

Attributes for Multi-Ethnic Students' Acceptance towards the Cultivation of the Implementation of Citizenship Values in Secondary School

Sitti Hasnah Bandu, Mohd Mahzan Awang, Abdul Razak Ahmad

Faculty of Education, National University of Malaysia, 43000 Bangi, Selangor

DOI: 10.6007/IJARBS/v7-i3/2753 URL: <http://dx.doi.org/10.6007/IJARBS/v7-i3/2753>

ABSTRACT

The element of citizenship is very significant in forming a nation especially in a country such as Malaysia which is a unique country for its multiracial and multi-ethnic society. All citizens should have the competency in carrying out their responsibilities towards the country. Education is an alternative way to develop students' competence in carrying out the responsibilities as a citizen of the country. Citizenship education which is taught in Civics and Citizenship Education (PSK) subject is deemed able to provide civic education to students. The goals of PSK curriculum is to create awareness among students about the roles, rights and responsibilities towards the society and the country in order to create members of the community and citizens of the country who are united, patriotic and able to contribute towards the betterment of the society and the country. Therefore, this study was carried out to identify and verify the attributes of students' acceptance for the cultivation of the implementation of citizenship elements through PSK subject. A quantitative approach using survey method was used in the design of this study. This study used a questionnaire method which is administered to 100 high school students as respondents. Reliability of instruments refers to the degree of measurement that is consistent for every time a measurement is conducted and tested through Cronbach's alpha coefficients. This study found that there are five important attributes that need to be examined with regards to students' acceptance of the cultivation of the implementation of citizenship values through PSK subjects in school. Five of these important attributes are the strategy and teaching methods; textbooks and reference books; use of teaching aids; classroom activities; and assessments.

Keywords: Citizenship, Values, Ethnicity, Implementation, Competency

1. Introduction

As the concept of citizenship becomes very important, elements of citizenship are included and taught in a variety of subjects in the education system of Malaysia. There are elements of citizenship in the curriculum of Moral Education (2000), History Education (2002) and Civics and Citizenship Education (PSK) (2005). Each of the citizenship elements which are included in a variety of subjects that lead to produce good citizens in terms of appreciation and practice and finally can contribute to the welfare of the community, country and world. However, PSK has a

specific curriculum which focuses on the subject of citizenship that is aimed to bring awareness to students about their roles, rights and responsibilities towards the society and the country in order to create members of the community and citizens of the country who are united, patriotic and able to contribute towards the betterment of the society, the nation and the world (KPM 2005).

PSK subject had been implemented in stages in 2005 beginning from Standard 4 of primary school and Form 1 of secondary school. Until now the subject still being taught in primary and secondary schools. However, based on the framework of the Standard Curriculum of Secondary School (KSSM), from the year 2017, PSK is no longer taught as a subject to Form 1 students in schools. Instead, the values of citizenship have been taught through a variety of subjects including History subject. One of the pillars of KSSM is the sense of humanity in order to produce a balanced person. Elements of citizenship and civic values are combined in the subjects of history KSSM. The combination of citizenship and Civic Values elements are done based on democratic principles and values, emotional attachment to the nation, a sense of belonging, sense of patriotism, and identity of oneself (KPM 2015).

Education is able to produce students who have citizenship competence as intended by the nation. According to Ten Dam & Volemn (2007) civic education is seen as an alternative to creating students' competencies which would enable them to carry out social tasks. Nowadays, civic competence is an aspect of knowledge, skills and attitudes which is very much needed to exist in society. Thus, citizenship education is offered to provide a platform for students to practice their knowledge and contribute to the nation in order to develop the country. It has been seen that there is a relationship between the establishment of good citizens and the establishment of an independent country and nation.

2. PROBLEM STATEMENT

The issue of citizenship is a global and continuing issue. A study carried out by Hessel Nieuwelink et al. (2016) found that opportunities for young people to engage themselves in making decisions collectively and to gain experience of democracy are quite limited in the schools. According to Mohd Zahari et al. (2006) the lack of patriotism which is inherent in oneself is a consequence for not appreciating the attributes of a good citizenship. Hamidah et al. (2011) puts forward that students' awareness about their responsibilities as citizens who practice democratic principles has yet to reach the level to be proud of. Students' level and comprehension and appreciation of the values of citizenship are still lax and are still at a moderate level (Zahara 1985, Rizal 2002, Mohd Mahzan et al. 2015).

