di Malaysia.

**Kata Kunci:** *Remaja, hamil luar nikah, intervensi sosial, pencegahan*

## PENGENALAN

Penglibatan remaja dalam aktiviti seksual pada usia yang muda boleh menyebabkan kemudaratan kepada emosi, fizikal dan sosial kanak-kanak (Jejeebhoy, Shah & Thapa, 2005) terutama kepada kanak-kanak/remaja perempuan (Hindin & Fatusi, 2009). Di Malaysia, lebih 300 orang kanak-kanak dan remaja Melayu, 13 hingga 25 tahun didapati terlibat dengan salah

laku seksual dan seks bebas sehingga menyebabkan kehamilan dan melakukan pengguguran janin (Mohammad Shatar Sabran, 2003).Kehamilan luar nikah dalam kalangan remaja pula merujuk kepada remaja yang di bawah umur yang hamil tanpa ikatan yang sah (WHO, 2006). Kajian menunjukkan remaja yang terlibat dengan aktiviti seksual semasa umur masih muda didapati mempunyai lebih banyak pasangan, lebih kerap melakukan seks (Mcbride, Paikoff, & Holmbeck, 2003), melakukan seks tanpa perlindungan (Cavanaugh, 2004) yang mana akhirnya ramai dalam kalangan mereka yang sangat berisiko kepada jangkitan seksual dan kehamilan (Mcbride et al, 2003). Senario ini mewujudkan kebimbangan kepada semua pihak sehingga kerajaan Malaysia bersama NGO iaitu OrphanCARE mewujudkan Pusat Perlindungan Bayi yang tidak diingini (Baby Hatch) pada tahun 2010. Walaupun kesilapan tidak diletakkan kepada kumpulan remaja seratus peratus, namun statistik menunjukkan bahawa kumpulan ini turut sama banyak menyumbang kepada pengguguran janin dan pembuangan bayi. Oleh itu, artikel ini akan menjelaskan intervensi atau sokongan keluarga sebagai asas remaja hamil luar nikah dalam membuat keputusan dan mengenal pasti sokongan sosial dan program pencegahan di bawah kerajaan dan NGO terhadap remaja hamil luar nikah di Malaysia.

## **KAJIAN LITERATUR**

### **Sokongan Keluarga Terhadap Remaja Hamil Tanpa Nikah**

Satu kajian telah memfokuskan kepada kesan faktor gaya keibubapaan (*parenting style*) terhadap penglibatan remaja dalam salah laku seks yang kemudiannya menyumbang kepada kehamilan luar nikah di kalangan remaja. Hasil kajian mendapati intervensi yang mempunyai struktur yang jelas dapat membantu ibu bapa remaja berisiko “memandu” anak-anak mereka dengan berkesan ke arah tingkah laku seksual yang selamat dan bertanggungjawab (Siti Hajar Abu Bakar Ah, et.al, 2015).

Keluarga juga merupakan faktor pelindung kepada tingkah laku seks berisiko kerana terdapat komunikasi yang berkesan dan perapatan dengan ahli keluarga yang diekspresikan melalui sikap dan tanggungjawab ahli keluarga (Shaffer, 2005). Remaja yang mempunyai hubungan yang kukuh dengan ibu bapa mereka kurang terdedah dengan rakan sebaya yang terlibat salah laku (Calvet, 2002). Dalam pendekatan ini, ahli dalam keluarga merupakan sebahagian sokongan sosial utama yang diperlukan oleh remaja hamil. Walau bagaimanapun, kebanyakan ibu bapa lebih suka membawa anak mereka ke satu institusi perlindungan dengan tujuan pemulihan kepada tingkah laku bermasalah remaja semasa dalam tempoh kehamilan sama ada di institusi perlindungan di bawah kerajaan atau bukan kerajaan (NGO).

### **Sokongan Sosial Melalui Pelaksanaan Program Pencegahan**

Kajian terdahulu menunjukkan bahawa usia penglibatan remaja dalam tingkah laku seks berisiko semakin awal di kalangan kanak-kanak di negara-negara membangun. Didapati kanak-kanak tersebut terlibat dengan hubungan seks sebelum mereka berumur 15 tahun (Dixon-Mueller, R. 2009).

Satu kajian oleh (Jas Laile Suzana Jaafar, 2004) yang berjudul ‘*The Relationship of Religiosity and Youth Culture to Premarital Sex Among Malaysian and Indonesian Adolescents*’ telah menganalisis beberapa aktiviti seksual bagi golongan dewasa dan kesan budaya remaja serta sebab-musabab penglibatan mereka dalam aktiviti seks sebelum perkahwinan. Hasil kajian yang dijalankan ke atas 389 responden menunjukkan bahawa kurang pengetahuan agama merupakan punca utama remaja tersebut terlibat dalam perbuatan sumbang di luar nikah. Selain itu, budaya juga mempengaruhi keputusan remaja untuk terlibat dalam aktiviti seksual. Walaupun wujudnya kepercayaan dan pegangan agama dalam kalangan masyarakat di

Malaysia dan Indonesia, namun didapati keterlibatan remaja dalam aktiviti seksual sebelum berkahwin masih di tahap membimbangkan. Di Barat seperti Amerika Syarikat telah melaksanakan beberapa kaedah pencegahan kehamilan luar nikah di kalangan remaja. Antaranya melalui perubahan kepada kurikulum pendidikan seks, intervensi untuk remaja lelaki dan pendedahan terhadap program keibubapaan. Berdasarkan pelaksanaan program tersebut, kadar kelahiran bayi di luar nikah menunjukkan pengurangan. Kadar kelahiran bayi luar nikah di Arizona pula telah menurun dari 35% (antara 1999 hingga 2000) kepada 25% (2004-2005) (Ehrhardt dan Spar, 2001).

Negara seperti Perancis, Sweden, United Kingdom dan Canada juga banyak membantu remaja hamil dengan latihan vokasional, pendidikan, mencari pekerjaan dan bantuan pengangguran (Boonstra, 2002). Sokongan tersebut ditawarkan adalah bagi membantu remaja untuk merancang masa hadapan dan memberi kemampuan penjagaan kepada anak selepas lahir. Berbanding dengan negara Amerika Syarikat, mereka lebih menekankan tanggungjawab individu dalam remaja terbabit terhadap kebajikan masing-masing yang melibatkan pendidikan, latihan dan pekerjaan adalah tanggungjawab remaja dengan bantuan ibu bapa (Boonstra, 2002). Pelbagai usaha telah dilakukan untuk mengurangkan kes kehamilan luar nikah. Salah satu contoh program yang agak efektif di Amerika Syarikat ialah melalui program Temporary Assistance for needy families (TNAF) yang merupakan satu sistem kebajikan di negara berkenaan yang direncana untuk membantu golongan miskin yang mempunyai anak dan membantu mereka mengatasi masalah sewa rumah, makanan dan rawatan perubatan.

Edhart dan Spar (2001) melaporkan beberapa aktiviti yang dikendalikan di bawah TNAF bagi mengurangkan kes kehamilan luar nikah adalah melalui aktiviti berikut;

1. *Kontraseptif*- ini termasuklah pendidikan mengawal kelahiran, perkhidmatan perancangan keluarga yang berfokuskan kontraseptif khususnya di kalangan individu yang berpendapatan rendah.
2. *Abstinence*- program ini termasuklah kempen untuk menggalakkan nilai menahan diri daripada terjerumus dengan hubungan seks sehinggalah berkahwin di samping memberikan pendidikan berkaitan dengannya kepada para belia.
3. *Statutory Rape*- ia adalah berkaitan dengan penguatkuasaan undang-undang berhubung dengan *statutory rape*.
4. Pendidikan Rakan Sebaya dan *Mentoring*- program ini memfokuskan kepada harga diri yang rendah, ketidakstabilan emosi, kemurungan, keterasingan diri, serta faktor-faktor bukan seksual yang berisiko kepada kehamilan luar nikah. Melalui perhubungan yang baik dengan rakan sebaya atau mentor yang dewasa program berkenaan dijangka menggalakkan kepimpinan dan memperkasakan diri.
5. Media dan Kempen Kesedaran Awam- Melalui persidangan, papan iklan, maklumat-maklumat lain yang diberi percuma, talian bebas tol, iklan di radio dan televisyen, media cetak serta pelbagai kempen lain yang berkisar kepada kehamilan luar nikah. Ia selalunya melibatkan gabungan usaha daripada komuniti dan orang awam.

Di Malaysia, kerajaan banyak memberi pilihan kepada remaja hamil luar nikah sama ada untuk berada di institusi rumah perlindungan kerajaan mahupun yang dikendalikan oleh pihak pertubuhan bukan kerajaan seperti Raudatus Sakinah. Mereka juga boleh mendaftarkan anak yang bakal lahir kepada keluarga angkat berdasarkan Akta Pendaftaran Pengangkatan Anak 1952 ataupun remaja itu sendiri diletakkan di bawah jagaan ibu bapa di rumah. Kerajaan juga

memulakan kempen berhubungan dengan seksualiti untuk memerangi jenayah buang bayi di peringkat sekolah. Kementerian Pendidikan Malaysia mempunyai tujuh program yang merangkumi Dasar Negara dan Pelan Tindakan Pendidikan Kesihatan Reproduksi dan Sosial (PKRS) yang diperkenalkan pada tahun 2009. Pihak Pertubuhan Bukan Kerajaan (NGO) juga telah melaksanakan pelbagai usaha bagi mencegah isu kehamilan luar nikah di Malaysia. Beberapa langkah pencegahan juga telah dibuat oleh agensi seperti Jabatan Pembangunan Wanita (JPW) melalui program ibu tunggal seperti Inkubator Kemahiran Ibu Tunggal (I-KIT), program intervensi di bawah (NGO) seperti Orphan Care iaitu dengan mewujudkan “Baby Hatch”, sebagai tempat untuk meninggalkan bayi yang tidak diinginkan.

Selain itu, pelaksanaan program di bawah LPPKN iaitu wacana penyelidikan kajian faktor risiko dan perlindungan terhadap kesihatan seksual dan reproduktif remaja di Sabah dan Sarawak bertujuan untuk mewujudkan kesedaran tentang kepentingan kehidupan seksual dan reproduktif yang sihat dan juga kesaksamaan gender. Program tersebut juga telah mewujudkan satu modul pendidikan reproduktif dan seksual remaja lelaki yang telah diperkenalkan oleh Kementerian Pembangunan Wanita Keluarga dan Masyarakat (KPWKM) sejak Oktober 2016 (Laman web Rasmi LPPKN). Selain itu, terdapat juga usaha daripada NGO yang mengadakan kempen “Anda Bijak Jauhi Zina” yang dipelopori oleh pengasas Raudatus Sakinah, (Syaidatun Nazirah et.al. 2014) kempen kesihatan reproduksi, pendidikan seks (Eva Susanti. 2000) dan pelbagai lagi. Walau bagaimanapun intervensi perundangan dilihat masih kurang dari sudut pelaksanaan, apatah lagi memberi kesan kepada kumpulan sasaran yang terdedah kepada perbuatan-perbuatan yang boleh mendorong ke arah perbuatan zina yang dikenal pasti sebagai punca utama kehamilan dan kelahiran anak tidak sah taraf serta jenayah buang bayi di Malaysia.

## **METODOLOGI**

### **Analisis Dokumen**

Analisis dokumen digunakan sebagai metod kajian bertujuan untuk menjelaskan perkembangan remaja yang berhadapan dengan masalah kehamilan luar nikah. Metod ini digunakan bagi mengenal pasti sejauh mana sokongan sosial oleh ibu bapa, pihak kerajaan dan NGO terhadap remaja hamil tanpa nikah di Malaysia. Analisis dokumen ada kalanya disebut sebagai analisis kandungan selalunya digunakan melalui pemeriksaan yang sistematik ke atas rekod dan dokumen, maka dalam kajian ini, dokumen dalam bentuk tulisan tangan atau bercetak seperti kitab-kitab atau bahan-bahan berekod yang melapor atau mencatat sesuatu peristiwa atau perkara juga antara dokumen yang akan dianalisis (Ahmad Sunawari Long 2009). Analisa dokumen yang dibuat adalah bersumberkan kepada dua sumber data iaitu sumber primer dan sumber sekunder. Oleh itu, setiap data-data dalam kajian ini adalah berasaskan kepada dua sumber dokumen iaitu data primer atau utama dan data sekunder atau sokongan.

Rujukan sumber-sumber sekunder amat penting dalam kajian ini untuk mendapatkan tafsiran, isu-isu semasa yang berbangkit dan kesimpulan daripada sumber primer yang telah pun didapati oleh para penyelidik terdahulu berkaitan isu kehamilan remaja. Dokumen dalam bentuk prosiding dan kertas kerja seminar/persidangan kebangsaan dan antarabangsa, jurnal-jurnal penyelidikan yang mempunyai kaitan dengan tajuk kajian turut dijadikan sumber rujukan.

## KAEDAH PENGANALISAAN DATA

Proses penganalisaan data untuk penulisan ini bermula dari data proses pengumpulan data dalam bentuk dokumen. Sebenarnya proses pengumpulan dan penganalisaan data ini berjalan seiring berdasarkan teknik yang dikemukakan oleh S.B. Merriam (2009). Kaedah analisis yang digunakan adalah mengikut tema (*thematic analysis*) yang menggunakan struktur berkronologi (*chronological structures*) yang sekaligus dapat mengetahui *trend* dan pola perkembangan remaja hamil luar nikah dan sokongan sosial melalui keluarga, pihak kerajaan dan NGO bagi membendung pengguguran haram dan jenayah buang bayi di Malaysia. Matlamat utama analisis kandungan adalah untuk menyediakan pengetahuan dan pemahaman terhadap realiti fenomena atau situasi sebenar sesuatu kajian.

## DAPATAN KAJIAN

Hasil kajian mendapati terlalu banyak keadaan yang boleh mencetuskan salah laku seksual yang menjadi punca kepada perbuatan ekstrim sehingga berlaku kehamilan yang tidak diingini seterusnya pengguguran haram dan pembuangan bayi. Antaranya pergaulan bebas antara remaja, penyaluran keinginan seks di luar perkahwinan, kurangnya kefahaman agama dan sebagainya. Kes-kes kehamilan luar nikah dan perbuatan buang bayi di Malaysia tidak mungkin berlaku melainkan wujudnya hubungan seks sama ada secara sukarela atau terpaksa yang didorong pula pelbagai faktor dalaman dan luaran. Di Malaysia, program-program yang khusus dan serius sebagaimana di Amerika dan Sweden boleh dikatakan tidak ada atau kurang meluas. Walau bagaimanapun tidak dinafikan beberapa program berkaitan pernah dijalankan oleh pertubuhan bukan kerajaan (seperti Focus on the Family Malaysia) atau kerajaan (seperti LPPKN).

Kerajaan juga telah memberi pilihan kepada remaja hamil luar nikah sama ada untuk berada di institusi rumah perlindungan kerajaan mahupun NGO, mendaftarkan anak yang bakal lahir kepada keluarga angkat melalui akta pengangkatan anak ataupun remaja itu sendiri diletakkan di bawah jagaan ibu bapa di rumah. Walau bagaimanapun, remaja hari ini lebih suka untuk menyelesaikan masalah kehamilan yang dihadapinya sendiri sehingga sanggup membuang bayi. Faktor utama perkara ini berlaku ialah kerana remaja bimbang kehamilannya diketahui oleh ibu bapa kerana kebanyakan ibu bapa tidak dapat menerima kesilapan yang telah mereka lakukan ekoran stigma masyarakat yang tinggi terhadap mereka yang hamil tanpa nikah. Pekerja sosial mahupun kaunselor juga sangat berperanan dalam membantu keluarga yang sedang berhadapan dengan masalah kehamilan remaja ini. Intervensi keluarga merupakan fokus utama praktis kerja sosial sejak awal profession (Collins, Jordan & Colmen, 2010). Dalam kes remaja hamil luar nikah, pendekatan sistem keluarga, krisis intervensi dan pendidikan penyelesaian masalah sesuai digunakan semasa mengendalikan kes. Kajian juga mendapati Malaysia telah mewujudkan persekitaran yang kondusif dalam usaha merealisasikan hak asasi kanak-kanak terutamanya melibatkan isu hamil luar nikah, pengguguran haram dan buang bayi. Usaha melalui program-program pencegahan dan perlindungan ini turut melibatkan institusi agama, institusi berkanun, badan kerajaan, badan bukan kerajaan dan ia menyumbang kepada peningkatan kesedaran kalangan masyarakat umum. Usaha ini bagi memenuhi kriteria dan kehendak hak asasi kanak-kanak.

## PERBINCANGAN

Dapatan kajian yang dibincangkan di atas jelas menunjukkan program intervensi pencegahan kehamilan remaja, yang khusus mengikut acuan budaya keluarga masyarakat Malaysia sangat terhad. Malah beberapa program Pembangunan Keluarga yang dianjurkan oleh Lembaga Penduduk dan Pembangunan Keluarga Negara (LPPKN) seperti Program Keluarga @ Kerja,

Program *Parenting @ Work*, Modul Kesihatan Reproktif Sekolah (PEKERTI) dan Institut Pengajian Tinggi (MOPKIT), Program pra-Perkahwinan *SmartStart*, Program Ilmu Keluarga @ LPPKN semuanya bersifat generik untuk semua anggota keluarga; tidak khusus untuk menangani masalah salah laku seks dan kehamilan pra-matang remaja. Program intervensi pencegahan berasas-keluarga khusus untuk menangani remaja hamil luar nikah ini mendesak pengkaji untuk merangka program intervensi yang sesuai untuk konteks tempatan. Sebagai langkah permulaan, pengkaji memetik beberapa program intervensi yang terdapat di negara lain, yang telah terbukti berkesan menangani masalah sosial ini seperti di Amerika Syarikat yang telah melaksanakan beberapa kaedah pencegahan kehamilan luar nikah di kalangan remaja. Antaranya melalui perubahan kepada kurikulum pendidikan seks, intervensi untuk remaja lelaki dan pendedahan terhadap program keibubapaan.

### **KESIMPULAN**

Dalam mengendalikan kes hamil luar nikah, intervensi keluarga yang melibatkan pemahaman terhadap perkembangan remaja adalah amat penting dijalankan oleh mereka yang terlibat dalam profesion pertolongan. Sokongan sosial ini juga penting diberi perhatian serius oleh para profesional dan agensi-agensi sosial yang berkaitan dengan perkhidmatan kebajikan kanak-kanak di Malaysia, agar matlamat Dasar Perlindungan Kanak-kanak Negara tercapai. Justeru itu intervensi awal amat penting dalam memastikan sokongan, bimbingan dan pemulihan diberikan sebagai persediaan meneruskan kehidupan remaja ini di masa hadapan lebih berkualiti dan terancang.

### **PENGHARGAAN**

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# ACHIEVEMENT GOAL, BEHAVIORAL REGULATION OF MOTIVATION, WELL BEING AND PHYSICAL ACTIVITY AMONG MALAYSIAN ADOLESCENTS

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## ABSTRACT

The aim of this study was to examine the relationship between achievement goal, behavioural regulations of motivation (intrinsic, extrinsic, amotivation), well-being and physical activity (PA) among Malaysian adolescents. The sample consisted of 93 boys and 204 girls ( $N=301$ ), aged 13 to 17 years old ( $Mage = 15.38 \pm 1.33$  years old) from six Malaysian secondary schools that voluntarily participated in the present study. The cross-sectional data were collected using an online questionnaire. Results revealed that task orientation and intrinsic motivation were positively related with the amount of PA (hours/week), subjective vitality and intention to help others to be physically active. Moreover, task orientation was positively related with the frequency of PA (days/week). Standard regression analysis showed that intrinsic motivation and task orientation significantly predicting the frequency of PA (days/week) and subjective vitality. Additionally, two way ANOVA revealed significant differences on adolescents' amount of PA (hours/week) and subjective vitality due to gender effect. More specifically, boys engaged more hours per week in PA and reported higher scores on subjective vitality compared to girls. Significant differences were also emerged on intention to help others to be PA due to age effect. No other significant differences were emerged. In conclusion, these results may provide significant insights for the Malaysian adolescents' to engage in regular PA and to help others be more physically active.

**Keywords:** *Adolescents, motivation, achievement goals, physical activity, well-being, Malaysia*

## INTRODUCTION

Physically active is compulsory among today's worldly requirement. The fast developing world had lead many developed country in contributing a lot physical inactivity people. The people had acknowledge the positive benefit of physical activity yet, day by day the level of people inactivity are increasing rapidly worldwide. According to Biddle, Pearson, Ross and Braitwaite, (2010), the root problem of the sedentary lifestyle can be identified from childhood and it can be adapted into their adulthood behaviour. World Health Organization (2010), said children and adolescent require a moderate to vigorous intensity physical activity of about 60 minutes per day. Worldwide, many adolescents are not meeting the guidelines Sallis, Prochaska and Taylor, (2000), and Malaysia are among one of them with alarming increasing of obesity and diabetes within the children and adolescent according to study by World Health Organization (2007). The previous study had shown that school and physical education setting are able to encourage the adolescents to exercise or playing sports to adapt the physical active lifestyle and thus to promote to future physical activity habit ( Fox, 1992; Fox, Coper & Mckenna, 2004; Trost, 2004).

According to (Barkoukis et al., 2010, Hagger et al., 2003, Standage et al., 2012), PE had an impact on adolescent's attitudes, motivation and intention to be physically active out-of schools. The findings from previous study of (Thomas & Baron, 2006; Cid et al., 2019) confirmed that adolescent with higher achievement motivation are correlated with higher participation on PE. Therefore, is important to understand the motivational, cognitive and the effective processes of adolescents in PE and in the last three decade the most studies motivational theory framework in PE and physical activity is the Achievement goal theory.

### **Achievement Goal Theory (AGT)**

The achievement Goal theory is developed by Nicholls, (1984) to understand the student's adaptive and maladaptive responses to achievement challenges. The theory focused on investigating people's motivation in a physical setting and to understand the ability of each individual to sustain optimum motivation Nicholls, (1979). The importance of the achievement goal orientation in physical education is the achievement goal theorist is more concern about understanding the "*why*", a student would like to participate in physical education rather than "*what*" the individual trying to achieve, Urdan and Maehr, (1995). In the achievement setting, perceived competence plays a fundamental role in the motivation and according to Horn, (2004) perceived competence refers to an individual own capability to interact effectively in specific achievement domain, thus lead to either high or low perceived (Armstrong, 1992; Duda, 1994) goal orientation become the essential factor for predicting individual participation in sport and their sport success beliefs and sport emotion which positively associated with task orientation.

### **Behavioural Regulation of Motivation**

Self-determination theory (Desi & Ryan, 1985, 1991; Ryan & Deci, 2000a, 2002) examines the behaviour regulations of human that can be categorized into three main categories, intrinsic motivation, extrinsic motivation and amotivation. Intrinsically motivated behaviour is performed out of interest, enjoyment, willingness to learning new skills and function without the aid of external rewards with or without constrains Deci and Ryan, (1985) (e.g., an intrinsically motivated student would participate in PE because of feelings of satisfaction and pleasure that the students embraced from the PE curriculum. Standage, Duda, Ntoumanis, (2005) found that intrinsic motivation was a positive predictor of attempting a challenging task, concentration and positive effects in PE, while negative feelings of unhappiness. Similarly, Ntoumanis, (2001) found that intrinsic motivation was positively related to effort, future intention to exercise and negatively related to boredom.

### **AGT and Behavioural Regulation of Motivation**

Achievement goal theory and SDT are the two most studied variables in the PE and sport context. Based on the literature evidence is it said task orientation facilitates autonomy behaviour where it's derived of intrinsic motivation where the individual demonstrated effort to master the skills, fostering challenge seeking and task persistence. (Ryan, 1982; Brunel, 1999). Therefore, extending the literature between these two theories in identifying motivational factor for individual motivation behaviour to be physically active and thus participating in sport are needed.

## **Well Being**

The optimal experience of well-being are deprived of Self-Determination Theory, Deci and Ryan, (2001). Well-being is defined as an optimal functioning and integrated sense of self. One the approach focuses on hedonic or subjective well-being and associated it with happiness by Kahneman, Diener and Schwarz, (1999). It is argued that children participation in physical activity or sport is important for psychological well-being (Larson & Verma, 1999; Ommundsen et. a., 2005, Smoll & Smith, 2002; Steptoe & Butler, 1996).

## **Intention to help other to be physically active**

The planned behaviour theory by Ajzen (1985); mentioned that when one able to control the behaviour thus lead to intention. There are three important influence individual intention; attitude towards behaviour (*favourable or unfavourable affective and cognitive orientations*), subjective norms (*perceived social pressure by significant others to engage or not engage in the behaviour*) and perceived behaviour control (*evaluation of personal capabilities to control the behaviour*) Fishbein and Ajzen, (2010).). There are no studies had investigated the relationship between behavioural regulation and intention to help other physically active, therefore this study will further investigate this domain.

## **Purpose of the study**

The main purpose of the present study was to examine the relationship between the achievement goals (task, ego) and behavioural regulation of motivation (intrinsic, extrinsic, amotivation with the subjective vitality, the intention to help other be physically active and self-report physical activity of Malaysian adolescent. A second purpose of the present study was to examine possible gender and age difference on adolescents' PA levels, intentions to help others be physically active and subjective vitality.

## **Main Hypotheses of the present study**

Based on the above it was hypothesized that;

- a) Task orientation and intrinsic motivation will positively linked with self-report PA variables (days/week, hours/week), intention to help others be physically active and subjective vitality
- b) Ego orientation, extrinsic motivation and amotivation will negatively linked with self-report PA variables (days/week, PA hours/week), intention to help others be physically active and subjective vitality.
- c) There will be gender and age differences on students' PA levels, intentions to help others be physically active and subjective vitality.

## **METHODOLOGY**

### **Participants**

The sample consisted of 301 students, aged 13 to 17 years old ( $M_{age} = 15.38 \pm 1.33$  years old) from six secondary schools in Malaysia that voluntarily participated in the present study. Ninety-three ( $n=93$ ) were boys, 204 were girls, while four students did not report their gender.

## **Instruments**

Achievement Goals: - To access task and ego orientation involvement, the Task and Ego Orientation in Sport Questionnaire (TEOSQ) by Duda and Nicholls, (1992) was used.

*Behavioral Regulation of Motivation:* - To access the Intrinsic, Extrinsic and Amotivation of the adolescents, the Behavioral Regulation in Exercise Questionnaire 2 (BREQ2) Markland and Tobin (2004). (*Subjective Vitality:*) – To access adolescents well-being, the Subjective Vitality scale was used Ryan and Frederick, (1997). *Physical Activity (Frequency& Amount:* To access pupil's physical activity level used three items. The physical activity frequency was examined with 2 items of Prochaska, Sallis and Long (2001)

## **Procedure**

The research was conducted in Malaysia secondary school where the age group of the adolescents were from 13 to 17 years old. The adolescent were provided with the information of the study and were requested to answer the online questions anonymously.

## **Statistical analysis**

All statistical analyses were conducted by using the PASW software version 21.0. Descriptive statistics (mean, standard deviation), reliability index (Cronbach's  $\alpha$ ) and correlation analysis of the frequency of PA (days/ week), quantity of PA (hours/ week), intention to help others be physically active, subjective vitality, intrinsic motivation, extrinsic motivation, amotivation, task and ego orientations were calculated. Finally, the level of significance was set at  $p < .05$ .

## **RESULTS**

### **Descriptive statistics, reliability and correlation analyses**

Means, standard deviations, reliabilities and correlation analyses of the examined variables are presented below in Table 1. In general, students had high scores in intention to help others be physically active, moderate scores in subjective vitality, intrinsic motivation and task orientation, and low scores in PA variables (frequency and quantity of PA), extrinsic motivation, amotivation and ego orientation. Cronbach's  $\alpha$  ranged from .76 to .89. Correlation analysis showed that quantity of PA (hours/ week) and subjective vitality was positively related with intention to help others be physically active, intrinsic motivation, task and ego orientation. Similarly, PA variables were positively related to subjective vitality. Self-report PA, intention to help others be active and vitality were not related with extrinsic motivation and amotivation.

### **Regression analyses**

A standard regression analysis was used to predict frequency of PA (days/ week) from the behavioral regulation of motivation (intrinsic motivation, extrinsic motivation, amotivation) and the achievement goals (task, ego). The total variance

explained by the model as a whole was 10% ( $F5, 272 = 5.976, p < .001$ ). In the final model, intrinsic motivation ( $\beta = -.163, t = -2.017, p < .001$ ), task ( $\beta = .298, t = 3.371, p < .01$ ) and ego orientation ( $\beta = .140, t = 1.978, p < .05$ ) were significant predictors of the frequency of PA (days/ week).

Similarly, a standard regression analysis was used to predict amount of PA (hours/ week) from the behavioral regulation of motivation (intrinsic motivation, extrinsic motivation, amotivation) and the achievement goals (task, ego). The total variance explained by the model as a whole was 10% ( $F5, 274 = 5.734, p < .001$ ). In the final model, only ego orientation ( $\beta = .163, t = 2.303, p < .05$ ) was significant predictors of the quantity of PA (hours/ week).

