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THE ASPECT OF UNDERSTANDING, APPRECIATION AND PRACTICE OF IDENTITY AMONG STUDENTS OF EDUCATION IN MALAYSIAN PUBLIC UNIVERSITIES

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Abstract

This study aims to identify the level of understanding, appreciation and practice of identity among students of education at five public universities ranked as Research University. A total of seven constructs measures identity, namely religion, science, values, language, culture, unity and nationalism. Therefore, 1000 students, which are 200 people per a Public University, were chosen as the survey respondents. Respondents were selected randomly among students which are studying in various educational programs in the Faculty of Education of UKM, UPM, UM, USM and UTM. Questionnaire was used for data collection. Data were analyzed by descriptive and inferential using the Statistical Package for Social Sciences (SPSS) version 23.0. The results showed that in general, Public Universities' education students still maintain identity in all seven constructs studied. In terms of the understanding, appreciation and practice, only the language aspect were at the level of still remain identity, while six others studied identity is at the level of permanent (strong) identity. UM students are the student who has the least understanding, appreciation and

practice of Malay Language identity against other Public University students. USM students are students who have the most permanent identity in terms of the understanding, appreciation and practice of all seven constructs studied. The implication of this study is the emphasis on the mastery of spoken and written English to some extent affects the understanding, appreciation and practice of the Malay language among education students in the Public University.

Keywords: Understanding, appreciation, practice, identity, education student

INTRODUCTION

Identity is self-describing personal character of each nation or tribe. Internal strength (soul and feelings) consistency, perseverance and all that means robust that fixed so strongly in themselves that cannot be contested is the foundation of identity. To produce a faithful and united citizen, the strength of identity must be owned by every individual, nation and tribe (Abdul Latiff, 2012). In the context of this research, in order to create a better integrated man to make the country that is developed and free from the threat of globalization and other threats of today, the identity elements need to be incorporated first into each prospective educator. This is because educators are individuals who will create and make more virtuous man who has strong sense of identity in order to develop the country.

Being a teacher highly need strong identity. As an educator, personal values and identity is not seen only in knowlege, but also religion, values, language, culture, unity, and national spirit. This is because in this 21st century, to produce a generation that has high morals and character is not a simple matter. It is important that a study on the level of identity of education students is carried out so that the result of the findings could determine the government's plan to increase the level of identity of students.

The question is to what extent the education students in UKM as prospective teachers really have the identity? Maybe academically, they are brilliant, but what about in terms of their identity. This study is necessary because as an agent of change, to what extent these prospective teachers still embrace their identity or their identity has been eroded? Is these prospective teachers has a high level of understanding, appreciation and practice of education, the oriental value, language, religion, culture, unity, and their nationalistic spirit? This is important because to produce prospective teacher with a balanced physical, emotional, spiritual and intellectual, they should have a strong identity.

Problem Statement

Education system in Malaysia is among the best in the world. The introduction of the Malaysian Education Blueprint (2013-2025) proved that the Ministry of Education (MOE) is concerned about the importance of education among its people. Among the main points of emphasis and attention in the Blueprint 2013-2025 is Shift 4: Transform Teaching into the Profession of Choice. From Shifts 4, various initiatives are provided by the government, including the selection of prospective students into the Public University (Faculty of Education) or the Institute of Teacher Education Malaysia (IPGM). In the Blueprint plan book, the government has set that only the selected and excellent students in academic and co-curricular activities will be selected to enter the teaching profession. The question is, to what extent that the prospective teachers in public universities and IPGs really have the identity? Maybe academically, they are brilliant, but not in their character, especially their identity. Qualification tests that are held not necessarily be able to identify the high quality candidate teachers. For example, test 1: answering multiple-choice questions are more on the cognitive only. Test 2: interview only see at a glance their character, personality, knowledge, understanding and other fields related to education. What about their identity? This can not be measured in the evaluation and selection of prospective teachers to continue their studies at public universities or IPG.