Various attempts have been made by the government to address the issue of citizenship. These include introducing PSK subject in 2005, and introducing the National Service Training Program (NSTP) in 2004 after being agreed upon by the Parliament as efforts that would lead to the formation of citizenship values. The most recent effort has been done via PIPP KPM which is the development of the Education Development Master Plan (PIPP) for the

period from 2013 – 2025. Based on PIPP, there are six main attributes of an individual which are required by students, namely: knowledge, thinking skills, leadership skills, multilingual skills, ethics and spirituality, as well as national identity. All of these attributes would lead to the achievement of citizenship attributes.

However, up to now, far too little number of studies on citizenship has been carried out in the country as most studies on this topic have only been carried out abroad. As acclaimed by Mohd Mahadee and Mansor (2013), there are still limitations in the past researches about the citizens' ability to behave as democratic citizens. To date, the existing studies on citizenship in the country, however, have tended to research on citizenship elements in the History subject or only on the surface rather than wholistically carried out. For example, Ahamad et al. (2012) concluded that the elements of citizenship in the history curriculum are placed under a title, namely, the context of implementing values in history. Therefore, this study should be carried out as PSK is a subject that focuses on the values of citizenship nowadays. So this study will focus on this subject a the background of the research.

3. RESEARCH OBJECTIVES

This study aims to identify and confirm the attributes of the acceptance of multi-ethnic students about the implementation of the citizenship values through PSK subject by using the questionnaire method with reference to the reliability of the instrument based on the degree of consistent measurement for every measurement carried out through Cronbach's alpha coefficients.

4. Methodology

The type of study design is in the form of a survey. The approach used is fully quantitative approach through questionnaire. The questionnaire was constructed by adapting questionnaires from previous studies. This study focuses on the construction of the instrument as a result of adaptation to past studies which have the characteristics of psychometric, namely, in terms of validity and reliability of the items used by the construct. Reliability and validity of an instrument is the main thing in the construction of an instrument or questionnaire. Therefore, attributes that have been used are based on the reliability and validity of the results of the analysis carried out. This quantitative approach was carried out for the purpose of testing the validity and reliability of the instrument used. The research design is ideal for showing generalization to population and for research that can explain the phenomenon through data collection which are numbered and analyzed using basic mathematical methods (Creswell 1994).

This study is adapted from past studies based on the framework of the study and definition of the concept of operations for each sub-constructs used in this study. This study focuses on constructs of acceptance by students on the implementation of the citizenship values in schools which consists of five sub-constructs. The total number of constructs items are

43 items which are, namely, sub construct of teaching and learning (11 items), use of textbooks and reference books (5 items), use of teaching aids (7 items), activities in the classroom (10 items) and assessment (10 items). 5-point Likert scale was used to obtain information on the students' acceptance of the implementation of citizenship values in schools on a scale from 1- never; 2- rarely; 3- quite often; 4- often; and 5- very often.

The respondents consisted of Form 4 secondary school students from two schools in the states of Sabah and Johor. The total number of respondents was 100 students. Data were analyzed using SPSS version 22 for testing the reliability of each item used in the instrument. Reliability of the instrument refers to the degree of measurement instruments that is consistent for each time the measurements are made and tested through Cronbach's Alfa coefficients. Cronbach's alpha is a reliable numerical value that indicates how the items relate to each other (Sekaran 2000). Sekaran (2000) states that if the value of Cronbach's alpha is approaching 1.0, the reliability is high, good and efficient while Mohd Majid (2004) believes that most researchers use high reliability coefficient value of 0.60 because the value is more appropriate. After a preliminary study had been conducted, researchers identified items that should be removed or modified to improve the reliability index.

