

COMPARISON OF STUDENTS' PERCEPTION TOWARDS THE EFFECTIVENESS, EARLY REACTION, AND ACCEPTANCE OF KNOWLEDGE AND SKILLS DURING THE 'SKUAD JELAJAH MOTIVASI PENDIDIKAN DAN KEPENGGUNAAN' PROGRAMME

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ABSTRACT

The 'Skwad Jelajah Motivasi Pendidikan Dan Kepenggunaan' programme is considered as a response programme towards the increment of issues in consumerism among teenagers and youth, as well as a programme intended for giving motivation and knowledge of consumerism to form five students at Malaysian Secondary Schools in the Peninsular of Malaysia ("Dedah pelajar mengenai," 2014). During its implementation, an evaluation was concurrently carried out at the end of the programme in order to improve its implementation in the future. In order to evaluate the programme, three aspects were given the emphasis, of which, the overall perception of effectiveness among students, their early reactions, and their acceptance of knowledge and skills of consumerism using the Kirkpatrick (1994) model of programme evaluation. A cross-sectional survey design was implemented for the purpose of the evaluation. A total number of 7,840 form five students were asked to answer the student's perception scale towards the effectiveness of Consumerism Programme. The MANOVA test revealed that there are significant differences of mean score for the three independent variables (overall perception of students, their early reactions, and their acceptance of knowledge and skills of consumerism) according to gender; $F(2, 6845)=109.80, p<.05$; Pillai's trace=.98; partial eta squared=.031. Female respondents ($M=3.85, SD=.53$) scored higher than their counterparts ($M=3.66, SD=.56$) in the overall perception of effectiveness, female respondents ($M=3.74, SD=.62$) scored higher than their counterparts ($M=3.55, SD=.66$) in early reaction, and female respondents ($M=3.90, SD=.59$) scored higher than their counterparts ($M=3.72, SD=.63$) in their acceptance of knowledge and skills of consumerism. Overall, the effectiveness of 'Skwad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme is rated moderate by the female students, surpassing the male students. In specific, the programme was able to moderately improve the level of early reaction and acceptance of knowledge and skills towards the aspects of consumerism among form five students at the secondary schools in the Peninsular Malaysia. It is hoped that the findings of this study could act as a point of reference in improving the organizational culture of KPDNKK and GPMS, especially on the aspects of programme planning, implementation, and personnel training in the future as well as filling up the significant gap in the literature on consumer programme evaluation in Malaysia.

Keywords: Programme evaluation, consumerism, Kirkpatrick's model of programme evaluation, *Skwad Jelajah Motivasi Pendidikan Dan Kepenggunaan*.

Introduction

Through the 'Bahagian Gerakan Kepenggunaan', of which responsible for the dissemination of information as well as organizing activities that are intended for the increment of consumerism awareness at all levels of the society, the KPDNKK had organized a programme called, 'Skwad Jelajah Motivasi Pendidikan Dan Kepenggunaan' in 2014. The programme was co-organized with the 'Gabungan Pelajar Melayu Semenanjung' (GPMS), which intended for giving motivation and knowledge of consumerism to form five students at the secondary schools in the Peninsular Malaysia. 'Gabungan Pelajar Melayu Semenanjung' was established based on the awareness of the importance of academic excellence among Malay students.

'Skwad Jelajah Motivasi Pendidikan Dan Kepenggunaan' programme is seen as a response to the seriousness of consumerism issues, especially among teenagers and youth. As mentioned by the former President of GPMS, Jais Abdul Karim, "students are given the wrong information towards the increment of the price of goods and it is our responsibility (GPMS and the society) to provide them with the accurate explanation to them" ("Dedah pelajar mengenai," 2014). The phenomenon also shows that consumer issues are not only related to adults but among teenagers at schools as well.

