

MANAGING PERSONAL LEARNING ENVIRONMENTS AT HIGHER LEARNING INSTITUTION: A CASE ON DISTANCE LEARNING PROGRAM AT ASIA GRADUATE SCHOOL OF BUSINESS

Haliza Mohd Said*, Abd Razak Ibrahim** & Salbiah Abd Rahman***

*Haliza Mohd Said, Senior Lecturer, AGSB, UNITAR International University, Kelana Jaya, Selangor, Malaysia,
E-Mail: lizasaid@unitar.my

**Abd Razak Ibrahim, Professor, UNITAR International University, Kelana Jaya, Selangor, Malaysia,
E-Mail: razak.om@gmail.com

***Salbiah Abd Rahman, Lecturer, FCT, UNITAR International University, Kelana Jaya, Selangor, Malaysia,
E-Mail: salbiah@unitar.my

ABSTRACT

The purpose of this research is to understand how post graduate students use Personal Learning Environments (PLEs) as a learning strategy at UNITAR International University. This research is also conducted to identify the learning difficulties that students faced and factors that motivate the students to use their PLEs in their learning.

The research is based on current classroom with first year distance learning students of Masters of Management (MOM) program at Asia Graduate School of Business in UNITAR International University. In addition to the face-to-face lectures, e-learning method were also deployed in the teaching and learning.

At the end of the first semester, the researchers observed an evidence of a difficulty experienced by the students, particularly in terms of taking control of their own learning and personal approach of time management. Questionnaires were distributed to a group of students from the September 2014 intake of MOM program. The respondents are mainly adult learners working full time with the government organizations. The instruments were adopted from Costa F., Cruz E. and Viana J.'s past study in 2010.

The findings show that the difficulties felt by the student is categorized as Organization Difficulties which are related to personal organization difficulties, both in terms of work planning and management of time to carry out the tasks proposed. To counter the difficulties, majority of the respondents adopted Adaptive Strategy which involves the need for the teacher and student to constantly engage in listening and dialogue with each other.

The research is conducted with the aim to create awareness and motivate students to create and use PLEs which best suit their needs. The findings act as a platform for facilitators to strategize and design a teaching strategy at the university which best ensemble a particular group of adult learners. The findings show that PLEs is indeed useful and central to students' learning in the future.

Keywords : adult learners, distance learning, UNIEC, UNITAR International University, Personal Learning Environment (PLE), teaching and learning strategies.

INTRODUCTION

1.1 Background of Study

The university continuously receive adult learners from diverse corporate organization and public agencies. In September 2014, AGSB received 120 students for Master of Management (MOM) program. The group comprises of high rank officials from government institutions covering diverse background from disperse geographical area. The duration of the program is 2 years and the structure is based on a modular system. This group has completed 2 modules (equivalent to 1 semester for conventional learning). AGSB has been receiving students from corporate organization and public agencies for master programs since 2010. Recently, since two years back the government has been continuously sending a steady and growing number of government officials to study MOM program at the university. These students are adult workers with the government institutions. Their employer has made it mandatory that their employees to graduate from a post graduate program in order to consider a promotion opportunity, hence this opportunity has been extended to the employees to further studies to a higher level. The program fees are fully

sponsored as long as they continue to service the government institution. The students are enrolled in part time study through the distance learning mode.

Distance learning mode for post graduate programs runs twice face to face classes within the seven weeks module. Some quantitative courses required four face to face meeting within seven week modules. Students take 1 course per modules. At the end of the semester the students have completed 2 courses. Students need to complete seven modules (13 courses) during the duration of the program. Their physical classes is scheduled on weekends while the rest of the coursework will be conducted using the online approach. In addition to the face-to-face lectures, e learning method through UNIEC were deployed in the teaching and learning. Since the students only meet face-to-face twice or four times in 7 weeks depending on the nature of the course, UNIEC would be able to provide an active learning environment where students can take advantage of the system to create and share knowledge while communicating with lecturers and peers online available 24-hours for students to access materials and interacts with lecturers and peers outside class.

At the end of the first semester, we observed that there has been an evidence of a difficulty experienced by the students, particularly in terms of taking control of their own learning. Before the university measure the effectiveness of the teaching method used vis a vis students performance, it is critical to first understand the students difficulties in their learning process at the university. In post graduate studies, students are encourage to take own responsibility for the organization and management of their own learning (Barret, 2000; Attwell, 2007).

In today's global competitive environment, educational institutions are now looking at ways to give students the necessary tools and skills for lifelong learning. Much of the learning that goes on in higher education is frequently limited to individual course environments that often do not connect students to a wider learning context and to their life experiences.

1.2 Purpose of the Study

The purpose of this research is to investigate how post graduate students use PLE as a strategy for learning at Asia Graduate School of Business. The objectives of the research are to :

- i. To identify the category of difficulties in learning faced by students, and
- ii. To identify the category of strategies in learning by students to overcome the difficulties in learning.

1.3 Significance of the Study

Throughout this study, the researchers expect that the outcomes of this study will provide a valuable information to the organization to develop programs to assist students learning experience in AGSB. This is hope to further improve the program which is related to adult learners needs and requiremnets. With the findings, the researchers hope that AGSB can create awareness on PLEs and encourage students to use PLEs for their learning.

LITERATURE REVIEW

Personal learning environment (PLEs) is designed around a student's needs. Downes (2007) stressed that PLE is a recognition that the 'one size fits all' approach characteristics of the learning management system will not be sufficient to meet the varied needs of students. Miligan et al. (2006) stated that in a PLE setting, the learner would utilize a single set of tools, customized to their needs and preferences inside a single learning environment. PLEs are environments where the learner can access and share a range of tools and services in an integrated way for supporting their own needs (de Freitas, S., 2006).

Chatti (2011) posit that a PLE includes the tools, communities and services that constitute individual educational platforms learners use to direct their own learning and pursue educational goals. This represents a change from the traditional model of learning towards a model where students draw connections from a growing medium of online and offline resources that they select and organize.

PLE is not seen as an application (Attwell,2006; Wilson, 2008); but it is rather a concept for organizing learning. Anderson (2006) stated that PLE is a unique interface into the owner's digital environment. It integrates their personal and professional interests (including their formal and informal learning), connecting these through a series of syndicated and distributed feeds. In universities that formally support and encourage PLEs, instructors or institutions generally provide a framework for student study. This framework can just be a desktop application or a web-based service and could include links to web tools.

In the 21st century, PLE is essentially a computer-based organizing scheme to enhance self-directed learning (Van Harmelen, 2008) especially for long life learning. The 2010 ECAR (EDUCAUSE Center for Applied Research) study of undergraduate students and information technology revealed that students' use of social media has steadily increased from 2007 to 2010 and that the gap between older and younger student use of social media is shrinking (Smith & Caruso, 2010). Recent studies demonstrated that students who used PLEs acquired new sets of skills in addition to content competence (Modritscher, Wild and Sigurdardson, 2008).

Atwell (2007) suggests that PLEs can be perceived as individuals organizing their own learning in multiple contexts where informal learning can be used to supplement formal learning and added that PLEs play an important role in advancing the understanding of e learning. Rubin (2010) and McGloughlin and Lee (2010) suggest that PLEs empower students to take charge of their own learning prompting to select tools and resources to create, organize and package learning content to learn effectively and efficiently.

