

The Effectiveness Of Using Journey Map As A New Teaching And Learning Tools For Business Ethics

Suzana Binti Baharudin
Commerce Department
Politeknik Merlimau
77300 Merlimau, Melaka
+60194779296
suzana@pmm.edu.my

Raman Bin Ibrahim
Mechanical Engineering Department
Politeknik Merlimau
77300 Merlimau, Melaka
+60194579296
raman@pmm.edu.my

ABSTRACT

Engaging students in the learning process is a challenge for educators. As a results educators are now seeking for new methodologies to respond to the demand for personal education and knowledge acquisition. Journey map is one of a powerful teaching and learning technique which provides these educators with new methods that are suitable to be implemented at all educational levels in many institutions worldwide. A journey map design for this course is a visualization of a few journey that a student goes through in order to accomplish a learning outcomes. In its most basic form, journey map starts by compiling a series of student actions into a timeline. Next, the timeline is fleshed out with students thoughts and emotions in order to create a narrative. The objective of the research was to identify the impact of using journey map for business ethics course among semester four Diploma in Business Studies student at Politeknik Merlimau. A five point likert scale questionnaire was distributed to 31 respondents. The research focus on two aspect which are teaching aspect and student's perception about journey map usage. The results of the study show that the average mean score analysis is 4.41. For teaching aspect mean score analysis was 4.43 followed by 4.38 for student's perception about journey map usage. The results show that respondents have a positive perception and impact towards the lecturer implementation of journey map approach as teaching and learning tools. The using of journey map approach can help students to easily remember everything the lecturers teach, increase the motivation in learning process, easy to learn, attractive and entertaining. In addition students also agreed that by using journey map can help students to understand the content of business ethics course, enhanced creativity and collaborative learning, assisted to manage study time, achieved good result in examination and enjoyed using journey map for business ethics course. The highest mean score is 5.00 which element is journey map can easily remember everything the lecturer teach and followed by 4.90 for element easily understand the content of business ethic course. The results of this research are expected to serve as a guideline and motivator for lecturers to create and innovate existing teaching techniques and approach in order to have an interesting teaching and learning environment for student advantage. This is also in line with the goals of the Malaysian Education Development Plan (Higher Education) 2015-2025 to ensure that Malaysian youth develop holistically and have the necessary values, knowledge, and skills to succeed in an increasingly competitive and uncertain world

Keywords: Politeknik Merlimau; the effectiveness; journey map; new teaching approach; business ethics

1. INTRODUCTION

Education plays a key role in the economic growth and development of a country. The process of teaching and learning taking place in public and private higher education institutions is the best indicator of a country's development. In today's global economy, the success of a nation depends largely on the knowledge, skills, and competencies of the people. In recent years, parents set high expectations and employers expressed concern about the education system's ability to equip young people with adequate preparation to meet the challenges of the 21st century [1]. Therefore, lecturers need to be aware of the current changes and apply the teaching methods in line with the needs of the current generation of students.

The main task of a lecturer is to facilitate the learning process of the students. Each lecturer has different teaching styles and methods. Therefore, a lecturer should be able to provide an attractive and harmonious learning environment as students have different perceptions of each teaching aspect of the lecturer [2]. One of the most effective methods that lecturers can use is journey map.

A journey map is a visualization of the process that a person goes through in order to accomplish a goal [3]. In its most basic form, journey mapping starts by compiling a series of user actions into a timeline. Next, the timeline is fleshed out with user

thoughts and emotions in order to create a narrative. This narrative is condensed and polished, ultimately leading to a visualization.