Subsequently, a standard regression analysis was used to predict intention to help others be physically active from the behavioral regulation of motivation (intrinsic motivation, extrinsic motivation, amotivation) and the achievement goals (task, ego). The total variance explained by the model as a whole was 30% ( $F5, 275 = 23.242, p < .001$ ). In the final model, only intrinsic motivation ( $\beta = .303, t = 4.345, p < .001$ ) and ego orientation ( $\beta = .227, t = 3.642, p < .001$ ) predicted significantly the intention to help others be physically active.

Finally, a standard regression analysis was used to predict subjective vitality from the behavioral regulation of motivation (intrinsic motivation, extrinsic motivation, amotivation) and the achievement goals (task, ego). The total variance explained by the model as a whole was 37% ( $F5, 272 = 31.530, p < .001$ ). In the final model, only intrinsic motivation ( $\beta = .160, t = 2.377, p < .05$ ) and task orientation ( $\beta = .452, t = 6.100, p < .001$ ) predicted significantly the subjective vitality. All the standard regression analyses results are presented below in Table 2.

#### *Hierarchical Regression analyses*

Prior the standard regression analysis was used to predict frequency of PA (days/ week), quantity of PA (hours/week), intention to help others physically active and subjective vitality from the behavioral regulation of motivation (intrinsic motivation, extrinsic motivation, amotivation) and the achievement goals (task, ego). However with positive significant of ego orientation for frequency (days/week), quantity of PA (hours/week) and intention to help others physically active. Therefore, a hierarchical regression was used with adding basic psychological needs (competence) to all the regression model for second stage.

The hierarchical analyses for predict frequency of PA (days/week) with adding basic psychological needs (competence). The final total variance explained by the model 2 as a whole was 14% ( $F6, 271 = 7.563, p < .001$ ). In the final model 2, intrinsic motivation ( $\beta = -.253, t = -3.072, p < .01$ ), task ( $\beta = .246, t = 2.811, p < .01$ ) and competence ( $\beta = .269, t = 3.750, p < .001$ ) were significant predictors of the frequency of PA (days/ week).

Predicting the amount of PA (hours/ week) with adding basic psychological needs (competence). The final total variance explained by the model 2 as a whole was 14% ( $F6, 273 = 7.343, p < .001$ ). In the final model 2, only competence ( $\beta = .268, t = 3.745, p < .001$ ) was significant predictors of the quantity of PA (hours/ week).

Finally for predicting intention to help other to be physically active with adding basic psychological needs (competence). The final total variance explained by the model 2 as a whole was 34% ( $F6, 274 = 23.126, p < .001$ ). In the final model 2, intrinsic motivation ( $\beta = -.215, t = 3.022, p < .01$ ) ego orientation ( $\beta = .165, t = 2.643, p < .01$ ) and competence ( $\beta = .252, t = 4.018, p < .001$ ) predicted significantly the intention to help others be physically active. All the hierarchical regression analyses results are presented below in Table 3.

## **Gender and age differences on students' PA levels, intentions to help others be physically active and subjective vitality**

Regarding frequency of PA (days/ week), two way analysis of variance (Two- Way Anova) revealed no significant age effect ( $F_{4,282} = 2.064, p = .09$ ), nor a significant gender effect ( $F_{2,282} = 1.051, p = .351$ ), and nor a significant interaction between gender and age ( $F_{4,282} = 1.606, p = .173$ ).

Regarding quantity of PA (hours/ week), results showed no significant age effect ( $F_{4,284} = .775, p = .542$ ), nor a significant interaction between gender and age ( $F_{4,284} = .651, p = .627$ ), but a significant gender effect ( $F_{2,284} = 5.092, p < .05$ ). Boys engaged more hours per week in PA ( $M = 2.60 \pm 1.18$ ) compared to girls ( $M = 1.89 \pm 1.27$ ).

Regarding intention to help others be physically active, results revealed no significant gender effect ( $F_{2,279} = 1.788, p = .169$ ), nor a significant interaction between gender and age ( $F_{4,279} = 1.629, p = .167$ ), but a significant age effect ( $F_{2,279} = 5.315, p < .001$ ). Analyzing age effect, results showed that 15 years old ( $M = 5.34 \pm 1.00$ ), 14 years old ( $M = 4.93 \pm 1.38$ ) and 16 year old student ( $M = 4.61 \pm 1.20$ ) had higher scores on intention to help others be physically active compared 13 year old ( $M = 4.22 \pm 1.19$ ) and 17 years old students ( $M = 4.35 \pm 1.32$ ).

Finally, regarding subjective vitality, two way analysis of variance (Two-Way Anova) showed no significant age effect ( $F_{4,276} = .946, p = .438$ ), nor a significant interaction between gender and age ( $F_{4,276} = 1.014, p = .400$ ), but a significant gender effect ( $F_{2,276} = 3.120, p < .05$ ). Boys reported higher scores on subjective vitality ( $M =$

$3.58 \pm .73$ ) compared to girls ( $M = 3.36 \pm .66$ ).

## **DISCUSSION**

The results show a huge difference in the mean hours spend on physical activity hours per week both male and female with ( $M=2.60$  for male and  $M=1.89$  for female). While for the physical activity frequency days per week it shows that Malaysian adolescent only 7.8% spend 6 to 7 days, 60 minutes per day which meet the WHO requirement of adolescent physical activity guidelines. 74.8% of the large group of the adolescents are in the inactive category which spending 3 days or less being active for 60 minutes. Comparison to the standard of North America and Western Europe in term of mean hours and frequency of days per week spent by the adolescent, Malaysian show a vast difference in the hours and days. These results correlated with the previous concern showing that East Asia on average are less physically active compare to Western demographics, (Ismail, et. al.,2002; Lindner, 1999). Furthermore, the perspectives in involving in physical activity could be based on cultural, educational system, the social context that directly influences children's participation and continuity in physical activity, McKay, Wood and Brantley, (2007).

The main purpose of the present study was to examine the relationship between the achievement goals (task, ego) and behavioural regulation of motivation (intrinsic, extrinsic, amotivation with the subjective vitality, the intention to help other be physically active and self-report physical activity. The results show that task orientation was significantly correlated with intrinsic motivation. Thus, we can say that adolescents who adopt the higher task orientation (e.g. 'I enjoy learning new skills') will have higher intrinsic motivation (e.g. 'PE is Fun'). This finding is parallel with AGT and empirical evidence (Ames, 1992a).

The result also shows that a significant correlation between task orientation and both physical activity variables frequency (days/week) and physical activity amount (hours/week). Autonomous self-regulation motivation lead to optimal psychological functioning and thus is linked to well-being and autonomous self-regulation are related to intrinsic motivation Ryan and Deci (2006). The finding shows that intrinsic motivation was significantly correlated with subjective vitality (well-being).

Furthermore, the intention to help others to be physically active were also found significantly correlated with both task orientation, intrinsic motivation and subjective vitality (well-being). These finding agree that strong positive perceived behaviour and with the positive social context with other peers relate to high tendency to participate in physical activity Martin, Kulinna, McCaughtry, Cothran,, Dake, & Fahoome (2007). A positive impact on strong intentions behaviour Ajzen, (2004) positively lead to intention to help other to be physically active. The results parallel with the empirical of the previous study, where intrinsic motivation and task orientation positively related to intention to continuing exercise and positive effects in PE, (Ntoumanis, 2001; Standage, Duda, Ntoumanis, 2005). The current finding shows that all ego orientation was positively related to frequency, quantity and intention to help other to be physically active and this is not supporting the previous research, therefor a multivariate analyses was conducted and the results showed that adding competence in the independent variable mediating the low ego orientation or no significant ego orientation towards the physical active involvement and intention to help others to be physically active. The literature evidence Deci and Ryan (1985), shows that high perceived competence can be normative and it can control the ego orientation, where the perceived competence will associate with the individual behaviours and self-determination motivation behaviour.

## **CONCLUSION**

In conclusion, the present study shows that task orientation and intrinsic motivation had a positive impact on the physical activity frequency and hours, intrinsic motivation, well-being and intention to help others to physical active. Future research suggestion to investigate in-depth with culture differences, educational system, social context influence children's physical activity. It was profound that task orientation and intrinsic motivation could beneficial for the adolescents' well-being and intention to help others to be physically active. These lead to a better understanding of the key point of how we could motivate and provide support for the children and adolescent to be adapting physical activity as a lifelong learning skills.

Contribution towards the development of the youth of Malaysia, the results show that Malaysian adolescent are lacking in being physical active and based on WHO, it clearly stated adolescent to be physical active 60 minutes vigorous to lead healthy lifestyle in adulthood. Understanding the antecedent that contribute towards adolescent to be physical active, thus will help the policy makers to involve the psychological theories in physical education setting to increase the physical activity involvement among the adolescent.

## **INNOVATION OF THE PRESENT STUDY**

The sample population are rarely studied in this field and combination variables of the study are limited in this area of research. Mostly the sample are based on North America and Western Europe (Biddle, 1995) and minimum profound literature in main exercise and sport psychology from this part of the country (Southern East Asian). Therefore, understanding and further investigation on participants from Malaysia are vital for contributing to the development of the lifestyle standard among Malaysian adolescents.

Table 1

*Means, standard deviations, Cronbach's  $\alpha$  and correlation analysis of the examined variables*

Variables	<i>M</i>	<i>SD</i>	$\alpha$	1	2	3	4	5	6	7	8	9
1. Frequency of PA (days/week)	2.68	1.77	.89	-								
2. Quantity of PA (hours/week)	21.9	1.29	-	.48*	-							
3. Subjective vitality	3.43	.690	.80	.31*	.27*	-						
4. Intention to help others be active	4.73	1.30	.84	.29*	.37*	.46*	-					
5. Intrinsic motivation	3.89	.705	.85	.06	.23*	.45*	.46*	-				
6. Extrinsic motivation	2.52	.817	.77	.06	-.01	-.01	-.09	-.24*	-			
7. Amotivation	2.68	.776	.76	.06	-.00	.00	-.02	-.18*	.70*	-		
8. Task orientation	3.74	.678	.88	.23*	.28*	.57*	.46*	.67*	-.15*	-.09	-	
9. Ego orientation	2.90	.761	.81	.24*	.23*	.35*	.35*	.27*	.22*	.09	.49*	-

Table 2

*Standard regression analyses of PA variables (frequency and quantity of PA), intention to be physically active and subjective vitality*

Dependent variables	Independent variables	R	R2	F	$\beta$	t	P
Frequency PA		.32	.10	5.976**			
	Intrinsic motivation				-.163	-2.017	.045*
	Extrinsic motivation				.013	-.149	.882
	Amotivation				.036	.438	.662
	Task orientation				.298	3.371	.001*
	Ego orientation				.140	1.978	.049*
Quantity PA		.31	.10	5.734**			
	Intrinsic motivation				.109	1.375	.170
	Extrinsic motivation				-.020	-.231	.818
	Amotivation				.034	.417	.677
	Task orientation				.113	1.285	.200
	Ego orientation				.163	2.303	.022*
Dependent variables	Independent variables	R	R2	F	$\beta$	t	P
Step 1 Frequency of PA		.32	.10	5.976**			
	Intrinsic motivation				-.163	-2.017	.045*
	Extrinsic motivation				.013	-.149	.882
	Amotivation				.036	.438	.662

	Task orientation		.298	3.371	.001*
	Ego orientation		.140	1.978	.049*
Step 2 Frequency of PA		.38	.14	7.563**	
	Intrinsic motivation		-.253	-3.072	.002*
	Extrinsic motivation		-.030	-.352	.725
	Amotivation		.025	.305	.760
	Task orientation		.246	2.811	.005*
Ego Orientation		.075	1.051	.294	
Competence		.269	3.750	.000**	
Step 1 Quantity of PA		.10	5.734**		
	Intrinsic motivation		.109	1.375	.170
	Extrinsic motivation		-.020	-.231	.818
	Amotivation		.034	.417	.677
	Task orientation		.113	1.285	.200
	Ego orientation		.163	2.303	.022*
Step 2 Quantity of PA		.14	7.343**		
	Intrinsic motivation		-.016	.190	.849
	Extrinsic motivation		-.039	-.456	.649
	Amotivation		.024	.306	.759
	Task orientation		.065	.746	.457
	Ego Orientation		.095	1.357	.176

Competence			.268	3.745	.000**
Step 1					
Intention to help others be active	.55	.30	23.242**		
Intrinsic motivation			.303	4.245	.000**
Extrinsic motivation			-.106	-	.166
				1.387	
Amotivation			.108	1.501	.135
Task orientation			.143	1.861	.064
Ego orientation			.227	3.642	.000**
Step 2					
Intention to help others be active	.58	.34	23.126**		
Intrinsic motivation			-.215	3.022	.003*
Extrinsic motivation			-.124	-	.097
				1.664	
Amotivation			.099	1.405	.161
Task orientation			.097	1.281	.201
Ego Orientation			.165	2.643	.009*

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# CIVIC ENGAGEMENT, SOCIAL SUPPORT, AND SENSE OF MEANINGFULNESS IN LIFE OF ADOLESCENTS LIVING IN HONG KONG

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## ABSTRACT

Young people's civic engagement is often mobilized by their social networks and social connections; they also tend to make meanings in such networks and connections. However, little is known about the moderation effect of social support on youth's civic engagement and meaning in life. To address this research gap, the current study examines the relationship among civic engagement, different sources of social support (family, significant others, and friends), and sense of meaningfulness in life. Based on a survey of 1,330 high school students living in Hong Kong, the results indicate a positive association between civic engagement and the sense of meaningfulness in life. Social support from family and social support from significant others are also found to be associated positively with civic engagement. Surprisingly, a negative moderation effect of social support from friends is found between civic engagement and the sense of meaningfulness in life, which reminds us to reconsider the nature of friendship support. The current results suggest that the government and social workers should continue to facilitate youth participation in civic engagement. Besides, more focus should be put on nurturing positive family relationships and support from significant others, from which youth's sense of meaningfulness can be enhanced.

**Keywords:** *Civic Engagement, social support, meaning in life, adolescents*

## INTRODUCTION

Despite the positive outcomes derived from civic engagement (Yates & Youniss, 1998), young people around the globe are facing a trend of alienation from traditional civic and political engagement (Awan, 2016). Previous studies on youth civic engagement in Hong Kong indicated a similar trend (Jackson et al., 2017). The lack of civic and political efficacy may affect youth's sense of meaningfulness in life, which is a protective factor that can reduce the level of health risk behaviors and psychosocial symptoms (Brassai, 2011; To et al., 2014). Meanwhile, while social support has attained abundant attention from scholars on its relationship with different constructs such as mental health (Dour et al., 2014) and resilience (Sippel et al., 2015), little is known about the moderation effect of social support on civic engagement and sense of meaningfulness in life.

## LITERATURE REVIEW AND HYPOTHESES

According to Adler and Goggin (2005, p. 241), "Civic engagement describes how an active citizen participates in the life of a community in order to improve conditions for others or to help shape the community's future." It is believed to directly affect the meaningfulness in life, which can be defined as the "the pursuit and attainment of worthwhile goals, and an accompanying sense of fulfillment" (Reker, 2000, p.41). Pratt and Lawford (2014) have demonstrated that civic engagement would lead to generativity, which is found to be one of

the major sources of meanings (Schnell, 2011). A qualitative study by Yates and Youniss (1998) also illustrated the positive relationship between participating in civic engagement and political meaning.

Social support can be defined as “the resources provided by other persons” (Cohen & Syme, 1985) and understood as the process that individuals mobilize their social networks for material and/or psychological resources so that stressful events can be coped, while social needs and goals can be met and achieved (Rodriguez & Cohen, 1998). Studies on youth indicate the relationship between social support and meaning in life. In a study on the interaction between adolescents’ meaning in life and domain-specific life satisfaction in Hong Kong, it is believed that the personal meaning is sought from social relationships as students tend to set goals identified with values or expectations of their families and friends (Ho et al., 2010). In our study, three different sources of social support – family, friend, and significant others, such as romantic partners and social workers, were measured considering that our participants are all high school students who may be affected by these three types of social support.

Previous empirical studies provide evidence to the assumption of the amplifying effect of social support. In Duke and colleagues’ study (2009), it was demonstrated that a stronger connection to different parties including parents and family predicted more political involvement and volunteer community services. Albanesi and colleagues (2007) also found that adolescents belonged to at least one formal group of interest have significantly higher levels of prosocial and protest-oriented civic engagement. In addition, several studies also provided evidence for the positive relationship between social support and the sense of meaningfulness in life. For example, a study on existential well-being in the United States has indicated that the sense of a shared bond could indirectly enhance people’s existential well-being (Xi et al., 2017). In sum, below are the hypotheses of this study:

H1. Civic engagement would be positively associated with the sense of meaningfulness in life of adolescents.

H2a-c. Perceived social support from family, significant others, and friends would be positively associated with the sense of meaningfulness in life of adolescents.

H3a-c. Perceived social support from family, significant others, and friends would moderate the positive association between civic engagement and the sense of meaningfulness in life of adolescents.

## **RESEARCH METHODOLOGY**

### **Participants and Procedures**

A cross-sectional quantitative survey was undertaken targeting high school students (grade 10 to grade 12 students). There were in total 1,330 valid questionnaires collected from from six schools in Hong Kong.

### **Measures**

The Chinese version of the Behavior Subscale of the Civic Engagement Scale (CES) was adopted (Chang et al., 2021). The Cronbach’s alpha coefficient was 0.925. The Chinese version of the Multidimensional Scale of Perceived Social Support (MSPSS) was adopted (Chou, 2000) to measure three different sources of social support. The Cronbach’s alpha coefficient was 0.937. The Chinese version of the subscale Presence of Meaning (MLQ-P) of the Meaning in

Life Questionnaire was used to measure sense of meaningfulness of students (Chan, 2014). The Cronbach's alpha coefficient was 0.848. Based on previous research on adolescents (Slone, 2009), age, gender, educational level, and religion were controlled in the study.

### Data analysis

Hierarchical regression analysis was used to explore the relationship of the independent variable (civic engagement) and the dependent variable (sense of meaningfulness in life) and the effect of the three moderating variables (perceived social support from family, friends, and significant other).

## RESULTS

For the respondents, 53.9% were male and 46.1% were female. High school students in grades 10, 11, and 12 were invited to participate in the research, comprising 25.2%, 36.4%, and 38.4% of participants, respectively. Among all demographic variables, only religion was found to be significantly correlated with sense of meaningfulness in life, and therefore it was controlled in the regression analysis.

As shown in Table 1, a statistically significant positive association between the IV (civic engagement) and the DV (sense of meaningfulness in life) is found, supporting Hypothesis 1. Hypotheses 2a and 2b are also supported to a great extent, as both perceived social support from family and perceived social support from significant others are found to have significant positive associations with the sense of meaningfulness in life. However, Hypothesis 2c, which assumed that perceived social support from friends would be positively associated with the sense of meaningfulness in the life of adolescents, was not supported.

Table 1

*Hierarchical Regression Analysis Predicting Sense of Meaningfulness in Life from Civic Engagement and three sources of Perceived Social Support*

Criterion			
Sense of Meaningfulness in Life			
Predictor	$\Delta R^2$	<i>B</i>	<i>t</i>
<i>Step 1</i>			
Religion	0.015** *	0.123	4.447***
<i>Step 2</i>			
Civic Engagement	0.019** *	0.139	5.034***

*Step 3*

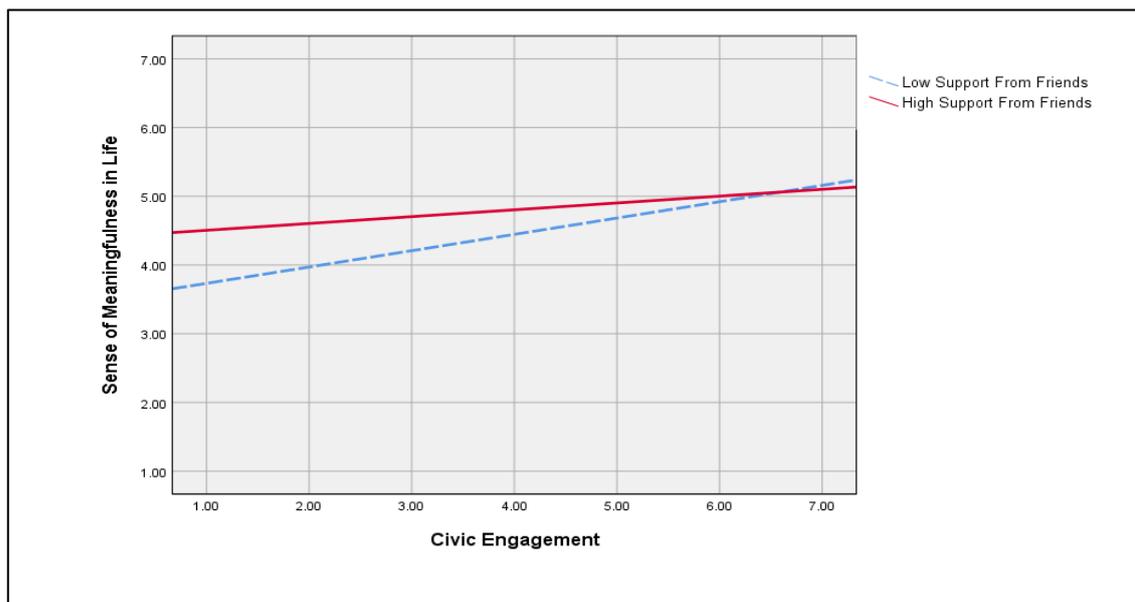
Three sources of Perceived Social Support	0.086** *		
Perceived social support from family		0.129	3.851***
Perceived social support from significant others		0.206	4.574***
Perceived social support from friends		-0.002	-0.059

*Step 4*

Interaction between Civic Engagement & three sources of Perceived Social Support	0.004		
Interaction between Civic Engagement & Perceived social support from family		0.049	1.392
Interaction between Civic Engagement & Perceived social support from significant others		0.060	1.209
Interaction between Civic Engagement & Perceived social support from friends		-0.104	-2.186*
Total $R^2$	0.125		

\* $p \leq 0.05$ ; \*\* $p \leq 0.01$ ; \*\*\* $p \leq 0.001$

In terms of Hypotheses 3a to 3c, their relationships are more complicated than expected. While no interaction effect was found for perceived social support from family and perceived social support from significant others, a statistically significant negative interaction between civic engagement and perceived social support from friends is indicated (Figure. 1). It is shown that the strength of the positive relationship between civic engagement (IV) and sense of meaningfulness in life (DV) became stronger for participants who have less perceived social support from friends than those who have better support. In other words, the perceived social support from friends could mitigate the positive association between the IV and the DV.



**Figure 1.** Association between Civic Engagement and Sense of Meaningfulness in Life as a Function of Social Support from Friends

## DISCUSSION

The positive association between the IV and DV is consistent with our prediction based on a review of related studies. The statistically significant and positive association of both variables could be explained by existing theories on meaningfulness in life. According to Baumeister (1991), human beings pursue four needs for meaning: purpose, value, efficacy, and self-worth. Civic engagement is about taking various collective actions related to public issues (Checkoway & Aldana, 2013) that are related to the common good (Flanagan & Bundick, 2011) and can fulfill the purpose of improving conditions and the future of the community and others (Adler & Goggin, 2005). Thus, people who participate in civic engagement can meet at least two of the four needs for meaning, that is, purpose and value.

The results also partially supported our hypotheses of the moderator's main effects on the dependent variable. Perceived social support from family (H2a) and perceived social support from significant others (H2b) are found to be positively associated with sense of meaningfulness in life, while perceived social support from friends (H2c), quite surprisingly, is not found to be significantly associated with the DV. The findings of hypotheses H2a and H2b are consistent with the Positive Adolescent Empowerment Cycle proposed by Chinman and Linney (1998). They contended that before students could become positively empowered, they should be bonded to positive institutions in the society where they can find recognition and positive reinforcement provided by adults (Jennings, 2006). As a result, the model could extend to not only covering adults in positive institutions, but also to family members and significant others from whom adolescents received positive support, and they tend to be empowered and consider life meaningful.

However, our finding is contradicting with our hypothesis H2c and other existing research findings on the role of social support from friendship. One possible explanation could be

related to the two sides of the effects of friendship. Although good friendship can result in positive features such as self-esteem support and prosocial behavior (Berndt, 2002), its negative features like experiencing conflicts with friends can be observed even between best friends. In other words, when participants experience negative features of friendship, they might not be able to create meaning in life even though some positive effects of being engaged in friendship are present.

Interestingly the proposed interaction effect between civic engagement and friends reached statistical significance with a negative association. It implied that an individual could find more meaning when engaging in civic actions with casual or distant friends who may give less social support, than with close friends who may provide more social support. Carbonaro and Workman (2013) proposed that a social norm could be built up according to the characteristics of distant friendship, from which different social categories would be sort out by the socialization system. Instead of providing a normative framework, close friendship indeed provides a comfort zone that people feel less constrained to the expectation of their close friends (Garbonaro & Workman, 2013). Therefore, when youth get involved in civic engagement with their close friends, they can act more freely according to their will, diminishing the commitment and the sense of meaningfulness derived from the activities. By contrast, behaviors of distant friends would be set as norms and become less flexible, leading to better commitment of the activities and greater sense of meaningfulness in life.

## **RECOMMENDATIONS**

The Hong Kong government should continue to promote civic engagement among young people in various forms such as volunteering, serving in communities, joining public consultations, or even engaging in social actions for advocacy. To empower youth and enhance their sense of meaningfulness in life, the government should consider involving more youth voices in policy formulation by establishing a youth council so youth could be more engaged in civic affairs.

Furthermore, the government has the responsibility to provide support to family so that the relationship between family and adolescents could be improved, which leads to the increase of their sense of meaningfulness in life. In addition, youth workers should act as educators in the community about the importance of social support for youth so teachers, significant others, and parents can provide the necessary support for adolescents who are still forming their identities and creating meaning in life.

## **ACKNOWLEDGEMENT**

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# THE PERCEPTION OF YOUTH LEADERS AGAINST THE PROGRAM IMPLEMENTED BY THE MALAYSIAN YOUTH COUNCIL (MYC)

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## ABSTRACT

This article discusses how youth leaders perceive the Malaysian Youth Council's effectiveness in synchronising the affiliate bodies under them. Youth, which has normally been associated with social problems, is our country's most valuable asset. They even hold our nation's hope for a better Malaysia in the future. The descriptive research design was chosen for this study, and it employs the survey method via questionnaires. This research was carried out in Malaysia, including east Malaysia. Malaysian Youth Council has 40 affiliate organizations. Each of the affiliate bodies has been chosen to meet the required quota of respondents. For this study, a total of 200 respondents were chosen from among the leaders of MYC affiliate bodies. In general, the findings of this study show that the majority of respondents believe MYC has done a good job of synchronising the affiliate bodies under them. The MYC has been very effective in handling every task that has been assigned to them, according to the respondents. They even work hard to ensure that any planned programme goes off without a hitch. The planned programme could also be carried out smoothly while meeting the objectives of the association. However, when we conduct a detailed analysis of each item in the questionnaire, we discover that more than half of the respondents agree that MYC leadership has become so preoccupied with current political issues that they have neglected the needs of the members of affiliate bodies under them. While more than half agree that the absence of the MYC has little impact on the country's youth development. Furthermore, when it comes to the activities organised by the MYC, the respondents, who are mostly the association leaders, agree that those activities did not benefit the youth associations. With these troubling findings, the MYC should take a look inside their organisation and take the necessary steps to improve. To summarise, the findings of this study clearly show that the MYC, which serves as the main coordination body for Malaysia's youth associations, should be improved by producing leaders with credibility and a strong leadership attitude.

**Keywords:** *Perception, Malaysian Youth Council, credibility, affiliates.*

## INTRODUCTION

The number of youth generation recorded indicates that youths will be the group to carry on the agenda of developing this country. As a result, without a productive and effective generation of youth, achieving any goal or direction is difficult. In this context, youth generation education should be based on human capital development to ensure the agenda of advancing the country's development in line with the current development that is growing rapidly, issues related to the youth generation are becoming more prevalent today and appear

difficult to address. This issue is seen as having the potential to endanger the future of this generation, which will be a pillar of the country. Until 2019, the youth were considered the majority group in the country, despite the fact that they had the largest age gap, ranging from 15 to 40 years. However, on July 3, 2019, Syed Saddiq, the former Minister of Youth and Sports, announced a reduction in the age limit for youths from 40 to 30 years (Bernama, July 24, 2019). The amendment was approved by the Dewan Rakyat and will take effect on December 21, 2020. Several states, including Johor, Sarawak, Selangor, Pahang, Perlis, Kelantan, and Kedah, rejected the amendment to lower the age range of youths between the ages of 15 and 30. These states have stated that they will keep their youth age level at 40 years.

