



BULETIN PENYELIDIKA

PENYELIDIKA PENJANA INOVASI

BILANGAN 2, 2011



EDITOR

Santhi Periasamy
Jeya Velu
Dr Ramesh Rao
Dr Tan Ai Mei
Wan Maznah binti Wan Harun
Edna Shamani Wellington
Teo Kian Joo
Nik Napisah binti Ab Kadir

Di kesempatan ini saya mengucapkan tahniah dan syabas kepada Jabatan Penyelidikan dan Inovasi Profesionalisme Keguruan institut ini kerana berjaya menerbitkan Buletin Penyelidikan 2/2011 pada tahun ini. Sesungguhan berita dan karya yang dikeluarkan kali ini boleh dijadikan hasil intelektual yang dapat membantu kita dalam melangkah terus untuk menuju perubahan dan kesejahteraan bersama inovasi yang diinginkan.

Apabila berbicara mengenai inovasi dan penyelidikan, sebagai seorang pensyarah adalah disarankan untuk menjadi seorang yang bersifat intelektual *establishment* dan intelektual awam. Orang yang bersifat intelektual *establishment* akan menggunakan ilmu pengetahuan dan daya intelek yang dimilikinya untuk membantu dan menyokong organisasi. Sementara orang yang bersifat intelektual awam pula akan menggunakan daya intelek dan pengetahuannya untuk menyumbang kepada masyarakat, terus gigih meneroka idea baharu dan inovasi untuk membantu menangani isu dan permasalahan dalam masyarakat, hatta melampaui sempadan geografis. Melalui kedua-dua pandangan mengenai intelektual ini mencadangkan agar pensyarah akan sentiasa membaca dan menjalankan penyelidikan secara sistematis dalam bidang yang diceburinya.

Melalui buletin ini, pensyarah juga disarankan untuk terus berkongsi dan menyumbang berita, buah fikiran, hasil kajian, analisis, rumusan dan hujahan kepada masyarakat kampus. Melalui perkongsian ini, diharapkan juga suatu rangkaian (*networking*) dan persepakatan (*coalition*) dengan rakan penyelidik dapat dikembangkan untuk mencapai objektif yang mencakup kepentingan ramai. Kita akan terus berkarya dengan menggunakan segala kebijaksanaan dan kreativiti agar terus mampu untuk menguruskan sistem, organisasi dan terus bekerja dan menyumbang.

Terima kasih.

SHAARI BIN OSMAN

Pengarah Institut Pendidikan Guru Kampus Ilmu Khas, Kuala Lumpur.

KANDUNGAN

ØHow could I have done it better?Ø	2
Berita Jabatan Penyelidikan dan Inovasi Profesionalisme Keguruan	3
International Conference On Intellectual & Developmental Disabilities In Sabah : A Report	4
Thumbs up for independent learning	5
Pembangunan Staf Atau Latihan Pembangunan Staf Atau Pembangunan Profesional	6
Prinsip Asas Pengajaran Literasi Bahasa Melayu	8
A View Of Policy Affecting Art In Education In Malaysia	10
Revisiting Orff In The Music Classroom	12
Kokurikulum: Antara Realiti dan Fantasi	14
Malaysian Pre-School Policy: An Overview And Implications For Teachers Training	15
Literasi Emosi Pemacu Kesejahteraan Diri	18
Let's talk about classroom prejudice	21
Teknik Pengurusan Amalan Persekuturan Berkualiti (5S)	22
ØLesson Study” : Memantapkan Profesionalisme Sebagai Pendidik	23
Perancangan Strategik	24



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

Seulas Pinang



Dengan sukacitanya Jabatan Penyelidikan dan Inovasi Profesionalisme Keguruan telah menyempurnakan penerbitan Buletin Penyelidikan Jilid 2/2011. Jabatan Penyelidikan dan Inovasi Profesionalisme Keguruan (JPIPK) telah berusaha untuk mewujudkan variasi dalam bentuk artikel yang diterbitkan dalam Buletin ini semoga ia dapat menjadi sumber informasi dan ilham kepada para pembaca. Harapan JPIPK adalah supaya kandungan dan mesej yang terkandung dalam buletin ini akan menggalakkan lebih ramai penyumbang artikel yang dapat menyumbang idea-idea yang kreatif dan inovatif.

Ingin juga saya mengambil kesempatan ini untuk mengucapkan ribuan terima kasih kepada semua penyumbang artikel dan pihak JPIPK yang telah menjayakan keluaran Buletin Penyelidikan Jilid 2/2011

SANTHI PERIASAMY

Ketua Jabatan

Jabatan Penyelidikan dan Inovasi Profesionalisme Keguruan.

“How could I have done it better?”.....

Santhi Periasamy

Jabatan Penyelidikan dan Inovasi Profesionalisme Keguruan.

