



Exploring the *Education Awareness* among Indigenous Teachers Trainee: The qualitative Approach

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Abstract

This study has been conducted to identify the driving factors of education awareness among indigenous students. This study uses a qualitative method through interviews conducted on four respondents. The instrument is a semi structure focused on several important themes of the study. The study found that the factors that influence education awareness among indigenous teacher teachers are self awareness, family motivation, teacher factor, peer influence and motivation. The findings also show that all the factors obtained, indirectly act as the driving factors in mobilizing the motivation of the trainee in planning their educational opportunities. It is hoped that this study and the issues discussed can provide an overview of the development of indigenous people's education so as not to be left out of the national education stream. It is hoped that authorities may take the necessary steps in further developing the potential of indigenous peoples education.

Keyword: Indigenous, Orang Asli, education awarenes, teachers trainee

Introduction

The early stages of colonial invaders, the English had a special response to the indigenous people, which they called the "Orang Asli" as aborigines which meant the backward, non-constructive and primitive people. The name of this society is known as the "Orang Asli" by the Malaysian government to lead a modern life and not touched on the negative attitude of the society. Population census conducted in 2008 showed that there are about 141,230 Orang Asli communities nationwide and the number of indigenous communities continuing their study of 121,737 in 2006-2011 (Majlis Amanah Rakyat), while the number of indigenous students in the tertiary institutions was 408 in 2006-2011 (JAKOA). Of these, nearly 70 percent live in villages close to the Malay community and the rest live in the interior (Jasman Ahmad, 1997) in (JJ, Salleh, Norul Khairiah, Nur Awanis, nurul Huda, Siti Aisyah, 2009) .



Orang Asli has lived in isolated society and lacked proper services, especially education and health. The geographical position located deep in the interior has reinforced the mindset of most indigenous communities that it is inconceivable to send their children to school. According to statistics, there are about 80 percent of Orang Asli children who have never completed schooling at secondary school level (Utusan Malaysia, May 2007).

In general, indigenous parents are still not interested in education. They see schools as a place to send their children to play and eat. But when they see the outside community showing an interest in the education of indigenous children, they become more aware of the need for education (M.Johdi Salleh et.al 2009.).

Recently, indigenous people are seen to be increasingly involved in education. More indigenous people live in local higher education institutions and abroad, and no exception at the Teachers' Education Institute nationwide. Looking at this phenomenon, it is important for researchers to see what is the key factor that leads to the transformation of this growing educational understanding in educating indigenous peoples.

Indigenous Teacher Trainee

The Institute of Teacher Education is an institution responsible for training potential teachers in the country. Before becoming a teacher, the trainees need to undergo a training of diplomas and degrees at any campus throughout Malaysia. This exercise involves various educational options and covers the candidates across multi-racial, they are selected transparently through various stages of screening.

It is common knowledge that indigenous people are left behind in education. According to (Doris, Abdul Hamid, Norlida, Redzuan, Siti Hajar, 2012; Mazdi, Jabil & Rosmiza, 2014) explained that indigenous people are still lagging behind and at high dropout rates to higher education institutions. Leaving school after six years (Fatan Hamamah, 2008), 39.1 percent of Orang Asli students who finished sixth grade but did not enroll in form One (JHEOA, 2008) and only 30 percent of Orang Asli students completed secondary school education, which is less than half the national average (Ministry of Education, 2012).

Despite the dropout in education, there are a handful of indigenous students who have succeeded in furthering tertiary education. Among them are several cohorts of recruiting prospective teachers among indigenous people and getting training at the Teacher Education Institute. They are given a professional training course that will be the special teacher for the indigenous people themselves.

Table 1: Current Indigenous Teacher Trainee in IPGM

| Semester | Male | Female |
|-----------------|------|--------|
| First semester | 5 | 10 |
| Second semester | 4 | 12 |
| Fourth semester | 1 | 14 |
| Sixth semester | 7 | 24 |
| Eight semester | 12 | 18 |
| Total | 28 | 78 |



Nevertheless, despite previous reports and reviews, they are quiet subjective to education. With the presence of teacher candidates in some teacher education institutes, it shows that indigenous people are also successful as other students. This has led to the need to research the awareness of education among indigenous people and what is the main cause so they can compete with non-native people in the context of education.

