

Factors Influence Students in ROTU Participation in National Defence University of Malaysia and The Effectiveness of ROTU on Students

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Abstract

This study was conducted as research in further social understanding about the importance of factors both as “insider” factor and environmental factor were effect people participation in Reserve Officer Training Unit. Scope of this study being minimized towards National Defence University of Malaysia’s ROTU officer cadets. A calculated, Total 150 respondent were involved to this study. The quantitative method used in this study was through the collection of data obtained from the questionnaires distributed. Descriptive Analysis, Pearson Correlation Analysis and Regression Analysis were used in this study. The findings were analyzed using Statistical Package for Social Science (SPSS) Version 23.0. The findings of the Pearson correlation analysis show that there is a significant relationship between student’s responsibility, role of supervisor and peer influence towards students’ motivation.

Keywords: insider factors, environmental factor, people participation, Reserve Officer Training Unit and social under standings

1. Introduction (Use “Header 1” Style)

Students’ involvement in Reserve Officer Training Unit (ROTU) is important for National Defense University of Malaysia (NDUM) and Malaysia Armed Forces (MAF). This is due to the needs and priorities in train a graduated WATANIAH officers. Research of student participation is important because it crucial to know the reasons of their interest in order to perfect the pros and cons in student involvement in any organization either clubs or faculty in NDUM. This can be done when NDUM included ROTU as one of the official student’s syllabuses.

Participation can be defined as an action or any thing that involve ourself in event. Participation is a socialization process in understanding or learning on new challenges, needs, benefits or rewards towards student’s environment (Kuh, 1992).

Leithwood & Jantzi (1999) stated that participation is divided by two dimension which known as active dimension and behavioral dimension. Student’s participation in ROTU at UPNM will provide a wide chance in self-development and create an opportunity in job hunt after they graduate. This is because they will have a vision on what opportunity they have in finding a job in public sectors, resulted by their exposure in basic military environmental, knowledge and professionalism

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under ROTU. Russell et al. (1996) stated that participation or involvement are a form of energy in action, means something areconnecting a person with the activity. Participation stated here means it appears in behavior, emotion and cognitive.

Thus, there are clearly several factors that influence student engagement in ROTU. The first factor is motivation and is explained by two branches namely extrinsic motivation and intrinsic motivation.

Extrinsic factors are generally defined as motivational factors, reward factors and praise factors that come from the environment and affect students in making choices. While intrinsic motivation is meant as motivation that arises from within the individual. The second engagement factor is the new skills offered throughout the learning and training process in the ROTU body. These skills are the result of knowledge gained throughout the ROTU training syllabus. These new skills can be summarized as skills in terms of military, self -skills and character building directly or indirectly. Next, the driving factor of close contact influence on students. Close contact can be categorized from people around close students such as parents, teachers, and friends. Involvement is an important point for the ROTU body because the influence of factors will also influence the effectiveness of training for the students themselves.

A little introduction to ROTU is, ROTU or the full name of the Reserve Officer Training Unit began with the establishment of the First Battalion of the Territorial Army Infantry of the University of Malaya Branch on April 3, 1965. Initially, only 30 students joined the recruit base during semester breaks at Seputih Training Camp, Batu Elephants in Perak are from different faculties. The history of 13 May made this company expanded and multiplied in other Public Institutions of Higher Learning. This establishment saw company A established in ITM, Company B established in UPM and UKM established company C. These companies are based in UM as battalion headquarters. Brigadier General Dato 'Abdul As Ismail as the director of the Territorial Army encouraged this establishment by meeting with the vice -Chancellor of the University (and the director of ITM) at the time. The meeting was to discuss the establishment of the Reserve Officer Training Unit. The Armed Forces Staff Committee, 18 December 1987, approved the establishment of ROTU with the mission of producing reserve or volunteer military officers consisting of lecturers, staff and students of public universities. On 26 February 1979, the Chief of Staff of the Army together with the Vice Chancellor of the University (and the Director of UITM) discussed and met to officially establish ROTU in public universities throughout Malaysia, including National Defence University of Malaysia.

2. Literature Review

This chapter includes reviews of previous studies by previous researchers to support the research objectives with relevant facts and statements. The studies selected as reference are studies closely related to the title of this research, namely the factor of students engaging in ROTU activities in terms of co- curriculum. Accordingly, this study discusses the relationship between student motivation, new skills and the encouragement of close contact in student involvement in ROTU while looking for the effectiveness of ROTU to students. In addition, the results of the study are important for the expansion of knowledge on the factors of student involvement in an activity.

The review of this study also allows researchers to describe the problems, variables and concepts related to student involvement in research writing. In addition, researchers can also describe the relationship of variables and highlight the importance of related studies. In addition, the literature review will facilitate methodological research and allow researchers to compare previous studies with recent studies to develop research hypotheses. In conclusion, this chapter will discuss related, previous studies, conceptual framework of theories and models, theoretical framework, research hypotheses and final conclusions.

