INFORMAL LEARNING PATTERNS AMONG KUMPULAN PENDIDIKAN YAYASAN PELAJARAN JOHOR, JOHOR (KPYPJ)

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ABSTRACT

The purpose of this study is to identify the informal learning pattern at the workplace among Kumpulan Pendidikan Yayasan Pelajaran Johor (KPYPJ) staff in Johor Bahru. Specifically, the purpose of this study is to identify the participation level, content, methods, and learning problem. From the total population of 253 employees, 155 employees were randomly selected as a sample for the study. The Data were collected using a set of questionnaires specifically designed for the study. From this sample, a total of 116 questionnaires were returned and used for analysis in the study. The data were analysed using SPSS (Statistical Package for Social Science) for descriptive statistics. The study indicated that the levels of participation in informal learning amongst KPYPJ staff are high. The main learning content for informal learning at the workplace is related to expertise, religion, etiquette, and norm. The study also revealed that the internet, interactive media, cd rom, journals, reports, television, and radio were the major learning method for informal learning in the workplace. Meanwhile, the learning problems reported by the KPYPJ staff are related to the institution.

Keywords: Employees, KPYPJ, SPSS, Learning, Johor

INTRODUCTION

Learning is a process to acquire knowledge (Jamalulail, 2005) and is a process that occurs continuously in human life (Mazanah and Carter, 2000). Ibrahim (1992) emphasizes that learning is a process that occurs throughout life and is not limited to space, time, and place. Learning is not only a preparation for life but something very important for success in continuous life (Harrison and English, 2003).

Informal learning is a method that is often practiced gaining knowledge among workers in this country. Informal learning is a form of adult learning (Tough, 1978) that is critical to coping with a changing environment (Livingstone, 2000). Ahmad Sarji (1991:348) also explains the importance of informal learning by emphasizing:

> *"Formal education that ends with a qualification does not guarantee one's success in the future. The need to make a person committed to education as a lifelong activity cannot be disputed. Education takes place formally and informally, but usually, informal education has a more profound effect on It is this learning that can transform a person from an ordinary individual to a more brilliant individual".*

Ahmad Sarji's statement above, clearly illustrates that adult learning, especially informal and non-formal learning has a huge role in the aspect of increasing knowledge and skills, and most importantly it generates positive behaviour in a person which in turn helps community development and the country.

FINDINGS

Level of Involvement in Informal Learning

The level of involvement in informal learning is divided into three levels that are high, medium, and low. The results of the study found that the level of staff involvement at the KPYPJ, Johor Bahru engaging in informal learning is at a high level. This shows that the staff at KPYPJ is always ready to get involved in informal learning in the workplace. This is closely related to most roles staff at the Education Group of the Johor Pelajaran Foundation, Johor Bahru on duty as educators, either as instructors, assistant lecturers, or lecturers.

This shows that the higher the level of education of a person, then the higher their level of understanding and willingness to master a field of that knowledge. With this, it can be concluded that the staff at the Foundation Education Group Johor Education, Johor Bahru is at a high level of learning engagement informally, the results of this study are the same as the study done by Othman (2005), in a study which is "Self-Directed Learning: A Study Among Staff Academic, Tun Hussein Onn University College of Technology, Batu Pahat, Johor", study results he found that the level of involvement in informal learning was high. This is because respondents have a positive attitude toward learning generating minds and having goals in their lives

Informal Learning Content

In the study carried out, the researcher has identified eight types of learning content that are chosen by respondents in informal learning among KPYPJ staff, namely:

1. Field of expertise.
2. Religion/ ethics/ values.
3. Current and global issues.
4. Business.
5. entertainment.
6. health/ beauty/ household science.
7. sports and
8. Other.

Since KPYPJ has various Colleges and Institutes (Islamic Colleges Johor, YPJ Building Technology College, YPJ Industrial Institute, and Hospitality Institute YPJ in it. The researcher found

that the field of expertise is the main choice in choosing learning content among KPYPJ staff. The areas of expertise include engineering, engineering technology, management, accounting, and hospitality. Since most of the KPYPJ staff are those who work as instructors, assistants, lecturers, and lecturers, their areas of expertise are closely related to them.

The more that can be learned, the more knowledge that can be conveyed to their students. Therefore, the field that should be given priority is the field that is closest or closest to the individual or in other words the field of expertise according to their respective majors. The findings of this study support the study that has been carried out by Livingstone (2001), based on a survey of informal learning in Canada, that is the content of learning is related to the field of work or expertise.