Realizing the seriousness of consumer issues locally, Consumer Education is taught at schools, whereby it is embedded in the curriculum of the Trading subject for form five students, as well as taught to students at the College of Vocational, Ministry of Education (MoE) (Farhana, 2013). Most recently, in 2014, the KPDNKK, GPMS, and MoE had co-organized an educational programme called 'Skwad Jelajah Motivasi Pendidikan Dan Kepenggunaan'. The initiative taken by the KPDNKK, GPMS, and MoE is seen as key components towards achieving sustainable consumption among students. Indeed, an evaluation is needed towards the programme in order to maintain the quality of the programme as well as making the necessary improvements in the near future. Therefore, the initiative taken by the 'Bahagian Gerakan Kepenggunaan' KPDNKK in evaluating the 'Skwad Jelajah Motivasi Pendidikan Dan Kepenggunaan' programme is considered as timely and could benefit the programme in the future tremendously.

In order to evaluate the programme, several aspects were given the emphasis of which, the overall perception of effectiveness among students, their early reactions, and their acceptance of knowledge and skills of consumerism using the Kirkpatrick (1994) model of programme evaluation. The evaluation in return could help the KPDNKK and GPMS to improve their organizational culture, especially towards preparing their personnel towards organizing the 'Skwad Jelajah Motivasi Pendidikan Dan Kepenggunaan programme' specifically, and any other short-term programmes in the future.

Literature Review

Early Education of Consumerism in Malaysia

As publicly known, excellent education is needed by the young generations since they are the ones who will manage this country in the future. In relation to this, Consumer Education should be given the emphasis in our educational institutions, especially the schools. Through Consumer Education, consumers are not only being introduced to their rights, but also taught on how to be responsible towards their own consumptions and the environment (Dzulkarnain, Ahmad, & Darussalam, 2014).

Consumer Education is important to be introduced at the early age of a teenager's life since, at this age, teenagers have already become consumers. Realizing the importance of such introduction, Consumer Education has already been taught at schools, whereby it is embedded in the curriculum of Trading subject for form five students, as well as taught to students at the College of Vocational, Ministry of Education (MoE) (Farhana, 2013). Parallel to the efforts made at schools and colleges, KPDNKK has taken the initiative to organize various programmes and activities in order to increase the awareness among consumers. For instance, KPDNKK has been organizing the Consumer Day and Consumer Week Malaysia (HMPM) since 2011.

The smart partnership programme, of which co-organized with the NGOs is also introduced in order to create the network among KPDNKK, Government's Agencies, and NGOs, both related to consumerism and do not. The smart partnership programme is carried out through a series of seminars, workshops, forums, dialogues, and exhibitions that involve students, teachers, Government officials, journalists, community leaders, and the youth. The cooperation is introduced in order to make sure that the educational and awareness programmes are systematically organized as well as giving impacts to a wide range of targeted groups.

As for the students, 'Consumer Quizzes Tournament' among secondary schools is organized nationally each year. The competition is regarded as KPDNKK's annual campaign towards instilling the values of consumerism among young generations, of which in the future will become knowledgeable individuals, rationale, and responsible towards their societies and the Motherland. Quite recently, the 'Skwad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme was organized by the KPDNKK and GPMS in 2014. The programme was set to give motivation and knowledge of consumerism to the secondary school's students.

Sustainable Consumer

Economic crisis, global warming, degradation of the ozone layer, starvation, energy crisis, and tsunami are instances of catastrophe that happened due to the unsustainable consumerism. According to KPDNKK, sustainable consumer is defined as the utilization of goods and services for basic necessities and the betterment of quality of life and at the same time minimising the utilization of natural resources, toxic substances and waste without disturbing the necessities of the future generation.

Sustainable consumerism is also defined as the utilization of goods or services without harming the environment and the society (UNESCO, 2015). Sustainable consumerism has a direct link to the utilization of natural resources in regards to the production and disposal during the utilization of products and services (Jackson, 2004). Therefore, producers could influence consumers through product design and marketing in order to give the consumers choices.

Sustainable consumerism also has a direct link to the reduction of the poverty rate in Malaysia, the increment of the economy, the increment of the health of the citizens, and the preservation of the environment. Therefore, a sustainable consumerism way of life, of which includes four main principals; selection, reduction, maximise, and isolation of waste need to be practised in order to be rewarded with a better quality of life in the future (Janikowski, 2000).