Research problem

Basically, the goal of the Ministry of Education Malaysia is to ensure that all races in Malaysia have equal access to education regardless of race or religion. The introduction of the Malaysian Education Development Blueprint and the Education Blueprint 2013-2025 (PPPM) is seen as the government platform to bridge the gap of education so that access, equity, digital divide and education quality can be improved between urban and rural communities (Abd Razak & Zalizan, 2009).

The problem of not wanting school, stopping and lacking motivation of schooling were seen among the main factors causing less interest in learning among indigenous people (Nor Fariha, Nurul Nadia & Soffian, 2015 & Ramlan, Che Lah, Haizuan & Khairuddin, 2018). Among them are the failure of the Orang Asli to adapt to other races, the school curriculum taught not in accordance with the culture of the indigenous community, the stereotype of the Malays towards the Aborigines and parental attitudes (Ramlan et al, 2018). From the geographical perspective, the location of Aboriginal settlements are scattered and largely far inland makes their accessibility to education facilities relatively low (Mazdi Marzuki, Jabil Mapjabil & Rosmiza Mohd Zainol, 2014; Ramlan et al, 2018).

Indigenous peoples are seen to be lagging behind in education factors in Malaysia. But lately the change has been increasing among indigenous people as the rise of the educated class lives in higher education institutions in Malaysia. Ability of the Indigenous people to change and prepare to follow the mainstream of the country by improving the education and socio-economic standards and continuing their positive culture will determine the direction of a better life. It is time for the Orang Asli to be independent and not relying heavily on the government or the concerned community in pursuing the quality of life in terms of education, social, economic, health and basic needs (Osman Ali, Zaleha Md. Isa, 2005, Ramlan et.al. 2018).

Although many programs have been implemented but indigenous children are still less interested in learning activities (Nur Bahiyah et al, 2013). Education aspect is still viewed as easy and does not play a role in the formation of indigenous peoples (Ahmad & Mohd Jelas, 2009). According to them most parents of indigenous people do not care about the attendance of their children to school (Nur Bahiyah et al, 2013). They also view that if they do not have a high education they can still survive (Harun, 2003)

Most indigenous students only have basic education at the primary level, and do not pursue higher education like high school and university levels. According to JHEOA (2003), there are still 45.8 percent of Orang Asli children not attending school, with the drop in rates for primary schools at 54.8 percent failing to complete their education up to year six. Instead of that, this research is seen as relevant to study and to look at the driving factor of educational awareness among indigenous trainers as educational transformation has seen little to no effect among indigenous people. The results can be seen from the increasing number of indigenous student emoluments in higher education institutions in the country.



Research Objective

The study was conducted to achieve the objectives of the study as set out below:

- Exploring the driving factor of education awareness among indigenous teacher trainee.

Research Questions

Thus this study is to find the answer to the following question:

- What is the driving factor of education awareness among indigenous teacher trainee?

Significance of the study

This study is very important to be conducted to find out the driving factors of education awareness among indigenous teacher trainee. It is hoped that this study will provide a real picture of the driving factors that have been motivated by indigenous trainers to achieve success in their education. In addition, the results of this study are also expected to be used by the Ministry of Education to improve the quality of education for indigenous students in designing appropriate programs for their people. In addition, the Institute of Teacher Education throughout Malaysia, which serves as an institution that trains prospective teachers, can also play a role in providing special teaching methods for indigenous people or developing specific programs to help improve the accountability and capabilities of indigenous people in terms of pedagogy and motivation in particular. Finally, this study will be able to contribute significantly to the development and enhancement of education among indigenous peoples and education in Malaysia as a whole.

Literature Review

The literature review discusses previous studies conducted by researchers on the driving factors of educational awareness among indigenous people and the like. In this section, the researcher attempt to produce as many findings as possible in previous studies and analyze the findings. Researchers also try to elaborate on the views and opinions of other writers such as academicians relating to the topic to further strengthen research conducted by researchers. The author's highlights are expected to provide useful input to readers and future researchers.

