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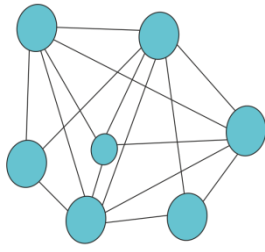
Learning in
paves the way...

? Strengths
Weaknesses?
? Opportunities
Threats ?

ARTIFICIAL INTELLIGENCE

Volume 8(1)

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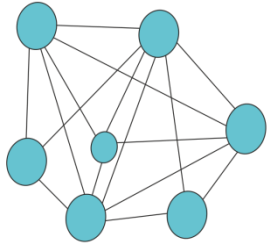
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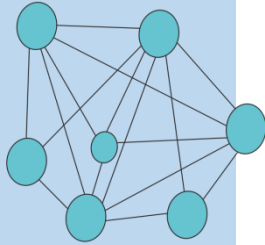
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EDITORIAL

Dear distinguished academicians, researchers, and colleagues,

It is my great pleasure to present and announce a new issue of our e-journal, entitled EJESS [European Journal of Educational & Social Sciences], [Vol. 8 (1), May 2023], to the social sciences and interdisciplinary literature.

Every issue provides new ambitions and motivation for us to reach a better journal, thanks to your fruitful and motivational support, collaboration, and encouragement. EJESS now supports and open to other partnership for international organizations, workshops, study visits and seminars. Accordingly, we provide scholar support for Eurasian Conference on Language and Social Sciences (ECLSS) and International Online Conference on Economics & Social Sciences (E&SS), and International Eurasian Conference on Educational and Social Studies (IECES), as a platform to meet international authors, and a trigger to reach enlarged multicultural and diverse context. Papers utilizing various methods and techniques in interdisciplinary perspectives are highly welcomed and encouraged by the Journal. It is of great interest and open to all researchers, academics, and those people concerned with mediating research findings to practitioners and future researchers.

Scientific research requires a great deal of effort, ambition, and motivation since it encompasses a broad range of various disciplines, perspectives, methodologies and criteria to be followed. Within its very natural context, we, as EJESS e-journal, sometimes include papers from international conferences in different countries so that we can feel proud to provide open platform for diverse researchers all around the world.

Scholar atmosphere and especially educational organizations will probably focus on new perspectives, strategies, collaborations, and facilities to ensure their efficiency soon. AI platforms are now popular both as opportunities and threats for learning or teaching dimensions. Within this perspective and vision, this issue presents you *five research*



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papers from diverse methodological perspectives, cultures and contexts.

First, in this issue, *Analysis of the P5 Implementation at SMP IT YPI AN-NUR in the Theme of Entrepreneurship* by a group of researchers comprised of Revita YANUARSARI, Ella LATIFAH, Lisnawati LISNAWATI, Sari RAHAYU, Agus MULYANTO, and Ikka KARTIKA aims to (1) describe the implementation of a project to strengthen the profile of Pancasila students at SMP IT YPI An-Nur; (2) analyze the supporting and inhibiting factors in the implementation of the Pancasila student profile strengthening project at IT YPI An-Nur Middle School. The results indicate Pancasila Student Profile Strengthening Project (P5) activities provided experienced development. While the inhibiting factors are the lack of infrastructure provision and the teacher's lack of understanding of the P5 concept.

Another research paper entitled “*An Evaluation on The Decree of Futuwwet (1207) Published by The Abbasid Caliph Nasser-Lidinillah*” by Nagehan VURGUN discusses a decree by the Abbasid caliph Nasser-Lidinillah (1180-1225) aiming to strengthen the central authority of the state, increase its influence, restore peace, peace and prosperity. The author draws our attention to the source of futuwwa, Hazrat. The Caliph himself was shown as Ali and emphasis was made on taking him as an example. The decree also emphasizes the rules of the futuwwet and Sharia.

Nazlı KESKIN and Ismail KESKIN in their qualitative research entitled “*Opinions of Teacher Candidates on Unethical Behaviours in Education*”, evaluate the views of teacher candidates about unethical behaviours in the learning-teaching process. Data gathered by a semi-structured interview form developed by the researchers. Research findings categorize the unethical behaviours of the teachers in the education and training process as "Injustice", "Irresponsibility", "Insult", "Discrimination", "Missing the lesson" and "Disregarding the student”.

Next second research paper, *The Difficulty of Applying Online Teaching in Secondary Schools in Light of The Syrian Crisis (An empirical Study on Secondary School Teachers and Learners in Damascus)* by Ömer HAKKI, Drvish DRVISH, Ali Osman ENGİN, and Mustafa ALMUKDAD, using a descriptive methodology, aims to reveal the difficulties of applying online teaching in secondary schools in light of the Syrian crisis in Damascus from the point of view of students and teachers. The researchers have found a set of difficulties such as weak interaction and communication between the teacher and the learners, social and recreational activities that give the teaching process a lot of energy and enthusiasm, and problems regarding internet access.



And finally, '*EFL Students' Test Preparation Practices in the Nepalese context*' by Saraswati Dawadi reflects upon an under-researched dimension in language tests' impact on students' out-of-class practices. Data gathered from students, diaries (N=72), parents (N=24) indicated that the majority of students employed memorisation as a chief strategy to learn English and they rarely used language skills development (LSD) strategies. Additionally, almost all the students took private tuition classes to prepare themselves for the test.

We hope that the issues of our journal shall contribute to the field of interdisciplinary research literature. We would like to thank our journal editors, authors, reviewers and all the others who have contributed to the preparation process of this issue.

We are renovating and modifying our journal web site as <https://dergipark.org.tr/tr/pub/ejees>. We have renovated and updated our policies as well. EJESS will be one of the supporting journals of upcoming Eurasian Conference on Language and Social Sciences in 2023. Participants for these organizations are welcomed to submit their proceedings to EJESS database via manuscripts submission system on DERGIPARK platform.

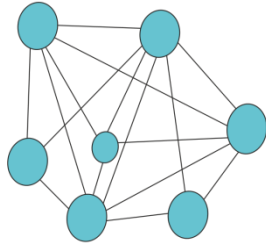
Hope to meet you in our upcoming issues.

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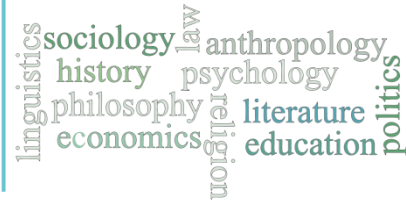
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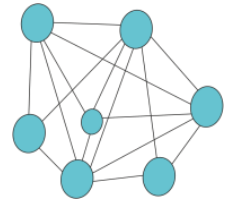
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Abstract

Freedom to learn is freedom of thought and innovation. The Independent Learning curriculum aims to strengthen students' character education through the Pancasila Student Profile Strengthening Project program, where this is an Interdisciplinary Science Project that is contextual and based on community needs or problems in the educational unit environment. This study aims to (1) describe the implementation of a project to strengthen the profile of Pancasila students at SMP IT YPI An-Nur; (2) analyze the supporting and inhibiting factors in the implementation of the Pancasila student profile strengthening project at IT YPI An-Nur Middle School. The research approach used is qualitative with descriptive research methods. The subjects of this research were Principals, Teachers, and Students of SMP IT YPI An-Nur Grade VII SMP. The results of the study stated that in the Pancasila Student Profile Strengthening Project (P5) activities, students experienced development after participating in the Pancasila Student Profile Strengthening Project. Some of the abilities students gain include the ability to work together, creativity, problem-solving skills, and skills to make entrepreneurial products to foster an entrepreneurial spirit in students. The supporting and inhibiting factors for the Pancasila Student Profile Strengthening Project (P5) are implementing a character education culture, the presence of teachers who have good morals, and being in a positive environment. While the inhibiting factors are the lack of infrastructure provision and the teacher's lack of understanding of the P5 concept.

Keywords: Pancasila Student Profile Strengthening Project (P5), Entrepreneurship, Junior High School

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1. INTRODUCTION

Education is a process of changing attitudes as well as the behavior of individuals or groups of people to mature humans through independent learning to develop self-abilities, managing an attitude that cares about the student learning environment, encouraging students to be confident and adapts easily to the community environment (Baharuddin, 2021) in (Rizal et al., 2022). Indonesia is a nation with character; character is the value of each individual's behavior towards God Almighty, himself, others, the environment, and his country, which is formed from the thoughts, attitudes, feelings, words, and actions based on various other norms such as religion, laws, manners, culture, and customs (Muslich, 2011, p. 84). Forming the attitude or character of each individual, especially students as the nation's future, must be instilled from birth. Education will guide all natural forces that exist in all students so they can obtain the highest possible safety and happiness as individuals and as part of society (Dewantara, 2011). In RI Law Number 20 Article 3 of 2003, it is stated that national education functions to develop and shape the character of a dignified national civilization as an effort to educate the nation's life, develop the potential and abilities of students and shape them into individuals who believe, have a noble character, are knowledgeable, capable, creative, independent and become democratic and responsible citizens (Mery et al., 2022).

Education is a strategic basis in the current era of globalization. The national education system on the border produces quality people who, according to some, will occupy strategic positions in all industries and society. However, it must be acknowledged that many of the assumptions that our education system will follow are that human resources are of low quality and will continue to sow moral damage in response to the diversity crisis., Mitigate and prevent multidimensional crises, especially in the face of unethical attitudes or behavior in society (Ngimadudin, 2021) in (Nurasiah et al., 2022). Indonesia's educational vision is to realize an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila students, as stated in the Minister of Education and Culture Regulation number 22 of 2020 concerning the Ministry of Education and Culture's Strategic Plan for 2020-2024, namely: Pancasila students are the embodiment of Indonesian students as students lifelong who have global competence and behave under Pancasila values, with six dimensions, namely: (1) faith, fear of God Almighty, and noble character, (2) global diversity, (3) cooperation, (4) independent, (5) critical reasoning, and (6) creativity (Rusnaini et al., 202, as cited in Fadillah et al., 2022). Through education, a person can develop knowledge, insight, values, and character, even though some are inherited from culture. This new educational model is conveyed through the impl

ementation structure of school programs, especially programs to promote the transition of academic units to improve the learning outcomes of students who attend good education in terms of cognitive (literacy and computing) and non-cognitive (character) competencies to achieve the Pancasila Student Profile (Mutiarra et al., 2022, as cited in Nurasiah et al., 2022).

In the independent curriculum, the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, Nadiem Anwar Makarim, stated that strengthening student character education would be manifested by the Ministry of Education and Culture through various strategies centered on efforts to realize Pancasila Students (Ismail et al., 2021). According to (Wahyuni, 2022) on the independent curriculum, there are several terms for Pancasila student profiles, such as Pancasila student profiles, strengthening Pancasila student profiles, and projects to strengthen Pancasila student profiles (P5) (Kurniawaty & Faiz, 2022) which are now being echoed in every educational institution. The Pancasila student profile is the

expected graduate profile to demonstrate the character and competence that students are expected to achieve (Mery et al., 2022). *Merdeka Belajar Kampus Merdeka* (MBKM) is an innovation that combines learning activities with the independent learning curriculum in driving schools. The presence of driving schools is the government's effort to improve the quality and quantity of education in the country (Ritonga et al., 2022). Thus the driving school is expected to become a forum and solution for school work programs to support the development of strengthening the profile of Pancasila students (Rizal et al., 2022). Strengthening the Pancasila student profile project is currently being implemented in educator units through the activator school program (*Program Sekolah Penggerak*) for both the elementary, middle and high school/vocational school levels (Rachmawati et al., 2022).

Several studies have revealed that the implementation of the development of strengthening the Pancasila student profile (P5) has been carried out, one of which is (Susilawati et al., 2021), which revealed that the Pancasila Student Profile is essentially one of the efforts to internalize Pancasila values in learning, has a significant role in implementing the Pancasila Student Profile in the new paradigm of learning, and being able to internalize the values of Pancasila in the application of the Pancasila Student Profile in the new normal era assisted by the *Kampus Mengajar* by applying it in the daily character that is built and enlivened in each student's self through school culture, learning intracurricular, curricular and extracurricular activities at school. Its implementation (Wijayanti et al., 2022) provides an overview and conclusion that school teachers have tried their best to carry out project activities based on directions and guidelines given by the agency or their representatives. Furthermore, the writing (Jufri, 2022) argues that "learning projects such as the Bhinneka Tunggal Ika Project in the prototype curriculum of driving schools are very appropriate for realizing the strengthening of the Pancasila student profile because students and educators are given ample and meaningful space to see directly (contextually) reality community life which is the object of educational study in schools. Other studies say that training activities to strengthen the Pancasila student profile project can be concluded to have succeeded in guiding 15 teachers and school principals to implement P5 in their respective schools. This success is demonstrated by their ability to plan projects to be carried out at the beginning of the 2022-2023 school year. In addition, it is necessary to study independently through the available digital platforms. (Hamidah, 2022). Regarding the guidebook for the implementation of the Pancasila profile project, the research (Zuriah & Sunaryo, 2022) said that the character values contained in the Pancasila profile project guidebook must be accompanied by examples of its application in project activities to strengthen Pancasila character. To support the realization of the Pancasila Student Profile, this study recommends that the government adjust the book's content according to the Pancasila educational nomenclature so that it is more relevant and representative of the latest learning outcomes.

Learning planning for the project to strengthen the profile of Pancasila students in implementing 21st-century learning oriented towards an independent curriculum, there are several stages, namely the school readiness stage, identifying themes that have been determined by the Ministry of Education and Culture, determining themes that are more specific according to conditions in the school environment, determining time allocation, creating project modules, making sub-elements and *assessments* (summative and formative) (Nisa', 2022). Citing his writings (Mery et al., 2022) which stated that in developing a project to strengthen the profile of Pancasila students, the Ministry of Education and Culture launched seven themes and developed them based on priority issues stated in the 2020-2035 National Education Roadmap, Sustainable Development Goals, and other documents that relevant. The five general themes launched for the

Elementary School level are Sustainable Lifestyle, Local Wisdom, Unity in Diversity, Engineering and Technology to Build the Unitary State of the Republic of Indonesia, and Entrepreneurship. The focus of P5 policy research is expected to strengthen character that can provide opportunities for students to learn about the surrounding environment, whether it is about climate change which is happening especially lately, anti-radicalism, mental health, culture, entrepreneurship, development technology, and democracy. Presidential Instruction Number 4 of 1995, concerning the National Movement to Socialize and Cultivate Entrepreneurship, mandates all Indonesian people and the nation to develop entrepreneurship programs. The government is well aware that the business world is the backbone of the national economy, so continuous efforts must be made to improve it. Through this movement, it is hoped that the entrepreneurial character will become part of the work ethic of the people and nation of Indonesia so that it can give birth to new entrepreneurs who are reliable, rugged, and independent (Mulyani, 2012).

Entrepreneurship education will encourage students and students to start recognizing and opening businesses or entrepreneurship. The mindset always oriented to being an employee is reversed to becoming oriented to finding employees. Thus entrepreneurship can be taught by instilling entrepreneurial values that will shape character and behavior for entrepreneurship so that students can later be independent in work or business. Referring to previous research conducted by Dewanti (2015), the school's efforts to develop students' entrepreneurial spirit are the existence of intra-curricular activities in the curriculum implemented by schools, such as craft lessons, entrepreneurship, and other productive subjects. Schools' role is enormous in forming students' entrepreneurial skills. This can be seen from the various programs jointly prepared at the beginning of each new academic year.

These programs include student commerce, entrepreneur zone, culinary corner, entrepreneurs sharing inspiration, and gardening. Implementation is carried out in teaching and learning, extracurriculars, and entrepreneurship subjects. This research can inform other schools about implementing and cultivating students' entrepreneurial spirit. The growth of students' entrepreneurial spirit is included in the learning process. The learning process cannot be carried out with only one activity program. Entrepreneurship programs should be carried out on an ongoing basis to develop students' entrepreneurial spirit (Maknuni, 2021). Based on research conducted by Nugraha et al. (2022), the implementation of entrepreneurship education at SD Negeri Margaluyu through self-development by applying creative character, being independent, being able to solve problems, never giving up, good financial management, and socializing with people.

Meanwhile, (Rusmana et al, 2020) said that there is a significant influence between 21st-century digital skills on personal entrepreneurial effectiveness and entrepreneurial academic competencies, both directly and indirectly mediated by entrepreneurship education. So that it can be concluded from several studies above that entrepreneurial activities in schools can foster students' entrepreneurial spirit. This is in line with the purpose of the Pancasila profile project, namely, to foster the entrepreneurial character of students in schools.

One of the schools implementing the strengthening of the Pancasila student profile project is the IT YPI An-Nur Middle School. The Pancasila Student Profile Strengthening Project is a co-curricular activity in which one of the themes of the activity is Entrepreneurship. Through activities with the theme of entrepreneurship, students can foster an entrepreneurial spirit to increase students' interests, aspirations, and learning achievements and increase student participation in school. Therefore, this study aims to analyze the implementation of the Pancasila

Student Profile Strengthening Project in fostering students' entrepreneurial spirit. The results of this research are expected to be able to provide information and input for operational management working groups at the school, city/regency, provincial, and related central levels in cultivating an entrepreneurial spirit through the Pancasila Student Profile Strengthening Project. The form of strengthening the Pancasila student profile is guided by the aim of character building, one of which is the introduction of strawberry cultivation entrepreneurial activities to students.

Based on the description of the problem above, the researcher feels the need to examine the entrepreneurial dimension further so that it can be developed in a project to strengthen the Pancasila student profile in class VII students at SMP IT YPI An-Nur. The purpose of writing this article is to conceptually describe the importance of implementing the Pancasila student profile strengthening project in developing entrepreneurial character on the theme of entrepreneurship in class VII students of SMP IT YPI An-Nur.

2. METHODOLOGY

The research method used is descriptive through a qualitative approach. This method was used because it was in accordance with the problems studied, namely to find out and describe the impact of implementing the Pancasila student profile strengthening project in fostering the entrepreneurial spirit of students so that it became one of the solutions in overcoming the problem of degradation of students' motivation to take part in face-to-face learning at school. Collecting data by observation and interviews, where the researcher digs up information about the desired data. The location of this research is YPI An-Nur IT Middle School, Jalan Karang Anyar, Mekarmulya, Garut City, Garut Regency. The research subjects used as data sources in this study were the academic community in the IT YPI An-Nur Middle School environment. The sources needed to fulfill the data are as many as 4 (four) Principals who are called by code (A1), Vice Principals in the field of the curriculum are called by code (A2), Class Teachers are called by code (A3), then the researcher conducts data triangulation by 2 (two) Student representatives from 2 groups in this study the informants were called code (A4).