Concept mapping is regarded as a self-regulative and challenging activity as it fosters reflection on learner's understanding of concepts and their relationships, enabling learners to monitor their learning process and to focus attention to their relationships, enabling learners to monitor their learning process and to focus attention on their learning needs. In educational settings, where assessment is aligned with instruction in order to support and enhance the learning process, concept mapping and subsequently concepts maps are considered a valuable tools [4]

Journey map for business ethics course is an innovative teaching and learning tools that incorporates the elements of technology to make the teaching and learning process more interactive and fun to meet the needs of students who often have difficulty remembering and understanding the course that has 100% theoretical implementation. This method is therefore used specifically for DPB 3043 Business Ethics courses for Semester 4 students, Diploma in Business Studies, at Commerce Department Politeknik Merlimau. Five (5) multimedia elements implemented including text, audio, video, animation and graphics (5 in 1). It serves to help students improved their intelligence and skills to build memory and understanding. Besides that technology implementation by using QR-Code will help student to easily access the journey map. Based on these scenarios, this study was conducted to identify students' perception about The Effectiveness Of Using Journey Map As A New Teaching And Learning Tools For DPB 3043 Business Ethics At Politeknik Merlimau Melaka.

2. PROBLEM STATEMENT

Education plays an important role for Malaysia in building a resilient nation, encouraging the creation of a just society, and maintaining sustainable economic growth. It is also through education that a country can develop global competitiveness, build a K-economy, and maintain sustainable environmental development [5].

The excellence of an higher education institution can be measured by the quality of their academic experience, whether from teaching, supervision, or research. Lecturers not only know what to teach but more importantly they are able to present knowledge more effectively and enjoyably. In addition, the use of thinking tools such as journey map concepts can assist students in strengthening memory and understanding especially for DPB 3043 Business Ethics.

Teaching within higher education has undergone a pedagogical shift in recent years, with new approaches to improve student motivation, autonomy and achievement [6]. The main task of a lecturer is to facilitate the learning of the students. Therefore, a lecturer should be able to provide an attractive and harmonious learning environment as well as create a learning environment that will stimulate student interest while maintaining a professional attitude and maintaining good interaction with students [7]

This is in line with a study conducted by Jahidih [8] showing that the use of Smart Mind Map is effective in improving student academic achievement. The result of this research are expected to serve as a guideline and motivator for lecturers to create and innovate existing teaching techniques and approach in order to have an interesting teaching and learning environment for student advantage

3. RESEARCH OBJECTIVE

Identify the impact of using journey map for business ethics course among semester four Diploma in Business Studies student at Politeknik Merlimau.

4. RESEARCH METHODOLOGY

This is descriptive research that used questionnaire as a tool to get information from respondents. Data collection was done in two ways, using secondary and primary data. The population for this study consist of the fourth semester students Diploma In Business Studies which taking the DPB 3043 Business Ethics June 2019 session. The sample population was 31. Respondents using 5 Likert Scale, a type of psychometric response scale in which responders specify their level of agreement to a statement typically in five points: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. (Table 1)

Table 1: Likert Scale

	1	2	3	4	5
Scale	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

Pilot studies increase the validity of research inquiries by functioning as small-scale tests of the methods, procedures, and instrumentation before one proceeds to a larger scale [9]. The pilot study determined the acceptability of the interview protocol

and the applicability of the research methodology . The pilot study is designed to remove researcher bias and prejudice [10]. A pilot test of respondents was conducted and cronbach's alpha or questionnaire reliability was 0.927. The pilot test was done by randomly selected ten respondents among the population. This data was analyzed using Statistical Package for the Social Science for Microsoft Windows Release 22.0 software. (SPSS)

A total of 31 students who took the DPB 3043 Business Ethics course at Commerce Department Politeknik Merlimau were selected and they were required to answer the questionnaire provided. The questionnaire is divided into two parts. Part A collects the respondent's information and Part B collects information about students' perceptions of the lecturer's approach in which 10 questions are asked to the respondents.

5. RESEARCH FINDINGS AND DISCUSSION

Descriptive statistics techniques were used to study respondents' demographic distribution. This analysis can help to determine the profile of students such as gender, age, marital status and race through frequency and percentage distribution techniques. For section B, researchers use mean values, frequency values and percentages to analyze the data collected.

