



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



Level of Implementation of The Lifelong Learning (PSH) Program in The Community Around Masjid Tanah

Siti Nurhazirah Lidon, Nor Shifa Ibrahim, Ahmad Rosli Mohd Nor

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v12-i12/15190> DOI:10.6007/IJARBSS/v12-i12/15190

Received: 06 October 2022, **Revised:** 09 November 2022, **Accepted:** 25 November 2022

Published Online: 10 December 2022

In-Text Citation: (Lidon et al., 2022)

To Cite this Article: Lidon, S. N., Ibrahim, N. S., & Nor, A. R. M. (2022). Level of Implementation of The Lifelong Learning (PSH) Program in The Community Around Masjid Tanah. *International Journal of Academic Research in Business and Social Sciences*, 12(12), 866 – 877.

Copyright: © 2022 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 12, No. 12, 2022, Pg. 866 – 877

<http://hrmars.com/index.php/pages/detail/IJARBSS>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



www.hrmar.com

ISSN: 2222-6990

Level of Implementation of The Lifelong Learning (PSH) Program in The Community Around Masjid Tanah

Siti Nurhazirah Lidon¹, Nor Shifa Ibrahim², Ahmad Rosli Mohd Nor³

¹Kolej Komuniti Masjid Tanah, Melaka, ²Kolej Komuniti Masjid Tanah, Melaka ³Universiti Teknologi Mara Melaka

Corresponding Author's Email: ahmadrosli@uitm.edu.my

Abstract

The government has released a large allocation to make the PSH program a success, especially for the TVET skills field. Certainly, the government expects a positive impact of investment in this continuous training to ensure the sustainability of the PSH program in the future. Feedback from the main customer, which is the local community, is a critical factor in the sustainability of PSH in Malaysian community colleges. Therefore, this study was carried out to find out and get feedback about the Masjid Tanah Community College (KKMT) PSH program in the catering and serving cluster for improving skills and generating income for the community around Masjid Tanah. The instrument used is an adaptation of the Community College Impact on Local Communities questionnaire that has been developed by the JPKK Research and Innovation Center (PPI). Descriptive and inferential analysis (t-test and one-way Anova) was carried out with the help of the statistical package for social science software (SPSS) version 21. The results of the study show that the level of implementation of the PSH program of the catering and serving cluster in improving skills is at a high level ($\mu = 4.57$) and from the aspect of income generation is also at a high level ($\mu = 4.56$). The findings of the study also show that there is no significant difference in the level of income generation of program participants based on gender ($p = .218$) and the level of income generation of program participants based on education ($p = .128$). This shows the importance of the PSH program in advancing the local community in terms of job skills and income generation for all levels of society regardless of gender and education level. The government needs to continue and strengthen PSH for the progress of all levels of society in facing this global economic challenge.

Keywords: Skill Improvement, Income Generation, Education Level, Gender, Lifelong Learning

Introduction

The Malaysian Education Development Plan 2015-2025 (Higher Education) emphasizes 10 major leaps where the third leap is "Enjoying Lifelong Learning" which is a leap that directly involves the role of community colleges (MOHE, 2015). Lifelong learning (PSH) is a process of democratization of education that includes the acquisition of knowledge, skills, and competencies either formally or informally based on experience and training in the

workplace. Global competitiveness and diversity of needs have forced individuals to constantly renew their knowledge and skills. This is also demanded by employers and industries to increase productivity. At the same time, in line with the socio-economic development of the country, individuals increasingly realize and appreciate the need for knowledge and skill enrichment for the sake of progress and self-satisfaction. For that, PSH through distance education, e-learning, on-the-job and part-time learning has become part of the culture and way of life towards supporting the development of human capital in line with the needs of the knowledge-based economy and innovation. This is proven by Ting et al (2015) which stated that 47% of the participants who participated in the PSH program successfully opened a company and got a job as a result of the knowledge and skills obtained from the PSH program.