In 2006, University of Bolton researchers identified 77 different patterns of use of PLE tools and organized them into the following eight broad categories (JISC-CETIS, 2006). The categories are mainly: (i) Chat and messaging tools, (ii) Groupware and community tools, (iii) Calendaring, scheduling and time management tools, (iv) News aggregation tools, (v) Weblogging and personal publishing tools, (vi) Social software tools, (vii) Authoring and collaboration tools and (viii) Integration tools. PLE allow students to learn in a collaborative, participatory and distributed way, which results in the development of 'new literacies' (Lankshear & Knobel, 2007).

In this study, the researchers have adapted the work of Costa F. et al (2010) in categorizing the learning difficulties faced by students. These learning difficulties are, namely (i) Organization related to personal organization difficulties, both in terms of work planning and management of time to carry out the tasks proposed; (ii) Learning related to difficulties in the learning process, situated as regards the cognitive processes of a higher order that imply, for example, the application of information selection, analysis and assessment skills; (iii) Participation related to the difficulties of participation in the activities proposed and in carrying out the learning tasks; and (iv) Resources difficulties related to the use of digital technologies and tools needed to achieve the aims.

Costa F. (2010) also mentioned that Laurillard (1993, 2002) in past studies mentioned that students have used learning strategies to overcome their learning difficulties. These strategies are (i) Discursive strategy, which is characterized by acknowledgement of the importance of adopting an investigative and systematic researching attitude by both parties; (ii) Adaptive strategy, the focus of which lies in the adjustment of processes, procedures and actions taking into account the ideas of the different intervening parties; (iii) Interactive strategy, which involves the need for the teacher and student to constantly engage in listening and dialogue with each other; and (iv) Reflective strategy, which should supply opportunities to facilitate the reflection not only about what is being learned, but also about how one learns and the role of each intervening party in the teaching and learning process.

RESEARCH METHODOLOGY

Exploratory design using survey questionnaire was carried out on 120 students from MOM program for the September 2014 intake during their second semester of the program. The response rate is 63 percent and all completed questionnaire were analysed. Non Probability Sampling Technique were adopted using Purposive Sampling. Research Instruments were adapted from Costa F., Cruz E. and Viana J. (2010) Survey Questionnaire on learning difficulties and learning strategies.

Section A of the instrument covers information on Respondents. Section B of the instrument is “Difficulties in Management of the Learning”, aimed to find out the students’ opinions in relation to the difficulties felt in the management of the learning process. It covers 22 items and a 6 point Likert Scale ranges from Completely Disagree (1), Mostly Disagree (2), Somewhat Disagree (3), Somewhat Agree (4), Mostly Agree (5) and Completely Agree (6) is used to answer the question. Section C of the instrument is “Management of the Learning Process Strategies” aimed to find out the students’ opinions in relation to the strategies in the management of the learning process. It covers 12 items and a 6 point Likert Scale ranges from Never (1), Rarely (2), Often (3), Sometimes (4), Most of the time (5) and Always (6) is used to answer the question. Section C is adapted from Laurillard (1993, 2002) past studies. Section D of the instrument is “Critical Factors for Success” aimed to find out the students’ opinion on what factors motivated their learning. It covers 5 questions on critical factors, types of intrinsic and extrinsic factors, which PLEs the students used and which PLEs were the most useful and an open ended question on the current learning environment.

The data collection took place during their second semester so that respondents had at least one semester’s experience of university study. Questionnaire were distributed during the start of their class and collected at the end of the class. Statistical Package for the Social Sciences (SPSS), version 22 were used for data analyses to conduct descriptive analysis to develop a profile of respondent and to illustrate central tendency of the data and measurements.

RESEARCH RESULTS

3.1 Background of Respondents

Table 1 The frequency and percentage of the background of respondents reported under gender, age, unit or services, education background, number of years (last attended tertiary education), average time spend using computer and average time spend using computer (for study).

Items	Frequency	Percentage
Gender		
Male	65	85.5
Female	11	14.5
TOTAL	76	100.0
Age		
20 to 30 years old	20	26.3
31 to 40 years old	43	56.6
41 to 50 years old	13	17.1
Above 51 years old	0	0
TOTAL	76	100.0
Services		
Army	14	18.4
Navy	47	61.8
Air Force	15	19.7
TOTAL	76	100.0
Education Background		
High School	0	0
Undergraduate	57	75.0
Post Graduate	19	25.0
TOTAL	76	100.0
No of Years (last attended tertiary education)		
Less than 2 years	9	11.8
2 to 5 years	27	35.5
6 to 9 years	18	23.7

More than 10 years	22	28.9
More than 20 years	0	0
TOTAL	76	100.0
Average Time Spent using Computer		
Less than 2 hours a day	11	14.5
3 to 5 hours a day	62	81.6
6 to 9 hours a day	0	0
More than 10 hours a day	3	3.9
TOTAL	76	100.0
Average Time Spent using Computer (for Study purposes)		
Less than 2 hours a day	49	64.5
3 to 5 hours a day	27	35.5
6 to 9 hours a day	0	0
More than 10 hours a day	0	0
TOTAL	76	100.0

3.2 The Results of Data Analyses and Research Findings. Analysis of the Learning Difficulties

Learning Difficulties on Organization

Table 2 : The Mean Scores for Section B on Difficulties in Management of Learning (Organization) of the Questionnaires

No	Items	Mean	Std. Deviation	Difficulties
1	Keeping up with the activities proposed by the lecturer.	4.56	1.01	Organization 4.43
2	Managing time in line with the activities proposed.	4.27	1.00	
3	Stick to the planned time to hand in the work requested.	5.03	5.90	
4	Define my personal learning aims.	4.14	1.07	
5	Working continuously and systematically on my portfolio	4.19	1.08	

The questionnaire on Section B were rated with 6 Likert scale ranges from Completely Disagree (1), Mostly Disagree (2), Somewhat Disagree (3), Somewhat Agree (4), Mostly Agree (5) and Completely Agree (6).

As shown in Table 2, for Difficulties in Organization of learning, the mean obtained with most of the respondents answered Mostly Agree (M=5.03, Item 3). The respondents mostly agreed that they stick to the planned time to hand in the work requested or following the time line given by the lecturer. This may be due to lack of organizing skills by the respondents during their first semester in the program. Assuming that some of the respondents have left tertiary education between 2 to 5 years.

Learning Difficulties on Learning Process

Table 3 : The Mean Scores for Section B on Difficulties in Management of Learning (Learning Process) of the Questionnaires

No	Items	Mean	Std. Deviation	Difficulties
6	Remembering the work concepts in the lessons.	4.32	1.01	Learning 4.23
7	Reflecting on the learning undertaken on a regular basis.	4.33	0.88	
8	Using and taking advantage of some of the tools tackled in the lessons in other context.	4.28	1.03	
9	Outlining the knowledge involved in undertaking the tasks proposed.	4.19	0.96	
10	Managing the quantity of information available in UNIEC	4.27	1.07	
11	Selecting and summarizing the relevant and pertinent information.	4.14	1.02	
12	Deepening the issues discussed in the classroom through complementary research.	4.11	0.97	

The questionnaire on Section B were rated with 6 Likert scale ranges from Completely Disagree (1), Mostly Disagree (2), Somewhat Disagree (3), Somewhat Agree (4), Mostly Agree (5) and Completely Agree (6).

As shown in Table 3, for Difficulties in Learning Process, the mean obtained with most of the respondents answered Somewhat Agree (M=4.33, Item 7). The respondents somewhat agreed that reflecting on the learning undertaken on a regular basis is a difficult learning process. This may be due to unfamiliar learning system experienced by the

respondents during their first semester in the program. Assuming that some of the respondents have left tertiary education between 2 to 5 years.