The selection of four data sources in this study was due to what was stated by Moleong (2017) that qualitative research does not use populations because qualitative research departs from some instances that exist in certain social situations. The results of the study will not be applied to the population but in transfer to another place in a social situation that has similarities with the social situation in the case being studied. This research was conducted through the identification results of the author's observations of the activities carried out by SMP IT YPI An-Nur. The instruments used were observation and interviews. The authors then analyzed the data from the interviews through data reduction, presentation or display of data, and conclusion.

3. RESULT AND DISCUSSION

3.1 Implementation of *Entrepreneur Day* to Grow Entrepreneurial Values in Strengthening Pancasila Student Profiles

The learning process in schools is an activity that can foster students' knowledge, skills, and character, so learning activities must be able to strengthen or even develop them. According to Sadewa (2022), the independent learning curriculum that is now implemented in every educational institution is a curriculum that was created to be able to heal and improve learning activities due to the Covid-19 pandemic.

Citing guidelines from the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (BSKAP,

2022), Education units are optional to carry out all the capacity strengthening listed on this page. In the learning process, academic units can adjust strengthening topics to the needs and readiness to empower themselves gradually and continuously. There are many projects to strengthen the profile of Pancasila students that can be selected by academic units, one of which is entrepreneurship. On the theme of entrepreneurship, students identify local economic potential, the problems in developing this potential, and its relation to environmental, social, and community welfare aspects. Through this activity, creativity and entrepreneurial culture will be developed. Students also gain insight into future opportunities, are sensitive to community needs, become skilled problem solvers, and are ready to become professional workers with integrity. This theme is intended for SD/MI, SMP/MTs, SMA/MA, and equivalent levels. (Because the SMK/MAK level already has Creative Projects and Entrepreneurship subjects, this theme is not an option for the SMK level.). An example of contextualizing the theme of entrepreneurship that can be done is to make products with local content that have marketability. The detailed explanation regarding the project to strengthen the Pancasila student profile is as follows:



Figure 1. Guidelines for Project Development Guidelines for Strengthening Pancasila Student Profiles (2022)

Based on findings in the field, it was found that in the independent curriculum, there is a division of phases or levels of development that are adjusted to the characteristics, potential, and needs of students. As quoted from the article (Wahyuni, 2022), the progress of this project is inseparable from the school's readiness to implement the independent curriculum. The readiness stage is divided into 3: the initial, developing, and advanced (Ismail, Suhana, & Zakiah, 2021). During the P5 implementation of SMP IT YPI An-Nur, the initial preparations began, namely starting to implement the independent curriculum in the 2022/2023 school year. Previously, the school had prepared a project plan, but it was still relatively new as well as educators in the education unit, on average, are new to project learning. The implementation of P5 at SMP IT YPI An-Nur was motivated by a form of participation in the awareness and development of entrepreneurial attitudes for students at a young age, taking into account the function of the school as an institution that forms the knowledge, attitudes, and skills needed for life in the world of work. Educational institutions, especially schools as the second educational institution for students after the family, must provide the introduction, guidance, and assistance to students in recognizing, understanding, and cultivating noble values in the theme of entrepreneurship.

Entrepreneurial activities are expected to foster an attitude of cooperation and improve the integrity and ethics of students. They are referring to P5 activities (Wahyuni, 2022). The steps in implementing P5 itself require a gradual arrangement, starting with problem identification, then continuing with project design, then the implementation stage. They are finally filled with reflection and evaluation of activities. Creative teachers must involve students in every design and practice of projects and learning (Faisal Fahri & Darwin, 2022). The P5 activity at YPI An-Nur IT Middle School raised the potential of Natural Resources from the surrounding environment. This P5 activity is carried out through in-class learning and extracurricular activities, where students are given direction and knowledge about the projected theme. The Pancasila Student Profile Strengthening Project is a co-curricular activity that is cross-subject learning using a project-based learning approach. Students are trained to investigate, solve problems, make decisions, and produce products or actions. Co-curricular activities aim to deepen and enrich the subject matter that has been implemented in intra-curricular activities. Co-curricular activities can be carried out through group activities or individually. Co-curricular activities can be carried out in an integrated manner with other subjects.

Referring to the various modules of the Pancasila project, one of which is the Project Module Strengthening Pancasila Student Profiles Entrepreneurship Theme of SMAN 1 Dlingo with the title "Creative Fruits Based on Local Cultural Inspiration". The program determination in this module is based on local cultural inspiration, namely building awareness, exploring self-potential and regions, as well as empowering the knowledge and skills they have in developing entrepreneurship (Dlingo, 2022). The natural resource used as material for P5 activities at YPI An-Nur IT Middle School is Strawberry fruit which is abundant in the surrounding environment. The importance of implementing the project to strengthen the Pancasila student profile (P5) to develop entrepreneurial character and the cultivation of local natural resources in class VII students of SMP IT YPI An-Nur is the primary basis for implementing Entrepreneur Day *learning*. At the planning stage, the teacher arranges learning tools in modules entitled strengthening the Pancasila student profile. The module is used as a basis and guided in the implementation of learning. The participants did this to minimize errors in strengthening character education (Khoirinnida & Rondli, 2021; Shokib Rondli, 2022).

The implementation stage of Entrepreneur Day at SMP IT YPI An-Nur consists of 10 stages, including:

a. Project Activity Socialization Stage

At this stage, the teacher explains the implementation of the Pancasila Student Profile Project (P5) at SMP IT YPI An-Nur. It also socializes the project agenda to be carried out as Entrepreneur Day.

b. Group Formation Stage

At this stage, the teacher accompanies students in forming groups.

c. Entrepreneurial Character Recognition Stage

At this stage, students are directed to explore the meaning of entrepreneurship so that students can recognize the characteristics of an entrepreneur and can understand the basics of entrepreneurship and decision-making. At this stage, the activities carried out are the introduction of entrepreneurial themes, discussions related to students' expectations for this implementation, exploring students' knowledge related to students' initial entrepreneurial knowledge, working on quizzes about entrepreneurial attitudes, watching documentation of entrepreneurial figures, and identifying the attitudes they have an entrepreneur in the show.

d. Stages of Recognizing Regional Potential

At this stage, students are directed to observe the natural resources in the Mekarmulya area and the environment around SMP IT YPI An-Nur.

e. Stages of Finding Information

At this stage, students are asked to identify consumer needs, in this case, other students at SMP IT YPI An-Nur, through observation and interview techniques to get information embodied in consumer needs data. From the identification of needs, students who will carry out entrepreneur day can conclude consumer needs so that they can plan what products to make, what kind of product creations, what kind of packaging, and the number of products to be marketed.

f. Stages of Exploring and Developing Ideas

At this stage, students make Strawberry creation ideas according to the results of the initial identification and design processed strawberry creations based on local cultural inspiration. The designs are made with the aesthetic values and regional characteristics of Mekarmulya in mind so that consumers are attracted to the products to be marketed.

g. Planning and calculating stage

Students prepare plans for goods to be sold in the entrepreneur day project learning at this stage. At the same time, the teacher guides students on how to calculate the introductory price needed for the procurement of trade goods. Besides that, it also reminds students to pay attention to the buying ability of visitors.

h. Stages of Designing Sales Floor Plans and Presentation

At this stage, the teacher accompanies students when discussing sales location plans, including designing and arranging merchandise and decorating the sales area to make it more attractive.

i. Entrepreneur Day Implementation Stage

At this stage, the teacher asks students to prepare the tools and materials needed and organize the products to be sold. Then, the teacher asks students to record the number of items sold, and the rest of the students design the implementation of entrepreneur day by complying with the Health protocol.

j. Reflection Stage

At this stage, the teacher asks students to reflect by making reports and journals about implementing entrepreneurship. In the written report, students write down the activities that have been carried out from the initial stage to completion. Students must also write down the obstacles encountered during the entrepreneurial process. Then students are asked to make notes on the results of their reflections and ask student representatives to express the results of their reflections. This is in line with the opinion of Patton (2012) and Gómez et al. (2017), who stated that project-based learning is project-based learning that is based on student activities starting from designing, planning, and implementing projects to producing output. Thus the stages of implementing entrepreneur day project learning benefit students in motivating and increasing problem-solving, resource management, and collaborative skills.

In the Project to Strengthen Pancasila Student Profiles (P5) activities, students experienced development after participating in the Project to Strengthen Pancasila Student Profiles. Some of the abilities students acquire include the ability to cooperate, creativity, problem-solving skills, and skills in making entrepreneurial products to foster an entrepreneurial spirit in students. This study's results were aligned with the results of previous research conducted by Cahyani et al. (2019). Planning entrepreneurship training for students is carried out every six months and every

day. The planned aspects include human capital, finance, production, and marketing. The planning steps are conducting a SWOT analysis, then determining the business target and the strategy to be carried out. Then in line with the opinion of (Mulyani, 2014), who said that the entrepreneurship education project-based learning model applied in the experimental class increased entrepreneurial attitudes, interest in entrepreneurship, entrepreneurial behavior, and student achievement. The Pancasila Student Profile Strengthening Project has been significantly successful in cultivating an entrepreneurial spirit and developing students' abilities. Quoted from the writings of Noviani et al. (2022) which said that the results of this study were also in line with those (Cheung, 2008), which said that in the learning process, students need to be trained in how to recognize and identify local potential which is a regional advantage and be able to develop it through the entrepreneurial project. As in Hong Kong, the entrepreneurship program introduces teaching strategies into traditional classrooms with contextual learning. Students must set up and run their businesses, write business plans, and analyze fundamental business success factors.

3.2 Supporting Factors and inhibitor Project Learning *Entrepreneur Day* to Grow Entrepreneurial Values in Strengthening Pancasila Student Profiles

Supporting factors that support the implementation of *Entrepreneur Day* to Grow Entrepreneurial Values in Strengthening Pancasila Student Profiles are (1) School Culture. Schools have implemented school culture in strengthening education characteristics such as a culture of discipline, Friday sharing, obligatory prayers in congregation, and Dhuha prayers so that students have a commendable character provision. However, furthermore, it is necessary to strengthen character education in schools. (2) Teachers. Teachers have demonstrated good morals in everyday life because the role and influence of an educator on students are influential in cultivating good character values. (3) Environmental (external) supporting factors in the environment, SMP IT YPI An-Nur is in a positive environment to direct students to have characteristics such as Pancasila values. As for the factors that hinder the implementation of *Entrepreneur Day* Project Learning to Grow Entrepreneurial Values in Strengthening Pancasila Student Profiles, namely: (1) Inadequate facilities and infrastructure, so that teachers are not maximal in using learning media so that the teaching and learning process is more effective, supporting facilities and infrastructure that should be utilized by several teachers in the teaching and learning process, namely LCD, laptop, internet, several reference books which should be a supporting factor for the success of the learning process. (2) The teacher's understanding of P5 is not yet comprehensive, some are still apathetic about changing terms in the curriculum, and there is no output from P5 in concept and practice. Several inhibiting factors in the implementation of learning projects to strengthen the profile of Pancasila students, so YPI An-Nur IT Middle School has not carried out these activities optimally. So SMP IT YPI An-Nur makes solution plans in developing learning projects to strengthen the profile of Pancasila students by providing improved facilities and infrastructure to support learning, providing understanding to teachers that learning activities must be integrated and provide meaning for today's and tomorrow's lives, as well as facilitating teachers for training activities that can increase teacher competence in learning to strengthen the Pancasila student profile.

4. CONCLUSION

The objectives, content, and learning activities of the project cannot be separated from the objectives and intracurricular subject matter. At the junior high school level, the Pancasila

Student Profile Strengthening Project was carried out in three projects with three different themes. The projects that are held must also refer to the dimensions of the development of the Pancasila student profile, the principles in question are activities that must be holistic, contextual, educator-centered, and exploratory. It can be concluded from the explanation above that the implementation of the project to strengthen the profile of Pancasila students at SMP IT YPI An-Nur has been carried out according to the independent learning curriculum guide.

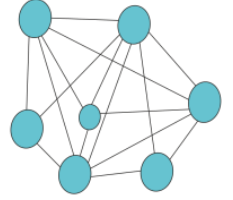
In the Project to Strengthen Pancasila Student Profiles (P5) activities, students experienced development after participating in the Project to Strengthen Pancasila Student Profiles. Some of the abilities students acquire include the ability to cooperate, creativity, problem-solving skills, and skills in making entrepreneurial products to foster an entrepreneurial spirit in students. However, there must be reinforcement, so those project activities to strengthen the Pancasila profile are maximally carried out to create students with character according to Pancasila values.

The supporting and inhibiting factors for implementing the project to strengthen the profile of Pancasila students at SMP IT YPI An-Nur have implemented a character education school culture such as a culture of discipline, the presence of teachers who demonstrate good morals in everyday life, and are in a positive environment. In contrast, the inhibiting factors are the lack of provision of infrastructure that teachers can utilize and the teacher's lack of understanding of the concept of the Pancasila student profile strengthening project. So that schools are required to be more active in facilitating teachers to take part in training related to projects to strengthen Pancasila student profiles as an effort that can support teacher knowledge and skills in schools.

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An Evaluation on The Decree of Futuvvet (1207) Published by The Abbasid Caliph Nasser-Lidinillah

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Abstract

The Abbasid caliph Nasser-Lidinillah (1180-1225) structured and developed the Futuwwa organization in order to strengthen the central authority of the state, increase its influence, restore peace, peace and prosperity. The Caliph intervened in the Futuwwa organization in 1187 and reshaped this organization and reorganized this institution with a number of innovations and practices. He made the new rules that he opposed to this order that he had established into a written text in 1207 and announced them to all the members of the organization. The detail that draws our attention the most in this order, which all members have to obey, is that the source of futuwwa is shown as Hazrat Ali and emphasizing that he should be taken as an example. It has also been stated that those who participate in crimes such as intentionally killing someone who violates the rules of the futuwwa will be punished according to the provisions of the Sharia and will be removed from the futuwwa organization. In addition, the use of titles such as "Kebir and Refik" in the text also reveals the existence of a hierarchical system in the futuwwa organization.

Keywords: Abbasid State, Caliph Nasser-Lidinillah, Decree of Futuwwa

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INTRODUCTION

Abbasid Caliph Nâsir-Lidînillâh made an agreement with sects and sects other than Sunni-Islamic thought, established a strong intelligence network and subsequently prepared a solid political ground for his state. The sources of the period described him as a "master politician" is talking about. Knowing the games that exist in domestic and foreign politics, the Caliph, with the strategies he developed, set the neighboring states against each other and tried to destroy his enemy through another enemy. The Caliph developed a new project in order to increase his influence on his subjects and decided to lead the futuwwa organization, which gathered a large part of the people. This organization, which gained an official character with the caliph, became an institution that grew over time, and elite groups and rulers tried to get involved (Ibn al-Cevzi, 1907: 280).

THE MEANING OF FUTUWWA AND FUTUWWA REFORMED BY CALIPH NÂSIR-LIDINILLAH

In the dictionary, Fatâ means "young, valiant, generous"; Futuwwa means "youth, heroism, generosity" (Uludağ, 1996: 261). The essence of futuwwa is: "preferring the people to their own selves in this world and in the hereafter in the term of the people of truth, " (Cürçânî, 2021: 59; Kuşeyrî, 2014: 305). It was Caliph Nâsir-Lidînillâh who institutionalized the Futuwwa organization. According to the information given by İbnü's-Sâî, one of the authors of the period, about the participation in and reshaping of Futuwwa by Caliph Nasir-Lidînillâh:

“This year, the old futuwwa was abolished. Amir al-Mu’minin Nâsir-Lidînillâh became a person who was addressed and consulted on this issue. Futuwwa was given to him by Abdulcabbar. This person was an ascetic and sheikh”. Thereupon, the elite and many people from the public joined futuwwa. The surrounding emirs wanted to enter the futuwwa. He also sent envoys to them and people who would wear futuwwa shalwar by proxy. This incident spread in Baghdad. The little ones consulted the elders. Fahir Al-Alawi was a friend of Vizier Nasir B. Mahdi. He also had many Refik's. A fight broke out between one of them and a Refiki of Al-Izza al-din Necah Eş-Shurabi. For this reason, there was a great turmoil in the Kutafta neighborhood. Swords drawn. When the situation passed to the Caliph Nasir-Lidînillâh, he regarded this incident as ugly. The vizier ordered the heads of the groups to assemble and write a Menshur. In this order, kindness and friendship were commanded, hatred and enmity were forbidden. This commandment was read before them and they were witnessed to its content. When the situation passed to the Caliph Nasir-Lidînillâh, he regarded this incident as ugly. The vizier ordered the heads of the groups to assemble and write a Menshur. In this order, kindness and friendship were commanded, hatred and enmity were forbidden. This order was read in their presence and they witnessed its content” (Ibn al-Sai, 1934: 223).

Two years after Nasir-Lidînillâh became the caliph with the encouragement of his close circle, in order to both control the fityan groups and get their support, he became involved in the futuwwa

by wearing a shedd from the hand of Shaykh Abdulcebbar bin Salih, the leader of the Futuwwa in 1182. Along with the caliph, many statesmen also participated in the futuwwa (Faruk, 2006: 100; Güzel, 2022: 444). Caliph Nasser also gave the institution of futuwwa an official character. There are special dresses worn by members of the Futuwwa organization. Those who wore these clothes were accepted as one of the organizations. It is known that most of the rulers living in that period wore these salwar-like dresses (İbnü'l-Esîr, 1987: 401).

There is no information in the sources about Fahir Al-Alawi, who is mentioned in Fütüvvetnâme. A fight broke out between the refik (friend, friend) of this person, who was probably a member of the futuwwa in the Kutafta District and had a great influence among the Alawites, and the men of Izzeddin Necah Eş-Shurabi, one of the important figures of the Baghdad futuwwa. It is highly probable that there were deaths in the sword-swinging fight. Caliph Nâsır-Lidînellâh, who wanted to prevent these events from getting worse, started to work to reshape the futuwwa organization in 1207, using this fight as an excuse, and the reconstituted futuwwa rules were written by the Divan clerk el-Mekin Ebu'l Hasan Muhammed bin Muhammed el-Ganami.