Rough calculations based on the most recent population data (as of mid-2018) from the Department of Statistics show that 14 million of Malaysia's 32.4 million people are between the ages of 15 and 40. Lowering the age of youth from 40 to 30 years means that the total number of youths will fall to 9 million from 14 million, representing a 28 percent decrease from the previous 45 percent. This will indirectly turn Malaysia into a country with a large number of elderly people, particularly in some states. Selangor is the state with the highest total lost number of youth. So far, approximately 1.3 million people in the state are between the ages of 30 and 40. After the amendment takes effect, anyone between the ages of 31 and 40 will no longer be considered a youth. Because youth is one of the most valuable assets in a country's development, it is important to understand the characteristics of these future leaders. Ethical leadership is a type of leadership in which individuals exhibit acceptable and appropriate behaviour in all aspects of their lives. However, in Malaysia, this type of leadership appears to be lacking, as one of the world's largest corporate scandals has been linked to the country's former top leader.

With the right adult support and participation opportunities, young people can be social, political, and economic assets to their communities. However, in many Muslim-majority countries, youth demographic bulges, a lack of educational opportunities, and political instability have left a large number of youth uninvolved, with few opportunities for meaningful participation (Krauss, 2018). This state of affairs undermines young people's ability to thrive and contribute to their societies, resulting in an underutilised resource for their respective countries. A growing body of research shows that meaningful youth involvement in community organisations, such as participation in governance and decision-making, has a significant impact on youth and community development.

This paper presents an exploratory study to determine the Malaysian Youth Council's (MYC) effectiveness in coordinating the affiliated bodies under it. The Malaysian Youth Council, also known as MYC, is a non-governmental organisation founded in 1950 with the goal of serving as the primary body in charge of coordinating and managing the affiliated bodies. This coalition includes all organisations and groups in the country that engage in activities involving youth and students. Based on the MYC 2010-2012 strategic plan, which was presented at the National Youth Consultative Council Session III term 2009-2010, MYC aspires to be the 'Bottom Billion,' or the People's Spokesperson, in any youth-related matter at the grassroots, national, or international levels. In order to ensure that the goal is met, a primary focus is placed on expanding the Malaysian Youth Council's network, among other things (MYC). In other words, MYC intends to expand its membership and affiliated bodies that are thought to be capable of assisting in the development of youth in the country.

## LITERATURE REVIEW

Unfortunately, the increase in social problems involving youth is getting hotter by the day. The youth generation is associated with a growing moral and value crisis. These issues included suicide, which is the second leading cause of death among youth (Ibrahim, Amit, Din, & Ong, 2017); drug use and crime (Fauziah, Ezarina, Nazirah, Mohammad Rahim, Wan Shahrazad, & Nurul Atiqah, 2021); fleeing from home (Saâ, Muhsin, Ahmad, & Abd Latif, 2019); abandoning babies (Tan, Abidin & Suwirta, 2016), engaging in harassing behaviour and accessing immoral websites (Noor Zainan, Ismail, Mat Jusoh, 2021; Haslinda, Zaid, Nobaya & Syamsihana, 2009). With the development of increasingly sophisticated and challenging technologies, the social symptoms involving these youths are becoming more prevalent. They are free to use this internet facility arbitrarily if they are not supervised by responsible parties such as parents. There is no doubt that this technology has advantages, such as social sites that allow family and friends to connect, but the disadvantages, such as fraud, cheating, and malpractice, are unavoidable.

According to Mohd Fadzhil, Mohamad Sabri, and Hasnan (2009), there are leadership issues that have been highlighted by the local media. For example, on August 23, 2008, *Berita Harian* published an interesting article about the consequences of the Asian High Performance Training Center (HPTC) clash with the Malaysian Amateur Athletics Union (MAAU). In a disappointed tone, the then-Minister of Youth and Sports, Datuk Ismail Sabri, stated that both parties should collaborate to produce world-class athletes, saying, "I have repeatedly stressed that they need to work closely in developing national sports instead of quarrelling with each other."

Meanwhile, *Berita Harian* reported in Putrajaya on the same day that two Immigration Department officials working in London, the United Kingdom, and Shanghai, China were charged in the Kajang Magistrate's Court on charges of falsifying their diploma certificates and academic transcripts at the Public Service Commission (SPA) on 21 January 2004 and 6 April 2006. When contacted, Datuk Mahmood Adam, Director-General of the Immigration Department, stated that his department would not tolerate issues of discipline and corruption among its employees because it harmed the organization's image and reputation.

According to Mohd Fadzhil et al. (2009), in another case that occurred in Johor Bahru on 21 August 2008, Local Authorities (PBT), whether district or city status, need to focus on three important things in order to successfully implement the responsibility of bringing development to the people, as stated by the Mayor, Datuk Mohd Naim Nasir, "Implementing people's needs and desires, such as having the same task of providing public facilities, monitoring aspects of cleanliness, and maintaining community infrastructure."

All three of these examples involve authority and the appointment of a leader in an organisation. Despite their involvement in various areas of professionalism, their focus is on leadership issues that lead to community development (Mohd Fadzhil et al., 2009). Youth is significant because it is not only the generation of heirs, but also the lifeblood and indicator of a country's state. The youth generation reflects the country's economic progress or retreat, changes in values and culture, employment structure, and the concept of nationhood. Youthful thoughts must be digested. This way of thinking seeks to solve problems and make decisions that benefit the well-being and happiness of human beings (Siti Khariah, 2011). But, will this generation be able to solve the country's problems if the moral decay of the youth and social ills are constantly highlighted in the eyes of society?

The Malaysian Youth Council (MYC) is a non-governmental organisation that is well-known for representing the voice of Malaysia's youth generation. This body intends to broaden its horizons by incorporating a coalition body that is thought to be capable of assisting in the development of youth. However, before it is implemented, a study to determine the extent of the Malaysian Youth Council's (MYC) effectiveness in coordinating the existing coalition bodies under it must be conducted.

Demands on the MYC's role and leadership in coordinating the affiliates under its coordination are a key feature that is critical to ensuring that the affiliates under its coordination receive appropriate guidance from the MYC. MYC's role is to encourage and inspire its affiliates to achieve their goals and vision by providing encouragement and inspiration in the face of various challenges. The interaction that is built between the MYC and its affiliated bodies will form an understanding and agreement in ensuring the effectiveness of an affiliated body in carrying out the responsibility of developing the youth generation in a better direction. Although it is undeniable that MYC is a non-governmental organisation that has produced many leaders who can be considered successful in the country, when measured in terms of holistic youth development, is it commensurate with the moral and ethical collapse that is occurring in today's youth generation?

Whatever the question, the formation of a proactive and successful association or organisational body is a contentious issue, as none of the best models can explain it (Robiah, 2004). In general, the purpose of this research was to determine the relevance of the Malaysian Youth Council as a catalyst for the Malaysian youth movement. This study, in particular, determines the extent to which MYC is effective in coordinating the affiliated bodies under it.

## **RESEARCH METHODOLOGY**

The quantitative survey method was used to collect data. The findings of this study are part of a larger study that includes leaders and members of MYC and the bodies that are affiliated with it. This study analysed data from 200 respondents who were MYC association leaders from all Malaysian states, including Sabah and Sarawak. This study's data collection took place in 2015, and it took several months to complete because it involved peninsular Malaysia, Sabah, and Sarawak.

It should be noted here that the data analysed for this presentation only includes the MYC body's leaders and affiliated bodies. In addition, the questionnaires adapted from Khairuddin, et al. (2008), a survey questionnaire with new variables was developed. The survey was conducted on the premises of selected youth organisations, and completed questionnaires were immediately collected. Data collection activities have also taken advantage of critical times such as conventions, workshops, and youth gatherings to gather respondents.

## **FINDINGS AND DISCUSSION**

This study included the demographic profiles of the respondents, which included gender, age, race, religion, marital status, education, and employment. The absolute demographic variables were described using frequency and percentage distributions. In terms of gender, the majority of respondents (76.5 percent) were male, while females made up 23.5 percent. In terms of race, the majority of respondents (66.5 percent) are Malay, followed by Sabah Bumiputera (15 percent), Chinese (10 percent), Indian (7 percent), and others (1.5 percent). The majority of youth exco members are married (66.5 percent), and more than half (62 percent) have at least a diploma or STPM. Educational status demonstrates that the average youth leader has a relatively high level of education, which is significant because youth leaders should have

academic qualifications in addition to social skills in order to reach out to the youth in this country. According to the data, three of the youth leaders have PhDs.

**To determine the Malaysian Youth Council's (MYC) effectiveness in coordinating the affiliated bodies under it**

In general, the respondents, who comprised the Exco of the youth association, agreed that the MYC was responsible for coordinating the affiliated bodies under it. Respondents agreed that MYC acted quickly in carrying out the tasks assigned to it and even attempted to facilitate programme implementation. The planned programme can also be carried out well in accordance with the association's goals. Nine of the eleven items that measured MYC's effectiveness in coordinating the affiliated bodies below it had a mean greater than 3.6. The other two items had a mean of less than 3.0 because they were both negative. This variable has a Cronbach's Alpha of 0.809.

However, when each item was thoroughly examined, some of the findings were quite concerning, with nearly 66 percent of participants agreeing that the MYC leadership was so preoccupied with current politics that it ignored the needs of coalition members.

Table 1

*The MYC leadership is so focused on current politics that it has forgotten about the needs of coalition*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	8.5	8.5	8.5
	Disagree	40	20.0	20.1	28.6
	Somewhat Agree	50	25.0	25.1	53.8
	Agree	55	27.5	27.6	81.4
	Strongly Agree	27	13.5	13.6	95.0
	No Opinion	10	5.0	5.0	100.0
	Total	199	99.5	100.0	
Missing	System	1	.5		
Total		200	100.0		

Meanwhile, 42 percent of respondents believed that the absence of MYC would have little impact on the development of the country's youth.

Table 2

*MYC's absence will have little impact on the development of the country's youth*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	13.0	13.1	13.1
	Disagree	46	23.0	23.1	36.2
	Somewhat Agree	36	18.0	18.1	54.3
	Agree	51	25.5	25.6	79.9
	Strongly Agree	34	17.0	17.1	97.0
	No Opinion	6	3.0	3.0	100.0
	Total	199	99.5	100.0	
Missing	System	1	.5		
Total		200	100.0		

In terms of MYC programmes that are not perceived to benefit youth associations, the majority (54 percent) of association leaders agree with the statement, and these findings should be evaluated more thoroughly by the MYC in order to improve the current situation.

Table 3

*MYC's youth development programme provides little benefit to youth organisations*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	13.5	13.5	13.5
	Disagree	58	29.0	29.0	42.5
	Somewhat Agree	42	21.0	21.0	63.5
	Agree	44	22.0	22.0	85.5
	Strongly Agree	22	11.0	11.0	96.5
	No Opinion	7	3.5	3.5	100.0
	Total	200	100.0	100.0	

All youth development programmes planned and carried out by MYC and its affiliates are inextricably linked to MYC's role in coordinating the affiliates. The success of each development programme or activity implemented demonstrates that MYC is capable of managing the affiliated bodies under it in order to achieve the goal of building the personality of the youth generation in a more positive direction. The study's findings show that the MYC coalition's youth leadership is very positive about what the coalition body is doing and confident in the leadership provided.

Because each MYC programme involves the government in some way, this demonstrates that youth leaders remain confident in the MYC as well as the government, which is also involved in any programme implemented by the MYC. In this context, the government is the primary implementer and supporter of youth development policy, while MYC and youth organisations serve as partners and catalysts for youth programmes and activities. History has demonstrated the role and contribution of the large youth association movement in producing leaders and successors in various fields of development in this country, including political, economic, and social. The role of the youth generation is becoming increasingly difficult, particularly in a country undergoing rapid development.

As a '*socialization agent*,' MYC and its affiliated bodies, which include MYC youth associations, are seen to have served as a platform for youths to interact and mingle with the community. This role was also found to reduce conflict among Malaysians. It should be noted, however, that the study's findings are based on the perceptions of association leaders. Based on a detailed analysis of each item, these findings should be critically evaluated from two perspectives: the first is that they provide a genuine view of what MYC is doing as well as confidence in the existing leadership, and the second is that there is still room, particularly in the programme, to improve the existing environment and strengthen the main body of Malaysian youth associations.

## **CONCLUSION AND RECOMMENDATION**

MYC should not regard coordinating a coalition body as a minor task. Making the youth generation change agents is a difficult task. The next generation of youth must meet the needs where the transformation process is implemented in order to develop the country and eradicate and resolve the social symptoms that are a hot topic today. MYC and its affiliates must continue to mobilise youth drive programmes, develop human capital, and produce a generation of youth who have an integrated spiritual and physical personality in shaping the nature of responsibility, independence, voluntary, and patriotic in order to play a role as a driving force for the development of the nation, religion, and country, both externally and internally. As an NGO, MYC relies on all parties, whether government or private sector, to mobilise energy so that the process of developing youth can be generated collaboratively. It is critical for all parties to work together to plan a holistic youth ecosystem in order to realise this dream. This strong backing will ensure a strong process of positive youth formation. The study's findings clearly show that MYC's position as the main body that coordinates youth associations in Malaysia should be strengthened by producing leaders with credibility and admirable leadership qualities. According to the leaders of the youth coalition, there is still room and opportunity for MYC to improve the current situation in order to be more efficient and proactive in ensuring the future of the country's youth. Furthermore, because this study is limited to MYC members, future studies may be conducted on those who are not members of MYC or a single association. It is critical to understand their perspectives on the current MYC leadership.

In general, it can be concluded that the level of ethical leadership among Malaysian youth is acceptable, ranging from moderate to high. Despite the fact that Malaysia has been bombarded with the 1MDB scandal, which involves Malaysian top leaders, the level of ethics embraced by the younger generations should be commended. It is not too late to nurture them because it is not too late to improve. As future leaders, the ethical leadership qualities would assist them in building the country. In terms of practise, the characteristics can be developed through leadership programmes offered by universities and other organisations. Furthermore, leadership development programmes that emphasise moral reasoning and moral awareness should be encouraged as a means of cultivating ethical decision-making. Policymakers can also

serve as role models for young people to emulate. These characteristics can also be instilled in potential employees during the recruitment process. Finally, as you are aware, the youth generation constitutes the majority of our society today. As they are the future lineage that determines a country's political ups and downs, it is therefore extremely difficult to ignore their point of view and opinion. Thus, political power in a country, particularly Malaysia, is heavily reliant on the participation of the youth group, as they will determine the country's direction and future.

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# YOUTH AND THE FUTURE OF DEMOCRACY: WHAT MOTIVATES MALAYSIAN YOUTH POLITICAL PARTICIPATION?

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## ABSTRACT

Findings from past studies reveal that the traditional form of political participation in developing countries has been deteriorating. Malaysia is no exception to this trend. If this continues, especially when it involves the participation of the younger generation, it may likely lead to an uncertain future of democracy in Malaysia. Considering this, the present research hopes to further investigate and understand Malaysian youth motivation and behavior in political participation by specifically examining the perception of youth from the Malay, Chinese and Indian groups which are the main races that make Malaysia truly Asia. Their involvement in politics is crucial as it helps them build leadership skills, teamwork ability and effective communication that are relevant, not just to their success but also the country's success. We anticipate to establish associations between social media usage, perceived information quality and political participation among Malaysian youth. In doing so, we identified various youth groups in Malaysia and from there, 525 respondents aged between 18 to 35 years responded to the online questionnaire survey. The findings reveal that social media usage and perceived information quality pose significant relationships with political participation. The findings explicate the implications of social media usage and perceived information quality on political participation and present an in-depth knowledge and understanding about Malaysian youth political participation. The outcomes of this study will also create awareness to leaders as well as policy makers, government and non-governmental organizations on how to formulate and design policies related to political participation and subsequently, on how to effectively use them to mobilize Malaysian youth. The paper also highlights the limitations and suggestions for future research.

**Keywords:** *Youth, political participation, social media usage, perceived information quality, democracy*

## INTRODUCTION

Youth political participation continues to be a major concern around the world (Kitanova, 2019) because they are the important target group to political parties and politicians due to their extraordinary features such as strength, expectations, and mental tendency to welcome and support new ideas (Fjerza et al., 2014). Furthermore, youth in particular represent the driving force of change in the society (Azis et al., 2020) and their participation as young adult is predictive of their future participation. While it is acknowledged that studies on youth political participation is one of the most researched areas across cultures, including Malaysia, Zainon et al. (2017) suggest that there is a declining trend of youth political participation in Malaysia and further research needs to be conducted to enhance our understanding of youth behavior (Abu

Bakar et al., 2018). To date, research that have been conducted in Malaysian context have mainly focused on the impacts of social media usage among Malaysian youth in general, political campaign, election process and electoral turnout (see for example Shiratuddin, et al., 2016; Salman et al., 2017; Zainon et al., 2017). These studies, however, have not clearly examined youth behavior and motivation towards political participation. As scholars have suggested that certain features of Facebook such as usage patterns, diversity network of Facebook friends and interaction with political figures should be examined (Abdu et al., 2016), the present research hopes to pursue further on youth behavior and motivation towards political participation by focusing on social media usage (SMU) and perceived information quality (PIQ).

## LITERATURE REVIEW

Kaplan and Haenlein (2010) stated that social media is a group of internet-based applications that are built on technological and ideological foundation of Web 2.0 which enables the exchange and creation of user-generated content. Beyond voting, youth participate in mobilization and campaign, seeking for donation for political party or candidate, interaction with political actors, tagging, post update, sharing and making comment online. Similarly, a new form of youth political participation such as social media usage has been utilized to engage youth involvement in political activities and it has started to reinvigorate youth to participate because they utilize the medium more than other age groups (Smyth & Best, 2013). Therefore, by examining online modes, youth political participation can be closely and holistically investigated and understood especially with the new form of social media (i.e., Facebook) activities that increase and shape political behavior among youth (Miller et al., 2015).

The popularity of social media has generated series of discussions regarding the potentiality of the medium to increase youth participation in politics (Zuniga et al., 2017). With the current widespread of SMU among youth, researchers have concentrated on Facebook as a medium that can facilitate political participation among youth (Abdu et al., 2016; Masiha et al., 2018). Beside SMU, another factor that can potentially motivate youth behavior and motivation towards political participation is social media information quality, which can be measured by the accuracy of the information; its recency, speed, reliability of the information, completeness of the information as well as information presentation plan. Such factors include the strength and quality of the information, the credibility of source of the information, easy accessibility and understanding of the information, its timeliness, the organization and arrangement of the information and also the completeness and reliability of the information (Sundar et al., 2016). Similarly, individual personal purpose or intention of having good and reliable information can motivate people to select and use a specific media. Therefore, this can help to ascertain and justify social media information quality as a motivating factor for youth in particular, for using Facebook for political participation. This can be supported with the fact that youth select and use Facebook because it may satisfy their needs and desires for political information. Thus, we proposed the following hypotheses.

*H1: There is a significant relationship between social media usage and political participation of Malaysian youth*

*H2: There is a significant relationship between perceived information quality and political participation of Malaysian youth*

## METHODOLOGY

In order to achieve the objectives of the study, the questionnaires were distributed to Malaysian youth aged between 18 and 35 years using the online survey. The online survey was deemed to be appropriate since this is the group that is widely exposed to technology and they make up the largest user group of social media, which accounts for almost 15.2 million (MCMC, 2021). The respondents were selected based on their interest in politics and knowledge of how to engage in politics via Facebook. The researchers received a total of 525 questionnaires. Data analysis was conducted using the IBM SPSS.

SMU consist of 10 items with 5-point Likert scale adapted from Ellison et al. (2007). This scale enabled the measuring of the usage of social platform to get information on politics (i.e., Facebook has become part of my life). The scale reveals a reliability of  $\alpha = .914$ , which is the same as the value showed in the original research ( $\alpha = .848$ ). In measuring PIQ, the study adapted a measurement created by Lim (2009). This scale is made up of 8 items with 5-point Likert scale (e.g., the information from the virtual community is always up-to-date). The reliability value for the present research is  $\alpha = .900$ .

## FINDINGS

### Profile of Respondents

The analysis was performed on gender, age, race, education and occupational status. The gender composition of the respondents reveals 151 respondents were male (28.7%) and 374 were female (71.3%). The vast majority of the respondents age ranged between 23 to 27 years old (64.6%) and only 12 (2.3%) respondents ranged between the ages of 28 to 32 and 33 to 25 years old. In terms of race, 178 were Malays (33.9%), followed by Chinese (154; 29.3%), Indian 141 (26.9%) and others, which include Bumiputra Sabah and Sarawak, which were 52 (9.9%). In terms of education, the majority of the respondents had a first degree (426; 81.1%) and only 6 respondents (1.1%) hold a master's degree. As for the occupation status, the majority of the respondents were students (431; 82.1%), followed by 48 respondents (9.1%) worked at private sectors, 18 respondents (3.4%) were unemployed, and 14 respondents (2.7%) were working at government sectors and freelance.

### Hypotheses Results

Regression analysis was conducted to test the two hypotheses. SMU revealed significant effect on political participation ( $\beta = .061$ ,  $p < 0.01$ ). The findings confirmed that SMU is a direct antecedent of political participation as suggested by many past research (e.g., Masiha et al., 2018; Zuniga et al., 2017). The use of social media has significantly promoted political participation through posting of comments and sharing of views on political issues. The study reported a similar view that there is a significant correlation among the sharing of political views on social media platform from different perspectives and its impacts on motivating youth to participate in politics. Similarly, Chan (2016) agreed that social media platform (e.g., Facebook) network size and connections with public figures and political actors have an impact on the spread of news, opinion expression and engendering political engagement in a semi-democratic city where close to half of the citizens use social media. Therefore, social media news, expression and efficacy, network sizes and connections with public political actors exhibit direct and indirect effect on participation of the youth. Meanwhile, PIQ is also found to be significantly correlated to political participation ( $\beta = .309$ ,  $p < 0.01$ ). The respondents expressed that the quality of information they obtained has helped them to participate in political participation. This finding supports the involvement of PIQ in satisfying the emotional

need of youth to participate in political activities. These findings are consistent with past studies (see for example Abdu et al. (2016); Ahmad et al. (2019); and Jung et al. (2014) which suggested information quality as an important factor that contributes towards the success of an online interaction, which consequently leads to their participation in politics. This was especially relevant to youth who have been deprived of participation in politics by traditional media. In the same vein, past studies found that, factors related to political participation such as interaction with individual and intent for online participation (i.e. engaging in community or civic services) is influenced by social media information quality (Abdu et al., 2016; Ahmad et al., 2019; Houston et al., 2015; Mohamad et al., 2018). Table 1 summarizes the findings of the present study.

Table 1

*Regression analysis for social media usage, perceived information quality, and political participation*

Predictors	Political Participation
Social media usage	.061**
Perceived information quality	.309**
R	.512
R <sup>2</sup>	.262
Adjusted R <sup>2</sup>	.256
F-change	41.757**

Note: \*p<.05, \*\*p<.01

## DISCUSSION AND CONCLUSION

This study examines the relationship between social media usage, perceived information quality and political participation. The findings demonstrate that social media usage and perceived information quality directly influence political participation. Besides contributing towards the literature in the topics of political communication and youth development and studies, the outcomes of the present study should create awareness among political leaders to be more aware of the needs and wants of the new generation and recognize that the younger generation is seriously using social media, particularly Facebook in their search for political information and how the information they gain through this medium is used in determining their political decision. Moulding and targeting political message to youth via social media especially Facebook should be considered as a key factor in strategizing future campaigns. By familiarizing youth with the use of Facebook for expression and discussion of opinions, political efficacy among youth for democratic process can be improved by the government. The findings from the study will also guide Malaysian political leaders as well as policy makers, government and non-governmental organizations on how to formulate and design policies related to Facebook usage among youth, in relation to political participation and subsequently, on how to effectively use them to mobilize Malaysian youth.

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# DETERMINING THE FORM OF LEADERSHIP THAT BEST FITS FOR PRACTICE IN YOUTH MENTORING

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## ABSTRACT

This paper explores, examines, and discusses the form of leadership that best fits for practice in a youth mentoring programme. While a lot of literature on mentoring and leadership have been written, little is found that explicitly connects leadership with mentoring. Since it is known that both mentor and mentee has influence and some power over each other, this suggests that some form of leadership is being practiced by both parties. As mentoring is a partnership relationship of reciprocal learning involving mutual support, trust and respect through sharing of experiences and knowledge for the growth and development of the mentee, and that the mentor has to play a variety of roles to guide and empower the mentee, this then suggests that leadership is employed. On this context, this paper discussed what is required in a mentorship programme, the form of leadership that meets mentorship requirements, and a model or approach that could be recommended for practice in a youth mentoring. It involves issues connecting mentoring of youth with leadership, such as, in mentoring, the mentee is at the forefront, not the mentor. Secondly, there facilitation of reciprocal learning. Thirdly, it has to be situational where it can be adapted to different cases. Fourthly, is leadership in role modelling of mentors. And lastly, it is to be aimed positive youth development outcomes. This finding of a new leadership model can then serve as a guide for the form of leadership that can be employed in a youth mentorship programme.

**Keyword:** *Mentoring, leadership, learning, youth development*

## INTRODUCTION

There has been a lot of literature on mentoring and on leadership. But not much literature had been found to demonstrate where and how mentoring and leadership connects or relates with each other, more so especially on which leadership model best fits, or is more appropriate for a youth mentoring programme. Since it is known that both mentor and mentee have some reciprocal influence and power over each other in producing effects on or to influence each other (Hughes, et al., 2019), this is an indication that leadership takes place in practice by both parties. This bilateral influence suggests that both parties exercise their leadership powers over each other.

While there have been many forms of leadership theories, concepts, approaches and models, which of them has or have been employed in a youth mentoring relationship? Could there then be a combination of several leadership models that have been consolidated and adapted together? This paper will therefore explore, examine, discuss and determine the model that have been employed or could be employed in a youth mentoring programme.

## LITERATURE REVIEW

This literature review will examine and review the concepts of mentoring, learning and leadership.

### **Mentoring**

To define mentoring is not easy. There are over 50 definitions of mentoring in social science that is based on various settings where it can be a concept or process or a set of activities. Generally, though, it is a partnering relationship between a more experienced and a less experienced person to address issues of the mentee. To Zachary (2000), however, learning is the fundamental process and primary purpose of mentoring, that is, it is a learning relationship where the mentor and mentee work together for a mutual goal of developing the mentee's skills, abilities, knowledge and thinking (Zachary, 2012). And (Knowles, et al., 2005) pointed out there can be no development and change without learning. Since youth development is a process of growth and development that includes developing their positive assets, mentoring in the context of youth development is about the youth's growth and development through a mentor-learning process where the young person is supported in growth towards building essential skills through shared personal discovery and experiences for the developmental purpose (Dolan and Brady, 2012; Lee et al., 2018).

In a mentoring programme, the mentor develops trust and respect through bonding with the mentee and become a role model for the mentee to emulate by giving motivation and inspiration, setting an example, sharing achievements and successes for the youth mentee to follow (Lee et al., 2018). The mentor plays multiple roles such as of an adviser, facilitator, counsellor, be a guide, a coach, be a confidante, a friend, a listener that is centred on the mentee. What then is this leadership that is being played in youth mentoring? To be a trusted and respected role model, the mentor would need to have an influence over the mentee, but in a subtle, non-dominant form of power that is reciprocal and mutually beneficial (Ensher & Murphy, 2005). This influencing form of power is about *influence* that guide, coach, and facilitate the mentee through a pathway. Reciprocally, the mentee will exert this influence on the mentor to help, support and empower him.

### **Learning**

Learning is where for an effective relationship, knowledge has to be acquired. It is inherent in human behaviour to bring together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and worldviews (Merriam, et al., 2007). While learning is grounded in five basic orientations: behaviourism, humanism, cognitivism, social cognitivism, and constructivism, Lee's dissertation found that the primary learning theories associated with mentoring is Bandura's (1989) social learning and social cognitive learning theories. Learning is therefore a bridge between the mentoring relationship and the goal achievements of the mentee that is facilitated, supported and guided by the mentor for the growth and development of the mentee. Godshalk and Sosik (2003) even suggested that the *learning goal orientation* as one of the mentoring functions that is consistent with the concept of mentor.

### **Leadership**

There are many concepts, approaches and models of leadership. Among the definitions of leadership by Chelladurai (1999; 2014) is that of a behavioural process aimed at influencing

members to work toward achieving the group's goals, and about shaping the organisational objectives to enhance members' productivity and satisfaction. But it can also be influencing an individual towards his/her own goals. However, leadership can also be a process of inducing; directing and coordinating; interpersonal relationship; actions to create desirable opportunities; creating conditions to be effective; the ability to engage, build, and to achieve results; and a complex form of social problem solving (Hughes et al., 2019). There is a wide array of leadership concepts that Chelladurai (ibid.) cited, such as the *trait approach*; *behavioural approach*; *situational theories of leadership*; *the Fiedler's (1967) contingency model of leadership effectiveness*; *House's (1971) path-goal theory of leadership*; *Osborn and Hunt's (1973) adaptive-reactive theory of leadership*; *Bass's (1985, 1990) transformational leadership*; *Transactional theory of leader-member exchange*; *charismatic leadership*; and the *integrative framework of multidimensional model of leadership*.