Learning Difficulties on Participation

Table 4 : The Mean Scores for Section B on Difficulties in Management of Learning (Participation) of the Questionnaires

No	Items	Mean	Std. Deviation	Difficulties
13	Regularly taking part in the discussion forum about the course.	4.25	0.99	Participation 4.13
14	Reading the material suggested by the lecturers.	4.17	1.11	
15	Documenting the learning process on a weekly basis in the individual portfolio.	3.89	1.12	
16	Keeping track of the work carried out by colleagues and giving them constructive feedback.	4.11	0.97	
17	Independently exploring some of the tools suggested by the lecturers.	4.13	1.20	
18	Sharing information, reflections and experiences with colleagues, lecturers and other participants in the process.	4.24	1.09	

The questionnaire on Section B were rated with 6 Likert scale ranges from Completely Disagree (1), Mostly Disagree (2), Somewhat Disagree (3), Somewhat Agree (4), Mostly Agree (5) and Completely Agree (6).

As shown in Table 4, for Difficulties in Participation, the mean obtained with most of the respondents answered Somewhat Agree (M=4.25, Item 18). The respondents are somewhat agreed that sharing information, reflections and experiences with colleagues, lecturers and other participants in the process is difficult. This may be due to student centered learning or outcome based learning delivery experienced by the respondents during their first semester in the program. Assuming that some of the respondents may have had teacher based learning or traditional learning delivery in the past education.

Learning Difficulties on Resources related to Use of Technology

Table 5 : The Mean Scores for Section B on Difficulties in Management of Learning (Use of Technology) of the Questionnaires

No	Items	Mean	Std. Deviation	Difficulties
19	Learning how to use all the functionalities supplied by the tools of UNIEC (discussion forum, videos, message, chat etc.)	4.11	1.11	Resources 4.20
20	Accessing UNIEC is worth the time invested.	4.10	1.02	
21	Having to use digital technology to achieve the aims of the course.	4.35	1.09	
22	Managing the public exposure that the UNIEC tools imply.	4.25	0.99	

The questionnaire on Section B were rated with 6 Likert scale ranges from Completely Disagree (1), Mostly Disagree (2), Somewhat Disagree (3), Somewhat Agree (4), Mostly Agree (5) and Completely Agree (6).

As shown in Table 5, for Difficulties in Resources, the mean obtained with most of the respondents answered Somewhat Agree (M=4.35, Item 21). The respondents are somewhat agreed that having to use digital technology to achieve the aims of the course is difficult. This may be due to UNIEC system that drive the program at AGSB. Many learning tools are used to support students PLE in UNITAR International University that respondents may not be familiar with.

3.3 Analysis of the Learning Strategies

Table 6 : The Mean Scores for Section C on Learning Process Strategies

No	Items	Mean	Std. Deviation	Strategies
1	I shared and exchanged information with colleagues using the communication tools in UNIEC (e.g. message, discussion, forum, chat, video etc.)	3.78	1.27	Discursive 3.57
2	I asked for support from the lecturers whenever issues arose in carrying out a given item of work, by forum in UNIEC.	3.46	1.29	

3	I tried to deepen certain ideas or concepts, through content production in an individual blog.	3.48	1.37	
4	I adapted to the use of the tools available in UNIEC in line with my learning goals.	4.43	3.50	Adaptive 4.12
5	I adopted an attitude of permanent curiosity, trying to register my personal portfolio which was the best record of my learning evolution.	3.76	1.10	
6	I selected the UNIEC tools that best suited my personal learning interest.	4.17	2.36	
7	I independently managed the development of my portfolio throughout the semester.	3.60	1.10	Interactive 4.10
8	I valued the assessments and/or suggestions supplied by the lecturers, looking to improve my productions in the portfolio.	4.03	0.97	
9	I took advantage of the different digital systems to present my ideas and content in a variety of ways.	4.40	5.94	
10	I reflected on a regular basis about the teaching and learning process, looking to understand my role in this process as much as possible.	4.30	2.30	Reflective 4.06
11	I took advantage of the different digital systems to organize and register my reflections in a creative way.	3.92	1.10	
12	I showed a critical attitude relative to the different teaching strategies implemented by the lecturers.	3.96	1.15	

The questionnaire on Section C were rated with 6 Likert scale ranges from Never (1), Rarely (2), Often (3), Sometimes (4), Most of the time (5) and Always (6).

Based on Table 6 above, among the strategies that the students said they most useful are the strategies included in the Adaptive Strategy (Mean = 4.12). Second strategy that the students said that are most useful are the strategies included in the Interactive Strategy (Mean = 4.10).

CONCLUSIONS

The aim of this study is to identify the learning difficulties felt by the student and how the students overcome the learning difficulties. The learning difficulties for this particular group of students is categorized as Organization Difficulties which is related to personal organization difficulties, both in terms of work planning and management of time to carry out the tasks proposed. Further to that, the students have adopted Adaptive Strategy to overcome difficulties in learning. Adaptive strategy involves the need for the teacher and student to constantly engage in listening and dialogue with each other. Not all students use the same tools, therefore they do not cover all the functions; thus PLEs differ between students.

Based on the understanding of the student group, their difficulties of learning and their strategies to manage the learning, it is hoped that facilitators or lecturers can create a better engagement with the students. The findings is also useful for facilitators to strategize using PLEs as an effective teaching strategy at the university. There is no single solution for PLE but efforts are being done to best suit students learning needs.

There are several limitation to this study. The students responded to the limited examples (tools) given to them in the questionnaire. The list of tools in PLEs is not exhaustive. The other limitation is that the number of respondents is small, only 63 percent agreed to submit the completed questionnaire. The difference of 37 per cent could give a different perspective to the study.

Future research could explore personalized learning spaces, resources and environments to be developed, supported and created through systematic design as well as by inclusion of both lecturer and students perspectives as well as integration of web tools and strategies. This can be central to the effectiveness of adult learning experience at higher learning institution.

REFERENCES

- Anderson, T. (2006). PLE's versus LMS: Are PLEs ready for prime time? Retrieved September 2015 from <http://terrya.edublogs.org/2006/01/09/ples-versus-lms-are-ples-ready-for-prime-time/>
- Attwell, G. (2007). Personal Learning Environments – the future of e-learning? *E Learning Papers*, 2(1). Retrieved September, 2015 from <http://www.elearningeuropa.info/files/media/media11561.pdf>
- Barret, H. (2000). Electronic teaching portfolios: multimedia skills+portfolio development=powerful professional development. Retrieved September, 2015 from <http://electronicportfolios.com/portfolios/3107Barrett.pdf>
- Chatti, M.A. (2011). The PLE Conference 2011. Retrieved September 2015 from <http://mohamedaminechatti.blogspot.ca/2011/02/cfps-ple-conference-2011.html>
- Costa, F.A., Cruz, E., Viana, J. (2010) : Managing personal learning environments: the voice of the students. The PLE Conference, Barcelona, July 8 – 9, 2010. Retrived from http://pleconference.citilab.eu/wp-content/uploads/2010/06/ple2010_submission_9.pdf
- de Freitas, S. and Neumann, T. (2009) The use of 'exploratory learning' for supporting immersive learning in virtual environments. *Computers and Education*, volume 52 (2): 343- 352. Retrieved September 2015 from <http://dx.doi.org/10.1016/j.compedu.2008.09.010>
- Downes, S. (2007). Learning networks in practice. In *Emerging Technologies for Learning (Vol. 2)* (pp. 19-27) Retrieved September 2015 from <http://dera.ioe.ac.uk/1502/>
- Lankshear, C., & Knobel, M. (2007). Sampling the new in new literacies. In M. Knobel & C. Lankshear (Eds), *A New Literacies Sampler*. New York : Peter Lang. Pp. 1 -24
- Laurillard, D. (1993). *Rethinking University Teaching. A framework for the effective use of educational technology*. London: Routledge.
- Laurillard, D. (2002). *Rethinking University Teaching. A framework for the effective use of educational technology*. (2nd ed.). London: Routledge Falmer.
- McGloughlin C., & Lee, M. J. W. (2010). Personalised and self-regulated learning in the web 2.0 era : *International Exemplars of Innovative Pedagogy using Social Software*. *Australasian Journal of Educational Technology*, Vol 26 No 1. Pp 28 – 43.
- Miligan, C., Johnson, M., Sharples, P., Wilson, S., & Liber, O. (2006). Developing a reference model to describe the personal learning environment. In W. Nejdil & K. Tochtermann (Eds.), *Innovative Approaches for Learning and Knowledge Sharing – First European Conference on Technology Enhanced Learning, EC-TEL 2006*. Berlin/Heidelberg: Springer
- Modritscher, F., Wild, F., & Sigurdardson, S. (2008). *Designing for Change: Mash up personal learning environments*. Retrieved September 2015 from <http://www.slideshare.net/elearningpapers/mashup>
- Rubin N. (2010). *Creating a user-centric learning environment with Campus Pack Personal learning Spaces*. Retrieved September, 2015 from http://community.learningobjects.com/Users/Nancy.Rubin/Creating_a_User-Centric_Learning
- Smith, S.D., & Caruso, J. B. (2010) *The ECAR study of undergraduate students and information technology, 2010: EDUCAUSE Centre for Applied Research*. Retrieved September, 2015 from <http://www.educause.edu/ecar>

