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Development of Leadership Transformation Module for Off-Campus Students

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Abstract. Young generation is the hope and the beneficiary for the nation's development in the future. However nowadays, the increase of participation among students in Higher Education Institutions (HIE) in various social problems are very devastating. Because of that, the need for serious efforts in helping students to improve the internal strength to form a strong personality and understanding of social responsibility as a leader is not only to themselves but also for the society. Additional focus should be given to off-campus students as they are more susceptible to negative influences such as friends and the surrounding environment. Through the preliminary findings, studies found that off-campus students are not able to understand, practice and carry out responsibility as a leader in terms of self-management; relationship with the Creator; social relationship with housemate; and environmental management leadership. Therefore, this article discusses the process of Development of Leadership Transformation Module of Off- Campus Students (TKDPLK) by looking at the module's content validity. This module is developed by integrating spiritual intelligence knowledge and giving awareness of social responsibility.

Keywords: Leadership transformation module, university students, social skills development

1. Introduction

Nowadays, social problems among young people are extremely troubling, especially among university students since they are the hope and national asset in building a developed and visionaries nation in the future. However, if this problem continues, the country will suffer, particularly in the skilled human resources. On January 19, 2017, Dato' Seri Muhammad Najib Tun Abdul Razak the sixth Prime Minister of Malaysia launched the National Transformation 2050 (TN50). It aims to build a new idea that will be carried out by young people for the realization of the agenda of Malaysia to become a thriving and developed country alongside the nation's identity. Emphasis is given to young generations because they are the heirs who will be continuity of national development. These can be realised if starting from the student's level, established with a strong spiritual intelligence, mastery of knowledge, having an effective social responsibility and a high personality characterised as a leader in life. Human development needs to be taken seriously by university students who will help the nation in the future. It requires more attention from all parties, especially students who live outside the campus.

In the current study, the researchers focused on off-campus students since they are highly exposed to external influences. They are bound by the regulations of the University but not bound by the rules of the residential college. In fact, these students are not monitored by the management of the University as they are beyond the control of the authority of the university. Therefore, they need to take care of themselves in dealing with external and internal issues. To identify the problems, a need analysis was



conducted to the off-campus students staying in Gombang, Malaysia. The preliminary results through interviews and indirect observations have been carried out and found that most of the students faced problems in self-management; relationship with the Creator; social relationships between housemates and residential management.

2. Preliminary Studies

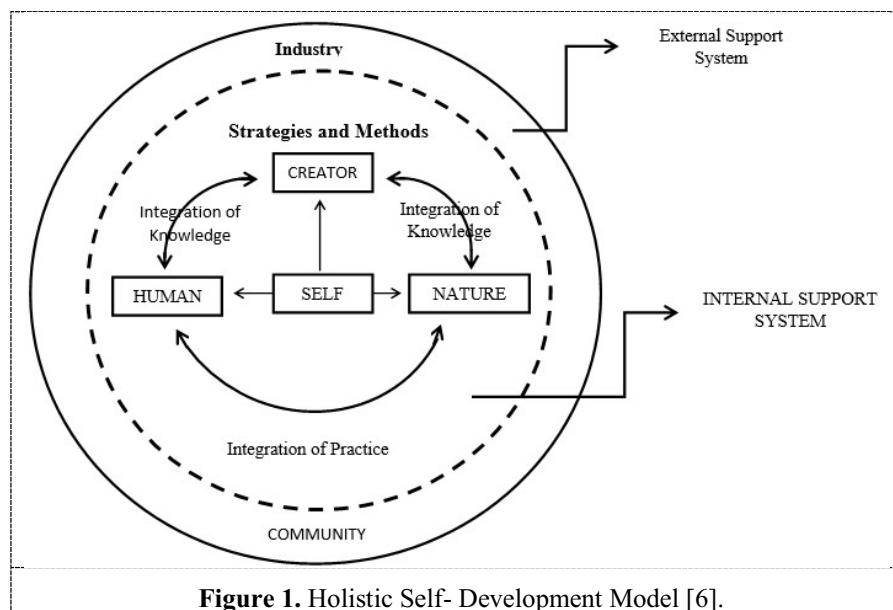
Through interviews in the preliminary studies, it was found that students have problems in self-management such as managing their time, lacking self-control in terms of emotion and action and having less interest in learning. As for the relationship with the Creator, most of the students were not hesitate to share the problem whereas they admitted missing their solat, recite Quran, often forgetting to remember Allah. Result from these findings show that students lack of spiritual intelligence and spiritual knowledge. Once man can recognize God, worship and reach out to Him, and able keep away from doing things against with spiritual knowledge [1]. Internal requirements are vital to form superior human beings with good personality.