5. RESULTS OF THE STUDY AND DISCUSSION

a. Teaching and Learning

Table 5.1 The reliability of the instrument for teaching and learning

Variables	Item	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha Value
Strategies and methods of teaching	B1	0.30	0.80	0.80
	B2	0.51	0.78	
	B3	0.51	0.78	
	B4	0.55	0.77	
	B5	0.34	0.79	
	B6	0.56	0.77	
	B7	0.41	0.79	
	B8	0.52	0.78	
	B9	0.52	0.78	
	B10	0.43	0.79	
	B11	0.39	0.79	

Table 5.1 shows that Cronbach's alpha values for every item in teaching and learning were found as from 0.77 to 0.80. Meanwhile, the overall Cronbach's alpha value was found as 0.80 and the total score for corrected item-total correlation value was found as higher than 0.3 which is between 0.30 and 0.56. This means that each of the items used in the instrument for

teaching and learning was found to be strong and have good internal consistency in order to be used in the actual study.

b. The use of textbooks and reference books

Table 5.2 The reliability of the instrument for the use of textbooks and reference books

Variables	Item	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha Value
The use of textbooks and reference books	B12	0.53	0.80	0.81
	B13	0.66	0.75	
	B14	0.66	0.75	
	B15	0.54	0.79	
	B16	0.61	0.77	

Table 5.2 shows that Cronbach's alpha values for every item in the use of textbooks and reference books were found as from 0.75 to 0.80. Meanwhile, the overall Cronbach's alpha value was found as 0.81 and the total score for corrected item-total correlation value was found as higher than 0.3 which is between 0.75 and 0.80. This means that each of the items used in the instrument for the use of textbooks and reference books was found to be strong and have good internal consistency in order to be used in the actual study.

c. The use of teaching aids

Table 5.3 The reliability of the instrument for the use of teaching aids

Variables	Item	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha Value
The use of teaching aids	B17	0.72	0.87	0.89
	B18	0.70	0.87	
	B19	0.68	0.88	
	B20	0.60	0.89	
	B21	0.66	0.88	
	B22	0.74	0.87	
	B23	0.73	0.87	

Table 5.3 shows that Cronbach's alpha values for every item in the use of teaching aids were found as from 0.87 to 0.89. Meanwhile, the overall Cronbach's alpha value was found as 0.89 and the total score for corrected item-total correlation value was found as higher than 0.3 which is between 0.87 and 0.89. This means that each of the items used in the instrument for

the use of teaching aids was found to be strong and have good internal consistency in order to be used in the actual study.

d. The activities in the classroom

Table 5.4 The reliability of the instrument for activities in the classroom

Variables	Item	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha Value
Activities in the classroom	B24	0.55	0.87	0.88
	B25	0.60	0.87	
	B26	0.54	0.87	
	B27	0.77	0.86	
	B28	0.58	0.87	
	B29	0.58	0.87	
	B30	0.65	0.87	
	B31	0.56	0.87	
	B32	0.59	0.87	
	B33	0.69	0.86	

Table 5.4 shows that Cronbach's alpha values for every item in activities in the classroom were found as from 0.86 to 0.87. Meanwhile, the overall Cronbach's alpha value was found as 0.88 and the total score for corrected item-total correlation value was found as higher than 0.3 which is between 0.55 and 0.77. This means that each of the items used in the instrument for activities in the classroom was found to be strong and have good internal consistency in order to be used in the actual study.

e. Assessment

Table 5.5 The reliability of the instrument for assessment

Variables	Item	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha Value
Assessment	B34	0.35	0.79	0.79
	B35	0.58	0.76	
	B36	0.57	0.76	
	B37	0.56	0.76	
	B38	0.42	0.78	
	B39	0.45	0.78	
	B40	0.37	0.79	
	B41	0.44	0.78	
	B42	0.36	0.79	
	B43	0.54	0.76	

Table 5.5 shows that Cronbach's alpha values for every item in the assessment were found as from 0.76 to 0.79. Meanwhile, the overall Cronbach's alpha value was found as 0.79 and the total score for corrected item-total correlation value was found as higher than 0.3 which is between 0.35 and 0.58. This means that each of the items used in the instrument for the assessment method was found to be strong and have good internal consistency in order to be used in the actual study. On the whole, the reliability of the instrument for acceptance by students on the implementation of civic education and citizenship values in school can be summarized as in the following table.

