

DEVELOPMENT AND VALIDATION OF AN INSTRUMENT TO MEASURE THE IMPLEMENTATION OF 'PROGRAM GURU PENYAYANG'

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Abstract: A valid and reliable instrument is needed to assess the implementation of a program known as 'Program Guru Penyayang' in schools. The purpose of this study is to develop the instrument and validate it. The instrument is in the form of questionnaire distributed to a sample of 230 primary school teachers teaching Orang Asli students. The content validity is assessed by the experts and the construct validity is measured by Exploratory Factor Analysis. The reliability of the instrument is measured using internal consistence reliability, which is alpha coefficient reliability or Cronbach Alpha. Results of Exploratory Factor Analysis suggested that 23 items need to be removed due to their non-dimensionality as they have more or less equal loadings on several factors. Thus, the final draft of the instrument contains 46 items which is valid and reliable. It yielded high values of internal consistency as reflected by the Cronbach alpha values. Even though the validity and reliability of the instrument are within the acceptable range, more data need to be gathered using a bigger sample size, and further analysis using confirmatory factor analysis could be used to explore deeper into the psychometric characteristics of the items before the instrument can be finalized.

Keywords: Exploratory Factor Analysis, Validity, Reliability

Introduction

Education plays an important role in developing a good quality of human capital and develops it in a holistic way. Hence, the ministry is given the responsibility to act as the driving force to create the potential of a young generation, skilled and being able to advance the nation in the eyes of the world in line with the aspiration of the National Education Philosophy. Given that education is the foundation for human capital construction, Thompson (2013) states that strategic management is greatly needed in order to plan the organization towards positive change. A high quality of human capital requires knowledgeable and innovative individuals to achieve first-class minds. However, statistics from Malaysia Education Blueprint (PPPM (2013-2025)) show that the high dropout rate of the Orang Asli students affects their educational achievement. Only 30.0% of the Orang Asli students completed their secondary school. Compared to the national average of 87.0%, only 61.0% of the national schools students passed the core subject in the Ujian Penilaian Sekolah Rendah examination. A total of 35.0% of SK Asli was in Band 6 and 7 as a poor performing school compared to only 1.0% in public schools.

The ‘Program Guru Penyayang’ (PGP) is an educational program to produce human capital who are able to handle the globalization and k-economy era of Malaysia as in the 3rd core of Malaysia Education Blueprint 2013-2025. Thus, the ministry launched the Five Year Education Transformation Plan which have seven initiatives encompassing; the strengthening of school governance, the elementary Vocational Education element in the daily lower secondary level as the focus of Orang Asli students, reducing the rate of dropout rate of Orang Asli students to schools by 6.0% per annum starting from 2014, increasing the current needs through the recruitment of Special Program for Bachelor of Special Education in the Teacher's Institute Tengku Ampuan Afzan Pahang campus, improving infrastructure, strengthening collaboration with partners, partners in the field and international partners, and creating a School Performance Tracking System. According to Norizan Abdul Muhid (2013), this initiative fulfils the Orang Asli's needs through the implementation of planned, drafted and implemented activities taking into account local elements and ideologies to achieve the National Education Philosophy goals. The rationale of introducing PGP in schools by the ministry is to emphasize the caring culture practices and streamlining this program for all schoolchildren. At the same time, it attracts the attention and interest of the Orang Asli students to pursuing learning successfully. A study by Mohd Johdi Salleh (2009) found that the level of the Orang Asli attendance to school was very low because they were easily getting bored and tired of teaching and learning activities at schools.

Literature Review

The term ‘*love*’ is pluralistic, has many actions, relies on motives and is a multi-expressive state (Oord, 2010). Caring is defined as a relationship or encounter between two individuals, as a giver and recipient of love as in his book, "The Challenge to Care in Schools" which emphasizes on ‘how to communicate’ (Noddings, 2005). Within the scope of the school, teacher-pupil relationships are synonymous especially during the teaching and learning process. In fact, the caring during teacher practice becomes the essence of teaching and learning process and acts as a catalyst for teacher's professionalism. Clement (2010) argues that caring teachers from student perceptions are teachers who are able to interact in a democratic way, communicate bilateral with students, deal with students equally, respect the existence of pupils, accept students' differences, provide constructive feedback and appropriate support, and motivate the model to reward as educator. Hence, many researchers believe that caring elements are essential for the success of the school, and the key to the ability of students to learn (Lumpkin, 2007;

Noddings, 2006; Collier, 2005). Producing a high quality of Orang Asli students is a big challenge for an educator.

