

THE IMPACT OF ALTERNATIVE SCHOOLS ON SOCIETY AND NATION

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ABSTRACT

Alternative schools are established to provide education to a group of people who are marginalized from the national education system due to several factors such as economic, political and social. Alternative schools are also educational environments designed to cater to the educational needs of especially those from poor communities and refugees from neighbouring countries. The main purpose of this study is to explore the impact of alternative schools on society and the country. Nevertheless, the objective of this study is to determine whether the alternative schools can help in eradicating illiteracy in the community, to estimate whether the alternative school can alleviate social problems and to analyse whether schools can form a virtuous personality in every student. The independent variables are illiteracy eradication in the community, alleviation of social problems, and virtuous personality while the dependent variable is the perception of the impact of alternative schools on society and the nation. The questionnaire was converted into Google form and distributed in several Alternative Schools including Cahaya Society, Teratak Mahasiswa and Borneo Komrad where all three schools are located in Sabah. A total of 60 respondents answered and completed the questionnaire. The response was analysed after passing the reliability and the validity test. The hypothesis of the study was further analysed using inferential statistics, regression analysis. The result revealed that the Alternative Schools can eradicate poverty, alleviate social problems and for a virtuous personality among the students.

INTRODUCTION

Alternative schools are educational institutions designed to serve a group of individuals who have been marginalized from the national education system for a variety of reasons, including economic, political, and social considerations. The existence of this marginalized group exists in all countries in the world even though the country has reached the level of developed country status. They are mostly from poor villages and refugees from neighbouring countries. Their children do not have the same access to education as other young people. As a result, they are far behind in the education system. Thus community activists go to these neglected communities and support them by providing education and humanitarian assistance. Activists set up alternative schools in the neighbourhood and provide education to their children so that the neighbourhood could grow its economy.

The impact of Alternative Schools on the state and local communities is an issue statement that develops from their formation. Alternative schools, as we all know, give free educational services to needy people, including refugees. Alternative schools were founded on humanitarian grounds to protect the fate of people who are denied the right to life, particularly the right to education. As a result, the formation of Alternative Schools in our country has some impact.

- **Helping the marginalized and poor to get the right to education**

The establishment of Alternative Schools is to provide educational rights to marginalized communities so that they gain knowledge and can develop their economy in line with world progress. Community activists will seek out, track and reach out to marginalized groups to help them get their rights as human beings. With initiatives like this, we will be able to give birth to a community of young children who are advanced and understanding in the education system.

- **'Sovereignty or Humanity'**

Among the strong opposition and questions posed to activists setting up alternative schools from certain quarters were, 'Which should take precedence? The sovereignty of the state or human humanity? The United Nations through the UNCHR supports the efforts of alternative schools to provide education to the marginalized on humanitarian grounds. UNCHR provides funds to activist organizations that establish Alternative Schools around the world. However, in all countries, not all countries can accept the presence of illegal immigrants who have resided in their country and are afraid to provide education to their children for fear of posing a threat to the country when they grow up. However, some think on the basis of humanity and confidence, that with education, the country can produce a generation that is healthy in terms of mind and good so as not to commit crimes when they grow up.

- **Importance to the volunteers involved**

To develop an Alternative School is easy. However, it is difficult to ensure that the teaching staff, i.e. volunteers, are involved to survive for a long time. This is said so because Alternative Schools are not the same as other regular schools that are complete with conducive facilities and environment. Alternative schools are built by the community on a mediocre basis as long as there is space for teaching and shelter. Alternative school teachers do not get the same advantages as recognized regular school teachers. Teachers who teach in alternative school's act on humanitarian grounds, not rewards. They are sincere community activists and hold fast to their stand to help marginalized communities. However, not all community activists are like that. Some do not last long due to several blocking factors.

RESEARCH QUESTIONS

The overall research question is 'What is the impact of the Alternative School on society and nation?' The specific research questions are following as:

1. Can Alternative Schools help in eradicating illiteracy in the community?
2. Can Alternative Schools alleviate social problems?
3. Can Alternative Schools form a virtuous personality in every student?

RESEARCH OBJECTIVE

The overall research objective is to identify the impact of Alternative Schools on society and the nation. The specific research objectives are:

- i. To determine whether the Alternative Schools can help in eradicating illiteracy in the community
- ii. To estimate whether the Alternative Schools can alleviate social problems
- iii. To analyse whether the Alternative Schools can form a virtuous personality in every student

SCOPE OF THE STUDY

The study aims to identify the impact of Alternative Schools on society and the nation in Malaysia. We are currently dealing with the COVID-19 pandemic, therefore this study was conducted online and involved 60 respondents. Respondents are the society that has been impacted by Alternative Schools, thus a purposive sampling method was used. The questionnaire was distributed via Google form. The dependent variable is the perception of the impact of Alternative Schools on society and nation and the independent variables are helping to eradicate illiteracy in the community, alleviate social problems, and virtuous personality.

The researchers used a questionnaire as an instrument to collect all the data from sample respondents in accomplishing the research objective. From this research, multiple questions and a Likert scale is used for the response. The researchers provide answer options and respondents are asked to select one or more of the options given. Then, the Likert scale is a measurement scale with response categories ranging from 'strongly disagree' to 'strongly agree' which requires the respondents to indicate a degree of agreement or disagreement with each of a series of statements related to the impact of Alternative Schools on society and nation.

SIGNIFICANCE OF THE STUDY

Education is a human right as enshrined in the Declaration of Human Rights 1948. The approach to education as a human right is based on three principles, namely accessibility to education compulsory and free, equality, inclusiveness and non-discrimination, and the right to quality education, content and processes learning. From this study, two interests will be gained to be practised at this time to help marginalized children get an education.

This study's significance includes informing the government about the necessity of Alternative Schools among marginalised children by improving learning infrastructure so that learning sessions are more comfortable. This is because marginalised children would be more engaged and willing to study, even if they are not qualified for education in government or national schools. Since these youngsters have the opportunity to receive a solid education, they will not engage in unethical behaviour.