Table 5.6 The reliability of the instrument for acceptance by students on the implementation of the civic education and citizenship values in schools

No	Variables	Cronbach's Alpha Value	Overall Cronbach's Alpha Value
1	Teaching and learning	0.80	0.94
2	Use of textbooks and reference books	0.81	
3	Use of teaching aids	0.89	
4	Activities in the classroom	0.88	
5	Assessment	0.79	

Table 5.6 shows that every variable which was analyzed shows that it has high reliability and is feasible to be used in the actual study. Cronbach's alpha values for every variable was found as such, namely, teaching and learning (0.80), use of textbooks and reference books (0.81), use of teaching aids (0.89), activities in the classroom (0.88) and assessment (0.79). The

overall Cronbach's alpha value for the acceptance by students on the implementation of the civic education and citizenship values in schools was found as 0.94.

6. CONCLUSION

Five attributes constitute the conceptual framework for the students' acceptance, namely: teaching and learning, the use of textbooks and reference books, the use of teaching aids, classroom activities and assessments. All of these attributes are identified as constructs to be used in order to examine the acceptance by students on the implementation of the civic education and citizenship values in schools.

Corresponding Author

Sitti Hasnah Bandu
Faculty of Education,
National University of Malaysia, 43600 Bangi, Selangor
Email: hasnahbandu@siswa.ukm.edu.my

References

- Ahamad, R., Abdul, R. A., & Anuar, A (2010). Penilaian Keberkesanan Pelaksanaan Kurikulum Mata Pelajaran Sejarah Menengah Rendah Tingkatan 2 di Sekolah-sekolah Menengah Semenanjung Malaysia. *Prosiding Seminar Penyelidikan*
- Hamidah, A. R. et al. (2011). Kajian tinjauan hubungan etnik dalam kalangan pelajar tahun satu di kampus Johor Baharu. Universiti Teknologi Malaysia (UTM) Jurnal Teknologi 54 (sains sosial) Jan 2011: 65-76 @ Universiti Teknologi Malaysia.
- Hessel, N., Paul, D., Femke, G., Greet, T. D. (2016) Adolescents' experiences with democracy and collective decision-making in everyday life. [https://www.researchgate.net/publication/287319142 Adolescents%27 experiences with democracy and collective decision-making in everyday life](https://www.researchgate.net/publication/287319142_Adolescents%27_experiences_with_democracy_and_collective_decision-making_in_everyday_life)
- Kementerian Pendidikan Malaysia. (2002). Kurikulum Sejarah
- Kementerian Pendidikan Malaysia. (2015). Kurikulum Standard Sekolah Menengah (KSSM)
- Kementerian Pendidikan Malaysia. (2002). Kurikulum Bersepadu Sekolah Menengah, Huraian Sukatan Pelajaran Pendidikan Sivik dan Kewarganegaraan Tingkatan 4
- Kementerian Pendidikan Malaysia. (2013). Pelan Pembangunan Pendidikan 2013-2025
- Mohd, M. I., & Mansor, M. N. (2013). Manifestasi Pendidikan Sivik dalam kalangan Alumni Program Latihan Khidmat Negara. 8, 73-106.
- Mohd, M. A., Abdul, R. A., & Amla, M. S. (2015). Kompetensi Kewarganegaraan di Malaysia. Laporan Penyelidikan UKM.
- Mohd, M. K. (2004). *Kaedah Penyelidikan Pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

- Mohd, Z. Y., Muhammad, S. S., & Meer, Z. Farouk, A. R. (2006). Persepsi Patriotisme di kalangan mahasiswa tinjauan dari sudut pemikiran mahasiswa high achievers UiTM cawangan Kelantan 1–12. Retrieved from http://eprints.utm.my/550/1/MohdZahariYusoff2006_Persepsipatriotismedikalanganmahasiswa.pdf
- Rizal, U. (2002). Nilai-Nilai Kewarganegaraan di Kalangan Pelajar Sekolah Menengah Tinggi Kajang. Tesis Sarjana Pendidikan, Fakulti Pendidikan: UKM.
- Ten Dam, G. & Volman, M. (2007). Educating for adulthood or for citizenship: social competence as an educational goal. *Education Journal of Education* 42: 281-298.
- Zahara A. (1985). Penerapan Pendidikan Kewarganegaraan dan Kesejahteraan Negara. Dalam Juriah Long. *Aliran Dalam Pendidikan Menjelang Abad Ke 21*. Bangi: Penerbit UKM.