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The Practice of Noble Values among Primary School Students in Malaysia

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THE PRACTICE OF NOBLE VALUES AMONG PRIMARY SCHOOL STUDENTS IN MALAYSIA

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Abstract

Social problems among students have become very serious in recent years. Therefore, the issues that need to be addressed are the practices that exist among them. This study will share a research finding that identifies the level of practice of applying noble values among primary school children. This study used qualitative research designs through interviews and observations and quantitative survey studies where data were collected through questionnaires involving 321 primary school children from four primary schools in the North Zone of Peninsular Malaysia. Overall, the findings show that the practice of noble values is admirable. This study found that there was a significant difference in values of noble practices in terms of school types. In addition, the findings also found that values of respect are the most dominant values practiced by primary school students followed by other values.

Keywords: *Practices, Noble values, Primary School, Malaysia*

A. Introduction

Education and application of values are inseparable and have a very close relationship (Tajul Ariffin Noordin & Nor' Aini Dan, 1992; Wan Mohd Zahid Mohd Noordin, 1993). Education will not be meaningful and perfect without the inculcation of noble values (Zakaria Kasa, Abdul Rahman Md. Aroff, Abdul Majid Mohd Isa & Rahil Hj. Mahyuddin, 1996). Syed Muhammad Naquib Al-Attas (1980) stressed that education is the process of applying good conduct in a person. This means education does not only produce good citizens and workers, but also to create good human beings or people. In order to realize the education aspect expressed, the Ministry of Education Malaysia has introduced the concept of applying noble values across the curriculum. Likewise, in the Malaysian Education Blueprint 2013-2025 the National Education Philosophy aspect continues to be supported by providing balanced education through the values, ethics and spirituality elements that must be nurtured in teaching and learning (Education Development Plan 2013-2025).

However, in the application of noble values among students there were some problems that arise. The reality that occurs in terms of readiness and practice of applying noble values in the teaching of subjects in schools are particularly disturbing where emphasis on noble values is lacking (Noor Lela Ahmad, 2008; Mohd. Uzi Dollah, 2007). This is because teachers are still focusing on the delivery of subject matter and students' academic achievement. In addition, teachers lack the pursuit of noble values among students; students do not get enough exposure in relation to applying the values and teachers face time constraints in carrying out value-moulding strategies in teaching.

In particular, this study aims to; Identify the level of noble values practice among students in primary schools; Build a model of noble values practice for students in primary school. Based on the above objectives, this study is expected to answer how well do the noble values being practiced among primary school students; are there significant differences in the practice of noble values based on pupil demographics; how was the model of practicing noble values for primary school students built.

B. Method

This study is a survey study using quantitative and qualitative approaches. The sample for this study was 321 primary school students in the North Zone of Peninsular Malaysia which involved Perak, Penang, Kedah and Perlis which consisted of National Primary Schools (SK), Islamic Primary School (SRA), National Chinese Type Schools (SJKC) and National Tamil Type Schools (SJKT)).The sampling technique selected was stratified random sampling and also simple random sampling. Meanwhile, for the study of qualitative approach, interview and observation methods have been conducted.

For the quantitative approach, the researcher used the questionnaire as it was more practical and could be carried out by the researcher (Creswell, 2005; Wiersma, 2000; Mohamad Najib Abdul Ghafar, 1999). It consists of part A covering items related to student demographics. While part B contains items related to the noble values practiced by students. For section B, there are 83 items presented where it includes 17 constructs of noble values. The reliability level of the instrument and the stabilization of the questionnaire items were determined by the Cronbach Alpha test and found the alpha value for each item dimension above 0.6 where the whole item recorded the alpha value of .93.This indicate that the instrument has acceptable reliability. Each item in the questionnaire has been answered using five-point Likert scale.