EXPLORING POTENTIAL INDIGENOUS TOURISM DEVELOPMENT AT ROYAL BELUM STATE PARK, GERIK, PERAK, MALAYSIA

*Salbiah Abd Rahman, Dahlia Abdul Aziz, Mislan Nenin, Shahril M. Yusoff, Fairul Ifnee Othman Samiah Rashid Ali, Rohaizah Abdul Latif and Haliza Mohd Said

UNITAR International University, Kelana Jaya, Petaling Jaya, Malaysia.
salbiah@unitar.my

Abstract

Indigenous Tribes of Negrito, Senoi and Proto have been settling in the Malay Peninsular as of 8000 BCE to 1000 BCE. According to archeological findings of Perak man in 1994 indigenous tribe that settled in Grik Valley is at 75000 years old which is the oldest in Asia. The Royal Belum State Park is noted to be the oldest rainforest found in the world at 130 million years old. The tribes that are living in the Belum area are the Jahai from Negrito subtribe and Temiar from the Senoi subtribe. Exploratory and qualitative research study are conducted among these two indigenous group through site observation and face to face interviews among tribe leaders and community members to determine potential sustainable tourism activities in the area. From the research findings we found that these tribes are living in poverty and high illiteracy among tribe members. The Jahai and Temair people are isolated through Temenggor lakes and rivers. Their only means of transportation are by boats and four wheels drive. These tribe are untouched by the outside world. Hopefully through sustainable tourism product development among the community we hope to encourage social entrepreneurship among the tribe member that will eventually improve their livelihood.

Keywords: Indigenous tribe, sustainable tourism, social entrepreneurship and community development

1.0 INTRODUCTION

The terminology of “Orang Asli” or indigenous people as an ethnic tribe was used since 1960’s after the aboriginal people ordinance act introduced in 1954 by the British government. Indigenous people or “orang asli” in the Malay language are ethnic minorities who have been living on the Malaysian peninsular as first people or original people. According to published report in 2011 census the tribes have been around since 5,000 years ago and of 2013 census their population is at 178,197 in nine states of the peninsular (JAKOA 2014).

The concept of “orang asli” or original people may be defined as tribes that is particularly susceptible to exploitation, marginalization and domination of politically group of people that resulted to United Nation declaration of rights of indigenous people in item 9 of The Nara Document of Authenticity 1994 in Kyoto Japan (UNESCO 2013).

Peninsular Malaysia indigenous tribes are officially known to be divided into three sub group of 18 tribes. They are the Semang or Negrito, Senoi and Proto Malays. These three tribe are then

sub divided into six different sub tribes each. The tribes are heterogeneous in nature and they have their own distinct languages and culture that is different from one another. Table 1 shows the different group of subtribes that are found in the nine states of peninsular Malaysia

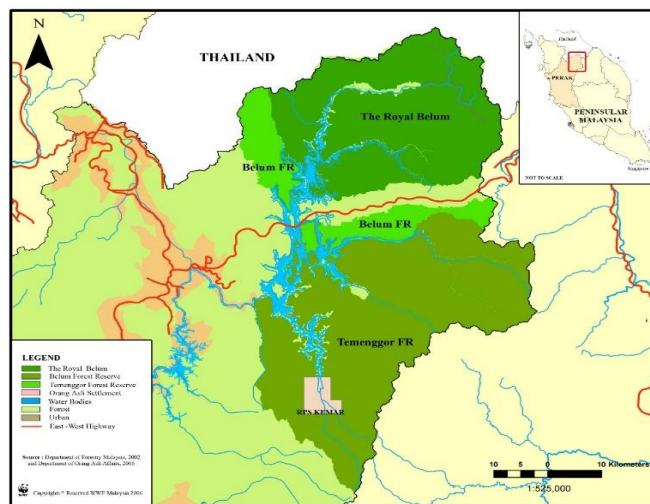
Table 1: Breakdown of Indigenous Tribes Peninsular Malaysia

Negrigo (Semang) 3% 5,009	Senoi 55% 97,856	Proto Malays 42% 75,332
<ul style="list-style-type: none"> • Kensiu • Kintak • Jahai • Lanoh • Mendriq • Bateq 	<ul style="list-style-type: none"> • Semai • Temiar • Jahut • Che wong • Mahmeri • Semoq Beri 	<ul style="list-style-type: none"> • Temuan • Semelai • Jakun • Kanaq • Kuala • Seletar
Total: 178,197		

Source: JAKOA 2011

The 113,000 hectares Royal Belum State Park, Perak is located in the Northern Part of Peninsular Malaysia bordering Southern Thailand. The park is cited to be 130,000 years that is older than the Amazon rainforest in Brazil and Congo basin in Africa (Malaysia Nature Society 2005). The park was formed from four areas of forest reserved the former Belum Forest Reserve, Banding Forest Reserve, Temenggor Forest Reserve and Grik Forest Reserve. The park consisted of mainly primary forest- “forest of native species in which there is no clearly signs of past or present human activity’ (FAO, 2010, p.11) The area is also known to be the largest primary rainforest outside Taman Negara in Pahang, Malaysia. Figure 1 shows the map of Royal Belum National Park.

