

## Validity and Reliability Mal-Unity Module toward The High School Students in Batang Padang District Perak

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### Abstrak

Kajian ini merupakan kajian Pembangunan Modul Perpaduan (MAL-UNITY) dalam kalangan murid-murid sekolah menengah di Malaysia. Kajian ini merupakan intipadi daripada keperluan didalam Pelan Pembangunan Pendidikan Malaysia (PPPM 2015-2025). Didalam Pelan Pembangunan Pendidikan Malaysia (2015-2025) Aspirasi Pendidikan yang mengandungi enam elemen utama. Salah satu elemen yang ditekankan adalah pemupukan perpaduan dalam kalangan murid disekolah. Kajian ini merupakan kajian yang menggunakan rekabentuk pembangunan penyelidikan (Design Develop Research-DDR). Bagi pemilihan rekabentuk DDR ini, terdapat tiga fasa utama pelaksanaan kajian ini iaitu fasa (i) analisis keperluan, (ii) pembangunan, dan fasa (iii) kebolegunaan. Bagi kajian ini, fasa analisis kajian dibangunkan bagi melihat dan menilai sejauhmanakah keperluan kepada Pembangunan modul perpaduan ini dilaksanakan. Populasi kajian adaah tertumpu kepada murid-murid sekolah menengah di daerah Batang Padang. Seramai n=300 murid sekolah menengah terpilih merupakan sampel kajian yang menggunakan kaedah pemilihan sampel rawak mudah. Pelaksanaan kajian pada fasa kedua menumpukan kepada proses Pembangunan iaitu melibatkan proses kesahan dan kebolehpercayaan modul yang telahpun dibangunkan oleh pengkaji. Hasil kajian menunjukkan kesahan pakar bidang bagi modul tersebut adalah  $r=.91$  dan kebolehpercayaan modul yang dilaksanakan menunjukkan nilai  $\alpha=.81$ . Ini menjelaskan bahawa, modul yang telah dibangunkan mencapai nilai yang signifikan dan boleh digunakan. (Katakunci: perpaduan, murid sekolah menengah dan MAL-UNITY modul)

### Abstract

This study is aim to the Unity Module Development (MAL-UNITY) among high school students in Malaysia. This study is the essence of the requirements in the Malaysian Education Development Plan (PPPM 2015-2025). In the Malaysian Education Development Plan (2015-2025) Educational Aspirations which contains six main elements. One of the elements emphasized is fostering unity among students at school. This study is a study that uses

research development design (Design Develop Research-DDR). For the selection of this DDR design, there are three main phases of the implementation of this study, namely phase (i) needs analysis, (ii) development, and phase (iii) usability. For this study, the analysis phase of the study was developed to see and evaluate the extent to which the requirements for the development of this unity module were implemented. The study population was focused on high school students in the Batang Padang district. A total of  $n=300$  high school students were selected as the research sample using a simple random sample selection method. The implementation of the study in the second phase focuses on the Development process which involves the process of validity and reliability of the module that has been developed by the researcher. The results of the study show that the validity of field experts for the module is  $r=.91$  and the reliability of the implemented module shows a value of  $\alpha=.81$ . This explains that, the module that has been developed achieves a significant value and can be used.

**Keywords:** Unity, High School Students, MAL-UNITY Module

### **Introduction**

The Malaysian Education BluePrint (2013-2025) in Education Aspirations has outlined five main aspirations that are the priorities of the Malaysian Education Development Plan (PPPM 2013-2025). In the educational aspirations that are outlined, the aspirations of unity is one of the priorities and emphasis for the students at school. The emphasis on the aspiration of unity in the development plan explains that the seriousness of the Malaysian Ministry of Education in ensuring unity among students in schools can be implemented. The implementation of this unity is important and should be maintained to ensure the stability of the school environment continues to be a priority.

The issue of unity among students is one of the issues that often occurs in secondary schools involving various races in a school. Incidents of student fights are often reported at the school level or at the PPD level of a district. The Senior Assistant Teacher of Student Affairs and also the discipline teacher are among the individuals responsible for handling the fighting cases. This situation is often reported to happen in high school. At the primary school level, it shows that there is less of such incidents or situations considering the existence of Vernacular schools for each race such as the existence of SJKC and SJKT. A different situation occurs when students who finish primary school move to a secondary school that only offers the National Secondary School type. Although it does not happen to all high schools in this country, but the matter of fighting to see the diversity of races among our young generation today will have a bad effect on national institutions in the future.