To determine the level of practice of noble values, interpretation was based on procedures in the calculation of break interval constructed by Bahaman and Turiman (1999) and according to the formula recommended by Nunally (1978) as Table 3.1 below:

Table3.1: Mean Scale Interpretation

Mean Score Range	*Interpretation for Practice of Noble Values*
4.01-5.00	High
3.01-4.00	Moderately High
2.01-3.00	Moderately Low
1.00-2.00	Low



C. Research Finding

1. Hypothesis Testing

a. There was no significant difference in value appreciation based on gender

In order to test the first hypothesis, free sampling t-test method was used because it involved a free variable of sex with two groups (male and female) and a continuous dependent variable (interval) that is the value appreciation level.

b. There is no significant difference between school types and values appreciation

The second null hypothesis was tested using a one-way ANOVA analysis as it contained a dependent variable with continuous data and a nominal independent variable with more than two groups, which are the respondent groups who attended school at National Primary School, National Chinese Type School, Islamic Primary School and National Tamil Type Schools.

2. Primary School Students' Values Appreciation Practice

Table 4.3 shows the level of practice of noble values as a whole and according to each dimension consisting of 17 noble values. The overall mean score for students' appreciation of noble values is moderate in the mean of 3.60 with the standard deviation of .42 (Likert scale scores ranging from 1 to 5).Subsequent findings show that out of 17 noble values, all dimensions of the values indicate a moderate level of appreciation of mean score between 3.01 and 4.00.

3. Practice of Kind Values

The findings showed that the level of appreciation for kindness among respondents is at moderately high level (M=3.42, SD=.56). Table 4.4 shows the mean value and standard deviation of each item of kind. This finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of kindness and should be further enhanced in all aspects.

4. Practice of Independent Values

The findings show that the appreciation of independent values among respondents is moderately high (M=3.34, SD=.70). The overall mean score of appreciation of independent values is the lowest of noble values dimensions. Table 4.5 below shows the mean value and standard deviation of each independent item. The finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of being independent and should be further enhanced in all aspects.

5. Practice in Humble Values

The findings show that the appreciation of humble values among respondents is moderately high (M=3.56, SD=.57). Table 4.6 below shows the mean value and standard deviation of each humble item. The finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of being humble and should be further enhanced in all aspects.

6. Practice of Respect Values

The findings show that the appreciation of respect values among respondents is moderately high (M=3.95, SD=.65). Table 4.7 below shows the mean value and standard deviation of each respect item. The finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of respect and should be further enhanced in all aspects except the aspect of treating the elderly kindly.

7. Practice of Affectionate Values

The findings show that the appreciation of affectionate values among respondents is moderately high (M=3.61, SD=.60). Table 4.8 below shows the mean value and standard deviation of each affectionate item. The finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of being affectionate and should be further enhanced in all aspects.



8. Practice of Justice Values

The findings show that the appreciation of justice values among respondents is moderately high (M=3.46, SD=.62).Table 4.9 below shows the mean value and standard deviation of each justice item. The finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of justice and should be further enhanced in all aspects except the aspect of distributing the reward fairly and equally.

9. Practice of Courage Values

The findings show that the appreciation of courage values among respondents is moderately high (M=3.59, SD=.69). Table 4.10 below shows the mean value and standard deviation of each courage item. The finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of courage and should be further enhanced in all aspects.

10. Practice of Physical and Mental Hygiene Values

The findings show that the appreciation of physical and mental hygiene values among respondents is moderately high (M=3.90, SD=.55). Table 4.11 below shows the mean value and standard deviation of each physical and mental hygiene item. The finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of physical and mental hygiene and should be further enhanced in all aspects.

11. Practice of Honest Values

The findings show that the appreciation of honest values among respondents is moderately high(M=3.68, SD=.60). Table 4.12 below shows the mean value and standard deviation of each honest item. The finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of being honest and should be further enhanced in all aspects.

12. Practice of Hardworking Values

The findings show that the appreciation of hardworking values among respondents is moderately high(M=3.44, SD=.64).Table 4.13 below

shows the mean value and standard deviation of each hardworking item. The finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of being hard working and should be further enhanced in all aspects.