FUTUWWA COMMANDMENT (1207)

1. “Bismillahirrahmanirrahim”

“There is no doubt that it is known with evidence and depressions that Emirü'l-Mu'min's Ali Bin Ebi Talib is the origin and source of futuwwa, the home and birth place of its superior qualities. His beautiful rules were fed from him, his arms were born from him, and the fityan was not related to anyone else but only to Him. The relations of Rafik and the Brotherhood are in accordance with his great brotherhood with the prophets” (Ibnu's-Sai, 1934: 223).

In the first article of his decree, the Caliph clearly stated that the source of futuwwa came from the descendants of Hazrat Ali. This view of the caliph caused controversy among historians and the majority opinion was that he supported Shia. Shi'ism and Sunnism are two sects that have been in conflict for years. When the conditions of the period are evaluated, it is necessary to evaluate the attitudes of the Caliph, who was Sunni in terms of belief, close to Shia, as a product of his foreign policy. The caliph tried to get the support of the Shia in order to be politically strong, so he displayed tolerant attitudes towards them.

2. “Hazrat Ali, with his full futuwwa and superior personality, applies the religious punishments according to all their degrees. He would punish all kinds of criminals, taking into account the differences in crime, religion and sect. He did not show negligence in fulfilling the orders of the laws and the punishments stipulated in these matters. In this regard, he obeyed Allah's order and tried to protect the order and principles of law” (Ibnu's-Sai, 1934: 223).

3. “Hazrat Ali followed the path of the previous ones, who set a good example, and did not deviate from what the Companions said. No one from the ummah has been heard to condemn him or to criticize him because of the punishment he imposed” (Ibnu's-Sai, 1934: 223).

4. Whoever Allah has made heirs to the rank of Hazrat Ali, he should follow his example in the rules of religion. He reaches Hazrat Ali in futuwwa. His actions, which were followed by his good morals and superior character, were taken as an example, and he is unmatched in these aspects. There is no one who opposes him in terms of futuwwa and shari'ah in his works" (Ibnu's-Sai, 1934: 223).

In the second, third and fourth articles of the Manşur, Hazrat Ali continued to be praised and it was emphasized that those who followed his path would reach futuwwa. It was also stated that shar'i punishments were applied against all kinds of crimes committed in futuwwa and this would never be neglected.

5. "He (Emirü'l-Mu'minin al-Nâsir-Lidînellâh) put the ceremony coming from high, holy, prophets and imams, increased their validity in terms of accuracy and strengthened their foundations. He determined these for those who came from the prophets and imams who helped the religion of Allah, who entered futuwwa in performing superior, holy, exalted, lofty, honorable and good services. May Allah elevate his rank, make his reign eternal, and keep his word and banner high" (Ibn al-Sai, 1934: 223).

6. "If a Rafik kills a person - Allah forbade killing and bloodshed, and the Sharia has protected human life - he will therefore be punished by Allah's eternal punishment whoever kills a believer intentionally" (Ibn al-Sai, 1934) : 223).

It is seen that the word refik is used for the seniors in the fityan groups, and killing a person in futuwwa is among the certain prohibitions.

7. "He is one of the sinners mentioned in the verse. If one of the fityan commits such a crime, when this is understood, the others will abandon him and remove him from his futuwwa, and he will be counted among the Rafiks who do not fulfill his duty. This is a shame for them in this world and there is a great punishment for them in the hereafter" (Ibnu's-Sai, 1934: 223).

If one of the Rafiks kills a person, he will be removed from the fityan group, and as mentioned in Articles 8 and 9, the one who protects and watches over the murderer is at least as guilty as he is.

8. " Kebir (the elder) leaves every feta, who protects and hides the murderer, helps him in the killing, and keeps him in his house, leaves his friendship and moves away from him. " (Ibnu's-Sai, 1934: 223).

As we understand from the text, the expression "Kebir" is most probably used for the managers of the futuwwa organization, and in this case, we can say that the organization has a hierarchical structure.

9. "Whoever conceals an imperfect person has committed a mistake and has done a wrong deed, and whoever harbors one whom the law has expelled, he has gone astray and followed his soul. Whoever harbors a sinner, the curse of Allah, angels and all people, Allah will not accept any price or ransom from him. There is nothing greater than killing in terms of cruelty and injustice, and there is no greater sin than it" (Ibnu's-Sai, 1934: 223).

10. "If the feta kills a feta from his own group, he will come out of futuwwa and in the Torah we have put retaliation for life for life, eye for eye, nose for nose, ear for ear, tooth for tooth and wounds" (Ibnu's-Sai, 1934: 223).

11. "According to the verse, he must be punished with retaliation. In the country of the Caliph and Amir al-Mu'minin Nasır-Lidînillâh, who must be obeyed, if a Refik kills a non-feta, his assistants or a member of the council, this murderer will be punished with death in the harem of the group owner (Sâhibu'l-ahzâb). It is as if he was punished by his elder (kabir) and therefore his futuwwa was cancelled. Every superior (racih) must be punished with retaliation in the presence of feta" (Ibnu's-Sai, 1934: 223).

If the murdered person is a member of the futuwwa, the murderer will be removed from the futuwwa ring.

12. "Let the Refik know this, let them act accordingly and carry out their affairs as ordered. Let them abide by the principles set in this order and, by Allah's leave, meet it with submission. (İbnü's-Sâî, 1934: 223; Kayaoğlu, 1981: 223-224; Güzel, 2015: 45-47; Pirlanta, 2018: 367).

This command, which was written on September 4, 1207, was delivered to each of the group leaders with the testimony of 30 people. Then the following statement was written under each command.

"The servant accepted the content of this command that must be followed and that it must be obeyed and obeyed. In terms of futuwwa and sharia, it is necessary to act accordingly. This is what is known from the heard and described lives of the realistic fitya. I have undertaken to function according to the content of this supreme commandment. If something goes against the ordered and determined issues, it should be reported to me and punished in a way that the group owner deems appropriate. May Allah strengthen his (caliph's) state and glorify his word. His son or something wrote this on the same date" (İbnü's-Sâî, 1934: 223; Kayaoğlu, 1981: 223-224; Güzel, 2015: 45-47; Pirlanta, 2018: 367).

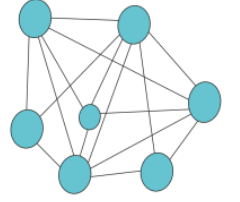
CONCLUSION

The points that draw our attention the most in the order text of the futuwwa organization, which the Caliph Nasır-Lidînillâh gave an official character, are as follows:

1. Titles such as "Refik, Kebir" in the 1st text show that there is a hierarchical structure in the futuwwa organization.
2. It is quite remarkable that the main source of futuwwa is based on Hazrat Ali and that members are advised to follow in her footsteps.
3. Crimes that should not be committed are specified in the text, and it is stated that those who do the opposite will be punished and even removed from the futuwwa organization.

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Article

Öğretmen Adaylarının Eğitimde Etik Dışı Davranışlara İlişkin Görüşleri

Opinions of Teacher Candidates on Unethical Behaviours in Education

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ÖZ

Eğitim öğretim sürecinde etik günümüzde hala tartışılan konulardan biridir. Bu araştırmanın amacı öğretmen adaylarının öğrenme -öğretme sürecindeki etik dışı davranışlara ilişkin görüşlerinin değerlendirilmesidir. Araştırma öğretmen adaylarının eğitim öğretim sürecinde etik dışı davranışlara ilişkin görüşlerinin incelenmesine yönelik nitel bir çalışmadır. Araştırmanın çalışma grubunu 2022-2023 öğretim yılında Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi matematik eğitimi anabilim dalında eğitim gören 30 öğretmen adayı oluşturmaktadır. Bu çalışmada veri toplama aracı olarak yarı yapılandırılmış görüşme formu kullanılmıştır. Araştırma bulgularına göre öğretmen adaylarına göre öğretmenlerin eğitim öğretim sürecinde etik dışı davranışları “Adaletsizlik”, “Sorumluluk”, “Hakaret”, “Ayrımcılık”, “Dersi aksatmak” ve “Öğrenciyi önemsememek” olarak belirlenmiştir. Öğrencilerin etik dışı davranışları incelendiğinde ise “dersi kaynatma”, “kopya”, “saygısızlık”, “sınıf disiplini bozma”, “derse geç kalma”, “başkasına ödev yaptırma”, “yalan söylemek” ve “kamu malına zarar vermek” davranışların ön plana çıktığı görülmektedir. Öğretmen adaylarına göre öğretmenlerin ölçme değerlendirme sürecinde en çok yaptıkları etik dışı davranışlar “Notlandırmada ayrımcılık yapmak”, “Değerlendirmenin öznel olması” ve “Seviyeye uygun ölçme değerlendirme yapmama” olarak sıralanmaktadır.

Anahtar kelimeler: Öğretmen adayı, Etik dışı davranış, Eğitim

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ABSTRACT

Ethics in the education and training process is still one of the controversial issues today. The aim of this research is to evaluate the views of teacher candidates about unethical behaviours in the learning-teaching process. The research is a qualitative study to examine the views of teacher candidates about unethical behaviours in the education process. The study group of the research consists of 30 teacher candidates studying at Dicle University Ziya Gökalp Faculty of Education, mathematics education department in the 2022-2023 academic year. In this study, a semi-structured interview form was used as a data collection tool. According to the research findings, the unethical behaviours of the teachers in the education and training process were determined as "Injustice", "Irresponsibility", "Insult", "Discrimination", "Missing the lesson" and "Disregarding the student" according to the prospective teachers. When the unethical behaviours of the students are examined, it is seen that the behaviours such as "cheating", "disrespect", "disrupting the classroom discipline", "being late for the lesson", "having someone else do homework", "lying and damaging public property come to the fore". According to the teacher candidates, the most unethical behaviours of teachers in the assessment and evaluation process are listed as "Discrimination in grading", "Assessment being subjective" and "Not making assessments appropriate for the level".

Keywords: Teacher candidates, Unethical behaviour, Education

GİRİŞ

Eğitim kurumunun son yüzyılda insan sermayesini yetiştirme görevi daha da önem kazanmaktadır. Toplumumuzun hemen her ferдинin, işgücü dünyasında yer alan her insanın yolu eğitim kurumundan geçmektedir. Bugün sosyal, siyasal, ekonomik vb. alanlarda yaşadığımız insan kaynaklı sorunların temelinde eğitim kurumunda geçirilen süre zarfında kazandırılması gereken etik anlayışın kazandırılmaması da bulunmaktadır. Bu şekilde etik anlayış kazanmamış toplum bireylerinin etik dışı davranışları iş yaşamı ve sosyal yaşamda çeşitli aksamaların ve problemlerin yaşanmasına neden olabilmektedir. Son yıllarda yapılan araştırmalar kamuya ve özel sektöre ait eğitim kurumlarında ve özel sektörde, etik dışı uygulamalarda yaşanan eksiklikleri gözler önüne sermektedir (Aydın, 2013; Chafouleas, Kilgus, & Wallach, 2010; Özdemir, 2009; Shapira-Lishchinsky & Rosenblatt, 2010; Tutar, 2010). Etik dışı davranışlara çeşitli yaklaşımlar şu şekilde sıralanabilir.

Yaman, Mermer, ve Mutlugil (2009)'e göre etik dışı davranış kişinin göstermiş oldukları davranışların, toplumun beklentileri tarafından doğru ve yanlış ölçütleri dikkate alınarak değerlendirilerek toplum tarafından kabul görmeyen kısmıdır. Etik dışı davranışlar, örgüt içerisinde çeşitli nedenlerle meydana gelen çatışmalar, saldırgan davranışlar ve ifade etmektedir.

Özdevecioğlu ve Aksoy (2005)'a göre etik dışı davranış bir örgüt içinde farklı sebeplerle ortaya çıkan saldırgan davranışları, davranışsal sorunları ve örgüt içi çatışmaları belirtmektedir. Tonus ve Oruç (2012) a göre ise toplumların devamının sağlanması amacıyla ortaya konan politikaların, kanunların, düzenlemelerin ve örgüt normlarının önemsenmemesi sebebiyle diğer

bireylerin zararına sonuçlar meydana getiren ve toplum tarafından kanunsuz ve ahlak dışı olarak kabul edilen davranışlar etik dışı davranışlar olarak nitelenmektedir. Bireyler için etik dışı davranış karşılığında elde edilen fayda yüksek ise, etik kurallar fazla bir anlam taşımamaktadır. Etik dışı davranmak; tarafsızlık, titizlik, dürüstlük, mesleki yeterlik, güvenilirlik ve mesleki özen olarak sıralanabilecek temel nitelikteki etik ilkelerin hilafına davranmaktır. Herhangi bir mesleğin saygınlığına zarar verecek hile, yolsuzluk vb. her çeşit davranışı kapsamaktadır (Yücel, 2017).

Bir eğitim örgütü yönetim, öğretim ve öğrenci kişilik hizmetleri birimleri ile eğitim programları gibi yapısal öğelerden oluşmaktadır. Bu öğeler aynı zamanda eğitim sisteminin temel yapı taşı olarak nitelendirilmektedir. Bir sistemi oluşturan elemanlarda ortaya çıkan sorunlar, sistemin bütününe etkileyerek görevlerini yerine getirmesine engel olmaktadır. Böyle bir durumda sistemin sürekliliği ve verimliliği de zarar görür (Özkan & Çelikten, 2018). Etik dışı davranış, toplumun kuralları ve inançları tarafından onaylanmayan, olumsuz ve doğru olmayan davranışlar olarak değerlendirilmektedir. Etik dışı davranışlar kurumlarda çatışmalara ve davranışsal bozukluklara da yol açmaktadır. Bu yönüyle etik dışı davranışlar ve uygulamalar neden olduğu sorunlar nedeniyle kurum içi güven, bağlılık, performans ve iş verimliliğini olumsuz yönde etkilemektedir (Griffin & Ebert, 2004; Özdevecioğlu & Aksoy, 2005). Eğitim sisteminde yaşanan sorunların en dikkat çekenlerinden biri okullarda yaşanan etik dışı davranışlardır. Eğitim kurumlarında başta yöneticiler olmak üzere, öğretmenlerin ve diğer çalışanların etik dışı davranışları ve uygulamaları öğrenciler dâhil herkesi ciddi boyutlarda etkilemektedir. Öğretmenlerin kurumda sergiledikleri etik dışı davranışların, öğrencilerine, diğer öğretmen arkadaşlarına, yöneticilerine ve çevrelerine karşı mesleki saygınlıklarını azalttığı söylenebilir. Öğretmenlerin sergiledikleri etik dışı davranışlar başta kendileri olmak üzere, kurumdaki diğer kişileri ve öğrenci başarısını olumsuz etkilemektedir (Arslan, 2016).

Etik olmayan davranış genellikle, profesyonel davranışa ilişkin normlar veya çeşitli sosyal ortamlarda kişilerarası ilişkileri düzenleyen normlar gibi "yaygın olarak kabul edilen (toplumsal) ahlaki normları ihlal eden" davranış olarak tanımlanır (Kish-Gephart, Harrison, & Treviño, 2010). Etik olmayan davranışlar sosyal normları ihlal ettiğinden ve sosyal normlar, sosyal sistemlerdeki aktörlerin çıkarlarını uyumlu hale getirmek amacıyla var olduğundan, etik olmayan eylemler, her zaman olmasa da genellikle, ilişkiye veya sosyal sisteme zarar verdiği için antisosyaldir (Weaver & Trevino, 2001).

Eğitim ve öğretim süreci, toplumun geleceği için son derece önemlidir. Bu süreçte, öğrencilerin karakter gelişimi, toplumla uyumlu bireyler olarak yetiştirilmeleri ve gelecekteki meslek hayatlarına hazırlanmaları hedeflenir. Ancak, maalesef bazı öğretmenler ve öğrenciler, etik dışı davranışlar sergileyerek bu süreci olumsuz etkileyebilirler. Etik dışı davranışlar, eğitim ve öğretim sürecinde karşılaşılan en ciddi sorunlardan biridir. Öğretmenler ve öğrenciler arasındaki güven ve saygı temelinde yürüyen bu süreçte, etik dışı davranışlar hem öğrencilerin hem de öğretmenlerin performansını düşürür. Öğrencilerin etik dışı davranışları arasında en yaygın olanı, kopya çekmektir. Öğrenciler, ödevlerini veya sınavlarını yaparken başkalarının çalışmalarını kopya ederek kendi performanslarını yükseltmeye çalışırlar. Bu, öğrencilerin gerçek öğrenme sürecinden uzaklaşmalarına neden olur ve ileride iş hayatlarında da başarılı olmalarını engeller. Öğretmenlerin etik dışı davranışları ise daha çeşitlidir. Örneğin, öğretmenler öğrencilerin notlarını düşük vermeyi, öğrencilere zor veya imkânsız sorular sormayı ya da öğrencileri cezalandırmayı haksız yere tercih edebilirler. Bu davranışlar, öğrencilerin özgüvenini ve motivasyonunu kırar,

öğrencilerin derslere olan ilgilerini kaybetmelerine neden olur. Eğitim ve öğretim sürecinde etik dışı davranışların ortaya çıkmasının nedenleri arasında baskı, rekabet, stres, başarıya olan aşırı tutku ve düşük ahlaki değerler yer alabilir. Bu nedenlerle karşılaşılabilen etik dışı davranışların önlenmesi için öğretmenlerin ve öğrencilerin ahlaki değerler konusunda eğitilmesi, öğrencilere dürüstlük ve saygı değerlerinin öğretilmesi gerekmektedir. Bu bağlamda eğitim öğretim sürecindeki etik dışı davranışların belirlenmesi ve bu davranışların elimine edilmesi için gerekli tedbirlerin alınması topluma daha uyumlu bireylerin yetiştirilmesi için önem arz etmektedir. Bu araştırmanın amacı öğretmen adaylarının öğrenme -öğretme sürecindeki etik dışı davranışlara ilişkin görüşlerinin değerlendirilmesidir. Öğretmen adaylarını bu konudaki görüşlerinin belirlenmesi hizmet öncesi ve hizmet içi eğitim süreçlerinin planlanmasında ve düzenlenmesinde yol gösterici olabilecektir.

Bu kapsamda aşağıdaki sorulara cevap aranmıştır.

1. Öğrenme -öğretme sürecinde öğretmenlerin etik dışı davranışları nelerdir?
2. Öğrenme -öğretme sürecinde öğrencilerin etik dışı davranışları nelerdir?
3. Değerlendirme sürecindeki Öğretmen ve Öğrencilerin etik dışı davranışları nelerdir?
4. Öğretmenlere “24 Kasım Öğretmenler Günü”nde öğretmenlere hediye verilmesine ilişkin öğretmen adayı görüşleri nelerdir?