Studies on people's identity are not new. Identity means to strengthen public confidence in the system of beliefs adopted by the society which adheres to the religion, will not do bad things (Ismail 2010). Why the question of identity among education students of RU Public University wanted to be studied? According to Mohd Yusoff et al. (2010), self-esteem among young people today needs to be studied. As education students of the RU Public University represent the young generation, indeed, they also need to be studied. The reason for this is confirmed by the slogan that the teacher is an agent of change. As education students of RU Public University will mostly venture into teaching career, certainly they are regarded as agents of change. This is very important because the RU Public University education students will be the next teacher trainee and then become a teacher. Thus, without a doubt the identity of the prospective teachers should be complete in terms of education, religion, values, language, culture, unity and the spirit of nationalism. If this matter is strong in the soul of the teacher, certainly the generations that are taught will be strong and balanced in every respect.

Studies related to the identity have already been conducted by some researchers. For example, Ramlah (2005) studies how university students' understanding, appreciation and practice of the Rukun Negara. Ramlah's study found that despite significant, there have been leakages, reduction and fading of understanding, appreciation and practice

of the Rukun Negara among university students in Malaysia. Mohd. Yusof et al (2010) for instance, study about university students' national identity. The findings showed that 54.6 percent of university students have strong identity. Study by Mohd. Yusof et al. is general, which includes all university students regardless of race. A study conducted by Hashim (2008) on the other hand studied the Malay identity whether they still maintain the identity or their Malay identity is faded. The result of research showed that the identity of many Malays are beginning to wear off in terms of value, but the identity in the aspects of religion, knowledge and educates are still remain. Hashim's study is more on the Malays only, but has multiple categories. A study conducted by Siti Sarah (2015) using approach of Hashim (2008) to build online measurement tools for Malay's Hati Budi to determine how Malays still maintain the identity or otherwise. Study by Siti Sarah is on the Malays, but the number of respondents was too small and did not reflect the real identity of the Malay.

The level of identity of education student in Public University needs to be studied. Previous studies have found that the identity of the Malays began to fade. Does the same thing apply to education students of the Public University which allegedly agents of change and will inherit the leadership of the country? Thus, the development of Public University education students' identity index can be used as a guide in the selection of future teachers so that the identity of these teachers will remain strong and intact without being influenced by the negative elements. As an agent of change, indeed the future teachers will have strong identity. Continuous efforts should be made to strengthen the identity of the education students of Public Universities.

In addition, the study of the identity among education students of Public University has never been studied by any researcher whether at Public Universities, Private Universities, IPG or by any government institution. Most of the researches were done in the context of history, sociology, anthropology and religious. Not specific to education. For example, study by Ramlah (2005) viewed the historic aspect about Rukun Negara. Similarly, the study of Hashim (2008) and Siti Sarah (2005) are on language. Study by Mohd. Yusof et al (2010) was more towards the national identity of Malaysian. In other words, all the study are of general nature and none focused on the the identity of the education students in Public University. Hence, it is necessary to make a study of the identity of the student in terms of education. The development of education student's identity index can help the MoE to identify prospective teachers who really have a powerful identity so that they are balanced with the National Education Philosophy.

Study Aims and Objectives

This study aims to identify the level of understanding, appreciation and practice of identity among education students in the Faculty of Education at five public universities, namely UKM, UPM, UM, USM and UTM. In particular, the objective of this study is to:

1. Are there differences in the level of Malay language identity among students of education stream in accordance with the five public universities studied?
2. Are there different levels of understanding, appreciation and practice of Malay language identity among education students in the five public universities surveyed?

METHODOLOGY

Research Design

This study used quantitative descriptive survey research through questionnaires to obtain information from Bachelor of Education students on their perceptions of their identity based on seven elements of identity. A total of 1000 undergraduate students of education stream in Faculty of Education from five Public University were selected through purposeful sampling. They consist of 200 students each university were selected as respondents.

Research Instrument

This study used questionnaires developed by members of the research team based on previous research instruments such as study of Salma (2005), Jaffary and Mutsalim (2014), Sarjit Singh (2013), Ahmad Tarmizi (2013), Mohd Isa et al. (2012) and Siti Rahimah et al (2014) and a number of items designed by members of the research team. The questionnaire consists of two parts. Part A is to get the student demographics. Part B is to study the level of understanding, appreciation and practice of of Malay language identity of the education stream students which contains 36 items.

