

DEVELOPMENT OF VALUE APPRECIATION THROUGH MORAL EDUCATION CHARITY WORK WITH SOCIAL MEDIA APPLICATIONS INTEGRATION

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ABSTRACT

The implementation of Moral Education charity work is part of the task that needs to be completed by students for Paper 1225/2 Moral Education Course Work in Sijil Pelajaran Malaysia (SPM) which aims at fostering the value appreciation. For charity work, students are required to perform and report on the tasks given by submitting a folio report based on areas of study such as family, personal and environmental development. This study adopts the action research of Kemmis and Mc Taggart on the implementation of charity work by integrating social media intervention of six respondents. Several instruments were used, namely reflection journals, document analysis, interviews and observations through four cycles of action research to answer the research question. The value appreciation inherent in the SPM Moral Education Charity Work was identified. The findings showed that students were able to appreciate values through rational thinking, proper consideration, and moral action.

Keywords: Moral Education Charity Work, Social Media, Action Research

PEMBENTUKAN PENGHAYATAN NILAI MELALUI PENGINTEGRASIAN KERJA AMAL PENDIDIKAN MORAL DENGAN APLIKASI MEDIA SOSIAL

ABSTRAK

Pelaksanaan Kerja Amal Pendidikan Moral merupakan sebahagian tugas yang perlu dilakukan oleh murid dalam Kerja Kursus Pendidikan Moral Sijil Pelajaran Malaysia (SPM) kertas 1225/2 yang berobjektif pemupukan penghayatan nilai. Dalam pelaksanaan kerja amal, murid dikehendaki melaksanakan dan melaporkan tugas dengan menghantar folio laporan berdasarkan bidang-bidang pembelajaran seperti kekeluargaan, perkembangan diri dan alam sekitar. Penyelidik melaksanakan kajian tindakan terhadap pelaksanaan kerja amal ini dengan menggunakan intervensi

pengintegrasian kerja amal bersama dengan media sosial terhadap enam orang responden kajian menggunakan kajian tindakan Kemmis dan Mc Taggart. Beberapa instrumen telah digunakan iaitu jurnal refleksi, analisis dokumen, temu bual dan pemerhatian melalui empat gelungan kajian tindakan bagi menjawab persoalan kajian iaitu untuk mengenalpasti penghayatan nilai yang wujud dalam Kerja Amal Pendidikan Moral SPM. Dapatan kajian menunjukkan murid telah dapat menghayati nilai melalui pemikiran yang rasional, pertimbangan yang tepat dan tindakan yang bermoral.

Kata Kunci: *Kerja Amal Pendidikan Moral, Media Sosial, Kajian Tindakan*

INTRODUCTION

In Malaysia, it is compulsory for the non-Muslim students of Form Four and Five to sit for Moral Education examination in Sijil Pelajaran Malaysia (SPM). The standard curriculum for Moral Education aims to develop a moral and ethical human being who adheres to universal values based on moral principles and contributes to the well-being of the nation and global community (Ministry of Education Malaysia 2017). Students are required to sit for two Moral Education examination papers, namely Written Examination Test (1225/1) and Moral Education Coursework (1225/2) (Ministry of Education Malaysia, 2000). In coursework, students are required to perform two tasks, which involve elements of commitment and personality.

Through the personality element, students need to carry out charity work. Among the objectives of the Moral Education charity work implementation is to inculcate the element of value appreciation among students and to foster the elements of communication, problem solving, positive attributes practice and decision-making skills based on moral values (Malaysian Examination Board, 2008). Focus on value appreciation is the main purpose of implementing this charity work, where students are required to carry out tasks in the form of community service, programs and activities based on three areas of learning, such as personal, family and environmental development (Malaysian Examination Board, 2008).

However, there are some issues in the implementation of Moral Education charity work. From the findings of the preliminary study, there are several issues regarding its implementation. For example, the currently used format for charity work implementation is not able to measure the value appreciation of students as they only report on the task (Nurul Adha, personal communication 2017). In current format, a student is required to submit to teachers a folio containing report on the charity work implemented but no observations and monitoring made to the procedures taken for completing the work. Although students have attached pictures in their reports, their procedures and implementations in order are difficult to verify (Nurul Ain, Personal Communication 2017). Moreover, plagiarism has been detected in some of the reports, such as imitating the work of a friend and students have simply changed the picture attachment and front page of the folio report (Merah Sibeh, personal Communication 2017). Teo and Gan (2015) conducted a study on the implementation of Moral Education charity work and found that the effectiveness of establishing value appreciation in students was not observable. In addition, the reporting format also made it difficult for students to show their dedication while carrying out the charity work.

