

**DEVELOPMENT AND VALIDATION OF SABAH
SECONDARY SCHOOL STUDENTS' NATIONAL
IDENTITY INSTRUMENT**

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PERPUSTAKAAN
UNIVERSITI MALAYSIA SABAH

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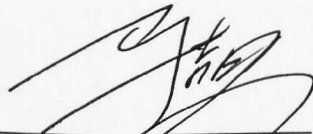
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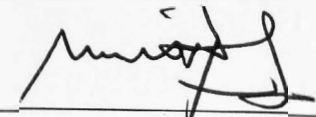
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DECLARATION

I hereby declare that the material in this thesis is my own except for quotations, excerpts, equations, summaries and references, which have been duly acknowledged.

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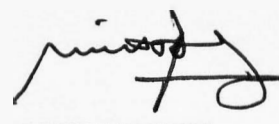
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ABSTRACT

National identity is one of the elements that is emphasized in the Malaysian Education Development Plan 2013 – 2025. A valid and reliable scale to measure national identity among secondary school students is still unavailable in schools, and student national identity is not specifically evaluated in schools. This study aimed to develop the Sabah Secondary School Students' National Identity instrument and to determine the related psychometric properties by using the Rasch Rating Scale Measurement Model and Hierarchical Component Model (HCM). The newly developed questionnaire was administered to 2400 students from 40 secondary schools in six divisions of Sabah by using stratified sampling method. Unidimensionality diagnosis shows that all items are moving in the same direction with their respective constructs, where each of the construct is unidimensional. Item misfit diagnosis indicating that all the items are productive for measurement. High item reliability and separation index indicating that the sample size is enough for stable comparisons between items, and the researcher can place in the replicability of the item placement across other samples with more confidence. Thus, the validity and reliability of the instrument are acceptable to measure the national identity potential of secondary school students. The evidence of Differential item Functioning (DIF) does not exist, indicates that national heritage, cultural homogeneity, ethnocentrism, nativist ideas, collective self-esteem, belief system, emotional attachment to Malaysian nation, and nationalism constructs in the instrument function similar on different genders and forms. There are no collinearity issues in formative indicators and first order components, and all the outer weight are significant. Sabah secondary school students' national identity is categorized into three categories, which are low level (person measures of less than 2.1448 logits), moderate level (person measures ranged from 2.1448 logits to 3.1648 logits) and high level (person measures of more than 3.1648 logits). The established instrument can be used in every secondary school to measure the students' national identity before organising any national identity related programs.

Keywords: Measurement, Validation, Psychometric, National identity



ABSTRAK

PEMBANGUNAN DAN PENGESAHAN INSTRUMEN IDENTITI NASIONAL PELAJAR SEKOLAH MENENGAH SABAH

Identiti nasional adalah salah satu elemen yang ditekankan dalam Pelan Pembangunan Pendidikan Malaysia 2013 – 2025. Skala yang sah dan boleh dipercayai untuk mengukur identiti nasional dalam kalangan pelajar sekolah menengah masih tidak wujud dan tidak dinilai secara khusus. Kajian ini bertujuan untuk membangunkan instrumen Identiti Nasional Pelajar Sekolah Menengah Sabah dan menentukan sifat-sifat psikometrik dengan menggunakan Model Skala Penilaian Pengukuran Rasch dan Model Komponen Hierarki (HCM). Soal selidik diedarkan kepada 2400 orang pelajar dari 40 buah sekolah menengah di enam bahagian utama Sabah dengan menggunakan kaedah pensampelan strata. Diagnosis unidimensionaliti menunjukkan bahawa semua item adalah bergerak ke arah yang sama dengan konstruk mereka masing-masing, dengan keadaan setiap konstruk itu adalah unidimensional. Diagnosis misfit item menunjukkan bahawa semua item adalah produktif untuk pengukuran. Indeks kebolehppercayaan dan pemisahan yang tinggi mencerminkan bahawa saiz sampel adalah mencukupi untuk perbandingan yang stabil antara item, dan penyelidik boleh menggunakan item yang sama di sampel-sampel yang berlainan dengan lebih yakin. Oleh itu, kesahan dan kebolehppercayaan instrumen diterima untuk mengukur identiti nasional pelajar sekolah menengah. Keputusan menunjukkan kesan Keberbezaan Fungsi Item (DIF) tidak wujud, ini menunjukkan konstruk warisan nasional, homogeneiti budaya, etnosentrisme, idea nativis, harga diri kolektif, sistem kepercayaan, rasa cinta secara emosi kepada negara Malaysia, dan nasionalisme dalam instrumen berfungsi dengan sama dalam jantina dan tingkatan yang berbeza. Tidak terdapat isu-isu kolineariti dalam indikator formatif dan komponen peringkat pertama, dan kesemua pemberat luaran adalah signifikan. Identiti Nasional Pelajar Sekolah Menengah Sabah telah dikategorikan kepada tiga kategori, iaitu tahap rendah (person measures kurang daripada 2.1448), tahap sederhana (person measures berjalat daripada 2.1448 logit sehingga 3.1648 logit) dan tahap tinggi (person measures lebih daripada 3.1648 logit). Instrumen yang telah dibangunkan boleh digunakan di setiap sekolah menengah untuk mengukur identiti nasional pelajar sebelum menganjurkan program yang berkenaan dengan identiti nasional.

Kata Kunci: Pengukuran, Pengesahan, Psikometrik, Identiti nasional



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