If the mean value was between 1.00 and 2.33, the respondents were considered to have low levels of competence. If the mean value is between 2.34 and 3.67 the group is considered to have a low level of competence. Whereas the mean value is between 3.68 and 5.00, the group is considered to have high levels of competence. The processed data can be interpreted by reference to the mean interpretation of K. Landell's [11] method as Table 2.

Table 2 : K.Landell Mean Interpretation 2001

Score Interval (Mean)	Mean Interpretation	Evaluation Criteria
1.00-2.33	Low	Disagree
2.34-3.67	Moderate	Less Agree
3.68-5.00	High	Agree

Adoption:K.Landell (2001)

5.1 Demographic Respondent Analysis

The total number of respondents to this study was 31. It consisted of 12 male (38.7%) and 19 female (61.3%). Looking at the age and marital status, 100% of respondents are between 18-25 years and still single. The majority of respondents from ethnic Malays who constituted 77.4% or a total of 24 people, and consisting of 22.6 % of Indians.

5.2 Mean Analysis For Teaching Aspect

The results on Table 3 show that the overall mean score for the teaching aspect is high between 4.26 to 5.00 except for question number 3 which is 3.61. The average mean value is 4.43. This shows that lecturers approach by using journey map is effective for students. Teaching actually has various meanings and can be categorized into four categories, namely teaching as communicating information, transferring information, encouraging learning and building better human beings [12].

Table 3: Mean Analysis For Teaching Aspect

No	Question	Mean Score	Mean Interpretation	Evaluation
1	I can easily remember everything the lecturers teach me if I use journey map to make notes	5.00	High	Agree
2	Journey map increase my motivation for learning business ethics.	4.26	High	Agree
3	Journey map provided me with a wider perspective on business ethics.	3.61		Less Agree
4	Journey map is one of the best ways to teach and learn business ethics.	4.52	High	Agree
5	Journey map approach used by lecturer was easy to learn, attractive and entertaining.	4.78	High	Agree
Mean Score Average And Interpretation		4.43	High	Agree

Concept mapping is a tool that has been demonstrated repeatedly to have a positive impact on the quality of student learning [13] and has been received positively within higher education. Concept mapping is most effective as a learning tool when combined with complementary activities to enhance the learning environment.

Table 4: Mean Analysis For Student Perception About Journey Map Usage

No	Question	Mean Score	Mean Interpretation	Evaluation
1	Journey map can helped me to easily understand the content of business ethic course	4.90	High	Agree
2	Journey map enhanced my creativity and collaborative learning.	4.00	High	Agree
3	Journey map assisted me to manage my study time	4.00	High	Agree
4	Journey map helps me to achieved good results in examination	4.32	High	Agree
5	I really enjoyed using journey map for business ethic course	4.68	High	Agree
Average Mean Score And Interpretation		4.38	High	Agree

Table 4 shows the mean scores for student perception about journey map usage. The high mean score of 4.90 shows that journey map helped student to easily understand the content of business ethic course. Besides that the use of journey map helps students to understand and remember the content of the course, enhanced student creativity and collaborative learning, assisted to manage study time and help student to achieved good result in examination. The results also shows that student really enjoyed using journey map for business ethic course.

Gagne [14] states that the use of journey map is an easy-to-use cognitive strategy. Students will quickly learn the material that is taught when teaching in groups using a sketch or a structured word form. Students will also use their thinking skills to solve problems given the subject they are taught. Students with problems will find an easy way to select and understand the content of the lesson that covers the entire topic with the help of peers or lecturer

Concept mapping stimulate learners to articulate and externalize their actual states of knowledge. The concept mapping is creative activity, in which learner must exert effort to clarify concept meanings in specific domain knowledge, by identifying important concepts, establishing the concepts relationships and denoting their structure

6. CONCLUSION

The results of the study show that the average mean score analysis is 4.41. For teaching aspect mean score analysis was 4.43 follow by 4.38 for student's perception about journey map usage. The results show that respondents have a positive perception and impact towards the lecturer implementation of journey map approach as teaching and learning tools. The using of journey map approach can help students to easily remember everything the lecturers teach, increase the motivation in learning process, easy to learn, attractive and entertaining.