The instrument is built using a 10-point Likert scale. This scale is taken and adapted based on the Malaysian Youth Index 2011 (IBM 2011). For the purposes of interpretation of the score, the measurement is divided into four stages. Based on the study IBM2011, the less good index is on a score scale of 1 to 3, moderately good on a score scale of 4 to 5, the good level scale is on a score scale of 6 to 8 and the excellent level is on a score scale of 9 to 10. The mean value was based on four scales as shown in Table 1.

Validity of the instrument was carried out by referring to three appointed experts evaluators of instruments for the expert validity. The initial instrument containing 36

items have been reviewed by the expert evaluators and some items were removed as advised by the experts. The Cronbach alpha analysis showed that the reliability is high (Dearana, 2010).

Table 1: Mean scale and the interpretation

| Mean Score | Interpretation |
|--------------|----------------|
| 1.00 to 2.99 | Faded |
| 3.00 to 5.99 | Begin to fade |
| 6.00 to 8.99 | Still remain |
| 9.00 to 10 | Permanent |

Data Analysis

Descriptive analysis was conducted using the mean value to see the level of identity index of the students. Data for each item in Part B were analyzed using SPSS. Descriptive statistical analysis was used to find the frequency, percentage and mean.

RESEARCH FINDINGS

Respondent Demographics

The study involved 1,000 students of Bachelor of Education from the Faculty of Education in five public universities ranked as research universities, namely Universiti Kebangsaan Malaysia (UKM), Universiti Malaya (UM), Universiti Sains Malaysia (USM), Universiti Putra Malaysia (UPM) and Universiti Teknologi Malaysia (UTM). Field of study for each university is different and varied. A total of 200 respondents were randomly selected from each university to answer the questionnaire provided. Of the total respondents, the majority of students’ age is 20 to 23 years old from the age range involved which is 19 to 43 years old. Overall demographic information of the respondents is summarized in Table 2 according to the percentage.

Table 2 shows data on the survey respondents based on demographic characteristics of the education students from five research universities in Malaysia which are considered as variables in this study. For the gender variable, a total of 1000 respondents were selected as sample who answered the questionnaire. The findings indicate the gender distribution of the survey respondents consisted of 227 male students and 773 female students. This shows that female students have a higher percentage than male students. More female students are entering the universities and pursue Education course.

For the age distribution of respondents, data analysis shows that the highest percentage of student is at the age of 22, followed by 23, 21 and 20 years old. For students' age of 32, 34, 35, 38 and 43 years old, each has only one student. The findings also showed that the highest distribution is of Malay students which are 82.8%, followed by Bumiputera students (9%) and 6.4% of Chinese students and the least is Indians which is 1.6%.

Next, the distributions of students' religion, Muslim students have the highest percentage with the total of 879 people and the lowest percentage is of Hindus, which are only 13 people. While the Buddhists and Christian's students are 49 and 59 respectively. For the field of study involved, the highest percentage is of Special Education at 23.3%, while the second highest is Technology stream students with a total of 16.1% and the third highest is TESL students which is 15%. Other field of studies is Sports 8.5%, Guidance and Counselling 7.5%, Islamic Studies 7.2%, Early Childhood Education 4.6%, Literature 4.1% Science 3.6%, Bahasa Melayu 3.5%, and the lowest is in the field of Agricultural Sciences and Home Science with a percentage of 3.3% each. Overall, the field of study involved is 12.

Table 2: Distribution of respondents according to the variable of frequency of respondents who answered (n) = 1000 students

| No. | Category | Frequency (N) | Percentage (%) |
|-----------|-----------------|---------------|----------------|
| 1 | Gender | Male | 227 |
| | | Female | 773 |
| 2 | Age | 19 | 7 |
| | | 20 | 139 |
| | | 21 | 223 |
| | | 22 | 270 |
| | | 23 | 244 |
| | | 24 | 63 |
| | | 25 | 23 |
| | | 26 | 18 |
| | | 27 | 5 |
| | | 30 | 3 |
| | | 32 | 1 |
| | | 34 | 1 |
| | | 35 | 1 |
| 3 | Race | Malay | 828 |
| | | Chinese | 64 |
| | | Indian | 16 |
| | | Bumiputera | 90 |
| | | Others | 2 |
| | | 4 | Religion |
| Buddha | 49 | | |
| Christian | 59 | | |
| Hindu | 13 | | |
| 6 | Year of Studies | 1 | 356 |
| | | 2 | 411 |