It feels as though it was yesterday that we stepped into the year 2011. A gasp of breathí ..and before you know yet another chapter of an academic year is at its helm of closing. We turn back and ask ourselves several questions öHave I done what I was assigned to do?ö, öHave I completed what I was assigned to by expected standards?ö Then, öWell was it something I enjoyed doing or were they all merely choresí unavoidable chores?ö And the inevitable question would have been öHow could I have done it better?ö

We are in the business of training and molding the human capital of the country towards forming a society that would be able to boast its wealth in knowledge, skills, culture and a profound value system. Even as we are engaged in the short term endeavors of transferring knowledge and skills to the future educators of the country who have been assigned to us with utmost faith, we have to be consistently aware that it is just not academic knowledge that we are expected to impart nor will that be sufficient to ensure the formation of the ideal human capital thatø spoken so often in earnest, enthusiasm and aspirations by all and sundry.

Hence, the inevitable question again, öHow could I have done it better?ö As much as being experts in the subject matter areas that we are latched on to, and the relevant pedagogical skills, there is a lease of hope to enable and ensure us as well as our students to be our very own mentors and rejuvenators. Yes it is invariably through reflective professional practices such as engagement in simple action researchers which are also known as practitionersø research. When the said practice develops into the norm and culture of educational organizations, then we can be rest assured that the organization will experience continuous improvement and progress while upholding professionalism at its best.

At this juncture, it is worth taking note of the conscious effort of the Research and Innovative Teacher Professionalism Department of Institut Pendidikan Guru Kampus Ilmu Khas in establishing this culture within the organization through dissemination of knowledge and the provisions of guidance in planning and implementing action researchers among the academic staff and students. These commendable efforts should be able to help us obtain answers for the öHow could I have done it better?ö question for now and the future. It would guarantee the growth and development of a community thatø equipped not only with profound academic knowledge and skills but professional practice and norms.

So, letø together absorb the aura thatø being consciously awakened to enjoy the formation of a wealthy community as far as professionalism is concerned.



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

BERITA JABATAN PENYELIDIKAN DAN INOVASI PROFESIONALISME KEGURUAN (Jun 2011— November 2011)

Pada Semester kedua 2011, Jabatan Penyelidikan dan Inovasi Profesionalisme Keguruan JPIPK) telah meneruskan pelbagai aktiviti penyelidikan di samping menyertai aktiviti-aktiviti anjuran Institut Pendidikan Guru (IPG), Bahagian Pendidikan Guru (BPG) dan bahagian-bahagian lain di Kementerian Pelajaran Malaysia.

Kursus Penyelidikan Tindakan Fasa 3 telah dijalankan pada 26-28 Julai di Hotel Empress, Sepang. Seramai 17 orang pensyarah dari 7 jabatan telah menjadi peserta seminar yang dikendalikan oleh para pensyarah dari JPIPK. Hasil seminar ini telah berjaya membantu para peserta kursus menghasilkan sebanyak 9 kajian tindakan yang dimuatkan di dalam Jurnal Penyelidikan Tindakan IPGKIK.

Sementara itu, upacara penyampaian Hadiah bagi Pertandingan Inovasi yang telah diadakan pada bulan April telah disampaikan oleh Tuan Pengarah pada bulan Oktober. Bagi kategori pensyarah dua aspek pertandingan telah dipertandingkan iaitu bahan Pengajaran & Pembelajaran serta Pengurusan Pengajaran. Pemenang bagi kategori pengajaran dan Pembelajaran telah dimenangi oleh pasukan pensyarah dari Jabatan Pendidikan Jasmani dan Kesihatan manakala pemenang bagi kategori Pengurusan Pengajaran telah dimenangi oleh pasukan pensyarah daripada Jabatan Penyelidikan dan Inovasi Profesionalisme Keguruan. Bagi kategori pelajar, tempat pertama dimenangi oleh Izzat Fadhli Hamdan dan Mohd Izham Junid. Secara keseluruhannya pertandingan Inovasi anjuran JPIPK ini telah berjaya mengungkapkan idea-idea kreatif pelajar dan pensyarah dalam bidang pendidikan.

Seterusnya Seminar Penyelidikan Tindakan PISMP ambilan Januari 2008 telah diadakan pada 19 Oktober 2011 di IPGKIK. Seminar Penyelidikan ini telah dirasmikan oleh Puan Rohana Kamaruddin selaku Timbalan Pengarah IPGKIK dan dimulakan dengan pembentangan kertas dasar oleh Dr. Yunus Ibrahim dari Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pelajaran Malaysia. Seminar yang berjalan lancar ini telah dihadiri oleh pelajar Semester 6 dan 8 iaitu seramai 333 orang peserta dan seramai 23 orang pelajar telah berjaya membentangkan hasil Penyelidikan Tindakan.

Aktiviti JPIPK pada semester kedua ini telah diakhiri dengan Konvensyen Pendidikan Kebangsaan anjuran IPG dan BPG pada 30 Oktober hingga 2 November. JPIPK telah bertanggungjawab melaksanakan urusan pendaftaran peserta serta persembahan pada majlis makan malam Konvensyen. Selain itu, sebanyak dua kertas kerja telah dibentangkan oleh dua orang pensyarah JPIPK pada Konvensyen Pendidikan Kebangsaan ini. Selain itu, pensyarah-pensyarah JPIPK juga telah melibatkan diri secara aktif dalam aktiviti penyelidikan dan penerbitan serta pembentangan kertas kerja penyelidikan di seminar dan konvensyen peringkat IPGKIK, peringkat kebangsaan dan peringkat antarabangsa.