In terms of the students' social life with their housemate, disagreements between them that occurred until their relationship became worst. According to Miskawayh [2], human cannot get the basic necessities but only with the help from others. This shows the importance of the relationship between human beings to one another, where they need and complement each other. In addition, for residential management problems, from indirect observation have been made. The observations found that, the condition of the house was unpleasant. Their house was messy and unorganized. In fact, there were no specific places to put their books. Instead they were all over the places in the house (mattress, floor and on the dining table). In fact, it was not wrong to say that they were not bothered with hygiene matter in the house. A few of them just simply cleaned their own room and left out other places in a house such as a kitchen, living room, and toilet untidy and messy. Comfortable houses will be able to make us happy [3]. Moreover, the environment in the house plays an affective role for both atmosphere and resident's emotion.

Poor internal strengthening with lack of spiritual knowledge led the students to lose their life referrals in forming a harmonious and positive way of life. Without the proper self-management knowledge, it will cause the student get out from the right path and led to unhealthy symptoms in life. This will affect the lifestyle, attitudes, thoughts, self-management, interaction and social relationships with friends and community.

3. Theoretical Framework

It is clear that in human development process, the Western challenge to education with scientific and technological, while the Muslim challenge to education is spiritual, moral and social development. However, the West has no reliable, holistic and authentic source to know and draw the boundaries of human freedom and social life for moral and social development. Only Islam has a revealed, authentic and sound source of holistic and comprehensive knowledge of the cause and nature of human life on earth [4]. This research had referred to the Holistic Self- Development Model by Afzamiman. According to the framework, as shown in figure 1, human beings that have a good relationship with the Creator basically, they can establish a good relationship between human beings and the environment. Man has a responsibility of being a leader and has an identity as a spiritual servant to the Creator. A good relationship with God Almighty makes them faithful and devoted. Besides, a devoted human being are able to refrain themselves from negative influence. They, in fact can adapt to a good deed that God has commanded. Also, a good relationship between human and the environment will naturally occur if the human inner core is well preserved and maintained [5]. It begins with the internal spiritual construction of one's will manifest the deeds and behaviour. Therefore, this module is developed by integrating spiritual intelligence that strengthens internal strength and promote awareness on the implementation of social responsibility. Social responsibility is from the aspect of leadership in self-transformation which is related to Creators, to themselves, housemates and the management of a residential environment.



4. Instructional Model for the TKDPLK Module

The Development of Self- Leadership Transformation Module focused on identifying the validity of the TKDPLK Module content. Various rules and procedures need to be considered in order to produce the best effects in module construction [7]. There are Sidek Mohd Noah 2003, Sharifah Alwiah Alsagoff 1981, and Rusell 1974 [7]. For the construction of TKDPLK module, the researcher use Sidek Module Development Model 2003, as a reference to develop the module as shown in Figure 2. There were two main stages in this model, the first stage was the preparation of the draft and the second stage was to try and evaluate the module.