The Moral Education teaching method still uses lecturing system, case studies and storytelling (Thambu, 2014). Most Moral Education learning has yet to adopt new learning methods and mediums as a means of disseminating knowledge, such as technology-based education and learning that can help students to develop their potential and value appreciation (Hairul Faiezi, 2016). Gwee & Damodaran (2015) also elucidated that the use of teaching materials incorporating information technology will have a greater impact on the teaching process. Recent studies have shown that the use of information technology in the teaching and learning process has had a positive impact in many aspects. Therefore, this study conducts an action research on the implementation of Moral Education charity work by integrating social media.

LITERATURE REVIEW

Some recent studies on the use of social media applications to aid the teaching and learning process have been extensively reported. For example, the use of Facebook application has increased the level of writing and mastery of learning in English subjects (Lydon et al., 2014). The use of this application has increased the proficiency of writing among students. In addition, studies by Aidin (2014) and Gonzalez and Gadbury Amyot (2016) also reported that the use of social media applications can shape students' confidence in communication. Learning through Twitter medium has also enabled collaborative learning as it provides a convenient medium of search and conversation between students and lecturers (Tur, Marin & Carpenter, 2017). Twitter also allows students to easily share and discuss course content (Chawinga, 2016; Diyana et al., 2017).

Social media applications have also been used as a medium to disseminate positive attributes to the society. For example, a study by Ramkumar et al. (2016) showed that the Instagram application has become a medium for educating, guiding and disseminating information on a particular subject. Similarly, Yamcharoen (2014) contended that Instagram app also served as a platform for disseminating Buddhist practices in Thailand to community groups practicing such religious teachings. Thus, it can be postulated that social media application could be effectively used by researchers particularly in the field of education and society through action research intervention.

In many previous studies, social media applications are beneficial in teaching and learning processes. However, studies on the effectiveness of social media to form value appreciation among students for Moral Education learning are scarce. Over the years, social media is known to foster awareness regarding social work and environment. The learning process for Moral Education subject in Malaysia has never been studied, especially in reviewing the effectiveness of its use in forming an element of value appreciation of students. Current studies include drama theater intervention (Thambu, 2014), Hermeneutic method (Nachiappan, Sinnasamy & Suffian, 2017) and the use of short films (Gurusamy, Thambu & Vengadasalam, 2015) only. Thus, the objective of this study is to identify the value appreciation inherent in Moral Education charity working of SPM using social media integration. Through this study, the elements of value appreciation in students were observed while carrying out the given task using action research intervention.

METHODOLOGY

This study adopts the design of action research from Kemmis and Mc Taggart (1988) comprising four action learning cycles, namely planning, action, observation and reflection (Kemmis and Mc Taggart, 1988). Sampling was conducted on six students as a focus group in this study selected from those who took the subject of Form Four Moral Education. The selection was made based on their inclination towards the use of LMS and SMN as well as having good records in the Integrated Computer Technology and Learning (ICTL) examination while in Form Three previously. The instruments used were interviews, document analysis, reflection journals and observations. Cohen Kappa 4 expert index and triangulation were used to evaluate the reliability of this study.

Owing to several research cycles, this model was selected for this study to ensure continuous research process even if the intervention is yet to improve the issues encountered (Kemmis, 1994). This model will enable researchers to be more pragmatic in creating action plans that will enhance interventions (Craig, 2004) in each cycle. In the action plan, researchers can indirectly improve teaching and facilitation (PdPc) process through the findings and reflections of the study. From the research cycles, problem solving among students will offer a more meaningful and holistic impact (Thambu, 2014).

