

## AZAM Tani: Addition Knowledge to Poor Community in Seberang Perai

Mohd. Hudzairi Mansor Mohd. Nadzir, Mohd. Yusof Hussain and Zaimah Ramli  
School of Social, Development and Environmental Studies,  
National University of Malaysia (UKM), 43600 Bangi, Selangor, Malaysia

---

**Abstract:** The eradication of poverty has become one of the government's agenda, since, the implementation of the New Economic Policy. Various poverty eradication programs have been implemented by government agencies and non-governmental organizations. In 2010, a program was implemented this program under AZAM Tani Program 1. About 54 participants were involved in the study. The results found were improved after participant's knowledge AZAM Tani. Correlation tests were also performed on source knowledge and adaptation knowledge. The test results also show that the two variables are related. It also show the relationship are positive and strong. Where the value at which  $r = 0.679$  and  $p < 0.05$ . Then this indicates that, the source of the knowledge gained after joining AZAM Tani help participants to use in their work. In fact, it was reinforced by the significant correlation between the implementation of the program with knowledge AZAM Tani after joining. The relationship are positive but only moderate. Where  $r$  is the  $0.496$  and  $p > 0.05$ .

**Key words:** Community, poverty, knowledge, agriculture, AZAM Tani, knowledge

---

### INTRODUCTION

The eradication of poverty has become one of the government's agenda since the implementation of the New Economic Policy. Various poverty eradication programs have been implemented by government agencies and non-governmental organizations. Poverty is considered a social disease and destruction to a country's development (Abdullah, 1984). In fact, if not contained, poverty will be a problem connecting to the next generation as well as an issue in development planning in the future. It's like the same as said by Haider *et al.* (2015) that poverty is a persistent problem faced in the economic development of a country. One approach to addressing the problem of poverty that can be used is through community development programs. Community development program visits can develop poor communities. According to Salleh (2004), development of a successful community is one of the country's development strategy through programs organized. Therefore, the government has devised a new approach and community program launched in 2010. The program is implemented under the AZAM Tani Program 1. One of its objectives is to increase the participant's knowledge.

Knowledge is something that is important. Through knowledge is also something to be done. If you see a large scope, the development of a nation is based on the knowledge possessed by its inhabitants. This suggests that knowledge plays an important role in life. But

knowledge can also help in the work of a person. For an individual need for knowledge to ensure a better life. This knowledge can also be acquired through education directly or indirectly. Tilak (2002) states through education provided through knowledge and additional skills training will turn a man into a more valuable human capital and productive. Besides knowledge, through education, to increase productivity and thus enable them to acquire the necessary income. Rosen (Tilak, 2002) states that "the stock of skills and knowledge contained in people". This shows the basic knowledge and skills possessed by humans only be removed through additional education or inject motivation.

If you look at the definition of knowledge in general is correct and reasonable belief (Hunt, 2003). Hunt (2003) states that, knowledge is a concept similar to gravity. Where it cannot be seen but can only feel its effects. Knowledge can affect the safety, efficiency, comfort and satisfaction to individuals or organizations to achieve the goal. It also helps provide data of an event and it also acts in accordance with changing needs, goals and desires (Hunt, 2003).

Jong and Hessler (1996) stated that knowledge is based on the individual. They stated that identifies four types of knowledge which is knowledge of the situation (situational knowledge), the conceptual knowledge (conceptual knowledge), knowledge of procedures (procedural knowledge) and strategic knowledge (strategic knowledge). Knowledge is knowledge of the

situation as it usually appears in a particular field. Conceptual knowledge is static knowledge about facts, concepts and principles that are applicable in certain specific areas. Knowledge of the acts or manipulation procedures are reasonable in the particular field. Strategic knowledge to help students organize their problem solving process with guidance on the level where they should think to reach a settlement. Knowledge is also a rank of surface and depth. More in depth knowledge of the show is better if the upper surface of an individual's knowledge is not good.

Alteration of knowledge is also a change to the community. Jonesab and Silva considers a model of integration to community development include problem solving, community building and interaction system. In other words, they said that there should be an approach that is completely integrated assess the problem, then go to building the capacity of communities and community capacity is the most important handle the problems that exist. To solve the problem of poverty, increased knowledge is required of a community. The authors will examine the relevant knowledge and AZAM Tani program. Therefore a study was performed on the participants AZAM Tani program in Seberang Perai to see whether there was an increased level of knowledge in projects implemented after they joined the AZAM Tani.

