



The BINTANG 2022 Programme's Effects on Students

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Abstract

This research aims to identify the implementation of *BINTANG 2022* programme in Sabah, which involves polytechnic and community college students. In this study, the researchers will investigate the effects of implementing the *BINTANG 2022* programme on students' personal development. Student personality development programmes are an essential component of the educational process that must be implemented to ensure that the goals of human personality development are met following the requirements of the National Education Philosophy. This survey study uses a descriptive and inference approach to analyse the level and implication of implementing the *BINTANG 2022* programme. On September 28, 2022, 125 polytechnic and community college students participated in the programme. The internal consistency value of the adapted study instrument is $\alpha=.977$. According to the findings, all three-study constructs, namely implementation, management, and program impact, received a high mean score of 4.433 ($SD=.543$). Evaluation of the speaker and presentation received a high mean score of 4.604 ($SD=.481$). Furthermore, data analysis reveals $r=.864$ ($p=0.01$) a strong correlation between levels and implications of implementing the *BINTANG 2022* programme. Implementing the *BINTANG 2022* programme has positive implications for developing student self-awareness, motivation, and readiness to improve student self-discipline.

Keywords: - Implementation, implications, self-development, polytechnic, college community, *BINTANG 2022* program

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1. Introduction

A student will gain a variety of personal and personalization experiences and skills while studying. The world of education is not only related to learning capacity, but also the formation of student personality. Success is dependent not only on knowledge and technical ability but also on generic skills. With the guidance of the National Principles (Rukun Negara), former country leader Tun Abdul Razak has formulated a national education policy to create a nation-state development vision, which is to create a dignified, virtuous, and polite society.

Personality development in students necessitates the use of specific learning strategies and skills. As a result, institutions of higher learning (IPT) should be alert about student self-development. Programs to implement character values can be achieved through learning, self-

development, and educational institution culture. Furthermore, the globalisation of the education world requires that students expand their knowledge and skills (Miswandi & Alvina, 2020). Students should work on higher-level thinking, decision-making, and interpersonal skills. In addition, students' inherent and technical skills, using information and communication technologies.

The Department of Polytechnic Education and Community College (JPPKK) organised the *BINTANG 2022* programme, which was coordinated by the Psychology Management Unit of Tawau Community College. The *BINTANG 2022* programme is a large-scale student self-development and self-reliance program aimed at polytechnic and community colleges (PolyCC) students in Sabah state. The implementation of the *BINTANG 2022* programme emphasizes the concept of enhancing students' potential for great mental, emotional, physical,

and spiritual growth to awaken them as high-performing students.

Educational institutions, whether schools or universities, play an essential role in implementing several activities that address critical components of motivation, self-awareness, and learning goals. The programme focuses on student self-development, a crucial part of human capital development in higher education institutions (Nurja et al., 2021). As a result, the following are the objectives of this research:

1. To obtain feedback on the implementation of the *BINTANG* 2022 programme;
2. Exploring the impact of the *BINTANG* 2022 programme on Sabah state PolyCC students;
3. Identifying the relationships between the *BINTANG* 2022 programme's implementation level and the effect of implementation.

2. Literature Review

School-based educators and the IPT are always available to improve the teaching and learning environment. Furthermore, the planning and implementation of student self-reliance development programmes have expanded to include strategies for improving positive behaviour both in and out of the classroom. According to Damayanti & Purworini (2018), the Self-Presentation Program at Mojogedang State High School in Indonesia boosts students' confidence to promote positive personalities in public or on social media. This study involved 264 respondents with introverted behaviour. The findings indicate that the Self-Presentation Program encourages self-awareness and that students' emotional and self-assessment abilities can assist students in feeling proud of themselves.