Secara keseluruhannya, JPIPK telah berjaya melaksanakan aktiviti-aktiviti penyelidikan dengan melibatkan para pensyarah dan pelajar bagi meningkatkan mutu penyelidikan di samping menarik minat warga IPGKIK dalam bidang penyelidikan khususnya. Dilaporkan oleh: Datin Dr. Norliza Abd. Majid



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BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

International Conference On Intellectual & Developmental Disabilities In Sabah : A Report

Chiang Ee Fong (PhD)

Jabatan Pendidikan Khas

On the 18-20 July 2011, I had an opportunity to attend the above conference in Sabah. Base on this believe that “Growing is not just about getting older. It is more about finding meaning & purpose in life, doing what you believe in, changing mindsets and making a difference,” Seri Mengasih Centre, a 30 years pioneer on the special developmental needs of persons with intellectual and developmental disabilities in Sabah collaborated with University Malaysia Sabah and organized the very meaningful conference. The conference is under the auspices of the Sabah State Ministry for Social Development and Consumers Affairs to empower people with intellectual and developmental disabilities to face the challenges for the next 30 years and beyond, and continue to GROW WITH HOPE AND DIGNITY.

The Plenary speakers included (1) Dr. Stephen Shores, PhD (Adelphi University, NY) on “*Promoting Social Inclusion of People with Autism and other Disabilities in Education: An Inside View.*” (2) Ms Karen Gaffney (Karen Gaffney Foundation, USA) on “*Re-Writing the Data on Down Syndrome – A Self Advocate Perspective*” and (c) Dr Kenji Keno, PhD on “*Employment, Empowerment & Enablement: Supported Employment & Job Coach – New Strategy for the Employment of Persons with Intellectual & Developmental Disabilities*” These speakers spoke on different areas of special needs. However, all of them impressed me so much that I could not stopped sharing with my teacher trainees during the lecture times and readers like you.

Dr. Shores is an autistic Assistant Professor. His typical autistic or emotionless style of sharing about the characteristics of autism refreshed me of the theories that I have learned. In addition, his in-depth presentation of various renowned teaching strategies to autistic children corroborates my teaching methods to the autistic kids in Kuala Lumpur. What a joyful acquiring of new knowledge and confirmation of teaching skills such as Applied Behavioral Analysis, TEACCH, Daily Life Therapy etc.

On the other hand, Ms Karen touched so many conference audiences’ hearts with her perseverance and never-give-up spirit when she showed video of her relay swimming across the English Channel during the early winter in 2001. Her Down Syndrome problems which include thick tongue, long-sighted eyes and limping legs never hindered her from numerous practices before the real challenge. Another encouraging countenance I have learned from her success was the supports she got from her father, village folks and her devoted swimming coach. From them, she moves on her life happily.

Dr Kenji, a young Senior Advisor from Japan who likes durians and stays in Malaysia with his family tapped on the topic on employment for the special needs individual in Malaysia. His research on several conglomerate hypermarkets that involved in the training of special needs employees with intellectual disabilities in the Borneo states made their mothers shaded tears when the slide shows was shown. Moreover, Dr Kenji’s unconditional effort gave hope to many parents who asked numerous questions. Dr. Kenji’s advocating about training of trainers in Japan stirred motivation in the young volunteers who attended the conference. At the end of his presentation, I was thinking, “Why not IPGM open up job vacancies for the special needs school leavers who lack work opportunities after their vocational training in the secondary schools?” A working proposal needs to be sent to the IPGM to induce this new idea.

Based on the belief that “Growing is not just about getting older but more about finding meaning & purpose in life, doing what you believe in, changing mindsets and making a difference,” Seri Mengasih Centre, a 30-year pioneer in the development of persons with special needs and intellectual disabilities in Sabah collaborated with University Malaysia Sabah organized a very meaningful conference on 18-20 July 2011. The conference was held under the auspices of the Sabah State Ministry for Social Development and Consumers Affairs to empower people with intellectual and developmental disabilities to face the challenges for the next 30 years and beyond, and continue to GROW WITH HOPE AND DIGNITY.

Definition of Intellectual Disability

Intellectual disability is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18.

Intellectual functioning—also called intelligence—refers to general mental capacity, such as learning, reasoning, problem solving, and so on. Adapted from: http://www.aaid.org/content_100.cfm?navID=21(14November2011)



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

Thumbs up for independent learning

Nirmaladevi a/p Suppiah,
Jabatan Pengkhususkan Bahasa Inggeris

Independent learning is an essential tool for all students. It is also known by a number of other terms: learner autonomy, lifelong learning, learning to learn, thinking skills (Sinclair, 2001). All these terms refer to a concept where learners are involved and responsible in their own learning process.

Independent learning is usually developed at any period of time in a person's life especially throughout a learner's presence at school or college to give learners more responsibility for their own learning. It helps learners to make informed choices and to take responsibility for deciding what they need to do in order to learn. To do this and to have the motivation to learn independently, learners need to feel confident about taking and acting upon decisions, and appreciate the value of reflecting on learning. To most students, learning is a chore. The college has to use a system of grades to essentially hold a gun to students' heads in order to get them to study. These students are unaware of their ability and the goals in life. Studies show that pupils, who are independent learners work to higher standards, are more motivated and have a higher self-esteem than other children. These pupils develop skills that help them further their own learning by using their own ideas to form opinions, solving problems and using a range of strategies in their learning.

