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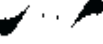
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Knowledge Culture Among Teachers in the Era of Technology (Social Media)

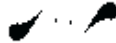
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Abstract

Knowledge culture is a good practice in engaging information in social media. However, researcher is interested to know the practice of knowledge culture among teachers in the Mukah District in Sarawak when dealing with the information overload in social media. The objectives of the research are to identify the knowledge culture practice among teachers, to examine the knowledge culture that are relevant and to come out with the right method in dealing with information in social media. A survey questionnaire is used to collect the data needed for the research. The research findings revealed that the practice of knowledge culture among teachers are still at the average level and knowledge recognition is the least aspect of knowledge culture practiced by the teachers. Based on the findings, it is recommended for other researchers to carry a qualitative research on the same topic and also come out with an intervention to boost the practice of knowledge culture.

Keywords: Knowledge Culture, Teachers, Social Media, Information Overload



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Introduction

The legitimate form of the right action is when someone is able to put things in their proper place. In order to be able to put things in their proper place with justice, one should have been educated. Therefore, the aim and objective of education is to produce a good man. According to Al-Attas (2019), a good man is a soul that on the right basis possess a quality of being able to place something through applying the knowledge in such a wise action that in final causing the occurrence of justice. It is vital that in the era of technology, the aim and objective of education should always be a proper guidance in manifesting the right action in conducting teaching and learning.

The fusion of technology in education has caused the growth of the technology culture among the teachers in teaching and learning. The roles of technology have become an important aspect in turning the teaching and learning into something meaningful align with the aim and objective of the education. Without the right and proper practice of knowledge culture, the technology might cause the side effects which can affect the moral and practice of the users. Hence, knowledge culture is needed to overcome the problems of the technology in education.

Since the introduction of integrating technology in education, teachers have been undergone various development progress related to teaching and learning. Many of them started to look and search for information through social media. The social media such as Facebook, WhatsApp, Telegram, Twitter, Blogs, Instagram, and Googles have definitely provide the flood of data and information to the teachers in helping them to prepare the lessons for their students.

It is imperative that knowledge culture needs to exist in ensuring that the educational practices of teachers are not easily influenced by the advancement of information that erodes human values and thus develops a deep misunderstanding on the value of education. Teachers need to be prepared to face the onslaught of information explosion on social media for the benefit of learners from getting caught up in the problem of understanding the vast information (Mohd Sani Badron, 2009). As Adler (2007) said that today's condition is rich with information in which can create chaotic atmosphere for anyone who is looking and searching to find reliable information in the ocean of information.

Problem Statement

The era of technology has created a problem of information explosion in education. This particular problem is so close to a problem of teaching and learning as teachers are using social media to retrieve some information for their teaching and learning contents. The information explosion can cause information overload which endangers the knowing of the differences between information and knowledge; truth and falsehood; and good and bad. Toffler (1970) said that with the overwhelming flood of information will only cause the society to live in stressful environment and easily disconnected due to visceral thing of living with this information overload. If it is not being filtered carefully and if there is no practice of knowledge culture, teachers will be flooded with disinformation and fake news which then being spread among the students.

This will be definitely not a good practice of retrieving information as it against the ethical ways of finding the contents of learning for the purpose of teaching and learning. As being mentioned by Postman (1993), he clarifies that:

Information is dangerous when it has no place to go, when there is no theory to which it applies, no pattern in which it fits, when there is no higher purpose that it serves.

In regards to the statement above, we know that it will be destructive when the information is not being properly placed accordingly. Teachers are well known in providing information which can help the students to shape their personality in becoming a good individual. By means, most of the information were taken from the bloodstream of internet nowadays through the social media. The aggressive production of data and information will bombard the teachers with various uncontrolled information explosion and they have to deal with the enormous unfiltered information and data.

Objective of Research

Based on the problem statements stated above, the project is to put into effect the following objectives:

- i. To identify the knowledge culture practice among teachers in the era of technology (social media).
- ii. To examine the aspects of the knowledge culture that teachers consider relevant and necessary in dealing with the information from the social media.
- iii. To elaborate the right methods in dealing with information retrieve from social media.