In addition, Yaacob & Ahmad (2019) explained that through the Interaction and Integrity programme (21CAMP) held for the teaching and learning module of Islamic Civilization and Asian Civilization (TITAS) at Sunway University Malaysia. Interaction and Integrity Program (21CAMP) This is an outdoor activity for TITAS courses. The programme aims to provide students with cultural and ethnic diversity in Malaysia. In addition, the programme has the objective of improving teamwork, tolerance, and cross-cultural interpersonal communication. The findings show that 80 per cent of respondents agree that this programme is suitable for students because of cultural and ethnic diversity. Therefore, the application of human skills in this programme is in line with the National Education Policy.

According to Islam, the discussion of human self-development cannot be divorced from the fundamental context of human creation, which includes spiritual and physical elements (Pa'ad, Kassim, & Rahman, 2020). Islam teaches Muslims to better themselves, to be happy in this world and the next. So, Pa'ad, Kassim, & Rahman (2020) investigated the efficacy of the Student Motivation Program (MAP) as one of the approaches and applications of religious motivation in the Youth Self-

Development Module led by a non-governmental organization. The MAP programme was created to help the youth to develop themselves. It has been consistently implemented since 1995. The findings indicate that the religious motivation approach used in MAP is effective for adolescents' psychological conditions and needs. This result means that adolescent self-development interventions using the MAP approach are more comprehensive as they include psychological and religious elements of solidarity.

In addition to technical skills, generic skills should affect developing one's personality. According to Nurja & Mat (2020), lecturers must be creative in their teaching and learning strategies. Tawau Community College implemented the Mock Interview programme, which involves 110 students and aims to help students understand their career knowledge and information, master their work skills, and gain relevant experience in career development. The programme implementation objectives were met through data analysis because the programme implementation level was high with an overall mean score of 4.24. Furthermore, this Mock Interview programme improves human skills, marketability, and technical skills required for preparation when they enter the job market later (Nurja & Mat, 2020).

Devi, Chamidi, & Soleh (2023) conducted a study to determine the implementation stage of the Nahdlatul Scholars Youth Association (IPPNU) programme on students in Indonesia's Waluyo village district. This study included 158 colleges, high schools, and elementary school students. In this IPPNU programme, various phases and forms of religious and social activities were implemented to guide and develop a balanced personality between knowledge and skills. Based on the findings and discussions, implementing the IPPNU programme in student development was successful. The delivery of an interpersonal self-development programme such as *BINTANG* 2022 aims to improve the skills of student personality development. As a result, researchers will explain the implementation of the *BINTANG* 2022 programme and the implications for students who participate as programme participants in this study.

3. Methodology

This quantitative study was a survey with a questionnaire instrument distributed to all *BINTANG* 2022 programme participants. This research instrument was created by researchers and colleagues during the *BINTANG* 2019 program's implementation (Nurja et al., 2021). The instrument reliability value is high at $\alpha=.961$ based on pilot studies conducted during the development process of this instrument. As a result, this instrument has a high degree of consistency in measuring the *BINTANG* 2022 programme implementation. The construct of this study was programme implementation, management, and impact using a 5-point Likert scale, as respondents indicated levels of agreement and disagreement with various statements about various attitudes, objects,

people, or events (Taherdoost, 2019). The following are the levels of agreement and disagreement used in this study:

- i. Strongly agree (5 points)
- ii. Agree (4 points)
- iii. Not sure (3 points)
- iv. Disagree (2 points)
- v. Strongly disagree (1 point)

The 5-point Likert scale is also used to assess the programme speaker by participants:

- i. Very good (5 points)
- ii. Good (4 points) (4 points)
- iii. Medium (3 points) (3 points)
- iv. Not good (2 points)
- v. Extremely bad (1)

The questionnaire was distributed to students following the implementation of the *BINTANG* 2022 programme, which runs from September 27, 2022, until September 28, 2022. This questionnaire was distributed via Google Forms. The questionnaire contains 30 items divided into three (3) sections: Part A (Demographics), Part B (Program Implementation, Management, and Impact), and Part C (Speaker Rating).