It is proven that independent learning brings about bountiful benefits, which we as teachers have to consider. They include;

- improved academic performance;
- increased motivation and confidence;
- create greater awareness of one's limitations and ability ;
- enable teachers to provide different tasks for pupils; and
- fostering social inclusion by countering alienation.

It's very important for us, to instil independent learning amongst students. Most of us would agree that independent learners are much more likely to succeed in their studies than those students who are heavily dependent on the teacher. If students are to achieve maximum success and cope with a world which is ever changing, they should have the interest to acquire knowledge in all the possible means they could through independent learning. There are a number of ways that can be woven into regular classroom activities in order to promote independent learning.

Below are some ways to promote lifelong learning (independent learning) skills in the classroom.

1. Give choices

Giving students regular opportunities to make choices will encourage them to reflect on their own interests and preferences. It will also make them start to take responsibility for learning which will lead to independent learning.

2. Encourage group work

Group work is beneficial in that it provides students with an opportunity to learn from each other in an active, involved way. In addition, it temporarily takes the control away from the teacher and gives it to the students -thus encouraging independence.

3. Encourage students to keep learner diaries

These diaries can form a dialogue between the teacher and the students which is mutually beneficial. It is an opportunity for teachers to identify the strengths and weaknesses of the students, and also it is a vehicle for students to reflect and write (or draw) honest comments about their learning. The diaries can be semi-guided initially but gradual ownership will give students a sense of responsibility (Dam, 2002). This will motivate the students to learn independently.

We, as teachers play an important role to make a difference in students' life .The quality of teaching is a crucial factor in promoting independent learning. Effective teaching requires individuals who are academically able and who care about the well-being of students and most importantly trigger independent learning. Let's create an independent learning society and enjoy the benefits by bearing in mind that the road towards independent learning is often a long and rocky one and learners need considerable support. We should not try to achieve too much too soon.

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BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

Pembangunan Staf Atau Latihan Pembangunan Staf Atau Pembangunan Profesional Atau...

Parwazalam bin Abdul Rauf
Jabatan Pengajian Sosial

Sering kali kita terkeliru dengan istilah program pembangunan profesional selalu digunakan secara bertukar ganti dengan istilah pembangunan staf, pembangunan profesional dan pembangunan profesional berterusan. Banyak perdebatan berlaku tentang makna khusus istilah tersebut, dan tidak ada satu pun definisi yang dipersetujui (Blackburn, 2000). Keadaan ini menjadi lebih sukar lagi kerana mereka yang dianggap pakar dan berpengetahuan dalam bidang pembangunan guru juga tidak mendefinisikan secara tepat apa yang mereka maksudkan dengan istilah tersebut. Ini disebabkan amalan dan proses perkembangan yang pantas dalam bidang program pembangunan profesional telah mempengaruhi kedua-dua makna dan penggunaan istilah berkenaan (Glover & Law, 1996). Malahan menurut Evans (2002) apa yang mungkin dikategorikan sebagai definisi sebenar, dan bukannya sekadar tafsiran atau penjelasan ciri-ciri pembangunan guru, hampir-hampir tidak ada. Walau bagaimanapun Evans (2002) mengakui, sekiranya tidak terdapat definisi yang tepat, sekurang-kurangnya tafsiran yang jelas tentang program pembangunan profesional penting supaya usaha-usaha dalam bidang ini dapat dikategorikan dalam parameter yang jelas.

Berdasarkan literatur pembangunan profesional, Amin (2008) telah membahagikan tafsiran program pembangunan profesional kepada tiga iaitu **pertama**, mereka yang mentafsirkan program pembangunan profesional sebagai **suatu "proses"** (Bell & Gilbert, 1994; Day, 1999; Evans, 2002; Leithwood, 1996). **Kedua**, mereka yang mentafsirkannya sebagai **"produk"** (Bradley, 1987; Fullan & Hargreaves, 1992; Fullan & Stiegelbauer, 1991) dan yang **ketiga**, tafsiran yang menggabungkan istilah **"proses"** dan **"produk"** (Darling-Hammond, 1994; Guskey, 2000; Little, 1992). Golongan yang mendefinisikan pembangunan profesional guru sebagai suatu proses dapat dipecahkan kepada dua kategori. Pertama, proses umum yang dialami atau dilalui oleh guru seperti tafsiran Craft (2000) yang mendefinisikan pembangunan profesional guru sebagai semua bentuk pembelajaran profesional yang diikuti oleh guru selepas sahaja mereka mengikuti latihan praperkhidmatan. Kedua, proses yang lebih khusus seperti definisi Evans (2002: 131) iaitu; *the process whereby teachers' professionalism and/or professionalism may be considered to be enhanced*. Malahan kadangkala berbentuk teknikal seperti Guskey & Sparks (1991) yang mendefinisikan pembangunan profesional sebagai proses multidimensi yang mengandungi aspek-aspek latihan, bermula dengan aktiviti persediaan, amalan dan bimbingan, dan aktiviti-aktiviti tindakan-susul serta sokongan. Mereka yang mendefinisikan pembangunan profesional guru sebagai produk pula melihat produk itu dalam bentuk impak langsung, dan impak secara tidak langsung tetapi kritikal dalam menentukan keberkesanan pembangunan profesional guru. Produk dalam bentuk impak langsung itu berbentuk peningkatan personel. Pembangunan profesional dilakukan oleh sekolah dengan tujuan untuk mengembangkan pengetahuan dan kemahiran baru di kalangan staf sekolah yang menekankan kesediaan, perancangan, latihan dalaman, pelaksanaan dan pemantapan (Wood & Thompson, 1993).