Teachers play a variety of characters to instill the effectiveness of caring elements and raise the interest of the Orang Asli students towards school. Norzaini and Mohammed Sani (2007) added that effective teachers not only teach subjects, but also play their role as advisors, consultants, consultants and supervisors. A study by Rohani et al. (2010) show that there is a difference in the quality of teaching of teachers with the achievement of students. Caring teacher is closely linked to the students' attitude. Tirri (2011) argues that teacher values are closely related to professional ethics and care, respect for identification of relationships, commitments and cooperation while attention and respect are a clear emotional expression in meeting the needs of the Orang Asli students in loving and caring aspects. The concept of loving teachers in PGP also states that teachers should appreciate and recognize the attendance of students to school as an important school asset. This statement is supported by Mooij (2008) who states that an ideal teacher exists in two components either as a 'role model' or a dedicated, honest, polite dress and student-friendly approach. In fact, caring elements form the personality of teachers and students as well as teachers acting as educators and young generation builders (Nasution, 2010). In fact, according to Suyanto (2013), teachers should have a strong, stable, mature, intelligent, authoritative and noble personality. In addition, caring teachers should also be responsible, dedicated and endeavor to guide students into human capital to the nation and country (Djamarah, Syaiful Bahri, & Zain Aswan, 2010). Teachers' role is crucial to shape the behavior and personality of the Orang Asli students.

The Implementation of PGP in The Context of The Malaysian Education System

Malaysia emphasizes the development of a good quality education system including curriculum, co-curriculum, and personality aspects. The implementation of PGP dated February 8, 2012 calls on all teachers to cultivate the values of caring at school. The Implementation of the PGP for the first phase involves three activities such as a program welcoming students, rewarding the students and the Mentor Mentee Program. Meanwhile, the second phase of 2014 focuses on 'Unlock Student Potential' which tackles the disability of disciplinary and misbehavior in school (KPPM Broadcasting, No. 4 of 2012). Thus, researchers see the issue of the Orang Asli students also impacting the reputation of the country's education. PGP emphasizes the 'Amalan Guru Penyayang' program with the theme 'Towards Safe School and Prosperous School', conceptualizing the interrelated school environment, supporting the formation and development of the character, and the mind of the students optimally. Mohd Khairi Othman and Asmawati Suhid (2010) stated that educators should apply moral values in the teaching and learning process as the basis for the development of values, morals and ethics of students. Therefore, the implementation of PGP should be systematically planned to use various methods and techniques according to the situation in the learning process.

Based on the citation of the newspaper (Sinar Harian, April 18, 2017), five characteristics of good teachers are; (i) know the characteristics of pupils in the classroom, (ii) are using the appropriate teaching aids, (iii) are using a unique teaching element, (iv) communicate bilateral, and (v) stop when the pupil wants to know. All of these features could help in boosting students' motivation and motivation throughout the teaching and learning process. The concept of 'Guru Penyayang' does not only apply at school but is extended to the practice of visiting a student's home or to a truancy school (Borneo Post Online, March 26, 2016). The Orang Asli students with family problems need attention and love at school. However, the constraints of teachers when there is no room to approach the students as they are bound by the heavy workload at

schools. Former Director-General of Education Malaysia, Datuk Seri Abd. Ghafar Mahmud said, he believes education as a major socialization agent of change to address social ills problems. Hence, a conducive school environment contributes to the creation of critical, creative and innovative thinking skills including spiritual and physical aspects in line with the national education philosophy (Online Message, May 16, 2012). This shows that PGP has a positive impact on the Orang Asli students. The ministry's intention is to make the school a center of attraction of the students and the students come to school due to conducive conditions of school, support, and positive values from teachers. According to Counseling Unit Head, Counseling and Discipline Management Section, BPSH; KPM, Ab. Rahim Othman, PGP has proven to have a positive impact on the development of students learning. Students are more keen to go to school, have a close relationship with the teacher and the school pushes students to school (Online Message, October 1, 2012). PGP is in need of good support and cooperation from the school community to build strength and produce the expected results.