Statistical Package for Social Sciences v23 software was used to generate an analysis of the obtained raw data. The data were then analysed using descriptive and inference statistics which is Pearson's correlation test. Table 1 shows the mean score interpretation based on Pallant (2010), whereas Table 2 shows the correlation strength interpretation based on Sugiyono's study (2010).

Table 1. Interpretation of mean score (Pallant, 2010)

Mean Score	Interpretation
1.00 – 2.33	Low
2.34 – 3.67	Medium
3.68 – 5.00	High

Table 2. Pearson correlation coefficient interpretation (Sugiyono, 2010)

r Value	Interpretation
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 0.99	Very strong

4. Result and Discussion

4.1 Demographics

Fig. 1 depicts the gender distribution of survey respondents.

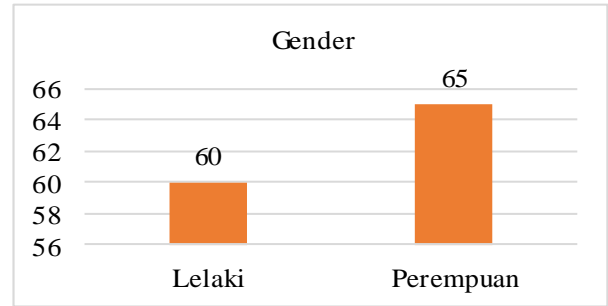


Fig. 1. Gender distribution of respondents

Fig. 1 shows the number of respondents by gender, with 60 men (48%) and 65 female respondents (52%). Fig. 2 also depicts the demographic distribution by the institution.

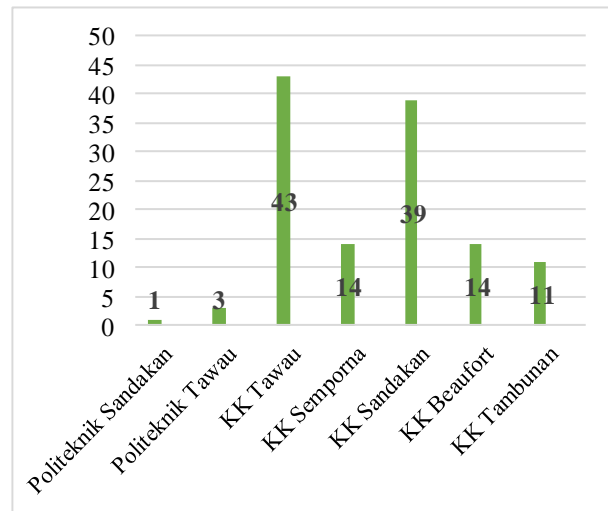


Fig. 2. Gender distribution of respondents

4.2 Level of Implementation of *BINTANG* 2022 Programme

Table 3 explains the level of implementation of the *BINTANG* 2022 programme in achieving the programme implementation objectives. The analysis data show that the mean implementation level for the study construct is very high, with the mean value of programme implementation at 4.454 (SP=.552) and the mean value of programme management at 4,404 (SP=.605). On the other hand, the overall mean score of these two constructs is very high. The result of this study is consistent with Guntol & Kutty's (2020) study to determine the level of implementation of the Mentor-Mentee programme in enhancing the self-concept of high school students in the Kapit Sarawak district. The study sample consisted of 306 fifth-grade students. This Mentor-Mentee programme guides and supports mentees, expresses appreciation for their abilities and highlights their strengths. So, the findings of this study show that the program's implementation level is high, with a mean value of 319.66 (SP=14.432), proving that the implementation of the

Mentee Mentor Program has positively impacted the students involved in their research.

Table 3. The mean score for stages of programme implementation (N=125)

Construct	Mean	SD	Stages
Programme implementation	4.454	.552	Very high
Programme management	4.404	.605	Very high
Overall Mean Score	4.429	.554	Very high

Furthermore, the study instrument provided an assessment of respondents' views on slots for each invited speaker. This feedback is critical for improving the speaker's delivery and the topic's current relevance. Table 4 shows how respondents rated the speakers for the *BINTANG 2022* programme.