And there are also *character-based* approaches to leadership such as *authentic leadership* based on values, beliefs, and action and humanistic movement in psychology; and Greenleaf's (1970) *servant leadership* (Hughes et al., 2019). The servant leader is 'one who wants to serve' and 'to lead' (Spears and Lawrence, p.1) with 10 characteristics - listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to the growth of people, and building community; where these are applied as an institutional model, education and training for not-for-profit, in community leadership programs, service-learning programs, leadership education, and personal transformation (Spears and Lawrence, 2002). Hughes et al. (2019) further pointed out that 'servant leaders develop people, helping them to strive and flourish,' but also serve followers (p. 162).

## DISCUSSION AND FINDINGS

Youth mentoring is about helping the youth to develop, to strive and flourish. The servant leadership approach suggests that it best fits the role of the mentor. However, since it is about effecting behavioural change of the youth, it is also about transformation and hence *transformational leadership*. But since a mentoring programme is dynamic and with many different settings, it has to also be able to adapt to different situations and settings with many variables, the *situational leadership* approach is also required. And due to these multiple variable settings, the mentor as a leader need to adapt to the requirements of the different mentee behaviours and situations which suggests that mentors employ the *adaptive-reactive theoretical concept*. Due to the equality and quality of the mentor-mentee relationship and their interactions, the *Leader-Member (LMX)* theory is important to be adapted to and be associated with the performance of the relationship (Godshalk & Sosik, 2003; Hughes et al., 2019; Chelladurai, 2014).

Considering the role and purpose of mentoring where the mentors have to facilitate, guide, coach and empower the youth to succeed in their goals and achievements, the primary focus is on the mentee's needs. It is therefore suggested that the mentor has to lead from the *bottom-up* such as in the *servant leadership* model. But in the process of the growth and development of the youth mentee, a multidimensional model of leadership should be employed. It is therefore suggested here that the leadership model for youth mentoring be that of a '*Bottom-up Integrated Multidimensional Leadership Model*' as illustrated below that comprise of *servant leadership*, *Leader-Member theory*, *Adaptive-Reactive theory*, *Situational* and *Transformational Leadership models*. This *Bottom-up Multidimensional Youth Mentoring Leadership Model* will then be an integration of mentoring, youth development, behavioural change, learning and leadership models. This model is demonstrated in Figure 1 below.

## **CONCLUSION**

The broad diversity, dynamics, and variability of youth mentoring programmes demands that no single leadership conceptual model that has been developed can best fit that of a youth mentoring programme. The model above takes into account the various models and incorporated them into a single model to ensure that it is comprehensive and can be an exemplary model for all other youth leadership model.

Nevertheless, this model can still be customised to meet specific requirements of different youth mentoring programmes. It is by no means universal. Adaptations of this model could still be made depending on each case and setting. It is, however, a conceptual model that still needs to be tested out in practice.

### **Recommendations for contributions to youth development research and practice**

This new model is conceptualised to serve as a general framework for a youth mentoring leadership programme. However, it still needs further research to fine tune and improve on specific mentoring settings. For practice, this model needs to be translated into practical elements that each theoretical model characterised. No doubt, it still needs to be adapted.

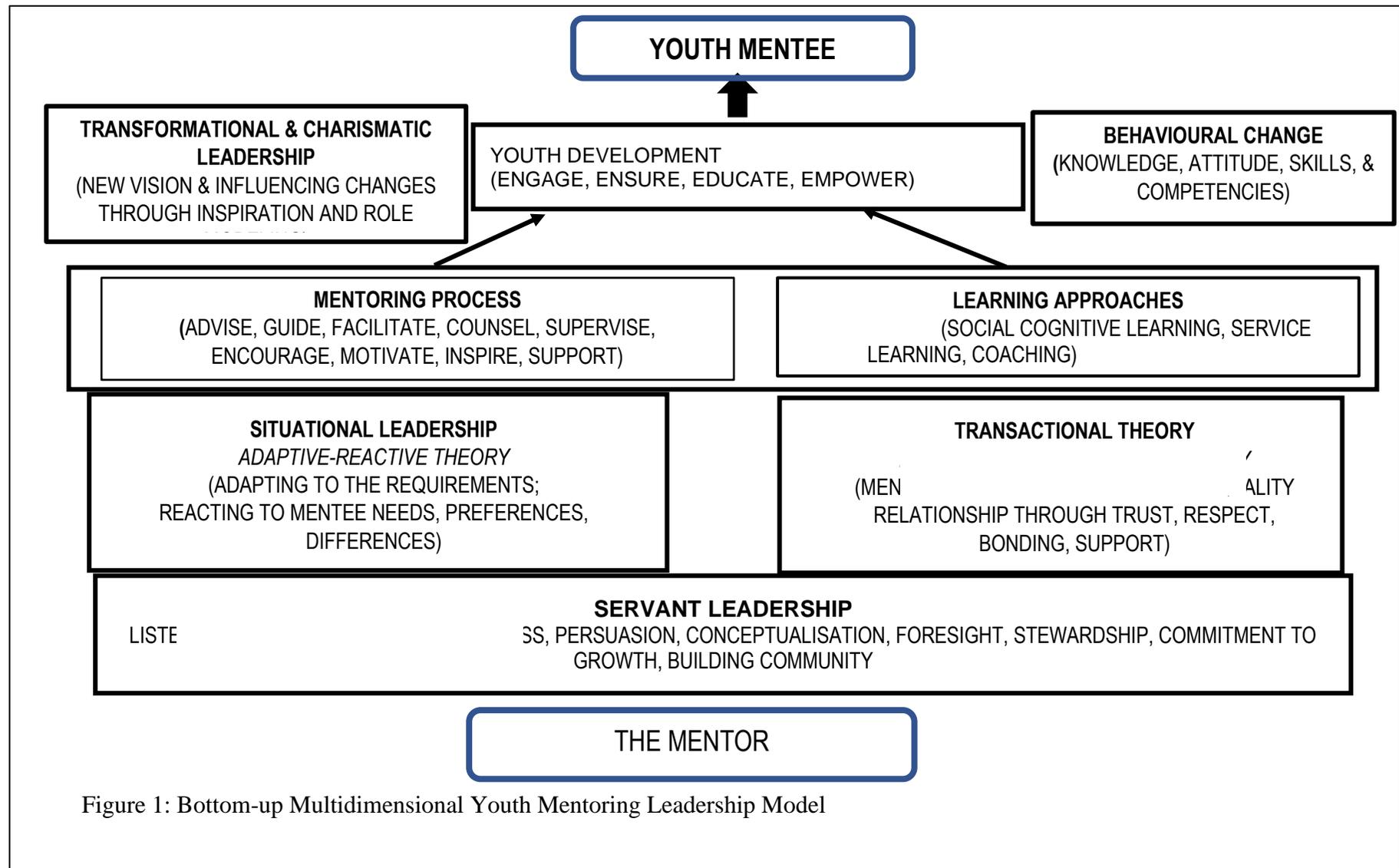


Figure 1: Bottom-up Multidimensional Youth Mentoring Leadership Model

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# SENARIO PENGGUNAAN TIKTOK DALAM KALANGAN BELIA

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## ABSTRAK

Kajian ini bertujuan untuk memahami fenomena penggunaan TikTok dalam kalangan belia di Malaysia menggunakan pendekatan fenomenologi dalam kajian kualitatif. Sejumlah 284 orang belia terlibat dalam kajian ini melalui kaedah persampelan bertujuan. Kriteria utama pemilihan responden adalah belia Malaysia yang tinggal di Malaysia. Fokus utama kajian menjawab persoalan terhadap: 1. sejauhmana penglibatan belia dalam Tik-Tok, 2. Apakah faktor yang menarik belia kepada TikTok dan, 3. Apakah kesan Tik-Tok terhadap belia. Kajian mendapati, belia majoriti belia terlibat dengan Tik-Tok sejak tahun 2019 & 2020. Terdapat 4 faktor utama yang menarik belia kepada Tik-Tok, iaitu i) hiburan kreatif dan lucu, 2) ilmu baru, 3) ringkas, 4) meredakan tekanan. Kesan Tik-Tok kepada belia pula merangkumi aspek positif dan negatif. Kajian ini turut disokong dengan maklumat deskriptif kuantitatif yang memperkukuhkan lagi dapatan kajian ini. Dapatan kajian ini diharapkan dapat membantu pekerja belia memahami tren penggunaan TikTok dalam kalangan belia dan seterusnya membangunkan kandungan media yang berkualiti dan berimpak.

**Kata Kunci:** *Belia, media sosial, Tik-Tok, kesejahteraan keluarga.*

## PENGENALAN

TikTok mula digunakan secara meluas dalam kalangan belia di Malaysia. Di peringkat awal pengenalannya, TikTok telah menimbulkan kontroversi dalam masyarakat apabila seorang menteri wanita menganjurkan pertandingan TikTok untuk mahasiswa sehingga mendapat julukan Menteri Tik Tok. Secara tidak langsung, pada peringkat awal, masyarakat memandang TikTok sebagai hiburan tanpa batas yang merosakkan. Sehubungan itu, kajian ini bertujuan untuk menyelami pandangan, faktor penglibatan serta kesan TikTok kepada belia.

## SOROTAN LITERATUR

TikTok mula diperkenalkan sebagai Musical.Ly oleh Zhang Yiming, seorang jurutera perisian dari China di bawah Syarikat ByteDance pada September 2016 bagi tujuan pemasaran (Business Insider, 2021; Xiong & Jee 2019 dalam Montag, 2021). Pada November 2017, Musical.Ly dijenamakan semula sebagai Tik Tok (Xiong & Jee 2019 dalam Montag, 2021). Sehingga kini, aplikasi Tik Tok telah dimuat naik melebihi 100 juta pengguna dalam aplikasi Google Play (2021). Secara keseluruhannya, aplikasi TikTok telah dimuat naik sebanyak 2.6 billion kali. Pengguna aktif bulanan TikTok pula mencecah 1 bilion. Situasi ini meletakkan TikTok sebagai media sosial ke-4 paling popular selepas Facebook (2.9 billion), You Tube (2.2 billion) dan Instagram (1.4 Billion). Ia juga berjaya mengatasi Snapchat (500 juta), Pinterest (480 juta) dan Twitter (397 juta) yang diperkenalkan lebih awal (Wallaroomedia.com,

2021). Penggunaan TikTok meningkatkan risiko buli siber, pendedahan maklumat berlebihan di media sosial dan ketagihan media sosial (Montag, 2021).

Sehingga kini, pendapatan Zhang Yiming dianggarkan bernilai 44.8 billion USD. Populariti TikTok juga membolehkan ByteDance mengumpul perolehan bernilai 250 billion USD (Business Insider, 2021). Penggunaan TikTok dipengaruhi oleh motivasi pengguna iaitu penyimpanan data. Ekspresi diri, interaksi sosial dan peeking (Omar & Dequan, 2020). Kajian tindakan Diana dan rakan-rakan (2020) meningkatkan kecekapan 30 orang pelajar tingkatan 4 dalam subjek Bahasa Inggeris menggunakan medium TikTok pula didapati memberikan sumbangan yang signifikan.

## **METODOLOGI KAJIAN**

Kajian dilaksanakan terhadap 284 orang belia melalui kaedah persampelan bertujuan. Soalan diedarkan melalui SurveyHeart untuk dijawab oleh responden yang memenuhi kriteria kajian, iaitu belia Malaysia yang tinggal di Malaysia dan berusia di antara 15 hingga 30 tahun. Soalan kualitatif merangkumi:

1. Bilakah pertama kali anda melihat video TikTok?
2. Mengapa anda melihat video TikTok?
3. Apakah yang anda tidak sukai tentang TikTok?
4. Apakah bentuk video yang anda kerap tonton di TikTok?
5. Apakah kesan TikTok kepada anda?

Persoalan bagi kajian kuantitatif pula merangkumi demografi responden, minat belia kepada TikTok, pemilikan akaun TikTok dan pandangan terhadap kebagusan TikTok kepada golongan belia.

## **DAPATAN KAJIAN**

Responden kajian terdiri daripada 284 orang belia. 74 % (210) adalah perempuan. Majoriti tinggal di kawasan bandar (59%), tinggal bersama ibu bapa (85%), mahasiswa (83%), berbangsa Melayu (84%) dan beragama Islam (88%). Dapatan kajian terbahagi kepada tiga, iaitu penglibatan belia, faktor dan kesan penglibatan belia dalam TikTok.

### **Penglibatan Belia Dalam TikTok**

99% belia yang terlibat dalam kajian ini pernah menonton video TikTok. Bagaimanapun, majoriti belia mula menonton video TikTok pada tahun 2019 & 2020. Sebahagiannya menyatakan, mereka menonton video TikTok bukan melalui aplikasi TikTok, sebaliknya melalui Instagram, Facebook, YouTube dan Twitter. Terdapat juga belia yang menyatakan mereka mula menonton TikTok semasa PKP dan setelah putus cinta.

### **Faktor Penggunaan TikTok**

Respon belia kepada TikTok terbahagi kepada dua iaitu suka (85%) dan tidak suka (15%). Terdapat empat faktor utama yang menarik belia kepada Tik-Tok, iaitu hiburan kreatif dan lucu, sumber ilmu baru, kandungan yang padat dan ringkas serta membantu meredakan tekanan seperti yang dinyatakan oleh Responden 282 dan Responden 265:

“Terdapat video yang berilmiah tetapi ringkas, padat dengan pengisian dan menarik (kreatif). Terdapat juga video yang boleh menghiburkan hati (menghilangkan stres)” (Responden 282).

“Suka sebab banyak video yang berilmiah, lawak, inspirational, philosophical dalam bentuk video, content creative, dan ramai makhluk jelita dan sasa terdapat di sini yang membantu orang lain untuk ubah gaya hidup ke arah lebih baik”. (Responden 265)

Responden 271 berpendapat, TikTok mendorong pengguna mengekspresikan kreativiti melalui video yang kreatif dan menghiburkan. Menurutnya: “I love how TikTok provides ways for people to express their creativity in my forms”. Pernyataan beliau turut disokong oleh responden lain. Antaranya, Responden 7: “Video tersebut kreatif, informatif (life hack), dan menghiburkan” dan Responden 11: “Video kreatif dan menarik. Ada juga video yang kelakar”.

TikTok juga menarik golongan belia kerana kandungannya yang ringkas dan padat. Menurut Responden 4: “Kandungan TikTok menarik dan padat. Tidak panjang berjela seperti YouTube”. Pernyataan ini disokong oleh lebih 10 lagi responden. Antaranya, Responden 114 (“Video TikTok kebanyakannya bermanfaat, ringkas dan padat), Responden 195 (“Kreatif dan hanya berdurasi beberapa saat”) dan Responden 274 (“Video yang pelbagai dan ringkas”).

Belia turut tertarik dengan TikTok kerana terdapat pelbagai ilmu baru yang dapat dipelajari oleh belia secara santai melalui TikTok seperti resepi (Responden 127), bedah buku (Responden 192), nasihat dan motivasi (Responden 174), keusahawanan (Responden 157), agama (Responden 165) dan Bahasa China (Responden 157).

TikTok juga menjadi medium untuk belia melepaskan tekanan seperti respon Responden 249 (“Kurangkan tekanan belajar”), Responden 269 (“Dapat kurangkan stress”), Responden 211 (“Dapat menghilangkan stres dengan meluahkan perasaan”), Responden 240 (“Dapat menghilangkan stres belajar. Boleh gelak”) dan Responden 276 (“Release some stress & enjoy”).

Selain faktor yang disebutkan di atas, belia juga mengikuti TikTok dengan pelbagai motif seperti meningkatkan keyakinan diri, memberi kesedaran, menjana pendapatan, mencari idea baru, mendapatkan audien dan mendidik seperti yang dinyatakan oleh Responden 271 (“Besides creativity, TikTok can uplift confidence, can create awareness, can be the medium to generate income, to find ideas, to gather audience, educate etc.) dan responden-responden yang lain.

### **Kesan Penggunaan Tik Tok**

Kesan Tik-Tok kepada belia pula merangkumi aspek positif, negatif dan neutral (tiada kesan) sepertimana pandangan Responden 271. Beliau mengatakan: “Depends. I am able to control my phone/ tik tok app usage. So i got all the positive outcomes only. This varies to people who can't control the app usage”. Kesan negative TikTok merangkumi 3 aspek iaitu membuang masa, menyebabkan belia tidur lewat dan mengikuti perkara maksiat. Kecenderungan melayari TikTok menyebabkan belia banyak membuang masa (Responden 3, 4, 5, 9, 11, 12 & 13), menangguhkan tugas (Responden 3 & 10), lalai (Responden 6) dan mengalami ketagihan internet (Responden 10).

Kesan positif terhadap penggunaan TikTok lebih banyak dibincangkan oleh responden kajian. Sejumlah empat tema kesan positif Tik Tok terbentuk, iaitu mempelajari pelbagai ilmu dan kemahiran baru tanpa tekanan (33 responden), hiburan pada waktu senggang dengan cara yang menyeronokkan (16 responden), mendapat motivasi, mengalami perubahan sikap serta personaliti diri yang lebih baik (5 responden) dan meredakan stress (5 responden). Melalui Tik Tok, belia bebas meneroka dan mendapat pelbagai manfaat secara percuma.

## **KESIMPULAN & CADANGAN**

Penggunaan TikTok dalam kalangan belia khususnya mahasiswa adalah tinggi. Bagaimanapun, TikTok hanya mula popular dalam konteks kajian ini selepas empat tahun diperkenalkan di China. Sambutan luar biasa belia terhadap TikTok didorong oleh mod TikTok yang ringkas, informatif, kreatif dan menghiburkan. Kesan penggunaan TikTok pula bergantung kepada pemilihan tema video yang ditonton serta pengisian kandungan yang dibuat oleh belia.

Sehubungan itu, pekerja belia dan golongan profesional disarankan agar memanfaatkan TikTok sebagai medium pembangunan belia dengan cara yang terbaik. Pelbagai informasi, ilmu dan kemahiran boleh disalurkan secara kreatif dan menarik untuk melahirkan generasi belia yang berilmu, bijaksana, dinamik dan versatil. Pembangunan kandungan untuk belia juga perlu mengandungi elemen nilai-nilai mulia, budaya hidup tinggi dan keutuhan spiritualiti. Dalam pada itu, kesan negatif Tik Tok kepada belia perlu dicegah lebih awal melalui penerapan disiplin sendiri, kepintaran digital dan pencegahan buli siber. Penglibatan belia dalam TikTok juga perlu dipantau dari masa ke masa agar tidak berlebihan sehingga mengancam kesihatan, keselamatan dan reputasi belia sendiri. Sebaliknya, belia perlu dibimbing untuk menggunakan TikTok dengan bijaksana serta menghasilkan kandungan TikTok yang benar, bermanfaat, mempunyai nilai komersial dan memberikan sumbangan yang berimpak kepada komuniti.

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# PENGARUH MOTIVASI PERLINDUNGAN BAGI MELINDUNGI KESELAMATAN DATA PERIBADI BELIA MALAYSIA

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## ABSTRAK

Adaptasi terhadap norma baharu ketika negara dilanda pandemik COVID-19 menjadi pemangkin kepada peningkatan penggunaan Internet. Tingkah laku mendedahkan data peribadi dalam dunia maya tanpa berwaspada ini dikhuatiri menaikkan risiko menjadi mangsa ancaman siber. Artikel ini bertujuan memaparkan hasil dapatan kajian yang memfokuskan kepada motivasi perlindungan sebagai faktor yang mempengaruhi tingkah laku belia bagi melindungi keselamatan data peribadi mereka ketika menggunakan Internet. Sejumlah 154 responden belia pertengahan sehingga belia akhir (19-30 tahun) di Putrajaya dan Cyberjaya yang dipilih secara persampelan rawak multistahap telah dijadikan sebagai sampel atau subjek kajian. Kajian ini menggunakan kaedah kuantitatif yang diedarkan secara dalam talian bermula pada April hingga Ogos 2021. Pelaksanaan pengumpulan ini dikendalikan selaras dengan pematuhan terhadap *Standard Operating Procedures* (SOP) di bawah Perintah Kawalan Pergerakan (PKP) yang berkuatkuasa dalam tempoh tersebut oleh Majlis Keselamatan Negara (MKN). Data dianalisis menggunakan *Statistical Package for the Social Sciences* (SPSS) versi 25.0. Analisis regresi linear mudah digunakan untuk menganalisis faktor yang mempengaruhi golongan belia Malaysia dalam melindungi keselamatan data peribadi. Hasil analisis menunjukkan bahawa faktor motivasi perlindungan iaitu kemahiran menilai ancaman mempunyai pengaruh signifikan secara positif terhadap kemahiran mengatasi ancaman dalam usaha melindungi keselamatan data peribadi dalam kalangan belia. Justeru, golongan belia pertengahan dan belia akhir perlu disuntik dengan pengetahuan berkaitan penilaian ancaman bagi memastikan bahawa data peribadi mereka kekal dilindungi walaupun aktif berinteraksi atau melakukan transaksi secara dalam talian.

**Kata Kunci:** *Motivasi perlindungan, ancaman, keselamatan data peribadi, internet, belia*

## PENGENALAN

Bermula pada tahun 2019, wabak coronavirus (COVID-19) telah diisytiharkan oleh Pertubuhan Kesihatan Sedunia (WHO) sebagai wabak pandemik. Kes pertama di Malaysia dilaporkan oleh WHO pada 24 Januari 2020. Implikasi terhadap wabak ini telah mengubah landskap seluruh kehidupan manusia sejagat ke arah penyesuaian terhadap norma baharu demi meneruskan

kelangsungan hidup. Perintah Kawalan Pergerakan (PKP) yang diperkenalkan di Malaysia bagi memutuskan rangkaian penularan wabak ini menjadi pemangkin kepada kepesatan penggunaan kemudahan perkhidmatan secara dalam talian. Ekoran daripada tingkah laku mendedahkan maklumat peribadi semasa melakukan transaksi atau berkomunikasi secara dalam talian tanpa waspada telah menunjukkan peningkatan kes walaupun pihak kerajaan melalui Kementerian Komunikasi dan Multimedia Malaysia (KKMM) serta agensinya telah mengeluarkan amaran bagi menjaga kerahsiaan peribadi. Akhbar tempatan melaporkan Persatuan Pengguna Siber Malaysia (MCCA) melahirkan rasa bimbang terhadap peningkatan kegiatan mencuri data log masuk perbankan atau sebarang aplikasi dan laman sesawang kewangan serta laman sosial pengguna. Selain itu, Anonymous Malaysia memberi amaran bahawa sistem keselamatan Malaysia berada pada tahap rendah dan boleh menyebabkan penggodam menjual segala maklumat yang bocor selain lebih 46 juta data pengguna syarikat telekomunikasi telah digodam.

Dasar Belia Malaysia (DBM) telah menggariskan empat cabaran utama belia menjelang 2035. Salah satunya adalah cabaran dalam teknologi dan dunia digital. Berdasarkan cabaran tersebut, kajian Pengguna Internet di Malaysia oleh Suruhanjaya Komunikasi dan Multimedia Malaysia (MCMC) pada tahun 2020 menunjukkan 47.0% pengguna Internet di Malaysia merasa selamat menggunakan kemudahan Internet. Sementara itu pula, tahap keyakinan mereka terhadap data peribadi mereka dilindungi setelah berkongsi data peribadi kepada sektor kerajaan mencatat 50.4%, sektor bukan kerajaan 40.2% dan syarikat pembekal perkhidmatan mencatat 40.6%. Bertepatan dengan senario ini, kajian ini dibangunkan berasaskan kepada Teori Motivasi Perlindungan (PMT) oleh Ronald W. Rogers (1975). PMT sangat berkuasa untuk menguji perasaan takut berdasarkan pengalaman lepas dan menjadi motivasi untuk mengubah tingkah laku mematuhi sesuatu dasar oleh pemerintah (Anderson & Agarwal, 2010; Vance, Siponen & Pahlila, 2012; Mahbob M. H. et al., 2013). Dua konstruk di bawah PMT digunakan dalam kajian ini iaitu penilaian ancaman dan kemahiran mengatasi ancaman. DBM mendefinisikan takrifan umur belia Malaysia adalah bermula pada umur 15 tahun hingga 30 tahun. Suntingan data oleh IYRES berdasarkan unjuran data Jabatan Perangkaan Malaysia (DOSM, 2020), menunjukkan kelompok umur belia telah mewakili 27% daripada keseluruhan populasi rakyat Malaysia berjumlah 33.7 juta orang. Sehubungan itu, kajian ini diadaptasi dan disesuaikan terhadap kelompok belia Malaysia yang merupakan kelompok umur yang sewajarnya rentan terhadap cabaran dunia digital dewasa ini.

### **Objektif kajian**

Kajian ini bertujuan untuk mengkaji hubungan faktor motivasi perlindungan bagi melindungi keselamatan data peribadi golongan belia semasa berkomunikasi atau melakukan transaksi secara dalam talian. Dua konstruk utama motivasi perlindungan digunakan dalam kajian ini iaitu kemahiran menilai ancaman dan kemahiran mengatasi ancaman.

### **Hipotesis kajian**

H<sub>0</sub>: Kemahiran menilai ancaman tidak mempunyai hubungan yang signifikan dengan kemahiran mengatasi ancaman bagi melindungi keselamatan data peribadi dalam kalangan belia Malaysia.

H<sub>1</sub>: Kemahiran menilai ancaman mempunyai hubungan yang signifikan dengan kemahiran mengatasi ancaman bagi melindungi keselamatan data peribadi dalam kalangan belia Malaysia.

## KAJIAN LEPAS

Liang dan Xue (2010) mendapati bahawa kedua-dua kemahiran menilai ancaman dan kemahiran mengatasi ancaman merupakan faktor penting bagi mengkaji tingkah laku mengelakkan ancaman komputer. Setiap individu mengambil langkah berjaga-jaga bagi memuat turun atau mengemaskini perisian antivirus bagi melindungi data peribadi mereka dalam talian dan bersedia mengeluarkan kos (Tsai H. S et al., 2016). Langkah ini diambil kerana mereka sedar terhadap risiko sekiranya mengabaikan keselamatan data peribadi ketika menggunakan sesuatu aplikasi atau laman web. Selanjutnya, pengalaman yang mereka alami sendiri atau pengalaman orang lain seperti kes kecurian identiti, keselamatan maklumat kewangan serta serangan *phishing* menjadi peringatan bagi menjaga reputasi professional dan kehidupan peribadi (Internet User Survey, 2020; Rainie, Kiesler, Kang, & Madden, 2013).

## METODOLOGI

Kajian ini menggunakan kaedah kuantitatif melalui soal selidik yang dikendalikan secara dalam talian. Sejumlah 154 responden telah dipilih secara rawak menggunakan pendekatan persampelan rawak multistap. Pendekatan ini dilaksanakan bagi memastikan belia dari dua lokasi kajian iaitu Putrajaya dan Cyberjaya mempunyai ciri-ciri homogen dengan kebarangkalian yang sama rata untuk dipilih sebagai subjek kajian. Kajian ini memfokuskan belia pertengahan (19-24 tahun) sehingga belia akhir (25-30 tahun) sebagai subjek kajian dengan mengambil kira mereka telah berada dalam pasaran tenaga kerja dan menggunakan kemudahan Internet dalam kehidupan seharian. Dua lokasi ini pula dipilih berdasarkan kepada lokasi ini merupakan hub *Multimedia Super Corridor* (MSC) dan bandar pintar. Pada tahun 2019, kerajaan melalui KKMM dengan kerjasama pihak Maxis dan Huawei memilih lokasi ini bagi pengujian perkhidmatan jalur lebar 5G secara percuma sebelum diperluaskan ke seluruh Malaysia. Perkhidmatan ini memberi kelebihan kepada belia di lokasi ini untuk menggunakan kemudahan Internet yang lebih meluas berbanding belia di lokasi lain.

Analisis regresi mudah telah dijalankan menggunakan analisis parametrik perisian SPSS bagi melihat kesan pengaruh kemahiran menilai ancaman terhadap kemahiran mengatasi ancaman. Secara asasnya tujuan utama menggunakan analisis regresi adalah untuk mengkaji hubungan antara pembolehubah bersandar dengan tidak bersandar menggunakan formula matematik (Pallant, 2011; Tabachnick & Fidell, 2013). Tiga petunjuk utama bagi melaporkan hubungan regresi bagi pembolehubah yang dikaji iaitu pekali regresi atau nilai  $r$ . Diikuti dengan peratus varian dan nilai Beta seperti yang ditunjukkan dalam Jadual 1 hingga Jadual 3 di bawah.