The objective of PSH is to provide training to improve skills and retrain for local workforce needs. Various course clusters are offered, including the catering and serving cluster. According to Muhammad (2017), continuous training can improve knowledge, and skills, improve the quality of service, and further boost performance and productivity. The provision of training and skills in this cluster aims to improve the skills, and needs of the food industry and the confidence to venture into the field of catering and serving in order to generate income and produce more entrepreneurs who are successful in this field. This is in line with RMK 12 (2021-2025), Malaysia is prosperous, inclusive, and sustainable under policy catalyst 1 developing future talent. In the Food Security Policy Action Plan 2021-2025 the 3rd objective has been developed to take into account issues and challenges along the food supply chain starting from agricultural inputs to food waste and to ensure the availability of safe food at reasonable prices and a healthy eating style. The merger of the hospitality, tourism, and culinary industries, has successfully attracted the attention of the Malaysian government to stimulate the country's economic growth considering that food and beverages are a core component of this sector (Nornazira, 2016). This is because the PSH catering and food cluster program not only provides skills in food preparation but participants are also exposed to entrepreneurial knowledge to improve the participants' economy.

Besides that, the PSH program is also able to improve social skills, become an active citizen, and develop personal skills. PSH is also the development of additional knowledge after receiving formal education. This continuous development of knowledge and skills is sought, acquired, and applied throughout the life of the individual (Encarta, 2008). Along with the vision of 'Becoming a Leader in Technical and Vocational Education and Training and a Lifelong Learning Hub', Community College is now the choice of post-secondary students to continue their studies in technical and vocational fields as an alternative to formal education. Therefore, this study was carried out to find out the level of implementation of the PSH program that has been carried out in the community around Masjid Tanah focusing on the catering and serving cluster.

Statement of the Problem

Various courses in the catering and serving cluster have been conducted at KKMT and other community colleges since the beginning of its establishment. Graduates from this PSH program have reached tens of thousands have been produced since 2001. The government has spent a lot of money to cover the expenses of short courses in terms of teaching staff training, provision of facilities, raw materials, and so on. Budget 2021 saw the government

allocate RM29 million to empower the Lifelong Learning program for TVET to produce skilled and competitive human capital (Ministry of Higher Education [MOHE], 2020). After almost two decades of PSH implementation, complete feedback in the form of a formal study about the program implementation scenario is very necessary for the process of increasing the professionalism of this PSH (Ahmad et al., 2017). This is because the field of study in Higher Education Institutions should be responsive and proactive to the latest needs of education in the IR4.0 era and be ready to face the current challenges whether expected or unexpected such as the COVID 19 pandemic (Haziyah et al., 2021). This practice will make the community college always ready for any challenge in the implementation of PSH in the post-Covid 19 eras.

PSH is a continuous, voluntary, and self-motivated process in improving knowledge either for personal advantage or to be applied in the professional field. Therefore, increasing the skills and ability to generate income among PSH participants is very important for the community college to prove its relevance as a PSH hub in this era (Hazwani & Aishah, 2018). Findings like this should be very necessary for the PSH program in the post-Covid 19 eras to prove the return on investment or Return of Investment (ROI) that the government has issued commensurate with what was spent. The current data on the website of the Department of Polytechnic and Community College Education (JPKK) and the Ministry of Higher Education only show the scenario of the number of graduates from the PSH program only. There is no complete data on the increase in income and skills shown to show the ability of the community college to fulfill its role as a PSH hub in this country.

Therefore, studies on the level of implementation of PSH in the community is something that is very necessary to guarantee the sustainability of community colleges in cultivating Lifelong Learning. Studies like this can also help the community college management to improve the quality of service in the implementation of short courses for the local community (Syahrir et al., 2011). Accordingly, it is necessary for KKMT to get feedback from participants for the improvement process in order to improve the quality of the course that will be implemented in the future. The positive impact will help KKMT empower the implementation of Lifelong Learning while the negative impact needs to be improved to ensure the sustainability of the community college as a Lifelong Learning hub.

Objectives of the Study

This study was conducted to obtain feedback from the participants of the PSH catering and serving cluster program to fulfill the following study objectives:

- I. Identify the level of implementation of the PSH program (catering and serving cluster) in terms of local community income generation.
- II. Identify the level of implementation of the PSH program (catering and serving cluster) in terms of improving local community skills.
- III. Identify the difference in the level of implementation of the PSH program (catering and serving cluster) in terms of local community income generation based on gender.
- IV. Identifying the difference in the level of implementation of the PSH program (catering and serving cluster) in terms of local community income generation based on the level of education.

Literature Review

Lifelong Learning (LSL) is now seen as one of the necessary practices in an individual as emphasized by Knasel et al (2000), there are 3 factors that make Lifelong Learning important, namely the economy to continue to compete, the power of education to unearth the potential and also the pleasure to find satisfaction in everything done. This is supported by the study of Ahmad et al (2017), who found that there is a positive impact of the PSH program on the marketability of Electrical Technology Certificate graduates at community colleges. In relation to that, these PSH programs need to be increased to give opportunities to the local community to develop their talents and help reduce unemployment, especially for the B40 community. The PSH program can also be added value to full-time community college students to further increase their competitiveness in the job market. This is very important because the high competition between TVET graduates in Malaysia and the very dynamic job market makes TVET skills need added value to continue to remain competitive.