Table 4. The mean score for level of satisfaction for the speaker (N=125)

Slot	Mean	SD	Level of satisfaction
Star Personality	4.589	.502	Very high
Superstar	4.632	.505	Very high
Grab the Star	4.592	.522	Very high
Overall Mean Score	4.604	.481	Very high

With an overall mean score of 4.604 (SP=.184) based on the descriptive data analysis in Table 4, respondents are very pleased with the speakers in all three slots of the *BINTANG 2022* programme. As a result, it can be concluded that speakers were able to effectively convey the essence of their talk content. The results of this study are congruent with those of Hamdani et al. (2021), who researched the implementation and implications of the Tutelage programme at the University of Islamic Sciences Malaysia (USIM). The Tutelage Program is a mentoring and mentee programme designed to assist students in need of academic, personal, and professional development. The outcomes of the interviews with respondents found that each panel of speakers in the programme was knowledgeable about the topics or slots discussed with students. Furthermore, the exchange of experiences between speakers and students adds value to science in the field of preaching.

4.3 The Impact of Programme Implementation

Table 5 illustrates the benefits of implementing the *BINTANG 2022* programme in terms of exposing students' personalities, tendencies, and potentials. Implementing this programme resulted in a high overall mean score of 4,442 (SP=.566). It explains that the *BINTANG 2022* programme implementation among PolyCC students in the state of Sabah is high in terms of recognising personal personality and developing self-esteem in a better way. The result of this study is consistent with the findings of Khaidzir et al. (2019), who concluded that the 'Salam Ad-Dhuha' programme held at Segamat Community College in Johor has significant implications. According to the study findings, 68.5% of

respondents strongly agreed and 30.1% agreed on the positive implications of implementing the "Salam Ad-Dhuha" programme for self-development and spiritual development for students and staff at the Community College of Johor.

Table 5. The mean score for programme implications (N=125)

Item No.	Implications	Mean	SD	Stages
C10	My understanding of programme content improved after participating in the programme.	4.360	.640	Very high
C11	I am confident in applying what I have learned in this programme.	4.360	.734	Very high
C12	Overall, the programme was a success.	4.610	.566	Very high
Overall Mean Score		4.442	.566	Very high

4.4 Relationships Between the *BINTANG 2022* Implementation Stages and The Implications of The Program

Table 6 displays the study's findings, which show that the Pearson's correlation coefficient between the mean of the *BINTANG 2022* implementation level and the implications is significant with a value of $r = .864$ ($p=0.01$). This correlation test analysis reveals a significant and strong positive relationship between the levels and implications of implementing the *BINTANG 2022* programme. The outcomes of Pearson's correlation test are consistent with the research results of Wan Mukhtar et al. (2022). Professional Mukmin programme implementation at MARA Professional College (KPM) in Malaysia is high in the formation of human leadership character among students. Management and environmental support are the driving forces behind the development of final-year leadership qualities.

Table 6. Correlation of Levels and Programme Implementation and Implications

		Implications of the <i>BINTANG 2022</i> programme	
Stages of implementation	Pearson Correlation	.864**	
	Sig	0.01	
	N	125	

5. Conclusion

Implementing the *BINTANG 2022* programme has positive implications for the development of student self-awareness, motivation, and readiness, as well as for improving student self-discipline in everyday life. Students who are passionate about noble personalities can benefit from self-reliance development programmes like *BINTANG 2022*. Meanwhile, the implementation of the self-development programme should take spirituality as a measure of self-esteem among students into account

(Abdullah, Maamor & Wahab, 2021). The findings of this study can be presented to PolyCC's top management to achieve the mission of producing holistic graduates through continuous improvement in student achievement.

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