Mereka yang mentafsir pembangunan profesional sebagai produk dalam bentuk impak tidak langsung biasanya merujuk kepada kesan pembangunan profesional guru kepada prestasi pelajar (Joyce & Showers, 1995). Manakala mereka yang mentafsir sebagai suatu proses dan sekali gus produk pula ialah seperti tafsiran Guskey (2000) yang mendefinisikan pembangunan profesional sebagai suatu proses dan aktiviti-aktiviti yang direka bentuk untuk mengembangkan pengetahuan profesional, kemahiran dan sikap pendidik, dan seterusnya mereka pula dapat meningkatkan pembelajaran pelajar-pelajarnya.

Tahukah anda di Amerika Syarikat, istilah pembangunan profesional untuk para guru dan pentadbir sekolah telah dikanunkan dengan memasukkan istilah ini dalam Akta **No Child Left Behind tahun 2001**. Namun pada tahun 2009, National Staff Development Council (NSDC), sebuah badan NGO yang mengawal dan menyediakan pembangunan profesional yang lebih komprehensif kepada para pendidik di Amerika Syarikat, telah mencadangkan pindaan kepada definisi pembangunan staf/profesional yang lebih menyeluruh, tujuan pembangunan profesional, cara pembangunan profesional dilaksanakan, tempoh perlaksanaan, penilaian dan mestilah bersifat berterusan.

Apakah yang boleh kita pelajari disini?

1. Definisi pembangunan profesional telah menjadi suatu perdebatan hangat dalam kalangan para pengkaji bidang pembangunan sumber manusia untuk para pendidik dan pentadbir sekolah.
2. Definisi yang komprehensif dan sesuai dengan pendidik ialah daripada Guskey (2000) iaitu pembangunan profesional ialah suatu proses dan produk



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

3. . Berdasarkan pengalaman negara maju seperti AS, definisi pembangunan profesional telah dimasukkan dalam akta yang khusus. Ini bererti negara kita sepatutnya mencontohi AS untuk memasukkan definisi pembangunan profesional dalam Akta Pendidikan 1996. Definisi ini lebih menyeluruh dan bermatlamat khusus untuk meningkatkan pencapaian pelajar.

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What are the professional standards?

The professional standards cover the following career stages:

Q ó qualified teacher status

C ó core standards for main scale teachers who have successfully completed their induction

P ó post-threshold teachers on the upper pay scale

E ó excellent teachers

A ó advanced skills teachers (ASTs)

Each set of standards builds on the previous set, so that a teacher being considered for the threshold would need to satisfy the threshold standards (**P**) and meet the core standards (**C**); a teacher aspiring to become an excellent teacher would need to satisfy the standards that are specific to that status (**E**) and meet the preceding standards (**C and P**); and a teacher aspiring to become an AST would need to satisfy the standards that are specific to that status (**A**) as well as meeting the preceding standards (**C, P and E**) – although they can apply for an AST post before going through the threshold.

Adapted from:<http://www.tda.gov.uk/teacher/developing-career/professional-standards-guidance/introduction.aspx>
(14November2011)





BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

Prinsip Asas Pengajaran Literasi Bahasa Melayu

Abu Bakar Hj.Ahmad

Jabatan Pengajian Melayu

Prinsip Pengajaran Literasi Berteraskan Kemahiran Berbahasa.

Literasi berasaskan kemahiran berbahasa melibatkan ruang lingkup yang lebih luas daripada kemahiran teknik membaca dan menulis semata-mata. Pengajaran literasi berteraskan kemahiran berbahasa bermaksud pelajar perlu dididik menjadi individu yang berfikiran kritis dan analitis. Manakala guru pula perlu membuat refleksi tentang kekuatan dan kelemahan pendekatan yang digunakan di dalam bilik darjah serta meneroka sesuatu yang baru bagi memperkuuhkan keberkesanannya sebagai guru yang berwibawa.

Beberapa prinsip asas berikut perlu dipertimbangkan bagi menjayakan literasi berteraskan kemahiran berbahasa:

- Guru perlu sedar bahawa belajar merupakan satu proses sosial.
- Guru harus tahu bahawa pembelajaran akan lebih berkesan jika disampaikan secara sepenuhnya, berfungsi dan bermakna.
- Guru harus sedar bahawa pelajar mampu meningkatkan kebolehan membaca dan menulis apabila diberi peluang mengaplikasikan kemahiran dalam pelbagai situasi.
- Guru harus memahami kepentingan motivasi dalam proses pembelajaran.