| | | | | |
|--------------|------------------|---------------------------|-------------|-------------|
| | | 3 | 156 | 15.6 |
| | | 4 | 77 | 7.7 |
| 7 | Field of Studies | Sports | 85 | 8.5 |
| | | Special education | 233 | 23.3 |
| | | TESL | 150 | 15.0 |
| | | Science | 36 | 3.6 |
| | | Art | 41 | 4.1 |
| | | Technology | 161 | 16.1 |
| | | Early childhood education | 46 | 4.6 |
| | | Guidance and Counselling | 75 | 7.5 |
| | | Islamic Studies | 72 | 7.2 |
| | | Agricultural Science | 33 | 3.3 |
| | | Home Science | 33 | 3.3 |
| | | Bahasa Melayu | 35 | 3.5 |
| Total | | | 1000 | 100% |

Identity of Education Students of UKM

Table 3 presents the overall mean of identity of education stream student UKM. A total of 200 students from various programs become the respondents. Descriptive analysis conducted showed that the overall mean obtained is 9.31, which means that their identity is permanent. This means that the identity of education stream students in UKM is still permanent and intact in the religious, knowledge, values, language, culture, unity and nationalism aspect. However, there are some aspects of the identity of these students which start to be affected. Although their identity is still permanent, but some aspects of identity need attention:

1. The identity of UKM students is permanent in terms of identity, values, solidarity and nationalism.
2. The practices of religious identity need attention.
3. Aspects of appreciation and practice of language identity is the the lowest of the seven identity studied and required attention.

Table 3: Mean for each identity construct of UKM education students

| No. | Seven Identities | Aspect | Mean | Interpretation of Identity Level |
|-----|------------------|---------------|-------------|----------------------------------|
| 1 | Religion | Understanding | 9.59 | Permanent |
| | | Appreciation | 9.62 | Permanent |
| | | Practice | 8.82 | Still remain |
| | | Total | 9.34 | Permanent |
| 2 | Knowledge | Understanding | 9.59 | Permanent |
| | | Appreciation | 9.43 | Permanent |
| | | Practice | 9.23 | Permanent |
| | | Total | 9.42 | Permanent |
| 3 | Values | Understanding | 9.42 | Permanent |
| | | Appreciation | 9.47 | Permanent |

| | | | | |
|---|--------------------|-------------------|-------------|---------------------------|
| | | Practice | 9.53 | Permanent |
| | | Total | 9.47 | Permanent |
| 4 | Language | Understanding | 9.33 | Permanent |
| | | Appreciation | 8.73 | Still remain |
| | | Practice | 8.74 | Still remain |
| | | Total | 8.93 | Still remain |
| 5 | Culture | Understanding | 8.80 | Still remain |
| | | Appreciation | 9.36 | Permanent |
| | | Practice | 9.24 | Permanent |
| | | Total | 9.18 | Permanent |
| 6 | Unity | Understanding | 9.37 | Permanent |
| | | Appreciation | 9.38 | Permanent |
| | | Practice | 9.36 | Permanent |
| | | Total | 9.37 | Permanent |
| 7 | Nationalism Spirit | Understanding | 9.45 | Permanent |
| | | Appreciation | 9.45 | Permanent |
| | | Practice | 9.40 | Permanent |
| | | Total | 9.43 | Permanent |
| | | Total Mean | 9.31 | Permanent identity |

Identity of Education Students of UPM

Table 4 presents the analysis of identity among UPM students. From seven aspects studied, overall UPM students possess a permanent identity. They stick with their identity although religious, language and cultural identity, there is a reduction in terms of the understanding, appreciation and practice. This can be summarized as:

1. UPM students have permanent identity in terms of knowledge, values, unity and nationalism.
2. Appreciation of religious, practicing of the language and understanding of the culture identity aspect is at the level of still remained.