In changing the trend of consumption among consumers, especially the teenagers, a lot of support from various parties is expected. Even though the trend of consumption among consumers is changed at the level of individual, household, and the community, it would not be enough to reach the status of sustainable consumerism if there are no actions and support given by the Government. The Government's support in regards to the preparation of environmental policy, along with their environmental codes need to be seriously addressed in order to succeed in such mission.

Collectively, the practice of sustainable consumerism is not only translated into the proposed acts of sustainable consumerism, but more towards the attitude and habit in practising the sustainable consumerism among consumers (Thogersen, 2001). Therefore, the responsibility and attention of consumers, especially among teenagers towards sustainable consumerism are important in order to create a better and sustainable environment.

The Effectiveness of Government and NGOs' Consumerism Campaigns in Malaysia

Through an extensive literature review, only a few studies were found related to determining the effectiveness of consumerism programme organized by the government and NGOs in Malaysia. Mazlan, Redzuan, dan Bakar, (2014) found that, the society's acceptance towards the government and NGOs' effort in inculcating the awareness of consumer's rights was positive. It was also found that the consumer education at primary and secondary schools were not only benefiting the students but also the society. Realizing the positive impact of consumer education to both students and the society, the MoE has taken such education seriously, especially among students at both primary and secondary schools. In the effort of enriching the consumer education at schools, a collaboration among the MoE, KPDKK, and GPMS was taken place in 2014 through the organization of 'Skuad Jelajah Motivasi Pendidikan Dan Kepenggunaan'.

'Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme and Issues of Consumerism

'Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme is intended to give motivation and knowledge of consumerism to secondary school's students. The squad was carried out by 20 motivators, of which students that were currently studying at several Malaysian Public Universities in 2014. The squad went to 100 secondary schools throughout Malaysia, according to zones, with the hope that they could help in solving several issues pertaining to the consumerism culture among form five students. One of the issues that were given the emphasis is the safety of beauty and cosmetic products (Mohammad Aizat & Mohd Anuar, 2012). The aforementioned issue was and still considered critical since according to the report by the Consumer's Association of Penang Guide (CAP); the public nowadays is prone to non-halal and hazardous ingredients both in consumable and non-consumable products.

The issue of non-halal products is also widely debated among the public, especially in the cases of misapplication of the Halal logo, deception of ingredients, and misconduct of *halalan-toyyiba* premises (Harlida, Nurretina, Alias & Muhammad Hafiz, 2013). Moreover, consumers are also prone to several other fraudulence committed by sellers such as selling broken items, expired items, as well as using fake Halal logos and misuse of ingredients that are non-compliance with the stipulated standards.

The other issue is the cyber-crime. Phishing is another example of social engineering that is used to deceive consumers. In the field of computing, phishing is defined as the fraudulent practice of sending emails purporting to be from reputable companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers.

Short-term Programme Evaluation using the Kirkpatrick (1994) Evaluation Model for Training

The Kirkpatrick (1994) evaluation model for training is regarded as one of the earliest evaluation models formulated and used widely in the field of training evaluation. The evaluation model was introduced by Donald Kirkpatrick in 1959 that consists four stages of training and education evaluation (Kirkpatrick, 1998). Kirkpatrick (1994) evaluation model for training has been dominating the field of training evaluation for more than 30 years (Alliger & Janak, 1989; Alliger, Tannenbaum, Bennet, Traver & Shortland, 1997). According to Guskey (2002), Kirkpatrick (1994) evaluation model for training is useful in judging the quality, efficiency, and effectiveness of a training programme. Due to its simple characteristics, yet practical, the evaluation model is widely used throughout the world. Hence, Kirkpatrick evaluation model has been used in studying various training programmes by researchers due to its simplicity, practicality, understandable, and ease of use, both related and non-related to the field of Human Resource Development (Chang & Chen, 2014; Subramain, 2016).