A Model in This Study

Figure 1 shows the significant relationship between i) positive interaction and teacher-student relationship; ii) positive interaction and academics and social outputs; and iii) teacher-student relationship and motivation.

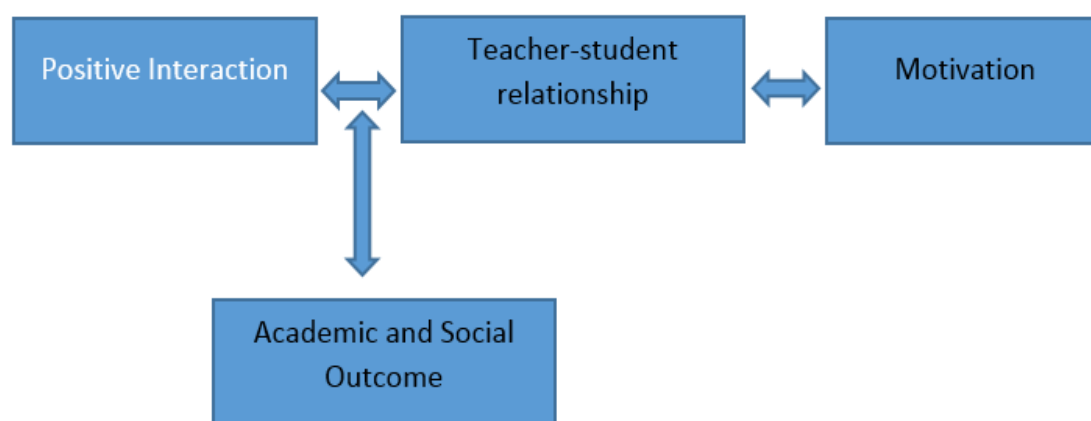


Figure 1: Positive Interaction and Its Interrelationship with Teacher, Student and Motivation

The model shows that the positive interaction between teachers and students do contributes to the motivational state and school performance (Roorda et al., 2011). Students' involvement can be strengthened if teachers rally consider students feelings (Pienta et al., 2012). Damon (2010) stressed that the needs of the elderly to educate moral of the students. Teachers are supposed to guide them and realize the importance of emotional state of students (Chen, 2009). This model is chosen because the interrelationship between teacher-student relationship and motivation factor do contribute to an increased in students' academic and social performance.

The Problem Statement

Teachers are the educators who play an important role in education and 'Sahabat Guru Malaysia' upholds the profession of teaching in line with other professions. Even Educational Development Master Plan, National Education Philosophy and SGM also emphasize the role of teachers in producing quality human capital as the country's key assets in the future. There are various factors that contribute to the achievement of the Orang Asli students and teachers are said to affect the performance of them in education. Indeed, the role of teachers as educators

is increasingly challenging. Based on figures from the Department of Orang Asli Affairs (JHEOA) in 2008, it was clear that the students dropped out when 39.1% did not enroll in form one, and only 30.0% managed to complete secondary education, which is less than half the national average (KPM, 2012). In order to realize Malaysia's goals, the Orang Asli community should support and co-develop the national agenda (Ramlee Mustapha, 2014). The Orang Asli student dropout rate showed a decrease of 27.0% in 2012 to 16.5% in 2017 and JAKOA should focus on reducing the rate of dropout especially from primary to secondary (Utusan Online, May 5, 2017).

Given the various issues in the education, the ministry tries to come out with the best alternative through PGP in 2012 to reintroduce caring practices to all schools to address the problems of student misconduct. Undeniably, the reform in the Malaysian education world dynamically follows the excellence of national education in the Asian and international regions of the 21st century. According to the 2011/2012 Global Competition Report, education sector development has made Malaysia ranked 14th out of 142 countries around the world at 5.1 scores, 2nd place after Singapore for the Southeast Asian region. While the quality of basic education shows Malaysia ranked 21st, at 5.0 score from the 7.0 scale and its enrollment rate is 94.0%, which is ranked 61st (Official Portal KPM, 2017). Although many successful educational achievements have been achieved, they are still trapped by truancy and the Orang Asli students' dropouts. Therefore, it is necessary to conduct a study on this issue. Research conducted by Nor Fariha et al. (2016) analyzed the trend of participation and dropouts among the Orang Asli students. In fact, studies by Haslinda et al. (2015) are related to the method of playing in increasing the Orang Asli students' interest in Science. While studies by Mazdi et al. (2014) examine the dropouts of the Orang Asli Malaysia students on school accessibility issues. The study by Jumiya Ahmad (2014) states that the issue of dismissal of the Orang Asli students is closely linked to the learning and mastery of Bahasa Melayu as Second Language as well as the study by Mazdi Marzuki (2013) focusing on geographic accessibility for school trips among students in Tapah. Studies by Nazariyah Sani (2013) see the problem of literacy, numeracy, and screening (LINUS) of the Orang Asli students. Meanwhile, the study by Azizi Yahaya and Muhamad Jumat Aliju (2012) found that environmental factors are contributing factors to dropout and negative behavior towards learning. Although there has been a study on the drop out of the Orang Asli student education as well as the use of Pavlov Classical Theory of Jurassication, Human Needlory Hierarchy Theory, and model of teacher-pupil relations, past studies are limited to a specific population, and there is no specific study on the implementation of PGP.