The field of religion/ethics/values is the second choice in choosing their learning content, this is based on the majority of respondents who are Muslim were more than 95% of KPYPJ staff respondents. The findings of this study support the study conducted by Mazanah and Merriam (2000), that the focus of learning for adults is related to their work and daily life, whereas the study found that respondents focus their learning related to religion, health, family, and society.

Informal Learning Method

In the research conducted, the researcher has identified six informal learning methods that are often used to obtain information, namely:

1. Internet/ interactive media/ cd-rom.
2. Television/ radio.
3. Newspapers/ magazines.
4. Books/ journals/ reports/ working papers.
5. Colleagues.
6. Other.

In the study, the researcher found that using the internet/ interactive media/ ed rom was the first choice to get information. As a higher education institution, most KPYPJ staff spend their time in front of the computer, surfing the internet to get materials related to their teaching field. Time is also allocated by visiting the library or resource center and laboratory to obtain teaching materials. Therefore, the internet/interactive media and ed rom are placed as the main choice. Just sitting in front of the computer and pressing the keys, all the information can be obtained easily and immediately without taking a long time, with this time management can be implemented as best as possible.

This study supports the study done by Othman (2005), who stated that the use of the internet, interactive media and cd-room is the most important method or tool in supporting this kind of learning.

While the method of using books/journals/reports/papers is the second choice. This shows that KPYPJ staff have used the basic facilities provided by the organization. The method of using television/radio is the third choice, then the method of using newspapers/magazines is the fourth choice, the method of getting information from colleagues is the fifth choice and other methods (observation, listening, brochures) are the last choice to get information.

To obtain useful information and knowledge, Candy (1991) insists that the learning medium must be prepared as best as possible. This includes libraries, resource centers, laboratories, computers, documents, newspapers, journals, computer-based materials, and computer software as well as money, time, practical training, and job placement.

Problems Encountered in Informal Learning

In the study conducted, the researcher has divided the problems encountered in informal learning at the workplace into three problems, namely institutional problems, situational problems, and attitude problems. The researcher found that the problem of the institution is the main problem in this study where among the problems are a lack of materials for learning, an atmosphere that is not conducive to

learning, less in terms facilities for learning, and difficulty in finding learning materials at the workplace.

In the study, the researcher found that the situational problem is the second problem after the institutional problem. Among the problems of the situation is that the respondent was not promoted when he increased his knowledge, his salary was not increased when he increased his knowledge and there was a lack of encouragement from colleagues to increase his knowledge. While the sika problem is in the last position of the sei problems. This means that attitude problems are less of a problem in informal learning among KPYPJ staff, Johor Bahru.

The findings of this study support Lohman (2000) who stated that several factors prevent this informal learning, namely lack of time (attitude problem), limited learning resources (institutional problem), lack of reward for learning, and very limited decision-making power (institutional problems).

Allocation of Time Taken in Shari to Follow Informal Learning in the Workplace

In the research conducted, the allocation of time taken in a day for informal learning has been divided into four categories, namely:

1. Less than an hour
2. One to two hours
3. Three to four hours
4. Five to six hours

The results of the study show that the majority of KPYPJ respondents allocate time for one to two hours a day to follow informal learning followed by three to four hours, then less, and the fewest respondents allocate five to six hours a day for this informal learning.

CONCLUSION

Overall, this study found that the level of staff involvement in KPYPJ toward informal learning is high. The main factor is probably due to because KPYPJ itself is a learning-oriented educational institution. KPYPJ should use this opportunity as much as possible to produce knowledgeable, competitive staff with commendable personalities to achieve the organization's goals.

Findings also show the content of informal learning among staff KPYPJ is focused on their respective areas of expertise whereas KPYPJ has colleges and institutes that vary in terms of skills such as engineering, electrical, construction, hospitality, accounting, business, management, tailoring, landscape, and Islamic studies skills. This result indirectly illustrates that at some point in the future, KPYPJ will produce a skilled workforce in their respective fields.

For informal learning, internet browsing methods, interactive media, and cd-rom occupy the main place. This shows that KPYPJ staff are ready with technological changes to obtain the necessary information. Aware of this fact, KPYPJ should provide the latest learning facilities so that staff can continue to develop their expertise.

This study also found that the problems encountered for informal learning are the problems of the institution itself, especially the ease of getting materials and a less conducive atmosphere. With that, if the KPYPJ can provide the appropriate infrastructure then this will support the atmosphere of informal learning among the staff.

The highest time allocation practiced by KPYPJ staff for informal learning is as much as one to two hours. This may be due to more time being devoted to doing essential tasks. Although many people think that someone who spends more time studying a field of knowledge will have more knowledge; in fact, the quantity of time taken is not the main factor in informal learning, but the quality of time used to find knowledge is more important.

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