Figure 1: Map of Royal Belum State Park,Perak Malaysia



Source: Map of Royal Belum National Park (www.perak.gov.my)

The Royal Belum National Park is assessable through three routes. They are from the East West Highway that is from Baling, Kedah to Tanah Merah, Kelantan. From Kuala Lumpur city it is easier to take Kuala Kangsar Gerik highway route. The third route is from Thailand, exit Yala border to Gerik, Perak. The jetty to Royal Belum National Park is located at Banding Island en-route 40 kilometer from Gerik town. Gerik town is the closest to the park, it was founded in 1870 by King Reman from Pattani, Thailand (Majlis Daerah Grik 2015)

The Jahai and Temiar indigenous people residing in Royal Belum National Park are among the most isolated tribe of indigenous population and oldest village dwellings. The reason for these isolation is because of its mountainous topography, deep unspoiled primary virgin rainforest of Temenggor and Banding Lake that is more than 150,000 years old. Kota Tampan, Gerik is in the vicinity of Royal Belum National Park is the living evidence of Palaeolithic age of 400,000 to 8,000 B.C and Neolithic era 2,000 to 800 B.C villages (www.perak.gov.my). According to research published by anthropologist and archeologist findings the Belum National Park is the oldest living unspoiled tropical rainforest forest in the world. In the next two years it will be gazetted by United Nation Educational, Scientific and Cultural organization UNESCO as a world heritage site (www.staronline 17/6/2015)

In Royal Belum National Park there are 49 villages of Jahai, Temiar, Kintak and Lanoh dispersed in four areas of “rancangan penempatan semula” (Relocation of Population Scheme) RPS Banun, RPS Kemar, RPS Dala and RPS Kenering as seen in Figure 1. The Jahai tribe is officially a subtribe of the Negrito or Semang group in which their population is estimated at three (3) percent of the 178,197 indigenous population in the peninsular. In north of Belum area Jahai is estimated to be 1,950 people in Royal Belum area. These tribe mostly lives in the Northern states of Perak, Kelantan, Kedah and Trengganu as well as Southern of Thailand. The Negrito or the “Mong” tribe of Thailand is cited as the oldest tribe living in the peninsular. This statement is found from the archeological finding of the Perak man (Oldest man during Paleolithic and Neolithic age) in 1994. The findings of 300,000 years artifact in Bukit Jawa and Kota Tampan in Lenggong Valley Gerik Perak by professor Dr Zurina Majid, Universiti Sain, Malaysia in 1994 confirmed the existence of early villages dwellers fifty kilometers from Belum National Park (Galeri Arkelogi Lembah Lenggong 2014) The Negrito tribe is said to be the earliest tribe that migrated from the African continent more than 8000 BCE as they are linked to the early Hoabinhians descendants living 8,000 to 2,000 B.C. The Jahai, Lanoh and Kintak are of Royal Belum State Park are tribe that have African physique of dark skin and curly short hair. This features are commonly seen in continent of Africa from Southern Sahara desert to Cape Town, South Arica.

The second tribe is the Temiar which belong to Senoi tribe that contributes to 54% population total indigenous population. Beside Temiar tribe there are Semai, Jah Hut, CheWong, Mah meri and Semaq Beri. During the british administration Sir Standford Raffles described them as the Sakai people who works for the malays lords and businessmen. Senoi are known as the “Veddoid” that came far later after Negrito migration from Africa. They are from Sri Lanka and they have mongoloid features of olive brown skin and straight hair. They came here around 2000 BCE and speak Austro Asiatic language of Mon Khmer. Senoi tribe mostly settled in the central part of the peninsular in Selangor Perak and Pahang state. Temiar tribe in Royal Belum National Park lived

in the southern area of the park that is RPS Kemar and RPS Dala. Total population of Temiar in these two areas are 6,045. They are higher than Negritos because they are from Senoi group which is the highest percentage of indigenous population in Peninsular Malaysia.

The Royal Belum indigenous villages of Jahai and Temiar is only assessable through water transportation of boats and four wheels drive which range from 30 minutes to 6 hours. The northern part of Royal Belum visitors are required to recruit guides and register to Tourism Malaysia Gerik office at 50 ringgit entrance fees to the park. This registration is to control the security of the area and its habitat by poachers and illegal logging that is rampant due to high demand timber and prized sandal woods or "Geharu" that could fetch to 500,000 ringgit a kilo for perfumery production. These prized woods and wild herbs are side income for both tribes in the Belum area.

2.0. LITERATURE REVIEW

The literature of indigenous people of West Peninsular Malaysia have been a favorable intellectual topic discussion among British colonial East India Company official in South East Asia in the 18th century till late 19th century. It is also documented in the Malay Annals by Sir Stamford Raffles (1781-1826). In his book Dr Mahathir Mohamed the 4th former Malaysian prime minister, author of "the Malay dilemma" in 1970 states that the Malay people and "orang asli" are the first people or "bumiputra" (People of the land) that originate the Malay peninsula. Thus then government term of "bumiputra" covered the Malays, Orang Asli and indigenous people of Sarawak and Sabah East Malaysia.

2.0.1. Indigenous People

The indigenous people of Malaysia is tied to indigeneity between "orang asli" and "malay race" commonly seen through understanding of racial identification and affiliation (Khor Manickam 2015). In 1954 the British government passed the "Aboriginal People Ordinance Act 134 .1954" that protect indigenous tribe in the peninsula. The act was developed from the Perak Aboriginal Tribes Enactment Act in 1939 written by H.D.Noone a British field ethnographer and Perak museum director in protecting the welfare and development of the "Orang asli" (original people) in Perak. In 1974 the Aboriginal act was further developed and interpreted. The latest amendment of the act was amended in 2006. The amendment is as follows:

Article No.3. Aboriginal People Ordinance Act 134 .1954;

(1) In this act an aborigine is-

- a) Any person whose male parent is or was, a member of an aboriginal ethnic group, who speaks an aboriginal language and habitually follows an aboriginal way of life and aboriginal custom and beliefs, and includes a descendant through males of such persons;
- b) Any person any race adopted when infant by aborigines who has been brought up as an aborigine, habitually speaks an aboriginal language, habitually follows an aboriginal way of life and aboriginal custom and beliefs and is a member of an aboriginal community; or

- c) The child of any union between an aboriginal female and male of another race, provided that the child habitually speaks an aboriginal language, habitually follows an aboriginal way of life and aboriginal custom and beliefs and remains a member of an aboriginal community

2.0.2.Indigenous Tourism

Indigenous tourism have become a powerful attraction for tourist and as such they have drawn the attention of tourism entrepreneur, government agencies and academic. Indigenous tourism represents an opportunity for indigenous people to gain economic independence and cultural rejuvenation (Butler and Hinch 2009).The integration of indigenous people into a global culture on one hand while encouraging indigenous communities to protect and enhance local advantages on the other may give them a competitive advantage in this global economy. Land is the basis for lifestyles, cultures and identities of indigenous people and right over lands, territories and natural resources are the most important and contentious issues for indigenous people (Naomi Kipuri,2009).

2.0.3.Sustainable Tourism Development

Sustainable tourism development is the type of tourism that meets the needs of present tourist and host regions while protecting and enhancing opportunity for the future (Mehmet et.al, 2005). Sustainable Tourism is the current global trend practice through the enactment of the Bruntland report in 1987 where natural environment has a basis for marketable tourism attraction or product. The relationship between tourism and environment is the key feature to tourist selection (Yeoman et al, 2007) Therefor given the significant role of tourism in the economy, there is a need to ensure that the tourism industry remain both environmentally and economically sustainable (Siti Nabiha et all, 2011)

2.0.4.Cultural Heritage Tourism

Culture is defined broadly as quoted in Meethan 2005 as a set of practices, based on forms of knowledge, which encapsulate common values and act as general guiding principles. It is through this form of knowledge that distinctions are created and maintained, for example one culture is marked off as different from another. According to A Ghafar Ahmad, 2006 refers culture and heritage to the fundamental aspects which represent a country identity and dominancy,which include historic building ,cultures and invaluable assets which reflects the soul and spirit of a nation. Today culture heritage has become more popular in most country. Tourism which include culture heritage has been identified as one of the main key of industries growth in the next decade and there for, it has become one of the fast leading tourism sectors in South East Asia (Walter Jamieson, 2000)

Cultural Heritage tourism is commonly regarded as tourism with the main purpose of viewing tangible representations such as historic and cultural elements of the built environment (e.g. colonial architecture, monuments, houses of worship) and the physical landscape, but also includes intangible components including myths, folksongs and value systems, for example (Halewood & Hannam, 2001: 566; Prentice, 1993: 8; Smith, 1989: 5; Timothy & Boyd, 2003: 4).

