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The Shifting Of Ethnic Boundaries Among Selected Malaysian Youths  
Exploring The Evaluation Of Malaysian Independent Film Gadoh (2009) As  
A Critical Pedagogical Tool

# ABSTRAK

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The National Survey on the state of Malaysia's social cohesion conducted by IPNas (2018) and IPNas (2022) have indicated a score of 0.567 and 0.629 respectively which indicate a medium but gradual progress of Malaysia's social cohesion. Within the process of social cohesion, studies have highlighted a gap in providing innovative and creative approaches that provide the opportunity for interethnic dialogues and meaningful social interactions between ethnic groups. Therefore, this study has explored the impact evaluation of selected Malaysian youths on the use of Malaysian independent film Gadoh as a pedagogical tool to shift ethnic boundaries in the process of maintaining Malaysia's social cohesion. This study utilized the qualitative research design in the form of Mini Ethnographic Case study which have purposely sampled one Malaysian independent film and its filmmaker and 10 selected Malaysian youths who are arts and culture enthusiasts. The data collection method comprised of two focus group interviews with five youth informants each and indepth key informant interviews with the 10 selected youths and the filmmaker. The analytical tools applied for this study are the Ethnic Boundaries Theory and the concept of Social Cohesion function. Three research objectives were developed. The first research objective explored the functional relationship between the informants' ethnic socialization experiences and the social factors shift ethnic boundaries at the individual, community and institution level. The second research objective explored the educational approaches experienced by the informants and how it functioned to shift their ethnic boundaries. The third research objective explored the youth informants' evaluation of Gadoh as a pedagogical tool to shift ethnic boundaries. Three results were identified. Firstly, the study found that an ethnic socialization process within an ethnicised social structure had functioned to thicken ethnic boundaries of the informants, an increased ethnic socialization process outside of their ethnicised social structure functioned to thin the ethnic boundaries of the informants and lastly an ethnic socialization process through shared struggles and aspirations functioned to dissolve the ethnic boundaries of the informants at the individual, community and institutional level. Secondly, experiencing a segregative educational approach functioned to thicken ethnic boundaries, whereas experiencing a creative and interactive education approach functioned to thin ethnic boundaries and lastly, experiencing a creative and critical educational approach functioned to dissolve ethnic boundaries. Thirdly, the evaluation of Gadoh as a simplistic pedagogical tool functioned to thicken ethnic boundaries, whereas the evaluation of Gadoh as an experiential pedagogical tool functioned to thin ethnic boundaries and lastly, the evaluation of Gadoh as a critical pedagogical tool functioned to dissolve ethnic boundaries.