YÖNTEM

Araştırmanın Modeli

Araştırma öğretmen adaylarının eğitim öğretim sürecinde etik dışı davranışlara ilişkin görüşlerinin incelenmesine yönelik nitel bir çalışmadır. Nitel araştırmanın amacı analiz edilen sorunun çeşitli boyutlarını anlamak için derinlemesine ve açıklayıcı bilgi üretmektir. Çalışmada olgubilim (fenomenoloji) deseni kullanılmıştır. Olgu bilim, olayların varlığını inceleme ve tanımlama yöntemi olup, “gerçek nedir” sorusuna cevap arar (Baş & Akturan, 2013; Creswell, 2012). Bu modeldeki araştırmalarda aslında farkında olduğumuz ama derinlemesine bir anlayışa sahip olmadığımız olgular üzerinde odaklanılmaktadır (Şimşek, 2012).

Katılımcılar

Araştırmanın çalışma grubunu 2022-2023 öğretim yılında Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi matematik eğitimi anabilim dalında eğitim gören 30 öğretmen adayı oluşturmaktadır. Katılımcıların belirlenmesinde kolay ulaşılabilir durum örnekleme ve ölçüt örnekleme yöntemi kullanılmıştır. Ölçüt örneklemede esas olan seçilecek olan durumların elde edilebilecek bilgi açısından zengin olmalarıdır (Keskin & Yazar, 2020). Araştırmada her katılımcı “Katılımcı 1 (K1), Katılımcı 2 (K2),... olarak kodlanmıştır. Araştırma katılımcılarının demografik özellikleri Tablo 1’de verilmiştir.

Tablo 1. Araştırma katılımcıları olan lisansüstü öğrencilerin demografik özellikleri

Cinsiyet	N
Kadın	18
Erkek	12

Sınıf	N
2. sınıf	5
3. sınıf	21
4. sınıf	4

Veri Toplama Aracı

Bu çalışmada veri toplama aracı olarak araştırmacı tarafından alan yazın incelenerek geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Yarı yapılandırılmış görüşme, incelenmek istenen konu hakkında katılımcılardan aynı türde bilgilerin toplanması amacıyla yapılan bir görüşme türüdür (Şimşek, 2012). Alanyazın incelenerek hazırlanan taslağa eğitim bilimleri alanında uzman dört kişinin görüşü alınarak son hali verilmiştir. Bu yaklaşıma uygun hazırlanan görüşme formu ile öğretmen adaylarına dört soru yöneltilmiştir. Veri toplama aracında yer alan sorular şöyledir:

1. Öğrenme -öğretme sürecinde öğretmenlerin etik dışı davranışları nelerdir?
2. Öğrenme -öğretme sürecinde öğrencilerin etik dışı davranışları nelerdir?
3. Değerlendirme sürecindeki etik dışı davranışlar nelerdir?
4. Öğretmenlere “24 Kasım Öğretmenler Günü”nde hediye verilmesine ilişkin düşünceleriniz nelerdir?

Veri Toplama Süreci

Bu araştırmada veri toplama süreci eğitim öğretim süreci dışındaki zamanlarda bizzat araştırmacı tarafından yürütülmüştür. Veri toplama aracına cevap verme süresi yaklaşık 10-15 dakika sürmüştür. Araştırmacılar araştırmada katılımcıları etkilememeye ve araştırma sürecinde elde edilen tüm sonuçları tarafsız olarak okuyucuya aktarmaya özen göstermiştir. Bunun için veriler katılımcıların ses kaydına rıza göstermemeleri sebebiyle katılımcılardan yazılı olarak toplanmış ve olduğu gibi değerlendirmeye alınmıştır. Veri analizi aşamasında bazı doğrudan alıntılara yer verilmiştir.

Verilerin Analizi

Verilerin analizinde içerik analizi ve betimsel analiz birlikte kullanılmıştır. Betimsel analizde veriler önceden belli olan kategori ya da boyutlara göre özetlenir ve yorumlanır. İçerik analizi ise benzer verilerin belirli kavramlar ve temalar etrafında bir araya getirilmesi ve bunların anlaşılır biçimde düzenlenmesi sürecidir (Şimşek, 2012). Her soruya gelen cevaplar bu sorular altında içerik analizi tekniği ile kodlanmıştır. Her bir kodun frekansı alınarak ve katılımcıların sorulara verdikleri yanıtlardan bazıları direk verilerek veriler betimsel olarak da analiz edilmiştir.

Araştırmanın güvenilirliğinin hesaplanmasında Miles ve Huberman tarafından geliştirilen “Güvenirlilik: Görüş Birliği / (Görüş Birliği + Görüş Ayrılığı)” formülü kullanılmıştır (Miles & Huberman, 1994). Miles and Huberman (1994)’a göre araştırmalarda uzmanların kodlamaları arasındaki uyumun % 70 ve üzeri olması araştırmanın güvenilir olduğunu göstermektedir. Bu formüle göre birinci soruya ilişkin güvenirlilik katsayısı % 80, ikinci soru için güvenirlilik katsayısı %90, üçüncü soruya ilişkin güvenirlilik %87 ve dördüncü soruya ilişkin güvenirlilik %90 olarak

hesaplanmıştır. Ayrıca tüm soruların ortalaması %86,75 olarak elde edilmiştir. Bu sonuçlara göre araştırmanın güvenilir olduğunu söylenebilir.

Etik Hususlar

Araştırmanın bilimsel etiğe uygun olması adına birtakım tedbirler alınmıştır. İlk olarak katılımcılara uygulama için gönüllü olmaları gerektiği belirtilerek rızaları alınmıştır. Rıza göstermeyen kişilerle görüşme yapılmamıştır. İkinci olarak araştırmanın bulgular bölümünde katılımcı görüşleri olduğu gibi verilmiştir. Üçüncü olarak katılımcılardan kimlik bilgilerini içerecek herhangi bir veri talep edilmemiştir. Son olarak verilerin analizi sırasında farklı iki kodlayıcı kullanılarak araştırmacının öznel yargılarının araştırma sonuçlarını etkilemesinin önüne geçilmiştir.

BULGULAR

1. “Öğrenme -öğretme sürecinde **ÖĞRETMENLERİN** etik dışı davranışları nelerdir?” Sorusuna ilişkin bulgular tablo 2 de verilmiştir.

Tablo 2. Birinci araştırma sorusuna ilişkin bulgular

Kodlar	f
Adaletsizlik	17
Sorumsuzluk	12
Hakaret	10
Ayrımcılık	10
Dersi aksatmak	7
Öğrenciyi önemsememek	5
Öğrenciyle özel ilişkiler	3
Kibir	2
Rüşvet	2
Kişisel hayatı sınıfa yansıtma	1
Öğrenciye baskı	1
Derse içkili gelme	1

Tablo 2 incelendiğinde öğretmen adaylarına göre öğrenme -öğretme sürecinde öğretmenlerin etik dışı davranışlarından en çok frekans alanların “Adaletsizlik (17)”, “Sorumsuzluk (12)”, “Hakaret (10)”, “Ayrımcılık (10)”, “Dersi aksatmak (7)” ve “Öğrenciyi önemsememek (5)” olduğu görülmektedir. Aşağıda katılımcılardan bazılarının görüşlerine yer verilmiştir.

Öğrenciler arasında ayırım yapmak, adil davranmamak
 Derse geç gelmesi
 Öğrencilerin arasında ayırım yapılması
 Öğretmenlerin görev ve sorumluluklarına yerine getirmemesi!

2. “Öğrenme -öğretme sürecinde **ÖĞRENCİLERİN** etik dışı davranışları nelerdir?” Sorusuna ilişkin bulgular Tablo 3’de verilmiştir.

Tablo 3. İkinci araştırma sorusuna ilişkin bulgular

Kodlar	f
Dersi kaynatma	17
Kopya	14
Saygısızlık	11
Sınıf disiplinini bozma	10
Derse geç kalma	5
Başkasına ödev yaptırma	4
Yalan söylemek	3
Kamu malına zarar vermek	3
Ödev yapmama	1

Tablo 3 incelendiğinde öğretmen adaylarına göre öğrenme -öğretme sürecinde öğrencilerin etik dışı davranışlarından en çok frekans alanlar sırasıyla “Dersi kaynatma (17)”, “Kopya (14)”, “Saygısızlık (11)”, “Sınıf disiplinini bozma (10)”, “Derse geç kalma (5)”, “Başkasına ödev yaptırma (4)”, “Yalan söylemek (3)” ve “Kamu malına zarar vermek (3)” olarak belirlenmiştir. Aşağıda katılımcılardan bazılarının cevaplarına yer verilmiştir.

Öğrenciler öğretmenlerden kolaylık bekleme ve puan istemesi etik değildir. Öğrencinin görevi müfredattaki derslerin konularını öğrenmektir. Bunun yapmak yerine kopya çekmeleri veya kolaylık istemesi etik değildir.

Dersh işlenişine engel olucu tavır ve davranışlarda bulunabilir.

Sınıf içi materyaller zarar vermek.

3. Değerlendirme sürecindeki Öğretmen ve Öğrencilerin etik dışı davranışlar nelerdir? Sorusuna ilişkin bulgular tablo 4 de verilmiştir.

Tablo 4. İkinci araştırma sorusuna ilişkin bulgular

Tema	Kodlar	f
Öğretmen	Notlandırmada ayrımcılık yapmak	20
	Değerlendirmenin öznel olması	4
	Seviyeye uygun ölçme değerlendirme yapmama	3
	Notla tehdit	2
Öğrenci	Kopya	5
	Değerlendirmeyi önemsememek	1

Tablo 4 incelendiğinde öğretmen adaylarına göre değerlendirme sürecinde öğretmenlerin etik dışı davranışları sırasıyla “Notlandırmada ayrımcılık yapmak (20)”, “Değerlendirmenin öznel olması (4)”, “Seviyeye uygun ölçme değerlendirme yapmama (3)” ve “Notla tehdit (2)” olarak belirlenmiştir. Öğrencilerin etik dışı davranışları ise “Kopya (5)” ve “Değerlendirmeyi önemsememek (1)” olarak belirlenmiştir. Aşağıda katılımcılardan bazılarının görüşlerine yer verilmiştir.

Öğretmenin öğrenciyi daha önceden tanıyıp onu değerlendirmek gerekli olmayıp öğrenciye olan tutumu değerlendirmeyi etkileyebilir.

Değerlendirmenin objektif olması gereklidir.

Öğrenciler arasında yarım yaparak değerlendirme yaparsa etik dışı davranış olur.

Değerlendirme sürecindeki etik dışı davranışlar öğrencinin kopya çekmesi ve öğretmen puanlama yaparken adil davranmaması.

4. Öğretmenlere “24 Kasım Öğretmenler Günü”nde öğretmenlere hediye verilmesine ilişkin düşünceleriniz nelerdir?” sorusuna ilişkin bulgular Tablo 5’de verilmiştir.

Tablo 5. Üçüncü araştırma sorusuna ilişkin bulgular

Kodlar	f
Doğru bulmuyorum	20
Küçük hediye alınabilir	4
Zenginler alabilirler	2
İyi niyetli bir davranış ama olumsuz sonuçları olabilir	1
Hediye verilmelidir.	1

Tablo 5 incelendiğinde öğretmen adaylarının öğretmenler gününde öğretmenlere hediye verilmesine ilişkin düşüncelerinden elde edilen kodların sırasıyla “Doğru bulmuyorum (20)”, “Küçük hediye alınabilir (4)”, “Zenginler alabilirler (2)”, “İyi niyetli bir davranış ama olumsuz sonuçları olabilir (1)” ve “Hediye verilmelidir. (1)” olduğu görülmektedir. Aşağıda bazı katılımcıların görüşlerine yer verilmiştir.

Öğretmene 24 Kasım öğretmenler gününde hediye verilmesi benim için pek büyük ifade etmiyor. Aksine öğrenci için kötü duruma düşme ortamı bile yaratabilir. Her öğrencinin maddi durumu onun için yeterli olabilir. Bu yüzden kendini mutsuz ve depresif hissetmesine neden olur.

Yanlış, çünkü maddi durumlar öğrenciler arası probleme sebep olabilir.

Ben doğru bulmuyorum. Bazı öğrencilerin ekonomik durumu iyi olabilir alırlar ama bazı öğrencilerin iyi değil ve almadıkları için üzülüyorlar. Hediye almışlar iyi.

TARTIŞMA, SONUÇ ve ÖNERİLER

Araştırma bulgularına göre öğretmen adaylarına göre öğretmenlerin eğitim öğretim sürecinde etik dışı davranışları “Adaletsizlik”, “Sorumsuzluk”, “Hakaret”, “Ayrımcılık”, “Dersi aksatmak” ve “Öğrenciyi önemsememek” olarak belirlenmiştir. Alan yazına bakıldığında Altinkurt ve Yılmaz (2011) tarafından yapılan araştırmada öğretmen adaylarına göre öğretmenlerin en sık yaptığı etik dışı davranış “Başarı düzeyi düşük öğrencilerle yeterince ilgilenmemek” olarak belirlenmiştir. Pelit ve Güçer (2006) yürüttükleri araştırmada öğretmen adayları, öğretmenlik mesleğiyle ilgili ankette verilen etik dışı davranışları büyük oranda, kısmen ve/veya tamamıyla etik dışı bulduklarını belirtmişlerdir. Çetin ve Demirkasimoğlu (2015) tarafından yapılan araştırmada ise öğretmen ve yöneticilere ilişkin basına yansıyan etik ve etik dışı haberlerin büyük çoğunluğunun etik dışı davranışları içerdiği ve öğrenciye karşı taciz ile fiziksel ve psikolojik şiddet haberlerine yoğunlaştığı ortaya konmuştur. Yakar (2021) tarafından yapılan araştırmada eğitimde etik dışı davranış olarak en fazla ayrımcılık, öğrenciye karşı kötü muamele, görevi ihmal ve haksız kazanç elde etme davranışlarının öne çıkartıldığı sonucuna ulaşılmıştır. Gözütok (1999) tarafından yapılan araştırmada etik bulunmayan öğretmen davranışları öğrencisiyle cinsel yakınlık kurma, okula içkili gitme, okula ait parayı kişisel amaçla kullanma, öğrencilerin sırlarını başkalarına anlatma, öğrencilerin önünde meslektaşlarını küçük düşürme, yönetmeliklere aykırı davranma, öğrencilere, velilere bir şeyler satma, kavga etme, veli olanaklarını kişisel amaçla kullanma ve yalan söyleme şeklinde sıralanmaktadır. Araştırma bulguları ve alan yazın beraber değerlendirildiğinde hala ayrımcılık, kayırma, rüşvet, psikolojik yıldırma (mobbing) gibi etik dışı davranışların hem eğitim öğretim sürecinde hem de yönetim süreçlerin var olduğu görülmektedir (Arslan, 2016; Yıldırım, 2010).

Öğrencilerin etik dışı davranışları incelendiğinde ise “dersi kaynatma”, “kopya”, “saygısızlık”, “sınıf disiplinini bozma”, “derse geç kalma”, “başkasına ödev yaptırma”, “yalan söylemek” ve “kamu malına zarar vermek” davranışların ön plana çıktığı görülmektedir. Alan yazına bakıldığında Yaman vd. (2009) tarafından yapılan araştırmada araştırma bulgularına benzer şekilde öğrencilerin, öğretmene saygı göstermemesi, söz almadan konuşması, öğretmeni dinlememesi, öğretmenin iyi niyetini kötüye kullanması, yalan söylemesi, izinsiz bir şeyi alması ve şiddet uygulaması etik dışı davranışlar olarak belirlenmiştir.

Kopya çekmek, bir sınav veya ödev gibi bir değerlendirme aracında, başkasının yazdığı veya hazırladığı cevapları kullanarak kendi cevaplarını oluşturmak anlamına gelir. Günümüzde kopya eğitim öğretimin tüm kademelerinde etik bir problem olarak karşımıza çıkmaktadır. Yapılan araştırmalar kopya çekme alışkanlığının etik dışı davranış olduğunu, küçük yaşta kopya çekme alışkanlığı olan bir öğrencinin bu yolla çıkar sağladığını görmesi, bu davranışı pekiştirerek ileri yaşlarında da hazırcılık düşüncesine yönelmesine neden olabileceğini göstermiştir (Uçak & Birinci, 2008). Schoer (1972) kopya çekmenin en çok düşük bir test başarısı olasılığı, düşük tespit riski ve yüksek test önemi olduğunda meydana geldiğini belirlemiştir. Bir dizi araştırma ise kopya çekmenin fark edilme riskiyle ters orantılı olduğunu göstermiştir (Hill & Kochendorfer, 1969; Leming, 1980; Steininger, Johnson, & Kirts, 1964; Tittle & Rowe, 1973). Michaels ve Mieth (1989) cezanın algılanan şiddetinin etik olmayan davranışla ters orantılı olduğunu bulmuşlardır. Resmi yaptırımların öncelikle genel ahlaki destekten yoksun normlar veya kurallar için etkili olabileceği öne sürülmüştür (Andenaes, 1965). Bu nedenle, kopya çekmek üniversite öğrencileri arasında geniş çapta kabul görüyorsa, yaygın olarak uygulanan resmi yaptırımlar onları kopya çekmekten alıkoymalıdır. Tittle ve Rowe (1973) yakalanma ve cezalandırılma tehdidinin üniversite öğrencileri arasında etik olmayan davranışlara karşı önemli bir caydırıcı olduğunu bulmuşlardır. Bu bağlamda öğrenciler içinde etik dışı olan kopya davranışının engellenmesi için yasal yolların güçlendirilmesi yoluna gidilebilir.

Öğretmen adaylarına göre öğretmenlerin ölçme değerlendirme sürecinde en çok yaptıkları etik dışı davranışlar “Notlandırmada ayrımcılık yapmak”, “Değerlendirmenin öznel olması” ve “Seviyeye uygun ölçme değerlendirme yapmama” olarak sıralanmaktadır. Altınkurt ve Yılmaz (2011) tarafından yapılan araştırmada öğretmen adayları tarafından en çok katılım gösterilen maddelerden birisinin “Öğrencileri değerlendirirken nesnel (objektif) davranmamak” olduğu belirlenmiştir.