Research Question

Therefore, the research questions which are pertinent and important for this project are:

- i. What are the respondents' knowledge culture practices in dealing with information retrieve in social media?
- ii. What aspect of knowledge culture is the least practice by the teachers?
- iii. What are the right methods in dealing with information retrieved from social media?

Literature Review

The Concept of Knowledge Culture

In the era of information explosion, knowledge culture plays an important role in helping the learners to engage with the confusion surrounded the information. It is pertinent that a great understanding on the meaning of knowledge culture will help to acknowledge its importance, hence, a further explanation needed to clarify the definition.

Wan Mohd Nor Wan Daud (2019) defines knowledge culture as an existence of an environment that every level of the society involves in the knowledge activity in every opportunity. He further explains that knowledge culture also refers to the actions of man or the society that are decided based on knowledge either through research or intellectual discussion. Syed Salim Agha (1996) defines knowledge culture as a way of life of a society as a common practice. It is an action where the individual and the society practice continuous learning which involves reading, expressing thoughts in writing, participate in common interest group, practice critical thinking, holding an ethical, religious and social values and culture, and interaction with society.

Knowledge Culture Among Teachers in the Era of Technology (Social Media)

Knowledge culture also has features that do not recognize the ignorance, idiotic and anti-knowledge (Wan Mohd Nor Wan Daud, 2019). The society that practices knowledge culture will reject and recent the views, statements, and practices that are not based on knowledge. They will reprimand such actions as something unethical and loss of values which then lead to the destruction of the intellectual and good society. Al-Farabi (1998) thinks that a perfect city has a society that places the knowledge culture as the highest foundation of a prosperous life. The society always put knowledge as the centre of interest in their life.

Another view on knowledge culture is presented by Zaini Ujang (2009). He said that knowledge culture is an intellectual practice where every learner learns to read great books written by prominent scholars, being critical in their findings especially information from the internet, and actively participate in the events where knowledge is the centre of the discussion. These elements are essential in developing intellectual practice of learners especially those who are still in the university.

Teacher and Social Media

The growth of technology allows teachers to use different ways in exploring information for the use of teaching and learning. One of it is through applying ICT usage in their teaching and learning. The recent study conducted by Shirin Shafiei Ebrahimi and Yeo Kee Jiar (2018) on the use of technology at Malaysian Public High School shows that 57% of teachers in Malaysia use ICT in education. This means that teachers have a preference on the use of technology in the classroom.

Greenhow, Campbell, Galvin, and Askari (2018) in their research on the impact of social media on the teacher professional development found that social media can help in boosting the teacher professionalism. A study conducted by Ranieri, Manca, and Fini (2012) on why and how teachers engage in social networks through Facebook and its implication on the lifelong learning found that the participation in social media gradually increased their expertise in teaching and learning.

Methodology of Research

Research Design

Quantitative research is used in this research to identify the aspects of knowledge culture practice by the teachers in Mukah District. Regardless, there are two variables being studied. The variables are independent variables and dependent variable. In the research design, the independent variables are the key to identify the knowledge culture among teachers.

The study involved cross-sectional survey to which the researcher needs as much respondents from Mukah District to respond. Hence, the bigger the number of respondents, the more it will help in identifying whether teachers practice knowledge culture or not in Mukah District.

Research Population and Samples

Mukah District is consisting of four zones which are Bandar zone, Seberang zone, Balingian zone, and Ladang zone. All the schools in the zones are administer by the Mukah District Education Office (PPD). The research population are taken from the Mukah District.

The survey is carried out using online survey. The online survey is created through a google form as it is the easiest platform to collect a big sample of population. A link of the survey questionnaire was distributed to every school admin with a consent letter. 248 teachers responded to the survey questionnaire and all the respondents are taken as the sample of the research (N = 248).

Research Instrument

The research instrument used in this is a survey questionnaire. The survey questionnaire is created based on the content of the study. Before the survey questionnaire is being used, it was being pilot tested two times to ensure the accountability of the questionnaire. The questionnaire was then analyzed using SPSS Statistics 25.0 software.

The survey questionnaire is consisting of 4 sections. The first section which is section A consist of five items related to respondent's details. The items are on gender, race, academic achievement, current period in service, and type of school. The second section which is section B consist of 3 items on the usage of technology (social media) among the respondents. The items are about the gadget owns, the social media most visited and used to get resources for teaching and learning and the period of browsing the social media in a day.