Fundamentally, the Kirkpatrick model of evaluation consists of four levels of evaluation, namely reaction, learning, behaviour, and result (Figure 1). According to Kirkpatrick (1994), there is a natural flow among the four levels within the evaluation model. Reaction could lead to learning; learning could lead to changes in behaviour; change of behaviour could lead to positive outcomes in an organization or society. Reaction level is a level where the reactions of participants are measured for two main purposes. Firstly, to give the impression to participants that their reactions are being measured, and this could lead to a better execution of tasks given to them and to determine the effectiveness of their execution of tasks. Secondly, to actually evaluate participants' reactions and to retrieve recommendations from the participants for the betterment of a programme in the future.

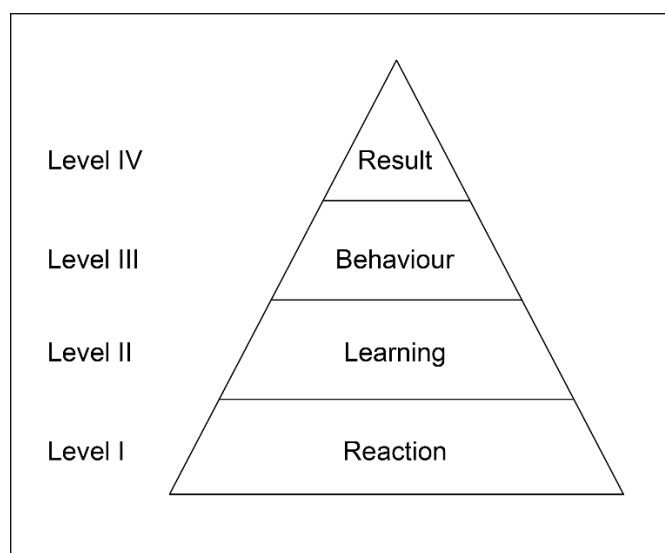


Figure 1. Kirkpatrick (1994) Evaluation Model for Training

(Source: Kirkpatrick, 1994)

The second level is learning. Through learning, changes of attitude and increment of knowledge and skills among participants could be evaluated (Kirkpatrick, 1994). Almost all training programmes are intended to increase the knowledge of participants. Kirkpatrick (1994) stressed that an evaluation towards learning is crucial since changes of behaviour in the third level could only be made possible if the objectives of learning are achieved. The evaluation of learning is carried out by measuring the progress of participants in acquiring knowledge, skills, and attitude. In the regard, the evaluation must also accord to the specific objectives of a programme. The methodology of evaluation before attending a programme (pre-test) and after attending a programme (post-test) could be used, although non-necessary in order to measure the amount of learning took place among participants.

The third level of evaluation is regarded as the hardest to be measured, yet crucial. The third level of evaluation is also different from the second level of evaluation, whereby at this level, the extent of a programme affecting the changes of behaviour and work performance among participants is measured. Kirkpatrick (1994) mentioned that it is important to determine whether knowledge and skills acquired and learned during a programme could be transferred into practice in the working environment by participants. If participants are found not utilizing the knowledge and skills acquired, a programme is considered a failure although learning did take place during the programme's execution. The evaluation of behaviour is not only intended to assess changes in behaviour among participants but also to determine the causes that lead to the unsuccessful change of behaviour among participants. Behavioural learning evaluation could be done through the utilization of a questionnaire or interview with a participant or several participants. In addition, the quality of learning is also depending on the support provided by participants after the acquisition of education and training, especially from the supervisors and trainers (Kirkpatrick, 1998). A study by Bergenhenegouwen (1997) found that supervisors who did not provide sufficient support and failed to supervise well could affect the effectiveness of a programme.

The final IV level is intended to measure the outcomes of a training programme, especially towards an organization or a society. Outcomes could be defined as things that are happening, as a result of a training programme attended by participants (Kirkpatrick, 1994). It can be determined by several factors, including the increment of production and quality, the reduction of cost, the increment of profit, the reduction of accidents at home or office, and the reduction of cost, and return of investment. Information gained from the previous levels acts as the basis for the next step of evaluation. According to Kirkpatrick (1994), the IV level of evaluation is considered the most crucial and hardest to attain. This is because the main purpose of any evaluation of a programme is to determine whether the outcomes are able to attain the goals of an organization.