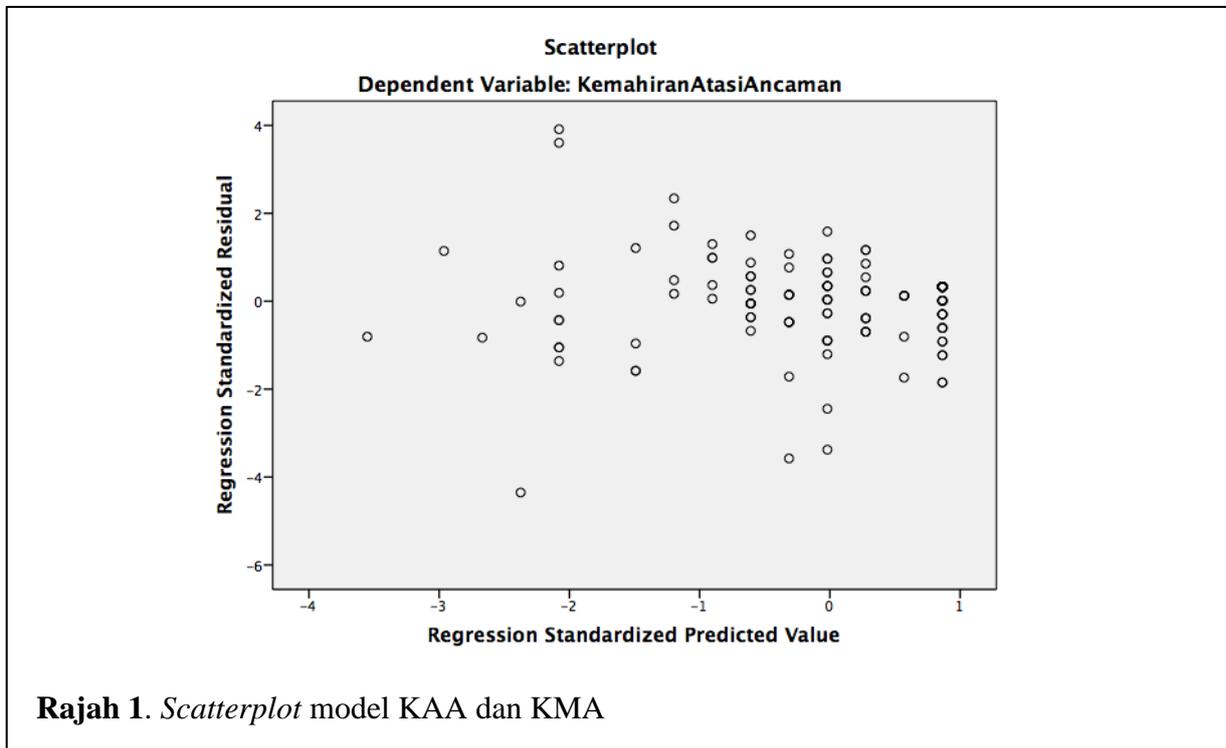
## DAPATAN KAJIAN

Ujian regresi mudah merupakan kaedah yang biasa digunakan untuk memahami hubungan di antara dua pembolehubah tidak bersandar dengan pembolehubah bersandar. Formula bagi ujian ini adalah sebagaimana berikut:

$$Y = \beta_0 + \beta_1 X_1 \quad (1)$$

Di mana  $Y$  adalah kemahiran atasi ancaman (KAA),  $\beta_0$  adalah nilai  $Y$ ,  $\beta_1$  adalah nilai pekali regresi dan  $X_1$  adalah nilai Kemahiran Menilai Ancaman (KMA). Berdasarkan formula tersebut model fit pekali regresi adalah  $Y = 7.450 + 1.357X_1$ . Secara keseluruhannya nilai pekali regresi adalah signifikan ( $R^2 = .673$ ,  $F(1,152) = 313.061$ ,  $p < .000$ ). Dapatan ini menjelaskan bahawa Kemahiran Atasi Ancaman (KAA) secara signifikan dipengaruhi oleh Kemahiran Menilai Ancaman (KAA) ( $\beta = 1.357$ ,  $p < .000$ ).

Pada peringkat awal ujian ini ketepatan model (*fit model*) dapat dijelaskan melalui rajah *scatterplot* seperti di bawah. Plot ini digunakan merujuk kepada ralat atau *residual*. Gambaran plot menunjukkan corak linear berkelompok antara digit 0 pada paksi x dan y. Secara keseluruhannya plot tidak menunjukkan corak yang jelas. Dapatan plot ini menggambarkan bahawa model yang digunakan tidak mempunyai ralat yang jelas.



Selanjutnya, huraian secara terperinci adalah seperti Jadual 1 yang menunjukkan ujian ke atas pembolehubah Kemahiran Atasi Ancaman (KAA) dengan pembolehubah Kemahiran Menilai Ancaman (KMA). Didapati nilai  $R^2 = .673$ .

Jadual 1

*Model Summary*<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.820 <sup>a</sup>	.673	.671	3.22332

a. Predictors: (Constant), PenilaianAncaman

Berdasarkan nilai  $R^2$  tersebut, menunjukkan nilai variasi pada pemboleh ubah ini adalah pada nilai 67.3%. Ini menunjukkan bahawa 67.3% daripada kemahiran mengatasi ancaman (DV) boleh diterangkan menggunakan kemahiran menilai ancaman (IV). Selebihnya 32.7% daripada variasi DV tidak dapat diterangkan menggunakan satu IV ini sahaja. Dapatan ini menjelaskan

bahawa terdapat faktor-faktor lain yang menyumbang kepada kemahiran mengatasi ancaman selain daripada kemahiran menilai ancaman dalam konteks kajian ini.

Jadual 2 merupakan interpretasi terhadap hipotesis yang dibangunkan sama ada diterima atau gagal diterima.  $H_1$  bagi artikel ini adalah kemahiran menilai ancaman mempunyai hubungan yang signifikan dengan kemahiran mengatasi ancaman bagi melindungi keselamatan data peribadi dalam kalangan belia Malaysia. Dapatan kajian menunjukkan nilai  $p=.000$  iaitu di bawah nilai signifikan yang memberi maksud bahawa  $H_0$  ditolak dan  $H_1$  diterima. Secara lebih jelas dapat disimpulkan bahawa terdapat hubungan yang signifikan antara kemahiran menilai ancaman dengan kemahiran mengatasi ancaman bagi melindungi keselamatan data peribadi belia melakukan transaksi/berkomunikasi secara dalam talian.

Jadual 2

*ANOVA<sup>a</sup>*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3252.646	1	3252.646	313.061	.000 <sup>b</sup>
	Residual	1579.250	152	10.390		
	Total	4831.896	153			

a. Dependent Variable: Kemahiran Atasi Ancaman

b. Predictors: (Constant), Penilaian Ancaman

Jadual 3 menerangkan tentang arah dan hubungan di antara pembolehubah yang digunakan dalam kajian ini. Dapatan menunjukkan bahawa, setiap pertambahan nilai kemahiran menilai ancaman secara signifikan akan meningkatkan kemahiran mengatasi ancaman sebanyak 1.357 unit.

Jadual 3

*Coefficients<sup>a</sup>*

Model		Unstandardized Coefficients	Standardized Coefficients	Beta	t	Sig.
		B	Std. Error			
1	(Constant)	7.450	2.474		3.012	.003
	PenilaianAncaman	1.357	.077	.820	17.694	.000

a. Dependent Variable: Kemahiran Atasi Ancaman

Secara kesimpulannya, ujian regresi mudah telah dijalankan menggunakan kaedah 'Enter'. Keputusan ujian menunjukkan bahawa pembolehubah kemahiran menilai ancaman menyumbang secara signifikan kepada kemahiran mengatasi ancaman,  $F=313.061$ ,  $p < .000$ .

Kemahiran menilai ancaman menjelaskan 67.3% variasi terhadap kemahiran mengatasi ancaman. Oleh yang demikian, terdapat bukti yang kukuh untuk menerima  $H_1$  kajian. Hasil analisis telah menunjukkan pembolehubah tidak bersandar menyumbang kepada kemahiran mengatasi ancaman sebagai peramal utama ( $\beta = 1.357, p > .000$ ).

### **KESIMPULAN DAN CADANGAN LANJUTAN**

Hasil analisis menunjukkan bahawa faktor motivasi perlindungan iaitu kemahiran menilai ancaman mempunyai aras signifikan secara positif terhadap kemahiran mengatasi ancaman dalam usaha melindungi keselamatan data peribadi dalam kalangan belia. Justeru, golongan belia pertengahan dan belia akhir perlu disuntik dengan pengetahuan berkaitan motivasi perlindungan bagi memastikan bahawa data peribadi mereka kekal dilindungi walaupun aktif berinteraksi atau melakukan transaksi secara dalam talian.

### **SUMBANGAN KAJIAN**

Penghasilan model kajian ini disarankan untuk dijadikan rujukan oleh pihak MCMC bagi meneruskan strategi kempen melindungi keselamatan data peribadi memfokus kepada golongan belia khususnya dan rakyat Malaysia amnya. Selain itu, pemegang taruh pembangunan belia di Malaysia terutamanya KBS melalui pelbagai jabatan/agensi boleh mengadakan pelbagai program bersifat *government wide approach* bagi menjayakan usaha ini. Di samping itu, kajian lanjut dengan menggunakan konstruk seperti kawalan tingkah laku dan efikasi diri bagi melengkapkan diri belia dan rakyat Malaysia supaya terhindar dari ancaman keselamatan data peribadi. Perancangan strategik ini adalah penting bagi membantu golongan belia bersiap sedia dan menyesuaikan diri dengan persekitaran dunia digital.

### **PENGHARGAAN**

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# PENYAMPAIAN MAKLUMAT YANG BERKESAN KEPADA BELIA MELALUI MEDIA SOSIAL: PERSPEKTIF KUALITATIF

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## ABSTRAK

Penyampaian maklumat yang berkesan adalah suatu proses yang penting supaya maklumat yang tepat sampai kepada sasaran yang betul. Penyampaian maklumat yang berkesan ini melibatkan penyampai maklumat, penerima maklumat, maklumat yang ingin disampaikan serta alat dan pelantar yang digunakan untuk penyampaian maklumat. Maklumat pula perlu dilihat dari aspek rekabentuk dan pendekatan maklumat tersebut, untuk memastikan ia berkesan dan memberikan impak yang dikehendaki. Belia merupakan satu segmen masyarakat yang sangat dekat dengan penyampaian maklumat melalui media sosial, sebagai generasi millennium. Kajian ini bertujuan untuk mengenalpasti alat, pelantar, pendekatan dan rekabentuk maklumat yang berkesan dalam penyampaian maklumat kepada belia di Malaysia. Objektif ini dicapai menggunakan kaedah kualitatif dengan melibatkan lima (5) orang pakar dari kalangan ahli akademik, industri dan badan bukan kerajaan (NGO) untuk menyertai Perbincangan Kumpulan Berfokus (FGD). Melalui kajian ini, didapati bahawa belia menggunakan gajet mudah alih dan lebih cenderung mendapatkan maklumat melalui aplikasi Instagram berbanding Facebook. Mereka juga mudah tertarik kepada mesej dan konten yang ringkas dan padat, sama ada berbentuk visual, infografik atau kapsyen. Mesej-mesej berbentuk komprehensif daripada platform yang formal seharusnya diterjemahkan dan diringkaskan untuk diletakkan ke dalam platform yang disukai oleh kebanyakan belia seperti Twitter, Instagram dan Tiktok. Tambahan pula, belia lebih menyukai jenis komunikasi dua hala yang tiada hierarki sepertimana yang terdapat melalui media sosial dimana mereka bebas memberikan pendapat terus kepada pihak berkuasa atau pemimpin negara. Hasil dapatan kajian ini memberikan panduan yang penting kepada semua agensi, institusi dan organisasi untuk mendekati golongan belia dengan komunikasi yang lebih menarik perhatian mereka. Pendekatan penyampaian yang efektif perlu dilaksanakan secara berstrategi dan bersesuaian dalam menyampaikan maklumat yang tepat kepada belia, melalui medium yang disukai oleh mereka.

**Kata Kunci:** komunikasi berkesan, belia, media sosial, kualitatif.

## PENGENALAN

Komunikasi pada asasnya dibahagikan kepada lisan atau lisan (suara manusia didengar), bertulis (mesej diterjemahkan ke dalam simbol abjad, perkataan, dan ayat.), bukan bertulis (bukan bertulis atau lisan sebaliknya; mesej sedemikian disampaikan melalui persekitaran fizikal kita, badan. pergerakan, gambar dan gambar termasuk bahasa isyarat); menggunakan alat yang berbeza-beza mulai dari penggunaan retorik, intonasi, penceritaan, bacaan puisi atau

rangkap, membaca shlokas atau ayat dari kitab suci agama, tokoh ucapan seperti perumpamaan, kiasan, kata-kata dll. Ia juga dapat diperluas ke penggunaan alat / alat elektronik seperti telefon dan sistem alamat awam (Wikipedia, 2021). Komunikasi yang berkesan memerlukan perhatian kepada keseluruhan proses, bukan hanya kandungan mesej. Kepelbagaian dalam usia, jantina, dan etnik atau bangsa merupakan cabaran dalam berkomunikasi, begitu juga dengan latar belakang dan persekitaran yang berbeza (Kelvin-Iloafu, 2016). Satu aspek yang penting dalam komunikasi adalah penyampaian maklumat yang berkesan di mana ianya melibatkan penyampai maklumat, penerima maklumat, maklumat yang ingin disampaikan serta alat yang digunakan untuk menyampaikan maklumat. Maklumat yang tepat perlu sampai kepada sasaran yang betul dengan melalui proses yang betul dari pelbagai aspek termasuk rekabentuk dan pendekatan bagi memastikan ianya sampai - komunikasi efektif.

## KAJIAN LITERATUR

Belia mewakili bahagian terbesar penduduk Malaysia, 28% daripada jumlah populasi rakyat Malaysia atau bersamaan dengan 10 juta orang, oleh itu sangat penting untuk menumpukan perhatian pada segmen populasi ini. Dasar Belia Negara telah mendefinisikan belia sebagai orang berumur 15-30 tahun dan mereka dibahagikan kepada tiga kumpulan: (i) belia awal (berumur 15 hingga 18 tahun), (ii) belia pertengahan (berumur 19 hingga 24 tahun), dan (iii) belia dewasa (berumur 25 hingga 30 tahun) (Worldometers, 2020; IYRES, 2019). Seperti yang dinyatakan dalam Laporan Pembangunan Belia, Malaysia berada di peringkat 34 dari 183 negara global, dan 9 dari 49 negara Komanwel, dengan skor keseluruhan 0.729 yang menunjukkan bahawa belia Malaysia memiliki potensi yang baik untuk dikembangkan (IYRES, 2019).

'Media' merujuk kepada sebarang alat atau saluran yang digunakan dalam komunikasi sama ada secara fizikal atau atas talian. Media boleh merangkumi bentuk komunikasi tradisional seperti akhbar, radio dan televisyen, serta alat pelengkap seperti Internet dan media sosial yang membolehkan pengguna berkongsi dan mencipta kandungan melalui komuniti maya dan rangkaian sosial. Belia merupakan satu segmen masyarakat yang sangat dekat dengan penyampaian maklumat melalui media sosial, sebagai generasi digital atau *digital-native*. Oleh itu, kajian ini bertujuan untuk mengenal pasti alat, pelantar, pendekatan dan rekabentuk maklumat yang berkesan dalam penyampaian maklumat kepada belia di Malaysia.

## METODOLOGI KAJIAN

Kajian ini menggunakan kaedah kualitatif di mana tiga Perbincangan Kumpulan Fokus (FGD) melibatkan lima (5) orang pakar dari kalangan ahli akademik, industri dan badan bukan kerajaan (NGO), telah dijalankan dilakukan secara atas talian dan berfasa dengan kesemua pakar yang terlibat, selama dua jam pada setiap sesi. Pakar-pakar yang terlibat adalah daripada (i) Institut Pengajian Sains Sosial (IPSAS), Universiti Putra Malaysia (UPM); (ii) Suruhanjaya Komunikasi dan Multimedia Malaysia (SKMM); (iii) Badan Bukan Kerajaan (NGO) Belia; (iv) Industri iaitu 2 syarikat yang mempunyai keseluruhan pekerja belia yang melebihi 30 orang. FGD ini dimulakan dengan menjelaskan secara ringkas penemuan dari data sekunder dan mendengarkan pendapat serta pengalaman pakar. Hasil FGD ini telah ditranskripsikan data ke dalam format berasaskan teks untuk menyemak semua perkara penting daripada perbincangan. Semua hasil kajian digunakan untuk mencapai objektif kajian, serta membuat triangulasi dengan pandangan baharu daripada pakar.

## DAPATAN KAJIAN

Dalam dunia serba moden ini, teknologi menjadi satu keperluan dan internet tanpa batas umpama oksigen moden, di mana manusia tidak dapat membayangkan boleh hidup tanpanya (Mat Salleh et al., 2017). Statistik menunjukkan terdapat sebanyak 26.5 juta pengguna internet melalui telefon pintar atau *smartphone* di Malaysia (Hootsutes, 2021). Daripada jumlah tersebut, terdapat lebih daripada 50% pengguna menghabiskan purata masa sebanyak 4 jam 36 minit menggunakan internet mudah alih dalam talian di telefon pintar (Hootsutes, 2021; MCMC, 2020). Mereka menggunakan internet untuk komunikasi melalui mesej teks (98.1%), bertujuan sosial (93.3%), menonton video (87.3%), membeli-belah (82.5%) dan selebihnya untuk membaca, melakukan kewangan dan mendengar muzik (MCMC, 2020).

*“..... semua communicate melalui sosial-lah, social media. Internet sekarang is equal to social media.....” (FGD)*

*“..... the medium I think, the best or the most used platform or tool linked to dissemination information would be, now social media.....” (FGD)*

Hal yang sama dilakukan oleh belia, yang menggunakan telefon pintar dalam menggunakan internet bagi tujuan berkomunikasi, bersosial, belajar dan perkara-perkara lain. Kebanyakan belia memilih media sosial sebagai platform berhubung dan mendapatkan maklumat kerana lebih mudah akses dan kawalan di mana-mana dan pada bila-bila masa, serta kos untuk mengakses yang lebih rendah (Hoopkin & Tan, 2021; MCMC, 2020). Belia kebiasaannya mempunyai empat atau lebih akaun media sosial yang berbeza (Tjiptono et al., 2019; Neilsen, 2019).

*“..... Telefon pintar tu is their working office, and working working apa ni, I think dia orang punya resources center la kan, where they get all information and communicate with their colleagues.....” (FGD)*

Facebook, walaupun mempunyai peratusan pengguna tertinggi iaitu sebanyak 89.1% bersamaan dengan 29.1 juta pengguna, paling tinggi berbanding platform media sosial yang lain, namun Facebook lebih disukai oleh pengguna dewasa dan generasi awal dalam mengumpulkan atau berkongsi maklumat dengan teks bertulis panjang.

*“.....tentang Facebook, dia tak fast information. Dia kena baca, kena tangkap point dia. Sedangkan kalau kita tengok Twitter, TikTok, dan Instagram, kebanyakan straight-forward..... Fast communication, fast information.....”*

(FGD)

*“.....penggunaan media sosial, saya setuju, tadi bila kita buat survey dari 44,400 ni, yang paling top sekali penggunaan media sosial adalah Whatsapp, nombor dua is Instagram, nombor tiga Facebook, empat Youtube, dia selalu guna, and then Telegram, followed by Twitter, Tik tok, WeChat, dengan Skype.....” (FGD)*

Sebanyak 15.25 juta atau 47.0% daripada jumlah penduduk Malaysia adalah pengguna Instagram, dengan pengguna berusia 18 hingga 34 tahun merupakan kumpulan pengguna terbesar iaitu 63.6% daripada jumlah pengguna atau 9.7 juta pengguna (Napoleon, 2021; SKMM, 2020). Twitter, memiliki jumlah pengguna 3.35 juta setara dengan 12.9% dari jumlah penduduk Malaysia. Walaupun tidak ada jumlah tepat pengguna belia Malaysia untuk Twitter,

dianggarkan lebih daripada 50% pengguna adalah dalam lingkungan umur belia. TikTok di Malaysia mempunyai 4 juta pengguna dengan 41% daripada jumlah pengguna berusia 16 hingga 24 tahun (Seto, 2021). TikTok menjadi platform sosial yang paling banyak digunakan di Malaysia, dan paling banyak dimuat-turun sebagai aplikasi mudah alih, seiring Foodpanda, Zoom, PUBG semasa era pandemik dalam masa dua tahun kebelakangan ini (Hootsuits, 2021). Belia lebih mudah tertarik kepada mesej dan konten yang ringkas dan padat, sama ada berbentuk visual, infografik atau kapsyen. Ketika berlaku wabak, terdapat laman web khusus yang dibangunkan oleh kerajaan Malaysia bernama *Infografik / COVID-19 Malaysia*, di mana mereka meringkaskan maklumat penting berkaitan Covid-19 seperti Garis Panduan & Operasi Standard (SOP), maklumat *hotline*, perkara berkaitan vaksin dan pelbagai lagi (Kementerian Kesihatan Malaysia, 2021). Hal ini memudahkan masyarakat untuk lebih memahami konten maklumat dalam masa yang singkat berbanding membaca teks.

*“..... kepada orang 30 40 ke atas, dia akan banyak membaca. Tapi youth dia lagi suka visual.....” (FGD)*

*“... tetapi sangat penting untuk belia-belia sambil sambil mereka berhibur tu mereka dapat mengetahui inti dari maklumat yang asal yang agak komprehensif, yang agak otai..... Macam Mat Lutfi Studios, studio ML, banyak maklumat yang menarik, yang mereka bincangkan. Kadang-kadang 5 minit 3 minit sahaja.*

*Sebab dia tahu, kalau dengan pemuda ni tak boleh panjang...” (FGD)*

*“..... kebanyakan kandungan-kandungan tu diambil sedikit sedikit, separuh-separuh. Tak boleh panjang-panjang.....” (FGD)*

Instagram menarik minat belia melalui ciri-ciri platform berbentuk visual yang menggunakan gambar atau gambar berkapsyen pendek dalam berkongsi foto sambil terus berhubung dengan rakan mereka di seluruh dunia (Tjiptono et al., 2019; Eva, 2018). Satu kajian di Indonesia (Eva, 2018) menunjukkan bahawa Instagram berfungsi sebagai alat yang ampuh untuk pendakwah selebriti dengan menggunakan kreativiti mereka melalui cara pertuturan mereka yang lembut dalam kandungan visual dan kapsyen pendek untuk berhubung dan menyampaikan mesej tentang hijab dakwah lebih mudah difahami kepada golongan muda. Terkini, Instagram juga mempunyai ciri-ciri baru seperti *reels* iaitu video pendek 15 saat yang mempunyai gambar dan muzik, hampir sama dengan ciri-ciri pada TikTok. Twitter menarik minat belia dengan fungsi sebagai platform blog mikro di mana pengguna berkomunikasi melalui catatan teks pendek yang dikenali sebagai *tweet* yang dihadkan kepada 280 aksara termasuk ruang sebagai maklumat perkongsian teks atau berita (Parry & Gentina, 2020). Kandungan Twitter mestilah ringkas dan pada intinya, dan bergantung pada *hashtags*, iaitu istilah yang ditandakan dengan simbol #. Pada masa ini, terdapat sembang Twitter untuk perbualan dan perbincangan berulang di kalangan ahli. Hal ini memudahkan belia berbincang dan berdiskusi tentang hal dan isu semasa secara ringkas dan mudah.

*“.....Twitter ni macam, teaser je, dia hantar sikit to spark the interest. Then belia ke masyarakat akan pergi cari the original source supaya dapat the big picture.....” (FGD)*

*“..... Twitter ni lagi, dia transparent, dia takde closed group, takde. Dia kebanyakan semuanya open. Kita boleh search, kita boleh dapat banyak information kat Twitter. Sebab Twitter pun dia tak padam, atau dia tak sekat.....”*

(FGD)

TikTok adalah platform video bentuk pendek durasi video kurang dari 1 minut yang sesuai dengan kehendak golongan belia. Pengguna TikTok mengekspresikan diri melalui kreativiti mereka, berhubung dengan pengguna lain di seluruh dunia melalui tarian, cabaran (*challenge*) dan perkongsian info dengan cara viral yang pantas. Pengguna kebiasaannya akan menatal atau skrol dari satu video ke video lain. Tiktok juga mempunyai corak teks pendek yang ringkas dan lurus ke hadapan yang memudahkan belia mendapat sumber maklumat atau info-info pendek yang lebih mudah difahami. Walaupun video hiburan dan tarian memonopoli masa dan minat pengguna TikTok, namun para belia juga semakin banyak belajar dan membincangkan isu-isu yang lebih berat seperti perubahan iklim, politik, dan berita (ETX Daily Up, 2021). Terdapat banyak video TikTok tersebar di luar platform TikTok sendiri, seperti di Instagram dan juga Facebook.

*“..... belia dan masyarakat ni, tengok Tiktok, there to spark you to go to the big picture punya source. I think the way forward, apa ni, dari segi pattern cara belia dan masyarakat akses information memang macam tu lah.....” (FGD)*

Oleh itu, segala mesej dan maklumat yang berbentuk komprehensif daripada pelbagai sumber dan platform lain perlu diterjemahkan dan diringkaskan untuk dimasukkan dan diletakkan ke dalam platform yang digunakan oleh belia seperti

Twitter, Instagram dan TikTok.

*“..... orang gunakan text based message kat Facebook tu, dia transfer masuk Tiktok sebagai video yang interaktif. That’s why sekarang saya nampak, even sekarang orang nak carik maklumat sekali pun, dia akan selalu skrol Tiktok tu. Tiktok akan bagi banyak maklumat, sebab ia interaktif. Sebab macam sekarang kita tengok orang buat video dia tunjuk atas, ada text kt atas tu kan, itu pun dah cukup menarik untuk youth dapatkan maklumat.....” (FGD)*

*“...mesej yang sangat lurus ke hadapan, ringkas, bermakna dengan mesej yang sangat penting harus disebar secara kreatif dalam Tiktok dan Twitter untuk menjangkau golongan muda. Ini berfungsi sebagai penggoda mesej dan maklumat yang komprehensif, untuk mencetuskan minat untuk mengakses dan menyebarkan kepada belia....” (FGD1.0).*

Selain itu, belia juga lebih menyukai jenis komunikasi dua hala yang tiada hierarki sepertimana yang terdapat melalui media sosial. Sebagai contoh, apabila mereka mengikuti (*follow atau like*) seorang menteri seperti YB Khairy Jamaluddin, mereka boleh terus memberi komen atau mesej kepada beliau menggunakan media sosial, berbanding mengikuti laman Kementerian di mana admin akan menjawabnya. Malah, belia gemar bebas membuat diskusi dan perbincangan tentang pelbagai perkara dan perihal samada berita, pemikiran, pendapat, khabar angin untuk mendapatkan maklumat, memberi pendapat dan membuat kesimpulan.

*“.....ketiganya adalah flat. Dia takde hierarki, dia flat lah. Maksudnya kalau dulu, kita ni dibesarkan dengan hierarki..... sekarang tak ye, kalau Prof sekali pun dalam Twitter, pun akan dibash oleh budak-budak kecil yang takde apa-apa*

*background pun..... dia bukan tak hormat, tapi bagi dia ialah pendapat aku ni, aku rasa yang ni yang betul. Dan it is a war of ideas. Bukanlah war of siapa lagi bagus, siapa yang makan garam, siapa lagi tua.....” (FGD)*

*“..... Saya nampak DG Hisham agak bagus menggunakan Twitter. Dia punya jawab, dia punya message agak ringkas dan orang boleh quote message tersebut*

*dan letak kat website dan sebagainya. Saya nampak cara dia jawab jugak, agak berhemah.....” (FGD)*

*“.....youth dia suka discourse, dia suka bincang. So kadang-kadang dia raikan pandangan. Tu yang saya suka bila bercakap tentang youth.....” (FGD).*

Hasil dapatan kajian ini, mendapati bahawa media sosial iaitu Instagram, Twitter dan TikTok adalah platform yang sesuai untuk berkomunikasi dengan belia. Ianya perlu melalui pendekatan yang dibincangkan iaitu mesej yang ringkas dan padat dalam bentuk sama ada visual - gambar dan kapsyen ringkas atau infografik.

*“..... youth preferred simplified or short-formed messages, so they preferred Twitter, Instagram and TikTok.....” (FGD)*

*“..... Medium tu bila dia prefer, dia banyak bergantung kepada medium tu. Itu yang kita kena hati-hati. Bila kita nak sampaikan effective communication, kita kena cari mana yang paling dia prefer. Supaya kita boleh banyak sebar....” (FGD)*

## **KESIMPULAN**

Belia di Malaysia merangkumi 28% daripada jumlah populasi rakyat Malaysia, di mana ianya adalah satu segmen masyarakat yang memberi impak besar dalam pembangunan masyarakat. Kajian mendapati majoriti belia menggunakan gajet mudah alih untuk berkomunikasi, berinteraksi, berhibur dan sebagainya serta cenderung mendapatkan maklumat daripada media sosial. Belia lebih mudah tertarik kepada mesej dan konten yang ringkas dan padat, sama ada berbentuk visual, infografik atau kapsyen dan menggemari komunikasi dua hala yang tiada hierarki. Oleh itu, Instagram, Twitter dan TikTok merupakan platform media sosial yang digemari dan menjadi pilihan belia berbanding platform yang lain. Kajian ini memberi panduan penting kepada agensi, institusi dan organisasi bagi memahami belia serta mendekati golongan belia dengan komunikasi yang lebih menarik perhatian mereka.