Implementation of Action Research in Four Cycles

Through the adoption of action research model of Kemmis and Mc Taggart (1998), four action learning cycles were applied based on reflection of each cycle after planning, action and observation process. In each cycle, one title was given to students in the following fields:

1. Field 1 - Self development
2. Field 2 – Family
3. Field 3 - Environment theme 1
4. Field 4 - Environment theme 2

Three action plans were used to improve the intervention in each new cycle. Table 1 summarizes the action plans resulting from the reflection of each study.

TABLE 1: Reflections and action plans (PT) in each study cycle

Cycle	Reflection	Action Plan	
First cycle	Weakness in Facebook Page application control as students cannot submit tasks in order	PT 1	Improve function of Facebook Page application to students through mentoring sessions in the WhatsApp group app
	Poor telecommunication network access to some students		Recommend some mobile phone networks with good internet access
Second cycle	Posting status on social media pages	PT2	Posting status according to chronology
	Processing status on social media pages		Writing status method using F A I Z I method
Third cycle	Lack of feedback on posting status and tasks	PT 3	Application of 'share' concept on posting status to various communities
Fourth cycle	Students able to perform study perfectly without any problems. There are contingent findings on the awareness of local and international webs directly as a result of share concept through action plan 3 (PT 3).		

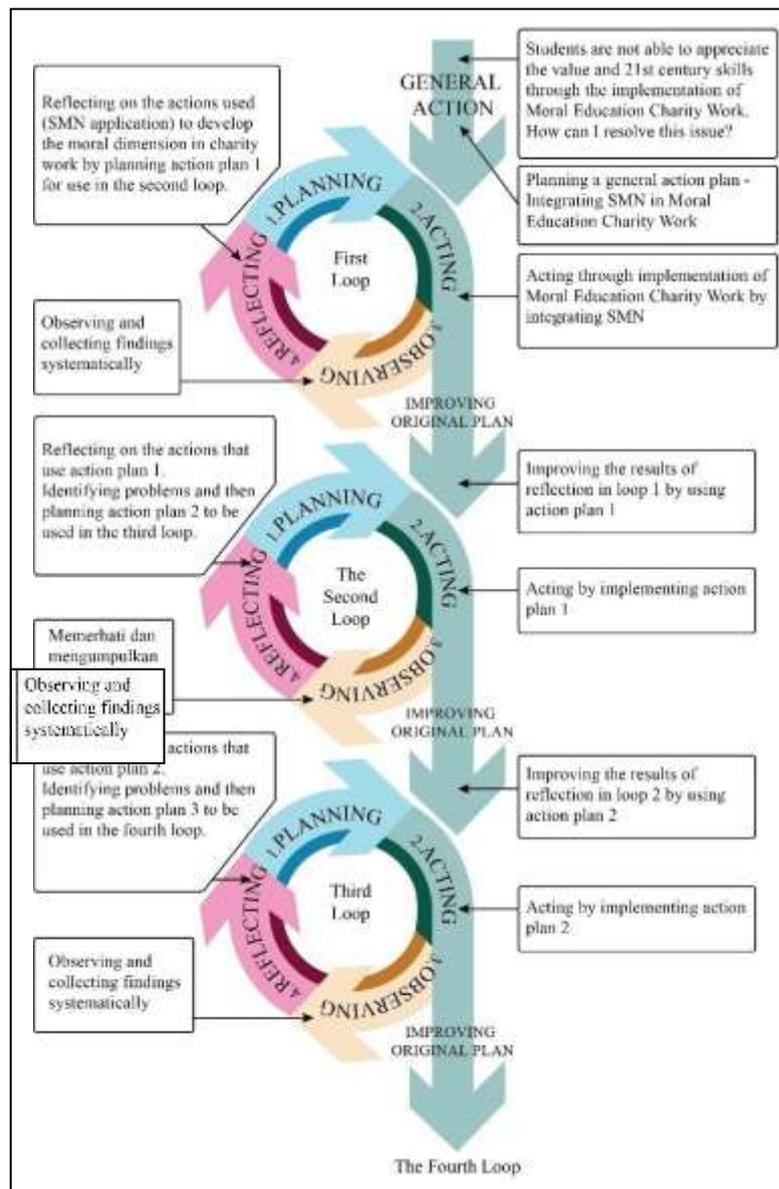


FIGURE 1: Implementation of Action Research

Intervention of Action Research Implemented

In conducting a Moral Education charity work, the students were required to perform tasks related to the Moral Education subject. The charity work was implemented based on the guidelines set by the Malaysian Examination Board, where all students must integrate charity work with social media. Thus, students were required to disseminate the implementation of their tasks into social media applications. The social media apps selected were Facebook, Twitter and Instagram. The selection of these three applications is based on the large number of users worldwide (Statista, 2017).