The term of cultural tourism is so broad that it covers concepts such as heritage, arts, creativity, urban, culture, rural culture, indigenous culture and popular culture. Attention will be paid to the heritage aspect of cultural tourism. After investigating cultural tourism, the subject will be narrowed down to concentrate on built heritage. Given the large variety of forms that cultural tourism can have, it is unrealistic to provide only one definition, as broad as it could be.

However, Richards (2008, p. 7) suggests that cultural tourism covers "not only the consumption of the cultural products of the past, but also of contemporary culture or the way of life of a people or a region. Cultural tourism therefore covers "heritage tourism" (related to artefacts of the past)". Heritage tourism is widely concerned with the representation of the past.

2.0.5. Conservation of Indigenous Cultural Heritage

Conservation of indigenous cultural heritage is clearly described in article 9 (Nara document of authenticity 1994) stating that all conservation of cultural heritage in all its forms and historical period rooted in the values attributed to the heritage. It further stated that that it is our ability to understand these values depends in part, on the degree to which information sources about these values may be understood as credible or truthful. Knowledge and understanding of these sources of information in relation to original and subsequent characteristics of the culture heritage, and their meaning, is a requisite basis for assessing all aspect of authenticity.

Preserving cultural heritage appears to be a key factor in economic policies supporting tourism development. It is a widely accepted fact that preservation of cultural heritage is important and it is also used as a tool for tourism development differentiation (Cuccia & Cellini 2007:261)

2.0.6. Poverty Eradication

Poverty eradication has always been a dilemma among the indigenous tribe in the 9th National Key Economic Area Plan (NKEA 2009) the Malaysian government spend 91.7 million Ringgit to stimulate better livelihood of indigenous tribe in peninsula Malaysia through social development program through training and education, housing, infrastructure, health and family development (JAKOA 2010). To date according to published report JAKOA 2011 there are still 7% poverty level among the indigenous tribe especially in the remote state of Pahang, Kelantan and Trengganu West Malaysia.

3.0 RESEARCH OBJECTIVE

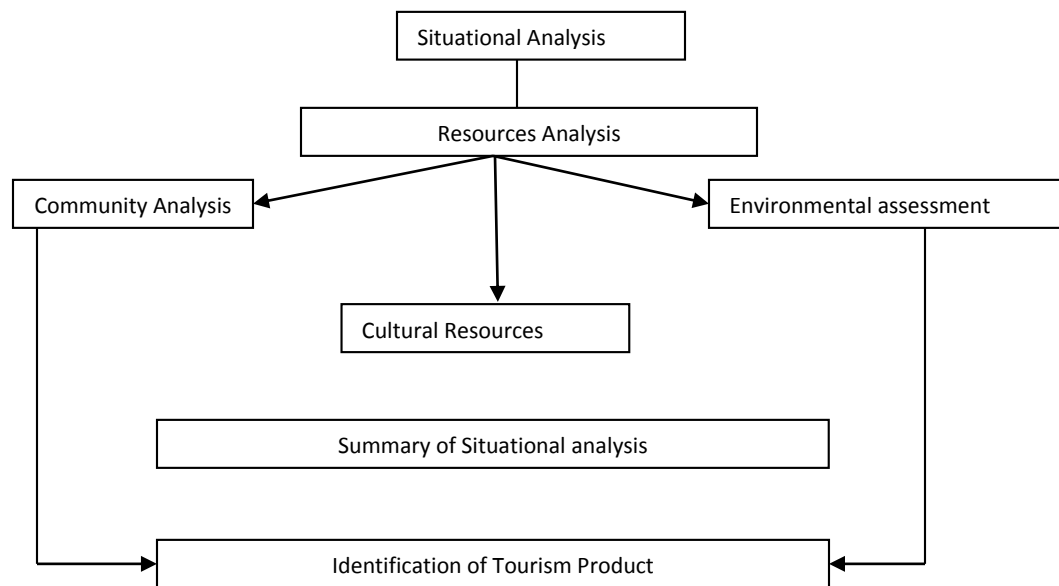
The purpose of this research is to study the possibilities of developing Indigenous Cultural Tourism attraction at Royal Belum State Park to the growing inbound and outbound tourist destination in Malaysia through cultural heritage and nature tourism exploration attraction. This research study identify the attraction in term of cultural, community and environmental resources assessment available there.

4.0 SIGNIFICANCE OF THE STUDY

The findings of this research analysis will assist the Royal Belum State Park Indigenous Community to be involved in economic activities in developing the area into cultural tourism attractions. This outcome will benefited the state government, local municipal council. The

research study will also be focusing in natural resources, community activities, cultural and heritage analysis, environmental assessment, in this villages that can boast our indigenous cultural tourism attraction especially in Gerik District.

5.0 RESEARCH FRAMEWORK



Source: Nor Khomar Ishak and Haliza Mohd Said 2011

6.0 RESEARCH METHODOLOGY

6.0.1 Research Design

The research design of this study of the Jahai and Temiar tribe is a combination of exploratory and descriptive design. The exploratory studies are done when researcher is examining a new interest, or when the subject is relatively uncharted (Wagenaar & Babbie, 1998). As for Gerik district there has been no research done on the Jahai and Temiar tribe cultural heritage. The goal of this exploratory research is formulating problems area more precisely, clarifying research concepts, gathering explanations, gaining insight and eliminating impractical ideas. Exploratory research can be performed using a literature search, surveying certain people about their experiences, focus groups and case studies. The descriptive design represents a description of various resources. It will tell us about the culture and life style of the indigenous people.

6.0.2 Types of Data

There are two types of research data gathered among the area they are of primary data and secondary data. Secondary data is gathered through journal, magazines or articles published where else primary data are gathered during field work. During the course of field work primary data obtain through personal face-to-face interviews with local community, visitors and local authorities. Non-participative observation method is used during the research which comprises of

in-situ observation in their daily lifestyle, community resources in its natural setting and environment.

6.0.3 Data Collection Methods

The methods used in collecting data during the study period are mainly using the observation method and face to face interview method. Cultural resources, site resources, tourism services and facilities resources are all collected by using the observation method. Data for community analysis are all collected using the interview method (i.e. by interviewing selected group of local resident, community leader, local authority and visitors to studied area). The Secondary data is extracted from books, articles and journals, magazine, newspaper, internet, and brochures produced by trusted authors and publishers.

6.0.4 Instruments Development

There are Four (4) instruments used to obtain the primary data. They were:

Instrument 1: Natural Resource Analysis Checklist comprises of twelve (12) dimensions: Beaches, Coral reefs, Mountain, Forest reserves, waterfall, Lakes, Rivers, Caves, Wildlife, and spring. The assessment focused on the overall condition of the resources, the area size, the type of activities carried out at the site, the types of tourist who visited the area (if any), and the economic or business activities carried out.

Instrument 2: Cultural resources Analysis Checklist comprises of nine (9) dimensions: Historical Buildings, Historical sites, Monuments, archaeological site and collection, Folklore and Tradition, handicrafts, Museum, Visual performing and fine arts, and research center.