## **CADANGAN DAN SUMBANGAN KAJIAN**

Melalui kajian ini, perlu dipastikan bahawa pendekatan penyampaian yang efektif perlu dilaksanakan secara berstrategi dan bersesuaian dalam menyampaikan maklumat yang tepat kepada belia, melalui medium yang disukai oleh mereka, dalam semua sektor termasuk dalam pendidikan, pembangunan masyarakat dan sebagainya.

## **PENGHARGAAN**

Penyelidikan ini tidak menerima geran khusus daripada mana-mana agensi pembiayaan dalam sektor awam, komersial atau bukan untuk keuntungan.

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# MISMATCH BETWEEN EDUCATION AND OCCUPATION: A CASE STUDY OF TVET YOUTH IN MALAYSIA

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## ABSTRACT

Despite graduates of TVET programmes are in high demand, mismatch continues to be a typical occurrence in the labour market. If employment created in the labour market does not keep up with jobseekers' qualifications, mismatch is likely to occur. The data for this analysis is taken from a study on the upskilling and reskilling of TVET graduates. The online survey conducted from November 2020 to Mac 2021 received responses from 2,195 TVET-trained graduates from public TVET institutions. The usable sample was reduced to 982 participants taking into consideration the missing items from their responses. Finally, it was left with 757 acceptable samples after limiting the responses to those who are currently employed and had ever worked after completing their TVET education. Less than half (46.2%) of the respondents stated that jobs matched their qualifications. While gender is not related to qualification mismatch, a youth who graduated with a diploma and higher is more likely to experience over qualification. Overqualification is also reported to be common in low and semi-skilled job categories. Youth in the eastern region, on the other hand, are more likely to be employed in jobs that required higher qualifications than their own (underqualified). In terms of field of study, slightly more than half of the respondents (56.5%) reported that their TVET specializations are very relevant and just slightly above a quarter stated it is moderately relevant. Another major finding of the study is the wage differential issues that occurs particularly in terms of gender in which female youth reported a much lower income than their male counterparts. It appears that more young people in Sabah are working for wages that are lower than the qualifications that they hold. The study put forward key recommendations to address these issues including jobs creation and career development, upskilling and reskilling needs, rebranding of TVET focusing on quality and future potentials, establishment of integrated TVET labour market information through data warehouse as well wages enhancement initiatives.

**Keyword:** *Youth, mismatch, labour market, TVET, unemployed*

## INTRODUCTION

Mismatch continues to be a common occurrence in the labour market despite the fact that graduates of TVET programmes are in high demand. In terms of qualification, it is likely to arise if employment created in the labour market does not keep up with jobseekers' qualifications. In Malaysia, the rise in overqualification among tertiary educated graduates, from 28.2 percent in 2015 to 35.2 percent in 2017, has received a lot of attention (Mid-term Review 11th Malaysia Plan). The mismatch among TVET graduates, on the other hand, gets little attention. According to the World Economic Forum (2014) and the OECD, qualification mismatch is a common problem in both rich and developing countries (2016). The number of under qualified workers is higher in developing countries, whereas overqualification is more common in industrialised countries (World Economic Forum, 2014). Although mismatch is common and follows a worldwide trend, it indicates poor human resource management. One explanation for the high percentage of overqualified TVET workers in the workplace is that the supply of TVET-trained graduates outnumbered the demand from industry. As the enrolment in TVET is expected to reach 60% of secondary school leavers by 2030, the disparity between demand for and supply of TVET future workforce must be carefully addressed (ILMIA, 2019).

In this study, mismatch is examined based on educational requirements for the job and the relevancy of their field of study. By mapping the qualifications TVET-educated youth have in relation to the qualifications needed in their work produced three outcomes: matched, underqualified, and overqualified. In this context, underqualified (or overqualified) means having a qualification less (or more) than what the job requires. Similarly, field of study is assessed in terms of whether their field of study is relevant to their existing jobs. Three measures were used namely relevant, somewhat relevant and not relevant at all.

## DATA

The data for this analysis originated from a study on the upskilling and reskilling of TVET graduates. A survey of research participants aged 15 to 40 was conducted. The online survey conducted from November 2020 to March 2021 to collect data. The instruments used in the questionnaire were designed based on extensive review of literature including from the OECD Youth Skill Survey 2020, International Labour Organization Tracer Study 2018, CEDEFOP European Skills and Jobs Survey 2015. Due to the coronavirus pandemic, data was collected online to protect both interviewers and respondents. The survey received responses from 2,195 TVET-trained students from the Malaysian TVET institutes. However, after considering the missing items from their responses, the usable sample was decreased to 982 respondents who had provided sufficient responses. After limiting the responses to those who are currently employed or had ever worked after completing their TVET education, it was left with 757 usable samples. The demographic characteristics of the 982 respondents is presented in Table 1. Apparently, males have a higher representation in the sample than females. Majority are single and between the ages of 15 to 24. Respondents are well represented by all six regions, but Sabah has the lowest number. Given the fact that most TVET institutions offer certificate-level education, it is of no surprise that the overwhelming majority of respondents earned a certificate (SKM) credential ranging from SKM1 to SKM3 while 42.6 percent has diploma and above.

Demographic profile		Percentage
Gender	Male	55.6 (546)
	Female	44.4 (436)
Age	15 - 24	65.0 (637)
	25 - 30	28.7 (282)
	31-40	6.3 (63)
Marital status	Single	85.6 (841)
	Ever married	14.4 (141)
Region	Northern (Perlis, Kedah, Penang and Perak)	17.1 (168)

Table 1

Demographic respondent

	Central (Selangor, Kuala Lumpur, Negeri Sembilan)	17.3 (170)
	Southern (Melaka, Johor)	24.5 (241)
	Eastern (Pahang, Terengganu, Kelantan)	19.5 (191)
	Sabah	4.7 (46)
	Sarawak	16.8 (165)
	Overseas	0.1 (1)
TVET educational level	Diploma and above	42.6 (418)
	SKM 3	27.1 (266)
	SKM, SKM1 & 2	28.8 (283)
	Others (Certificate)	1.5 (15)
Ministries as TVET Providers	Kementerian Belia dan Sukan	15.5 (152)
	Kementerian Kerja Raya	7.8 (77)
	Kementerian Pendidikan	8.1 (80)
	Kementerian Sumber Manusia	9.1 (89)
	Kementerian Pertanian dan Industri Makanan	23.3 (229)
	Kementerian Pertahanan	0.5 (5)
	Kementerian Pengajian Tinggi	11.2 (110)
	Kementerian Pembangunan Luar Bandar	21.2 (208)
	Institut Latihan Kemahiran Swasta	3.3 (32)

## FINDINGS AND DISCUSSION

The number of employed respondents in this study is relatively higher than those who are unemployed. Of the 982 respondents, 60.4 percent are currently employed while the remaining are unemployed and outside labour force.

Table 2

*Employment Status of TVET youth*

Status	n (percentage)
Currently employed	593 (60.4)
Outside labour force Unemployed	245 (24.9)
	144 (14.7)

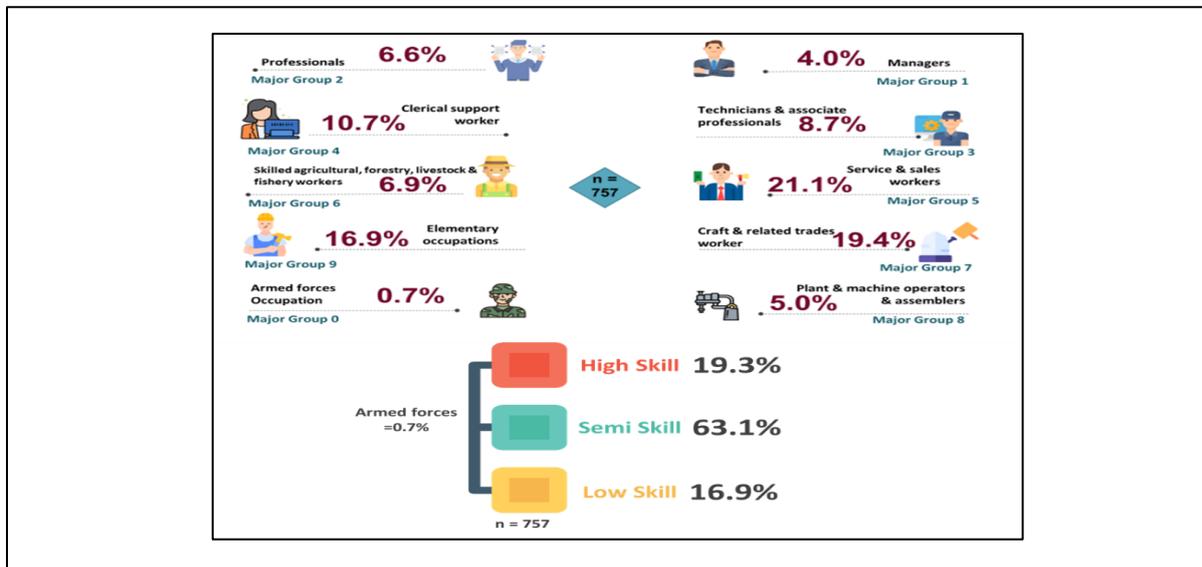
Despite the training of TVET is tailored to technical and hands-on skills, half of 144 unemployed youth did not work at all after earning a TVET qualification. The corresponding proportions for those identified as student and apprenticeship status are 64.9% and 55.4%, respectively. A higher proportion reported in the latter is common as they were still undergoing some kind of general or formal training. In contrast, when one does not work at the prime working age on completion of formal training, it is a great concern as it forms a waste of resources for the individual as well as the nation, especially at a time when industries are constantly lamenting that they face a shortage of mid-skill level of workforce.

Table 3

Percentage distribution who have worked before

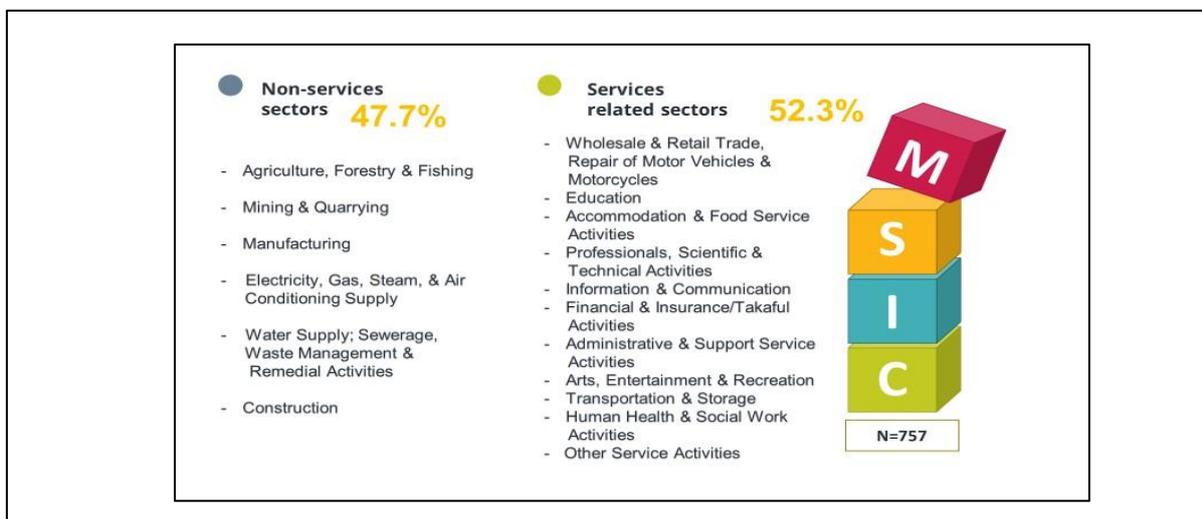
Worked Before	Current Status (%)			
	Unemployed (n=144)	Student (n=174)	Apprentice (n=65)	Disabled & Retired (n=6)
Yes (n=164)	50.0	35.1	44.6	100.0
No (n= 225)	50.0	64.9	55.4	0.0

Figure 1 below shows the breakdown of job category of youth. A majority of them (63.1%) work in semi-skilled jobs (MASCO 1-digit i.e., Group 4 until Group 8). These include service and sales workers (21.1%), craft and related-trade workers (19.4%), clerical support workers (10.7%), skilled agricultural, forestry, livestock and fishery workers (6.9%), and plant and machine operators and assemblers (5.0%). Only 19.3% of respondents work in high skills jobs (MASCO 1 digit i.e., Group 1 until Group 3 such as managers (4.0%) professionals (6.6%), as well as technicians and associate professionals (8.7%). Those working the low-skilled jobs (elementary occupations) represent 16.9% while 0.7% worked in armed forces category.



**Figure 1.** Job Category Based on MASCO 2020

While the surveyed youth work in all economic sectors, the distribution is not even. Figure 2 shows that the majority of the respondents are working in the services-related sectors (52.3%). These include sub-sectors such as wholesale and retail trade, repair of motor vehicles and remediation service activities and other services. Those in non-services sectors represent 47.7% which include manufacturing, agriculture, forestry and fishing, electricity, gas steam and air-conditioning supply as well as construction.



**Figure 2.** Non-Services And Services Related Sectors

The monthly gross salaries of the youth are presented in Figure 3. Nearly 20% of the employed youth earned below RM1,000 in which slightly more than half are part-timers. While 63.4% earned between RM1,000 to RM2,000, majority are working full time (88.9%). Only 17.6% of the employed youth earned above RM2,000, a majority of whom work full time (96.6%). The Department of Statistics in 2019 reported that the median salary of youth at the national level was RM2,442 a month. This reflects that a majority of TVET-educated youth were earning below the national median wage. Nonetheless, this is consistent with the findings of the Institute of Labour Market Information Analysis (ILMIA) in 2019. Those with a TVET credential less than Diploma level are more likely to earn monthly income RM2,000 and below compared with their higher qualified counterparts, On the other hand, higher level educated TVET youths reported higher proportion of earnings above RM3,000.



**Figure 3.** *Monthly gross salaries or Earnings Category*

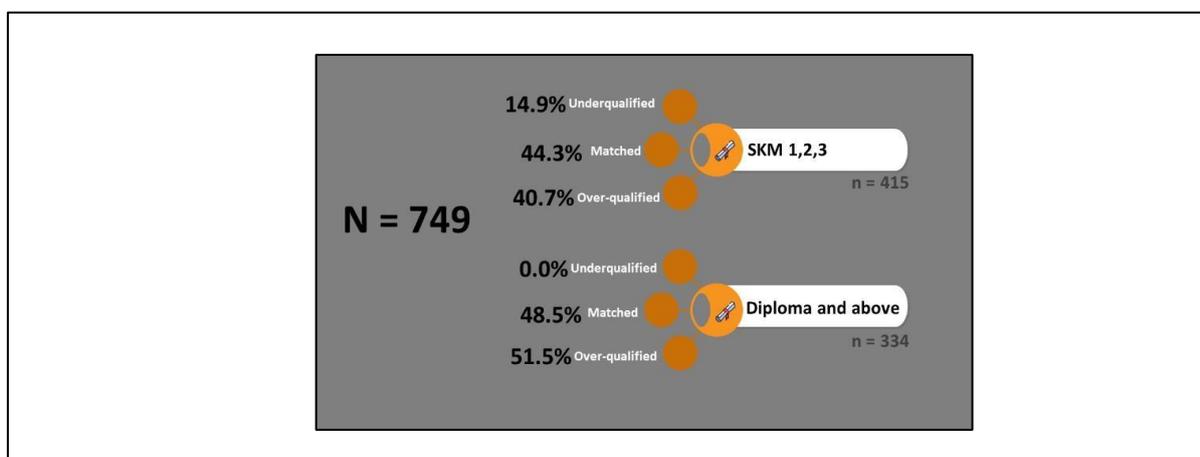
While high percentage of respondents have worked after completing their TVET education, it would be interesting to determine whether there are any incidences of labour market mismatch. In this context, the mismatch is measured based on educational requirements for the job and the relevancy of their field of study. By mapping the qualifications TVET-educated youth have in relation to the qualifications needed in their work produced three outcomes: matched, underqualified, and overqualified. In this context, underqualified (or overqualified) means having a qualification less (or more) than what the job requires. Similarly, field of study is assessed in terms of whether their field of study is relevant to their existing jobs. Three measures were used namely relevant, somewhat relevant, and not relevant at all.

In terms of qualification indicator, 46.2 percent reported that the qualification required in their employment is well-matched with their TVET credentials. This means that more than half of the TVET-educated youth surveyed are employed in occupations that does not match with their qualifications. Overqualification is more prevalent than underqualification. While only 8.3 percent of youth are underqualified, 45.5 percent are overqualified. The issue of qualification mismatch is even more concerning in Sabah, where approximately 69.7% are believed to be overqualified. In comparison to other regions, the incidence of underqualified cases is higher in the central (13.8 percent) and eastern (11.0 percent) regions (Figure 4).



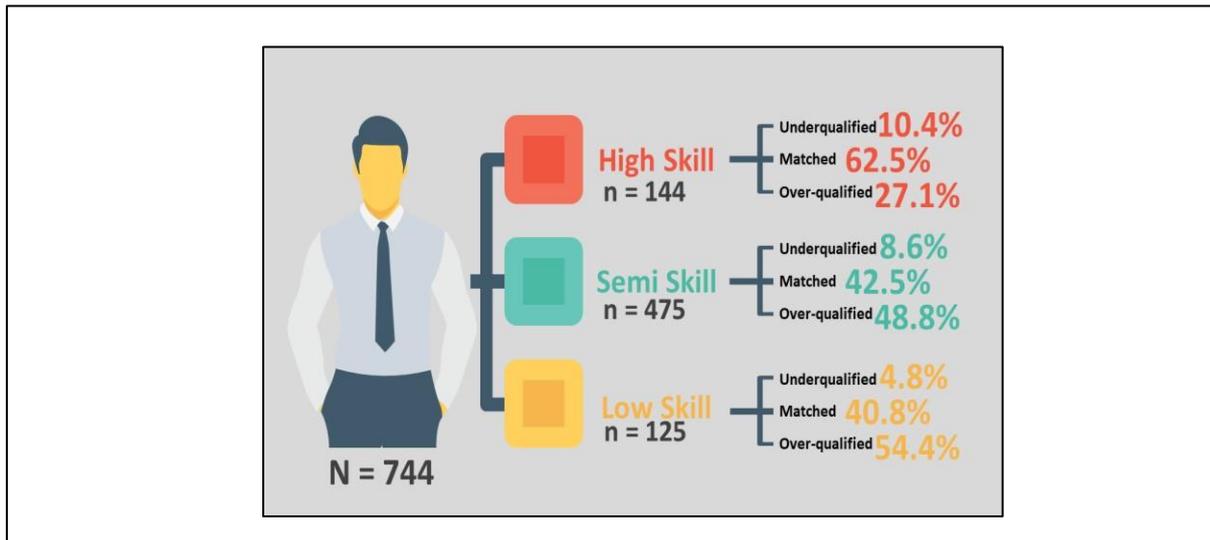
**Figure 4.** *Qualification Relevancy of TVET Trained Youth*

The analysis based on level of TVET certificate revealed a similar pattern. Overqualification is prevalent among those with diploma and above (51.5%) and relatively less among those with SKM1, 2 and 3 holders. The matched group constituted less than half of the respondents in both categories (Figure 5).



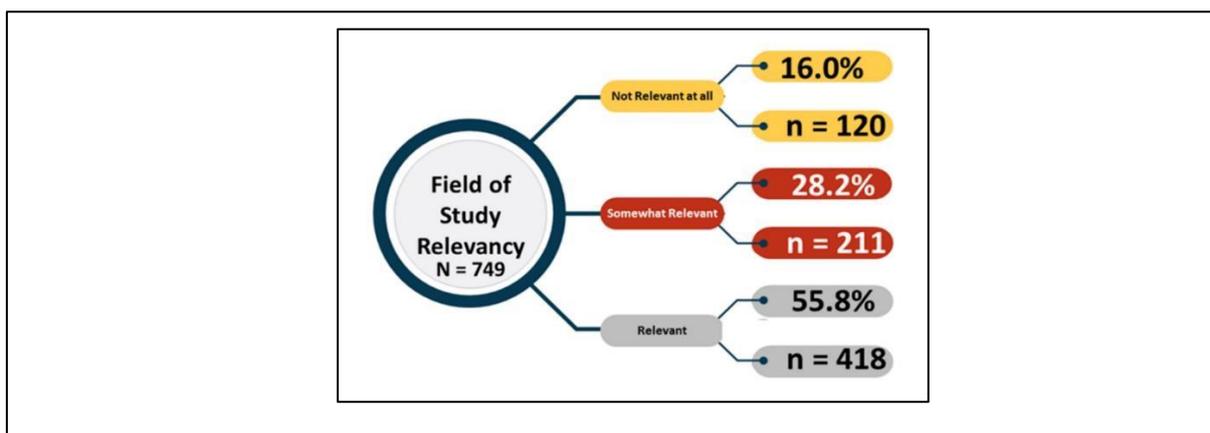
**Figure 5.** *Qualification Mismatch by TVET Credential*

Further analysis on job category defined in terms of (i) High Skill (MASCO group 1 until 3); (ii) Semi Skill (MASCO group 4 until 8); and (iii) Low Skill (MASCO group 9), unsurprisingly TVET graduates has better match in high skill job (62.5%). The corresponding percentages are much lower in both the semi-skill and low-skill occupations – accounting for 42.5% and 40.8%, respectively. On the other hand, the overqualification is a concerned within low-skilled job. This reflects that many of the TVET educated graduates are underemployed. Correspondently, the number of those who are underqualified or in other words, not having sufficient level of TVET education for the job is relatively smaller (Figure 6). This suggest that workers who are undereducated acquire the higher-level jobs due to their working experience or skills that they possessed (World Economic Forum, 2014).



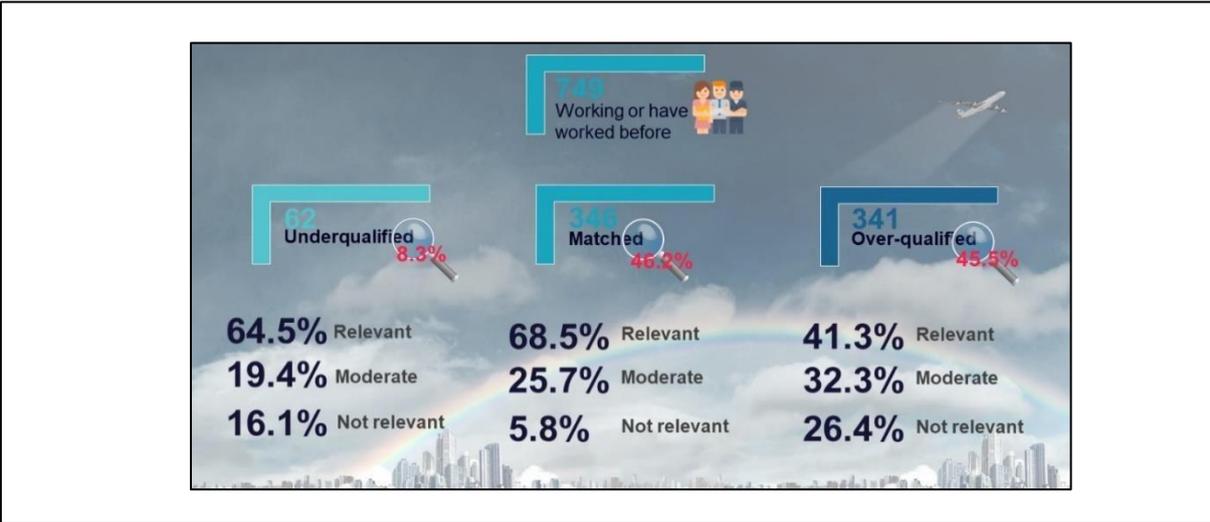
**Figure 6.** *Qualification Based Mapping by Job Category*

In sharp contrast to the findings above, mismatch in terms of field of study is less of a concern. A majority (55.8%) respondents stated that their specialisation is relevant to their jobs while 28.2% stated that it is moderately relevant. On the other hand, only 16.0% stated that it is not relevant at all (Figure 7).



**Figure 7.** *Field of Study Mismatch*

When both indicators are considered simultaneously, the overeducated TVET workforce experienced a higher mismatch incidence in terms field of study (26.4%) in comparison to those whose qualification matched the job requirements. Having said that, the presence of mismatch in both dimensions of education and field of study, is relatively low (13.4 %) when the underqualified and overqualified group is compared to the total observation of 749 respondents. On the other hand, 44 percent of the total 749 observations are matched in both their qualification and field of study.



**Figure 8.** *Qualification Matched and Relevancy of TVET specialisation*

According to the Ministry of Human Resources' TVET Guideline of Basic Wage 2020, the starting basic salary for SKM 1 is RM1,330, SKM 2 is RM1,450, and SKM 3 is RM1,700. The beginning pay for Diploma holders is RM2,020, while SKM5 is RM2,460. Having stated that, the amount received is directly proportional to one's occupation and qualification matches. The study found that of those whose qualifications are matched earned better than those who were mismatched. For those in the overqualified group, they earned lower average income than those in the underqualified category. Having said that, individuals with similar qualification but accepting employments that required less than their attained qualification, they tend to receive lower wages than their well-matched counterparts. For example, well-matched youth having TVET credential of Diploma and higher earned on average RM2,145 per month. However, those with Diploma and higher but doing jobs that require less TVET credential earned only RM1,577. Nonetheless, knowledge and specifically hands-on skills gained at TVET are still valued in the labour market. As a result, they still earn more than overqualified counterparts with SKM 1, 2, 3 credentials. In the same manner, those whose TVET credentials were less than their job requirements were earning higher at RM1,738 (Table 4).

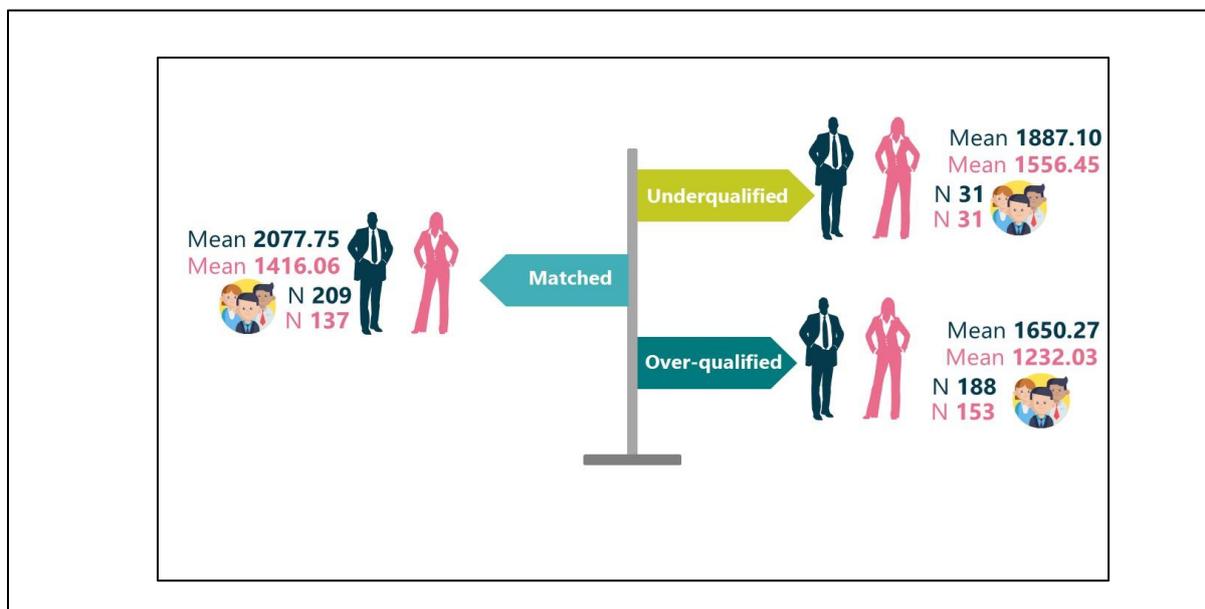
Table 4

*Qualification Relevancy and Income by TVET Credential*

Qualification Mismatch	TVET Qualification	Mean	n
Overqualified	SKM 1	1,375	10
	SKM2	1,216.7	45
	SKM 3	1,332.3	82

	SKM	1,431	29
	Diploma and higher	1,577	172
	Total	1,459.7	338
	SKM 1	1,083.3	9
	SKM2	1,576.1	46
Matched	SKM 3	1,489.7	94
	SKM	1,632.4	34
	Diploma and higher	2,145	162
	Total	1,819.1	345
	SKM 1	1,562.5	4
	SKM2	2,181.8	11
Underqualified	SKM 3	1,633.3	30
	SKM	1,375	16
	Total	1,738.1	61

Consistent with past studies on gender earnings gap, the study finds that there is a large variation in the difference in earnings between TVET-educated males and females. It is of particular concern that male graduates earn more than their female counterparts regardless of their matching level. However, the reported gender gap tends to be smaller in underqualified category. For instance, a matched man earns about 1.47 higher than their female counterparts. In underqualification and overqualification, they are about 1.21 times and 1.34 times, respectively (Figure 9). The earnings disparity, to some degree, is due to the persistence of occupational segregation, as well as the fact that men have more opportunities in employment that matched their qualifications. The disadvantaged situation of TVET-educated women in the workplace indicates that the longstanding inferior economic status endured by women will take a longer time to change.