The next three sections are about knowledge culture. The three sections are divided into their own categories which are section C on reading, section D on discussion, and section E on knowledge recognition. All sections consist of ten items particularly to identify the practice of knowledge culture among the teachers based on the aspects of the knowledge culture. The last section is an additional section to accommodate respondents' opinions on the research.

The questionnaire is using structured questions. It used rated response by applying Likert Scale in the survey questionnaire. It measures the strength of agreement with a statement. The scale of the Likert Scales in the instrument are 1(Totally Disagree), 2(Disagree), 3(Neutral), 4(Agree), and 5(Strongly Agree). The content of the instrument is all translated from English Language into Malay Language which are also known as back-to-back translation. The reason is to help the respondents to understand the questionnaire better as most of the teachers are locals and able to understand Malay Language better.

The survey questionnaire method is the most relevant method to collect the large data of respondents. Researcher will be able to analyse the data better when there are many respondents.

Research Findings

Mean Score Interpretation

Table 1 shows the mean score interpretation which was adapted from Sanger, Spliker, Williams and Belau (2007). If the mean score is in between of 1.00 to 2.99, it means the mean score is low. If the mean score is in between 3.00 to 3.99, it means the mean score is on average while the mean score in between 4.00 to 5.00 means the mean score is high.

Table 1
Mean Score Interpretation.

| Mean Score | Interpretation of Score |
|--------------|-------------------------|
| 4.00 to 5.00 | High |
| 3.00 to 3.99 | Average |
| 1.00 to 2.99 | Low |

Intellectual Reading

Table 2 shows the mean and standard deviation of the survey items in Intellectual Reading section. The total mean of the items is 4.08. The highest mean among the items was the item where the respondents will ensure the resources they found in social media are from reliable and trustable source upon sharing with mean of 4.24. The lowest mean among the items was 3.88 where the respondents will finish reading the resources found on social media.

Table 2
Mean and Standard Deviation (Intellectual Reading).

| | N | Mean | Std. Deviation | Variance |
|---|-----|------|----------------|----------|
| I prefer reading resources on social media | 248 | 4.10 | .740 | .548 |
| I will finish reading the resources found on social media. | 248 | 3.88 | .799 | .638 |
| I will assess the resources found on social media. | 248 | 4.14 | .779 | .608 |
| I will make an extensive reading after reading the resources on the social media in order to be fully convinced of the resources retrieved. | 248 | 3.91 | .815 | .664 |
| Prior to sharing, I will ensure the resources are retrieved from reliable and trustable websites. | 248 | 4.24 | .819 | .670 |
| I will assess the resources thoroughly the resources retrieved on social media before using it for teaching and learning activity. | 248 | 4.18 | .748 | .559 |
| Valid N (listwise) | 248 | 4.08 | .134 | |

Intellectual Discussion

Table 3 shows the mean and standard deviation of the survey items in Intellectual Discussion Section. The total mean of the items is 3.84. The highest mean among the items was the item where the respondents said that they can accept other’s opinion well with a mean of 4.22. The lowest mean among the items was 3.50 where the respondents will always ensure to jot down important points based on the discussions made and to try revising it in the future.

Knowledge Culture Among Teachers in the Era of Technology (Social Media)

Table 3
Mean and Standard Deviation (Intellectual Discussion).

| | N | Mean | Std. Deviation | Variance |
|--|-----|------|----------------|----------|
| I will discuss with my colleague on the resources retrieved on social media before utilizing it for teaching and learning. | 248 | 3.88 | .730 | .533 |
| Discussion on the resources retrieved from the social media is a must. | 248 | 4.06 | .771 | .595 |
| I will try to have an extensive discussion with the professionals on the resources retrieved on social media. | 248 | 3.84 | .797 | .635 |
| I can accept other's opinion really well. | 248 | 4.22 | .680 | .463 |
| I will try to engage a discussion involving everyone on the resources retrieved on social media. | 248 | 3.52 | .877 | .769 |
| I will always ensure that my discussion doesn't go astray from the sole purpose in discussing the resources retrieved from the social media. | 248 | 3.86 | .718 | .516 |
| I always ensure to jot down important points based on the discussions made and to try revising it in the future. | 248 | 3.50 | .815 | .664 |
| Valid N (listwise) | 248 | 3.84 | .243 | |

Knowledge Recognition

Table 4 shows the mean and standard deviation of the survey items in Knowledge Recognition Section. The total mean of the items is 3.76. The highest mean among the items was the item where the respondents uphold their integrity and they are aware of using the resources retrieved from the social media in utilizing it for their teaching and learning activity with a mean of 4.11. The lowest mean among the items was 3.44 where the respondents will try to contact philosophers and experts on the resources that I have retrieved from the social media.