Table 4: Mean for each identity construct of UPM education students

| No. | Seven Identities | Aspect | Mean | Interpretation of Identity Level |
|-----|------------------|---------------|-------------|----------------------------------|
| 1 | Religion | Understanding | 9.54 | Permanent |
| | | Appreciation | 9.61 | Permanent |
| | | Practice | 8.73 | Still remain |
| | | Total | 9.29 | Permanent |
| 2 | Knowledge | Understanding | 9.52 | Permanent |
| | | Appreciation | 9.39 | Permanent |
| | | Practice | 9.19 | Permanent |
| | | Total | 9.37 | Permanent |
| 3 | Values | Understanding | 9.39 | Permanent |
| | | Appreciation | 9.40 | Permanent |
| | | Practice | 9.42 | Permanent |
| | | Total | 9.40 | Permanent |
| 4 | Language | Understanding | 9.18 | Permanent |
| | | Appreciation | 9.10 | Permanent |
| | | Practice | 8.71 | Still remain |
| | | Total | 9.00 | Permanent |

| | | | | |
|---|--------------------|-------------------|-------------|---------------------------|
| 5 | Culture | Understanding | 8.80 | Still remain |
| | | Appreciation | 9.31 | Permanent |
| | | Practice | 9.13 | Permanent |
| | | Total | 9.08 | Permanent |
| 6 | Unity | Understanding | 9.38 | Permanent |
| | | Appreciation | 9.38 | Permanent |
| | | Practice | 9.39 | Permanent |
| | | Total | 9.38 | Permanent |
| 7 | Nationalism Spirit | Understanding | 9.36 | Permanent |
| | | Appreciation | 9.35 | Permanent |
| | | Practice | 9.30 | Permanent |
| | | Total | 9.34 | Permanent |
| | | Total Mean | 9.27 | Permanent identity |

Identity of Education Students of UM

Table 5 discussed the mean of each seven constructs studied for education students of UM. The overall mean is 9.05, which is at the level of permanent identity. This means that teacher prospective students of UM have a strong identity in the the seven identities measured. However, the language identity is the lowest identity understood, appreciated and practiced by the UM students. Their mastery of Malay language only on the level of still remains identity. Thus, the conclusion that can be drawn is:

1. The identity of knowledge, values, unity and nationalism are at the permanent level.
2. The language identity is the most poorly understood, appreciated and practiced by students of UM education.

Table 5: Mean for each identity construct of UM education students

| No. | Seven Identities | Aspect | Mean | Interpretation of Identity Level |
|-----|------------------|---------------|-------------|----------------------------------|
| 1 | Religion | Understanding | 9.34 | Permanent |
| | | Appreciation | 9.43 | Permanent |
| | | Practice | 8.73 | Still remain |
| | | Total | 9.17 | Permanent |
| 2 | Knowledge | Understanding | 9.42 | Permanent |
| | | Appreciation | 9.19 | Permanent |
| | | Practice | 9.02 | Permanent |
| | | Total | 9.21 | Permanent |
| 3 | Values | Understanding | 9.24 | Permanent |
| | | Appreciation | 9.28 | Permanent |
| | | Practice | 9.38 | Permanent |
| | | Total | 9.30 | Permanent |
| 4 | Language | Understanding | 8.86 | Still remain |
| | | Appreciation | 8.45 | Still remain |
| | | Practice | 8.24 | Still remain |
| | | Total | 8.57 | Still remain |
| 5 | Culture | Understanding | 8.52 | Still remain |
| | | Appreciation | 9.12 | Permanent |
| | | Practice | 9.01 | Permanent |
| | | Total | 8.88 | Still remain |

| | | | | |
|----------|--------------------|-------------------|-------------|---------------------------|
| 6 | Unity | Appreciation | 9.11 | Permanent |
| | | Practice | 9.20 | Permanent |
| | | Total | 9.10 | Permanent |
| | | Understanding | 9.14 | Permanent |
| 7 | Nationalism Spirit | Appreciation | 9.10 | Permanent |
| | | Practice | 9.10 | Permanent |
| | | Total | 9.01 | Permanent |
| | | Total Mean | 9.07 | Permanent |
| Religion | | Understanding | 9.05 | Permanent identity |

Identity of Education Students of USM

Table 6 discusses identity USM education students. Compared to four public universities surveyed, it is found that USM students have very strong identity. The overall mean is 9:47 min, which means that the identity is permanent. Of the seven identity measured, six identity shows the mean of permanent identity. Their identity is permanent in terms of understanding and appreciation of their religion. This can be summarized as:

1. The identity of knowledge, values, language, culture, unity and nationalism is permanent among students of USM education. Only the religious identity in term of practice is at the level if still remained identity, but in terms of understanding and appreciation the mean values obtained remains high.