**Figure 9. Income and Gender**

This study found that TVET youth employed in the non-services sectors such as manufacturing, construction, agriculture, electricity, gas, steam and air-conditioning supply earned more than those employed in the services sectors as a whole such as wholesale, retail and trade, accommodation and food services activities (Table 5).

Table 5

*Qualification Relevancy and Income by TVET Credential*

Sectors	Underqualified	Matched	Overqualified
Non services (RM)	1,935.19	1,842.59	1,538.46
Services (RM)	1,557.14	1,783.44	1,407.83
Total (N = 749)	62	346	341

**CONCLUSION**

The rapid expansion of higher education in Malaysia has resulted in an increase in educational and field of study mismatch in the labour market. A more accurate metric to complement the existing indicator in terms of education is needed to acquire insights into labour market mismatch analyses. While individual or work characteristics are a source of mismatch, the experience of other countries might be used to improve the efficiency of TVET graduates in Malaysia through well-designed policies that promote effective reallocation, improved wage negotiations, and increased participation.

More than half of those surveyed stated that their qualifications did not match the requirements of their jobs. In the overqualification group, the mismatch was greater and hence less than half of the respondents stated that jobs matched their qualifications. While gender did not affect mismatch, youth with Diploma and higher were more likely to experience overqualification. Overqualification is common in low and semi-skilled job categories. It appears that more young people in Sabah are working for wages that were lower than their qualifications (overqualified); youth in the Eastern region, on the other hand, were more likely to be employed in jobs that required higher qualifications than their own (underqualified).

In terms of field of study, slightly more than half of the respondents reported that their TVET specializations were very relevant and just slightly above a quarter stated it was moderately relevant. These were mostly witnessed in those holding high-skills jobs. Youth who were working in the non-services sectors tended to have a greater relevancy of their specialisation to their jobs. The study also found that industries such as manufacturing as well as oil & gas tended to have a higher proportion of employees having TVET education compared to employers in the services and plantation sectors.

Another major finding of the study is the wage differential issues that occurs particularly in terms of gender in which female youth reported a much lower income than male youth. In addition, those with matched qualification to their job reported higher income than those working in jobs that did not match their qualifications.

The importance of having a diverse workforce that is technically qualified with practical training in uplifting low value-added production processes towards a knowledge-based economy is frequently reported in mass media. In response to the challenges faced by employers, a systematic collection of disaggregated data on TVET graduates based on their respective fields of study at regional and national levels is urgently needed for better management and decision making among TVET providers, trainees, and employers. As highlighted in the Malaysian TVET Forum 2019 (2019), ‘the lack of centralised data makes it challenging to appeal to investors.’ The study has put forward key recommendations that encompass the whole spectrum of TVET implementation in Malaysia. These include jobs creation and career development, upskilling and reskilling needs, rebranding of TVET focusing on quality and future potentials, establishment of integrated TVET labour market information through data warehouse as well as wages enhancement initiatives.

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# TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) SYSTEM AND FINANCING: A CROSS COUNTRY COMPARISON

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## ABSTRACT

This paper discusses the governance and financing of TVET education in the well-known IR4.0 countries such as Australia, the United Kingdom, Germany, Singapore, and China. The countries were placed within the highest ranking in their region based on The Readiness for the Future of Production Assessment 2018, World Economic Forum. The ranking evaluates the readiness of the country for future changes in production. In addition, these countries were ranked high position in the Youth Development Index (YDI), the index that measures young people's status in 170 countries regarding critical aspects in life such as education, health, well-being, employment, and civic participation. Desk research was used to conduct a cross-country study. One of the main goals of this study is to benchmark Malaysia with the leading countries in IR4.0. A comparative approach was adopted in looking at best practices of the forerunners of IR4.0 and TVET. The study finds no standard practices of TVET governance system and financing in these countries. The TVET education offers at secondary school and tertiary education in university or polytechnic depending on the level of study. The TVET education is governed by several agencies in federal and state level. Nevertheless, most countries have established the council to coordinate the function between agencies. TVET education is mainly funded by the government. Students may contribute some portions particularly to cover the tuition fees.

**Keyword:** *Youth, IR4.0, financing, TVET*

## INTRODUCTION

Many countries are struggling with increases in youth unemployment rate particularly due to the Covid-19 pandemic. For instance, the youth unemployment rate in 2020 had increased compared to in 2019 in the UK and Australia, particularly among people aged between 15 and 24 years old. Among the advanced economies, Japan and Germany managed their youth unemployment rate better than other countries as both countries' rate was about 5-6 percent only. Meanwhile, the United Kingdom is one of the highest youth unemployment rates up among the developed countries. The youth unemployment rate was up to 14.6% (OECD, 2021).

The employment scenario becomes more intense and riskier in meeting the emerging demands for new jobs that require different sets of skills and talents. The key characteristic of Industry

4.0 is that it enhances the automation of manufacturing processes introducing customized and flexible mass production technologies where machines operate independently or cooperate with humans while the machine constantly maintains itself. The rapid changes in technology particularly in the Fourth Industrial Revolution era, such as artificial intelligence, blockchain, and the internet of things, have multiplied the competition in the labour market.

In many countries, TVET education is necessary to develop human capital with new knowledge and technologies in securing better employment opportunities (Park, 2005). TVET qualification plays a vital role in equipping the workforce with knowledge and skills from basic to advanced levels in various economic sectors.

### RESEARCH OBJECTIVE

This paper discusses the governance and financing of TVET education adopted by the forerunners of IR4.0 countries: Australia, the United Kingdom, Germany, Singapore, and China. These countries were placed within the highest ranking in their region based on The Readiness for the Future of Production Assessment 2018, World Economic Forum. The ranking evaluates the readiness of the country for future changes in production. The report defines ‘readiness’ as

‘...the ability to capitalize on future production opportunities, mitigate risks and challenges, and be resilient and agile in responding to unknown future shocks. The assessment measures readiness for the future of production, rather than production performance today (World Economic Forum, 2018:6)

In addition, these countries were ranked high position in the Youth Development Index (YDI), the index that measures young people's status in 170 countries regarding critical aspects in life such as education, health, well-being, employment, and civic participation. Although China's YDI was ranked as a ‘Medium’ but China is one of the giant economies in the world and Asian region, thus, it is worth for benchmarking.

Table 1.1 below summarizes the indicators of the benchmarked countries.

Table 1.1

#### *Indicators of the countries*

Indicators	Country					
	Australia	United Kingdom	Germany	Singapore	China	Malaysia
Definition (Youth Age)	12 – 24	13 – 29	12 – 26	15 – 35	14 – 28	15 – 40
Economic GDP / Capita (USD)	61,886.96	45,603.29	47,627.39	56,286.80	7,593.88	10,829.94

Classification (World Bank 2020)	High Income Economy	High Income Economy	High Income Economy	High Income Economy	Upper Middle Income	Upper Middle Income
HDI	0.938	0.875	0.92	0.895	0.699	0.769
YDI Level	Very High	Very High	Very High	Very High	Medium	Very High
YDI Score	0.838	0.837	0.894	0.712	0.578	0.729
YDI Ranking	3	4	1	43	118	34
Readiness Index, WEF (Drivers of Production)	12	4	6	2	25	22

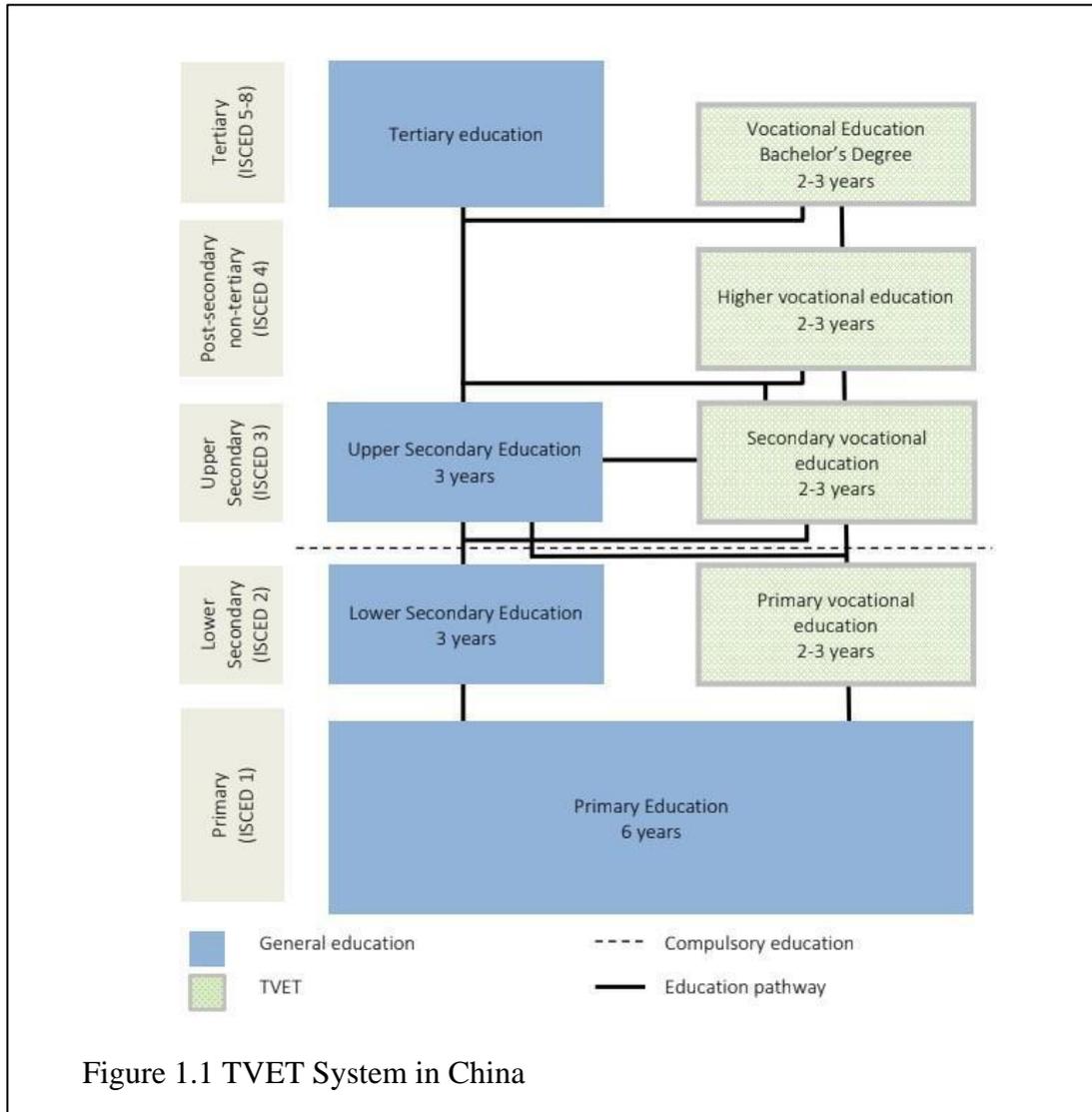
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Sources: United Nations (2020), Australia Institute of Health and Welfare (2015), National Youth Council Singapore (2020), World Economic Forum (2018) and IYRES (2018)

The index shows that many Western economies have performed well in the aspects of youth development. Australia and Germany achieved an excellent indicator with the index of 0.838 and 0.894, respectively. Meanwhile, Malaysia's YDI shows an encouraging achievement in providing opportunities and initiatives for youth development with an index of 0.729. Overall, most high-income economies achieved a better achievement in both HDI and YCI than the upper-middle-income countries like Malaysia and China.

### **TVET CURRICULUM**

Just like in Malaysia, the TVET education in these countries is initially offered at secondary school level as early as lower secondary school. In China for instance, TVET begins with primary vocational education offers at the lower secondary level. The primary vocational education will be taught in vocational middle schools and usually take about two or three years. Upon completion of the primary vocational education, the graduates can proceed to secondary vocational education or start working in the industry.



Source: UNESCO-UNEVOC (2018) TVET Country Profiles: China. (2018) compiled by UNESCO-UNEVOC International Centre.

Secondary vocational education in China is offered by secondary vocational schools, vocational high schools, or technical schools. Graduates from secondary vocational education can further their post-secondary non-tertiary level at higher vocational education, which is usually offered by TVET colleges such as Polytechnics, vocational colleges, or vocational and technical colleges under universities. Graduates from these TVET colleges can opt to work or further their studies at the tertiary level at the University of Applied Sciences by taking the vocational education degree.

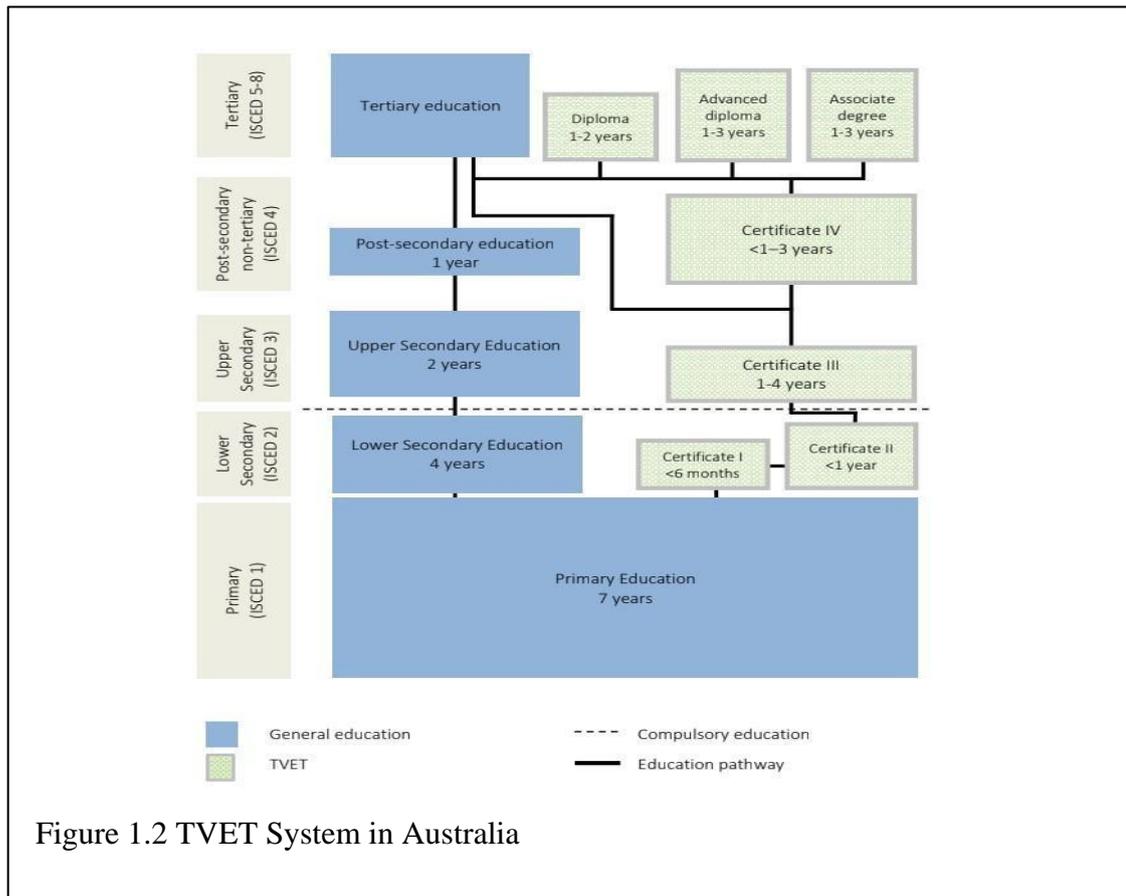


Figure 1.2 TVET System in Australia

Source: UNESCO-UNEVOC (2018) TVET Country Profiles: Australia. (2018) compiled by UNESCO-UNEVOC International Centre in collaboration with the National Centre for Vocational Education Research (NCVER) Australia.

In Australia the TVET programs which is known as Certificate I and Certificate II, are offered at lower secondary level. The programs generally take between 6 months and one year to complete at TAFE (Technical and Further Education) institutes, schools, community education providers, or private training providers. Some programs for both certificates may require the candidate to undertake the Core Skills Profile for Adults (CSPA).

Upon completion of the lower secondary level, the graduates may advance their study by taking the Certificate III program, which is offered at the upper secondary level. The students of the Certificate III program will spend between 1 and 4 years to complete the study or training. Graduates of Certificate III can proceed to the post-secondary nontertiary education level by taking the Certificate IV program. The Certificate IV programs can be completed between 1 and 1.5 years at TAFE institutes or selected dual-sector universities such as Victoria University and RMIT University. Upon completing the Certificate IV program, the graduates can further their study to the tertiary level by enrolling in either Diploma, Advanced Diploma, Associate Degree, or Vocational Education Degree.

Meanwhile Singapore, TVET education starts at upper secondary school. Students will undertake a 4-year technical course by taking between 5 and 7 subjects, including English, Mathematics and computer applications as compulsory subjects. Upon completion of this course, graduates can advance their study at the post-secondary non-tertiary level at the

Institute of Technical Education (ITE) for the duration of two or three years. The ITE offers courses related to National ITE Certification (Nitec) or Higher National ITE Certification (Higher Nitec). The students can also obtain skills certification at ITE through traineeship programs conducted jointly by industrial partners and ITE. Besides, ITE also offers Technical Diploma Programmes in collaboration with international partners in niche areas such as automotive engineering and machine technology engineering. Upon completing the ITE study, the graduates can further their TVET education at the tertiary level at Polytechnic or University (for Technical Diploma graduates).

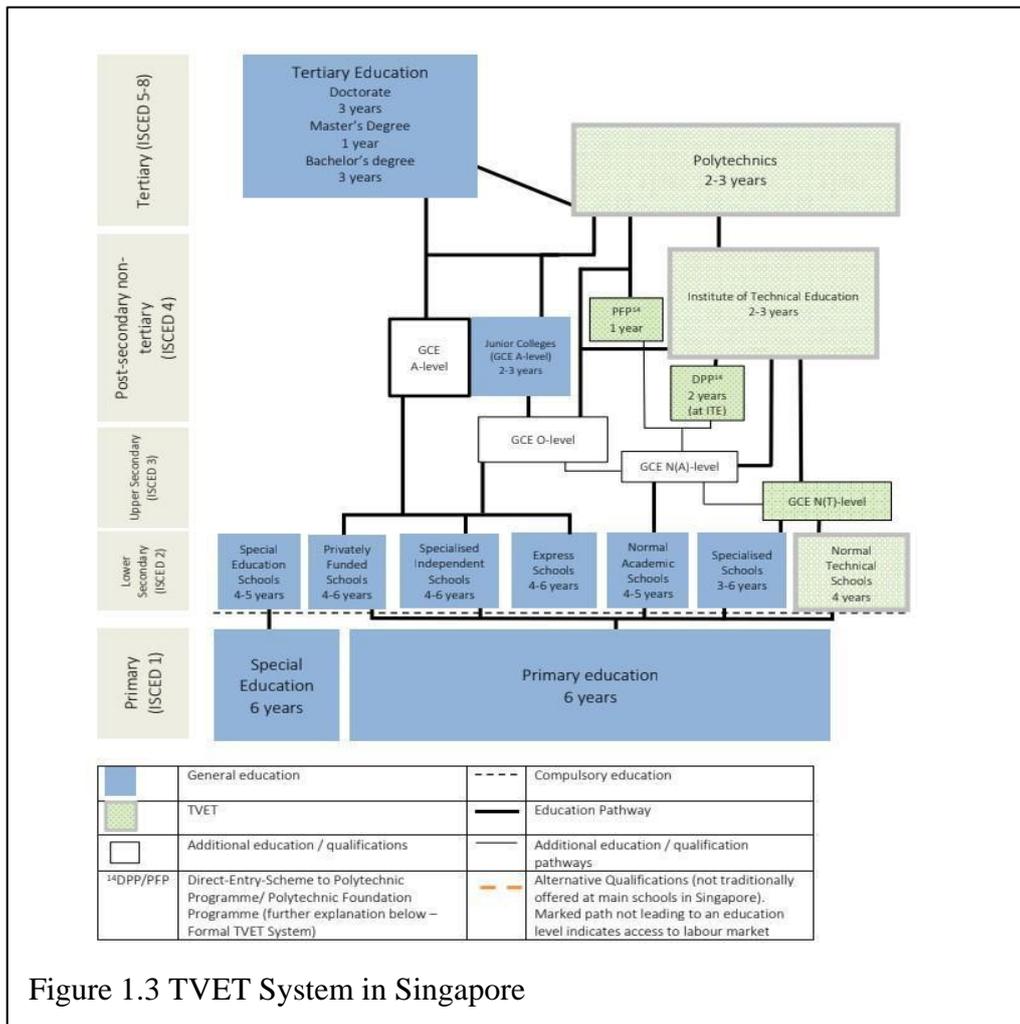


Figure 1.3 TVET System in Singapore

Source: UNESCO-UNEVOC (2020), TVET Country Profiles: Singapore. (2020) compiled by UNESCO-UNEVOC International Centre

Similarly, in Germany the students who want to further study through the TVET pathway can choose either to take general and vocational education or vocational education and apprenticeships. The graduates may also have the opportunity to advance to the tertiary level at Technical Universities, Technical Universities of Applied Sciences, Comprehensive Universities or University of Applied Sciences.

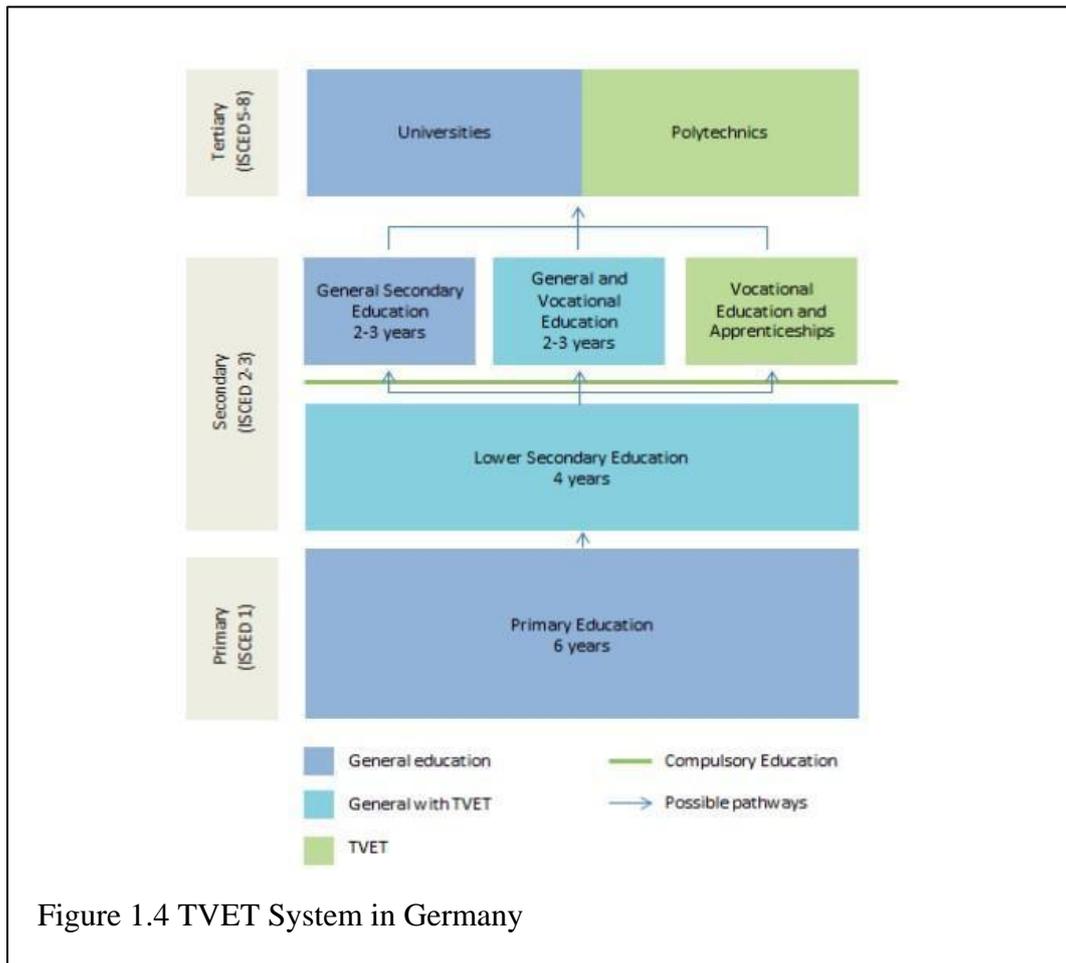


Figure 1.4 TVET System in Germany

Source: BMBF (2015); UNESCO-UNEVOC (2012), World TVET Database: Germany. (2012) compiled by UNESCO-UNEVOC International Centre based on Germany VET in Europe– Country report. Thessaloniki: Centre for the Development of Vocational Training.

## THE GOVERNANCE OF TVET

The governance of TVET in the UK is interesting as the country is made of four nations. Even though there are similarities regarding the skills delivery systems, however the skills policy is entrusted to UK nations in terms of the delivery and support of TVET in each nation. In this respect, the Scottish Government, Welsh Assembly, and Northern Ireland Assembly have different regulations for the accreditation of TVET qualifications. These governments are responsible for developing TVET and attending to all skills issues in their respective nations.

Therefore, many different agencies in the UK regulate TVET qualifications and review the quality of learning provision in each nation in the UK. In England, the Office of Qualifications and Examinations Regulation (Ofqual) is a non-ministerial government department regulating qualifications, exams and tests in the nation. Meanwhile, Qualification Wales is the agency that regulates general and vocational qualifications in Wales. The Scottish Qualifications Authority (SQA) is responsible for the Scottish Vocational Qualifications (SVQs) regulatory and licensing qualifications and other qualifications. In Northern Ireland, the regulation of TVET is under the responsibility of the Council for the Curriculum, Examinations & Assessment (CCEA).

The governance of the TVET system in Germany is under the Federal and State government jurisdiction. At the federal level, the Federal Ministry of Education and Research (BMBF) is responsible for developing and coordinating the TVET system. Meanwhile, other ministries like the Federal Ministry of Economics and Technology may officially recognize the job training programs provided through issuing any legislative acts and job training regulations with the consensus of the BMBF.

Meanwhile, according to the Constitution, the State Ministries of Education and Cultural Affairs are key authorities for school education. In this respect, the state ministries are responsible for collaborating with the federal government through a Standing Conference's collaborative platform. Indeed, all state resolutions need to get approval from the Standing Conference to ensure that the resolutions are legally binding. Besides, the state government also formed committees for vocational training, in which employers, employees, and top officials in the state government represented.

Similarly, the Australian Government Department of Education and Training at federal level and State and Territory governments are important agencies responsible for leading collaborative efforts to develop TVET policies. Australia's TVET sector is systematized based on strong collaborations between governments, TVET institutions, and industry players. Hence, a council is formed and comprised of Australia state and territory government ministers responsible for industry and skills to lead Australia's TVET system. With regard to this, the Council of Australian Government (COAG) Skills Council was established in August 2019 and replaced the former COAG Industry and Skills Council (AISC). This council is responsible for developing and implementing critical policies in the TVET sector, primarily to ensure that skills development and training arrangements meet the industry's excellent standard. Indeed, the private sector and industry play a significant role in the Australian TVET system to ensure the industry can produce a competent and skilled workforce.

The execution and development of the TVET system in China is under the jurisdiction of two ministries: the Ministry of Education and the Ministry of Human Resources and Social Security. The Ministry of Education is predominantly in charge for the formal TVET system, though the ministry can also conduct the non-formal TVET programs, whereas, the Ministry of Human Resources and Social Security is responsible for nonformal TVET system and programs.

The Vocational Education Law was enacted in 1996 to accomplish the Strategy of Rejuvenating China through Science and Education. Indeed, the law acknowledges vocational education as key drivers to the national education system that can improve China's economic and social development. In addition, the TVET governance system was structurally established in 2005 following the Chinese State Council's Decision on Boosting Vocational Education. This historic event has empowered the State Council the role of coordinating the TVET sector, especially in strengthening the cooperation mechanisms between the relevant administrative vocational education departments and agencies.