Furthermore, providing opportunities for the less fortunate, such as underprivileged children, to receive an education on par with other children is an important aspect of this research. This is because, due to their lack of

citizenship in the country they occupy, children like them are unable to pursue learning and education in the same way that other children can. As a result, individuals are more likely to engage in unethical behaviour, which can lead to crimes such as theft. As a result, if these youngsters are given the opportunity to receive an education, their general knowledge will improve, and they will be able to contribute to lowering the crime rate.

LITERATURE REVIEW

Alternative Schools

Education is a right that must be owned by all human beings, regardless of race, family background, citizenship status or religion because it has been enshrined in the 1948 Declaration of Human Rights. According to the United Nations Educational, Scientific and Cultural Organization [UNESCO] (2014), education for social inclusion adopts the vision of 'Education for All' (EFA) to realize the human need for education including exclusionary children. According to UNICEF (2017), education in Alternative Learning Programmes encompasses all educational programmes that are not categorized as formal education offered in the national education system. Such educational programmes are implemented through community-managed Alternative Learning Centres using curricula at the primary school level such as basic education in reading, writing and numeracy, religious education and life skills (sewing). This coincides with the motto of EFA 2030, "towards inclusive and equitable quality education and lifelong learning for all" (UNESCO, 2014, 2016). These alternative learning centres are established, operated and funded by non-governmental organizations (NGOs) with monitoring from the Ministry of Education Malaysia (Badariah, 2018). Next, the teaching staff, subjects and teaching and learning activities in the alternative learning centres are also determined by the non-governmental organizations.

Eradicating Illiteracy in the Community

In many places around the world, children are denied their right to education due to reasons such as unaffordability, living in crises such as natural disasters and inability to meet certain requirements to enrol into the school system. Education is a fundamental right of every individual enshrined in the Universal Declaration of Human Rights (1948). Education is also one of the most dominant contributors in increasing the level of literacy among the community (Dolhan et al., 2018). This is because the improvement of the quality of literacy among the people of a country will shape human development which at the same time contributes to economic, social and political progress in the country. Not only that, there is an alternative which is an alternative learning system specifically to eradicate illiteracy among out-of-school children, youths and adults who drop out of school and to those who lack the education to complete primary and secondary education outside the formal school system. Bacal and Ormilla (2021) had referred to the Alternative Learning System A&E programme as effective in cultivating the life skills of the recipients.

Alleviate Social Problems

Menendez (2007) argues that students at risk for social-emotional or academic problems should be treated in an alternative setting before major behavioural problems occur. This suggests that alternative schools may be able to have a positive impact on society. Foley and Pang (2006) and Paglin and Fager (1997) state that students enrolling in alternative schools are due to skipping school, disruptive behaviours, suspension, pregnancy and several other related factors. These alternative schools have proven their success in terms of reduction of disruptive behaviours, violence and also students have developed a better sense of self as well as the choices they make (Aron, 2006). Verdugo and Glenn (2006) state that almost 70% of urban counties offer

alternative schools for students with academic or behavioural problems while only about 40% and 35% of suburban and rural counties offer these Alternative Schools. Zolkoski et al. (2016) said that students graduating from alternative schools that focus on behavioural rehabilitation identify closer and more caring relationships with teachers and positive behaviours as important factors in their success. Alternative Schools are divided into three categories consisting of innovative, behaviour-focused and academic rehabilitation (Perzigian, 2018; Wilkerson et al., 2016).

Form a Virtuous Personality in Every Student

Thus, unsavoury habitual behaviours are refuted by modern developmental science models that emphasize the cognitive-constructive activities of developing children in dynamic interactions with changing ecological contexts throughout life. Consequently, when the notion of habit is used to account for morality, it seems to contradict what is known about developmental processes and best constructivist practices in education (Kohn,

1999). Education is a tool to change the morals of a nation and education is also a tool to form a good and balanced morality in a human being. This is said so because teaching people related to good values and sciences that are beneficial to themselves and the surrounding society. In the objectives that light society wants to achieve in their alternative school formation charter, Light Society emphasizes good values to be inculcated in marginalized children who are far from the social and academic gaps of the country. The Light Society hopes to educate marginal children to form good personalities and provide useful sciences for them to grow up and achieve their dreams just like other independent children.

METHODOLOGY

Research Framework

The theoretical framework for this research is formed below, where the independent variable is the impact of the alternative school on the society and country which is on the left while the dependent variable which is the alternative school which is on the right