Investment in human capital (in the form of education, training, and health) will have a positive effect on individual/household income returns (Mohd, 2010). This supports the opinion of Rahmah (2001), human capital is often hypothesized to have a positive relationship with labor income because, with high human capital possession, individuals become more productive. This gives the impression that with a better education then a person will be able to earn a better income. This finding gives an impression of the existence of a relationship between people and the level of education in generating income for their survival.

One of the industries that are able to provide a good return and is able to improve the standard of living of the community, especially the Bumiputera group, is the food-based industry. It is very important to ensure the continued survival of food sources and guarantee the quality of life of the Malaysian community (Nurliyana et al., 2018). The wisdom of utilizing all resources allows this industry to grow rapidly in our country. In connection with that, in order to support the development of this industry, the community college also offers a PSH program in the Catering and Serving cluster that provides various cooking modules for the local community to learn. This cluster is one of the clusters that are very popular with the community. This coincides with the community scenario in Malaysia which consists of diverse demographic backgrounds, knowledge levels, and education. Through studies conducted by Toh and Birchenough (2000) and also by Pang and Toh (2008), differences in the level of knowledge and food safety management practices in Malaysia were found to be different between races and based on education levels. This is supported by the study of Nurliyana et al (2018) which proves that there is a difference in perception towards the culinary cluster PSH program based on the difference in education level. From the aspect of gender, Norfadzilah et al (2017) in the Lifelong Learning Course Participant Satisfaction Study (PSH) towards the Food Processing Short Course at Masjid Tanah Community College (KKMT) Melaka showed that there was no significant difference between the level of satisfaction of course participants based on gender. Likewise, Ahmad (2016) stated that courses that are said to be feminine such as sewing, cooking, and so on are already widely studied by men to compete in the job market. In fact, Suganti's study of Risda smallholders found that there was a significant difference between the knowledge level and skill level of short course participants before and after participating in the Lifelong Learning (LPH) program at the Community College. The results of the study show that the respondents recorded an increase in knowledge and skills in the course field after attending the course. The percentage increase

in the mean score was 65% of the mean score (2.14) before taking the short course, especially for the business development aspect among Risda smallholders.

Obviously, the mastery of knowledge, whether formally or informally, can provide a difference in maturity in terms of the way of thinking and perception of something. From the findings of these studies, we can conclude that the level of knowledge and skills is an important element in the implementation of the Lifelong Education (LPH) program because both are closely related to producing students who are skilled and needed by the industry. Both are important elements in the implementation of the Lifelong Learning (LPH) program because they are closely related to producing skilled individuals and the workforce needed by the industry.

Methodology

Study Method

This study is a quantitative study that uses a questionnaire that has been adapted from the Community College Impact questionnaire on the local community that has been developed by the JPKK Research and Innovation Center (PPI) with an Alpha value of 0.82. This questionnaire contains three parts namely:

- a. Part A: Demographics of Respondents
- b. Part B1: Self-Skill Assessment
- c. Part B2: Skill Improvement

Population and Sampling

The study population that participated in this study consisted of participants in the PSH catering and serving cluster program organized by the Malacca Land Mosque Community College. A total of 66 respondents participated in this study. This number of samples is in line with the minimum sample recommended by the G-Power application for t-test analysis (46 people) and one-way Anova (66 people).

Analysis of the Study

Data analysis was carried out using SPSS version 21 software to measure the mean score level (for objective 1), t-test (objective 2), and one-way ANOVA (objectives 3 and 4).

Findings Analysis and Discussion Findings

- 1. Identify the level of implementation of the PSH program (catering and serving cluster) in terms of local community income generation.*

In order to obtain findings for objective 1, the researcher has used the mean score interpretation that has been developed by Nunnally & Bernstein (1994) to interpret the data that has been obtained. The interpretation table used is as in Table 1 below:

Table 1

Interpretation of mean scores

Mean Score	Interpretation
1.00 – 2.00	Low
2.01 – 3.00	Medium Low
3.01 – 4.00	Medium High
4.01 – 5.00	High

The findings of the study for objective 1 are as in Table 2 below:

Table 2

Mean score for the implementation of the PSH program (catering and serving cluster) in terms of local community income generation.