In addition students also agreed that by using journey map can help students to understand the content of business ethics course, enhanced creativity and collaborative learning, assisted to manage study time, achieved good result in examination and enjoyed using journey map for business ethics course. The highest mean score is 5.00 which element is journey map can easily remember everything the lecturer teach and followed by 4.90 for element easily understand the content of business ethic course.

The results of this research are expected to serve as a guideline and motivator for lecturers to create and innovate existing teaching techniques and approach in order to have an interesting teaching and learning environment for student advantage. Besides that having good interactions between lecturers and students makes teaching and learning sessions more enjoyable and motivates students to achieve academic excellence which in turn contributes to creating high quality graduates.

7. REFERENCES

- [1] Ismayatim, W. F. (2016, Mei 16). Bersedia Hadapi Cabaran Pembelajaran Abad ke -21. Malaysia: Berita Harian Online.
- [2] Rusmin, R. (2017, Mac 6). Cabaran Pensyarah. Kuala Lumpur: My Metro.
- [3] <https://www.nngroup.com/articles/journey-mapping-101/>
- [4] Novak,J., & Gowin,D(1984).Learning How To Learn. New York:Cambridge University Press
- [5] <https://www.studymalaysia.com/education/higher-education-in-malaysia/a-glance-at-the-malaysian-education-system>
- [6] Sim, W. L. (2012). Penggunaan Peta Minda Untuk Meningkatkan Daya Mengingat Dan Minat Mengulang Kaji Bagi Pelajar Tahun 4 Dalam Topik Pembiakan Tumbuhan. Persidangan Kebangsaan Pembangunan Dan Pendidikan Lestari 2012 (pp. 22-30). Pulau Pinang: Institut Pendidikan Guru Kampus Tuanku Bainun, Bukit Mertajam Pulau Pinang.
- [7] Raop, M. S. (2018). Mengenalpasti Faktor-Faktor Yang Mempengaruhi Pencapaian Akademik Pelajar Sarjana Muda Psikologi, Kolej Universiti Islam Melaka (KUIM). Jurnal Sains Sosial, 77-87.
- [8] Ahmad Johari Et.Al (2011). Keutamaan Ciri-Ciri Pengajaran Pensyarah Yang Baik Daripada Persepsi Pelajar Di Universiti Teknologi Malaysia, Skudai , Johor. Fakulti Pendidikan, Universiti Teknologi Malaysia.
- [9] Alan McCabe & Una O'Connor (2014) Student-centred learning: the role and responsibility of the lecturer, Teaching in Higher Education, 19:4, 350-359, DOI: 10.1080/13562517.2013.860111
- [10] Van Teijlingen, E. R., Rennie, A.-M., Hundley, V., & Graham, W. (2001). The importance of conducting and reporting pilot studies: the example of the Scottish Births Survey. Journal of Advanced Nursing, 34(3), 289–295. doi:10.1046/j.1365-2648.2001.01757.
- [11]Landell, K (2001).”Management By Menu.” London: Wiley And Son Inco
- [12] Wan Zah Wan Ali (2000). Memahami Pembelajaran. Kuala Lumpur : Utusan Publications And Distribution Sdn. Bhd.
- [13] Nesbit,J.C., & Adesope,O.O (2006). Learning with concept and knowledge maps: A meta-analysis. Review of Educational Research,76,413-448
- [14] Winn, W. & Sryder, D. (1996). Cognitive Perspectives In Psychology. In H. J.David (Ed.), Handbook Of Research For Education Communication And Technology. London: London Prentice Hall International