Introduction

Education in North Borneo: An Overview

MOHD. ZAKI ISHAK[*1]

[1]Faculty of Psychology and Education, Universiti Malaysia Sabah
[*]Corresponding author's email: movolk@ums.edu.my

This introductory Volume 1 presents six articles related to research in education, in particular North Borneo from the three countries: Malaysia, Indonesia and Brunei Darussalam. It is essential that the focus of research in education is to improve practice in the teaching and learning (Mohd. Zaki, 2009) in any curriculum. The practice is not only, about content knowledge, but also, issues related to pedagogy, psychology, sociology, and assessment. Other than practice, Millar (2003) emphasizes the importance of insights that a teacher can see the familiar in a new way, by sharpening thinking, by directing attention to important issues, by clarifying problems, challenging established views, encouraging debate and stimulating curiosity. The focus, practice and insights, are reflected in these six articles.

Teik Ee and Poh Li present their study on the types of self-hurt behaviour among Chinese adolescents (students) in Malaysia. They found that self-hurt behaviour among Chinese lower and upper secondary school students were multiples. Among them was cut oneself, and this is the most common type of self-hurt behaviour (Villar, 2011) because it is the easiest way of self-hurting. The findings also found that lower secondary had a higher tendency to engage in self-hurt behaviour than upper secondary school students. Based on these findings, the author finds that the role of the teacher is crucial in encouraging reflection on the students own beliefs about the consequences of self-hurting.

Zaenab, Abdul Wahab and Rahmat present their study on the implementation of the Integrated Islamic School in Cordova SMPIT Samarinda. They employed the CIPP (context, input, process, and product) model to the students, parents, teachers, and the school in order to get their views of the implementation. The researchers found that all the stakeholders emphasized the importance of the communication between them, parents' engagement, teaching quality, and academic achievement. By this, it can be said that evaluation by the stakeholders is a way of understanding and enhancing educational practice as well as the improvement of the school curricula (Eisner, 1993).

Nurul Hudani, Anuar and Puteri Hayati discuss the factors of family situation and self-esteem among problematic students in rural areas in Sabah. They found that the schools need to take into consideration the role of the counsellor in fostering students' self-esteem. Thus, attitudes relating to self-esteem can be regarded as the result of all of the relevant beliefs the individual holds (Ajzen & Fishbein, 1980). Here, the counsellor would influence the beliefs of problematic students and probably succeeded in producing desirable change.

Mohd. Zaki dan Narawi present their study on the effectiveness of Model Response-to-Intervention (RTI) in solving mathematical word problems among low achievers in rural primary school. The researchers found the kind of mistakes that low achievers did were they could not master the problem-solving skills of mathematical words including number error, the errors in interpreting language, the error made in pairing the numbers, the error in digit values and place the value concepts, incomplete error solutions, and technical mistakes. The mistakes have been related to personality type, lack of confidence, mathematics background, and level of mathematics achievement (Hembree, 1990).

Suci, Mohd. Zaki, and Vincent present their study on the influences of mathematical beliefs on mathematics anxiety among pre-service elementary school teachers in East Borneo Indonesia. They found that beliefs about mathematics learning have statistically significant effect on mathematics anxiety. Thus, it is important to know pre-service teachers' beliefs about mathematics (Battista, 1994). Finally Zelzy Sahar and Muhamad Suhaimi present their study on the acquisition of Jawi and its curriculum in primary school in Brunei Darussalam.

An important feature of this journal is the languages employed in which consisted of English, Malay and Indonesian: Articles one and four are in English, article two is in Indonesian, and the rest three, five and six are in Malay. The Borneo International Journal of Education, briefly BIJE, was based on discussion between the Faculty of Psychology and Education, Universiti Malaysia Sabah and University Mulawarman Kalimantan Timor which was held in September 2015. Thus, the first issue of Borneo International Journal of Education (BIJE) opens a new collaboration between the international scholars, not only in Southeast Asia, but also worldwide. All articles have been peer reviewed. The Chief Editors would like to thank all contributors for their support to this new journal, the Borneo International Journal of Education (BIJE).

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