	N	Minimum	Maximum	Mean	Std. Deviation
INCOME	61	3.00	5.00	4.5656	.49561
Valid N (listwise)	61				

Findings show that the mean score reading is 4.56 which is a high level based on the mean score interpretation table of (Nunnally & Bernstein, 1994). This shows that the implementation of the catering and serving cluster PSH program has had a huge impact on program participants in terms of income generation. This is in line with the study of Ahmad et al (2017) who found that there is a positive impact of the PSH program on the marketability of Community College Electrical Technology Certificate graduates. This is also supported by the study of Knasel et al (2000) which asserts that there are 3 factors that make lifelong learning important, namely the economy to continue to compete, the power of education to unearth potential, and also the pleasure to find satisfaction in everything done. PSH is the vehicle that connects the community college with the local community and makes the community college so significant to continue to exist in this new millennium. The existence of community colleges should be taken by the community as a catalyst for their economic development and help them face the endemic era they are going through now.

II. Identify the level of implementation of the PSH program (catering and serving cluster) in terms of improving local community skills.

The findings of the study for objective 2 to identify the level of the PSH program (catering and serving cluster) in terms of improving community skills are as in Table 3 below:

Table 3

The implementation level of the PSH program (catering and serving cluster) in terms of improving local community skills.

	N	Minimum	Maximum	Mean	Std. Deviation
SKILLS	61	3.20	5.00	4.5705	.50838
Valid N (listwise)	61				

Findings show that the mean score reading is 4.57 which is a high level. This shows that the implementation of the catering and serving cluster PSH program has had a huge impact on the program participants in terms of improving their skills.

III. *Identify the difference in the level of implementation of the PSH program (catering and serving cluster) in terms of local community income generation based on gender.*

Based on demographic data, there are 2 groups of respondents involved in terms of gender, namely men (35 people) and women (25 people).

Table 4

Level of implementation of the PSH program (catering and serving cluster) in terms of local community income generation based on gender.

F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
.017	.898	-1.246	59	.218	-.16000	.12844
		-1.279	56.13	.206	-.16000	.12506

The results of the analysis (Table 4) show that there is no difference in the level of implementation of the PSH program (catering and serving cluster) in terms of income generation in terms of gender. This is in line with the findings of the Norfadzilah et al (2017) study, which is that there is no significant difference in food processing courses between men and women. It signals that any PSH courses organized need not differentiate between boys and girls. Courses that used to be monopolized by men such as automotive, electricity, and so on have started to gain a place among female students. The same goes for courses that are said to be feminine, such as sewing, cooking, etc., which have been widely studied by men (Ahmad, 2016). In fact, famous chefs are from the male race such as Chef Wan, Gordon Ramsey, and so on. Therefore, KK does not need to make gender segregation in providing courses related to PSH. This is a paradigm shift in the new millennium that sees equal opportunities between the sexes in the job market.

IV. *Identifying the difference in the level of implementation of the PSH program (catering and serving cluster) in terms of local community income generation based on the level of education.*

This study also obtained information on the education level of the respondents. The education level category has been classified into 3 categories namely SPM, Certificate, and Others (Diploma and above). Table 4 shows the results of the analysis to find out the objective of study 3 in finding out if there is a difference in the level of implementation of the PSH program (catering and serving cluster) in terms of local community income generation based on the level of education.

Table 5

Analysis of the difference in the level of implementation of the PSH program (catering and serving cluster) in terms of local community income generation based on education level.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.009	2	.504	2.130	.128
Within Groups	13.729	58	.237		
Total	14.738	60			

Based on Table 5, the score reading shows that there is no difference in the level of implementation of the PSH program (catering and serving cluster) in terms of local community income generation based on education level. This contradicts the results of Nurliyana et al.'s study (2018) where there is a difference in perception towards the culinary cluster PSH program based on the difference in education level. The post-hoc test as in Table 6 shows that this difference in income generation does not exist for each level of Education.