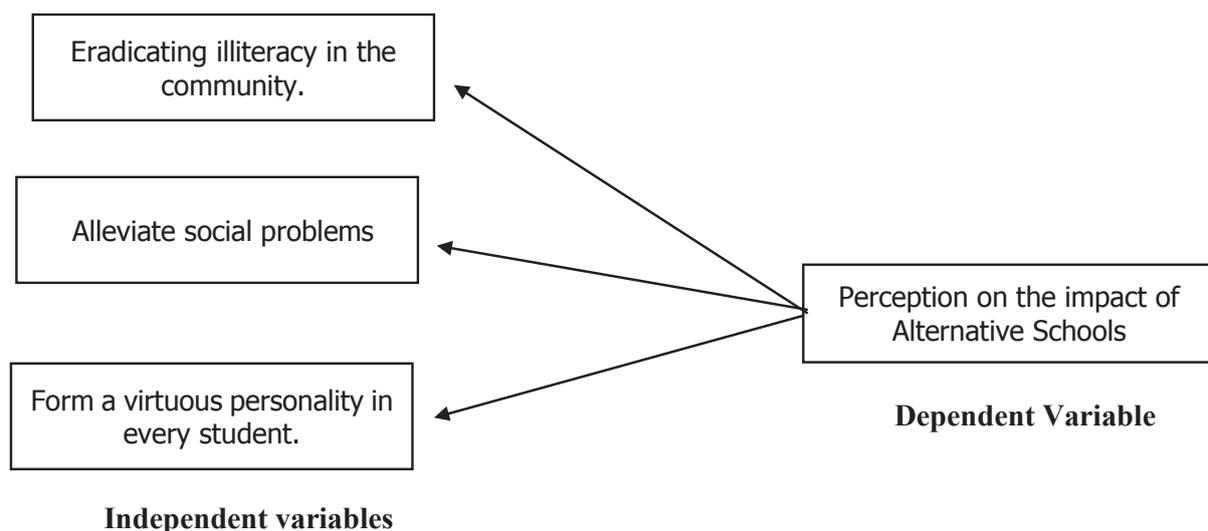


Figure 1 Research framework

- **Eradicate illiteracy in society**

This study was conducted to examine the impact of alternative schools on marginalized communities. Among the effects obtained is the existence of alternative schools in marginalized or marginal communities that can eradicate illiteracy among them. As a result of surveys and data obtained from Cahaya Society and Borneo Komrad alternative schools, before the start of the process of teaching them to children and marginal communities, many of those marginal communities were illiterate and numeracy. After the learning process is carried out on them, the marginal group acquires basic reading and counting skills. Children as young as 7 years old are already fluent in reading and counting at the basic level. This proves that alternative schools play an important role in shaping a knowledgeable society and eradicating illiteracy among marginalized and poor communities who are marginalized from obtaining educational rights from the government. The study also found that 60% of alternative school pupils had achieved the best in children's basic education. Children of alternative school students can compete with students from children's schools registered under the government. Therefore, it is clear that alternative schools can provide a positive impact in society that is to eradicate illiteracy in society.

- **Alleviate social problems**

The next impact of this study is "overcoming social problems". Based on the questionnaire of the study we conducted on Alternative Schools teachers related to this statement, they agreed that the existence of alternative schools in marginalized communities can overcome social problems. According to Mr Randy, the deputy director of the Cahaya Society alternative school, one of the goals of the school was to produce children who are

knowledgeable and have good morals in the present and future. He also said that among the teaching syllabus taught to the children of the alternative school students is learning related to good values and pure personality. The children of the pupils of the school are exposed and taught about virtuous values so that they grow up to be a healthy society and have good and positive temperaments. Judging from the statement issued by him, it is clear that alternative schools are not only a foundation of knowledge but also a shaper of good attitudes and personalities in reacting to a healthy and harmonious society in the future.

- **Form a virtuous personality in every student**

Finally, the impact gained from the existence of Alternative Schools is to "form an admirable personality in each student's series". Based on the survey that has been conducted on Alternative Schools teachers, the majority of respondents agreed that Alternative Schools can form an admirable personality in each student. According to one of Borneo Komrad's Alternative School teachers, Dayang Nazwanie's sister, alternative school students are always taught about good values through learning activities. Alternative school children are taught about good values according to religion. In addition, they were also exposed to seeing life outside and learning about it with a study tour programme organized by the alternative school. Throughout the programme, the children of alternative school students were taught to always love nature, life and to maintain human relationships. Puan Dayang who is an alternative school teacher in Borneo Komrad claimed that the programme is carried out so that the children of alternative school students always get positive inputs that can form a good and admirable personality in each student.

Research Design

Sampling

Researchers use purposive sampling to gather market research data from a pool of readily available respondents.

Questionnaire

Part B: Dependent Variable

1. An Alternative Schools offers a more relaxed yet effective mode of instruction to students.

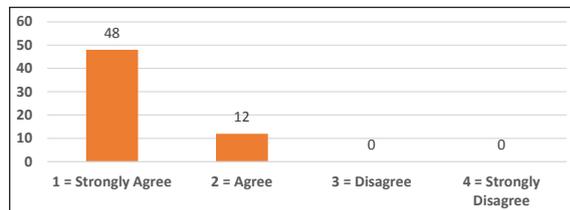


Figure 2

Based on Figure 2 above, a total of 60 respondents participated in this study. 48 out of 60 respondents which is also equivalent to 80% strongly agree that an alternative school offers a more relaxed yet effective mode of instruction to students. The remaining 12 respondents with 20% claimed to agree. Overall, all respondents agreed with the statements given.

2. Individualized support to help those who are struggling with their studies.

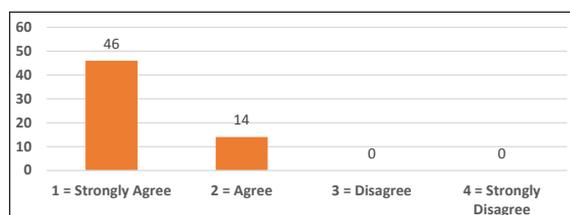


Figure 3

Alternative Schools have proven to be able to help those who are struggling with their studies. Based on Figure 3 above, a total of 46 out of 60 respondents or equivalent to 76.67%

strongly agreed that Alternative Schools have provided individualized support to help those who are struggling with their studies. The remaining 14 respondents equivalent to 23.3% decided to agree. None of the respondents chose to disagree and strongly disagreed.

3. Alternative Schools give students a chance to develop themselves further.

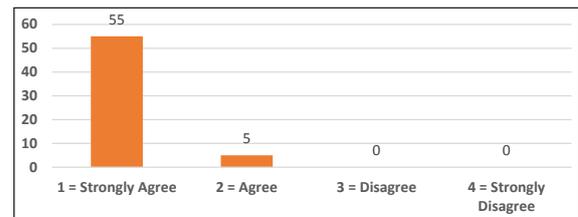


Figure 4

Based on Figure 4, a total of 55 out of 60 respondents or equivalent to 91.67% strongly agree that alternative school gives students a chance to develop themselves further. The remaining 5 respondents equivalent to 8.33% chose to agree. The number of respondents who chose to disagree and strongly disagree was 0%, respectively.

4. The class schedule is more flexible.

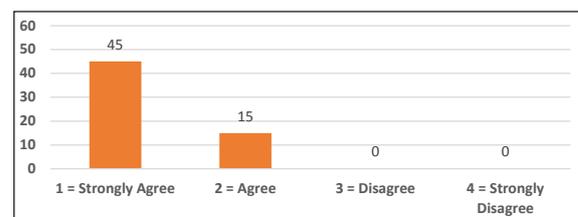


Figure 5

A total of 45 out of 60 respondents or equivalent to 75% strongly agreed that the class schedule for Alternative Schools is more flexible. While the remaining 15 respondents equivalent to 25% chose to agree with the statement in Figure 4. None of the respondents chose to disagree and strongly disagreed with this statement.