In Singapore, the TVET system is governed by the National Manpower Council in Singapore. This council is responsible for national skills manpower planning and training. The council comprises the Ministry of Education (MOE), the Ministry of Manpower (MOM), and the Ministry of Trade and Industry (MTI). Besides, two statutory boards drive the coordination of quality education and training in Singapore to ensure the local workforce's transformation to meet dynamic economic challenges, namely SkillsFuture (SSG) and Workforce Singapore (WSG).

SSG is a statutory board under the Ministry of Education that spearheads the implementation of the national Skills Future movement and promotes a holistic system of lifelong learning by pursuing skills mastery. Meanwhile, WSG is a statutory board under the Ministry of Manpower that promotes all workforce levels' development and employability.

Based on the discussion above, the TVET system in the UK, Germany and Australia are more decentralized. Federal and states are responsible to administer TVET education. It is a common practice that the administration of TVET education allotted into several ministries. However, most of the countries establish a council to coordinate the TVET administration. The number of ministries involve are also less than the current practice in Malaysia. In Malaysia, the TVET institutes are under the purview of eight ministries.

### **THE TVET FINANCING**

Most of the funding for TVET education derives from the government budget either at state and federal level or both. Students also contribute some percentage of tuition fees. In Australia, some students pay all their tuition fees without obtaining any financial assistance or subsidies from the government. The Australian Government of Education and Training (Federal level) and State Government Education Department are responsible for providing financial resources to formal and non-formal TVET. Companies and individuals are encouraged to contribute to the cost of training. For instance, 'Fee-for-service-other' revenues are paid by individuals or industries for specific training. Besides, students also contribute through the payment of course and an administrative fee since TVET in the Australian formal education system is not legally free. Indeed, some students pay all their tuition fees without obtaining any financial assistance or subsidies from the government.

Since the TVET system is quite complex in Germany, the funding system may involve several parties depending on the students' types of the TVET system. For example, the Dual Vocational training is financed by the state and local authority public funds. The training in full-time vocational schools is solely financed under the state government budget.

Government funding plays a crucial part in developing the TVET system in China because TVET in the country is legally free. The Ministry of Education is the primary financial resource for the TVET system in China as it provides funding for formal and non-formal TVET systems. The budget also includes collaboration and discussion with other agencies such as the Development and Reform Commission, the Ministry of Human Resources and Social Security, and local government.

With regard to TVET financing in Singapore, the Ministry of Education (MOE) provides development and recurrent fund to all educational institutions, including ITE and Polytechnics. However, in TVET courses, trainees should pay tuition fees, whereby specific programs will be partially subsidized (up to 70%) by the government. The trainees can also use SkillsFuture Credit, a government agency that fosters individuals to advance skills development and pursue lifelong learning by taking any courses approved by SSG or offered by the institutions under the Ministry of Education.

In the UK, TVET in further education colleges is mainly funded by government bodies, especially from the Education & Skills Funding Agency, an executive agency of the Department of Education. The agency supervises the UK Government's skills and education budgets and funding, awards contracts with training providers, and oversees the UK Employer Levy and income earned from fees and commercial activities. The delivery of funding

mechanisms is based on the age of the learner and different in each of the four constituent countries.

## **CONCLUSION**

This paper discusses TVET governance and financing in renowned IR4.0 countries: Australia, the United Kingdom, Germany, Singapore, and China. There are no standard practices of TVET governance system and financing in these countries. The TVET education offers at secondary school and tertiary education in university or polytechnic depending on the level of study. The TVET education is governed by several agencies in federal and state level. Nevertheless, most countries have established the council to coordinate the function between agencies. TVET education is mainly funded by the government. Students may contribute some portions particularly to cover the tuition fees.

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# IS TVET A GOOD INSURANCE TO SHIELD AGAINST UNEMPLOYMENT IN PANDEMIC CRISIS?

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## ABSTRACT

A stable supply of tertiary educated workforce is critical to the transition of knowledge-based economy in Malaysia. On the other hand, the rapid expansion of tertiary education has prompted concerns about the state's ability to optimize the employment of the growing high skilled workforce given the rising problem of underemployment and unemployment among tertiary educated workforce. The objectives of this paper are to examine which individual characteristics are associated with unemployment of young TVET graduates, and their efforts to exit unemployment. The analysis looked at 985 young TVET graduates across eight TVET institutions in Malaysia. Findings suggest that about 75% of the surveyed respondents stay in the labour force and 18% are unemployed. Their labour market status correlates with one's level of education and gender. Close examination reveals that the relative risk of female unemployment in comparison to men tends to decrease with a gender's qualification level. By region, unemployment is more common among respondents from Sabah and eastern region of Peninsular Malaysia. TVET unemployed youth, regardless of educational level and gender, are actively searching for jobs in which 26% put in at least a year to search for 'appropriate' jobs. A lack of access to effective and efficient job search strategy of unemployed, TVET youth who want to work and are currently not available for work would likely to have an extended period of unemployment. The implication of the findings is if available jobs in the market do not match the expectations of potential jobseekers, the chances to reject a job offer is heighten, leading to a longer unemployment spell and a waste of resources.

**Keyword:** *Labour force, Unemployment, TVET, youth*

## INTRODUCTION

Education is strongly related to labour market participation and, to some extent, unemployment. Over the past 10 years, Malaysia's labour force grew at an annual rate of 2.7% between 2010 and 2019. It is noteworthy that the growth of the labour force is accompanied by an increase in the supply of labour force with higher levels of educational attainment. On average, people with a university degree and diploma record an annual growth rate of 6.5% and 5.5%, respectively and those with certificates grow at 3.6%. On one hand, an influx of well-educated people entering the labour market to seek employment is essential for a nation's economic development, level of productivity and global competitiveness. On the other hand,

their presence would result in a waste of human capital resource if the increase is not in tandem with the demand for skills and pre-labour market training. According to the mid-term review of 11<sup>th</sup> Malaysia Plan, underemployment among university graduates has increased, from 28.2% in 2015 to 35.2% in 2017. In addition to overqualification or underemployment issue, incidence of unemployment among people with better education, particularly the youth, is a major concern in Malaysia today.

In 2019, the Malaysian unemployment rate remains at 3.3%, unchanged from 2018. This implies that Malaysia attains the status of full employment economy when a conventional yardstick of three percent unemployment rate is referred. That said, the aggregate unemployment rate masks the persistent differences across age categories, of particular concern is youth unemployment rate. 15-19 age group experiences the highest unemployment rate of 14.1%, followed by 20-24 at 9.52% and 25-29 at 3.81%. Taking together, the unemployment rate for people aged 15-29 is still high (7.18%) and more than doubled the national rate. Similarly, the composition of unemployment rate differs across educational attainment. For instance, people with a sixth form education, a certificate and a diploma experience a higher unemployment rates than their counterparts with an upper secondary education (3.4%) or a lower secondary education (2.6%). The unemployment rate among individuals with a degree is 3.4%.

While education is treated as a good insurance to prevent unemployment (OECD, 2012), it is unclear why afore-mentioned individuals with postsecondary education but education less than a bachelor's degree are susceptible to unemployment. In fact, most job opportunities in the Malaysian labour market are associated with semi-skilled occupations. Technical and associate professional, skilled agriculture, forestry, livestock and fishery, craft and related trade, plant and machine operators and assemblers (groups 3, 6, 7, and 8 based on MASCO-1 digit) accounted 65% of semi-skilled occupations in 2018 and these jobs are assumed to require technical skills. In this context, TVET-trained graduates are well-suited to meet industry needs.

While education and training are important drivers for economic growth, the challenges faced under the Covid-19 pandemic have resulted in 17,359 youth in Malaysia lost their employment as of November 2020. Youth unemployment accounts for about 2.33% of overall unemployment in the fourth quarter of 2020. It is reasonable to assume that some of the unemployed have graduated from the TVET system. That being said, there is a dearth of study on the labour market prospect of TVET-trained graduates. In closing the gap, this paper aims to investigate who is more vulnerable to unemployment in the event of unforeseen circumstances? Would jobless TVET youth make an effort to find work? Is the length of job search related to educational level, and what types of job search tools do they use to look for employment?

## **DATA**

In response to the research questions raised, a structured self-administered questionnaire was used to collect data via an online platform from graduates trained at public TVET institutions under the purview of eight ministries. In reaching the potential respondents, the survey was assisted by a representative officer from the respective TVET institutions. Their role is to provide email addresses for the past five years' graduates. This is to ensure that the selected graduates have completed TVET programme and are between ages of 15 to 40.

Although data for the study was collected online, efforts were made to ensure the sample is representative. In so doing, the responded questionnaires were monitored closely to check which TVET institutions the respondents came from. Prospective respondents who agreed to take part in the study were briefed on the objectives of the study and requested to fill out an informed consent form in the first email before receiving a link attached to the questionnaire. A total of 2195 responded to the survey request. However, after considering the missing items from their responses, the usable sample reduces to 982.

Table 1 presents the demographic characteristics of 982 respondents. Apparently, males have a higher representation in the sample than females. Majority are single and between the ages of 15-24. Respondents are well represented by all six regions, but Sabah has the lowest number. Given the fact that most TVET institutions offer certificate-level education, it is no surprise that the overwhelming majority of respondents earned a certificate credential ranging from level 1 to level 3. Another 11.5% respondents did not reveal their level of SKM.

Table 1

*Demographic characteristics of TVET youth surveyed*

Demographic profile		Percentage (n)
Gender	Male	55.6 (546)
	Female	44.4 (436)
Age	15 - 24	63.7 (649)
	25 - 30	28.7 (282)
	31-40	6.4 (63)
Marital status	Singled	85.6 (841)
	Ever married	14.4 (141)
Region	Northern (Perlis, Kedah, Penang and Perak)	17.1 (168)
	Central (Selangor, Kuala Lumpur, Negeri Sembilan)	17.3 (170)
	Southern (Melaka, Johor)	24.5 (241)
	Eastern (Pahang, Terengganu, Kelantan)	19.5 (191)
	Sabah	4.7 (46)
	Sarawak	16.8 (165)

	Overseas	0.1 (1)
TVET educational level	SKM1	3.3 (32)
	SKM2	14.1 (183)
	SKM3	27.1 (266)
	SKM	11.5 (113)
	Other	1.5 (15)
	Diploma	36.9 (362)
	Advanced diploma	3.7 (36)
	Degree	2.0 (20)
Ministries as TVET Providers	Kementerian Belia dan Sukan	15.5 (152)
	Kementerian Kerja Raya	7.8 (77)
	Kementerian Pendidikan	8.1 (80)
	Kementerian Sumber Manusia	9.1 (89)
	Kementerian Pertanian dan Industri Makanan	23.3 (229)
	Kementerian Pertahanan	0.5 (5)
	Kementerian Pengajian Tinggi	11.2 (110)
	Kementerian Pembangunan Luar Bandar	21.2 (208)
	Institut Latihan Kemahiran Swasta	3.3 (32)

## FINDINGS AND DISCUSSIONS

Table 2 presents the labour market outcomes of TVET-trained youth who participated in a national online survey from January 23 to March 10, 2021. The majority of the youth polled (73.8% or n=725) indicated that they are in the labour force. A resounding number of those in the labour force (81.8%) are working, either full-time or part-time, while 18.2% (n=132) are unemployed.

Almost all of the TVET youth who stay outside the labour force reported that they are still undergoing in some kind of lifelong learning, such as furthering their education at TVET

institutions or engaging in internship and apprenticeship programme currently. This finding is consistent with the TVET graduates' employability under the purview of the Ministry of Human Resources (ILMIA, 2020).

Table 2

*Labour market outcomes of respondents by demographic characteristics*

Characteristics	Labour market outcomes			Test statistic
	Employed	Unemployed	Outside labour force	
Overall sample	60.4 (593)	13.4 (132)	26.2 (257)	
<b>Educational attainment</b>				
SKM	55.0 (310)	15.8 (89)	29.3 (165)	$\chi^2=16.657,$ $p<0.01$
Diploma or higher	67.7 (283)	10.3 (43)	22.0 (92)	
<b>Region</b>				
Northern	62.5 (105)	13.7 (23)	23.8 (40)	$\chi^2=55.858,$ $p<0.01$
Central	67.1 (114)	6.5 (11)	26.5 (45)	
Southern	68.0 (164)	7.1 (17)	24.9 (60)	
Eastern	49.7 (95)	26.2 (50)	24.1 (46)	
Sabah	43.5 (20)	26.1 (12)	30.4 (14)	
Sarawak	57.0 (94)	11.5 (19)	31.5 (52)	
Overseas	100.0 (1)	0	0	
<b>Gender</b>				
Female	58.0 (253)	19.7 (86)	22.2 (97)	$\chi^2=28.363,$ $p<0.01$
Male	62.3 (340)	8.4 (46)	29.3 (160)	

It must be noted that a TVET youth's labour market status correlates with one's level of education and gender. TVET graduates with a diploma and higher qualification are 5.5 percentage points less likely to be unemployed than their certificate-level counterparts. Likewise, those with more education saw higher share of employment. Thus, the odds of employment for a diploma and beyond graduate are 1.89 times as high as they are for a SKM graduate, and its 95% confidence interval (1.269, 2.813) indicates a significant relationship between level of TVET education and employment status. The test of independence ( $\chi^2=16.657$ ,  $p<0.01$ ) corroborates the finding. In terms of gender, women suffer by far more than twice than men from unemployment (Odds ratio=2.512, 95% CI=1.696,3.721). Despite the incidence of unemployment is more prevalent among female and lower level of TVET education, it is notable that the relative risk of female unemployment in the labour force in comparison to men tends to decrease with a gender's qualification level (risk ratio of unemployed women (men) with a certificate compared to unemployed women (men) with a diploma =2.140 (1.946).

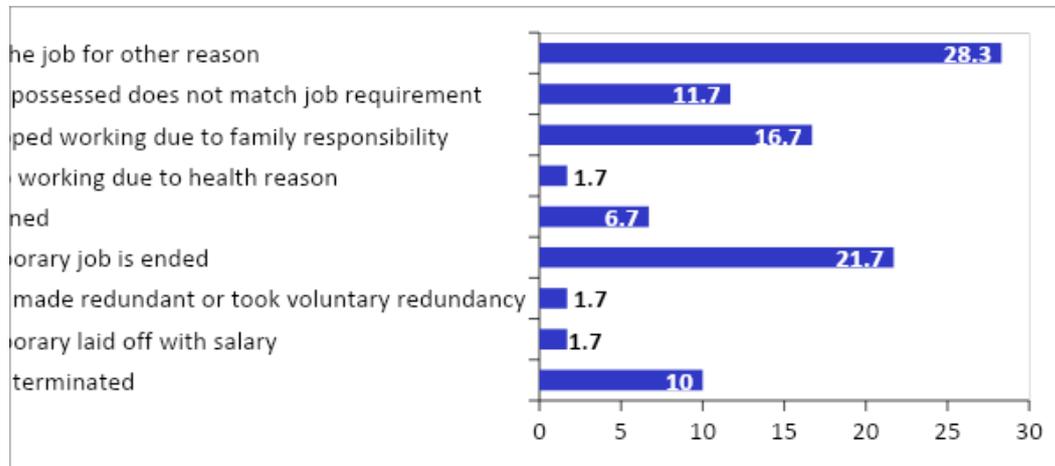
Inter-regional differentials are evident. It appears that the percentage of unemployed in the eastern region and Sabah tends to be considerably greater than in the central and southern regions. Differentials in the status of labour market among TVET youth of different demographics to a large degree are influenced by the capability of a regional economy to provide job opportunities for TVET graduates who wish to work and to offer the kind of work they are willing and able to work.

In reality, between 2010 and 2019, it was estimated that 1.5 million of 3.3 million jobs created under the 12 National Key Economic Areas were TVET-related (IYRES, 2021). In the fourth quarter of 2020, 98,000 semi-skilled job vacancies (year-on-year basis) in the private sector remain unfilled. This suggests that there are plenty of jobs opportunities for TVET-trained graduates. Noting that job availabilities are not evenly distribution nationwide in Malaysia. A lack of good information by jobseekers and employers therefore constraint workers' mobility. After encountering a series of job search failures, combined with movement restriction between states imposed in the country to curb the spread of Covid-19, people who are available for employment will become discouraged from actively search for employment. O'Donnell (2020) views that unemployed tend to face greater challenges in looking for work if their unemployment persists longer than six months during Covid-19 pandemic. Considering the estimated average unemployment TVET youth surveyed remains in the labour force at about 18%, knowing what causes led to their unemployment and how long they have been unemployed cannot be taken lightly.

Nearly half (45.5%) of 132 unemployed respondents indicated that they had previously worked. As expected, a higher percentage of youth ages 25-40 (58.3%) worked before than youth ages 15-24 (38.1%). In response to the primary factor leaving or quitting their former employment, the three most cited factors (accounted for two-third) are, not in particular order, family responsibilities, temporary job had come to an end and leaving for other reasons. Skills mismatch as often remarked by industry players on the unemployed labour force in Malaysia, however, is less prevalence (12%) (Figure 1). This suggests that the unemployment of TVET youth surveyed is not solely structural. A shortage of demand for workers is at stake, as indicated in the reasons such as dismissal, temporary layoff with salary, service redundancy, and the end of a temporary job contract, accounts for 35% of the total.

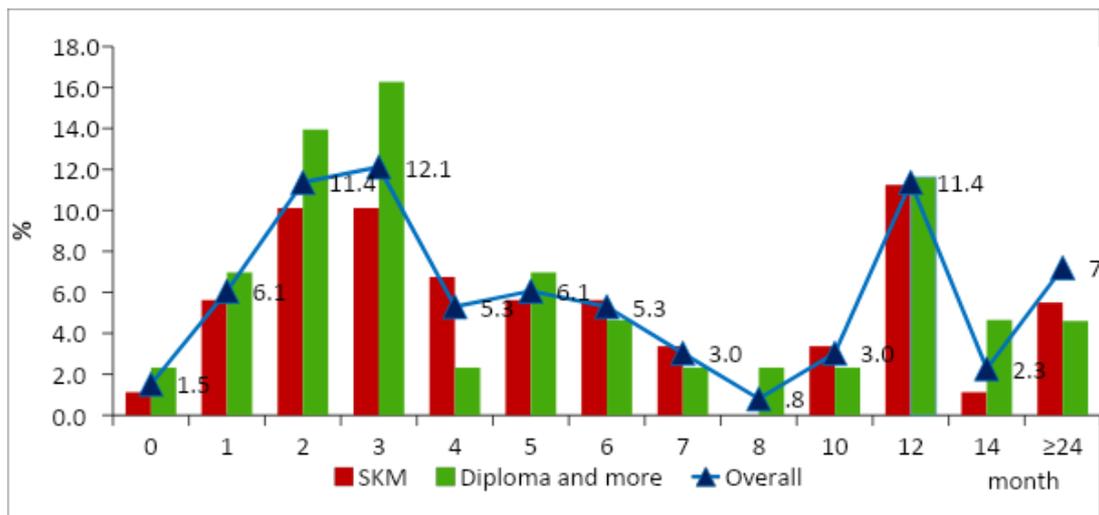
It bears noting that unemployment is not unique to TVET youth surveyed. As noted above, 17,359 Malaysian youth have lost their jobs, with one third went to technicians, operators and craft workers and another 39% to professional and managerial occupations (IYRES, 2020).

Based on the widespread of employment losses among youth in the country, it is reasonable to conclude that the TVET youth unemployment in this study are more affected by the shortfall of demand for workers than by the argument that their skills are not well matched to the available jobs.



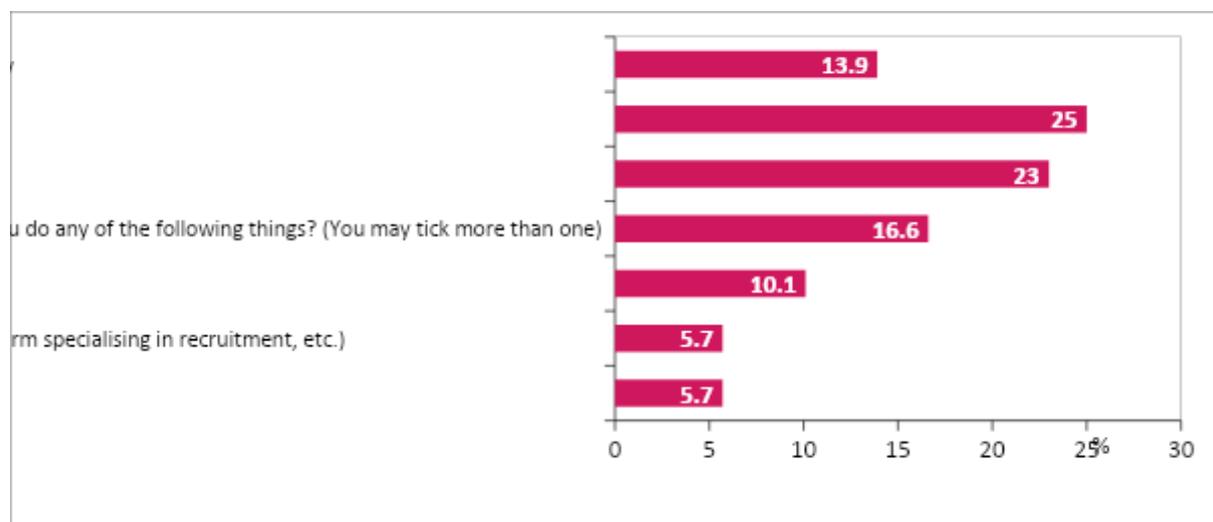
**Figure 1:** Main Reason for Leaving Last Job (%)

Given the fact that youth have spent a few more years at TVET institutions to gain technical and hands-on skills, it is noteworthy to gain further insights as to whether those who do not currently work have efforts to actively looking for job after completing their training. The result shows that, whether they previously worked or not, 78% (n=97) of TVET unemployed youth are actively searching for jobs. About half of total unemployed spent four months and less in searching for jobs, 16.5% spent between four to six months while another 26% already put in for at least a year (Figure 2). This is a cause for concern as they are willing to work but unable to find ‘appropriate’ jobs and have to suffer a period of unemployment. On average, they spent 7.86 months looking for jobs with certificate unemployed tend to spend marginally longer (8.19 months) than their diploma and higher counterparts (7.26 months). However, the difference in efforts searching for work between the two groups is not statistically significance (Mann-Whitney U test  $z=-0.450$ ,  $p<0.653$ ). This suggests that unemployed TVET youth, regardless of their educational level, have to struggle just as hard to find work. In contrast to males are more likely being employed than unemployed than their female counterparts, males spent as hard as women in looking for a job (male=9.94 months, female=6.63 months, Mann-Whitney U test  $z=-1.321$ ,  $p<0.187$ ).



**Figure 2:** Time Spent in Looking for Job

Figure 3 shows another notable effort by unemployed TVET youth to exit unemployment status in terms of the types of job search mechanisms used. Apparently, job seekers rely heavily on the traditional approaches such as searching and responding directly to job advertisements, followed by getting assistance from friends, relative and trade union. Surprisingly, despite concerted efforts of government agencies to disseminate job openings information, contacting a public employment officer or a private agency to find work is not common among unemployed TVET youth. While using the network of friends and relatives who are currently working to find work is a plausible conduit, it is ineffective and inefficient in comparison to both the public and private employment agencies, which have extensive information about locality and types of available jobs nationally in their database.



**Figure 3:** Job Search Strategy in Searching for Work (%)

After seeing TVET youth's struggle to find a job, it is interesting to learn more about their attitude toward accepting a job offer. Would they just accept any jobs that come along? Or they may be more concerned with the monetary benefits of the offer that are comparable to the job requirements, as well as the type of job that matches their TVET training and work experience? Figure 4 presents the two most concerned aspects of job in accepting an offer. The proximity between workplace and home is found to be at the top of the list. Monetary reward and benefits are next in line. Accepting an offer without conditions is the choice that receives the least attention.



**Figure 4:** Conditions in Accepting A Job Offer

## CONCLUSION AND DISCUSSION

A stable supply of TVET trained pool of talent is critical to the transition of knowledge-based economy. It is projected that 7.98 million TVET workforce will be required by 2030, up from 6.6 million in 2015 (Malaysia, 2018). The supply of TVET graduates, in contrast, lags far behind the industry's demand, which is expected to increase from 142,000 in 2015 to 188,000 by 2030. While a lack of TVET-trained workforce impedes economic vision, underutilization of trained human capital adds another dimension to the talent problem. Therefore, gaining insights into their outcomes in the labour market in terms of employment and unemployment are important in the policy making, particularly the youth, to address underutilized human capital. The study has found that TVET youth polled tend to be employed when they are in the labour force. Unemployment, however is more prevalent among females. The vulnerability of women in the labour market is a stylized fact where women's job losses are always higher than men in Malaysia. Across education, graduates with a certificate-level tend to have a higher share of unemployment than those with a diploma or higher qualification. Respondents in the eastern region and Sabah are twice as likely to be unemployed as their counterparts in the central and southern regions. Surprisingly, there is indifference in the amount of time spent searching for work between unemployed men and women or graduates with different educational levels.

Previously working respondents attributed their primary cause of unemployment to the lack of demand for workers while lesser indicated on skills mismatched. This perspective contradicts the claim we heard frequently during the focus group discussion with industries informants.

The reality is 26% of the total 97 jobseekers have been looking for work for at least a year and another 9 out of 24 unemployed who do not actively look for work have been unemployed for one to three years. The concern is that the longer a person remains unemployed, the more difficult it becomes to find employment (Blanchard and Summers, 1986)

As the survey was conducted in the wake of Covid-19 pandemic, it is no surprise that youth unemployment is particularly cyclical. Probably due to their lack of work experience and skills level than older workers, youth are more vulnerable to changes in the labour market during the pandemic recession. Evidently, sluggish employment prospect exists in the Malaysian labour market long before pandemic crisis arises. The vacancy ratios (job vacancies to unemployed people) have declined continuously since 2019, from 0.301 in the third quarter of 2019 to 0.298 in the fourth and first quarters of 2020 (0.218). The ratio stands at 0.059 in the second half of 2020. With low vacancy ratio, it indicates that there are fewer jobs available for each jobseeker.

Given the current state of labour market, coupled with a lack of access to effective and efficient job search strategy, such as getting support from both public and private employment agencies, TVET youth who want to work and are currently not available for work would likely to have an extended period of unemployment. If timely solution is not initiated, as predicted by Blanchard and Summers (1986), past failures in finding work will discourage unemployed to continue searching for work. Withdrawing from the labour market causes not only a deterioration in TVET-educated youth human capital, but it also causes prospective employers to stigmatise those who experience a prolonged unemployment spell. This negative signal reduces further the chances of long-term unemployed in reentering the labour market unless a tight labour market exists (Baker and Ball, 2018). Thus, an awareness road show to educate youth about the availability of effective and efficient job search tools in the market must be in place at their respective TVET institutions. Furthermore, the amount of discouraged workers is excluded from the standardized measure of the unemployment rate in national statistics. Therefore, there is a risk in which public programmes aimed at re-integrating the unemployed into the job market would fail to reach long-term unemployed TVET youth, leaving them remained jobless.

Through TVET system, youth, particularly the marginalize groups are prepared to the world of work. The emphasis on hands-on-skills in TVET to better prepare students with employability skills that are in demand in the workplace, graduates may set higher expectations for wages and other benefits from a job offer as a result of their qualification. The finding from this survey shows that monetary reward takes the second spot after proximity between home and workplace when it comes to accepting a job offer among the unemployed.

More importantly, evidence has shown that a low-paid job can act as a stepping stone to access better and attractive prospect of jobs in future. The issue is why TVET trained youth, particularly women would remain unemployed instead of taking up a low-paid job? For women in Germany and Australia, instead of remaining unemployed, they take up low-paid jobs (Mosthaf, et al., 2014; fok, et al., 2015). The concern is multifaceted and deserved further investigation so that a timely and cost effective measurement can be introduced for TVET graduates to acquire better remunerated jobs and to avoid a longer unemployment spell and skills atrophy.

Given the existing state of economy in light of pandemic shock, the Graduates@work initiative by subsidizing RM500 to unemployed graduates taking up low-paid jobs and RM300 to employers in hiring unemployed graduates could be reinstating to support low-paid young graduates at their beginning of career. This 'work-first' strategy, according to Schnabel (2016)

forms the basis for welfare reform in EU countries and it provides opportunity for prospective young workers to move up jobs ladder. While limited chances of upward wage mobility are reported among low-paid employments, the transitions out of low-paid jobs have a dampening effect on high unemployment rates in over two successive years (European Commission, 2004, cited in Schnabel, 2016). That said, a smooth transition to high-paid jobs also relies on the willingness and cooperation from the industries in terms of lifelong learning provision to accumulate human capital and a creation of more high-paid jobs in the market (Clark and Kanellopoulos, 2013).

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## **PENGHARGAAN**

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