Methodology

This study adopts the cross-sectional survey research design. It takes into account several aspects that affect the effectiveness of 'Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme, which are (i) student's early reaction and (ii) student's acceptance of knowledge and skills. One hundred Secondary Schools (SMK) in 12 states of Peninsular Malaysia were involved in the 'Skuad Jelajah Motivasi Pendidikan Dan Kepenggunaan' programme. The schools were randomly selected for each zone; (i) South, (ii) Central, (iii) East, and (iv) North that involved a number of 7,840 samples.

Initially, the student's perception scale towards the effectiveness of Consumerism Programme consists of 31 items, divided into three main constructs; (i) student's early reaction, (ii) student's acceptance to knowledge and skills, and (iii) student's application of knowledge and skills. However, for this paper, only construct one and two were given the emphasis, except in measuring the perspective of students towards the effectiveness of the programme as a whole. The items within the scale were adapted from an instrument developed by Haslinda and Mahyuddin (2009) in their study pertaining to the effectiveness of a training programme

as perceived by the Government Servants in Malaysia. Moreover, there are several items that are modified and added by the researcher in order to fulfil the context and objectives of this study.

Once the adaptation of items was carried out, the researcher sent out the latest version of the instrument to four experts for the purpose of content validation process. The experts chosen for the content validation process were an expert in the field of Consumerism, an expert in the field of Youth Studies, an expert in the field of Human Resource Development, and an expert in the field of Education. Collectively, all of the experts agreed that the questionnaire used in this study is appropriate and suggested a few recommendations of amendment.

A pilot study was carried out in order to determine the internal consistency of the scale as a whole and according to the constructs. A number of 120 questionnaires were administered to form five students who attended the ‘Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan’ programme 2014 according to zone.

The pilot study revealed that the Cronbach alpha value of the overall scale was $\alpha=.93$, and the Cronbach alpha values for each of the construct were $\alpha=.89$ for the student’s early reaction, $\alpha=.93$ for the student’s acceptance of knowledge and skills, and $\alpha=.93$ for the student’s application of knowledge and skills. In order to determine the level of perception, the researcher has divided the mean scores to three levels, shown in the Table 1 below.

Table 1. Perception Level Based on Mean Score

Mean	Level
1.0 to 2.5	Low
2.5 to 4.4	Moderate
4.5 to 5.0	High

In order to achieve the research objectives, a quantitative data analysis was carried out using the SPSS version 22 software. MANOVA was carried out in order to achieve the initial eight research objectives stipulated in the researcher’s doctoral dissertation. However in this paper, only three objectives and findings were extracted.

Findings and Discussion

The MANOVA test revealed that there are significant differences of Mean score for the three independent variables (overall perception of students, their early reactions, and their acceptance of knowledge and skills of consumerism) according to gender; $F(2, 6845)=109.80, p<.05$; Pillai’s trace=.98; partial eta squared=.031. In specific, based on to the Test Between-Subjects Effects of the dependent variable of overall perception towards the ‘Skuad Jelajah Motivasi Pendidikan Dan Kepenggunaan’ programme according to gender, the difference of perception between male and female was significant ($p<.05$). The Post Hoc Bonferroni test revealed that female respondents ($M=3.85, SD=.53$) scored higher mean score than their counterparts ($M=3.66, SD=.56$). Next, based on the Test Between-Subjects Effects of the dependent variable of student’s early reaction according to gender, the difference of perception between male and female was also significant ($p<.05$). The Post Hoc Bonferroni test revealed that female respondents ($M=3.74, SD=.62$) score higher mean scored than their counterparts ($M=3.55, SD=.66$). Moreover, based on the Test Between-Subjects Effects of the dependent variable of student’s acceptance of knowledge and skills according to gender, the difference of perception between male and female was significant ($p<.05$). The Post Hoc Bonferroni test revealed that female respondents ($M=3.90, SD=.59$) scored higher mean score than their counterparts ($M=3.72, SD=.63$). Table 2 below shows the comparison of mean scores of student’s overall perception, student’s early reaction, and student’s acceptance of knowledge and skills according to gender.

