Anti bias education practice in pre-school education in rural Malaysia

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ABSTRACT: This study will aim at describing the Preschool Education Anti-Bias practice in rural Malaysia. It explores two key aspects. Firstly, teacher demographics which influenced anti-bias education teaching practice in pre-school. A few factors are scrutinized namely gender, academic educational background and teacher service period. Both methods and teachers' classroom teaching strategy are examined. Researchers concentrate on teacher application to develop interest, knowledge and pupil understanding of anti-bias educational practice. This study is a qualitative case study. Research respondents consist of 2 groups. A total of 4 pre-school teachers and 16 pupils will be involved as study participants. Data collection will be done through interview, lesson observation and document analysis. Triangulation technique and expert examination will be used to ensure trustworthiness and credibility.

Keywords: anti-bias education; preschool; rural malaysian

1 INTRODUCTION

Malaysian society is composed of a variety of religions, languages, ethnic groups and cultures. The diversity of the Malaysian population is seen in the different ethnic customs and beliefs that have filled the background with unique cultural and ethnic practices. Therefore, anti-bias education practices are important in Malaysia in order to integrate the students at all levels of education.

2 BACKGROUND OF THE STUDY

Preschool education context shows that the practice of anti-bias education has a broad applicability. This can be approached through western researchers' view as well as the Islamic perspective. Based on studies in the West, the concept of Anti-Bias Education Practice is a concept that promotes equality of teaching human rights in the classroom. According to Derman-Spark and Olsen (2010), the Anti-Bias Education Practice is a concept and an approach that gives special privileges to every human being to be treated with respect, dignity, equality and justice without distinction (Derman-Spark & Olsen, 2010; Lin, Lake, & Rice, 2008).

Anti-bias education practice requires educators to fulfill "the practice of freedom" (Freire, 2000). This practice gives the students exposure and practice facilities for socialization with decency. Through it, students learn how to manage an environment in critical and creative ways; as a result, each student is allowed to have a positive self-identity, be confident and more concerned (Derman-Spark & Olsen, 2010). The practice of freedom is also bridging the differences among students. This allows existence of multiple communication, critical thinking and skill to stand alone in the face of injustice.

In an Islamic perspective, the concept of Anti-Bias Education Practice translates as nature educator-Justice on behavior, balanced or match (Abdullah Nasih Ulwan, 2008). Justice here is also related to the conduct of the teachers not to be extreme in the process of nourishing students. They were also seen placing justice in the right place and not being harmful. This is in contrast with the views of Muslims now that puts fair education in terms of equal position or equality of rights.

The concept of effective education is the practice of teaching and educating students in accordance with their capabilities, and their learning style (Yusuf Al-Kardawi, 2003; Al-Ghazali, 2010). This is because what benefits a person does not necessarily benefit someone else. Its implication is that effective teachers properly convey their knowledge appropriate to the maturity level of the students. In education, it is considered an injustice to educate the non-committed members or students in a manner that the students cannot afford.

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Preface

The 3rd International Conference on Management and Technology in Knowledge, Service, Tourism & Hospitality 2015 (SERVE 2015) was held 1-2 August 2015 at The Sheraton Hotel Bandung, Bandung, West Java, Indonesia.

The 3rd International Conference on Management and Technology in Knowledge, Service, Tourism & Hospitality 2015 (SERVE 2015) provided a platform for all researchers, entrepreneurs and students to exchange new ideas and application experiences face to face, to establish business or research relations and to find global partners for future collaboration. SERVE 2015 featured invited speakers who further explored this topic that is so significant for management. Concurrent sessions and a poster session covered a wide range of topics and issues, including both contributed papers and special sessions devoted to specific themes.

We would like to express our sincere gratitude to all in the Technical Program Committee who have reviewed the papers and developed a very interesting conference program as well as to the invited and plenary speakers. This year, we received 199 papers and after rigorous review, 40 papers were accepted. The participants came from ten countries. There were five Parallel Sessions and three Keynote Speakers.

It is an honour to present the publication of SERVE 2015 by CRC Press/Balkema, Taylor & Francis Group, and we deeply thank the authors for their enthusiastic and high-grade contributions.

Finally, we would like to thank the conference chairman, the members of the steering committee, the organizing committee, the organizing secretariat and the financial support from the conference sponsors that allowed the success of SERVE 2015.

The SERVE 2015 Proceedings Editors

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