5. Students’ interest in learning is sparked by Alternative Schools.

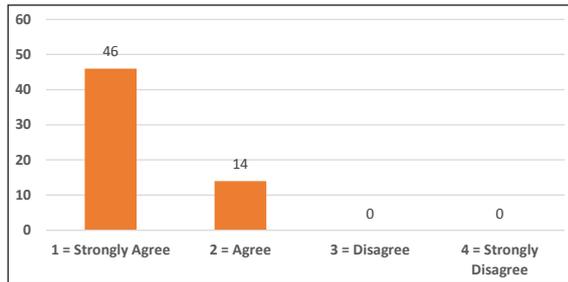


Figure 6

Based on Figure 6, the number of respondents who chose to strongly agree that students’ interest in learning is sparked by Alternative Schools is 46 out of 60 respondents or equivalent to 76.67%. The remaining 14 respondents or the equivalent of 23.33% chose to agree with this statement. Respondents who chose to disagree and strongly disagree were 0% respectively.

6. Alternative Schools can address illiteracy among children regardless of race and national status.

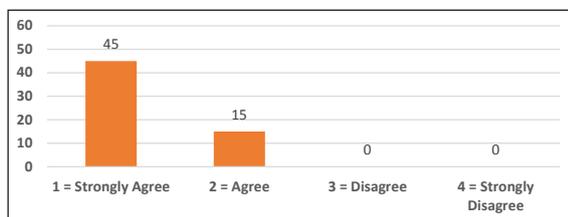


Figure 7

Alternative Schools can address illiteracy among children regardless of race and national status. Based on Figure 7, a total of 45 out of 60 respondents or equivalent to 75% strongly agree with this statement. The remaining 15 respondents or equivalent to 25% chose to agree only with this statement. However, none of the respondents chose to disagree or strongly disagree with this statement.

7. Alternative Schools can have a positive impact on the country in the future.

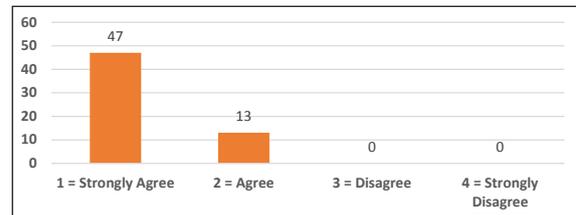


Figure 8

Alternative schools can have a positive impact on the country in the future. Based on Figure 8, a total of 47 out of 60 respondents or equivalent to 78.33% chose to strongly agree. The remaining 13 respondents equivalent to 21.67% chose to agree with this statement. None of the respondents chose to disagree and also strongly disagreed.

8. Alternative schools can have a positive impact on society.

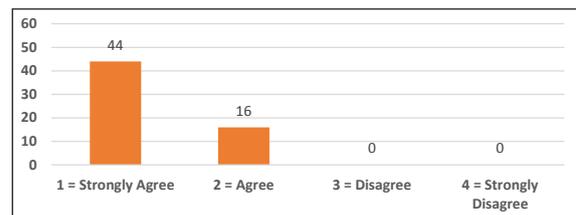


Figure 9

Alternative schools are said to be able to give a positive impact on the community. Based on Figure 9, the majority of respondents that is 44 out of 60 people or equivalent to 73.33% strongly agree and then followed by the remaining 16 respondents or equivalent to 26.67% chose to agree with this statement.

9. Alternative schools can give birth to a harmonious and knowledgeable nation in the future.

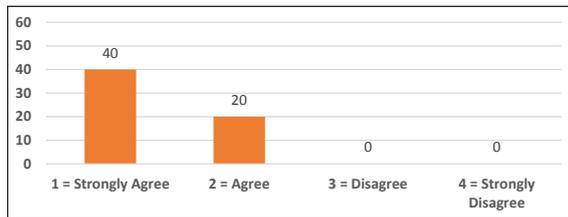


Figure 10

Based on Figure 10, a total of 40 respondents out of 60 people or equivalent to 66.67% strongly agree that alternative schools can give birth to a harmonious and knowledgeable nation in the future. Next, another 20 respondents or the equivalent of 33.3% chose to agree with the statement given. None of the respondents chose to disagree or strongly disagree.

Part C: Independent Variable

1. Eradicating illiteracy in the community

i. Have better reading and writing skills

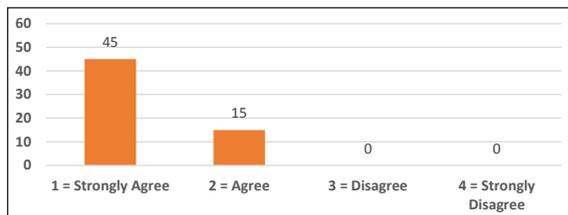


Figure 11

Alternative schools are said to be able to eradicate illiteracy. One of the impacts is that students will have better reading and writing skills. Based on Figure 11, a total of 45 out of 60 respondents or equivalent to 75% strongly agree. The remaining 15 respondents or the equivalent of 25% voted to agree.

ii. Perform better in the class as a whole

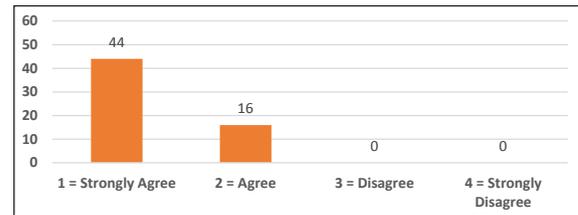


Figure 12

Alternative schools affect student performance. Through alternative schools, students are able to perform better in the class as a whole. Figure 12 has shown that 44 out of 60 respondents or the equivalent of 73.33% strongly agree with this statement. The remaining 16 respondents or the equivalent of 26.67% voted to agree. None of the respondents chose to disagree with this statement.

iii. Complete more homework and classroom assignments

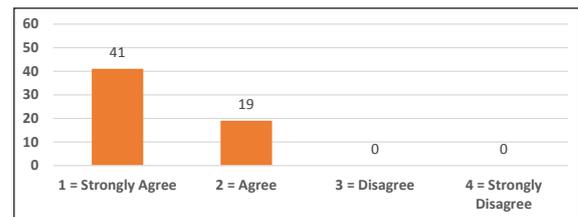


Figure 13

Through alternative schools as well, students will be more frequent to Complete more homework and classroom assignments. Based on Figure 13, a total of 41 out of 60 respondents or equivalent to 68.33% strongly agree with this impact. While a total of 19 respondents or equivalent to 31.67% chose to agree. None of the respondents chose to disagree or strongly disagree.