Öğretmen adaylarına göre öğrencilerin ölçme değerlendirme sürecinde en çok yaptıkları etik dışı davranışlar kopya çekmek ve sınavları önemsememek olarak belirlenmiştir. Iorga, Ciuhodaru, ve Romedea (2013) tarafından yapılan araştırmada üniversite öğrencileri tarafından en çok gerçekleştirilen etik dışı davranışların “Alıntı yapılmayan İnternet kaynaklarını kullanma” ve “Sınavlar sırasında başka bir öğrencinin cevaplarını kopyalamak” olduğu belirlenmiştir. Aynı araştırmada öğrenciler kopya çekme davranışına sebep olarak “dersin zor olması”, hazırlanmak için yetersiz zaman”, “ders içeriğinin yoğun olması”, “derse ilgisiz olması” ve “başkalarının da kopya çekmesi” gibi sebepler öne sürmüşlerdir. Dömeová ve Jindrová (2013) yaptıkları araştırmada öğrenciler arasında en yaygın olan etik dışı davranışın kopya olduğu ve öğrencilerin bunu gayri ahlaki bir davranış olarak değerlendirmedikleri sonucuna ulaşılmıştır. Ölçme değerlendirme sürecindeki etik dışı davranışlar hem öğrenciler hem de öğretmenler açısından bazı olumsuzluklara neden olabilir. Etik dışı davranışlar, ölçme ve değerlendirme sürecinde adaletsizlik

yaratabilir. Örneğin, bir öğrencinin sınavında haksız bir şekilde avantaj sağlanması, diğer öğrencilerin hakkını gasp eder ve sınav sonucunun doğru bir şekilde yansıtılmasını engeller. Etik dışı davranışlar, ölçme ve değerlendirme sürecinde güven kaybına neden olabilir. Öğrenciler, öğretmenler veya diğer paydaşlar, değerlendirme sürecinin objektifliğine, adil oluşuna veya doğru bir şekilde gerçekleştiğine güvenmiyorlarsa, sisteme olan güvenlerini kaybedebilirler. Etik dışı davranışlar, öğrencilerin motivasyonunu düşürebilir. Örneğin, öğrenciler, öğretmenlerin veya diğer paydaşların ölçme ve değerlendirme sürecinde adil olmadığını veya sisteme karşı ön yargılı olduğunu hissedersen, bu, öğrencilerin öğrenmeye karşı motivasyonunu ve ilgisini azaltabilir. Etik dışı davranışlar, ölçme ve değerlendirme sürecinde haksız rekabet yaratabilir. Örneğin, bir öğrencinin sınavında haksız bir şekilde avantaj sağlamak, diğer öğrencilerin başarısını düşürür ve haksız bir şekilde başarılı olmasına neden olabilir.

Öğretmen adayları 24 Kasım öğretmenler gününde öğrenciler ve veliler tarafından öğretmenlere hediye alınmasını çoğunlukla etik dışı davranış olarak görmüşlerdir. Öğretmen adayları verdikleri cevaplarda yasal herhangi bir düzenlemeye atıf yapmaksızın daha çok öğrenciler arasındaki sosyo ekonomik eşitsizliğin hediye alınmasında kendini göstereceği ve bazı öğretmen ve velilerin sosyal olarak etkilenecekleri gerekçelerini öne sürmüşlerdir. Kamu Görevlileri Etik Kurulu'nun 2008/2 sayılı ilke kararı bu konuya ilişkindir. Kararda "24 Kasım Öğretmenler Günü dolayısıyla özellikle ilköğretim kurumlarında öğretmenlere yönelik olarak bazı hediye uygulamalarının (altın ve benzeri), bugünün anlamını olumsuz yönde etkilediği, öğretmenlik mesleğinin itibarını zedelediği, öğrencilerde etik değerler konusunda şüpheler uyandırdığı, öğrenci-aile ve öğrenci-okul ilişkilerinde etik açıdan olumsuzluklar meydana getirdiği düşünülmektedir. Başta 24 Kasım Öğretmenler Günü olmak üzere, diğer gün ve haftalarda, günün anlamıyla uyumlu ve maddi değeri olmayan sembolik (çiçek ve benzeri) nitelikteki hediyeler dışındaki hediyelerin alınmaması konusunda her kademedeki yönetici ve personelin gerekli dikkati göstermesi kararlaştırılmıştır." ifadelerine yer yerilmektedir. Ayrıca Milli Eğitim Bakanlığı'nın 2015/21 sayılı genelgesi ile yürürlüğe konulan "Eğitim-Öğretim Hizmeti Verenler için Mesleki Etik İlkeler" in 12. maddesi de hediye alma ile ilgilidir ve Kamu Görevlileri Etik Kurulu'nun ilke kararı ile uyumludur: "Eğitimci, Öğretmenler Günü gibi özel gün ve haftalarda verilen, maddi değeri olmayan sembolik nitelikteki hediyeler hariç, mesleki kararını ve tarafsızlığını etkilemesi muhtemel herhangi bir hediye kabul etmez." Yukarıdaki düzenlemelerde görüldüğü üzere Öğretmenler Günü dolayısıyla öğretmenlere verilecek maddi değeri olmayan sembolik hediyeler, hediye yasağı yasak kapsamı dışında tutulmaktadır. Hediyein maddi değeri olmasa bile kamu görevlisinin hizmet anlayışını etkileyebilir. Bu bakımdan ülkemizde sembolik hediyelerin de kamu görevlisini etkileyebileceği göz önünde tutulmalıdır (Şen, 2019). Bu konuda okul yöneticileri ile yapılan bir araştırmada araştırmaya katılan okul yöneticilerinin %24,6'sı velilerin vereceği yiyecek, seyahat, burs, giysi, takı, vb. hediyelerin "hediye alma yasağının" kapsamına alınmaması gerektiği düşüncesindedir. Aynı araştırmada öğretmenler gününde sembolik olmayan hediyelerin de alınabileceğine inancında olan okul yöneticilerinin yüzdesi ise %26,3 olarak belirlenmiştir (Şen & Usta, 2010). Aydın, Erdemli, Toptaş, ve Demir (2021) tarafından yapılan araştırma bulgularına göre kamuda görev yapan okul yöneticilerinin çoğunluğunun, öğretmenlerin gelen hediyeleri almasına göz yumdukları, öğretmenler özellikle pahalı hediyeleri kabul etmediklerini belirttikleri görülmüştür. Kanat ve Erkan (2021) tarafından yapılan araştırmada ise öğretmenlerin etik ikilemlere yönelik görüşleri incelenmiş ve öğretmenlerin etik hususlara ilişkin yasal

düzenlemelerle ilgili yeterli bilgiye sahip olmadıkları sonucuna varılmıştır. Araştırma sonuçları bağlamında aşağıda birtakım önerilere yer verilmiştir.

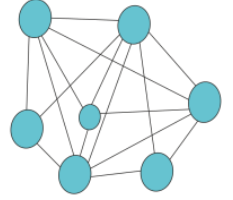
- Hizmet öncesi öğretmen eğitiminde etik ve ahlak derslerinin verilmesine devam edilmelidir. Bu derslerde etik dışı davranışlar hakkındaki yasal düzenlemelere daha çok yer verilmelidir.
- Hizmet içi eğitimlerle eğitimde etik konusu canlı tutulmalı, etik iklimlerin çözümüne yönelik örnek kararlar yayımlanmalıdır.
- 24 Kasım'da hediye uygulamalarının öğrencilerde ve velilerde çeşitli psikosozyal problemler yaratma potansiyeli mevcut olduğundan bu uygulamanın önüne geçilecek bir dizi tedbir alınmalıdır.

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Article

The Difficulty of Applying Distance Education at Secondary Schools in Light of the Syrian Crisis
(An empirical Study on Secondary School Teachers and Learners in Damascus)

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Abstract

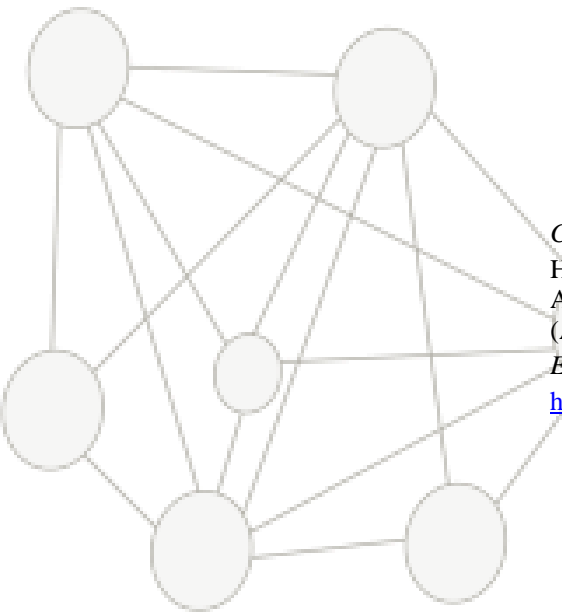
The study aimed to reveal the difficulties of applying distance education at secondary schools in light of the Syrian crisis in Damascus from the point of view of students and teachers. The study used a descriptive-analytical method, and the research sample consisted of (249) male and female students of secondary schools, and (129) teachers were chosen randomly. The researchers found a set of difficulties that hinder the application of distance education in secondary schools in Damascus from the point of view of students and teachers: Weak interaction and communication between the teacher and the learner, while the student in the current crisis needs someone to pat him on the shoulder. And at the same time, online education ignores the social and recreational activities that give the teaching process a lot of energy and enthusiasm. Also, distance education consumes a lot of the Internet, which increases the costs of the student and teacher, while these people need bread and basic living necessities with a lack of government support. In addition to the fact that distance education does not take into account the individual differences among the learners either, the students are facing some difficulties due to the ongoing crisis there, which has made many of them need special care from the teacher.

Keywords: Online education, Syrian crisis, Secondary School, Education difficulties.

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INTRODUCTION

In light of the political, economic, cultural and social crises that the world is experiencing today, with the measures taken by different countries to protect their citizens, including teachers and students of schools and universities, and with some restrictions, a lot of educational institutions moved toward replacing regular education with distance education. This rapid and sudden transformation has placed the responsibility on teachers at the different subjects in general, and it has become imperative for everyone to employ distance education platforms and the various software programs necessary to teach their course (Abdullah Hassan, 2020).

In light of the many changes we are experiencing in the areas of life, that accompanied by a group of developments and recent challenges. Where crises are important and influential events in societies and constitute a worrying source for leaders, officials and individuals, it is also accompanied by a fear of how to control them. In addition, the sudden successive changes of their occurrence and the extent of their impact on the individual and society, and the extent of their future impact (Shdifat, 2020). In light of the political crisis that Syria has been experiencing for years, we need to search for a type of education that can coexist with the data and conditions of this crisis by knowledge the reality of distance education and specifying the difficulties that hinder the implementation distance education in light of the political crisis (Ramadan, 2020). Distance education contributes to solving the problems of small classes and increasing student density in universities. It also contributes to reducing costs and time, eliminating the problem of the geographic dimension, and effectively contributing to the development of workers' skills through professional training for remote employees (Crossley, 2009).

The affected schools should resort to Distance education to reduce the disruption that students and the educational process as a whole will be exposed to. Also, distance education and the use of online education will help overcome difficulties and challenges and ensure the continuity of basic services in the field of education. The organization also advised all those concerned with the educational process to stay in contact with students and provide psychological support to them and avoid them falling into isolation, as well as ensure the continuation of research according to the curricula and facilitate education by providing additional materials to teaching the students (Al-Dahshan, 2020). In her study, Al-Qahtani focused on the importance of using virtual classrooms in the distance education program, as faculty members expressed positive approval at a high rate (Al-Qahtani, 2010).

Distance education is a way in which students receive their knowledge by using a specific equipment, where they are in a city or perhaps another country, and students benefit from these facilities and receive their lessons using various means of communication. These means may include, in their simple form, printed materials sent by mail, or they may include, in their advanced form, lessons sent by computer via the global internet. Distance education requires that the student exert more effort than that required by traditional education. The teacher in distance education is more of a mentor than a regular teacher (Al-Najm, 2019). Distance education provides a learning environment that enhances the educational process in higher education, and that knowledge is the best key to the effective implementation of e-learning (Hisman oglu, 2011). Today, distance

education has become dependent on modern technology such as computers, tablets and smartphones. There are Distance education methods that provide direct communication between the teacher and the learner at the same time, such as telephone communications and social media. The means of distance education are available to individuals everywhere, regardless of the time, and they are what websites specialized in distance education or universities use, such as videos that teachers record and then students watch in their spare time, or programs shown on television that broadcast educational materials or correspondences through the Internet, such as social media, Facebook, Twitter, YouTube or e-mail (Amira et al., 2019). According to Abdullah (2009), remote education faces difficulties, including the rejection of societies in developing countries because they are not aware of its quality and their inability to self-educate. The increase in the population, the costs of traditional education and the awareness of societies of the importance of education have called on governments to expand the application of distance education to ensure education for all. The number of students of distance education exceeded the number of students of traditional education in some universities that offer dual education. Distance education has democratized education for all strata of society in addition to fulfilling the needs of the labor market. Also, distance education contributed to the eradication of illiteracy (Abdullah, 2009).

Problem of the Study:

Due to the seriousness of the current situation in light of the crisis in the country, some schools were closed in the Directorate of education. To maintain the continuity of the educational process, the Syrian Ministry of Education has tried to implement the distance education system, which will provide educational content to students in addition to displaying educational materials on television and through electronic educational platforms. Where students learn remotely at any time they want, and therefore the use of the distance education method is considered one of the successful means of dealing with the problems resulting from the crisis that Syria is experiencing now. But it was not able to implement it due to the severe shortage of infrastructure capabilities (computers, electricity, the Internet...). There must be special requirements for teachers and students to use the Internet in education (Nashwan et al, 2011). As distance education is the process of separating the learner and the teacher in the educational environment, and transferring the traditional environment of education from a university or school and others to a multiple and geographically separate environment, and it is a modern phenomenon of education with the rapid technological development in the world. And we can summarize the research problem in the following main questions:

- What is the reality of distance education at secondary schools in Damascus in light of the Syrian crisis and its difficulties from the point of view of teachers and learners?
- What are the difficulties facing the application of distance education at secondary schools in Damascus in light of the Syrian crisis from the point of view of teachers and learners?

Purpose of the study:

- Identifying the difficult faced by distance education at secondary schools in light of the Syrian crisis from the point of view of teachers and students.
- Suggesting a set of recommendations that could benefit the educational process and work to develop it in light of the findings of the research.

Importance of the Study:

The importance of the research stems from the importance of distance education at secondary schools in light of the Syrian crisis that swept Syria and affected it negatively in all fields, including education, which forced the Directorate of Education in Damascus to close some schools to preserve the health of students and teachers and try to resort to distance education for its occasion In maintaining the safety and health of students and teachers from this crisis, as well as the continuation of the educational process.

Terms of the Study:

Distance education: Here the learner is away from his teacher, where he bears the responsibility for his learning by using educational materials through electronic educational means, including the Internet, in a way that suits the nature of self-education and the varying abilities of learners and their different speed, and everyone who desires to follow him regardless of age and qualification (Taysir and Rania, 2011).

The Syrian Crisis: According to the study procedures, the Syrian crisis has been defined as the deterioration of the security, economic and educational situation as a result of the war in Syria.

Difficulties: The difficulty has been defined procedurally as security difficulties and the lack of infrastructure for the continuation of the education process in light of the current crisis in Syria.

METHOD AND PROCEDURES

Method of the Study:

The researchers relied on the descriptive-analytical approach, which attempts to describe the phenomenon in question, analyze its data, and clarify the relationship between its components, the opinions raised about it, the processes it contains, and the effects it causes.

Population and Sample of the Study:

The research community consisted of high school students in government schools in Damascus, and the research sample consisted of (150) male and female students from the third grade of secondary school because they are the most age group aware of dealing with modern technologies in schools. The number of male and female teachers in the sample was (75) male and female

teachers who were selected randomly and applied in the second semester of the 2021/2022 school year.

Table (3) Sample Description:

Category	Number	%
Students	249	66.7
Teachers	129	33.3
Total	378	100

Instruments

After reviewing the educational literature in the field of distance education and education in the political crisis and previous studies, a questionnaire was built according to the following steps: Determine the main dimensions of the questionnaire and formulate the questionnaire's paragraphs according to its affiliation to each dimension.

The validity of The Questionnaire: The current research is based on two methods to verify the validity of the questionnaire:

Validity of content: In order to verify the validity of the content, the questionnaire was presented in its initial form to a number of arbitrators, members of the teaching staff in the field of educational principles.

Internal consistency validity: The questionnaire was applied to an experimental sample of (50) people. After monitoring the results, they were statistically processed and the Pearson correlation coefficient was calculated between (axes - and the total score) for the two questionnaires, and they were all significant at the 0.01 level, which indicates the internal consistency of the two scales' expressions and allows to researchers to use them in their current research. Look to a table (1).

Table (1) correlation coefficients for search tools N = 50

Axes of questionnaire	Correlation coefficient
Difficulties of applying distance education from the students' point of view.	0.911**
Difficulties of applying distance education from the point of view of teachers.	0.830**

** A function at the level (0.01).

The Reliability of The Study Tool: The study used Alpha Cronbach and split-half method. Look to Table (2).

Table (2) reliability coefficients of the axes of the search tools N = (50).

Axes of questionnaire	Number	Alpha Cronbach	Spearman factor
Difficult of applying distance education from the students' point of view.	12	**468.0	**149.0
Difficult of applying distance education from the point of view of teachers.	14	**678.0	**598.0

From Table (2), the values of the stability coefficients (alpha - which include Spearman's coefficient) for the dimensions and the scale as a whole are a function at the level (0.01), which confirms the stability of the two scales and their validity for application in the current study.

RESULTS

The results of the first question: Difficulties of applying distance education at secondary schools from the students' point of view.

Table (4) the frequencies, percentages, the value of χ^2 and its statistical significance on the difficulties to applying Distance education from the students' point of view.