**Literature review:** Knowledge is the important thing in life. Through knowledge of the work can be carried out. Knowledge plays an important role in the information revolution. The main challenge is to select 'information from various sources and it is correct that in turn makes knowledge useful. Knowledge is a very personal human assets and it is the combination of expertise and business networks and alliances (Smith, 2001). Stewart stated similar knowledge assets such as money or equipment, exists and is worth if it is in the context of the use of the right strategy then it can be adopted.

However, when seen in some previous studies, shows that knowledge is important for the success of the program and help reduce poverty. According to Abhary *et al.* (2009) knowledge processing also one of the factors contributing to the socio-economic sustainability. Sustainability in life can be formed in the event of the efficiency of knowledge sharing and this can help you gain knowledge of the infinite. Knowledge is seen by them as one of the factors contributing to the socio-economic sustainability. Here, you can see he is also a contributor to poverty reduction as well socio-economic sustainability can help individuals or communities out of poverty. According to Hadi *et al.* (2013) conducted a survey among indigenous

communities clearly shows that the ability of indigenous peoples to emerge from poverty status when they obtained the results of the activity approach 'Pro-Poor Tourism (PPT). Provision of vocational education related to tourism can reduce poverty. According to them the natives must have specific knowledge and skills in vocational education (Tourism) as well as financial support. No one among the native people who have knowledge and ideas for designing and implementing the PPT program. They did not have enough people to have knowledge and ideas for planning and implementing the program of local tourism. According to them more natural persons require special knowledge, skills and support, including financial support. Their proposal involved ministries, namely the Ministry of Tourism should provide a good mentor to provide guidance and ensure that indigenous peoples are able to achieve success in the tourism industry.

Rahman and Hafiz (2013) made a study related to the review of her views on the micro-credit program and the effectiveness of the program. Selection and identified the borrower has no competence and no knowledge of running a project and they are included in the training programs. This is to increase the level of their knowledge. Provided micro credit program is to address the poor.

Abubakar (2013) also declared Nigeria a few years ago launched a poverty alleviation program range that aims to reduce poverty in the country. But the program was less successful due to lack of knowledge. Public libraries in Nigeria have a role in making the program more meaningful, if they play a role that required by those in poverty eradication programs. The involvement of the public library is needed, especially in rural areas. In fact, according to Abubakar (2013) again the government must equip public libraries with a variety of amenities including use of Information and Communication Technology (ICT) Modern and also provide training and courses for more staff in the use of ICT. This will assist the staff in providing adequate services in connection with programs to eradicate poverty. No progress can be recorded without the use and knowledge of ICT in the 21st century.

Kaleem and Ahmed (2010) in their study of Islamic states also encourage people to participate voluntarily in welfare projects. The rationale is to share and transfer knowledge and expertise to those in need such as the poor to improve their economic situation caused by the unequal distribution of wealth in society. Here indicates that knowledge is important for someone then it should be shared with those less fortunate. Kaleem and Ahmed (2010) have suggested the Islamic Micro Credit (MFI) to ensure funding for education and vocational training to the poor. This is because they believe the new

knowledge is important for everyone as faith should be on everyone's like saying the word faith often mentioned in the verses of the Quran as much as 811 times.

Thus it can be seen that knowledge is important for the development of the poor. This is because through knowledge of the given work can help them to be more productive in carrying out their work. Increased knowledge can also have a positive impact on individuals and communities are generally poor.

## **MATERIALS AND METHODS**

Respondents were selected from among 2011 participants AZAM Tani living in Seberang Perai, Penang. The number of participants in the area is 118 people but for some reason only 54 respondents surveyed and this does not include the 10 respondents were involved in testing the reliability of the survey form. Purposive or judgmental sampling techniques had been use. This is non-probability sampling technique. The mix method used is quantitative dan qualitative. The research is descriptive. There are also two Spearman correlation test run. The first test is the relationship between knowledge and adaptation knowledge resources after participants AZAM Tani. Two is to test the relationship AZAM Tani executor to increase the level of knowledge of the participants involved as respondents.