Table 6: Mean for each identity construct of USM education students

| No. | Seven Identities | Aspect | Mean | Interpretation of Identity Level |
|-----|------------------|---------------|-------------|----------------------------------|
| 1 | Religion | Understanding | 9.69 | Permanent |
| | | Appreciation | 9.70 | Permanent |
| | | Practice | 8.99 | Still remain |
| | | Total | 9.46 | Permanent |
| 2 | Knowledge | Understanding | 9.77 | Permanent |
| | | Appreciation | 9.56 | Permanent |
| | | Practice | 9.33 | Permanent |
| | | Total | 9.55 | Permanent |
| 3 | Values | Understanding | 9.55 | Permanent |
| | | Appreciation | 9.57 | Permanent |
| | | Practice | 9.62 | Permanent |
| | | Total | 9.58 | Permanent |
| 4 | Language | Understanding | 9.48 | Permanent |
| | | Appreciation | 9.36 | Permanent |
| | | Practice | 9.15 | Permanent |
| | | Total | 9.33 | Permanent |
| 5 | Culture | Understanding | 9.07 | Permanent |
| | | Appreciation | 9.52 | Permanent |
| | | Practice | 9.43 | Permanent |
| | | Total | 9.34 | Permanent |
| 6 | Unity | Understanding | 9.58 | Permanent |
| | | Appreciation | 9.51 | Permanent |
| | | Practice | 9.50 | Permanent |
| | | Total | 9.53 | Permanent |

| | | | | |
|-------------------|--------------------|---------------|---------------------------|------------------|
| 7 | Nationalism Spirit | Understanding | 9.51 | Permanent |
| | | Appreciation | 9.53 | Permanent |
| | | Practice | 9.50 | Permanent |
| | | Total | 9.51 | Permanent |
| Total Mean | | 9.47 | Permanent identity | |

Identity of Education Students of UTM

Table 7 discusses the identity of UTM education students. The overall mean is 9.34, which is permanent identity. Analysis that can be made is:

1. UTM education students have a high level of identity, especially in terms of knowledge, values, unity and nationalism.
2. The identity of language is lowest among six other identities.
3. Aspects of religious practice and cultural understanding are still lacking in practice and understanding among UTM's education students.

Table 7: Mean for each identity construct of UTM education students

| No. | Seven Identities | Aspect | Mean | Interpretation of Identity Level |
|-------------------|--------------------|---------------|---------------------------|----------------------------------|
| 1 | Religion | Understanding | 9.60 | Permanent |
| | | Appreciation | 9.66 | Permanent |
| | | Practice | 8.84 | Still remain |
| | | Total | 9.37 | Permanent |
| 2 | Knowledge | Understanding | 9.66 | Permanent |
| | | Appreciation | 9.46 | Permanent |
| | | Practice | 9.29 | Permanent |
| | | Total | 9.47 | Permanent |
| 3 | Values | Understanding | 9.44 | Permanent |
| | | Appreciation | 9.47 | Permanent |
| | | Practice | 9.56 | Permanent |
| | | Total | 9.49 | Permanent |
| 4 | Language | Understanding | 9.29 | Permanent |
| | | Appreciation | 9.04 | Permanent |
| | | Practice | 8.56 | Permanent |
| | | Total | 8.96 | Still remain |
| 5 | Culture | Understanding | 8.76 | Still remain |
| | | Appreciation | 9.47 | Permanent |
| | | Practice | 9.31 | Permanent |
| | | Total | 9.18 | Permanent |
| 6 | Unity | Understanding | 9.49 | Permanent |
| | | Appreciation | 9.47 | Permanent |
| | | Practice | 9.46 | Permanent |
| | | Total | 9.47 | Permanent |
| 7 | Nationalism Spirit | Understanding | 9.46 | Permanent |
| | | Appreciation | 9.49 | Permanent |
| | | Practice | 9.34 | Permanent |
| | | Total | 9.43 | Permanent |
| Total Mean | | 9.34 | Permanent identity | |

Summary of Identity of Education stream Student in Public Universities

Based on Table 3 to 7, as a whole it can be concluded that students of education at five public universities surveyed has a high identity, which is at the level of permanent. Min for each identity and understanding, appreciation and practice construct are generally more than 9.00. Table 8 proves that the identity the education student at five public universities ranked as Research University has a high identity values and their identity is permanent.

