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INSIGHT Journal focuses on social science and humanities research. The main aim of INSIGHT Journal is to provide an intellectual forum for the publication and dissemination of original work that contributes to the understanding of the main and related disciplines of the following areas: Accounting, Business Management, Law, Information Management, Administrative Science and Policy Studies, Language Studies, Islamic Studies and Education.

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FOREWORD BY DEPUTY RECTOR OF RESEARCH, INDUSTRIAL LINKAGES & ALUMNI



Since 2018, the INSIGHT JOURNAL (IJ) from Universiti Teknologi MARA Cawangan Johor has come up with several biennial publications. Volume 1 and 2 debuted in 2018, followed by Volume 3 this year as well as Volume 4 with 19 published papers due to the great response from authors both in and out of UiTM. Through Insight Journal, lecturers have the ability to publish their research articles and opportunity to share their academic findings. Insight Journal is indexed in MyJurnal MCC and abstracted in Asian Digital Library (ADL). Moreover, it is also an international refereed journal with many international reviewers from prestigious universities appointed as

its editorial review board members.

This Volume 6 is the second special issue for the 6th International Accounting and Business Conference (IABC) 2019 held at Indonesia Banking School, Jakarta. The conference was jointly organized by the Universiti Teknologi MARA Cawangan Johor and the Indonesia Banking School Jakarta. Hence, this volume focuses mainly on the accounting and business research papers compiled from this conference, which was considered a huge success as over 66 full papers were presented.

Lastly, I would like to thank the Rector of UiTM Johor, Associate Professor Dr. Ahmad Naqiyuddin Bakar for his distinctive support, IJ Managing Editor for this issue Dr. Noriah Ismail, IJ Assistant Managing Editor, Fazdillah Md Kassim well as all the reviewers and editors who have contributed in the publication of this special issue.

Thank you.

ASSOCIATE PROFESSOR DR. SAUNAH ZAINON
Deputy Rector of Research, Industrial Linkages & Alumni
Editor-in-Chief for INSIGHT Journal
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An Analysis on Accounting Students Involvement in Education Hub to Community Program: Student Facilitators' Voice

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Abstract

This research aims to find the perception and experience of thirty Diploma in Accounting student facilitators from Universiti Teknologi MARA Cawangan Johor in their involvement in a community service project sponsored by KHIND Starfish Foundation. The project is known as EDU Hub to Community Program. The project was carried out for eight weeks in which the Standard Four and Five students were provided with a special learning modules which focused on providing lessons as well as learning tips and motivation particularly for four important subjects which are English, Bahasa Melayu, Mathematics

and Science. A pre-post questionnaires were deployed among the facilitators after the project was conducted to find their perception of the project and the impact it has made on their interpersonal and soft skills as well as learning experience. The findings revealed that the facilitators perceived the project to be very beneficial for them as it helps to develop their interpersonal and soft skills particularly in terms of their ability to carry out social tasks, social interaction, negotiation and cooperative skills with their peers, superiors and the public. Moreover, they claimed that it helped them share their knowledge, experiences, skills and talents not only with the primary school students, but also with their peer group.

Keywords: Community service, cross-age tutoring, facilitating, soft skills, motivation

1. Introduction

Students' participation in community service can create a positive learning experiences and helps them to comprehend their course content at the university level. Moreover, one of the main objectives of community service projects is to involve students in authentic activities that can develop their social behavior including better communication skills, learning motivation, learning confidence and interest (Eyler and Giles, 2000; Noriah Ismail et al.2011) as well as enhance their English speaking skill (Norah Ismail et al. 2014). This study investigates the perception and experience of thirty Diploma in Accounting student facilitators from Universiti Teknologi MARA Cawangan Johor in their involvement in a community service project sponsored by KHIND Starfish Foundation. The project is known as EDU Hub to Community Program which includes a hundred primary school students from Sekolah Kebangsaan Kampung Tengah, Segamat, Johor as the tutees, and six lecturers who were the advisors for the project. Overall, extensive research in the area of community service related to cross-age tutoring is still few and far between, particularly in sub-urban Malaysian context. Therefore, the study hopes to gain further insights into this particular area.