## **RESULTS AND DISCUSSION**

The analysis results of this study are given in two tables of source knowledge and adaptation knowledge in the work. These jobs pay more attention to the projects implemented by the respondent under AZAM Tani program. The use of these two variables is as a source of knowledge is how the respondents obtained their knowledge after participating AZAM Tani. While adaptation is how they use the knowledge gained after get AZAM Tani in their work, especially, projects that they run under AZAM Tani. This section will also stretch the results of two tests performed Spearman. Before looking at these results should be viewed on the analysis in Table 1.

Table 1 shows the sources of knowledge obtained by the respondents after they joined the AZAM Tani program. A total of 88.9% of respondents stated strongly agree and agree that they increase knowledge of the work by their own will after joining AZAM Tani. This is because some of the respondents were willing to try to preserve their lives. This means that they are stable and their lives are not plagued by poverty. The majority of these people increase their income. While 3.7% of

respondents disagree. In their work-related knowledge they have acquired before they get AZAM Tani. For the next statement, eight people agree and simple. For those who disagree, they gained more knowledge from reading newspapers, pamphlets from the relevant agencies and pamphlets on agricultural exhibition. Read this to get them started after AZAM Tani. There are also respondents who acquire knowledge of reading on the internet. However, the majority of respondents, 67% of respondents did not agree with some of the figures are strongly disagreed that their work-related knowledge gained from reading after joining AZAM Tani. However, 29.6% of respondents stated that they do not like to read but because they read to know something. The participants read before join AZAM Tani and have relevant knowledge of their work earned before the participants.

The statement read to increase knowledge about how financial management is still the majority of respondents strongly disagree and disagree. However, modest the percentage rose to 18.5%. There are some among them were not sure some are just simply disagree. Participants who agreed with this statement only 14.8% of respondents.

The majority of respondents disagreed or strongly disagreed with the statement that all four had increased to 77.8%. This is because some of them do not know and some do not know what that information technology. There was a 7.4% said this statement is not concerned with helping acquire knowledge for their jobs after joining AZAM Tani. There are among these respondents said their job is not to use information technology. Only 5.6% agree that they gain knowledge through information technology-related work after they get AZAM Tani.

Table 1 show the total number of states that work-related knowledge gained through Executive Officer AZAM Tani after joining. Respondents stating a simple yes or no would have been only 22.2%. The same number of respondents who do not agree with. Only 3.7% of respondents said that this statement does not apply. The next statement shows that, 90.7% of respondents strongly agreed and agreed with the statement that they will ask anyone to add work-related knowledge. Some of them are willing to try to ask certain parties who thinks can help such as other government agencies. They did not feel embarrassed because they want to be successful in the project. The respondents who are willing to ask other nations to succeed. Advice of non-Malays have tried to follow these respondents. Some of them said that the aid has been able, so they should also endeavor to ensure the success of the project made. Only 9.3% of respondents agree that a simple opinion.

Table 1: Knowledge resources

Statements	Statements respondents frequency (%)						Total
	TB	STS	TS	Sh	S	SS	
My knowledge of my work with the will to get themselves after AZAM Tani	-	-	2(3.7)	4(7.4)	46(85.2)	2(3.7)	54
I add knowledge of my work by reading	-	2(3.7)	36(66.7)	8(14.8)	8(14.8)	-	54
I like to read to increase knowledge related to financial management	-	3(5.6)	33(61.1)	10(18.5)	8(14.8)	-	54
I get my work related knowledge through information technology after I joined the AZAM Tani	4(7.4)	9(16.7)	33(61.1)	5(9.3)	3(5.6)	-	54
I add knowledge through executive officer AZAM Tani	2(3.7)	-	12(22.2)	12(22.2)	28(51.9)	-	54
I would ask anyone who can help to add knowledge of my work	-	-	-	5(9.3)	35(64.8)	14(25.9)	54
I have extensive knowledge related to the job	-	-	3(5.6)	13(24.1)	32(59.3)	6(11.1)	54
I increase knowledge through contacts from the AZAM Tani program	-	-	6(11.1)	11(20.4)	35(64.8)	2(3.7)	54
I add knowledge of the courses provided by the implementing AZAM Tani	-	-	5(9.3)	6(11.1)	42(77.8)	1(1.9)	54
My knowledge related jobs increased after get AZAM Tani	-	-	4(7.4)	8(14.8)	35(64.8)	7(13)	54