To facilitate the dissemination of charity works, each student needed to create their own personal Facebook page account besides their personal Instagram and Twitter accounts. Throughout conducting the task, students were required to provide feedback and answer to any questions asked by the page visitors. Duration of two weeks was allocated to students to carry out their tasks and repeated several times as result from each reflection cycle indicated that there were problems that needed to be resolved.

Data were collected by document analysis of the charity works uploaded into social media applications. Observations were made through their works, feedback shared on social media pages and comments made by students. Interviews were also conducted after completion of tasks. Finally, researchers were able to see the reflection journal reporting made by students on the charity work completed.

Findings

In this study, it was found that the implementation of Moral Education charity work by integrating social media was able to develop value appreciation of students. Through document analysis, observations, interviews and reflection journals, students were able to develop value appreciation by characterizing the moral dimension aspect embodied in the Comprehensive Human Model (MIM) as outlined in the Malaysian Moral Education Curriculum (MOE Moral Education Syllabus for Secondary Schools, 2000:1). These findings were confirmed by the average cohen kappa index amounting to 0.73 which is on a good scale that has been evaluated by four experts. Table 2 is a list of expert evaluators for the cohen kappa index.

TABLE 2: Information On Cohen Kappa's Expert Appraisers

No.	Position	Expertise
1.	Expert 1: Lecturer, Universiti Pendidikan Sultan Idris (UPSI) (Doctor Philosophy)	Action Research Qualitative Research Moral Education
2.	Expert 2: Lecturer, Institut Pendidikan Guru (Doctor Philosophy)	Action Research Qualitative Research Moral Education
3.	Expert 3: Head of Moral Education Unit, Curriculum Education Division, Ministry of Education	Head of the National Moral Education Curriculum Panel Moral Education
4.	Expert 4: Excellent Teacher (Moral Education, DG54), SMK Engku Hussein Selangor	Moral Education Curriculum Excellent Teacher (Moral Education)

Table 3 below is the findings of expert evaluation that has been done to 4 experts to confirm the findings of the study. Evaluation from these experts is important to determine the reliability of qualitative findings through the results of analysis of interviews, observations, and reflective journals.

TABLE 3: Findings of Expert Evaluation

Theme	Number of Consent				Number of items
	Expert 1	Expert 2	Expert 3	Expert 4	
Value Appreciation	49	54	53	48	59
Fa	49	54	53	48	29.5 N=59 Average approval between experts $\frac{0.60+0.83+0.89+0.62}{4}$ 0.73
Fc (59/2 =54)	29.5	29.5	29.5	29.5	
Cohen Kappa: $\frac{fa-fc}{N-fc}$	<u>19.5</u>	<u>24.5</u>	<u>26.5</u>	<u>18.5</u>	
N-fc	29.5	29.5	29.5	29.5	
Average approval between experts	0.60	0.83	0.89	0.62	

Figure 1 shows the findings of the study on value appreciation of students

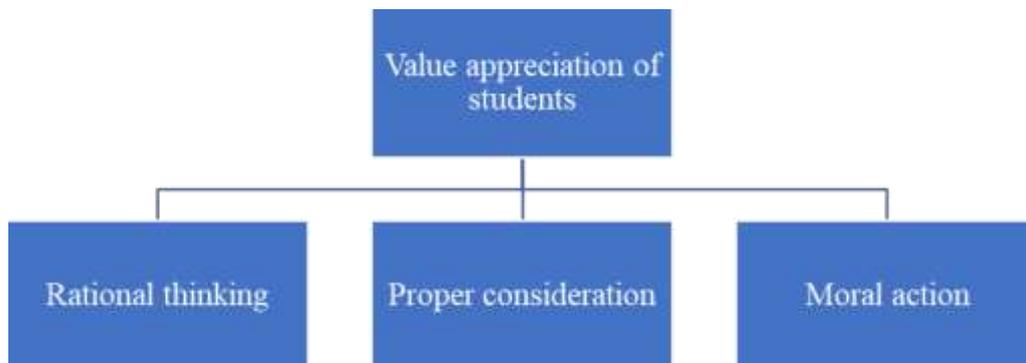


FIGURE 2: Findings on value appreciation of students

The findings of this study are discussed through theme analysis.