2. Literature Review

The benefits of community service involvements among ESL students have been reported in several studies. In particular, evidence has been provided regarding students' personality and motivation to help the community as well as social attitudes e.g., social responsibility and civic engagement (Meyer, Neumeyer & Remedar 2019; Van Goetham et al., 2014; Celio et al., 2011; Yorio & Ye, 2012). A study carried out by the Higher Education Research Institute USA, discovered positive impacts of community service on learning which include academic performance (GPA, writing skills, critical thinking skills), values (commitment to activism and racial understanding), self-efficacy, leadership and interpersonal skills, choice of service career and plans to participate in service after college (Astin and Sax, 2001). Moreover, community service participation showed significant positive effects on academic outcomes, especially writing. These positive effects of service increase the likelihood of the students to further develop their interest in the future service programs.

In order to explore students' affective and cognitive responses to these experiences, the research team from Ohio University conducted a study on students' involvement in community service learning and designed a pre and post-test based on standard measures of attitudes towards the service and perceptions of specific and general learning

outcomes. The students claimed to have been able to develop their analytic thinking which increases their ability to understand and able to apply their knowledge to real problems. More significantly, they gain better awareness of societal problems around them as well as the need to participate in the community in order to contribute. In short, not only do they increase their analytical thinking which in turn enhances their academic skills but also develop their potential to be more responsible members of the community (Musonda Kapatomoyo, 2005).

Moreover, Noriah et al. (2014) study shows how a group of 30 ESL tertiary level students from Universiti Teknologi MARA involvement in the university's community service project as ESL mentor and tutor for younger students has helped them to be more motivated to improve their own English speaking performance as well as their attitude towards community service volunteerism.

Thus, the studies show that community service projects provide students with an opportunity to learn beyond the bounds of the traditional classrooms and give them ample chance to increase their learning skill. Therefore, involving university students in a community service project such as one which provides a tutoring service to younger students is a good move which can bring some positive outcomes not just to the tutees (the primary school students) but to the tutors (the university students) involved as well, especially in terms of their communication skills and learning motivation as well as interest (Norah Ismail et al. 2014; Norah Ismail et al.2019).

3. The Research

This study investigates the perception and experience of thirty Diploma in Accounting student facilitators from Universiti Teknologi MARA Cawangan Johor in their involvement in a community service project sponsored by KHIND Starfish Foundation. The project is known as EDU Hub to Community Program which includes a hundred primary school students from Sekolah Kebangsaan Kampung Tengah, Segamat, Johor as the tutees, and six lecturers who were the advisors for the project.

The project was carried out for eight weeks in which the Standard Four and Five students from SK Kampung Tengah were provided with a special learning modules which focused on providing lessons, learning tips and motivation particularly in four subjects which are English Language, Bahasa Melayu, Mathematics and Science. A pre-post 20 items questionnaires were deployed among the facilitators to analyse their perception of the community service project and the impact it has made on their tutoring experience, interest in community engagement, their English speaking skill as well their motivation to serve the community. The data was analysed quantitatively using SPSS 25.

4. Findings and Discussion

4.1 Soft and Interpersonal Skills

Analysis on perception of soft and interpersonal skills among facilitators shows a positive impact to them. A paired t-test was run on a sample of 30 facilitators to determine whether there was a statistically significant mean difference between their perceptions on the improvements the program has made on their soft and interpersonal skills development,

particularly in terms of their ability to carry out social tasks, social interaction, negotiation and cooperative skills with their peers, superiors and the public before and after joining the EDU Hub program. The analysis in Table 1, shows a significant difference in the results after joining the program (M= 93, SD= 20.87) and before joining the program (M= 24, SD= 33.18), a statistically significant increase of 69 percent; $t(29) = 9.876, p < 0.01$.

Table 1: Paired T-Test Result
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	After joining the program	93.0000	30	20.86905	3.81015
	Before joining the program	24.0000	30	33.17664	6.05720

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	After joining the program - Before joining the program	69.00000	38.26856	6.98685	54.71028	83.28972	9.876	29	.000

4.2 Implementation of the EDU-Hub program

Facilitators also have their interpretations on the implementation of the EDU-Hub program for themselves and primary school students who are directly involved in the program.

