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Modeling The Consequences of Pondok Tahfiz on Social, Economic, And Environmental Factors.

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Abstract: The purpose of this study is to determine the social, economic, and environmental (SEE) effects of Pondok Tahfiz in Perlis. A sustainable development paradigm is based on three fundamental principles: social, economic, and environmental. These factors drive the management of human resource utilisation so that any development project may provide the maximum long-term advantages or positive impacts to current generations while also meeting the demands of future generations. As a result, the three metrics are typically employed as measurements for assessing the benefits of numerous development programs. For example, the education project is always justified on the basis of the fundamental necessity for advanced study, research, and community activities aimed at developing graduates and knowledge of society. The indirect impacts of educational institutions on the economy and environment are more implicit and secondary.

Keywords: *Social, entrepreneurship, environmental, tahfiz*

1.0 INTRODUCTION

This study will look at the social, economic, and environmental (SEE) consequences of pondok tahfiz in Perlis. A sustainable development paradigm is based on three fundamental principles: social, economic, and environmental (Harris, 2000). These factors drive the management of human resource utilisation so that any development project can offer the greatest potential advantages or positive impacts to current generations while also meeting the demands of future generations (Basiago, 1998). As a result, all three dimensions are often employed as measurements for measuring the consequences of different development programmes.

For example, the education project is always justified on the basis of the essential need for advanced study, research, and community activities aimed at developing graduates and a knowledge society (Gertler, 2010). The indirect effects of educational institutions on the economy and environment are more subtle and secondary.

Many research on the social, economic, and environmental (SEE) implications of development projects in the fields of energy (Nishiguchi & Tabata, 2016), building (Chiang, Li, Zhou, Wong, & Lam, 2015), tourism (Kimmel, Perlstein, Mortimer, Zhou, & Robertson, 2015), and others have been undertaken. However, extensive study on the effects of SEE on the education sector appears to be lacking.

2.0 LITERATURE REVIEWS

The major focus of an institution of sustainable development thought was the environment. The International Union for the Conservation of Nature (IUCN) had developed a global conservation plan as early as 1980, which featured one of the earliest uses of the phrase "sustainable development" and methods for sustainable use of natural resources as a top priority worldwide (IUCN, 1980). The Millennium Declaration, which outlined guiding principles for sustainable development, including economic development, social development, and environmental preservation, was endorsed by the

UN 20 years later (UN, 2000). The sustainable development concept's guiding premise, according to Harris (2000), focuses on three areas,

• Social - A socially sustainable system must achieve distributional equity, adequate provision of social services including health and education, gender equity, and political accountability and participation.

• Economic - An economically sustainable system must be able to produce goods and services on a continuing basis, to maintain manageable levels of government debt, and to avoid extreme sectoral imbalances which damage industrial production.

• Environmental - An environmentally sustainable system must maintain a stable resource base, including maintenance of biodiversity, atmospheric stability, and other ecosystem functions not ordinarily classed as economic resources.

According to a general definition, sustainable development is a methodical strategy for managing the advantages and disadvantages of both physical and human growth. An extensive protocol for SEE effects assessment, created by the European Union (Bond, Sanz, Willeke van Staalduinen, & Ferrer, 2015), is utilised as a tool for this SEE impact study in order to meet the research objectives. The SEE effects' specifics are provided in Table 1:

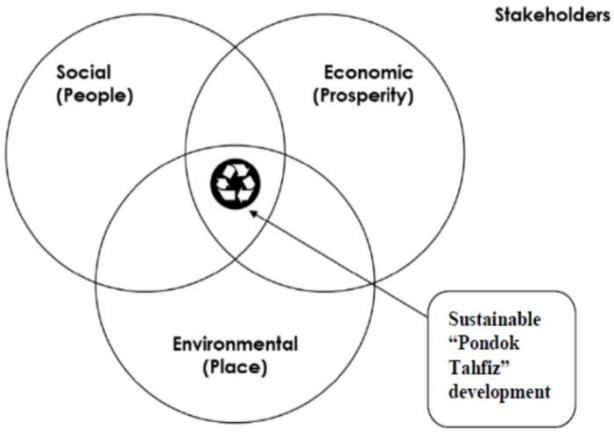

Table 1: Dimensions and elements of the SEE impacts.

3.0 METHODOLOGY

Descriptive, explanatory, and confirmatory research design (Quantitative). Multistage sampling method -Stratified and Simple random (parametric with probability) (Creswell & Plano Clark, 2007).

- Target Population and sample size:
- 2 Registered modern "Pondok Tahfiz"
- Respondent villagers nearby "Pondok Tahfiz"
- Instrumentation: Structured interview- Questionnaire

- Primary secondary data collection: Primary data for the study focuses to understand the phenomena and draft the objectives of the research, hence the data will be collected from the founders of Pondok Tahfiz for feasibility insight.
- Secondary data collection: The sources of the secondary data are mainly from articles, journal, thesis, and annual report. Furthermore, relevant information will be extracted from the sources. The purpose of these sources is to develop the conceptual framework and references support for the research.

