



TESTING THE EFFECTIVENESS OF STUDENT IDENTITY CONSOLIDATION MODULE (ICM): A STUDY IN A PUBLIC UNIVERSITY

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ABSTRACT:

This study aims to transform students' identities into human capital that inspires and feels connected to a university. The younger generation's strength of identity is frequently a source of concern for society, as the younger generation is known for attributes such as a desire to try new things and being easy to follow, as well as being the generation of hope that will lead the country in the future. Identity is a distinctive and specific nature or nature of identity that is the core and symbol of the personality of an individual of a nation in numerous areas, such as customs, language, culture, religion, and so on. This personality attribute can be applied based on one's actions. Students will use their fundamental knowledge of ICM in this study to develop their identities as human capital that inspires and feels a feeling of connection to an organization.

KEYWORDS:

STUDENTS, UNIVERSITY, IDENTITY, PERSONALITY, ICM.

1.0 INTRODUCTION

Identity is a sense of self-worth that describes each race or tribe's unique personality. The foundation of identity is the inner strength (soul and feelings) of constancy, perseverance, and everything that has a deep significance and is firmly anchored in the self so that it cannot be disturbed. Every individual, race, and tribe must possess the strength of identity in order to develop loyal and cohesive citizens (Abdul Latiff, 2012).

The involvement of the youth, particularly the educated, in the country's journey and struggle is closely linked to the process. This is because the younger generation is known for having characteristics such as a desire to try new things and being simple to follow. In another light, the younger generation represents a ray of hope for the country's future leaders. Identity is frequently linked to an individual's, society's, or country's morality and dignity. According to Al-Tubasi & Jarrar (2017), when young people are inspired by national education, they develop values such as love, belonging, sincerity in work, and patriotism.

The construction of identity is a process that strengthens society's faith in the belief system to which it adheres, because when everyone in society follows religious precepts, they are less likely to commit evil things (Ismail Bakar, 2010). In the context of this study, the element of identity must be instilled first in each potential educator in order to generate integrated human beings to make the country developed and free from the risks of globalisation and other threats today. This is due to the fact that an educator is a human being who will construct and mould

another human being to be more moral and have a strong sense of self in the process of developing the country.

The purpose of this study was to see the effectiveness of the implementation of student identity module. This module aims to produce students who have a soul and sense of belonging to their university, able to apply the existing positive values. on the ICM component into their students and can provide a clear understanding of each attribute contained in the ICM component to their students.

METHOD

This curriculum was implemented with a sample of 62 students. The subject starts with a one-hour discussion on the Basics of Forming an UiTM ICM Model Towards Strengthening Students' Identity. Then, after the talk, the group must complete certain exercises, including LDK Thought, LDK Emotions, LDK Spirit, LDK Aspiration, and LDK Behaviour, which will take three hours.

2.0 RESULTS

2.1 ITEM LIABILITIES

Pre-tests and post -tests for Diplomas and Degrees were performed for reliability analysis using Cronbach's Alpha.

TABLE 1: RELIABILITY TEST FOR EACH EDUCATION LEVEL

Educational Status	Type of Test	Number of Items	Cronbach's alpha value
Diploma	Pre	31	0.979

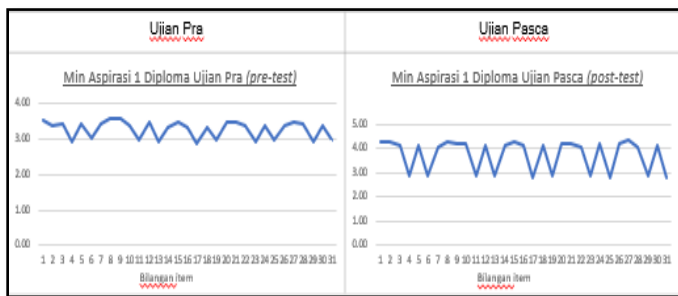
	Post	31	0.935
Degree	Pre	31	0.976
	Post	31	0.945

Reliability analysis can be conducted on various Likert scale survey questions using Cronbach's Alpha. Cronbach's alpha is a measure of the reliability of something and its commonality in the range from 0 to 1. According to Sekaran (2003), the closer the reliability coefficient gets to 1.0, the reliability is better. In general, reliability coefficient less than 0.60 are considered as poos. Those in the range of 0.70 are acceptable and those above 0.80 are considered as good.

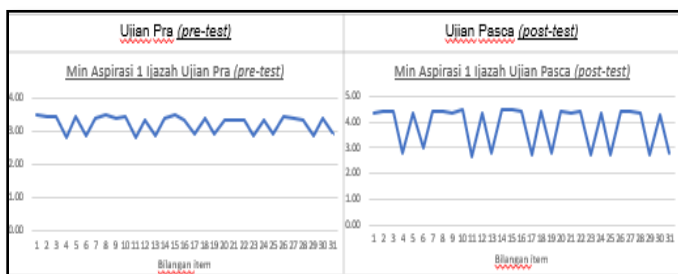
The Cronbach 's Alpha value for the pre - Diploma test was 0.979 with a number of 31 items. The Cronbach 's Alpha value for the post - Diploma test was 0.935 with a number of 31 items. The Cronbach 's Alpha value for the pre - degree test is 0.976 with a number of items of 31. The Cronbach 's Alpha value for the postgraduate test is 0.945 with the number of items of 31.

2.2 MODUL EFFECTIVENESS

The questionnaire used for the Diploma and Degree pre-test study was re-used for the Diploma and Degree post-test study. Therefore, the number of items for each Aspiration in the post-test study is maintained, the tested questionnaire can be reused during the pre-test study (pre-test). After required the min, this part represent the effectiveness of Aspiration 1.



For the Pre -Diploma test, most of the means fell in the range between 3 and 4 for the Aspiration 1 pre -test study. The highest number of items in Aspiration 1 was 3.50 on item number 1 which was 'I can understand and think openly'. Then, for the Diploma post-test, most of the means fell in the range between 2 and 4 for the Aspiration 1 post-test study. The highest mean for the number of items in Aspiration 1 was 4.33 on item number 27 which was 'I got a chance to get to know friends.



For the pre -Degree test, most of the means fell in the range between 2.5 and 3.5 for the Aspiration 1 pre -test study. The highest mean for the number of items in Aspiration 1 was 3.51 on item number 1 which was 'I can understand and think openly'. Further, for the postgraduate test, there are a number of items in the 1st Degree Aspiration. Compared to the pre -test study, the mean of Aspiration 1 was between 3 and 4 for the post -test. The highest mean for the number of items in Aspiration 1 was 4.46 on items 10, 14 and 15.

3.0 CONCLUSION

Overall, since the mean of post-Diploma and Degree tests for Aspiration 1 is higher than the mean of pre-Diploma and Degree tests, this module has produced students who have a soul and sense of belonging to their university, able to apply the existing positive values. on the ICM component into their students and can provide a clear understanding of each attribute contained in the ICM component to their students.

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