Instrument 3: Community Analysis Checklist comprises of fourteen (14) dimensions: Community size and population density, Perception on community development, Major type of residence, Condition of residence, Cluster of residence, community surroundings, Community ethnic background, household and family size, Average age of head of household, major source of household income, Economic activity around residence, Social status of community, Recreation activities around residence and Major household transportation mode.

Instrument 4: Environment assessment checklist comprise five (5) dimensions; Potential ecological damages; soil, plant life, animal life, coral reef, coastal area and water supply, pollution, preservation needs, conservation needs and effect on the number of visitors increase.

7.0 FINDINGS

The 113,000 hectares Royal Belum State Park is divided into two parts, the upper Belum area and lower Belum area. The upper Belum area comprises of Kenering, Pengkalan Ulu and RPS Banun (Resettlement Program Plan) in northern area of Gerik town. Accessibility to Kenering and Pengkalan Ulu can be done by land transportation and it is on the route of East West Highway to Kota Bharu, Kelantan. RPS Banun is only assessable by boat through the Temenggor jetty 40 kilometers from Gerik town. It has 26 remote villages and the journey by boat is between 30 minutes to One and half hours. Visitors who wish to go to the upper Belum area has to obtain tourist permit obtain from the Gerik Tourism Office. This permit is for security and recording of visitor's movement in the protected state park. On average only 500 visitors visit the area per month, but on school holidays and public holidays the numbers rose to 1,000 visitors a month.

The upper Belum area is inhabited by the Jahai and Temiar Tribe. The Jahai is from the Negrito and Temiar is from the Senoi subtribe. The population is at 3,802 with 1146 in Kenering and Pengkalan Ulu and 2,656 in RPS Banun. The Jahai tribe is at 1,950 population the highest census while Temiar at 1,241 in population (Jakoa Gerik 2014). The Jahai of RPS Banun was selected by our team because there is not much research being done about the tribe by local or international researchers. Poverty and illiteracy are well known among them due isolation from other communities and development since the British rule of Malaya. They practice nomadic lifestyle where they move from one village to another.

The lower Belum area is RPS Kemar and RPS Dala. It is on the southern area of the Temenggor lake. Total population is 5,482 mainly Temiar tribe. There are 21 villages in this area and their main source of income is agriculture mainly oil palm and rubber plantation. This tribe they live a sedentary lifestyle. They farm and practice communal living with “Tok batin” the tribe chief. To access to RPS Kemar it took 40 minutes to One and half hour journey by boat. To RPS Dala you can access by motorcar, bus, four by four wheel or motorcycles.

7.0.1 Community resource analysis

The community of RPS Banun are living in wooden house built by the government under the 1980's under poverty settlement scheme. Some are still living make shift huts made of bamboo. RPS Banun has 545 families and Kenering Pengkalan Ulu 258 families. Each family has about 6 to 7 members on average. Most of the family in RPS Banun has no source of income other than subsidy allowance given by the government. The allowance are mainly in the form of basic food item of rice, flour, sugar, canned sardine and cooking oil. For meals they will go to the lake to catch fresh water by their selfmade bamboo waft. Their settlement is always near the bank of the Temenggor Lake. To earn additional income the male members will go into the jungle collecting rattan, bee honey, wild herbs for Malay traditional medicine and sandal wood for perfumery industry. The community income are not reliable because of deforestation and lumbering of timber from the forest. As said by group of villagers for them to embark on agriculture farming of oil palm and rubber their plantation is difficult because wildlife invasion and increasing numbers of wild elephants that encroaches their villages for food. These are some of the complaint voice out by the villagers and Tok batins (Tribe chief).

Another factors that are slowing community development is transportation and accessibility. Transportation by boat is expensive and head of family only goes out to town every two to three weeks a month. These will cost at least 100 ringgit a trip and most family says it is a problem and expensive. Beside this problem the recent december 2014 flood damaged 70 percent of their houses and settlements. Some are still submerged in water while the research is done. It is a sad traumatic experience for the communities at Royal Belum. After the flood a special task force and grant was approved by the government for research on the post flood damages suffered by the Jahai and Temiar tribes living in Royal Belum State Park. As to date 9,284 indigenous people living in area are badly affected by the flood.

7.0.2 Cultural Resources Analysis

The upper Belum and lower Belum has different cultural resource available on site that is influencing by their ethnic identity. The Jahai lives mostly in upper Belum and they are following Negrito lifestyle and Culture. Negritos are the oldest indigenous group that came to the peninsular

Malaysia 25,000 years ago. They are only three percent of the indigenous population in peninsular Malaysia.

In Royal Belum State Park the Jahai population is at 1,950 settling in Sungai Chiong, Sungai Cuwek, Sungai Tiang, Sungai Banun, Sungai Raba, Sungai Kejar, Desa Damai and Kampong Salor. Forty nine (49) percent of the community are practicing Islamic belief and Fifty one (51) percent still practice animism as their ancestral belief and lifestyle.

In animism the Jahai shares the view that every creature is imbued by spirits called “moyang or tohan” creator of deity. Their adat or customary law is hold by their tok batin or tribe chief that hold the tribe ritual or social mores. In marriage, when the men and women decide to get married they only need to do the kelobong (Kain). Kelobong is where the male put a cloth over the girl and his head together telling elders they want to marry. Then both family talk about dowry if the male side wanted to give the girl family depending on both family agreement. If not by the act of kelobong they are already married. It official to everybody in the tribe. In term of death their ritual is to cover the body in a mat and tie the corpse on top a tree in the jungle. When there is death in the tribe they will move to another area.

The Jahai tribe relationship with the environment and ritual are in harmony with supernatural forces. This is evident onsite where half of their population still prefer to live in bamboo huts with palm leaves roof. Daily their main diet are boiled wild vegetables from the forest surrounding with rice and fried or grilled fish from the lake.

Jahai tribe are very egalitarian in choosing their chief. The tribe chief or tok batin were chosen from the most able bodied man within the community that can make economic decision and maintain harmony within the tribe. The ladies are only known to take care of the children, washing and cooking from what the husband brings home from their hunt or fishing. Housekeeping are not important agenda because their living condition are very basic. Family values and kinships are strong among them.

Among the Jahai tribe and families, making of heritage craft are rare because they are not encouraged and in Sungai Tiang the school is trying revive them for their cultural heritage roots in the classroom. Their crafts that are available are blow pipe, women accessories and bamboo head dress for the ladies. The school is trying to have a small museum in the school premise for the community and visitors.

The Temiar of lower Belum are living example of the typical Malay community village in the 18th and 19th century that are describe by Stamford raffles 1781-1826 in the Malay annals and old paintings that are kept in museums of Peninsular Malaysia. Lower Belum have a population 5,462 which is a hundred percent Temiar tribe.

Temiar are from Senoi tribe that is fifty five percent and highest indigenous population in peninsular Malaysia. There are 3,756 Temiar population that are still practicing animism in RPS Kemar and RPS Dala. They speak austro asiatic mon khmer languages. In animism, the Temiar belief system subscribe to the cosmology of supreme creator (Nyenang or Tohan) which is aided by other gods, spirits and demons.

“Keramat” is a category of deities that serve as guardian of a particular area. The values practice are unity of communal interest, respect for privacy and property, honoring promises and sharing

of food. Among the Temiar in olden days there is a lack of formality in marriage. Pre-marital relation is tolerated and they allow married men and women having sexual relation with spouse's sibling and cousins. Now the marriage rituals are similar to Malay practices so is in death where the corpse are buried in the ground with their belonging and valuables.