Aim of This Paper

The aim of this paper is to develop an instrument for the implementation of 'Program Guru Penayang' and then identify the instrument validity and reliability.

Methodology

This study is a quantitative approach study. Data is collected using questionnaire which is administered to 230 primary school teachers in one of the states in Malaysia. It uses a Likert scale with five categories (strongly disagree to strongly agree).

The Instrument

The instrument is developed in several steps. First, the main constructs are developed from the past literature reviews. Then, the operational development of each construct is determined. Then, items are developed. Second, the researcher refers to the characteristics listed by

Stufflebeam in the CIPP Model since this study uses the model as its frame work of the study. Third, constructs from several instruments related to this program are determined. Lastly, the researcher refers to the constructs developed in the documents by the ministry. Finally, after the items have been developed, the questionnaire is examined by two experts in the field for content validity.

Results and Discussion

The findings discussed in this paper are organized around two important aspects, namely validity and reliability of the instruments. A survey has been conducted and after going through validity and reliability process, it leaves with 46 items from 69 items originally.

Validity of the Instrument

Firstly, the validity of the instrument is established. The adequacy of the data is checked using KMO Bartlett test. A statistic value of 0.947 is obtained which indicates that 94.7 percent of the variable's properties are explained by the data thus, factor analysis would be meaningful. Then, exploratory factor analysis (EFA) is performed according to dimension to identify the number of constructs and to group the items for each construct. There are 4 segments altogether – context, input, process and product dimension (Table 1). In the context dimension, all items are retained in one construct. In the input dimension, EFA has yielded two constructs. In the process dimension, EFA has yielded three constructs and in the product dimension, it has yielded 3 constructs.

Table 1: Results of EFA

	Component		
	1	2	3
Context dimension			
B1) Pelan Induk Pembangunan Pendidikan (PIPP)	0.788		
B2) Falsafah Pendidikan Negara (FPN)	0.871		
B3) Falsafah Pendidikan Kebangsaan (FPK)	0.991		
B4) Pelan Pembangunan Pendidikan Malaysia (PPPM)	0.650		
B5) Standard Guru Malaysia (SGM)	0.670	0.233	
Input dimension			
C1) to attract OA students to school		0.767	
C2) to see changes in attitude of OA students		0.780	
C3) in showing the presence of OA students		0.822	
C4) helps in the effectiveness of the TnL process		0.991	
C5) is run by the Counselors		0.639	
C6) matches PGP content		0.670	
C7) exercises are practical and theoretical		0.676	0.233
C8) sufficient time for teachers to understand		0.898	
C9) suitable to PGP's planning aspect		0.910	
C10) is conducted in a conducive place	0.455	0.822	
C11) to improve teacher professionalism	0.230	0.730	
C12) suitable physical equipment	0.699		0.822
C13) suitable existing space			0.991
C14) the layout of the classroom is appropriate			0.639
C15) classroom is conducive			0.888
Process dimension			