The study conducted by Mohd Johdi Salleh et.al (2009) suggests that awareness among indigenous children has long existed but cultural influences have narrowed their mentality to changing the style and standard of living. Even their parents are also aware of the importance of education. Since most parents of indigenous students have low levels of education, they are incapable of assisting in children's education. This encourages them to send children to study in the city and submit all educational responsibilities to the school.

The study conducted by (Edwin Micheal, Eng May Chuen,2012) in Perak found that the vast majority of indigenous people were dissatisfied with the services received on education and health among their race. This dissatisfaction occurred when they felt that their children are not given the right to education parallel with other indigenous children. They also get poor service either in terms of physical and mental from other school friends. The indigenous people do not get good service in terms of health aspects and sometimes there are some types of illnesses that are not properly taken care by the authorities.

According to statistics from the studies conducted by (Nicholas, 2006; Nurul Farhana, 2012), there had been an increase in the number of Orang Asli children who enrolled in school. In 1994, 13,200 Orang Asli children enrolled in primary schools and in 2003, the number



increased to 23,807, an increase of 45 per cent. Here clearly shows that the Orang Asli community is now aware of the importance of education to their children. At the very least, they try to remove themselves from cocoons that cause them to be alienated and left behind especially in education. With a regular educational system, they are able to be competitive in par with other nations in the country.

According to the study (Mohamaed Shamsuddin Jamiran, 2008) conducted among indigenous students in SK Pasir Linggi found that poverty led them to forget about schooling to help make their living by entering the forests looking for rattan, resin, bamboo and so on. Based on this literature encourages researchers to explore whether the factors that encourage indigenous people to continue their studies at a higher level although the general know that they are very much behind. This is the most important gap seen that needs to be explored and studied.

Methodology

This study uses a qualitative design that is to understand a phenomenon in depth. Through this qualitative study, researchers are able to know in depth the awareness of education amongst indigenous trainers, especially in the countryside. This study involved semi-structural interviews constructed by researchers. A total of four trainers were interviewed and will be transcribed and analyzed according to the theme that the researcher had determined to answer the research questions.

Research instrument

This study uses interview method to get the information required by the researcher. Mini studies are seen as appropriate using this method to collect information. Patton (1980) states that there are three types of interview techniques that are formal, informal and open interviews. Fontana and Fey (1994) and Merriam (1998) also state that there are three types of interviews namely structured, semi structured and unstructured interviews. However, in this study, researchers use semi-structured interviews as they are flexible and this condition allows respondents to elaborate what is appropriate for the researcher. The research instrument used in this study is an interview protocol based on the triangulation concept.

Here is an example of semi-structural interview questions that are based on the driving factors of educational awareness among indigenous teacher trainee.

To answer the research questions, related to the factors of education awareness among Orang Asli trainers, the interview questions are as follows:

1. Do you think education is important? Why?
2. Who encouraged you to study?
3. What are the main factors that encourage you to learn?
4. Is there anything else, other than the above factors you described earlier?

Sampling procedure

A total of four teacher trainee comprising Jakun, Temiar, Semai and Semaq Bri were involved in this study. The sampling of the research is based on the "purposive sampling" method that is suitable with this study. Informant's choice based on the information from other co-students and the observations made by the researcher as the lecturer.



Location

This study was conducted at the Institute of Teacher Training, Tengku Ampuan Afzan Campus Kuala Lipis Pahang. Researchers are also involved directly in managing interview sessions with the help of several semester teacher trainee to obtain the information required in this study.

Data analysis

The data obtained from the interviews will be transcribed and transcriptional data will be analyzed using NVIVO version 8. The data obtained will be encoded and the coding codes will be used to answer the research questions. To facilitate the analysis of interview data, one respondent will be encoded R1, informant's 2 R2, informant's three R3 and fourth informants recorded as R4.