Belajar sebagai Satu Proses Sosial

Memang diakui bahawa literasi ialah proses sosial yang berterusan,(Green,1990;Myers,1992;Turner,1995). Individu yang sedang membaca buku seorang diri, sebenarnya individu tersebut sedang berinteraksi dengan penulis melalui penulisannya. Hal inilah yang disebut sebagai **intertekstualiti**. Bloome dan Egan-Robertson (1993), telah membuktikan bahawa apabila guru memberi peluang kepada pelajar melakukan aktiviti intertekstualiti ini dalam situasi sosial di dalam bilik darjah, lebih banyak pembelajaran bahasa berlaku dan dapat dikesan. Kajian Unrau dan Rudel (1995), menunjukkan interaksi sosial pelajar di dalam bilik darjah, berkongsi idea dan saling membantu antara mereka dapat menyelesaikan tugas dengan lebih berkesan.

Pembelajaran Berkoperatif

Belajar secara perkongsian atau berkoperatif memberi peluang kepada pelajar untuk terlibat dalam aktiviti sosial di dalam bilik darjah dengan aktif. Penekanan kepada aktiviti kumpulan bertujuan untuk menyelesaikan tugas secara bersama dan menggalakkan interaksi sosial dalam kalangan pelajar di dalam bilik darjah. Pembelajaran ini memberi kesan positif terhadap pencapaian, yakin diri, motivasi diri dan kedinamikan pergaulan antara individu. Pelajar juga berpeluang membuat keputusan secara berkumpulan.

Pengajaran Secara Holistik, Berfungsi dan Bermakna

Pengajaran secara holistik / keseluruhan bermakna pelajar membaca dan menulis dalam situasi yang saling lengkap-melengkap. Teks bacaan yang digunakan mestilah dalam bentuk penerbitan yang sebenar, bukan bahan yang telah disalin semula dalam bentuk yang lain. Hal ini demikian disebabkan pelajar tidak dapat mengulas pendirian penulis sesuatu bahan bacaan secara lengkap dan yang sebenar serta tidak mampu menghalusi pemikiran penulis secara mendalam.

Bagi memperkuuhkan penulisan dalam kelas literasi, pelajar perlu dilatih memilih wacana penulisan yang mereka minati iaitu dari aspek tajuk dan bidang yang ingin mereka mahu dalam. Kebiasaan di sekolah pada masa kini, tajuk dan bentuk karangan telah ditetapkan oleh guru. Implikasinya pelajar tidak dapat mempunyai pilihan untuk menajamkan kemahiran dan kebolehan sedia ada dalam diri masing-masing.

Penglibatan pelajar dalam aktiviti pembacaan dan penulisan juga perlu berfungsi. Kemahiran literasi seharusnya membantu pelajar memahami pelbagai bahan bacaan dan dapat menyelesaikan tugas penulisan bagi mata pelajaran lain.

Pengajaran literasi bermakna pula merujuk kepada cara mana sesuatu pengajaran itu dapat memberi makna secara peribadi kepada seseorang pelajar. Pelajar harus ditanamkan kepercayaan bahawa mempelajari sesuatu adalah bagi memenuhi keperluan diri mereka sendiri dan bukan ada mana-mana kuasa yang boleh memaksa mereka supaya belajar.



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

Aplikasi Kemahiran Literasi dalam Pelbagai Situasi

Pelajar mampu meningkatkan kemahiran berbahasa mereka sekiranya diberi peluang meningkatkan kemahiran literasi dalam pelbagai situasi dan menjadikannya sebagai alat mempelajari mata pelajaran yang lain. Pelajar gagal menguasai mata pelajaran lain disebabkan mereka tidak dapat menguasai kemahiran membaca pelbagai bahan yang ditulis dalam laras bahasa sesuatu bidang yang berkenaan. Justeru kemahiran literasi bahasa harus memberi peluang kepada pelajar untuk berinteraksi dengan pelbagai jenis bahan, bidang dan situasi. Pelajar juga perlu dilibatkan dengan pelbagai aktiviti penulisan bagi memperkayakan kemampuan menyampaikan idea yang sesuai dengan situasi yang dihadapi.

Motivasi dalam Pembelajaran Literasi Bahasa

Dalam pengajaran literasi bahasa, kemahiran mendengar, bertutur, membaca dan menulis perlu diterapkan secara keseluruhan di samping motivasi yang tinggi kepada pelajar. Hal ini bertujuan bagi menjamin mereka berminat dan berkemauhan untuk menguasai setiap kemahiran. Kanak-kanak boleh dipaksa pergi ke sekolah tetapi kita tidak boleh memaksa mereka mempelajari sesuatu. Apa yang mereka pelajari seharusnya datang dari minat mereka untuk mempelajarinya.