Indications	Verification degree						χ^2	Degree of approval	SMA	Relative weight
	Agree		Average		Not agree					
	N	%	N	%	N	%				
Distance education requires more effort and time than traditional education.	86	34.8	148	59.2	15	6	106.38	Average	2.888	76.27
Internet service is available at home.	22	9.2	50	20.4	176	70.4	65.82	not agree	2.112	70.40
Technical malfunctions frequently occur.	144	58	77	30.8	28	11.2	82.86	Agree	1.532	51.07
Communication networks hinder the learning process.	133	53.6	70	28	46	18.4	49.67	Agree	1.904	63.47
The student possesses advanced computer skills to deal with distance education.	86	34.4	120	48.4	43	17.2	36.63	Average	1.828	60.93
Distance education has reduced communication between teacher and student.	69	28	137	54.8	43	17.2	56.22	Average	1.624	54.13

It is difficult to find alternative sources in the event of a power outage.	150	60	73	29.2	27	11.0	89.77	not agree	2.18	72.67
Distance education has reduced opportunities for communication and sharing among learners.	159	63.6	90	36.6	0	0	152.75	Agree	2.636	87.87
Distance education does not take into account the individual differences between learners.	73	29.6	142	56.8	34	13.6	71.55	Average	2.16	72.00
I feel dissatisfied with the use of educational platforms and their consumption of the Internet.	154	58.4	65	26	39	15.6	74.75	Agree	2.104	70.13
Distance education has led to dependence on private lessons and increased burdens on the family.	161	64.4	75	30	13	5.6	130.91	Agree	2.588	86.27
I find it difficult to enter the educational platforms because of the crowding of students.	96	38.4	152	61.2	1	0.4	141.52	Average	2.608	86.93

The results of the previous table indicate that one of the most difficulties of applying distance education in light of the current political crisis, as it falls from most to least, as the following difficulty ranked first “Distance education led to dependence on private lessons and increased burdens on the shoulders of Family ” (161) Number of repetitions(Agree). It was followed by the item “Distance education reduced the opportunity for communication and participation among learners” with several repetitions (159) (Agree). “I feel dissatisfied when using educational platforms and consuming the Internet” with a number of repetitions (154) (Agree). “It is difficult to find alternative sources in the event of a power outage,” with a frequency of (150). (Agree). “Technical malfunctions recur” number of frequency (144) (Agree). “Communication networks impede the education process.” Repetitions (133) (Agree). The researchers note through the previous results that there are difficulties related to the use of distance education technology in education under the current circumstances. Thus, the option (Agree) obtained the highest percentage of the number of repetitions, with average of (111) repetitions. While the option (Average) received (100) repetitions, and disagree (38) repetitions. Thus, all these results indicate the existence of difficulties in the application of Distance education from the point of view of learners in secondary schools.

Table (5) the frequencies, percentages, the value of χ^2 and its statistical significance for the difficulties of applying distance education at secondary schools from the students' point of view.

Indications	Verification degree						χ^2	Degree of approval	SMA	Relative weight
	Agree		Average		not agree					
	N	%	N	%	N	%				
Difficulties and difficulties of applying Distance education at secondary schools.	111	44.4	100	40.1	38	15.5	88.24	Agree	2.175	71.01

From the previous table, the average for these options was in favor of the option (Agree), with an SMA (2.175), and a relative weight (71.01). Thus, these results indicate that there are difficulties in the application of distance education from the point of view of learners in secondary schools.

Second: Difficulties of applying Distance education at secondary schools from the point of view of teachers.

Table (6) frequencies, percentages, χ^2 and its statistical significance on the difficulties of applying distance education from the point of view of teachers.

Indications	Verification degree						χ^2	Degree of approval	SMA	Relative weight
	Agree		Average		Not agree					
	K	%	K	%	K	%				
Lack of training programs dedicated to the Distance education system for teachers.	68	52.31	33	26.15	28	21.54	21.48	Agree	2.05	68.21
Technical malfunctions frequently occur.	77	53.85	32	24.62	27	21.54	24.80	Agree	1.97	65.64
The availability of highly qualified people to use the Internet is rare.	27	20.77	40	30.77	62	48.46	15.34	Average	2.10	70.00
Some teachers have a negative attitude towards the use of the Internet in teaching.	0	0.00	48	37.69	81	62.31	76.82	Disagree	2.62	87.44
Internet subscription fees are high.	60	46.15	37	29.23	32	24.62	10.03	Agree	1.95	65.13
Poor knowledge of the learner using the Internet	25	20.00	51	39.23	53	40.77	15.45	Disagree	1.79	59.74
Distance education helps in promoting Western culture.	25	20.00	33	25.38	71	54.62	27.06	Disagree	2.05	86.46

The use of the Internet in Distance education negatively affects the behavior of learners.	39	30.00	59	46.15	31	23.85	10.35	Average	1.94	64.62
Distance education requires proficiency in the English language.	26	20.00	44	33.85	59	46.15	13.35	Disagree	2.14	71.28
Distance education increases students' introversion and social isolation.	74	57.69	33	25.38	22	16.92	36.11	Average	2.08	69.49
Society looks down on Distance education graduates.	129	100.00	0	0.00	0	00.00	260.00	Agree	3.00	100.00
It is difficult to follow students in distance education.	68	52.31	34	26.15	27	21.54	21.48	Average	2.31	76.92
The Distance education system lacks interaction and direct communication between the teacher and the learner.	75	57.69	32	25.38	22	16.92	36.11	Agree	1.59	53.08
Distance education neglects social and recreational activities in the educational institution.	95	73.08	33	26.15	1	0.77	104.98	Agree	1.28	42.56

The results of the previous table indicate that there are difficulties of the application of distance education in light of the current crisis from the teachers' point of view, as they range from the most difficult to the least difficult. Where the item "Society looks down on Distance education graduates" came with a number of recurrences (129) (Agree). "Distance education neglects social and recreational activities at the educational institutions" with a frequency of (95) (Agree). "The Distance education system lacks interaction and direct communication between the teacher and the learner" with a frequency of (75) (Agree). "Distance education develops introverted and socially isolated learners" with a frequency of (74) (Agree). "Technical failures frequently occur" with a frequency of (70) (Agree). "Lack of training programs dedicated to the Distance education system for teachers" with a frequency of (68) (Agree). While the item "Some teachers tend to have a negative trend towards using the Internet in teaching" came in the last place in terms of difficulty, with a frequency of (0) (Agree). The results of the table indicated that the (Agree) option had the largest percentage of recurrences in terms of difficulties related to the application of distance education from the point of view of teachers in secondary schools.

Table (7) the frequencies, percentages, the value of K2 and its statistical significance for the difficulties and difficulties of applying distance education at the secondary education from the teachers' point of view.

Indications	Verification degree						χ^2	Degree of approval	SMA	Relative weight
	Agree		Average		Not agree					
	N	%	N	%	N	%				
Difficulties of applying Distance education at secondary schools.	57	43.13	35	28.3	37	28.6	50.24	Agree	2.1	70.00

Difficulties of applying distance education in light of the current crisis from the point of view of teachers at the Directorate of Education in Damascus. The largest percentage of repetitions was in favor of an option (agree) with a frequency (57), (disagree) with a frequency (37), and in the last place was an option (Average) with a frequency (35).

To verify the validity of this hypothesis, the researchers used the "t-test" to determine the significance of the differences, and the following table illustrates this. Table (8) the significance of the differences between the average difficulties of the application of distance education from the point of view of students and teachers.

Difficulties to distance education.	SMA	Relative weight	Degree of freedom	Value(t)	Indication level
Students	2.3	71.01	15	1.11	not significant
Teachers	2.1	70.00	15	1.11	not significant

From the previous table, there is no statistically significant difference between the average difficulties in the application of distance education at general secondary schools from the point of view of students and teachers. Where the value of (T) was a non-statistically significant value at the level (0.05) and the researchers explain that the students and teachers agree that there are difficulties facing distance education during its application, which leads to the failure to achieve the desired benefit and to be achieved.

DISCUSSION

Through the previous results, it was found that there are difficulties in applying Distance education in secondary schools from the point of view of teachers and learners together. These difficulties include the infrastructure in terms of providing electricity and the Internet permanently. However, in light of the Syrian crisis, Syria suffers greatly in terms of electricity and the internet; in addition to that, it is difficult to provide a computer or digital device in every home due to the difficult economic conditions experienced by the people. In addition, many schools lack the infrastructure that helps implement distance education in terms of the lack of computers or the Internet that help explain and clarify how to benefit from this technology positively; not to mention the severe shortage of teachers and learners on how to take advantage of this technology. The researchers

believe that the difficulties of applying distance education are represented by electricity, the internet, computers and educational courses on how to use this technology positively. Especially today, Syria is living under a political, economic, cultural and social crisis since the impact of eleven years, as these crises drained the strength of the country in all economic, political, cultural and social aspects in general. Consequently, the shortage in these areas harmed education in terms of lack of funding for educational institutions in general, in addition to the high prices that imposed an additional burden on the parents. This study agrees with the study of (Murat.2011) that there are difficulties of applying distance education. Therefore, these difficulties must be taken advantage of to find solutions in proportion to the country's economic, cultural and social strength.

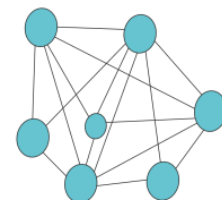
Recommendations:

- The state should encourage its teachers and students to use Online teaching, despite the weaknesses in this type of education, it includes many positive strengths.
- Encouraging and training teachers to communicate with students through electronic pages and e-mail.
- Providing an appropriate infrastructure for the implementation of online teaching, removing all human, material and technical difficulties, and providing trained human cadres.
- Ensuring that there is sufficient support for students for the most vulnerable families during the implementation of the distance education plan.
- Designing a professional development mechanism for teachers and parents so that they can support learners in distance education.
- Develop a clear plan for the distance education system that includes: Defining the system, its objectives, the means of its application and its applied stages.
- Continuously developing the Distance education system, keeping pace with modern technological developments, and benefiting from the experiences of other countries.

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EFL Students' Test Preparation Practices in the Nepalese context

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Abstract

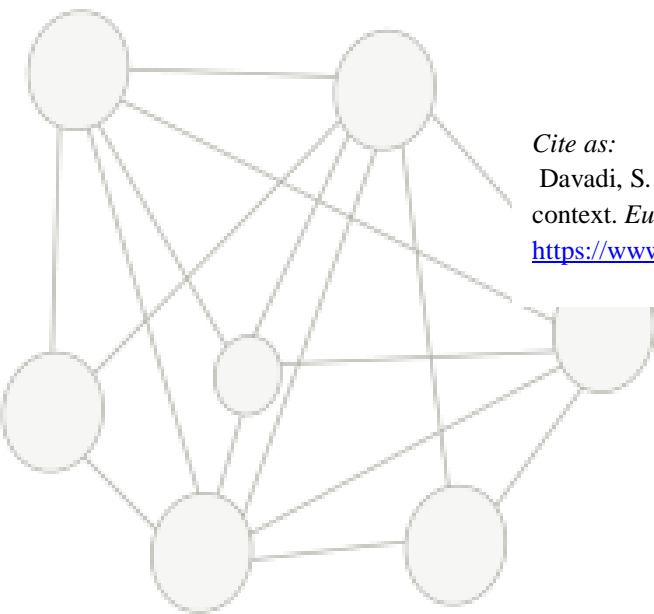
Test preparation is often seen as a potential factor influencing students' performances beyond their ability on the construct measured by language tests. It is assumed that the higher the stakes of a test, the more likely that students are engaged in the test preparation as students are under pressure to raise test scores. The literature on language testing indicates that test impacts on classroom learning (and teaching) has been widely explored. However, little research has explored English as a foreign language (EFL) learners' out-of-class test preparation practices though they spend more time outside formal classes. The research reported in this paper explored this area in the context of Nepal. The major focus of the current study was on the Secondary School Examination (SEE) English test- a nationwide large-scale standardised test conducted at the end of 10-year school education in Nepal. The stakes associated with the SEE are extremely high as its grades determine which course a candidate can study in higher education and the test is used as a basic qualification for most jobs in Nepal. Thus, success in this examination widens students' prospects for students' self-development.

Keywords: EFL Student, Test Preparation

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1. INTRODUCTION

Test preparation is often seen as a potential factor influencing students' performances beyond their ability on the construct measured by language tests. It is assumed that the higher the stakes of a test, the more likely that students are engaged in the test preparation as students are under pressure to raise test scores (Kim, 2016). The literature on language testing indicates that test impacts on classroom learning (and teaching) has been widely explored (e.g., Allen, 2016; Zhengdong, 2009). However, little research has explored English as a foreign language (EFL) learners' out-of-class test preparation practices though they spend more time outside formal classes. The research reported in this paper explored this area in the context of Nepal.

The major focus of the current study was on the Secondary School Examination (SEE) English test- a nationwide large-scale standardised test conducted at the end of 10-year school education in Nepal (Dawadi & Shrestha, 2018). The stakes associated with the SEE are extremely high as its grades determine which course a candidate can study in higher education and the test is used as a basic qualification for most jobs in Nepal (Bhattra, 2014; Dawadi, 2020). Thus, success in this examination widens students' prospects for students' self-development (Dawadi, 2018, 2020; Shrestha, 2018).

Regarding students' performances on a high-stakes test such as the SEE English test, Haladyna, et al. (1991) rightly point out that in order to judge the value of a test end or outcome, we "should understand the nature of the processes or means that led to that end. It is not just that means are appraised in terms of the ends they lead to, but ends are appraised in terms of the means that produce them" (p. 6). Therefore, this study was conducted to investigate the SEE students' out-of-class test preparation practices in Nepal. The paper aims to contribute to the growing body of research on out-of-class test preparation practices.

1.1 Test Preparation

Test preparation usually refers to activities undertaken by students to review and practise the contents or skills sampled by a test (Knoch et al., 2020). It usually aims to increase test scores by focusing on test-taking skills rather than improving students' language competence (Fulcher, 2010). Thus, it is often seen as a potential factor influencing students' performances beyond their ability on the construct measured by language tests (Clause, et al., 2001).

Test preparation can be seen as a component of the wider issues of test washback, which generally refers to the effects of a language test on teaching and learning the language. In this article, washback specifically refers to the influence of the SEE English test on students' out-of-class learning practices which they would not necessarily otherwise follow (Alderson & Wall, 1993).

It is assumed that the higher the stakes of a test, the more likely that students are engaged in the test preparation (Zhengdong, 2009). Since students in a high-stakes test context are usually under pressure to raise their test scores, the pressure encourages them to engage in test preparation activities. Indeed, test preparation has been so popular in this contemporary society that almost all high-stakes test-takers go through some sort of preparation.

1.2 Research on Language Test Preparation

A substantial body of research has explored EFL students' test preparation practices. For instance, Xie (2013) reported that the Chinese EFL learners used more test preparation management (TPM) strategies (such as familiarizing themselves with the test contents, practising with previous tests and taking mock tests) than language development (LD) strategies (such as reading extensively in English, using English to communicate, listening to authentic English broadcasts, and reading for pleasure) when they were preparing for the College English Test (CET-4) (a high-stakes English test in China). However, Shih (2007) found that the test-takers of the General English Proficiency Test (GEPT) in Taiwan, besides taking preparatory courses at cram schools, tended to use various LD strategies such as practising speaking with classmates, reading previous textbooks out loud and listening to a local radio station and repeating what has been broadcast. Kim (2016) also reported that the Korean students preparing for the tests of English-speaking proficiency, besides taking test preparation classes at specialised test preparation institutions, learned in groups and independently using a textbook or online coaching programme. However, Greek students preparing for the First Certificate in English (FCE) exam in Loumbourdi's (2014) study were found mostly using traditional techniques, such as cramming, memorising and drilling.

Previous research on test preparation further indicates that students obsessively focus on passing exams or on the test contents (Onaiba, 2013; Takagi, 2010; Xie, 2013; Zhan & Andrews, 2014; Zhan & Wan, 2016). Resnick and Schantz (2017) argue that students in the USA focus only on test contents and they take practice tests that closely match test contents. Furthermore, Takagi (2010) found that the majority of students preparing for the University Entrance Exams in Japan focused only on the skills assessed by the exams. Similarly, having explored the impacts of the National Matriculation English Test (NMET) in China, Xiao, et al. (2011) reported that the development of language skills was overshadowed by the high-stakes nature of the examination. Furthermore, Qi (2007) found that the Chinese EFL learners were not motivated to develop their ability to write communicatively in real-life situations though it was hoped that the NMET would motivate them to write for communicative purposes. The students tended to focus only on those aspects of writing that they believed would support them in gaining better scores. Furthermore, it has been reported that if a particular content or skill is not assessed, the content is likely to be ignored by test-takers (e.g., Akpinar & Cakildere, 2013; Pan & Newfields, 2011; Shih 2007; Xie, 2015).

Test preparation has also been explored in relation to ethics and validity. Popham (1997) puts forward a two-pronged system for evaluating test-preparation practices, which includes both educational defensibility (the educational practices that raise both test scores and domain scores) and professional ethics (i.e., fundamental morality and/or teachers' educational obligations to perform ethical behavior for their students). There is a need to frame test-preparation practices in terms of their likely effects on score validity (Lai & Waltman, 2008) and to ensure that test preparation practices are ethical. For instance, Lai and Waltman (2008) argue that practising with the same test questions/contents is unethical but teaching test-taking skills is ethical. Therefore, Knoch et al. (2020, p.552), rightly point out:

Test preparation can be a double-edged sword. On the one hand, without any preparation one may have doubts about the accuracy of the test score as a measure of ability, as a candidate's performance may be unfairly jeopardized by features of the test method with which they are unfamiliar. On the other hand, the wrong kind of preparation, or too narrowly focused preparation, will either be counterproductive in the sense that it does nothing to improve language ability or might artificially boost the candidate's score for reasons of test wiseness unconnected with the ability the test is targeting.

Despite their useful findings, previous studies limit "test preparation to classroom activities or test taking skills and strategies which are taught in classroom settings rather than to explore test preparation as a context where test-takers actually prepare for a test" (Kim, 2016, p.12). To the best of the current researcher's knowledge, only four studies, (i.e., Allen, 2016; Huhta, et al., 2006; Zhan & Andrews, 2014; Zhan & Wan, 2014) have explored the area (i.e., out-of-class test preparation). Allen's (2016) exploration on Japanese students' out of class test preparation strategies indicated that the students adopted a test-focused approach, that is, they focused primarily on test related materials and tasks found in the test. Similarly, Huhta et al. explored the impacts of the Finnish school-leaving examination on students' after school test preparation practices. They found that test preparation was influenced by students' expectation for success or failure, their perceptions of hard work and their expectations for credit and blame. The other two studies investigated out-of-class learning practices of the CET-4 test-takers in China. Zhan and Andrews's (2014) study mainly focused on 'what' and 'how' students learnt outside the classrooms. The findings suggested that the test impacted more on what they learnt than on how they learnt for the test. Similarly, Zhan and Wan's (2014) study suggested that students' out-of-class learning practices "appeared to be divided into two distinct periods, namely the regular learning period and the examination preparation period" (p.828). However, none of the studies (excluding Allen, 2016) have their major focus on test preparation strategies.