Table 6

Post-hoc analysis of Turkey's education level of PSH participants

Multiple Comparisons							
Dependent Variable: PENDAPATAN							
	(I) PENDIDIKAN	(J) PENDIDIKAN	Mean Difference (I-J)	Std. Error	Sig.	95% Interval Lower Bound	Confidence Upper Bound
Tukey HSD	SPM	Sijil	.05721	.13756	.909	-.2737	.3881
		Diploma Above	-.31552	.17842	.189	-.7447	.1136
	Sijil	SPM	-.05721	.13756	.909	-.3881	.2737
		Diploma Above	-.37273	.18555	.119	-.8190	.0736
	Diploma Above	SPM	.31552	.17842	.189	-.1136	.7447
		Sijil	.37273	.18555	.119	-.0736	.8190

Clearly here, the data shows that the community college does not need to create a separate TVET skills class based on the education level of the course participants. This is in line with the current practice in any community college that never differentiates the level of education in obtaining knowledge from the community college PSH program (Norfadzilah et al., 2017).

Summary and Recommendations

Overall, this study has successfully achieved its objective to examine the level of implementation of the Lifelong Learning (LPH) program in the community around Masjid Tanah. The catering and serving cluster PSH program which is the most popular PSH course at KKMT has proven to have greatly benefited the participants. The data shows that the majority of participants agree or strongly agree that participating in this PSH program can improve skills in the field studied, meet the needs of the food industry, teach staff who are skilled in teaching and they are confident to venture into the field of catering and serving. In addition, participants who come to participate in the PSH program are also able to improve their family's economic status. It is the contribution of KKMT citizens in creating a happy family ecosystem. This is because Mohd (2005) explained that a good family economy can make a more harmonious family. Besides that, the level of the catering and serving cluster PSH program for gender is equivalent. This is because they feel the skills and knowledge gained from this program are very useful for them to apply in their daily lives. The program conducted is not just theoretical but also involves practical experience in preparing food. This

coincides with the concept of constructivism learning theory where knowledge is obtained through learning experiences (Fatin, 2021).

This contributes to the enjoyment of the participants to participate in the PSH program as well as provides effective benefits to them. According to Meed & Rossetti (2000), satisfaction in learning something is very important in giving satisfaction in appreciating the skills learned. Roth & Scott (2000) stated that an effective and competent instructor or teacher is able to teach effectively and achieve the set standards. According to Cheng et al. (2016), the teacher factor is a very important factor in improving student achievement. The results of the study also show that the PSH program provides the same benefit to increasing income regardless of the level of education whether they have an SPM, certificate, or degree. In fact, studied by Ahmad (2016) also found that community college alumni suggested community college students continue their studies to be more open-minded. This shows that participants from various levels of education still want to increase their knowledge and skills for the benefit of themselves, their families, and the economy. This study has successfully achieved all four of its objectives in obtaining responses from PSH program participants in the catering and catering cluster, while also showing that the level of course implementation is good. However, there are several aspects that need to be studied in more depth in order to obtain clearer findings regarding the level of implementation of the catering and serving cluster PSH program. Among the aspects that can be expanded in the study are the skills of PSH program instructors. This is recommended by Mohd (2014) who states that capable instructors can attract the community to follow the short course program. Perhaps some aspects in terms of teaching staff need to be streamlined by the community college in order to ensure its relevance as a PSH provider and hub in Malaysia.

Overall, this study has prove that lifelong learning is crucial to community in order to succeed in their live. However, though 'lifelong learning' has a traditional 'cradle to grave' connotation, it tends to highlight post-school and alternative forms of learning and thus has influenced thinking, policy, and practice in post-compulsory education (Aspin and Chapman, 2007). This paper provides a commencement point to initiate further discussion, debate, and ideas to advance our research and understanding of lifelong learning and the role it can play in improving knowledge and income for our society.

Acknowledgement

We would like to express my special thanks of gratitude to Jabatan Pendidikan Politeknik dan Kolej Komuniti (JPPKK), which also helped me in doing a lot of Research, funded a research and we came to know about so many new things.