This means that education students in UKM, UPM, UM, USM and UTM is the prospective teachers that have a strong identity and robust in term of religion, knowledge, values, language, culture, unity, and their nationalistic spirit. With the education challenges that are increasingly demanding, the selection of future teachers who meet the seven characteristics of identity is essential. The Faculty of Education at the Public University and the Institute of Teacher Education, Ministry of Education can use the seven identities as a basis in the selection of potential teacher trainees.

Table 8: Overall Mean Identity of Education Students in Public University

| No. | Public University | Mean | Interpretation of Mean |
|--------------|-------------------|-------------|-------------------------------------|
| 1 | UKM | 9.31 | High |
| 2 | UPM | 9.27 | High |
| 3 | UM | 9.05 | High |
| 4 | USM | 9.47 | High |
| 5 | UTM | 9.34 | High |
| Total | | 9.29 | High/ Permanent identity |

DISCUSSION

Identity of the teacher is very important to be nurtured because balance and harmonic students in terms of physical, emotional, spiritual and intellectual (JERI) will be resulted from the influence of teachers' attitudes and behavior in teaching and learning in the classroom. Identity is determined by seven key elements studied. Overall, the results of survey on the Malay language identity of the education students in the Faculty of Education at five public universities shows the level of students' identity remains at the level of permanent. This shows that the students have a correct level of understanding, appreciation and practice of the use of Malay language during learning and life. This finding is consistent with the study of Zamri et al. (2016) which found that the students of Faculty of Education of UKM have a high level of identity in all seven constructs studied.

This finding differs from findings by Hashim (2008) which examines the identity of Malay students. Although the finding stated that identity of the students is still permanent in the religion, knowledge, and educate aspects but from the aspect of value it is found that the identity of the students had begun to fade. If you look at the understanding, appreciation and practice construct of the value aspects, the findings demonstrate that an understanding and appreciation of value among students is lower compared to value practice. This finding are equivalent to study of Ramlah (2005), Sarjit Singh (2013) and Hashim (2008) who stated that most of the students of Public University is still have strong understanding, appreciation and practice of their identity.

In addition, the decreasing appreciation of the use of the Malay language compared to understanding and appreciation aspects is related to the emphasis of the use of English in teaching and learning activities in most public universities. According to Siti Rahimah et al. (2014), mastery of the language identity confusion led to chaos in Malay language proficiency level of students. Focusing more on English makes the identity of the national language fades. Similar results were found in Siti Sarah (2015), Hashim (2008) and Zamri et al. (2017) studies.

In conclusion, the identity of education student in UKM, UPM, UM, USM and UTM still remained in seven aspects studied in terms of their Malay language. Understanding, appreciation and practice of identity in terms of their religion, knowledge, values, language, culture, unity, and nationalistic spirit. Students have a strong level of identity in terms of understanding, appreciation and practice in all seven constructs studied.

CONCLUSION

Based on these findings, it is clearly showed that it is important to emphasize and nurtured the identity constructs in the students who will become a teacher. They are agents of change and leader of the future educators that will shape the identity of school students to be better. With these elements fostered, the prospective teachers will have the best personality and can be the role models for the next generation resulting in harmonious and developed countries and the social problems and effects of globalization will be low. According to Zamri et al. (2016), students of education in public universities should have a strong identity. They are the agents of change that will shape the next generation of school students.

In conclusion, attention and emphasis of the use of English to some extent affect the role of Malay language as the language of knowledge at the Public University studied. As a future teacher, the students should have excellent command of Malay

language. At the same time, they also have English proficiency. This way we can uphold the Malay language and strengthen the English language.

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