Kajian Turner (1995) menggariskan enam ciri yang menggalakkan motivasi pelajar dalam konteks persekolahan iaitu:

i).Pilihan.
Jika pelajar diberi pilihan untuk menentukan teks yang dibaca, mereka akan lebih memberi tumpuan untuk mempelajari dan memahami bahan tersebut.

ii).Cabaran

Tugasan yang sederhana mencabar akan dilakukan dengan lebih gigih dan membantu perkembangan kognitif pelajar berbanding tugasan yang mudah.

iii) Kawalan

Pelajar perlu sedikit kawalan dalam proses pembelajaran mereka bagi membentuk kekentalan diri sebagai pelajar.

iv) Penggabungan

Perhubungan sosial dan perkongsian merupakan asas motivasi dalam meningkatkan usaha yang berterusan.

v) Pembinaan makna

Pembentukan makna secara berterusan menggalakkan motivasi dengan memberi penekanan kepada pelajar bahawa apa yang dipelajari bermakna dalam dirinya.

vi) Kesan

Pelajar perlu memahami pertalian antara usaha yang mereka lakukan dengan penghasilannya.

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Adult literacy rate - Percentage of persons aged 15 and over who can read and write (by countries)

Country	Thailand	Singapore	Malaysia	Indonesia	Brunei Darussalam
Youth (15-24 years) literacy rate, 2004-2008 (male)	98	100	98	97	100
Youth (15-24 years) literacy rate, 2004-2008 (female)	98	100	99	96	100

Source:UNICEF - <http://www.unicef.org/infobycountry>(14November2011)



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

A View Of Policy Affecting Art In Education In Malaysia - By Puan Fauziah

Tan Ai Mei (PhD)
Jabatan Ilmu Pendidikan

This article by researcher Dr Tan Ai Mei is a record of an interview with Puan Fauziah Kendut, a senior Lecturer at the School of Art, Institut Pendidikan Guru Kampus Ilmu Khas to enable the readers to have a view of Art in Education and the insights and expertise developed by Puan Fauziah in this area. It should also provide pointers for the policy makers, as well as lecturers and teachers on the enhancement of professionalism in sign and teaching competency of Art in Education.

Puan Fauziah Kendut, has been an educator in Art since her graduation in 1978 and is due to retire. She has watched the different phases of change in the implementation of art curriculum in Malaysia prior to the introduction of KBSR, 1989 KBSM, and the present introduction of KSKK.

According to Puan Fauziah, in the mid 1980s, there was an outburst of violent behaviour in students in schools. Victor Lowerfield, a renowned educator, pointed a common characteristic found in students between the ages of 11 to 14; there is a need in them to express, and want their voices to be heard. This is because at this young age, unlike more senior students, junior students have not grown to accept things. This phenomenon had resulted in an emphasis of Art Education in the Malaysian schools. Students were exposed to making crafts and doing wall paintings to express their thoughts and feelings. The interview provided some very useful insights into this area of education which is still not fully understood by many, and the reader will therefore be more informed by the following commentaries of Puan Fauziah :

Art in Education in schools should be appreciated more than just a teaching subject. In practice, Art in Education can be utilised as an effective means to develop discipline and instil values such as patience, diligence, and perseverance in both students and trainee teachers.

Pn Fauziah reiterated that Art In Education is also a media that can be used to develop the left and right hemispheres of a student's brain. The need to observe and to analyze during the planning stage of a piece of art requires the use of the left hemisphere, while the power to produce and to develop ideas into a product in the presentation of art requires not only the use of, the right hemisphere of the brain but also encourages its development. This point can be illustrated in the crafting of Labu Sayungö by students where the end product needs to be symmetrical in shape. This requires planning leading to the creation of the product which indirectly involves the use of, and the development of both hemispheres of the brain. It also includes observation of values such as high perseverance, discipline, patience, commitment, etc.

In art, children express what they understand instead of what they see. For instance, in a drawing produced by a child where the mother is seen to be bigger in size than the father, it reflects that the mother is more dominant than the father in terms of power in the family. Similarly if there is no figure of the father in the drawing, the storyline may reflect that the child has no father, or there is a story behind the picture.

Pn Fauziah mentioned that there are 2 types of art, namely : (i)drawing of reality; and, (ii) drawing which reflects the more sophisticated level of reality as perceived from the inside of a person, i.e. abstract art. This explains the reason why drawing is considerably used as a tool in counselling therapy (as pioneered by Carl Roger)

According to Pn Fauziah's observation, art education curriculum implemented in Malaysia over 3 different decades showed the following characteristics :

(i) Two time-tables were observed in (primary) schools : One is to be delivered during the presence of the inspectorate (and this is no longer a secret as is observed in Malaysian primary Chinese schools, see Tan : 2006) and another one is used during the school hours, namely to replace the art lesson with the teaching of some other public exam subjects,

(ii) Curriculum framework, better known as syllabus, is supposed to be treated as a guide to lesson delivery by the teachers. However, according to Pn Fauziah, in Malaysia, it is noted that many teachers follow in verbatim what is suggested in the curriculum when teaching in the classroom. One example is the theme specified in the syllabus, öBuah-buahanö (fruits). Instead of referring to the theme as a learning content, Malaysian teachers in general turn the theme into the drawing title. According to Pn Fauziah, in Britain, such happenings will be rare. To her, drawing commands imagination, and in foreign countries, generally teachers will name the title for drawing, starting with a verb, such as öplucking durians, eating rambutans/fruitsö etc.





BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

(iii) She also described the increasing emphasis on folio assessment as part of the assessment for Art in Malaysian public examinations was due to the incidence of damage to the students' craft work (especially ceramic) that were mailed to the examiners.