TB = Not applicable, STS = Strongly disagree, TS = Do not agree, Sh = Average, S = agree, SS = Strongly agree

Table 2: Knowledge adaptation

Statements	Statements respondents frequency (%)						Total
	TB	STS	TS	Sh	S	SS	
I have knowledge of a job but I was only able to do so after get AZAM Tani	-	-	12(22.2)	15(27.8)	25(46.3)	2(3.7)	54
My knowledge is not just equipment but used only knowledge of product marketing	2(3.7)	-	9(16.7)	10(18.5)	33(61.1)	54	
I apply the knowledge acquired in the work	-	-	4(7.4)	9(16.7)	40(74.1)	1(1.9)	54
The knowledge that I gained my job easier	-	-	2(3.7)	19(35.2)	32(59.3)	1(1.9)	54
The knowledge gained has helped save time to market my products	1(1.9)	-	7(13)	26(48.1)	19(35.2)	1(1.9)	54
The result of my reading out equipment which is more important in my work	1(1.9)	3(5.6)	10(18.5)	15(27.8)	25(46.3)	-	54
I have the knowledge to get a job now after AZAM Tani	-	1(1.9)	2(3.7)	17(31.5)	33(61.1)	1(1.9)	54
I can add to the knowledge that I was able to carry out additional work	-	-	8(14.8)	12(22.2)	32(59.3)	2(3.7)	54
I am looking for information related to a job or to market products through information technology (internet source)	4(7.4)	7(13)	35(64.8)	5(9.3)	3(5.6)	-	54
My job now is the result of the knowledge that I gained after get AZAM Tani	-	-	8(14.8)	12(22.2)	34(63)	-	54

TB = Not applicable, STS = Strongly disagree, TS = Do not agree, Sh = Average, S = Agree, SS = Strongly agree

More than half of respondents said that having extensive knowledge related to the job after joining the AZAM Tani. While only three people who disagree with the statement asked. About 68.6% of respondents indicated that they have increased their knowledge through contact of the AZAM Tani program after joining AZAM Tani. This knowledge is not dependent on the type of work alone but also includes information such as equipment repair. Some of them are willing to ask their contacts this. This is because they are not poor contact and can be successful. There is additional contacts perform the same job with them.

For the eighth statement is only six respondents disagreed with this statement. The 79.6% of respondents agreed and strongly agreed with the statement 9th in Table 1. This shows that they pay attention to a given course. Through courses provided respondents get new information. While 9.3% disagreed with the statement that they add to the knowledge of the courses provided by the implementing AZAM Tani. The remaining 54% of respondents agreed only to give a simple opinion and uncertain. For the last statement can be seen in Table 1, 77.8% of respondents stated that their knowledge related jobs increased after get AZAM Tani. This is because some of the respondents received new information from

the course. In fact, some of them also tried to ask the executor or successful individuals and non-participants AZAM Tani run the same project. The 14.8% also said that the medium and the remaining agreed to disagree.

Table 2 shows the, respondent's statements concerning the adaptation of knowledge in their jobs after they joined the AZAM Tani. This adaptation touching on how participants use the knowledge gained in the implementation of their projects. Half of the respondents with 50% stating that, they have knowledge of a job but they can only do so after get AZAM Tani. Of the 54 respondents surveyed, only 27.8% of respondents said medium with the statement. While another 22.2% of respondents disagree.

More than half of respondents agreed with the statement number two which is applicable not only knowledge but knowledge of equipment used product marketing. Some of these respondents find their own customers and others who know where to sell their produce. In fact, some of them began to know on which side they need to sell their products without going through a third party. While ten respondents expressed moderate and nine disagreed with the statement. Another two respondents said the statement irrelevant. This is because in their work they do not need to market the

product. All of their products taken by the equipment. The third statement indicates that more than 70% strongly agree and agree that they apply the knowledge gained in their work. While 16.7 and 7.4% said it was simple and did not agree to the statement. The 61.1% of respondents said that knowledge of the respondents obtained after AZAM Tani get my job easier. For example, to tame the male cow must give it drink water of soy nut. 35.2 of respondents said medium with the statement while 3.7% of respondents disagreed with the statement. One respondent stated that the knowledge acquired at the course just general knowledge and equipment that were given the same equipment instead of expensive equipment or advanced word easier on the participants.