13. Practice for Cooperation Values

The findings show that the appreciation of cooperation values among respondents is moderately high (M=3.72, SD=.61).Table 4.14 below shows the mean value and standard deviation of each cooperation item. The finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of cooperation and should be further enhanced in all aspects.

14. Practice of Moderate Values

The findings show that the appreciation of moderate values among respondents is moderately high(M=3.52, SD=.56). Table 4.15 below shows the mean value and standard deviation of each moderate item. The finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of being moderate and should be further enhanced in all aspects.

15. Practice of Gratitude Values

The findings show that the appreciation of gratitude values among respondents is moderately high(M=3.93, SD=.59). Table 4.16 below shows the mean value and standard deviation of each gratitude item. The finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of gratitude and should be further enhanced in all aspects.

16. Practice of Rational Values

The findings show that the appreciation of rational values among respondents is moderately high (M=3.49, SD=.71). Table 4.17 below shows the mean value and standard deviation of each rational item. The finding suggests that in general the respondents have not reached satisfactory



level of appreciating the value of being rational and should be further enhanced in all aspects.

17. Practice of Community Spirit Values

The findings show that the appreciation of community spirit values among respondents is moderately high(M=3.46, SD=.69).Table 4.18 below shows the mean value and standard deviation of each community spirit item. The finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of having community spirit and should be further enhanced in all aspects.

18. Practice of Patriotic Values

The findings show that the appreciation of patriotic values among respondents is moderately high(M=3.72, SD=.70).Table 4.19 below shows the mean value and standard deviation of each patriotic item. The finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of patriotism and should be further enhanced in all aspects.

19. Practice of Freedom Values

The findings show that the appreciation of freedom values among respondents is moderately high (M=3.43, SD=.53). Table 4.20 below shows the mean value and standard deviation of each freedom item. The finding suggests that in general the respondents have not reached satisfactory level of appreciating the value of freedom and should be further enhanced in all aspects.

D. Discussion and Research Findings

Overall, the findings show that there are eleven noble values that have been practiced in four types of schools. Figure 5.1 below shows eleven of the following noble values.