Disagreements or shifts between students of various races are actually the seeds for the division of unity in this pluralistic Malaysian society. This is clearly proven by the incidents of inter-racial fights reported in the mass media and electronic media. Many of these incidents of conflict of understanding are triggered by provocations from one person or a race. As Malaysians who are multi-racial, it is necessary to understand and base every matter that has been enshrined in the Malaysian Constitution. In the context of the school environment, the need for students to understand the rules and policies that have been set by the Malaysian Ministry of Education. If these roles and responsibilities are taken by all parties then there will be no misunderstandings or provocations that could trigger any incidents.

Therefore, the Malaysian Ministry of Education (KPM) sees that need to emphasize the unity contained in the aspirations of Education to be focused on ensuring that unity among students in schools continues to be fostered. In addition, the emphasis on unity in education aspirations will be the backbone of producing a prosperous and harmonious Malaysian

generation for the students in school. Researcher saw that apart from the application of teaching and learning values of unity in some subjects at school, the need for a development or use of a unity module among students at school.

### **Research Objective**

To enhance this study, a few objective is stated

1. To determine the validity of the MAL-UNITY Module towards the high school students in Batang Padang District in Perak
2. To determine the reliability of the MAL-UNITY Module towards the high school students in Batang Padang District in Perak

### **Research Question**

1. Is there any validity of the MAL-UNITY Module towards the high school students in Batang Padang District in Perak
2. Is there any reliability of the MAL-UNITY Module towards the high school students in Batang Padang District in Perak

### **Literature Review**

The issue of unity is one of the issues that often become a topic of focus every year. Incidents involving clashes or disputes between races in this country are seen as needing to be sown. This is because, the unity that has been sown for a long time needs to be maintained for the well-being of a nation. The national education system is ready to emphasize unity among students as the main agenda of education. It has been started a long time since the establishment of the Malayan education system through the Razak Statement (1956). Starting with the Razak Statement (1956) until today, the education curriculum in Malaysia has always and continues to emphasize the aspect of unity among students at school through the subject syllabus. Among the school subject syllabuses that emphasize elements of unity are Islamic Education, Civic Education, Moral Education, Physical Education and Health as well as many other school subjects.

According to Malakolunthu and Rengasamy (2012) explained that, the national education system needs to incorporate inclusive elements and cultural diversity into the National Education Philosophy. This is very important because it is able to deal with the negative perception of the multi-racial society in Malaysia and at the same time produce harmony among the society in Malaysia. In addition, referring to the Malaysian Ministry of Education (1988 p,2) based on the development of the National Education Philosophy in 1989 stated in its entirety: "Education in Malaysia is a continuous effort to develop individual potential in a holistic and integrated manner, so as to be able to produce balanced individuals intellectually, spiritually, emotionally and physically and harmoniously, based on firm faith and devotion to God. Such efforts are designed to produce Malaysian citizens who are knowledgeable and efficient, and are able to achieve a high level of personal well-being and can contribute to the harmony and well-being of the family, society and the country in general".

According to Majzub and Johannes (2011) stated that, the concept of 1 Malaysia that was brought by the Prime Minister at that time was seen as very good because it explained about racial unity with one branding. It is advertised in all corners of government agencies including the field of education. Basically, in terms of the disclosure of unity, it must have happened since the beginning of independence. But to what extent it can be measured and evaluated

about the unity among the society in Malaysia. The studies that exist in Malaysia today focus a lot on the situation and the importance of unity itself.

According to Hisyam (2014), in the research conducted, he suggested that the government needs to create a state-based education system. This is because various races are exposed to ethnic and religious diversity at all levels of education. So the effort can form a multi-racial society that is united more efficiently. Therefore, based on the proposal, the researcher sees the need for the development of methods to determine and increase unity among the community in Malaysia, especially among school students.

According to Loobuyck (2016), in a study carried out related to interculcuturism and multiculturalism between two countries, namely the Netherlands and the United States, it is still a hotly debated issue despite more than a century of civilization in the country, but the concept of difference is still a dispute and debate in the community itself.

In summary, based on previous studies it clearly shows that the issue of community unity is one of the issues and debates that are of concern. The peace and harmony enjoyed by a country must be preserved to ensure the prosperity of the country.