a. Rational thinking

Students were able to demonstrate rational thinking through natural and reasoned thinking. The findings showed that students were able to provide rational thinking regarding the tasks based on spiritual aspects of festive celebration and power of Creator. For example, in document analysis the students have made it clear that the role of human as part of God's creation is to protect the environment in a posting status by the student...

... we are God's creation... whoever does not love the environment, he cannot love others in life, so it is our duty to save the beauty of nature

(G3ADIGR3.5)

In addition, students also demonstrated an element of value appreciation through their works on preparation of festivals, importance of culture and artistic knowledge, and environment. For example,

in the third cycle, students showed value appreciation for rationale based on their actions to make the environment better. In the third task, students organized beach clean-up activities by collecting garbage with visitors (G3ADIGR2.7). In the comments, there were visitors of social media asking for other activities that could brighten and beautify the beach area other than clean-up? Students have provided rational and reasoned thinking by suggesting other activity such as decorating Morib Beach walls with murals (G3ADIGR2.7). The excerpt of answer given by the student to the visitor of social media is as follows:

... other than that, we can draw mural on the wall at Morib Beach to make the place look brighter.

(G3ADIGR2.7)

b. Proper consideration

In this action research, students were able to demonstrate value appreciation through proper consideration. It is basically expressed through concern, motivation and generosity. In the area of concern, proper consideration was exhibited by students on family and environmental issues. For example, students showed their concern by making the right decisions when carrying out activities with their families for the preparation of Deepavali celebration. One of the students made the decision by helping his mother repaired the damaged flashing lamps used as ornament to celebrate Deepavali (G2ADIGR4.1). The screenshot of posting status is depicted in Figure 2.



FIGURE 3: Screenshot of student posting status

On the motivational side, students were able to self-motivate and self-considerate properly. Reflection journals showed that students have appreciated the value through self-motivation in

making moral consideration. Students had explained that through charity work, they had changed their attitude from lazy to diligent. In addition, students also appreciated many values while performing the charity work by providing awareness and also shaping the student to be ethical and moralized persons. An excerpt from a reflection journal written by a student is as follows:

Based on this project, I have learned the responsible behaviour. I am able to gain my parents' trust and confidence. I also learned the value of responsibility after performing a very heavy task perfectly with high scores. I learned how to be polite and virtuous in my daily interactions with family members. I also learned the value of diligent. I performed this work with diligences, perseverance, dedication and viability. I have changed my attitude from lazy to hardworking.

(G1JRR3.3)

Furthermore, students showed proper consideration through generosity by giving cookies and gifts through charity work in the first and third cycles. They also showed generosity by giving gifts to individual volunteers who have involved together in clean-up activities held at Morib Beach. This was proved by the document analysis where the students' presented gifts to the individuals who had collected the most amount of waste in the activity. The conversation screenshot was captured in the document analysis of the student.

Hi guys, this is a picture taken after the clean-up activity. We cannot do this activity without all of you. Many thanks to the volunteers who were willing to spend time with us collecting the waste without complaining. We have presented prizes to the winners. Winners? Well, we presented gifts to two volunteers who collected the most waste in a given time.

(G3ADFB2.10)

c. Moral action

Value appreciation was also demonstrated by students in the aspect of moral action through self-action, family, and environment. The moral actions that have been committed to oneself can be seen through the responsibility for the task given, religion and interpersonal. This can be evidenced through the student reflection journal in the first cycle indicating that religion aspects were fundamental to their moral actions. For example, a student has pasted a prayer text on the wall near to his study place.

I had printed out the class schedule and learning prayer to be pasted on the wall and then my home will be comfortable.

(G1JRR3.2)

In addition, the value appreciation of students was also reflected in their moral action to family through custom and cultural elements as well as celebrating meaningful day with family members. Reflection journal analysis showed that there was a moral precedent for cultural and traditional preservation. The reflective journal of a student noted the activities of henna to sister and mother, as well as dressing for wedding ceremony as appropriate action to highlight and define the customs and culture of the Indian community. The following is a record of the student's reflection journal.