Based on Table 2, for the fifth statement, respondents indicated that the knowledge gained has helped save time for them to market their products. The number of respondents saying this was 35.2% of respondents. While 48.1% of respondents agreed that simple. Another 13% of respondents disagreed with the statement. Only 1.9% said the statement which is not applicable. For these respondents feel they have no relevance to their work. The sixth statement after analysis found that 46.3% of respondents agreed. While 27.8% of respondents said that simple. Three respondents expressed disagreement with the fact that they know the results of the reading equipment which is more important in the job after joining AZAM Tani. However, when seen in Table 2 for the second statement is found only eight people who love to read. For 29.7% stated that they have read to determine matters relating to their work. For the statement 'respondents have knowledge of the work now after get AZAM Tani', the analysis found that more than 50% said strongly agree and agree. Respondents who said medium is a total of 31.5% of respondents. Only 5.6% of respondents who strongly disagreed and disagreed with the statement.

The analysis also showed that after joining the AZAM Tani respondents found 63% of respondents were able to add knowledge so that respondents are able to carry out additional work. While only 22.2% of respondents moderately agree and are less certain. Only 8 people who did not agree with the statement submitted to them. The analysis also showed that, more than half of the respondents strongly disagree and disagree with the statement ninth in Table 2. A total of 9.3 and 7.4% said it was simple to state not applicable.

Only 5.6 % only respondents who agreed that they are looking for information related to a job or market the product through its information technology internet resources. More than half a percent of the respondents with 63% of respondents said that the work now is the

Table 3: Spearman correlation test for relationship between knowledge resources and adaptation knowledge resources

Spearman's rho	Knowledge resources	Adaptation knowledge
<b>Knowledge resources</b>		
Correlation coefficient	1.000	0.679(**)
Sig. (2-tailed)	-	0.000
N	54	54
<b>Adaptation knowledge</b>		
Correlation coefficient	0.679(**)	1.000
Sig. (2-tailed)	0.000	-
N	54	54

\*\*Correlation is significant at the level of 0.01 (2-tailed)

Tle 4: Correlation test view power relationship between knowledge and program implementation.

Spearman's rho	Program implementation	Knowledge
<b>Program implementation</b>		
Correlation coefficient	1.000	0.496(**)
Sig. (2-tailed)	-	0.000
N	54	54
<b>Knowledge</b>		
Correlation coefficient	0.496(**)	1.000
Sig. (2-tailed)	0.000	-
N	54	54

\*\*Correlation is significant at the level of 0.01 (2-tailed)

result of the respondent's knowledge gained after get AZAM Tani. However, there were respondents who disagreed. That amount is eight. While the simple thought is 22.2% of respondents.

There should be a source of knowledge and relevance of knowledge in implementing adaptation respondent's work after joining the AZAM Tani. Spearman analysis results showed significant relationship between knowledge resources after joining AZAM Tani and adaptation knowledge after participating AZAM Tani. Table 3 and 4 shows the value of  $r = 0.698$  and  $p < 0.05$ . The relationship are positive and strong. This indicates that respondents use the knowledge gained after joining AZAM Tani to be used in the project that they undertook. The research also believes that there is an increasing and increasing knowledge of the respondent. For the second test is also related to the implementation of the AZAM Tani with a variable level of knowledge after they joined the AZAM Tani.

Spearman correlation test analysis results shown in Table 4 there is a correlation between the implementation of the program and the level of knowledge AZAM Tani participants to enhance the performance of participants AZAM Tani itself ( $r = 0.496$ ,  $p < 0.05$ ). This positive relationship indicates that in this study population, relatively speaking, participants AZAM Tani take advantage of opportunities in the implementation of this program after joining the AZAM Tani to acquire knowledge to improve their work performance. It can be seen through the analysis has been made, the AZAM

Tani program to increase the level of knowledge of participants in Seberang Perai. The analysis also shows that there is a relationship between knowledge sources with knowledge of the implementation of adaptation AZAM Tani with variable levels of knowledge. However, this relationship just moderate.