Table 2. Comparison of mean scores of student’s overall perception, student’s early reaction, and student’s acceptance of knowledge and skills according to gender.

Aspect	Male		Female	
	Mean	SD	Mean	SD
Students’ overall perception towards the effectiveness of ‘Skuad Jelajah Motivasi Pendidikan Dan Kepenggunaan’ programme	3.66*	.56	3.85*	.53
Students’ early reaction	3.55*	.66	3.74*	.62
Students’ acceptance of knowledge and skills	3.72*	.63	3.90*	.59

Notes: *Difference is significant at $p<.05$.

Referring to the first finding, it shows that, in majority, the form five female students were perceiving more that the effectiveness of the ‘Skuad Jelajah Motivasi Pendidikan Dan Kepenggunaan’ programme is only moderate as compared to their counterparts. Referring to the second finding, it shows that, in majority, the form five female students were portraying higher early reaction towards the ‘Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan’ programme as compared to their counterparts. To put it into context, female students were found having a higher level of voluntary as compared to their counterparts. Female students were also found have acquired a basic knowledge of consumerism as compared to their counterparts before attending the ‘Skuad Jelajah Motivasi Pendidikan Dan Kepenggunaan’ programme. Female students were later found to agree more on their acquisition of several basic skills, moderately, pertaining to the aspects of consumerism as compared to their counterparts. The

higher level of voluntary among female students as compared to male students shows that female students were more motivated and prepared to learn deeply the aspects of consumerism.

Moreover, female students were also found to perceive more on the fact that 'Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme could help them, moderately, in increasing their knowledge of consumerism as compared to their counterparts. Female students were also agreed more as compared to their counterparts on the notion that the programme could, moderately, ease the process of their self-transformation towards becoming smart consumers. Next, female students were perceiving more on the notion that the 'Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme, could, moderately ease their process of understanding towards the benefits that they could gain if they are sensitive to the aspects of consumerism as compared to their counterparts.

Finally, female students were agreeing more to the notion that throughout their participation in the 'Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme, it could, moderately provide them with the enjoyment as compared to their counterparts. Collectively, the higher level of reaction among female students as compared to their counterparts is due to the ability of female students to relate the issues of consumerism raised in the programme with their daily lives since they are more inclined on spending as compared to their counterparts.

Referring to the third finding of this study, it shows that the acceptance of knowledge and skills of female students during the 'Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme were higher than their counterparts. To put it context, female students were found perceived more on the notion that information given during the programme is, moderately, able to increase their level of knowledge and skills as consumers as compared to their counterparts. Furthermore, they were also found perceived the notion that information given during the programme, is, moderately related to their daily lives. Apart from that, they also perceived that after attending the 'Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme, in moderation, they understood more on their rights and responsibilities as consumers, as well as getting to know the laws that protect consumers and the information deemed able to increase their potential as smart consumers in the future. Consumerism information given was also seen easily acquired by the female students than their counterparts. This in return gives more benefits to the female students, especially in making them better consumers as compared to their counterparts.

Through the 'Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme, female students were also found agreed more, in moderation, on the notion that it could make them responsible consumers as compared to their counterparts. Female students were then observed, perceived more on the notion that the consumerism information acquired from the programme, could moderately help them in understanding any information given during an advertisement, as well as helping them, moderately, in determining the quality of goods, understanding the labels on any products and educate them to become sustainable consumers as compared to their counterparts.