Thus, the testing literature does not seem to be comprehensive in terms of students' out-of-class test preparation practices although most students spend more time outside school. It should be noted that classroom is not the only place where real learning takes place; a lot of learning happens outside classroom. Ignorance of out-of-class learning practices can have detrimental effects on pedagogical practices at schools. Furthermore, most of the previous studies are confined to the test preparation phase (e.g., Akpınar, et al. 2013; Xiao et al., 2011; Xie, 2013; 2015). Consequently, very little is known about how a test affects students over a period of an academic year. Therefore, this study was designed to fill the gaps in research. It was basically guided by the question 'What kind of learning strategies do EFL learners use outside their classroom to prepare themselves for a high-stakes test?'

1.3 Theoretical Framework to the Study

The idea that tests have effects on students' learning is relatively new. Alderson and Wall (1993) first unpacked the concept of washback mechanism and put forward 15 washback hypotheses on the nature of washback (see Alderson and wall, 1993 for detail). The washback

model basically claims that a test affects learning (and teaching) the language. However, Alderson and Wall's claim that there is a linear relationship between tests and teaching or learning has been challenged.

Developing a basic model of washback, Hughes (1993) introduced a concept of the trichotomy and argued for distinguishing between participants, processes and products. In his framework, participants refer to the people such as students, teachers, parents, administrators, material developers and publishers who are directly or indirectly affected by the nature of a test. Thus, Hughes did not limit washback to (teachers and) learners. The term 'processes' refers to any actions that the participants or students take for the sake of learning the language whereas the term 'product' refers to learning achievement. Hughes further discusses that the trichotomy into participants, process and product allows us to develop a basic model of washback. At first, the nature of a test may affect students' perceptions and attitudes towards their learning tasks. "These perceptions and attitudes in turn may affect what the participants do in carrying out their work (process), including practising the kind of items that are to be found in the test, which will affect the learning outcomes, the product of the work" (Hughes, 1993, p. 2). Furthermore, Shih (2007) puts forward a washback model which indicates that test washback is linked to the social and educational contexts in which the test is administered.

2. METHODOLOGY

2.1 Participants

The participants in the study included secondary level students (N=226) studying at Grade 10 in rural public schools in Nepal. The students had been learning English as a foreign language for 10 years and their age ranged between 14 and 16 years old. All of them were Nepali native speakers and they were studying at Grade 10 when we started to collect qualitative data for this study.

As the vast majority of students live in rural parts in Nepal and study in public schools, the data for this study was collected only from public school students in rural parts of Nepal. The participants for the survey were selected by using a random sampling procedure from eight public schools which were purposively selected for the study.

2.2 The Test

The SEE English test, being a summative test, mainly aims to record the achievement of the SEE candidates in the SEE English curriculum. The total mark of the SEE English test is 100 and it is divided into two: speaking and writing. The speaking test (that includes listening as well) is internally conducted by schools whereas the writing test (which includes reading as well) is externally controlled by the National Exam Board- a constituent organisation of the Ministry of Education (Ministry of Education, 2014). The writing test includes tasks such as true/false items, matching, gap filling and one-word answer questions (for testing reading skills) and tasks for developing a skeleton into a story, writing essays, describing events, describing pictures, describing situations and writing stories, whereas the speaking test

includes the tasks telling stories, describing pictures/charts/ diagram, multiple choice, gap filling, ordering and tick the questions (Ministry of Education, 2014).

2.3 Research Ethics

The code of practice for research at The Open University, England and British Educational Research Association (BERA) ethical guidelines (2018) were followed to maintain the ethics in this study. Both children and their parents were given a full account of the project and we requested permission from children's' parents for them to take part in the project. Children themselves were also directly asked whether they wanted to take part in this study. Both parents and students were informed that participation was voluntary, and that all data would be treated as confidential and anonymised promptly.

2.4 Data Collection

This study featured a mixed-methods approach comprising survey, diary entries and interviews. Since a convergent parallel mixed-method design (Creswell and Plano Clark, 2018) was employed, both data sets were concurrently collected (but independently) and the findings were combined during the data interpretation phase only.

In order to collect quantitative data, a questionnaire survey was carried out with 226 students who had recently gone through the test. All the questionnaires were distributed face to face considering the fact that most of the students did not have access to the internet. Among the students, six were asked to record oral diaries once a week intermittently for two months: first during the usual classes (i.e. in the fifth month of their academic year) and second during the test preparation (i.e. around two months before the test). Furthermore, all of them (along with their parents) were interviewed twice: around six weeks before the SEE and two months after the SEE results publication. However, it should be noted that the data presented in this paper is part of a large research project that explored various other issues related to the impact of the SEE English test in the Nepalese context.

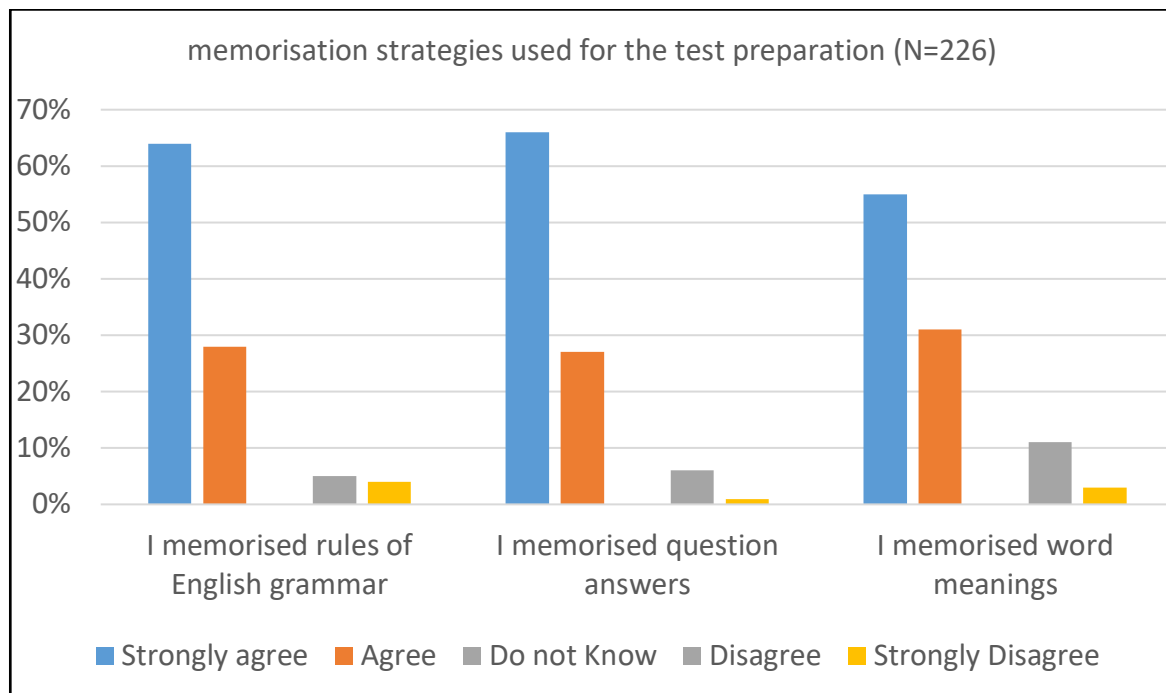
2.5 Data Analysis

In order to analyse qualitative data (i.e., open-ended questionnaire items, interviews and oral diaries), all the interviews and diaries were transcribed and translated and a thematic analysis approach, an established method of qualitative data analysis, was employed. The software NVivo 11 was used to systematically organise the data and the themes emerged through the analysis. As thematic analysis is an iterative process (Braun and Clarke, 2006), several procedures (such as familiarizing with the data, generating initial codes, searching for main themes and reviewing themes) were followed. The quantitative data gathered through the close-ended questionnaire was analysed using SPSS and descriptive statistics were calculated.

3. FINDINGS

Memorisation

Students' responses to the survey revealed that, as shown in Figure 1, the majority of the students used all the three memorisation strategies included in the questionnaire.

Figure1: Memorisation strategies used for the SEE English test preparation

The quantitative results were supported by qualitative findings; memorisation was one of the most frequently occurring sub-themes in the qualitative data analysis. Students' diaries indicated that they spent a significant amount of time memorising answers. Two of the diary students reported that they started memorising answers right from the beginning of the academic year. Almost all the first eight diaries of each student indicated that the students memorised question answers:

I have already memorised some answers. I have decided to memorise as many answers as possible for the test (S5).

words,

I memorise the meanings of all the difficult words. I have already memorised so many words from the SEE preparation book (S3).

and the rules of English grammar:

I have also memorised so many vocabularies and grammar rules. I am very much hopeful that I will be able to get good scores on the test (S1).

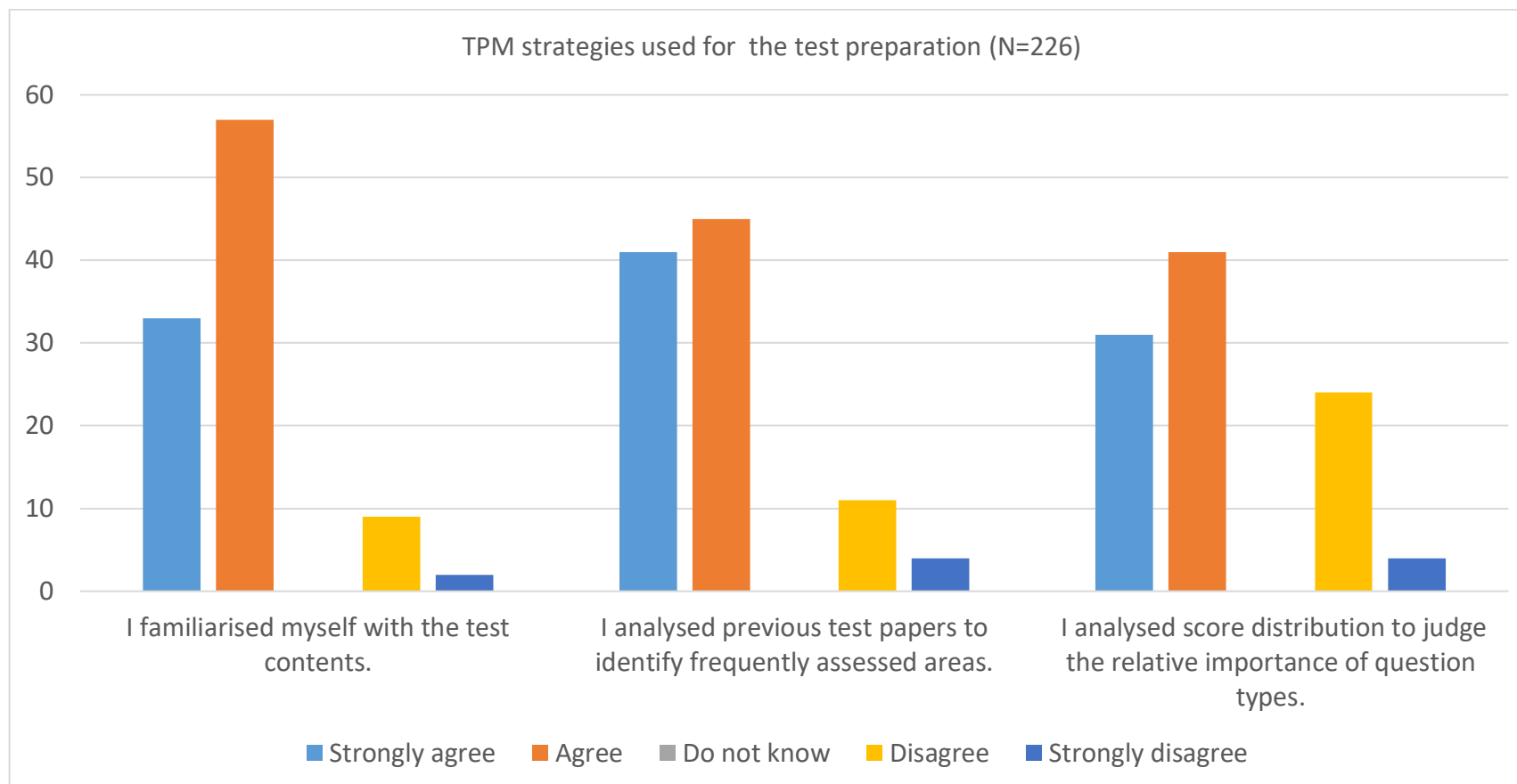
The study revealed extreme cases of rote memorisation. All the diary students memorised texts-the SEE oriented texts. 'Texts' here refers to essays, stories, news reports, and pie-chart and bar-diagram description including dialogues. They memorised all those texts by rote, often mechanically and repetitively:

I have memorised so many things such as short question answers, long question answers, essays, letters and dialogues [...]. I have also memorised some structures for dialogue writing and bar diagram descriptions (S2).

Indeed, diaries further indicated students' belief that memorisation helps them to develop their language skills: "*We need to memorise grammar rules to be able to use English correctly*" (S1). There were also some indications that they were encouraged by their teachers and parents to memorise answers: "*On Friday, our teacher had written answers on the blackboard and asked us to copy the answers and memorise them*" (S2), "*My mother suggests me to memorise answers*" (S3).

Test preparation management (TPM) strategy

Students' responses to the questionnaire indicate that TPM strategies were the second most frequent strategies.

Figure 2: TPM strategies used for the test preparation

Similar findings emerged through the qualitative data. All the diary students were found practising three of the TPM strategies: Familiarising themselves with the test contents,

I have gone through previous test papers, Ten Sets and my textbook. I have seen that long answer questions are mainly from unit three, six and twelve (S3).

analysing previous test papers to identify frequently assessed areas or questions,

I have even collected some SEE test papers to find out what sort of questions are repeatedly asked in the examination (S2).

and learning test-taking strategies:

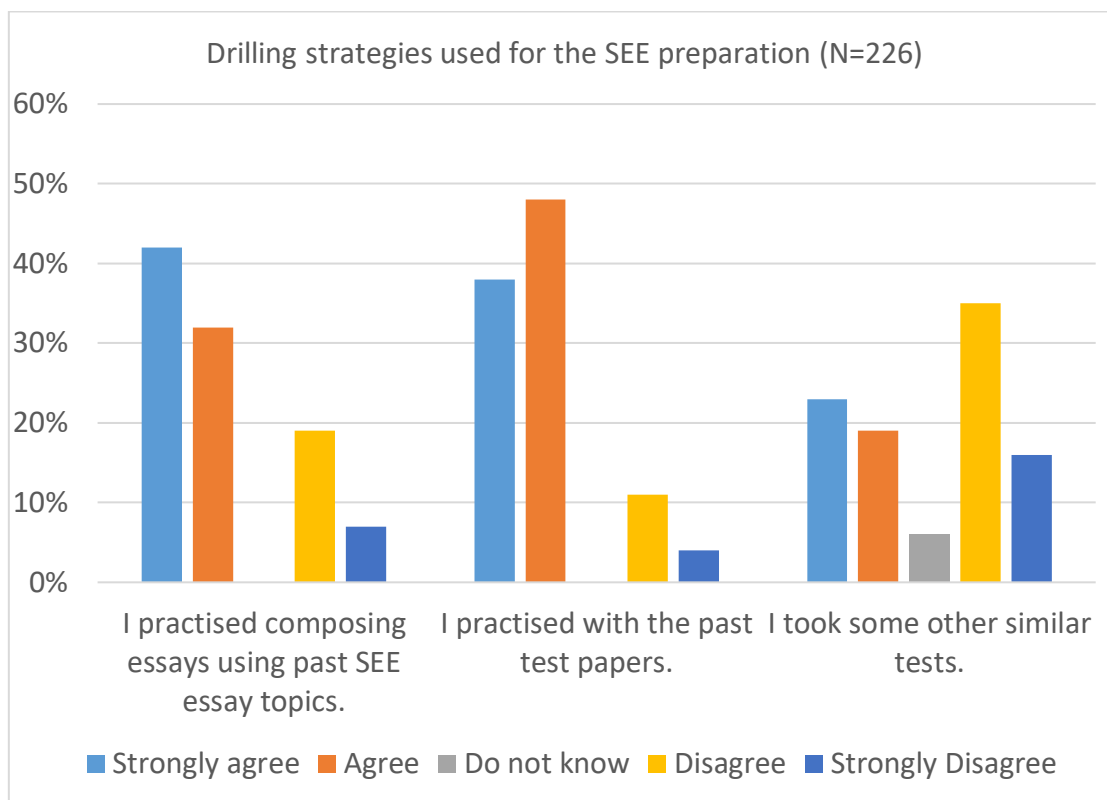
I have learnt how to manage time during the test. I have a plan like to give around 10 minutes for short questions and 20 minutes for long questions (S2).

Two of the diary students further reported that they analysed the weight of each test component to judge the relative importance of the question types. This means, students analysed past papers to find out the weightage of each kind of items included in the test.

Drilling

The findings of this study indicate that students hugely used drilling strategies. Figure 3 suggests that the majority of students practised with the past test papers (38% strongly agreed, 48% agreed) and composed essays using the SEE essay topics (42% strongly agreed, 48% agreed). Nearly half of the surveyed students (42%) took some other similar tests as well.

Figure 3: Drilling strategies used for the SEE English test preparation



The quantitative results were supported by qualitative findings. All the diary students practised with old SEE questions: *“I have done most of the exercises from my SEE practice book and made notes of those questions”* (S6).