Research procedure: There are two main phases of the research procedures that will be detailed. The first is the feasibility pilot study (questionnaire), second is the fieldwork (questionnaire). The procedure described the processes entangled in building, analysing, and identifying the outcome of the research. Besides, the research process clearly states the order of occurrences and how the sample was recruited.

4.0 DATA ANALYSIS AND FINDINGS

Data analysis: Descriptive statistic – Frequency, Normality, and Reliability test, Inferential statistic – Factor Analysis, Correlation, and Path Analysis (SEM)
Tools: SPSS and AMOS

Descriptive statistics were used to measure the frequency; percentages mean and standard deviations and the response score of the measured items. However, detecting outliers is an essential part before proceeding to the next analysis. Therefore, a whisker plot or box plot analysis was performed to determine any extreme score that will affect the outcome of the analysis. Later, the P-P plot was utilized to determine the normality of the data by referring to the graphical points of pattern plots on the linear line from the origin. In the first stage of quantitative data analysis, Statistical Package for the Social Science (IBM-SPSS) was used to analyze the data.

Furthermore, the IBM-SPSS was also employed to run the Exploratory Factor Analysis (EFA) to reduce and manage the number of variables that belong together and have overlapping measurement characteristics. Afterward, the data were analysed using the Analysis of Moments Structures (IBM-AMOS 21). IBM-AMOS software will be used to handle the Path analysis and Confirmatory Factor Analysis (CFA) to describe the directed dependencies among the set of variable, validate the measurement model of a construct, and test the stated hypothesis in the path model. The statistical method employed in testing the path model is SEM (Structural Equation Modeling). SEM is a second-generation method of statistical analysis developed to cater for limitations in the traditional Ordinary Least Square Regression (OLS) especially when dealing with latent constructs in a model (Van Tessel-Baska, 2007; Reiss, 2003; Renzulli, 1998).

This study employed a quantitative approach, by using cross sectional study method to derive the whole structured of the research. The population of the study were identified from 2 Pondok Tahfiz Institution that encompasses of 460 Tahfiz students across Perlis. Hence 280 samples of respondents were identified through Krejcie and Morgan (1970) and Hair et al. (2010) method. These method were mean to satisfy the generalization and statistical of the data generated. The result generated for the research were obtained from IBM-AMOS 20 as a tools of the analysis with 10-point Likert scale from structured interview. Thus, descriptive analysis, exploratory factor analysis (EFA), and path analysis used to meet and answer the objective of the research. Prior to run the fieldwork analysis, pilot test were conducted to determine the pre study result for validity and reliability of the data.

5.0 DISCUSSION & CONCLUSION

Overall, the key conclusion of the project was that all the relevant factors—social, environmental, and economic—had a beneficial influence on the development of sustainability. At =.288, CR = 4.746, the environment factor has the largest positive influence on the sustainability development factor. At =.251, CR = 3.572, the economy element has the least significant impact on sustainability development. The results showed that "Pondok Tahfiz" environmental and social factors have a greater influence on community sustainable development than does the economics, even at its most basic level. This incident happened because "Pondok Tahfiz" was founded with the primary goal of encouraging positive attitudes in people and embracing the local environment. This objective's relevance is consistent with the study's findings.

In addition, the "Pondok Tahfiz" construction is related to a financial captive market. Most of the residents and pupils of "Pondok Tahfiz" are from lower-income families; their average household income is in the B40 range. Additionally, their purchasing habits are based solely on everyday survival. Additionally, a government agency, the local community, or private donations help to pay for the school's operating expenses or revenue. To ensure viability in the future, these "Pondok Tahfiz" required careful modernization or upgrading. "Pondok Tahfiz" was able to plan their school's future in a way that balanced the contributions to society, the economy, and the environment thanks to government intervention.

In general, the research finding will be useful towards three main significance stakeholders. First is for the government either state or federal to improve poverty level after build education institute or government agency. This action are critical among community as the income among within community increase and the business operation could sustain even better as the business income cycle become even faster when “Pondok Tahfiz” provide high impact of economy value.

Second, the “Pondok Tahfiz” itself would be benefited from this result as they able to identify the factor they should concern and taken care. By identified the relevant factor the school able to move forward and upgrade the school infrastructure to capture more students.

Third, the research community “Pondok Tahfiz” also can gain benefit from this research as this research finding provide different area dimension of finding. Among listed variables in Social, economic, and environment, it was founded that economy factor provide less effect in sustainability development. So that in future the research could this justification to extent the study and have replication study to re-evaluate economy attributes value of “Pondok Tahfiz” in sustainability development.

The three spheres (social, economic, and environmental) of sustainability encompass many concepts, which explain how decisions and actions can have an impact on the overall sustainability of our education sector. Hence, a wide range of governmental and non-governmental entities required to embrace this sustainability to build a proper paradigm. Otherwise, the sustainability could not balance the development including with falls of sustainability principles. Therefore, it is extremely important to broaden the concept of social, economic, and environmental for sustainable development that integrate with all comprehensive element of sustainability so that “Pondok Tahfiz” able to gain holistic achievement of sustainability development.

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