2) Alleviate social problems
i. Reduced or stopped substance abuse

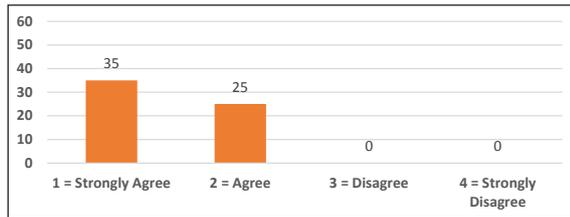


Figure 14

Apart from overcoming illiteracy, alternative schools are also able to reduce social problems in the community. One of the impacts is reduced or stopped substance abuse. Based on Figure 14, a total of 35 out of 60 respondents or equivalent to 58.33% chose to strongly agree. The remaining 25 respondents or the equivalent of 41.67% chose to agree with this statement. None of the respondents chose to disagree or strongly disagree.

ii. Behave better at school (fewer discipline problems)

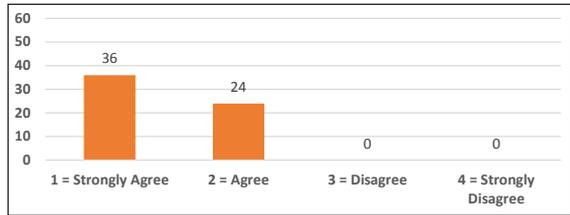


Figure 15

Based on Figure 15, a total of 36 out of 60 respondents or equivalent to 60% chose to strongly agree that alternative schools will make students behave better at school (fewer discipline problems). The remaining 24 respondents or equivalent to 40% chose to agree. None of the respondents chose to disagree or strongly disagree.

iii. Got along better with parents, brothers, and sisters

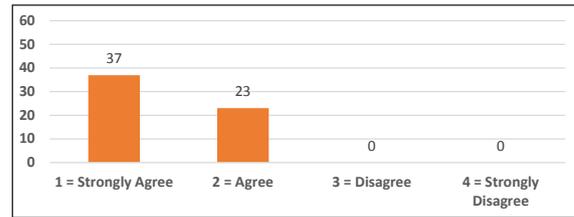


Figure 16

Another impact for alternative schools is that students will get along better with parents, brothers, and sisters. A total of 37 out of 60 respondents or equivalent to 61.67% chose to strongly agree with this statement. The remaining 23 respondents or the equivalent of 38.33% voted to agree. In conclusion, all 60 respondents believe that through alternative school's students will get along better with parents, brothers, and sisters.

3. Form a virtuous personality in every student

i. Think about and plan for the future more often

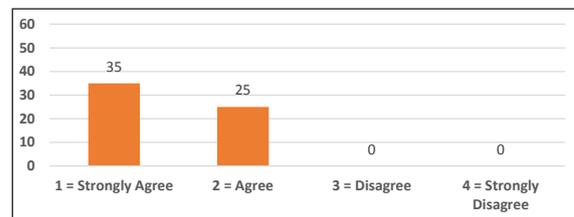


Figure 17

Based on Figure 17, the majority of respondents, 35 out of 60 people or equivalent to 58.33% chose to strongly agree that alternative schools will help students to think and plan for the future more often. Another 25 respondents or the equivalent of 41.67% voted to agree. None of the respondents chose to disagree or strongly disagree.

ii. Have a better ability to set and achieve goals

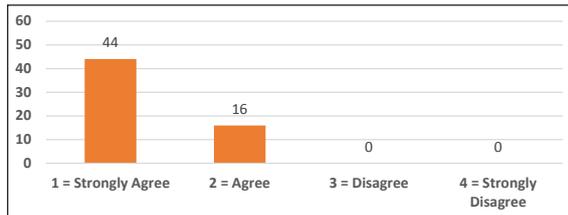


Figure 18

Among the other impacts of alternative schools is that students will have a better ability to set and achieve goals. Based on this statement, a total of 44 out of 60 respondents or equivalent to 73.33% chose to strongly agree. The remaining 16 respondents or the equivalent of 26.67% voted to agree. None of the respondents chose to disagree or strongly disagree.

iii. Have more of a desire to finish school and graduate

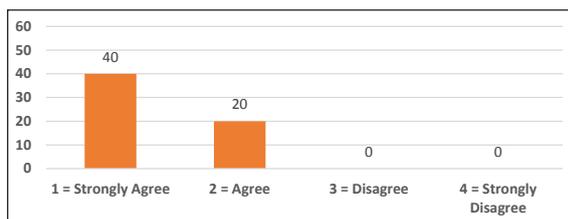


Figure 19

Alternative schools are said to be able to attract interest and motivate students. Through Alternative Schools, students will have more of a desire to finish school and graduate. Referring to Figure 19, a total of 40 out of 60 respondents or equivalent to 66.67% strongly agree with this statement. The remaining 20 respondents or the equivalent of 33.33% voted to agree. None of the respondents chose to disagree or strongly disagree.

Pilot Study

In this study, the data acquired by quantitative analysis was evaluated. The pilot study's goal was to check whether the research tools offered were suitable for use in actual studies. Several issues were discovered during the pilot research, including no ambiguity in understanding each of the materials provided, and no inadequacies or flaws that needed to be addressed. Pilot research was also done to assess the questionnaire's reliability and then consistency using acceptable Cronbach's Alpha index coefficient values used in actual investigations. To assess the data, descriptive statistics from the questionnaire was acquired, and the questionnaire's normality was determined using SPSS. To examine the gathered data for the study's results using SPSS, the reliability test, validity test, correlation, regression, and sample adequacy were undertaken. It assessed whether respondents agree or disagree that alternative schools can have an impact on the nation and society in Malaysia.