References

- Ahmad, R. M. N., Mohd, M., & Muhammad, F. J. (2017). Pengaruh PSH Dalam Kebolehpasaran Lulusan Sijil Pemasangan Elektrik Kolej Komuniti. *Politeknik & Kolej Komuniti Journal of Life Long Learning*, 1 (1): 31-41
- Ahmad, R. M. N. (2016). Profil, indikator, faktor kritikal dan model perkembangan kerjaya berasaskan komuniti berpendapatan tinggi dalam kalangan lulusan kolej komuniti. PhD Thesis. Fakulti Pendidikan, Universiti Kebangsaan Malaysia, Bangi.
- Aspin, D. N., & Chapman, J. D. (2007) Lifelong Learning: Concepts and Conceptions. In D.N. Aspin (Ed.) *Philosophical Perspectives on Lifelong Learning*. Netherland: Springer.
- Cheng, L., Melor, M. Y., & Maslawati, M. (2016). Issues Contributing to Low Performance of English in A National School in Song, Sarawak. <https://www.researchgate.net/publication/317080426>
- Creswell, J. W. (1994). *Research Design Quantitative and Qualitative Approach*. London: Sage Publication".
- Ealangov, S., Hanafiah, A., & Abdullah, S. (2018). Keberkesanan Kursus Pembelajaran Sepanjang Hayat Dengan Pekebun Kecil Risda. *Politeknik & Kolej Komuniti Journal Of Life Long Learning*, 2(1), 121-130. Retrieved from <https://myjms.mohe.gov.my/index.php/PKKJLLL/article/view/4709>.
- Fatin, A. P. (2021). Masa Terbaik Asah Kemahiran Pembelajaran Sepanjang Hayat. *Berita Harian Online*. <https://www.bharian.com.my/rencana/komentar/2021/08/850211>
- Harits, A. H., & Asyraf, H. (2021). Program Pembelajaran Sepanjang Hayat perlu pendekatan holistik. *Astro Awani*. <https://www.astroawani.com/berita-malaysia/program-pembelajaran-sepanjang-hayat-perlu-pendekatan-holistik-293145>
- Haziyah, H., Najah, N. A., Nur, F. A. R., 'Adawiyah, I., & Zamzuri, Z. (2021) Amalan Pentaksiran Alternatif dalam Program Pengajian Islam di Universiti Kebangsaan Malaysia dalam mendepani Cabaran Pandemik COVID-19. *Islamiyyat* 43(1) pp 3-14.
- Hazwani, H., & Nor, A. B. (2018) Keberkesanan program Pembelajaran Sepanjang Hayat (PSH) terhadap pengetahuan dan tahap kemahiran pelajar kolej komuniti. *Jurnal Pendidikan Malaysia*, 43 (1(SI)). pp. 89-106
- Mohd, N. M. S. (2010). Indeks modal sosial dan agihan pendapatan di Malaysia. *International Journal of Management Studies*, 17 (2), pp. 253-274
- JPKK. (2011) *Buku Panduan Pelaksanaan PSH Edisi 2012 dan Laporan pemantauan Keserakanan Program Latihan 1Malaysia*. Putrajaya: KPT.
- Knasel, E., Meed, J., Dan Rossetti, A. (2000) *Learn For Your Life: A Blueprint For Continuous Learning*. Great Britain: Prentice
- Ministry of Higher Education. (2021). Belanjawan 2021 : Perkasa Pembangunan Pendidikan Tinggi Negara. <https://mohe.gov.my/hebahan/kenyataan-media/belanjawan-2021-perkasa-pembangunan-pendidikan-tinggi-negara>
- Norfadzilah, M., Hasnurul, N. H., & Nor, L. R. (2017). Kajian Kepuasan Peserta Kursus Pembelajaran Sepanjang Hayat (PSH) Terhadap Kursus Pendek Pemprosesan Makanan Di Kolej Komuniti Masjid Tanah Melaka. *Politeknik & Kolej Komuniti Journal of Life Long Learning*, 1 (1), 101-112
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory (3rdEd.)*. New York: McGraw-Hill.
- Nurliyana, A. M., Izariani, I., & Siti, N. N. (2018) Persepsi Peserta Kursus Pendek Terhadap Kursus yang Ditawarkan di Kolej Komuniti Masjid Tanah. *Politeknik & Kolej Komuniti*

Journal of Life Long Learning, Vol.2 <https://myjms.mohe.gov.my/index.php /PKKJLLL/article/ view/4708/1516>

- Roth, D., & Swail, W. S. (2000). *Certification and Teacher Preparation in the United States*. Washington: Educational Policy Institute.
- Ting, S. H., Siti, H. I., Azhaili, B., Rohaida, A., Wan, A. W. Z. & Sim, E. U. (2015) Impak Nasional: Program Pembelajaran Sepanjang Hayat (PSH) Tidak Formal di Malaysia. Universiti Malaysia Sarawak (UNIMAS), Kota Samarahan, Sarawak.
<http://ir.unimas.my/id/eprint/23066>
- Zainab, A. (2012). Buku Pelan Pemerkasaan Kolej Komuniti 2013-2015.
<http://www.mohe.gov.my/portal/images/utama/penerbitan/direktoriPSH012.pdf>