2.1 Conceptual Definition

2.1.1 Student's Motivation

Ryan & Deci (2000), stated that, motivation there are two types of intrinsic and extrinsic motivation. Extrinsic motivation can be described as an individual's behavior on external factors such as pressure from other individuals or reward findings such as motivation factors, reward factors and praise factors. Meanwhile, intrinsic motivation means that a person is motivated to do an activity due to self-satisfaction or internal factors such as happiness and interest, for example skills factors, interest factors and fun factors. .

The term motivation can also be defined as the impetus that drives a behavior that takes place continuously, Ainon Mohd (2003). Accordingly, motivation can be defined as the encouragement to a person to act to achieve a particular goal. In addition, the Third Edition Hall Dictionary (2000) explains that motivation refers to a situation when a person is motivated to act to fulfill a desired desire with high enthusiasm and interest.

Motivation is the motivator to the individual in making a good action or vice versa (Mohd Azhar, 2004). When the individual is motivated, the individual will earnestly do something to achieve whatever their mission or ambition is. Christopher & John (1999) state that human actions are influenced by motivation. This is because, according to Christopher & John (1999), motivation is an element of encouragement or encouragement that forces the individual to act to do so according to his desires. Motivation is a stimulus for success. Therefore, motivated students have a high effort to excel in lessons. In addition, student motivation is the motivating policy that motivates students to learn or fulfill responsibilities as a student (Mujiono & Dimiyati, (2006).

Therefore, motivation is important because it serves as the main motivator of the individual in performing an activity or task because motivation influences the interests, attitudes and behaviors of the individual. For the student's perspective, motivation is fundamental to the main effects of student academic achievement as well as the construction of the student's development. Highly motivated students are able to improve academic

performance and development (Marsh & Colin, 2008). This shows an increase in motivation to encourage the

students themselves to venture into new activities and fields and as a basis for student success, for example in ROTU activities.

2.1.2 Encouragement of close contact to students

Opinions on co-curricular activities in sports involvement as a positive social and educational force are supported by educators and philosophers. Co-curricular activities provide a foundation of theoretical and practical knowledge to students in the chosen field of activity. This means that students who participate in co-curricular activities will acquire theories that are considered true and practice those theories safely, correctly and constructively. Hanafi (1997) the association serves as an educator who provides basic training of self-reliance, thinking intelligence, beneficial leisure filler. This is emphasized on students who have less interest in sports activities and less co-curricular involvement. This statement supports the opinion that co-curriculum can facilitate the process of social learning, integration between races, personality building, self-knowledge building, human culture and training leadership qualities to students. According to Habibah (1983) in Nurul (2012), motives are present through impulses that exist naturally then dominate thoughts, emotions and even behaviors dynamically. In short, this statement means that the individual will set a mission, motives and objectives on the basis of a particular impulse. This particular impulse can be described as the impulse of those around, impulse, news, current issues and prominent figures. Accordingly, the main impetus to a student is their close contact i.e. parents, teachers, friends then news material on social media and mass media.

Encouragement of students can also be present through the method of praise from teachers, lecturers, parents, people around and even coaches. When praised, students will feel happy with their efforts and eager to continue the co-curricular activities they participated in, in this ROTU study. The purpose depends on the achievement orientation of high level motivation in the individual. Then, the individual had an impact in long

-term mastery compared to low-motivated individuals. (Harackiewicz & Elliot, 1993). Students who participate in ROTU will feel happy because their participation and their training efforts are appreciated through praise. Ngu Mee Kok, (2009) the opinion that economic tokens and praise can improve the quality of

students' academic performance. This supports the statement that praise will have a positive effect on student motivation.

2.1.3 New skills and military knowledge in ROTU

Involvement in ROTU will provide exposure to military knowledge to students and be taught by ROTU instructors. Patterson, Carron & Loughhead, (2005) explained the importance of individual educators in sports activities, that is, the coach serves as the team leader by pouring skills (skills) and confidence in athletes under his supervision to be competitive. Synonymous with sports activities here are activities in leisure and military training ROTU. Military knowledge is only available when the individual joins a military body and an armed unit. As a university student pursuing academics, military knowledge in ROTU provides a golden opportunity to students as they are able to acquire a military foundation while continuing their studies. In addition, the best personality traits should always be shown as it leads to an increase in the level of motivation as well as effective learning in students (Rhee & Pintrich, 2004). This can be seen from the character of officers and coaches who always display professionalism during the learning and training process.