Factor Analysis

The factor analysis was performed to narrow down the number of variables to a manageable number of components and determine the factors' relative influence. The Alternative Schools had an impact on the Malaysian nation and society, factor analysis was used to create new factors. We used SPSS to perform the Varimax Rotation Method with Kaiser Normalization in measuring the sampling adequacy test to determine the factor reliability of the matrix as a whole. Within the data set, the list of eigenvalues associated with each linear component identified 20 linear components. Each factor's eigenvalue represents the variance explained by that linear component, and the eigenvalue is also displayed in terms of the percentage of variance explained in SPSS.

Table 1 The total variance explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.136	34.086	22.119	3.981	22.119	22.119
2	1.701	9.449	34.345	2.201	12.226	34.345
3	1.358	7.545	45.272	1.967	10.927	45.272
4	1.215	6.752	55.300	1.805	10.028	55.300
5	1.155	6.416	64.248	1.611	8.948	64.248

Table 1 shows the total variance explained by each component identified from the responses from the respondents. The total of all five components of variance explained the impact of Alternative Schools on the nation and society in Malaysia. When five factors were selected, 64.24% of the variance would be explained. Any other components as an eigenvalue of one and above show about the component in the questionnaire is able to explain the changes in the variance. As a result, five components have an eigenvalue of one and above. Therefore, there are five components which are component one explains 22.11%, component two describe 34.34%. While for components 3, 4 and 5, respectively, describe 45.27%, 55.30% and 64.24%.

Cronbach Alpha

Cronbach’s Alpha was used to evaluate the reliability of the instrument. It is also a critical notion in appraisal and survey evaluations. It is also useful to determine quantities to provide validity and accuracy to the interpretation of the data they obtain. A reliability coefficient of less than 0.60 is considered bad. While those between 0.70 and 0.80 are considered appropriate, and those above 0.80 are considered very good. In this research, 60 respondents were distributed questions to determine whether the establishment of alternative schools could have a good impact or. Therefore, the calculated results for Cronbach Alpha are shown in Table 2.

Table 2 Reliability statistics from Cronbach’s Alpha

Cronbach’s Alpha	N of Items
.755	4

The questionnaire’s reliability data are shown in Table 2. The questionnaire was initially given to 60 people to ensure its accuracy in determining the study’s goals. Cronbach Alpha was found to be 0.755 in the study. It shows

that Cronbach Alpha’s calculated value is more than 0.6. Through the coefficients obtained can also be known with certainty or concluded that the questionnaire is a reliable instrument to measure the objectives of this study.

METHOD OF ANALYSIS

Data analysis is a method to gain information and analyse the data that has been collected to extract insights that support decision-making. In research data analysis is important because it helps for research because raw data collected in the field is meaningless unless it is analysed. SPSS is also short for Statistical Package for the Social Sciences and it is used by various kinds of researchers for complex statistical data analysis. This study’s data was examined using the SPSS statistical software. All data in this study is taken from questionnaire findings using a Four-Likert scale with 1 indicating strongly agree, 2 indicating agree, 3 disagree, and 4 strongly disagree. A scale of 4 of 1 – 4 was used to judge if the responder agreed with the questions asked. We looked at our respondent’s characteristics based on gender, school name,

race, age, and citizenship. Factor analysis, Cronbach alpha, regression, and correlation analysis were among the data analysis methods utilized in descriptive statistics.

The next step is to conduct a factor analysis to identify the number of impacts alternative schools have on society and the nation. The overall variance shown in the table is used to calculate how many components to extract. This is because this study only looked at components with eigenvalues of 1.0 and higher. If any of the components has an eigenvalue of one or more, it means that the component in the questionnaire can explain the variance variations.

The Cronbach's alpha value is then used to determine the dependability of each variable. The Cronbach alpha was utilized to determine whether the questionnaire was appropriate for achieving the goal. The Cronbach alpha value must be greater than 0.6. As a result, the result for our data is 0.755, indicating that the questionnaire was reliable in meeting the study's objectives.

In addition, the regression was performed after the study. A regression analysis was used to examine the proposed hypotheses. The regression analysis can produce a result that is related to the relationship between variables and the relationship's significance, which can be positive or negative. If the data isn't normally distributed, it will be transformed into normal distribution by converting it to a

log. A histogram might suggest that the data obtained is normally distributed by evaluating the structure of the distribution.

There was also a correlation analysis. A correlation analysis is a statistical approach for determining the strength of a relationship between two numerically measured continuous variables (e.g., height and weight). When a researcher wishes to see if there are the possible connection between variables, this form of study is useful. The purpose of this study was to describe the existence, strength, and importance of the link between variables using correlation analysis. At this point, the correlation between the variables was investigated. There is no multicollinearity problem among the independent variables if the correlation between all variables is less than 0.5.

Hypothesis

- H1: There is a significant relationship between the use of Alternative Schools in helping eradicate illiteracy in the community
- H2: There is a significant relationship between the use of Alternative Schools in alleviating social problems in the community
- H3: There is a significant relationship between the use of Alternative Schools in the form of a virtuous personality in every student.

FINDINGS

Table 3 The number of respondents from the alternative schools

		Frequency	Per cent	Valid per cent	Cumulative per cent
Valid	Cahaya Society	25	41.7	41.7	41.7
	Teratak Mahasiswa	11	18.3	18.3	60.0
	Borneo Komrad	24	40.0	40.0	100.0
	Total	60	100.0	100.0	

Referring to Table 3, this study involved three alternative schools namely Cahaya Society, Teratak Mahasiswa, and also Borneo Komrad. Based on the three alternative schools, the respondents from Cahaya Society were the most followed by Borneo Komrad then Teratak Mahasiswa. The frequency for Cahaya Society is 25 out of a total of 60 or equivalent to 41.7%. Next is Teratak Mahasiswa, the frequency for this alternative school is 11 out of 60 total or equivalent to 18.3%. Lastly is Borneo Komrad, the frequency for this school is 24 out of 60 total or equivalent to 40%.