Interestingly, the majority of surveyed students reported that they practised composing essays using the past SEE papers but the diary students(except S6) were found rarely composing essays using the past papers (or any other topics). Instead, they were found memorising the SEE essay topics:

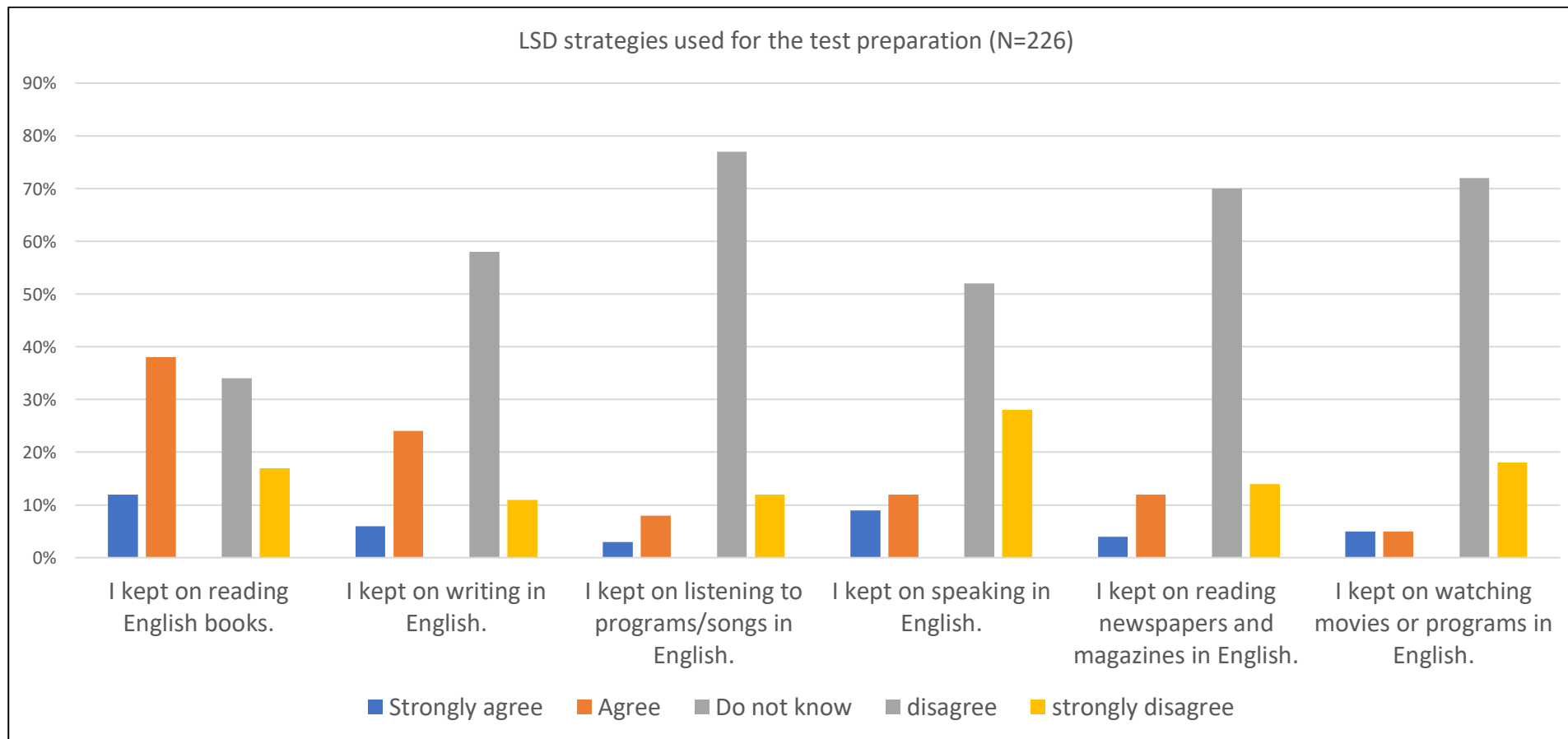
I did not try to write any essay on my own. Actually, I was not able to write long answers on my own. So, I would just memorise essays that were asked in the past SEE and then write them on my notebook (S3).

Similarly, there was a contradiction between the quantitative and qualitative findings in terms of taking mock tests. According to the survey, just about one third of students seemed to take mock tests but all the diary students reported that they took such tests for a number of times in their schools when the test grew closer: *“Our teacher would ask us to take so many tests”* (S1); *“I took a couple of similar tests”* (S3). This finding might indicate that the surveyed students may have misunderstood what the question in the survey referred to.

Language skills development (LSD) strategies

Students' responses summarised in Figure 4 indicate that most students rarely used the LSD strategies included in the questionnaire, excluding the two strategies: reading English books and writing in English.

Figure 4: LSD strategies used for the test preparation



The qualitative findings related to LSD strategies are mixed. For instance, four of the students limited their reading to the SEE contents. They read only Grade 10 English textbook, the SEE preparation book, Ten Sets (i.e. the collection of SEE papers), Essay Composition Book and Pocket Dictionary (the SEE vocabulary). However, the first phase diaries recorded by two students indicate that they were frequently reading English books: *“On Monday, I read some essays and stories [...] I am really interested in reading story books in English”* (S6); *“I read the story books that I have at home. Yesterday, I also went to our library and borrowed two story books”* (S1). Nevertheless, these two students' reading was also limited to the SEE related books when the test grew closer.

Four of students were found frequently listening to songs and watching movies in English during the first phase of the diary recording (i.e., around five months before the test) but they performed the activities less frequently when the exam grew closer. Similarly, the first phase diaries indicated that four of the students tended to watch movies in English at the beginning of their academic year, but they rarely watched movies in English when the exam grew closer.

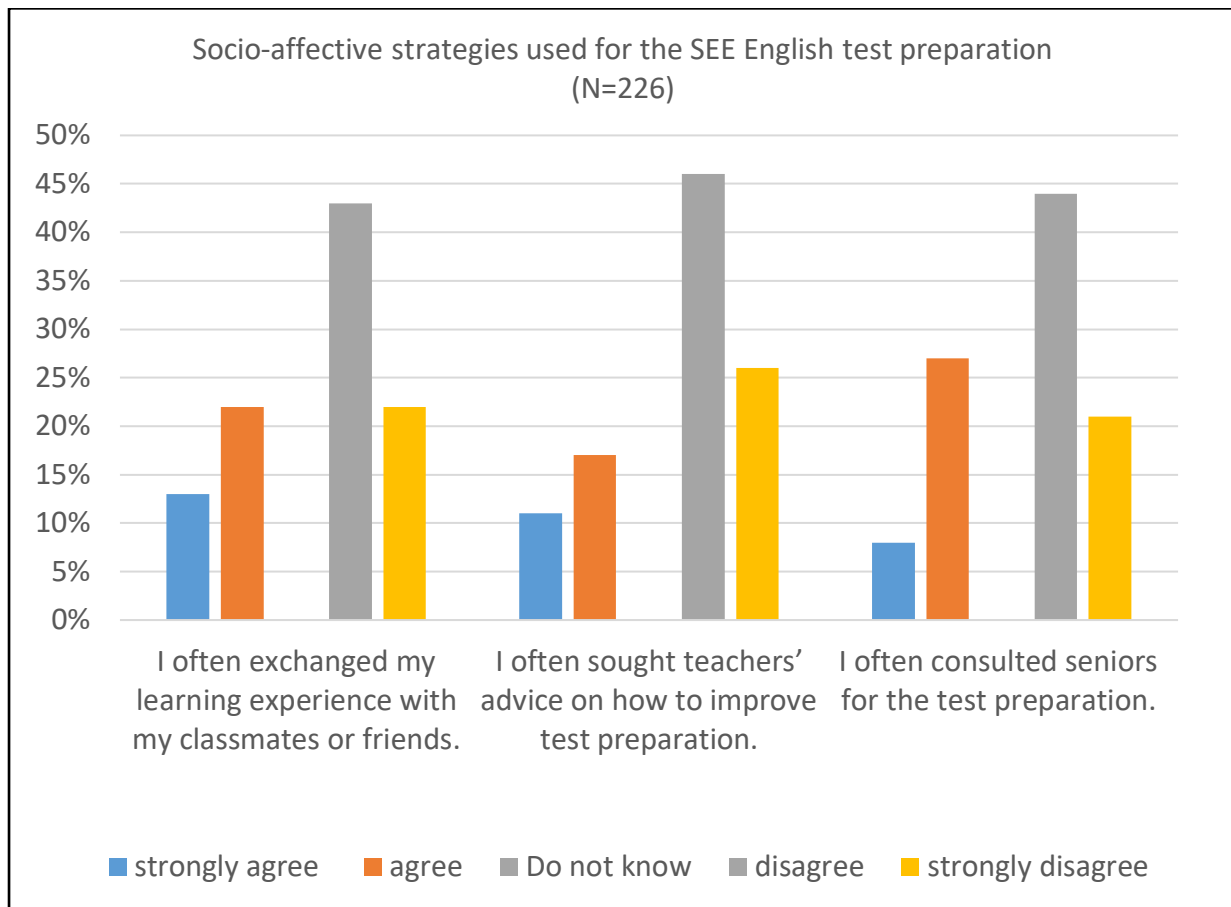
As indicated by the quantitative results, the diary students did not practise speaking skills much. Only three students (high achieving students) were found practising English, though not very frequently, during the first phase of diary recording but they nearly stopped their practice when the exam grew closer.

It was also found that none of the students (except S1) was found watching and/or listening to English programmes. Moreover, three of the diary students (S2, S3, S5) did not read any newspapers and magazines: *“I did not read any newspapers in English. We do not find them in our village”* (S2). However, the remaining three students reported occasionally reading newspapers and magazines in English. Their reading would also be mostly limited to vacancy announcements. They also reported: *“Vacancy announcement related question has been frequently asked in the test”* (S1). This finding suggests that their motivation to read newspapers in English is to practise with SEE related questions, rather than developing their language skills.

The findings further indicated that students were afraid of losing face in front of others: *“I just feel shy to speak English. I get scared to speak English as I think that I make so many mistakes”* (S3). Indeed, students' diaries indicated that they had little opportunity to practise listening and speaking that led them to ignore the practice of those skills: *“We do not do any listening and speaking activities in our class”* (S3).

Socio-Affective Strategies

The findings of the study indicate that the majority of surveyed students did not use socio-affective strategies when they were preparing for the SEE English test (see Figure 5).

Figure 5: Socio-affective strategies used for the SEE English test preparation

The quantitative results were not well supported by qualitative findings. All the diary students (except S1) were found consulting their seniors: *"I sometimes talk to seniors about the test preparation. They tell me what type of questions are asked on the test"* (S2). Moreover, they tended to take help from their neighbours and relatives: *"I went to my neighbour's home to learn English as he is also an English teacher in another school"* (S1); *"I sometimes take help from one of my relatives to learn English"* (S3). However, the students in general did not exchange their learning experiences with their classmates or friends: *"I never shared my experience of learning English with my friends. I never asked questions to my friends as they were also not good at English"* (S3). Furthermore, none of them sought for teachers' advice on how to improve test scores.

Additional Strategies

Besides those five major strategies, the students' diaries and interviews indicated that they tended to use several other strategies. Among those strategies, doing homework, revising or rereading the contents learnt at school, regularly and taking notes were the most common strategies: *"I did home work every day and also revised some lessons"* (S2); *"I have been making notes of the answers which are important for the SEE"* (S6). The findings further indicated that students spend more time in learning English at home than at school *"I think, I spend much more time in learning English at home than at school"* (S1).

Moreover, the survey indicated that almost all the students (95%) took coaching classes run by their school teachers and 9% students took some private tuition classes as well. In the Nepalese

context, private tuition classes usually enrol very few students (ideally five to six students per class) whereas coaching classes are usually large. The quantitative results were supported by qualitative findings. All the six diary students had taken coaching classes in their own school for a minimum of eight months. Two of the students even stayed in the school accommodation for three months just before the SEE.

4. DISCUSSION

The findings of the study are consistent with the findings of previous test impact studies (e.g., Loumbourdi, 2014; Xie, 2013, 2015) that learners use memorisation as one of the main techniques to prepare themselves for an EFL test. Huang (2010) also reported that memorisation was the most popular strategy among the Chinese EFL learners; 80% of the CET students memorised answers for its preparation.

There could be various factors that motivated students to memorise answers for the SEE English test. First, rote memorisation might be closely associated with the Nepalese educational culture. Very similar to the Chinese culture as reported in Huang (2010), memorisation seems to be the most popular strategy in Nepal for learning English. Indeed, memorisation has been used as a predominant strategy for teaching and learning English in the Nepalese schools (Bhattra, 2014). Having explored the impact of the SEE English test on teachers' classroom practices and on students' motivation to learn English, Dawadi (2018) points out, "during class observation it was seen that most of the teachers were using teacher-centred methods and encouraging their students to recite answers" (P.147).

Second, the finding that they spent a significant amount of time memorizing answer suggests that many questions in the SEE are repeated every year as most questions are designed from a small textbook. Third, the type of the questions included in the test might have motivated students to use memorisation as the chief strategy to prepare themselves for the test. As Davies (2015) reported, there are very few higher-order questions in the SEE English test requiring students to interpret unseen texts and use higher-order thinking skills. The SEE questions do not give an opportunity to students to articulate their creativity (Bista, 2011; Mathema, & Bista, 2006). Fourth, as indicated by Shih's (2007) washback model, students' learning practices seem to be affected by social factors. For instance, Nepalese parents usually influence their children's learning practices as the test performances is associated with social prestige (Dawadi, 2020, 2021).

However, students' memorisation was not merely mechanical and superficial; in some cases, it was very comprehensive too. By memorising answers and rewriting the texts out or retelling them, students were not only preparing for the test but also practising their ability to write and speak; this could have some positive effects of the test preparation on learning (Huang, 2010).

There could be two tentative explanations for the findings that TPM was the second most frequent strategy. First, students seemed to be influenced by their teachers. There were several indications that teachers tended to make efforts to train their students on how to take the test. As Giri (2011) rightly points out, schools and teachers in Nepal are mainly concerned with training their students with exam tactics and equipping students with well-prepared answers in order to improve their test scores. Second, questions asked in the SEE unfailingly get repeated year after year (Budhathoki et

al., 2014). This might have encouraged them to analyse the test contents and the previous test papers.

The students in this study frequently used drilling strategies as well. This finding echoes the finding reported by Xie (2013) that the Chinese EFL test-takers heavily use drilling as a key strategy for CET preparation. Gosa (2004) also reported that the Romanian secondary students felt a strong need to practise exam related tasks and contents. Indeed, practising with past papers and mock tests are the two most common test preparation strategies in several countries (Huang, 2010). In the Nepalese context, high use of drilling strategies at home by the SEE students seems to be a result of their classroom practices. Bashyal (2018), for example, contends that drilling is one of the most frequent activities in the Nepalese ELT classrooms, particularly at the secondary level. It is also worth pointing out that Nepalese students' practices with the test questions or the test contents might raise some ethical issues.

Indeed, the collections of past and mock test are probably the two most popular and most profitable SEE materials sold in the Nepalese market. There are also some unofficial collections available in the Nepalese market. The lucrative practice of publishing the SEE preparation materials is an indicative example of the social and economic impact of the SEE on students. Looking at this practice from another angle, test preparation practice in Nepal has been largely affected by publishing industries.

Overall, students did not use LSD strategies much, and interestingly, the use of those strategies decreased as the test got closer. This indicates that when pressure builds up, 'softer' learning strategies are abandoned for 'hard core' test drilling. In other words, when tests get closer, students give up precisely those strategies that would promote more flexible and individual ways of learning. The findings are consistent with Xie's (2013) finding that the Chinese EFL learners did not use LSD strategies much when preparing for the CET. Communicating with classmates, parents and teachers were among the least frequent activities the SEE students did. These findings suggest that students give top priority to improve test scores, but not to develop their language skills. Thus, the findings provide further evidence to Dawadi's (2018) claim that most of the SEE teachers focus on the exam rather than on skill development.

However, students' learning strategies seem to be affected by students' socioeconomic aspects. For instance, watching TV and reading newspapers and magazines in English were the least frequent activities used by students but one of the main reasons behind this reality was that most students did not have good access to such things. Furthermore, students' hesitation to seek suggestions from their teachers on how to increase their test score could be a result of academic hierarchy and a cultural practice in Nepal. Teachers are always in a higher rank than their students in the Nepalese honorific hierarchy and most are simply interested in maintaining a formal relationship with their students. As Bhattra (2014) points out, a significant gap between students and teachers always remains in Nepal, in terms of collaboration and interaction; teachers might feel that they lose the admiration and respect of students by being friendly with their students. Budhathoki et al. (2014) further argue that students in the Nepalese classroom study in a subdued manner and they perceive their teachers to be superior. This means that there is a lack of informal bonding between teachers and their students. Consequently, students are reluctant to talk to their teachers as they may feel apprehensive about confronting their teachers.

Interestingly, the study indicated that students took help even from their relatives and neighbours. None of the previous studies have reported the use of such strategies by students for learning English. One of the tentative explanations for this finding would be that, contrary to many other countries, Nepalese societies have a good bonding among the people living in communities. As they are living in good harmony, it seems quite common for them to take or give help among the people.

The findings that students' over dependence on additional tuition classes in Nepal and spending a huge amount of time in learning English at home seem to be associated with the high stakes associated with the test. Indeed, Nepalese students consider the SEE to be everything in their life, "failure in the exam equating to failure and meaninglessness in life" (Bhattraai, 2014, p.70).

To reiterate, the findings of the study are consistent with the washback model introduced by Shih (2007) that test washback is linked to the social and educational contexts in which the test is administered. In other words, social and educational factors existed in the Nepalese society seem to affect the nature of the test washback.

5. Limitations of the study

The study revealed interesting findings regarding the SEE preparation practices. However, the study has four major limitations. Firstly, the sample size was limited to 226 students; so, findings cannot be generalized from such a small sample size. The second limitation of this study is from a methodological point of view. This study was limited to the data collected from students, but it would have benefited from additional classroom data collected through teacher interviews. It would have been helpful to know what the teachers' perspectives were, particularly about their teaching techniques and content focus in the classroom. However, this shortcoming was, to some extent, compensated for through students' oral diaries.

The third limitation is pertinent to the frequency of diary recordings. As the students were asked to record their diaries once a week only, they might not have accurately recalled what they learnt in English or how they learnt English during the week. Additionally, the students were asked to record their diaries only for two months. Therefore, this study lacks information about students' learning practices in the rest of the months during that academic year. However, there is no reason to suggest that the findings of this study are not generalizable to other students, particularly public-school students, across the country.

6. Conclusion

The study has unpacked the test washback issues in the Nepalese context. The findings of the study indicate that the SEE English test has a huge impact on students' learning. This means, this study provides further evidence to Alderson and Wall's (1993) washback hypothesis that the tests that have important consequences will have washback. There are several indications that the SEE influences what and how learners learn, and the degree and depth of learning. For instance, the SEE students used memorisation as one of the major strategies for learning English and they memorised mostly the test contents which further indicates that their learning was limited.

Besides providing some evidence to the current washback theories, the study contributes to test preparation or washback studies theoretically. It has unpacked students' out-of-class learning

practices suggesting that students spend a huge amount of time and/or make a great effort for learning English outside their classroom. The study has some unique findings such as students taking help of their relatives and neighbours to learn English and spending more time in learning English at home than at school. Thus, the study points out the need to rethink our current washback theories which generally do not consider the role of students' out-of-class learning practices.

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