Table 4
Mean and Standard Deviation (Knowledge Recognition).

4

| | N | Mean | Std. Deviation | Variance |
|---|-----|------|----------------|----------|
| I will make an effort to join educational talk that discusses related issue as the resources retrieved from social media. | 248 | 3.63 | .824 | .679 |
| Educational talk helps me to understand the resources retrieved from social media. | 248 | 3.87 | .787 | .620 |
| I will try to contact philosophers and experts on the resources that I have retrieved from the social media. | 248 | 3.44 | .889 | .790 |

Knowledge Culture Among Teachers in the Era of Technology (Social Media)

| | | | | |
|--|-----|------|------|------|
| I will try to get to know better the philosophers related to the content of the resources retrieved from the social media. | 248 | 3.47 | .881 | .776 |
| I always think thoroughly before I utilize the resources retrieved from the social media. | 248 | 3.95 | .713 | .508 |
| I can identify which resources are reliable or not. | 248 | 3.88 | .735 | .541 |

Summary of Findings

Table 5 shows the mean and standard deviation on the knowledge culture components. The highest mean of the component in the knowledge culture is intellectual reading with a mean of 4.08. It means that the intellectual reading has high mean score. The lowest mean of the component in the knowledge culture is knowledge recognition with a mean of 3.76. But the mean score is still on average. The total mean of all the knowledge culture components is 3.89. This mean that the mean score of the knowledge culture among teachers is still on average.

Table 5
Mean and Standard Deviation (Knowledge Culture). 5

| | N | Mean | Std. Deviation |
|-------------------------|-----|------|----------------|
| Intellectual Reading | 248 | 4.08 | .134 |
| Intellectual Discussion | 248 | 3.84 | .243 |
| Knowledge Recognition | 248 | 3.76 | .236 |
| Valid N (listwise) | 248 | 3.89 | .136 |

Discussion

The finding of research shows that the knowledge culture among teachers in Mukah District in the era of technology (social media) is still in average level. The overall mean score of the knowledge culture is 3.89 and the standard deviation = 0.136. The mean score and standard deviation are confirmed consistent as the consistency score on the answers are shown through the overall mean = 2.88 and the standard deviation = 0.302. The first component of knowledge culture which is intellectual reading shows the highest mean = 4.08 with standard deviation = 0.134. However, the second component of knowledge culture which is intellectual discussion shows average mean = 3.84 with standard deviation = 0.243. The third component of knowledge culture which is knowledge recognition also shows average mean = 3.76 with standard deviation = 0.236. Based on the finding stated above, teachers in Mukah District are still practicing an average knowledge culture when confronted information posted in social media.

Research Question One

What are the respondents' knowledge culture practices in dealing with information retrieve in social media?

In discussing the first question, researcher found that the knowledge culture practices among teachers in Mukah District in dealing with information retrieve in social media are still in average level. This can be shown through the overall mean score 3.89. Based on the score, researcher conclude that teachers in Mukah District are still working to fully practice the knowledge culture in dealing with information retrieved from social

Knowledge Culture Among Teachers in the Era of Technology (Social Media)

media. There are three aspects of knowledge culture discusses in the research which contributed to the total mean score.

The first aspect which is intellectual reading has a mean score 4.08. This shows that teachers in Mukah District practice intellectual reading in their life when dealing with information in social media. Teachers will read the information thoroughly and ensure that they do some deeper reading on the information.

The second aspect of knowledge culture which is intellectual discussion has a mean score 3.84. Based on the mean score, researcher can conclude that teachers in Mukah District has an average practice of intellectual discussion when dealing with information retrieved from social media.