Results and Discussion

This section will discuss in detail the data obtained from research questions. The data obtained through interviews were transcribed manually and using Nvivo and were clarified based on themes that were the driving force of educational awareness among indigenous teacher trainee. To answer the question of what is the driving force of education awareness among indigenous trainee is based on the analyzed transcripts. There are several factors that contribute to the educational awareness among them. The factors are:

Self awareness

The outcome of the transcribed data shows that the driving force for educational awareness among indigenous trainees is the factor of self-awareness. Since there is a shortage in the achievement of indigenous community support in particular, indirectly contributes to the awareness among respondents. Informant's stated:

"I think I am aware of myself. I feel frustrated when I see my brother lazy in school, now he's sitting in the house. So, when I think back, I will not be like him. I have to study hard. Another one, my mom was quite disappointed with my lazy sister to go to school. So, I want to take my mom's frustration. I've proven this now that I've succeeded "(R1).

"Because my village is not a lot of people who are successful. Most of the village work is over. When I think back I will not be like any other person. So, it's in my heart to study hard. " (R2)

"Either way, when I think back, many of my instincts affect me. I always think to live happy like everyone else. Keep forever trying to live as hard as everyone else in my group. Another one, I want to prove to my brother that the natural person can be Successful ". (R3)

Family factor

Apart from the factors of self-awareness, family factors also play a very important role in the awareness of education among indigenous trainers. The strength of family institution influences



the effectiveness of a person's success, it is undeniable that respondents will state that families are among the significant factors in the success of their education. Among respondents' responses are:

"My father and teacher counseling me. My dad always challenges me, he says "if your aunt could be Success, you will not be Successful". So my father's words that burned my spirits ". (R1).

"My parents and teachers. My mom and dad always remind us to study hard to change the fate of the family. My dad always said "we are natural people, you have to learn to be as whole as you can to change your family." My father's words that made my spirit stronger. " (R2).

"Most importantly, my mother is. He was disappointed with my brother. My brother is good but lazy. Tu to make me disappointed. I always advise me not to be my brother. So I managed to prove to my mom that I could succeed even though I was not as good as my brother. " (R4).

Teacher factor

There is no doubt that teachers play a very important role in the success of an individual. Teachers are seen to play a role in shaping education continuity towards the legacies left by family institutions. Due to the formal scope of formal education in schools, the role of teachers is enormous in the development of educational awareness among native indigenous people in particular. This can be seen from the responses given by the respondents in this study. Among the responses are:

"Besides, there is a teacher who always helps me., His name is Fatimah bt Shafiee. He always encouraged me. I do not think I'm alone. I think there are friends who will help me "(R2).

"My teacher at school was always on the verge of indulgence, sometimes they taught only Rates. It was possible in their perceptions of lazy and indifferent people, not going forward and so on. That's why he did not want to teach us. So, I took the initiative to prove that my teacher was wrong. We can also succeed like other races "(R4)

Peer influence

Dishion, Patterson, Stoolmiller and Skinner, (1991) find that individuals who believe they are not accepted by peers are more aggressive than the teens received by peers. To explain this statement, peer rejection causes a person's self-regulation to diminish. In other words, this peer rejection, cause someone to lose motivation to act as pro-social. Based on this study, we can see that peers also play an important role in fostering the spirit of learning within one individual. This can be seen as a result of respondents' responses to some of the research questions to the following:



"There's a rumor .. when I was a schoolmate, the Malay boys always mocked and belittled me. So I want to prove that I can succeed like him too. Additionally, the competition between friends also gives me an impression. We are competing with each other, challenging each other. So I'm excited too. " (R1)

"In addition, I think my friends helped me a lot. I have a friend of malay boy who is close to me. He often invited me to study, when I followed him I became diligent as he was. I'm so happy. Soon I succeeded too "(R3).

Motivation factor

One of the most frequent issues discussed in education is the role of motivation in the learning process of students. Motivation is seen as a major factor playing a very important role in determining the achievement of students in public examinations such as PMR, SPM and STPM. Schools are willing to spend thousands of ringgit to organize motivational courses for their students. Parents are also willing to pay hundreds of ringgit to send their children to participate in motivational courses in preparation for major exams. Based on this, it was found that the results of the researcher's findings showed that motivation was also an important factor in the awareness of education among the indigenous trainers. Among the responses are:

Emmm, too, because my uncle was a soldier. It's a captain. He sometimes also encouraged me. I see him, I'm so excited to succeed. " (R2)

"There's also that. I like to see my neighbor's son who is a teacher. I'm determined to be like him. He is also a motivator. Sometimes motivation is so my strength to learn. Sometimes lazy comes too (smile) ". (R4).