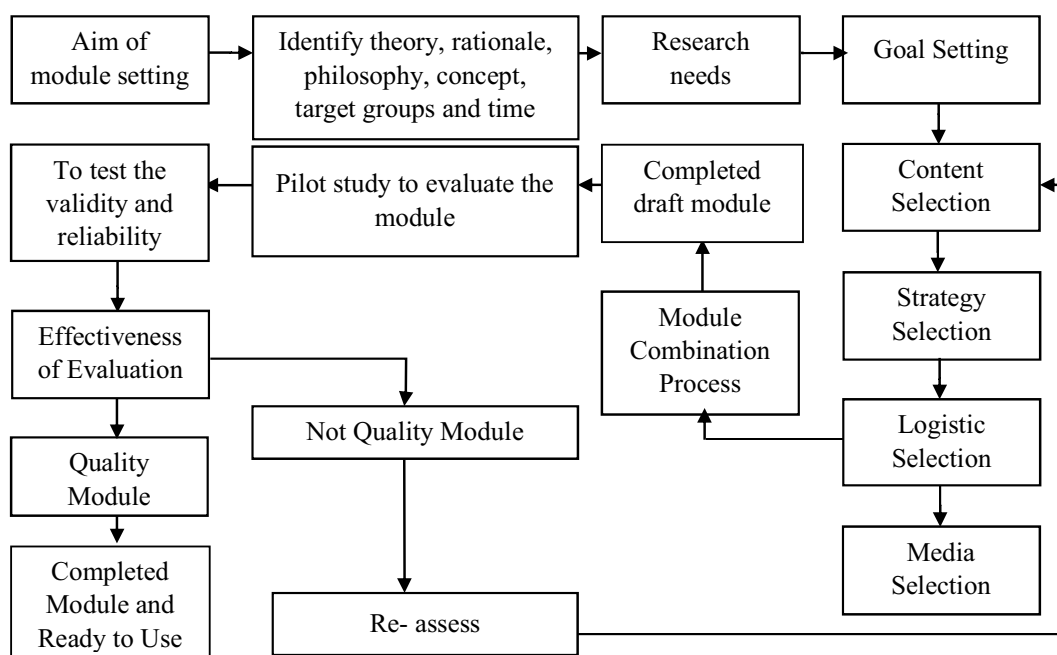


Figure 2. Sidek Module Development Model [7]

In order to identify the content of the module, preliminary studies were conducted. There were four (4) major problems that were identified. They were self-management, relationship with the Creator, relationship with the housemate and management of students' residence. Thus, these 4 components became the main content in the TKDPLK module. For each section, researcher set up activities to strengthen the knowledge of readers. In the process of arranging content of the module, the researchers began with focusing on the spiritual intelligence that is relationship with the Creator. Selection to start with strengthening the relationship with the Creator is because strengthening internal strength will help in shaping the good personality between human being and also between humans with the environment. Next is the transformation of self-leadership. Six (6) steps were identified to transform the self-leadership to become a better person. The next section is concerned with social leadership among housemate. There were three (3) steps to improve the relationship between housemates and help reader to enhance of social awareness. The final part concerns with the leadership of residential management. In this section, the researchers provide some examples of innovation that can be done by students to improve the resident environment to be better and conducive. Table 1 explains the organization process of arranging the content of the module.

Table 1. The Organization Process of the Content Module

| Main Emphasis | Topic | Sub- Topic of Module | Activity | Learning Outcome |
|-----------------------------------|--|---|------------------------------|------------------------------|
| Spiritual Intelligence | 4 Life Formula without Expire Date | Formula 1: Cherish Time, Fair with Creator Formula 2: Power and Balance Formula 3: Think, Lead and Manage Changes | Blessing that rarely thanked | Increase Spiritual Awareness |
| Transformation of self-leadership | 6 Steps of Transformation of Self-leadership | Step 1: Check Yourself Step 2: Identify Negative Side and it's Level Step 3: Self Focused Step 4: The Purpose of Changes Step 5: Build confident Level Step 6: Take Charge, Your Space and Time is Yours | Determination of Life | Give Awareness |
| Social Leadership | 3 Steps to Transform Social Leadership | Step 1: Socialize in real life not only through Screen Step 2: Action hone Social Intelligence, You are the Role Model Step 3: Action hone Social Intelligence, Communicate Decorously | Life if not alone | To Increase Social Awareness |

| | | | |
|--------------------------------------|--|--|------------------------------------|
| Resident Management Leadership | 5 Steps of Transformations of Resident Management Leadership | Step1: Learn from Almighty God Step 2: Start with what we have Step 3: Innovation of Low Cost High Impact Step 4: Fair; Take and Put it back in the Place Step 5: The difference in duties need to be consolidated | To Increase Social Awareness |
|--------------------------------------|--|--|------------------------------------|

There a few interactive elements as in the use of texts and graphics are included. Such is necessary as the elements can attract the users to use this module as a medium of reference and provide simulations for critical thinking.