I have put henna on my hands, mom and sister. Then, I chose my traditional dress. I also helped my grandma picking up some food at the wedding. Next, I took some pictures to save as memories.

(G2JRR3.2)

Apart from that, students also showed value appreciation on environment through the awareness of the importance of preserving the environment and implementing clean-up activities. For example, in the third cycle, students took action by delivering an awareness message about the environment by holding clean-up activities at the beach. During the activity, students distributed posters to visitors to raise awareness of environmental issues.

We also make posters for volunteers and visitors. Thus, we spend a lot of time together while completing the third task.

(G3ADFB2.4)



FIGURE 4: Shows poster distribution session at the beach

In addition to the fourth cycle, the students took appropriate action by raising the awareness of environmental preservation element through mural painting not only at the beach but also in school.

The purpose of this mural painting is to brighten the environment, so that students can learn in a cheerful and beautiful environment. We also hope that this mural will raise awareness of the importance of preserving the environment.

(G4ADFB2.3)

DISCUSSION

The integration of social media into the Moral Education charity work has fulfilled the main aims and aspirations of the Moral Education curriculum to develop the concept of value appreciation in learning (Ministry Of Education, 2000). The findings of this study have achieved the primary goals of the Ministry of Education through the implementation of KBSR and KBSM which propose the application of value appreciation concept across the curriculum to students (Ainuddin & Abdullah, 2013) through various methods as well as teaching. The introduction of this multidisciplinary learning strategy has enhanced the level of value appreciation of students as well as shaping the moral aspect of a better student (Ali Suradin & Eni Eryanti, 2005).

The findings of this study are also in line with the development of moral dimension as core and support on formation of a moral individual (MOE Moral Education Syllabus For Secondary School, 2000:1). The moral dimension that should be possessed by each student is based on the

Comprehensive Human Model (MIM) through rational reasoning, emotion and practice (Ali Suradin & Eni Eryanti, 2005). Students were able to highlight aspects of value appreciation by adopting the universal good practices found in the concepts of religion, tradition and culture (Abdul Rahman 1999) as a guide of life. This was evidenced when the students were able to highlight their social moral in decision-making and actions taken during the implementation of this charity work.

The main focus in the study of values or morals is to make disciples a moral person in society (Lickona, 1991). To be a moralized person, the individual must know what is good, desire good and also do good (Urban et al., 2018). Studies using these learning management system and social media applications have been able to exhibit the characteristics of moralized human as students have sought to formulate ideas in each task for disseminating good practice to all community members through the posting status on social media due to the implementation of charity work. As a result, students also did good by completing all of the charity works.

This study also brings a new dimension in the aspect of evaluating the Moral Education Charity Work. Through this study it can be seen that the evaluation aspect can be exhibited based on the assignments performed by the students. The assignments were uploaded by the students on the SMN page with comments and feedbacks received rather than typically submitting report after completing the assignment. This will provide value added to the students as this method can help the assessors (teachers) to increase their access in guiding and monitoring students during the implementation of charity work. By integrating SMN to the charity work, teachers can diversify shapes and patterns in assessing students, not just giving instructions, and carrying out assignments.

CONCLUSION

This study has improved and enhanced the practice of PdPc in the classroom. The Moral Education charity work was used an assessment medium of action research. Some important implications were demonstrated by this study particularly for students on the implementation procedures of Moral Education charity work and Moral Education curriculum in Malaysia. Social media integration has given students an added value in performing tasks that are usually accomplished through the conventional way of report preparation and writing. Students were able to form elements of motivation in performing their tasks, creating elements of appreciation, enhancing interaction and communication skills as well as developing 21st century learning skills with the use of information technology.

In the next study, the researcher intends to further develop the function of learning management system (LMS) which will be integrated together in implementing Moral Education Charity Work in schools. The use of LMS can also provide various good impacts and implications based on the readings that have been performed by the researcher. In addition, the integration of other SMN applications such as YouTube, Tumbler, Tiktok and Smule (Lokman, Nasri & Khalid, 2019) can also be expanded in future research.

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