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**The Effect of Anomie on Student Academic Achievement: The Teacher Trainee Evidence**

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| **Article Info** |  | **Abstract** |
| **Received:** |  | *This study is aimed at obtaining expert consent and views on elements of the jungle model framework among Orang Asli school pupils. This study uses the Fuzzy Delphi method using Likert 7 scale to collect feedback from 10 experts in various fields of education at public universities in Malaysia. A total of 4 main elements and 13 sub items of the questionnaire were given to the experts for evaluation. The Fuzzy Delphi method has been used for data analysis. The data were analyzed using triangular fuzzy number and ranking with each model element determined using the 'defuzzication' process. The results of the analysis on consensus and expert consensus show that the value of the agreement is at a good level. This shows that elements of the jungle school framework have been well-received by experts. The elements agreed upon by the experts in consensus are arranged in order of priority namely motivation, creative thinking and critical***Keyword:** Fuzzy Delphi, Orang Asli, Expert, Element\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**Introduction**

The Forest school has become an important phenomenon over the last few decades. The Forest School Model began to take place and became popular in Britain and some developing countries such as Brazil, Indonesia, the Caribbean Islands and Latin America (Blackwell & Nawaz, 2014). The model of the forest school model was first introduced by the Scandinavian archipelago and in the early 1950s and was pragmatically taken over by the British and modified by the British archipelago (Blackwell et al, 2014). In principle, jungle schools are intended to develop self-concept, self-esteem and various skills as well as to encourage children to respect and care for the environment (Maynard, 2007).

**Literature Review**

Ministry of Education Malaysia with the 2011-2020 Interim Strategic Plan initiative mobilizes transformation in improving the competency of students and students by bringing the KSSR and KSSM curriculum as the main platform (Nur Bahiyah et al. 2013). However, the transformation should be within the overall framework involving all races without prejudice. The curriculum transformation aspirations should also look and take into account the involvement of minorities in Malaysia including the Orang Asli (indigenous people) who is left behind in education participation

**Methodology**

This study used Fuzzy Delphi Method (FDM) in obtaining expert consensus on the elements of the jungle school model for native students. This study consisted of two phases, i.e., the first phase of the research was to analyze the literature in identifying the appropriate elements in the formulation of the study model. After all the factors were obtained, the researcher formed a 7-point expert questionnaire and then distributed to 10 experts with expertise -specific information. After all the factors were obtained, the researchers formed a 7-point expert questionnaire and then distributed to 10 experts with extensive expertise and experience with education among indigenous people students

**Results and Discussion**

If the average value of threshold (d) is less than 0.2, the item has reached a good expert agreement (Cheng dan Lin, 2002; Chang, Hsu dan Chang, 2011). Whilst this percentage of the overall agreement is 100% of the agreement that is above (> 75%) means meeting the terms of the expert agreement on this item. In addition, all Alpha-Cut defuzzication values (average of fuzzy response) exceed a-cut => 0.5. According to Tang and Wu, (2010) alpha cut values should be greater than 0.5 and if less than 0.5, then they should be dropped. The findings of this analysis show elements of the forest school framework have been well received by experts. The experts agreed consensus elements are sorted acc

**Conclusion**

Now, there is a need to build a special model of jungle school in Malaysia, especially among Orang Asli communities. This model is important in designing and giving a special picture in the implementation of teaching and learning of Orang Asli students. The concept of the jungle school is seen to be important in developing capabilities, and opening up space and opening up opportunities for individuals involved to be more creative, conventional, socializing and improving inquiry (Parsons, 2011). In fact, Jungle School is a form of classroom outreach (PLBD) that develops achievement, confidence and self through learning process that uses the forest and its resources as a location and learning materials (O’Brien, 2020).

**References**

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