5. Research Methodology

This research focuses on identifying the validity of the module content. Five lecturers from the Centre of Modern Languages and Human Sciences, University Malaysia Pahang (UMP) were involved in the validation module content. They are from Humanitarian Sciences and Soft Skill department. The content validity is using Sidek and Jamaludin Formula. Equation 3 shows the formula of module content validity, where the total number from lecturers scores (x) will be divided by the actual score (y) and multiply by 100 [7]. The result will present in percentages.

$$\frac{\text{Lecturer Score (y)}}{\text{Total Score (x)}} \times 100 = \text{Content Validity Score} \quad (1)$$

Next, to get the average percentage, the total score for each lecturer will be divided by the number of lecturer involved. According to [7] a percentage that exceeds 70% is a good content as shown in table 2.

Table 2 Average Percent of Content Validity Module

| Lecturer (L) | Lecturer Score Amount | Module Validity Level by Lecturer % |
|------------------------------|-----------------------|-------------------------------------|
| L1 | A | A/40 X 100% = V |
| L2 | B | B/40 X 100% = W |
| L3 | C | C/40 X 100% = X |
| L4 | D | D/40 X 100% = Y |
| L5 | E | E/40 X 100% = Z |
| Module Validity Level | | = (V+W+X+Y+Z)/5 |
| | | = F % ≥ 70% |

6. Results and Discussion

Validity is an effort of defining a built measurement tool to measure exactly what should be measured. In this case, the validity of content was used. [8] Content validity refers to the degree to which measurement tool can collect data including the reviewed data. A measurement tool has high content validity if it can measure all the contents that examined. Review process took about a month, together with the recommendations that were made by the lecturers involved. Researcher use formula Sidek and

Jamaludin to analyse the data validity. From the validity of the data, the average percentage of contents validity derive from the formula is 78% more than the value of minimum 70% as shown in Table 3. Therefore, the TKDPLK Module has a good content validity. This indicates the module is suitable for students to use. According to Sidek and Jamaludin formula a percentage that exceeds of 70% has good content validity [7].

Table 3. Module Validity Level

| No | Statement | Score | | | | |
|--|--|-------|----|----|----|----|
| | | L1 | L2 | L3 | L4 | L5 |
| 1 | The design of cover page module is suitable | 4 | 4 | 4 | 5 | 4 |
| 2 | The objective of the module corresponds to the target groups | 4 | 3 | 4 | 4 | 4 |
| 3 | The contents module suitable with the objective of the spiritual intelligence development | 4 | 4 | 4 | 4 | 3 |
| 4 | The contents module suitable with the objectives of the development of student leadership transformation | 4 | 4 | 4 | 4 | 4 |
| 5 | The module features correspond to the target group | 4 | 4 | 4 | 4 | 4 |
| 6 | The human development theory is in line with objectives and target groups | 4 | 4 | 4 | 4 | 4 |
| 7 | The development of the module content is interesting and appropriate | 3 | 3 | 4 | 4 | 4 |
| 8 | The activities for each topic are suitable and interesting | 3 | 3 | 4 | 4 | 4 |
| TOTAL | | 30 | 29 | 32 | 33 | 31 |
| Indicators | | | | | | |
| 1-Strongly Disagree, 2-Disagree, 3-Less Agree, 4-Agree, 5 Strongly Agree | | | | | | |

| Lecturer (L) | Lecturer Score Amount | Module Validity Level by Lecturer % |
|------------------------------|-----------------------|--|
| L1 | 30 | $30/40 \times 100\% = 75\%$ |
| L2 | 29 | $29/40 \times 100\% = 73\%$ |
| L3 | 32 | $32/40 \times 100\% = 80\%$ |
| L4 | 33 | $33/40 \times 100\% = 83\%$ |
| L5 | 31 | $31/40 \times 100\% = 78\%$ |
| Module Validity Level | | $= (75\%+73\%+80\%+83\%+78) / 5$ $= 78\% \geq 70\%$ |

7. Conclusion

It is proven that TKDPLK module is suitable for off campus students and can be used as a guide in shaping their self-personality. In return, it can lead to improve their values and makes them become much wiser in managing themselves based on practicing religion of Islam in their daily life. Students are exposed to the knowledge of spiritual intelligence, which to develop internal strength and facing the

challenges of life as off-campus student. A strong spiritual intelligence will be able to drive the development of good social depravity with friend and the managements of the student's residential environment. It can be concluded that the contents of the Module TKDPLK is seen to be accurate and able to help off-campus student to overcome neither internal nor external problems.

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