Conclusion and Recommendations

In conclusion, the form five female students perceived more on the notion that the effectiveness of 'Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme organized by the KPDNKK through its subdivision, 'Bahagian Gerakan Kepenggunaan' and GPMS is moderately effective as compared to their counterparts. In specific, the programme was able to moderately improve the level of early reaction and acceptance of knowledge and skills towards the aspects of consumerism among form five students at the secondary schools in the Peninsular Malaysia. Moreover, this study also found that the form five female students scored better for both aspects as compared to the form five male students. Based on the findings, improvement of the programme in terms of planning and designing, implementation, and personnel training needs to be focused in order to increase the return of investment in the future. From the perspective of programme planning, KPDNKK is advised to carry out needs analyses at several schools throughout Malaysia before executing a national level programme. Several aspects should be given the emphasis during the needs analysis, such as the determination of students' level of knowledge and skills in regards to consumerism, choosing the most appropriate and fun approach that serve the needs of the students, as well as acquiring parents' and teachers' opinions towards the activities that will be carried out during the programme.

Some of the contents that could make the 'Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme much more interesting are, giving the emphasis towards increasing the students' knowledge regarding the aspects of self-protection (market fraudulence and complains), involving the religious institutions, fully, in disseminating information of consumerism by integrating the religious elements (halal, vegetarian, vegan etc.), increasing the awareness of consumers pertaining to the Consumer Tribunal, which acts as a protector of consumer's rights, multiplying the contents on halal as well as health and well-being products, increasing the awareness of consumers towards sustainable consumerism, and finally increasing the awareness and knowledge towards recycling and the practice of sustainable consumerism (5R)-rethink, repair, reuse, recycle, and reduce among students.

From the perspective of implementation, KPDNKK is urged to provide the sufficient amount of well-trained personnel. Having such personnel is important in order to make sure a smooth and entertaining implementation of the programme in the future. The equipment needed for the implementation should also be given the emphasis in order to make sure the smoothness of the programme's implementation, such as preparing a suffice and advanced teaching aid, as well as conducive classrooms for the programme to take place. A better coordination of implementation between the KPDNKK and GPMS should also be given the emphasis since it could reduce the cost of organizing as well as optimizing the logistics and human resources.

The promotion of 'Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme should be widely done in order to deliver a clear message to students that the programme is no ordinary programme, but in fact extraordinary, hence interest them to partake seriously in the programme. It could be much more interesting if the utilization of 'Perpustakaan Bergerak' is given the emphasis in disseminating the information on consumerism, as well as involves directly during the 'Skuad Jelajah Motivasi Pendidikan Dan Kepenggunaan' programme in the future.

The support from stakeholders and higher authorities at all levels, inside and outside of the Ministry is also crucial to be strategically coordinated in order to make sure the implementation of 'Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme is at its best. Even better, the coordination of consistent networking between the KPDNKK officials and learning institutions, especially schools could be empowered. An appropriate budgeting is also seen as a driving factor towards a better implementation of the 'Skuad Jelajah Motivasi Pendidikan Dan Kepenggunaan' programme.

Moreover, the KPDNKK is also urged to specifically include a chapter in the 'Rancangan Malaysia' book pertaining to consumerism (politics, economy, education, cultural, and social), especially the Consumer Education at schools in order to promote the channelling of financial resources as well as the development of a clear key personal index (KPI) towards the consumerism supervision among citizens.

From the perspective of personnel training, in a long run, an establishment of an institute specifically for training should be considered. This in return will benefit the officials of KPDNKK, as well as other volunteers such as the GPMS in getting a professional training towards managing, planning, implementing, and evaluating a programme such as the 'Skuad Jelajah Motivasi Pendidikan dan Kepenggunaan' programme.

Other than that, the acquisition of knowledge and internalisation of consumerism should be practised by each individual working at the KPDNKK. This is to make sure that individuals at KPDNKK could become role models for their communities. The education and documentation of consumerism should also be delivered and made interesting in order for them to be easily absorbed and understood by the KPDNKK staffs (propagative education and communication), as well as given consistently. This is important in order to cultivate the good practice of consumerism among KPDNKK staffs. The cooperation with other Government agencies such as the Ministry of Energy, Green Technology and Water (KeTTHA), Ministry of Education (MoE), Ministry of Higher Education (MOHE), as well as NGOs need to be seriously focused in order to make sure that personnel of the KPDNKK could perform well in various work situations and settings.

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