D9) I attended PGP briefing conducted at school	0.722		
D10) makes me always ready with loving habits in school	0.669		
D11) gave my friends a chance to talk about the practice of caring practices towards OA students in the classroom	0.770		
D12) always follow planning by the ministry	0.676		
D13) providing me with a good understanding of PGP		0.521	0.655
D14) is an educational transformation for attitude change and individual thinking			0.820
D15) is applied in the teaching and learning process			0.910
D16) to instill Emotional Quotation in OA student			0.922
D26) OA students feel valued		0.819	
D27) equalized teacher service to OA students		0.599	
D29) positive perceptions of OA students towards school		0.720	
D30) builds a good relationship with teachers		0.910	0.222
D31) OA students become important as school assets		0.777	0.123
Product dimension			
E1) practises caring	0.656	0.544	
E2) recognizes the presence of students as a "blessing" to the school	0.880		
E4) appreciates the contribution of students, parents and communities	0.730		
E5) practices a culture of salutation	0.873	0.880	
E6) is increasingly coming to school		0.811	
E7) is increasingly engaging in learning		0.900	
E8) completed the assignment / training well		0.711	
E9) is well connected with friends and teachers		0.790	
E10) the application of the loving element in PGP is part of the teacher's teaching and learning process	0.722		0.922
E11) teacher-student relationship is a PGP element			0.690
E12) caring practice is a PGP concept			0.981
E13) their attendance to the school is greatly appreciated			0.622
E14) schools emphasize their achievement		0.220	0.792

Reliability of the Instrument

Analysis of validity using EFA by construct for all sections in the instrument have yielded quite high validity measures. Then, all the 46 items go through reliability checking. The reliability values are more than 0.646 for all constructs. Details of reliability index by construct are shown in Table 2.

Table 2: Values of Overall Cronbach's Alpha for Each Construct

Dimensi Penilaian	Item	Alpha Cronbach jika item dipadam	Keseluruhan Nilai Alpha Cronbach
Context Evaluation Dimension: Educational Development Master Plan	B1	.780	0.816
National Education Philosophy	B2	.715	

FPK	B3	.755	
PPPM	B4	.850	
SGM	B5	.871	
Input Evaluation Dimension: (LADAP)	C1	.908	0.825
	C2	.916	
	C3	.909	
	C4	.912	
	C5	.912	
	C6	.808	
	C7	.801	
	C8	.802	
	C9	.807	
	C10	.703	
	C11	.705	
Input Evaluation Dimension: Classroom Infrastructure	C12	.874	0.813
	C13	.855	
	C14	.912	
	C15	.867	
Process Evaluation Dimension: Teachers attitude (readiness)	D9	.669	0.884
	D10	.609	
	D11	.962	
	D12	.997	
Process Evaluation Dimension: Understanding	D13	.560	0.683
	D14	.576	
	D15	.671	
	D16	.658	
Process Evaluation Dimension: PGP Activity	D26	.881	0.905
	D27	.780	
	D29	.976	
	D30	.922	
	D31	.590	
Product Evaluation Dimension: PGP Objective	E1	.528	0.646
	E2	.341	
	E4	.715	
Product Evaluation Dimension: The Orang Asli students attitudes towards learning	E5	.909	0.885
	E6	.738	
	E7	.741	
	E8	.837	
	E9	.877	
Product Evaluation Dimension: The Orang Asli students knowledge on PGP	E10	.852	0.877
	E11	.826	
	E12	.773	
	F13	.740	
	E14	.617	

Implications and Suggestions for Future Research

The young generation with holistic skills has the potential to be human capital that helps in achieving developed nation status by the year 2020. Various challenges are affecting the Orang Asli community especially their younger generation. Loving culture is an essential element to be applied as a moral practice in schools to create awareness of the importance of education in the development of the world today. Hence, the researcher looks at the teacher's perception of the implementation of PGP and its impact on the Orang Asli deprivation. Therefore, the need for the school's emphasis on addressing the issue as well as the collaboration of the ministry in the national education system. Hence, this effort is hoped to create a well-mannered student. In the education world, caring practices are an indispensable skill, especially to solve issues related to the misbehavior of the Orang Asli today and also by the 21st century. Therefore, the need for implementation of PGP should be emphasized in the current education system. The results show that there are some weaknesses identified and refined for future research. The future research should: i) Use a broader and more extensive sample to get the results of a more accurate study and represent the population in Malaysia; ii) Researchers can use the interview method as one of the study instrument, so that respondents can express their opinions freely and thoroughly; iii) Research can also be conducted on multi-racial students to identify the extent of their perceptions of the implementation of PGP and to apply loving practices in life; and iv) This study can also use diverse approaches as a culture of caring practices to influence perceptions and to help positive developments of the Orang Asli students in schools.

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