Conclusion

Based on the analysis of transcription data, there are some key factors that contribute to the awareness of education among indigenous teacher teachers, namely self-awareness, family, teacher, peer-to-peer motivation and motivation. These five factors contribute to the educational awareness among indigenous trainers.

The influence of a family institution greatly affects the consciousness of individual education. The results of the study have shown that most trainee teachers have expressed awareness of education among them because of the support received by the family either in the form of encouragement, coercion and family culture. It is learned that most indigenous communities are somewhat backward from other races in terms of education as placement, economic status and so on are still long-standing. However, the findings show that some indigenous trainees have managed to break out of their community's tradition of pursuit of success with their own families. According to UNICEF (2007) statistics, there are about 80 percent of Orang Asli children who have never completed schooling at secondary school level. Based on a study conducted by Mahat Mat Dong (2005) activist and Mohamad Johdi et.al (2009), the problem of education drop out among the Orang Asli is due to one or several factors coupled with the fact that the close family ties , where children are reluctant to stay away from family. However, the result of this study, linking family institution has significant significance to



education awareness among indigenous people. This finding also addresses the finding of Muizzuddin, Fauzi & Nasaruddin (2018) which states that family factors play a very important role in attracting these people to learning.

The influence of self-awareness. There is no doubt that the influence of self-awareness also plays an important role in the success of the individual. As a result of the study, researchers found that this aspect was successful in creating a high level of awareness among teachers of indigenous trainers. Aboriginal factor decline, the desire to succeed like other races has moved their minds to move more actively in education in forming a better success for them. Sternberg (1994) has stated that humans have the potential to lead to self-perfection provided that one should have confidence in himself. It is important for a person to have a good self-concept that will help him move toward self-perfection to ensure a more meaningful life. Efforts to improve self-concept have to be continued so that indigenous students can pursue the future with excellence.

Peer influence. Peer also play a role in the awareness of individual education. Most of the time in the education system is more focused on spending time with peers. The findings of this study show that the support, encouragement and peer-to-peer factors led to the evolution of educational awareness among indigenous students. Based on the study of Kamarudin (1989), the level of achievement in student subjects in a subject is due to friends' factors. Students who choose good friends and excel in the subjects cause them to be excelled in the subject, but if they mistakenly choose friends they will also get a failure in the subject. Habibah (1997), stated that peers are those who belong to the same group and have the similarities of interest, values and activities performed by peers having an important influence on adolescent academic achievement. They can influence students in terms of values and attitudes more than parents, schools, religious institutions and other social groups. These two opinions support the findings of this study which lead to educational awareness among indigenous peoples based on peer factors.

Motivational factors . Motivation is something that is very important in enhancing the individual's ability and spirit. The results of this study also found that motivation played a very significant role in the awareness of education among indigenous peoples. This is based on the majority of respondents responding that motivational factors play a role in enlightening them on the importance of education either intrinsically or extrinsically. According to Azizi (2006), extrinsic motivation is created from external stimuli to mobilize an individual to perform an activity that benefits him. According to Norhani Bakri et al (2005), learning achievement is sometimes influenced by social interaction, interest and motivation. The findings also supported by Barron (2001) who argued that any purpose is dependent on the achievement of orientation where highly motivated individuals produce long-term influence over the less motivated individual.

Conclusion

This survey study can provide some initial insights that there are indigenous peoples who are hungry for success. The results of this study show that there are some supporting elements that need to increase the awareness of education among indigenous peoples. To advance towards developed countries as coveted by 2020, educational progress is very important, not to mention this minority group. Education gaps need to be clarified as generated and disseminated in the



Education Development Plan (PPPM) and also implemented in the Education Development Master Plan (PIPP). Furthermore, various initiatives that the government are supposed to have indigenous groups are not left behind. Empowerment of indigenous peoples should be taken seriously and the development of their education needs to be level in line with current developments.

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