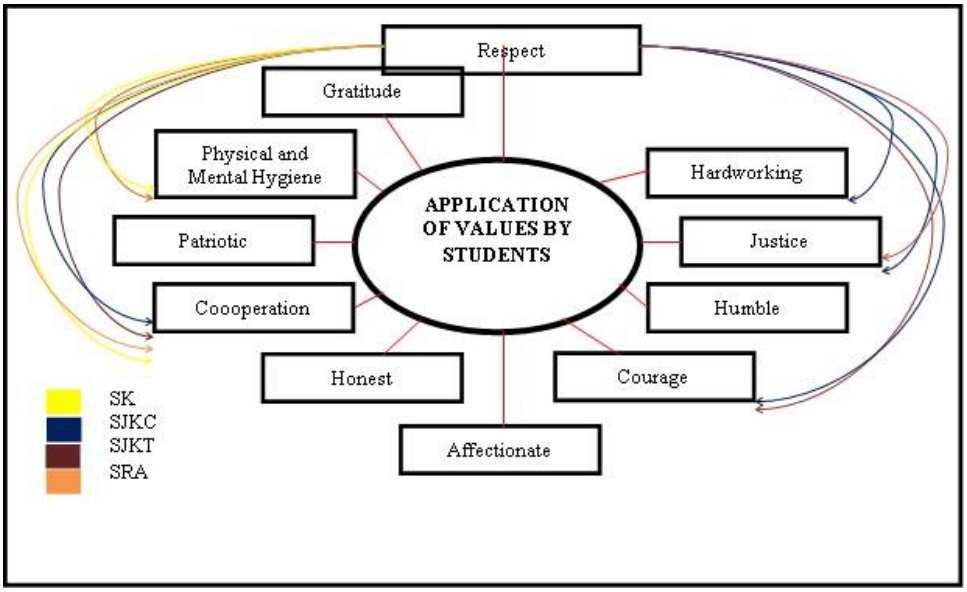

Figure Model of Application of Values by Students in Primary School

Discussions include demographic factors such as student gender, school type and school environment. Student's gender affects the application of values practice by those in which it is divided into two; namely boys and girls. Based on the research conducted by Yahya Buntat & Rozita Sanapi (2003), the level of application of noble values by gender between male and female students is high. The proof is that the average mean value of both gender is almost identical and at high levels. The most dominant value practiced for both gender is the value of respect and is followed by rational, gratitude and so on. Based on the findings of the study conducted by the Ab. Rahman Mahmud & Amidin Zin (1995) found that the practice of noble values between male and female students is not the same, where the mean of practicing noble values among girls is higher or better than the male students.

The type of school also affects the practice of applying values by students in which the types of schools are divided into urban schools and rural schools. The findings of the study conducted by Emily Anak Sakai & Mohd Dahlan Hj. A. Malek (2014) found that rural school students are

more motivated to apply noble values among themselves than in urban schools students who are more laid-back in the practice of noble values. Moreover, urban students are already in their own zones and have the freedom to do anything in their lives. According to Abdul Rahman Md. Aroff, Asmawati Suhid & Nur Surrayyah Madhubala Abdullah (2008), the outdoor environment is also unfriendly towards the development of noble values of children. In fact, both locations (school and outside environment) play an effective role in sowing and cultivating noble values among students to create a society of moral and spiritual qualities (Abd. Rahim Abd. Rashid, 2001). At the same time, schools in rural or urban areas play an important role in promoting noble values among students by ensuring that the school environment has a positive school culture (Zakaria Kasa, Abdul Rahman Md. Aroff, Abdul Majid Isa & Rahil Hj. Mahyuddin, 1996).

School atmosphere is also one of the factors that affect the practice of applying noble values by students. The atmosphere and environment of the school that highlight the true Islamic values will make the environment more harmonious and can create positive values as well as educational activities that lead to students' excellence (Fathiah Saini, 2005). Citing the words from Rosnani Hashim (1998), the management of the school should strive to create a school environment that practices noble values and behaves in order that pupils always strive to do good besides seeking the approval of Allah Swt. In addition, an educational environment that emphasizes on the development of noble values, the strengthening of faith and spiritual self is considered as a complete package (Dziauddin Abdul Rahman, 1999).

Furthermore, discussions on the application of noble values among students as a whole; students in the four types of schools are very much applying the noble values within themselves. This is evidenced by the eleven practices of applying noble values inculcated in them in which the values indirectly help the students to behave well. Based on the findings of the qualitative data, the values of respect are the most dominant values

that have been practiced by students in the four types of schools throughout their school years. This finding is also acknowledged by the study conducted by Mohd Azrul Jaafar, Azrina Tahir & Ahmad Firdaus Mohd Noor (2017)where the value of respect becomes one of the highest values practiced among students. This finding is in line with the study conducted by Yahya Buntat & Rozita Sanapi (2003) where value of respectis often appreciated by students throughout the learning and facilitating sessions in order to run smoothly and systematically.

The value of gratitude is also one of the highest values obtained through qualitative data and has been practiced among students. This finding is also proven through the study conducted by Mohd Azrul Jaafar, Azrina Tahir & Ahmad Firdaus Mohd Noor (2017) where the value of gratitude is one of the highest mean values obtained in the study.The findings are also supported by a study conducted by Mohamad Khairi Othman, Asmawati Suhib & Samsilah Roslan (2015) where the mean value of gratitude among respondents shows that it is at a high level. An individual primarily a student will practice gratitude as a sign of gratefulness towards the blessings of Allah S.W.T (M. Ali Hasan, 1997).

The findings also found that the value of physical and mental hygiene is one of the values that have been practiced especially in the National Primary School (SK) and the Islamic Primary School (SRA).According to a study conducted by Ab. Rahman Mahmud & Amidin Zin (1995), their findings found that the mean value of physical and mental hygiene value is among the highest among male and female students.