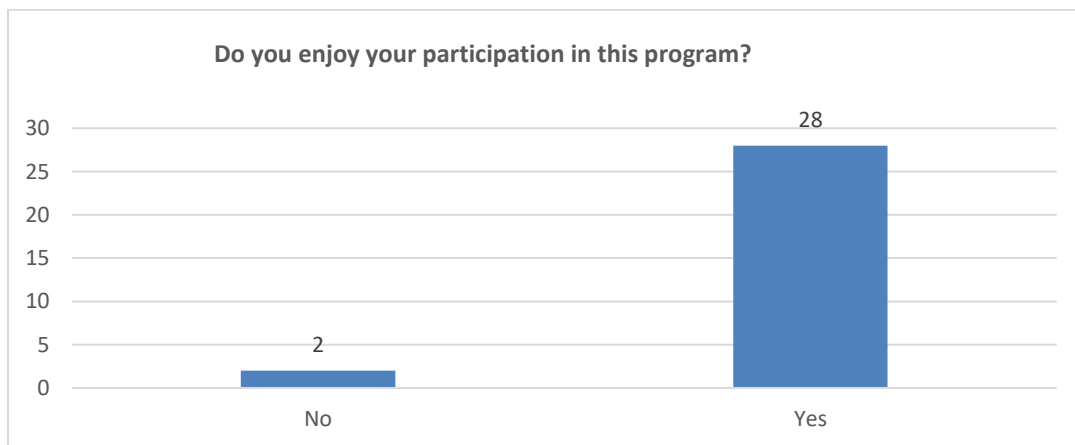


Figure 1: Participation experience in EDU Hub program

Figure 1 shows that 93.33 percent of facilitators say that they enjoyed and were excited about the participation in this EDU Hub program. The analysis from the open ended

questionnaire reveals that by involving in this kind of program, they could share their knowledge, experiences, skills and talents not only with those primary school students, but also with their peer group.

“..this program allows us to to share our knowledge, skills and experience” (Facilitator No.7/F7)

“..it is good to share our talents and teach these younger students.”(F11)

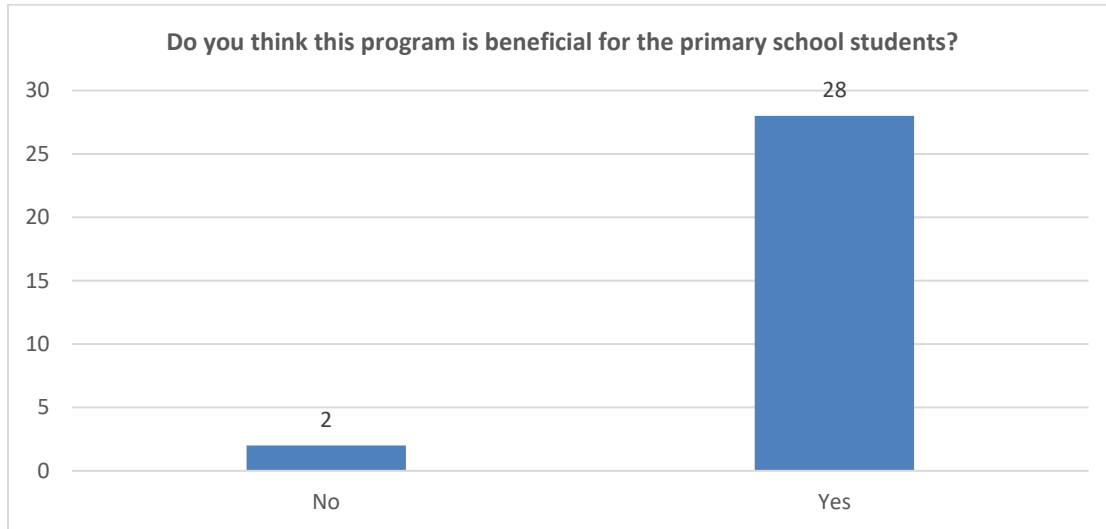


Figure 2: Benefits of program for primary school students

In addition, as shown in Figure 2 about 93.33 percent of facilitators agree that this program is beneficial for the primary school students as they can learn new things and experience different ways of learning such as the inquiry method and the critical thinking skill being taught to the primary school students through the lessons provided. Furthermore, with these different learning methods, the students will be able to catch-up as well as strengthen the understanding of certain subjects especially Mathematics, Science, Bahasa Melayu and English Language to be better.