7.0.3 Environment resource analysis

In terms of environmental analysis the Royal Belum State Park has forty nine (49) indigenous villages covering Kenering, Pengkalan Ulu, RPS Banun, RPS Kemar and RPS Dala. The serene natural heritage of oldest primary forest in the world is an enchanting rainforest experience for visitors. The state park is full of colorful foliage of virgin forest in its seasonal natural sight. Some will be in its falls colors while others are still in its beautiful green virgin rainforest blossom. Visitors or tourist of Royal Belum will be amazed by the untouched rainforest and it is an experience of a lifetime.

The word given to Royal Belum State Park is derived from the word "belum" in Malay translated as "land before time". The royal park rainforest was 130 million years old, where it treasures 3,000 species of flowering plants and known to have least three world largest Rafflesia flowers. The wild life habitats is refuge for the Sumateran or Malayan tigers, Rhinos, Tapirs, Sambar deers, Wild Elephants, Seladang (wild buffalos) and other mammals. These wild life consumed sixty salt lick areas in and around the state park. During lucky days wild red and yellow hornbills are sometimes seen flocking home after the end of day (www.wwf.com.my)

The lake of Temenggor is a paradise for angling and deep fresh water fishing. It is a common sight at the state park to see house boats and private speed boats for rental ranging from eight to twenty seater for transportation in Royal Belum or fishing excursion. Other attraction while travelling to RPS Kemar and RPS Dala site in lower Belum is the majestic limestones island that dated back from two hundred twenty (220) million years to four hundred (400) million years old. The lake is excellent for black talapia fish farming and the Malaysian Fishery Department have been joint venturing with a German company for the last five years in producing fresh water fish for export. One hatchery can produce five thousand fish at one kilo each sold at 60,000 USD per hatchery for export. Now they have more than 40 fish hatchery at various stages of production. The orders are pouring from United States and Europe in which they cannot meet the big production orders. If they increase capacity and collaborate more with the local indigenous community it can help the indigenous community with the source of income and local manpower.

8.0 CONCLUSION

The Jahai and Temiar tribes of Royal Belum State Park need a lot economic development and activities for the survival. This is to enable the community to come out from poverty that is the highest in west peninsular Malaysia (JAKOA 2011).The adults and senior population need exposure to entrepreneurial skills training in small medium enterprise (SME) in order to make their livelihood better and eradication of the poverty. Currently seventy percent (70%) families are still living in bamboo huts and nomadic lifestyles. To change their life adult education and small business is a much needed exposure to improve their everyday lives and community development.

Exploring indigenous tourism development is very viable in Royal Belum State park for both communities. It has very rich natural and cultural heritage resources and attraction that is still untapped by the communities themselves except for outsiders or private agents that is tapping tourism opportunities. If these tourism opportunities were done by the local community it will help in the family income among Jahai and Temiar tribes in forty nine (49) villages in Royal Belum State Park. These tourism packages will generate healthy income to the community. At the moment all tourism activities are run by private operators charging at least 250 ringgit a day for a person for a simple excursion of park or Orang Asli village visits. The guide cost between 250 to 350 ringgit a day. If these trips or excursion is organized by local communities the tribe themselves will get income for 1200 ringgit to 3,500 ringgit for a single trip to the village and fishing excursion. This will drastically improve the tribes living condition and their livelihood. The income from these activities can help develop the village infrastructure, health, family income, homes and livelihood of Royal Belum State Park. This social entrepreneurial framework and activities is already a success among the Kaikora Maori in South Island New Zealand (www.hikurangifoundation.nz)

During the field research we found a lot of potential resources of tourism attraction that is untapped by the communities themselves but already overtaken by outside tour operators and private individuals. This resulted to unfair distribution of economic activities there and the indigenous communities are being left out. Federal and state government have to overcome this disparity through skill training and entrepreneurial workshop with the communities. The federal government, district office, local stakeholders and JAKOA (Department of Indigenous People Development) need to collaborate together with the Royal Belum State Park communities in running tourism development project. Thus then eradicating poverty among the communities in upper and lower belum in Royal Belum State Park, Perak is a success.

Reference

Ab.Hadi,Roddin. Razzak, Mustafa and Abd Baser (2013) poverty eradication through vocational education (tourism) among indigenous people communities in Malaysia:Pro-Poor Tourism Approach(PPT)

Abdul Kohar, Senin and Ismail (2012)The cultivation of organization innovation amongst Malaysian Bumiputra (indigenous) ICT-based small firm. Elsevier Ltd.

Abdul Jamak, Mohd Ali and Ghazali (2014) A breakout Strategy model of Malay (Malaysian Indigenous- micro Entrepreneurs. Elsevier Ltd

Abdullah F, Hamali J, Deen A.R. Saban G anad Abg Abdurahman (2009) Developing a framework of success of Bumiputra entrepreneurs.Journak of enterprising communities people and Place in the Global Economy.Volume 3 No1.Emerald Group Publisng Limited.

Asley, C,Roe,D. and Goodwin,H (2001), Pro-poor tourism Strategies: Making Tourism work for the poor.Pro poor tourism report no1 London; Oversea Development Institute,International Institute for Environment and Development and Center for Responsible Tourism, University of Greenwich

Ben Nasr and Boujelbene (2014) Assessing the impact of entrepreneur education. Elsevier Ltd

Butler and Hinch (2004) Tourism and indigenous people, Butterworth and Hienemann

Cooper, Fletcher, Fyall, Gilbert and Wanhill. (2005) *Tourism Principles and Practice*. PrenticeHall.

C. Micheal Hall (2000) *Tourism Planning, Policies, Processes and Relationship*. Prentice Hall

Dahalan, Jaafar and Mohd Rosdi (2013) Local community readiness in entrepreneurship :Do gender differ in searching business opportunity. Elsevier Ltd.

Donald Sinclair (2004) *Developing indigenous tourism: challenges for the Guianas'*, Division of Caribbean and Tourism Studies, University of Guyana, Queenstown, Georgetown, Guyana

Edward Inskeep (2008) *Tourism Planning: An Intergrated and sustainable Development Approach*. Van Nostrand Reinhold.

Kamarulzaman Kamaruddin (2008) *Education policy and opportunities of orang asli; A study of indigenous people of Malaysia*.

Mazlan Che soh and Siti Korota'aini Omar (2012) *Small is Big: The charms of Indigenous Knowledge for sustainable Livelihood*. Sciencedirect. Social and Behavioral science vol: 36 pg 602-610

Ryan Chriss (2007) *The commodification and management of cultures*. Elsevier publication.

Sam Morley (2014) *Success factors for indigenous entrepreneurs and community based enterprises*. Australian Institute of Family Studies.

Savinder Kaur Kapal Singh 2008 'Traditional knowledge of the environment and natural resource management: the Jakun of the south-east Pahang peat swamp forest' PHD thesis of Environment and Resources Studies, Faculty of Graduates Studies, Mahidol University, Thailand

Sonja Sibila Lebe and Borut Milfelner, "Innovative organization approach to sustainable tourism development in rural areas", *Faculty of Economics and Business, University of Maribor, Maribor, Slovenia*

Teoh M.W and Chong S.C (2014). *Towards strengthening the development of women entrepreneurship in Malaysia*. Gender in management: An International Journal vol.29 Emerald Group Publishing Limited.

World Tourism Organization Publication. (2012). *National and regional Tourism Planning*. Routledge

Zulkarnian A. Hatta and Isahaque Ali (2013) *Poverty reduction policies in Malaysia; Trends, Strategies and Challenges*

[http : www.hikurangifoundation.org.nz](http://www.hikurangifoundation.org.nz) retrieved 11/11/2015 7.35pm.