Table 4 Gender of the respondents

		Frequency	Per cent	Valid per cent	Cumulative per cent
Valid	Male	26	43.3	43.3	43.3
	Female	34	56.7	56.7	100.0
	Total	60	100.0	100.0	

Based on Table 4, the number of female respondents is more than male respondents. The frequency for male respondents was 26 out of 60 totals. If expressed in percentage form, the frequency for male respondents is equivalent to 43.3%. While for female respondents, the number of frequencies owned is 34 out of 60 total or equivalent to 56.7%. Female respondents involved more than half of the total number of respondents which is 60 people.

Table 5 Race of the respondents

		Frequency	Per cent	Valid per cent	Cumulative per cent
Valid	Malay	36	60.0	60.0	60.0
	Chinese	7	11.7	11.7	71.7
	Indian	2	3.3	3.3	75.0
	Others	15	25.0	25.0	100.0
	Total	60	100.0	100.0	

The study involved 5 categories of races. Among them are Malay, Chinese, Indian and Others. Based on Table 5, the majority of respondents are Malay with a frequency of 36 out of 60 or equivalent to 60%. Next followed by Others with a frequency of 15 or equivalent to 25%. The frequency for Chinese is 7 or equivalent to 11.7%. India is the least respondent with a frequency of 2 or equivalent to 3.3%.

Table 6 Age of the respondents

		Frequency	Per cent	Valid per cent	Cumulative per cent
Valid	13 -17 years old	5	8.3	8.3	8.3
	18 - 21 years old	7	11.7	11.7	20.0
	22 years old and above	48	80.0	80.0	100.0
	Total	60	100.0	100.0	

Based on Table 6, there are three age categories involved in this study. Among them are 13 – 17 years old, 18 – 21 years old and 22 years old and above. For the category of 13 – 17 years old, the frequency is 5 out of 60 total or equivalent to 8.3%. Next is the category of 18 – 21 years old, the frequency for this category is 7 people or equivalent to 11.7%. the last category is 22 years old and above, this category is the most numerous in this study. The frequency is 48 out of 60 total or equivalent to 80%.

Table 7 Citizenship of the respondents

		Frequency	Per cent	Valid per cent	Cumulative per cent
Valid	Citizen	50	83.3	83.3	83.3
	Not a citizen	10	16.7	16.7	100.0
	Total	60	100.0	100.0	

There are two main categories of citizenship involved in this study. The first category is citizens while the second category is non-citizens. Based on Table 7, the majority of respondents in this study are citizens. A total of 50 frequencies for citizens which is also equivalent to 83.3%. Meanwhile, there are only 10 frequencies for non -citizens or the equivalent of 16.7%. Although not many, it is clear here that alternative schools are offered not only for citizens but also for non -citizens.

Regression Result

A set of statistical procedures for estimating relationships between a dependent variable and one or more independent variables is known as regression analysis. It can be used to determine the strength of a relationship between variables and to predict how they will interact in the future. This paper will display a summary of the regression result by showing the summary model, significant model (ANOVA), and also the coefficient in tabular form.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.594 ^a	.353	.318	.23584

a. Predictors: (Constant), VP, EI, ASP

Based on Table 8, the value of R Square stated is 0.353 or equivalent to 35.3%. These results show that Alternative Schools have given an impact of 35.3% on society and the nation in Malaysia through eradicating illiteracy in the community (EI), alleviating social problems (ASP), and forming a virtuous personality in every student (VP). Meanwhile, the remaining 64.7% were impacted other than those stated.

Table 9 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.697	3	.566	10.169	.000 ^b
	Residual	3.115	56	.056		
	Total	4.812	59			

a. Dependent Variable: AS

b. Predictors: (Constant), VP, EI, ASP

Table 9 shows the stability of the model used. The estimated F value of 10.169 was significant at a 5% significance level (Sig = 0.00). Therefore, it can be concluded that the model is stable and the regression can be used for forecasting.

Table 10 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.423	.152		2.791	.007
	EI	.265	.107	.302	2.485	.016
	ASP	.214	.099	.287	2.174	.034
	VP	.125	.099	.158	1.269	.210

a. Dependent Variable: AS

Table 10 shows the regression results for this study. As discussed earlier, the dependent variable is Alternative Schools in Malaysia (AS) while the independent variable is eradicating illiteracy in the community (EI), alleviating social problems (ASP), and forming a virtuous personality in every student (VP). Since all the questions were reversed, this indicates that eradicating illiteracy in the community (EI) with Alternative Schools in Malaysia (AS) has a negative relationship. The more students enrol in Alternative Schools, the fewer illiteracy problems in Malaysia. Eradicating illiteracy in the community (EI) was found to be significant at a 5 per cent significance level with an estimated t-value of 2.485 (Sig = 0.016). Similarly, alleviate social problems (ASP), this independent variable has a negative relationship with Alternative

Schools in Malaysia (AS). Social problems will decrease as the number of students enrolling in alternative school's increases. Alleviate social problems (ASP) was also found to be significant at a 5% significance level with an estimated t-value of 2.174 (Sig = 0.034). However, for the third independent variable, the form of a virtuous personality in every student (VP) was found to be not significant at a 5% significance level with an estimated t-value of 1.269 (Sig = 0.210). Therefore, based on this regression result, it is found that the impact of alternative schools in Malaysia (AS) is significant with independent variables eradicating illiteracy in the community (EI) and alleviating social problems (ASP). On the other hand, the impact of Alternative Schools in Malaysia (AS) is not significant with the form of a virtuous personality in every student (VP).

CONCLUSION

The objective of the discussion of the findings section is to determine whether Alternative Schools can assist in eradicating illiteracy in society. Next is to estimate whether alternative schools can overcome social problems and finally to analyse whether alternative schools can form a good personality in each student.

Alternative Schools in Borneo

Alternative School is an educational setting designed to accommodate the educational, behavioural and/ or medical needs of children and adolescents that cannot be adequately addressed in a traditional school environment (Rimers. S). Alternative Schools are one of the initiatives to help marginalized and economically and socially disadvantaged communities. The poverty that plagued the marginalized society resulted in them not getting the right to life such as the right to education and economic rights as possessed by the middle-class society.