“..I think the module provided to the primary school students allow them to learn better because the new method such as the inquiry and critical thinking techniques used help them understand more’ (F 21)

“..the students seems to understand the lessons we provided and they say they learn the subjects particularly math, Bahasa Melayu, English and science better through the module we give” (F18)

Moreover, when asked whether the program benefits them as the facilitators, they agree that they gained a lot of knowledge and benefits serving as the facilitators in this EDUCATION Hub to Community Program as revealed in the findings below. Figure 3 indicates that 93.33 percent of facilitators agree that teaching or tutoring younger students benefits them as they must be more patient and creative to deliver the information.

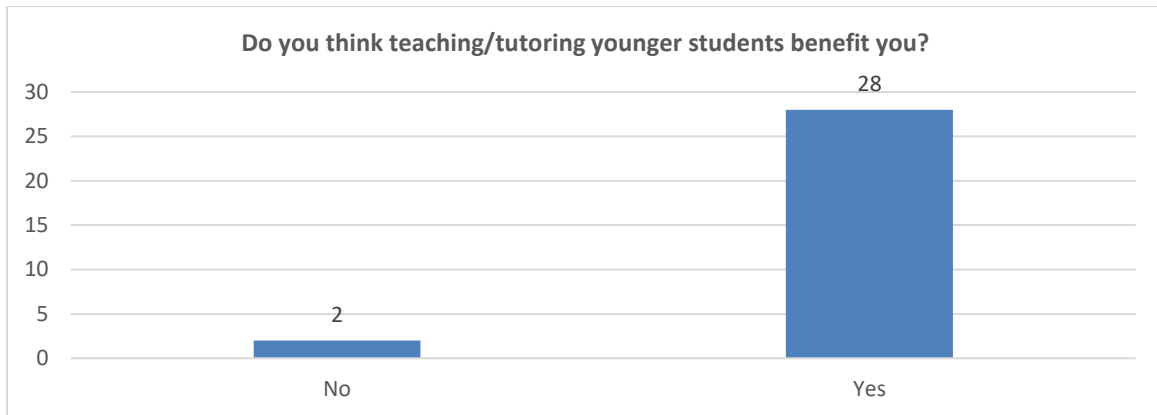


Figure 3: Tutoring younger students benefit facilitators

Lastly, the findings also indicate that 93.33 percent of facilitators are interested to participate in future programs, or another community service sponsored by KHIND. They enjoyed this kind of community service program because they are motivated to help others as well as improve their soft and interpersonal skills. Furthermore, it can also be added value when they enter the real working environment. These results are in line with prior research that revealed tertiary level students who engage in voluntary action achieve more favorable scores in terms of social and civic engagement as well as learning motivation (Meyer, Neumeyer & Remedar 2019; Noriah et.al 2019; Van Goetham,etal., 2014).

5. Conclusion

As a form of experiential learning, university based community service projects provides students with the opportunity to engage in authentic activities outside the classroom. Scholars widely agree that community service has a positive impact on students' personal, social, learning domains (Meyer, Neumeyer & Remedar 2019; Celio et al., 2011; Yorio & Ye, 2012). It is evident from this study that being facilitators to a community service project do benefit university students as they are able to improve their interpersonal and soft skills. In addition, they gain the opportunity to 'be of service' to the community and this makes them feel good about themselves and become more motivated to be involved in future community service projects. Hence, enables them to not just help improve others but themselves as well. This is in line with the previous research on the effects of service programs, including Meyer, Neumeyer and Remedar (2019), Noriah et al., (2019); Celio et al. (2011); Yorio & Ye (2012) that generally supports the presumption that university based community service projects provide positive impacts on tertiary students.

"The best way to find yourself is to lose yourself in the service of others" (Mohandas Karamchand Gandhi, 1869-1948).

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