This is because, ROTU officers and coaches have extensive military experience and knowledge embedded in them. Officers and coaches who always display this attitude of professionalism indirectly provide education and example as the best character and high-level leadership to students who participate in ROTU. According to Rohana, Azlin, & Habshah (2015), the level of credibility of an educator or coach is key in producing a dynamic and dynamic competitive human capital product in line with current modernization. This further explains that interest in skills can be nurtured through ROTU officers and coaches. Therefore, unique new skills from these other clubs will motivate students to join ROTU.

These views are of the nature of pragmatism by human beings which means with awareness of human limits, the individual has to adapt their situation according to the current situation according to the objectives or problems faced in an effort to achieve the goal. The connection between this theory and this study is that students will adapt themselves to the current situation at National Defence University of Malaysia and their needs in participating in ROTU. This is because, ROTU which is one of the co-curricular activities will have a big impact in students' academic scoring in addition to providing a career scope for students' future.

Academic scoring is important for students because students need to accumulate as many co-curricular marks as required by the university to complete the credit hours and student marks to be accredited. For an overview of the career

scope of students, ROTU assists students in providing leadership skills, management, responsibilities and assisting students in being certified as holders of the rank of Junior Lieutenant. This has indirectly given a clear platform to students who join ROTU, a position and duties in the WATANIAH

military body. In addition, students acquire new skills that can be used in their daily activities and other tasks that are not limited to military activities only.

This can be seen in the theory of justice in general which puts the view that human beings are influenced and driven to eliminate the distance between efforts according to the interests of the organization and the rewards received. That is, human beings need to have perceptions and perceptions that help them to assess that whether the results of their efforts are worthwhile to them. For example, students need to be sensitive and aware of the advantages of participating in ROTU and its disadvantages, in addition to assessing the advantages of not participating in ROTU and its disadvantages. Edwin Locke, stated that in goal setting, there are four mechanisms of motivation, namely the purpose of attention, the purpose of organizing tasks, the purpose of increasing the level of precision and the purpose in executing the strategy.

2.2 Conceptual Framework

Independent Variables (IV)

The dependent variable (DV)