### CONCLUSION

AZAM Tani program implemented is to help participants increase their level of knowledge. In fact, the participation, the participants are required to attend a course provided by the implementing analysis showed the majority of respondents to change their knowledge level. In fact, the correlation test was also performed on the source of knowledge and adaptation knowledge. The test results also show that the two variables are related. Where the value at which  $r = 0.679$  and  $p < 0.05$ . The relationship are strong and positive. Then this could prove a source of knowledge gained after joining AZAM Tani help them in their work. In fact, it was reinforced by the significant correlation between the implementation of the program with knowledge AZAM Tani after joining. Where  $r$  is the  $0.496$  and  $p < 0.05$ .

### IMPLEMENTATIONS

Past research also shows that knowledge is important in the implementation of the program. For this poor community they lack access to knowledge. Even if examined in detail the level of education they are also low. Not only for those who want to start has a new project or type of work required knowledge. Operate equipment also need the knowledge. By AZAM Tani program execution coincided in helping to reduce poverty. Knowledge sharing between institutions with poor communities is necessary. It also demanded in Islam if it is seen in the fact Kaleem Ahmad and Saima Ahmed (2010).

However, this knowledge can be categorized as one of the things that helped change the lives of revenue and so on. However, this lack of knowledge of Information Technology (IT). This may be due to a lack of mastery of the low level of education and the lives of those who dropped out of IT. In the 10th Malaysia Plan and the 11 mentioned domination of Information and Communication

Technology (ICT). This suggests things are important. Participants must be complemented by knowledge of this. This is to ensure they have access to information related to their research. The role of government should be more aggressive in where they need to create specialized courses related to ICT-related jobs as well.

### REFERENCES

- Abdullah, H., 1984. [Poverty and Low Class Life]. Universiti Kebangsaan Malaysia, Bangi, Malaysia, Pages: 211 (In Malay).
- Abhary, K., H.K. Adriansen, F. Begovac, D. Djukic and B. Qin *et al.*, 2009. Some basic aspects of knowledge. *Procedia Social Behav. Sci.*, 1: 1753-1758.
- Abubakar, B.M., 2013. Poverty alleviation through strategic public library services in Nigeria in the 21st century: A model. *IFLA. J.*, 39: 4-14.
- Hadi, M.Y.A., R. Roddin, A.R.A. Razzaq, M.Z. Mustafa and J.A. Baser, 2013. Poverty eradication through vocational education (tourism) among indigenous people communities in Malaysia: Pro-Poor Tourism approach (PPT). *Procedia Social Behav. Sci.*, 93: 1840-1844.
- Haider, M.Z., C.B. Dutta and O.I. Siddiqui, 2015. Role of Bangladesh small and cottage industries corporation in poverty reduction. *S. Asia Econ. J.*, 16: 103-121.
- Hunt, D.P., 2003. The concept of knowledge and how to measure it. *J. Intell. Capital*, 4: 100-113.
- Jong, T.D. and M.G.F. Hessler, 1996. Types and qualities of knowledge. *Educ. Psychol.*, 31: 105-113.
- Kaleem, A. and S. Ahmed, 2010. The Quran and poverty alleviation: A theoretical model for charity-based Islamic Microfinance Institutions (MFIs). *Nonprofit Voluntary Sect. Q.*, 39: 409-428.
- Rahman, M.T. and H.T. Khan, 2013. The effectiveness of the microcredit programme in Bangladesh. *Local Econ.*, 28: 85-98.
- Salleh, D., 2004. [Community development: Policies, concepts, strategies and issues in Malaysia]. Master Thesis, Penerbit Universiti Utara Malaysia, Changlun, Malaysia. (In Malay)
- Smith, E.A., 2001. The role of tacit and explicit knowledge in workplace. *J. Knowledge Manage.*, 5: 311-321.
- Tilak, J.B.G., 2002. Education and poverty. *J. Hum. Dev.*, 3: 191-207.