### **Methodology**

For the implementation of this study, the researcher used a quantitative and descriptive design. For the determination of expert validity value for the developed MAL-UNITY module, the researcher used the percentage as the agreement value of field experts. Hashim and Raj (2018) stated, the validity value for instrument and module development is .70 and above. For the validation process of this module, a total of 7 field experts have been identified. Among the experts in the field identified are (i) a councilor officer of the District Education Department, (ii) three high school discipline teachers and (iii) a public university psychology lecturer. The group of experts in this field are those who are directly involved with issues related to student behaviour in secondary schools as well as their involvement in the field of human psychology.

Overall, the expert validity findings for the development of the MAL-Unity module show a value of  $r=.91$ . According to Said et al. (2021), validity values of 0.70 and above are considered acceptable. This is also supported by Hashim and Raj (2018), who state that good and acceptable validity values are  $>.70$  and above. This clearly demonstrates that the development of the MAL-Unity module is good and acceptable.

Meanwhile, for the validity of the Language experts, three language experts have been identified to contribute to the validation process of the MAL-UNITY Unity Module. They consist of (i) Senior Language Teacher, (ii) Malay Language Teacher, and (iii) Head of Malay Language Panel. All of these language experts are individuals within schools who understand the situations and issues that occur in the school environment. Additionally, they are individuals who have been involved in the field of language for more than 10 years. Therefore, the criteria for selecting expert individuals for the validation of this module seem appropriate. The  $r$ -value for the validity of the Language experts shows  $r=.93$ . This is consistent with the values suggested by Said et al (2021); Hashim and Raj (2018), indicating that good and acceptable validity values are .70 and above. Therefore, the results of this study clearly indicate that, for both the expert validity process and language expert validity process, the development of the Unity Module (MAL-UNITY) records good and acceptable validity values

After going through the validation process, the next process is the reliability process of the module. In order to determine the reliability value of the module, the Cronbach Alpha ( $\alpha$ ) value is used to determine the reliability of the module developed by the researcher. According to Said (2021), the reliability of a good instrument is between 0.70 and .99 (best). Among other things, according to Bonet and Wright (2014) explain the interpretation of Cronbach Alpha scores as in Table 3.1 below.

Table 3.1  
*Cronbach Alpha Interpretation*

Score <i>Alpha-Crobach</i>	Reliability
0.8 – 1.0	Very good, Highly Consistent items
0.7 – 0.8	Good and Accepted
0.6 – 0.7	Accepted
<0.6	Item amendments
<0.5	Items remove

Reliability refers to the consistency of the instrument in an implementation of the study. In order to determine the value of reliability, a pilot study needs to be carried out. This pilot study will be carried out on school students who are similar in terms of demographics to the actual sample group, that is, students from school groups that have ethnic diversity in a school.

For the implementation of this pilot study, a total of  $n=90$  fifth grade students of SMK Seri Bedena Sg Besar were selected as the study group. The study sample is students from schools that have multiracial student capacity. The results of the pilot study found that the value of the Cronbach Alpha coefficient ( $\alpha$ ) showed  $r=.81$ . This explains that, the module used has a good consistency value.

### Population and Sampling

For this study, the study population is focused on high school students in the Batang Padang district of Perak. The selection of this student population is focused on national secondary schools (SMK) that have multiracial student capacity. Therefore, the implementation of this study using the one shot case study method will use the random sampling method on national secondary schools in the Batang Padang district. A total of  $n=300$  students will be used for this actual study. While for sample selection for the pilot study, the researcher used study samples from different states that have characteristics and similarities with the actual study sample. A total of  $n=90$  national high school students were used as a pilot study sample.

### Conclusion

Overall, based on the findings of this study, the development of the MAL-Unity module appears to have a positive impact on secondary school students in Malaysia. The study also indicates very high approval rates among secondary school students for the development of the MAL-Unity module. The development of this module seems highly relevant and necessary in line with the requirements and needs outlined in the Malaysia Education Development Plan 2015-2025 (PPPM 2015-2025), which emphasizes the unity element in the national education system. Harun and Aziz (2011) stated that the education system in a country

can be one of the ways to foster integration and create unity among ethnic groups. As we know, schools are educational institutions where most ethnic groups, especially in schools, are under the same roof. From there, various ethnic groups in schools can learn pure values, thereby experiencing the process of socialization easily. Through this process, students in schools can practice unity elements as expected by the Ministry of Education Malaysia, fostering a harmonious generation for the nation.

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