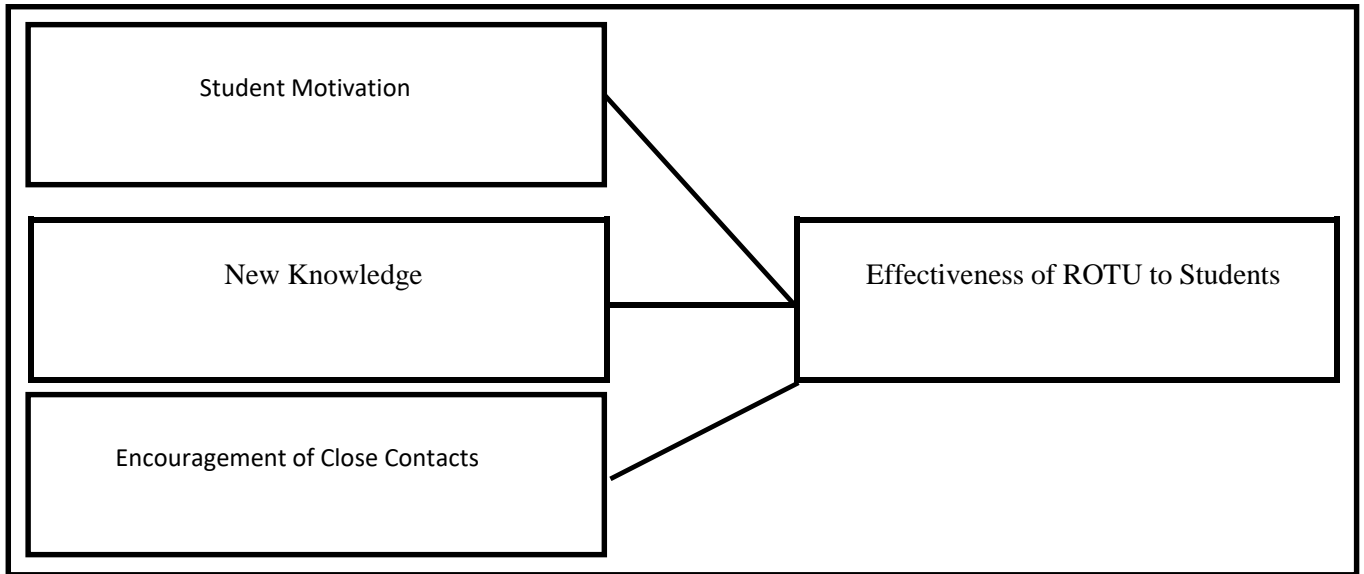


Diagram 2.2: Study Conceptual Framework

The conceptual framework of the study in figure 2.2 displays student motivation, new skills and close contact encouragement representing the independent variables while the effectiveness of ROTU to students is the dependent variable. This study focuses on the relationship between student motivation, new skills and close contact encouragement in student engagement in ROTU and its effectiveness to students at National Defence University of Malaysia. Motivation is divided into two factors, namely institutional factors and extrinsic factors that directly motivate students' decisions in their involvement. Maya (2001) stated that student motivation is the desire of students to complete challenging tasks but need to be borne by students to achieve the desired goals. Students in this study refer to UPNM students who participate or want to join ROTU UPNM. New skills refer to new knowledge acquired in ROTU training, namely leadership skills, management, efficiency, skills as an officer and skills in the military. This knowledge of skills becomes a motivation to students as it attracts students to accumulate this new knowledge. There are individuals who love and interest in the military will feel ROTU is the best platform as to educate themselves in the military field. According to Skinner & Belmont (1993) in Rohani et al., (2010) responsible students have high commitment in learning. High diligence and diligence in completing the tasks received. In this regard,

students who participate in ROTU will be diligent and highly motivated throughout the training and learning period in ROTU activities.

Therefore, the factors of student motivation, new skills and the encouragement of close contact on student involvement in ROTU will affect the effectiveness of ROTU to students..

2.3 Study hypothesis

The study of student motivation, new skills and encouragement of close contact of students in ROTU involvement in relation to the effectiveness of ROTU led to a hypothesis on the basis of a conceptual framework that is significant with the following objectives of the study:

H1: There is a significant parallel relationship between student motivation in ROTU involvement and its effectiveness

H2: There is a significant parallel relationship between new skills in ROTU engagement and its effectiveness

H3: There is a significant parallel relationship between the encouragement of close contact in ROTU involvement and its effectiveness

2.4 Conclusion

This chapter discusses the results of a survey of study reviews from several articles and journals of past research results. The results of the survey of the materials used provide an explanation for the definitions of the research variables in this study. In addition, the results of the survey also provide evidence of relationships between the variables used in this study. Accordingly, the next chapter will explain more precisely and specifically about the relationships for each variable. Therefore, the reader will understand and get a clear picture of the relationship for each variable in this study.

The study can be concluded that, the implementation of the study is to test the level of student motivation, new skills, and the influence of close contact with the effectiveness of ROTU on students. Next, examine the relationship between student motivation, new skills, and the influence of close contact with the effectiveness of ROTU on students. In addition, to determine the extent of student motivation factors, new skills, and the influence of close contact with the effectiveness of ROTU on students at NDUM.

The findings of this study can help the university, especially NDUM to identify the effectiveness of ROTU on students in encouraging student involvement. By identifying the factors that can influence the effectiveness of ROTU on students, the university can take appropriate measures to further increase the level of effectiveness of ROTU on students on behalf of the University and ROTU increase student involvement without coercion.

From the results of the study that has been conducted, it is clear that new skills and close contact influence play an important role in improving the effectiveness of ROTU on students among students

of the National Defense University of Malaysia. Therefore, the university needs to be more concern at the factors mentioned to increase the level of effectiveness of ROTU on students at NDUM in an effort to encourage sincere student involvement. However, the study found that the level of effectiveness of ROTU on students among NDUM students in a satisfactory condition.

5.1 Implications of the Study

The impact of the study findings allows for benefits to students who wish to participate in ROTU by way of recognizing self-goals. Then, the management of ROTU can monitor, improve and avoid all shortcomings to attract students to join ROTU.

The following are some of the implications and impacts on the study that can be submitted:

- a) Students show a keen interest in venturing into new skills offered in ROTU. In this regard, the ROTU and the university management must provide the best training space, training scheme and appointment of training hours according to the actual syllabus.
- b) ROTU management needs to maximize in training sessions to follow the actual syllabus. Thus, students will be interested in participating and undergoing actual training. Accordingly, make the effectiveness of ROTU clear to students.
- c) The implementation of weekly or monthly routines by the university such as motivation sessions, career-talk sessions and self-introduction sessions should be implemented consistently so that students always remain in a high level of motivation

5.2 Suggestion Future Study proposal

As an academic reference in the future, it is important to carry out this study. Therefore, it can be concluded that the objectives were successfully achieved through the study, yet there are still some things that need to be given in -depth attention through a little improvement. In addition, the focus on NDUM students as the scope of this study could not provide comprehensive study results and was

applicable to other universities. Therefore, it is proposed for the future the study to be implemented in different universities or implemented in different sectors of the organization.

Examples of research recommendations are as follows:

- a) The difference between basic knowledge factors and the effectiveness of ROTU on students based on demographic factors.
- b) Study the connection between the interest in military tri-services on effectiveness of Reserve Officer Training Unit on students.
- c) Assess the extent to which the level of compliance with the rules, knowledge and of the training can lead to increased student participation.
- c) To study the relationship between the roles of parents and coaches with the effectiveness of ROTU to students.

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