The third aspect of knowledge culture discusses in the research is the knowledge recognition with a mean score 3.76. This aspect is discussed in research question two. Based on the mean score, researcher concludes that the practice of knowledge recognition is still in average level. There are several factors that can be considered as the main contributors to the results stated above. The factors are value of knowledge in society, the drowning in information, and the lack of awareness on the right method in engaging with social media.

The changes of value in the society has put knowledge as not the main value that being concerned anymore. Instead, the society thinks that the highest value in society is now value of a materialization. That is why the more information is available, the more value it will have. With the average level of practice in knowledge culture, it can be concluded that the society also have not yet put knowledge as the highest value in society. The practice must be in high level before knowledge can be considered as the highest value concern in a society.

There is a tendency where teachers are still drowning in information. They still cannot identify and distinguish between what is the best and good for them and what is bad and not good for them. It is because the large information keeps on coming and engaging with them through social media, hence, they still think that the more information that they have, the better the result be. This is what Postman (1993) said people are amusing themselves to death. It is all about what they think but not the truth of the information.

The last factor is on the lack of awareness on the right method in engaging with information in social media. Many are still considered a number of information determine the truth of the work (Miller, et al., 2016). Mohd Zaidi bin Ismail (2018) said that lack of awareness in the mind is due to the inability to process things properly because the actions and rules of thinking does not go along with the actions. People tend to skip and ignore the importance of the right method in engaging with information on social media. This is why to provide awareness in the mind of the individual, one should always practice good thinking as part of the right action in step taken in daily life basis (Mohd Zaidi bin Ismail, 2016).

Research Question 2

What aspect of knowledge culture is the least practice by the teachers?

Based on the question two, researcher found that the aspect of knowledge culture that is the least practice among teachers when dealing with information in social media is knowledge recognition with the mean score 3.76. This shows that teachers are still in practicing an average level of knowledge recognition's aspect of knowledge culture.

In the analysis of the data, researcher found out that the most important aspect of knowledge recognition that the teachers think should be practiced is the integrity and awareness of ensuring the information obtained from social media require high research before it can be used in the teaching and learning.

However, the teachers in Mukah District are still in average practice on the other aspects of knowledge recognition. The teachers still think that the effort of joining educational talk that discusses the related issues as the resources retrieved from social media is something that can be considered natural.

In ensuring the information are reliable, teachers still think that contacting philosophers or experts on the resources that they have retrieved in social media is a choice. Based on the mean score on the question which is 3.44, researcher can conclude that teachers are still at average level of thinking in contacting scholars or experts on the resources retrieved from social media as an important component in recognizing the knowledge.

Research Question 3

What are the right methods in dealing with information retrieved from social media?

Based on question 3, researcher found that there are right methods to deal with information retrieved from social media. Teacher should be able to put the methods into practice and teach the students the right way to deal with information in social media.

The first method is to do some further reading on the information. Reading is essential in engaging with false information. It gives more reliable and authentic information that can be set as a reference to the information retrieved from social media. The source of reading should be from the scientific books, relevant articles, and also journals. It is important that the society practice good reading which any information should come from the reliable authority.

The second method is to discuss further as some information should be known by others too. Some might have authorities and knowledge on the subject-matter discuss in the information and they can provide relevant information pertaining the information retrieved from social media. One should remember that not all information that are known by many people are true as only knowledge that can determine the truthfulness of the information.

The last method is to do some deep analysis on the information retrieved from social media. Any information should have three basic information which are the author's name, the sources used, and it must come with scientific discussion.

Conclusion

Technology plays a vital role in upholding the education system in the country. It has essential elements that help teachers to discover and teach effectively. Without a proper and right action in dealing with information retrieved from social media, false information will be easily spread and it does not bring any benefit for our education.

Teachers play a vital role in ensuring knowledge culture become a norm in the society. This can be done through educating the teachers to practice it first and spread it to the students and also the society. Knowledge culture will help people to be critical and

Careful in retrieving information in social media. It is pertinent that any false information should be encountered immediately as it will create a bigger problem if it is spreading. Teachers have greater roles in reducing the problem as they are the frontlines who can ensure and shows the society on how to deal with information retrieved in social media properly.

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Knowledge Culture Among Teachers in the Era of Technology (Social Media)

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