Several factors cause the existence of this marginal group in a country. The results of the study from several sources from alternative schools that exist in Borneo, this group emerged due to three factors. Among the factors that cause the existence of such groups is due to economic factors. This is said so because the economic gap that exists in a country causes this group to continue to sink from the economic system and remain poor causing them to be marginalized from the national economic system.

The next factor is the citizenship factor. The majority of marginal groups found in Sabah are illegal immigrants from neighbouring countries. They do not have the citizenship of ordinary society. This causes them to live as illegal immigrants who do not have the same qualifications and rights of citizenship as the citizen community.

The last factor is the factor of politicians' concern for the poverty of the lower classes. This is said because there are some groups of poor citizens who are marginalized and do not get support and financial assistance from the government. This will indirectly if continued will lead to an increase in poverty in the country and an increase in the rate of marginalized groups among our citizens.

The active and enduring socialist movement led to the creation of groups that fought for humanitarian issues and concern for the poverty that plagued the lower class and marginalized. As a result of this movement, the establishment of alternative schools was built within the marginal community itself to uplift their fortunes and those of underprivileged children to obtain human rights in their lives. Among the alternative schools that have been successfully built and remain until now are the Cahaya Society school, Borneo Komrad, Sekolah Islamiyyah and Teratak Mahasiswa. These schools not only realize the right to education for all but also safeguard the welfare rights of the poor in need.

The Impact of Alternative Schools on Society and Nation

Based on the study conducted on the Alternative Schools involved, the following are the results of the study related to the impact of the existence of alternative schools on society and the country.

A. Eradicate Illiteracy in Society

This study was conducted to examine the impact of Alternative Schools on marginalized communities. Among the effects obtained is the existence of alternative schools in marginalized or marginal communities that can eradicate illiteracy among them. As a result of surveys and data obtained from Cahaya Society and Borneo Komrad Alternative Schools, before the start of the process of teaching them to children and marginal communities, many of

those marginal communities were illiterate and numeracy. After the learning process is carried out on them, the marginal group acquires basic reading and counting skills. Children as young as 7 years old are already fluent in reading and counting at the basic level. This proves that alternative schools play an important role in shaping a knowledgeable society and eradicating illiteracy among marginalized and poor communities who are marginalized from obtaining educational rights from the government. The study also found that 60% of Alternative School pupils had achieved the best in children's basic education. Children of alternative school students can compete with students from children's schools registered under the government. Therefore, it is clear that alternative schools can provide a positive impact in society that is to eradicate illiteracy in society.

B. Alleviate Social Problems

The next impact of this study is "overcoming social problems". Based on the questionnaire study we conducted on Alternative School teachers related to this statement, they agreed that the existence of alternative schools in marginalized communities can overcome social problems. According to Mr Randy, the deputy director of the Cahaya Society Alternative School, one of the goals of the school was to produce children who are knowledgeable and have good morals in the present and future. He also said that among the teaching syllabus taught to the children of the Alternative School students is learning related to good values and pure personality. The children of the pupils of the school are exposed and taught about virtuous values so that they grow up to be a healthy society and have good and positive temperaments. Judging from the statement issued by him, Alternative Schools are not only a foundation of knowledge but also a shaper of good attitudes and personalities in creating a healthy and harmonious society in the future.

C. Form a Virtuous Personality in Every Student

Finally, the impact gained from the existence of Alternative Schools is to "form an admirable personality in each student's series". Based on the survey of questionnaires that have been conducted on alternative school teachers, the majority of all respondents agreed that Alternative Schools can form an admirable personality in each student. According to a questionnaire with one of Borneo Komrad's alternative school teachers, Dayang Nazwanie's sister, alternative school students are always taught about good values through learning activities. Alternative school children are taught about good values according to religion. In addition, they were also exposed to seeing life outside and learning about it with a study tour programme organized by the Alternative School. Throughout the programme, the children of alternative school students were taught to always love nature and life and maintain human relationships. According to Dayang who is an Alternative Schools teacher in Borneo Komrad, the programme is carried out so that the children of alternative school students always get positive inputs that can form a good and admirable personality in each student.

SUGGESTION

The recommendation to future researchers who study the same or the same topic with respect to the impact of Alternative Schools is that researchers should always understand and examine the topic in more depth before starting the study. This is because the title of this study is very difficult and needs information, info and focus that is very, very sufficient to describe this study. Group members need to work together and share what they know about the topic with other group members to be more visible, better understand the study and be able to conduct the study easily and smoothly.

Research sources obtained from the internet must be investigated and investigated first for truth and validity so that the source can be accepted by the evaluators and the readers who read it. This is because the wrong source of the study and contrary to the chosen title will confuse the readers and evaluators such as lecturers when reading the results of the study conducted. This will cause the information received to be incorrect and the results of the study can be categorized as unfounded research. Researchers after this will also not take the results of these researchers as a source of reference.

LIMITATION OF STUDY

Throughout the research process conducted to find out about the impact of the establishment of Alternative Schools on the community and the nation, several obstacles had to be overcome by all members. This is due to the outbreak of Coronavirus Disease-2019 (COVID-19) which is increasing the number of cases of infection which forces all members to research home only.

Among the obstacles that the majority face is reference sources related to the chosen topic. Throughout the study, the reference sources obtained were only references from the internet such as articles and research journals of previous researchers, online newspaper clippings and sources from legitimate websites only. This proves that the references obtained are very limited as most of the references from the internet are from less reliable sources. Most highly trusted sources need to be subscribed to by making a payment. This makes group friends find it difficult to find resources related to the chosen topic.

Finally, the limitations and challenges encountered throughout the study were internet network problems. To conduct learning sessions from home, the internet is a very key platform in conducting research. Some researchers face internet access problems while

conducting research. This is also due to several factors such as environmental factors where the place where the researcher lives is outside the city which is difficult to get good internet access, and also unpredictable weather factors that affect the speed of the internet. The effect of this situation is that the researchers could not complete the study according to the set period and had to postpone the study for some time.

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