The study found that the value of patriotism was highly practiced among the students in the school. The findings of this study were supported by a study conducted by Mohamad Khairi Othman, Asmawati Suhib & Samsilah Roslan (2015) where they found that the patriotic value practice is also at a high level by students at school. The value of patriotism can develop high level of endurance and determination in allowing an individual to dare to act and have the determination in building the nation (Abd. Rahim Abd. Rashid, 1999).



The findings also found that the value of cooperation was also practiced by students in all four types of schools. The findings of this study were proven by the study conducted by Adam & Kassim (2011) where the application of cooperation value in the student is important in generating more creativity compared to creativity produced an individual. This value makes them more motivated to learn (Katip, Abu Bakar & Malia, 2005). Besides training themselves to be responsible for their groups, it can also train them to be responsible as an individual while respecting their group members (Katip, Abu Bakar & Malia, 2005).

Consequently, the findings of qualitative data also show that the values of honest are also practiced by students. Citing from research conducted by Ab. Rahman Mahmud & Amidin Zin (1995), the value of honest can be said to be among the highest practiced by both male and female students. Meanwhile, the study conducted by Azmi Shah Suratman, Mohd Nasir Ripin, Ramli Awang, Sayed Mahussain Sayed Ahmad & Zulkifli Haron (2007) found that honest values are at moderate level practiced by students. According to this study, there is still room for increased honest values among respondents.

The next discussion found that the affectionate value was also practiced by students in school. The findings of this study have been supported by the study conducted by Ab. Rahman Mahmud & Amidin Zin (1995), however, the application of the affectionate value is relatively low compared to other values based on the mean value obtained. Similar to the study conducted by Yahya Buntat & Rozita Sanapi (2003) where the findings show that the level of applying affectionate value in the student is at a relatively low level compared to other noble values.

In addition, the findings also show that the value of courage is practiced by students in school and this value of courage is seen as having a relationship with the value of respect which involves SJKC and SJKT. This finding is in line with the findings of the study by Yahya Buntat & Rozita Sanapi (2003), which found that the value of courage was one of the activities that were applied among the students. As a proof, the level

of applying value of courage is at a level that can be considered high among students when conducting practical task in the workshop.

Next, the findings show that rational value is also practiced by students in schools. The study conducted by Yahya Buntat & Rozita Sanapi (2003) also reported that rational value is very highly practiced in the daily association of students with classmates. Similarly, the findings of the study were conducted by Ab. Rahman Mahmud & Amidin Zin (1995)found that the mean score of rational value was in a relatively high level of application by both male and female students.

The findings also show that the value of justice is practiced by students in school. This situation can be seen through qualitative data showing that there is a relationship between the value of respect and the value of justice for SJKC and SJKT. The findings of this study have been supported by the study conducted by Yahya Buntat & Rozita Sanapi (2003) where the value of justice is at a moderate level practiced by the students during practical work of the workshop.

Finally, this study finds that the value of hardworking is practiced by the students in school. The findings of the qualitative data show that there is a positive relationship between the value of respect and the value of hardworking for SJKC, but it is at an unsatisfactory level. These findings can also be said in parallel with the study conducted by Mohamad Khairi Othman, Asmawati Suhib & Samsilah Roslan (2015) because the value of hardworking is only at the moderate high level applied by the students. Therefore, the initiative to improve the hardworking values in the students is very necessary because students will find it difficult to achieve success if they are not hard working.

It is hoped that based on all the findings obtained through this research will benefit people of all levels of society, especially to parents, schools, ministries and so on towards ensuring that social problems do not linger in the future. Researchers also suggest that future studies be expanded throughout Malaysia. This study was only conducted in the northern zone of Peninsular Malaysia. Perhaps in the future may be expanded and the findings will be more different than the findings of this study.



E. Conclusion

Overall, the level of practice of noble values among primary school students is still admirable. There are several factors that have been identified in influencing the level of applying noble values practice amongst students. Therefore, all parties, including school administrators, teachers, parents, communities and students themselves, should always ensure that noble values are nurtured and developed among the students in order to create good character and successful future.

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