(iv) Pn Fauziah also pointed that primary colours such as yellow and red is commonly used by weaker students as compared to those who can draw well, who prefer the use of mixed secondary colours.

(v) Pn Fauziah implied that the discontinuation of «figure drawing» as a learning subject in the Malaysian major public examinations was due to a decline in the number of Malay students taking the subject. Seemingly, this could be attributed to the religious practice that that Muslims are not allowed to worship figures.

(vi) Pn Fauziah also pointed out that an emerging trend of art delivery in schools is the standardisation of both planning and art work produced including documentation as displayed in the students' folios. Such observation is confirmed by Tan (2010) in her research findings concerning the management of school-based assessment for other learning subjects such as Living Skills and Science. Tan's research findings indicated that one of the major causes that gave rise to such a practice is attributed to the management style adopted by district education officers or PPD (Pegawai Pendidikan Daerah). The samples provided by the PPD to be used as references for schools under their supervision are commonly used in turn as teaching content and model answers produced in students' reports of work, including folios.

According to Pn Fauziah, Art in Education need not merely focus on the outside, namely drawing objects in reality. Instead art should also cater to the need for expression from the inside. This distinguishes between drawing just trees, and drawing to create scenery in a recreation park.

Said Pn Fauziah, «Art can be taught and the skills can be acquired through practice.» The various elements that constitute the basics of drawing are LINE, SHAPE, FORM, TEXTURES, SPACE, ETC as shown in the above pictograph.

Puan Fauziah's commentary should enlighten the reader whether Art In Education could serve a role in human engineering, and whether, in an engineered society, there is a relationship between policy formulation and policy implementation. It also points to the need for an enhancement in professionalism both in school teachers and education officers, including policy makers in policy implementation of Art In Education.

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10 Reasons to Take Learning Outside the Classroom

1. Make learning more engaging
2. Make learning relevant
3. Nurture creativity and imagination
4. Develop learning through play and experimentation
5. Improve attendance
6. Reduce behaviour problems
7. Develop interest in the environment and wider surroundings
8. Expose children to new opportunities
9. Keep healthy
10. Enjoy almost limitless resources

Adapted from: <http://www.creativeeducation.co.uk/blog/index.php/2011/06/learning-outside-the-classroom/>
(14 November 2011)



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

Revisiting Orff In The Music Classroom

Mah Kok Heng

Jabatan Pendidikan Muzik

Activities on musical exploration and improvisation were seldom observed during classroom teaching on my recent observations of music student teachers' practicum. Children's creativity should not take a back seat during music lessons though student teachers may not have the time to carry out all activities planned. Experiments in music exploration are important steps toward improvisation. Expressive elements, variation of rhythmic and melodic activities in a musical phrase, changing registers or the meter of a composition provide useful devices for exploration. Improvisation is usually the culminating activity in the teaching sequence at every stage of music learning and experience. At this stage, a child demonstrates musical independence through improvisation which requires inventing and synthesizing new musical ideas.

Instruments used in the Orff approach include miniature xylophones, marimbas, glockenspiels, and metallophones; all of which have removable bars, resonating columns to project the sound, and are easily transported and stored. Orff teachers also use different sized drums, recorders, and indefinite pitched percussion to round out the songs that are sung and played (Campbell, 2008). Some of these musical instruments such as drums, recorders and indefinite pitched percussion are readily available in our public schools. Singing, playing of musical instruments, movements as well as learning of music notation should be used as activities to reinforce improvisational skills in the music classroom.

At this juncture, I would like to discuss the Orff approach to elementary music learning. It is often known as elemental music making because the materials needed to teach students are simple, basic, natural, and close to a child's world of thought and fantasy (Shamrock, 1997). Knowledge of music comes primarily from the study of the music itself and participation in its performance. Students are expected to improvise their own solutions from musical problems presented. The end result from the musical experience would be an independent student.

The aim of fine music-teaching is student mastery of skills and concepts. Orff practitioners believe that these are best taught inductively by means of a four-stage learning process, namely:

Stage 1: Imitation

Through imitation, the teacher, group leader, or even the students perform for the class and the class in turn repeats what was played for them. Spontaneous imitation is used in movement activities, body percussion, sound imitation and in instrumental responses to body percussion gestures. Body percussion imitation introduces children to the tone colour possibilities of their own bodies while instrumental responses involve transferring learned skills to definite and indefinite pitched percussion. Such skills are taught and imparted to music student teachers and carried out during teaching practices.

Stage 2: Exploration

Orff classrooms are alive and usually filled with a sense of discovery because students are continually being challenged to manipulate ideas in original ways and forming concepts through the use of musical elements. Exploration allows students to seek out the musical aspects that the Orff instruments offer and explore aural skills and the motions and expressions that the body is capable of. The possibilities for development are limited only by the imagination, skills, and resources of the teacher and students.

Stage 3: Literacy

Sound always precedes the introduction of its iconic representation and therefore sounds before symbol is the general rule. Children begin to learn symbols of notation before they are being taught to read music much as children begin to speak the language of their mother-tongue before reading. The idea that symbols can represent sounds is established with young children through the use of graphic notation. Graphic scores will lead naturally to the introduction of contemporary notation devices.



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

Stage 4: Improvisation

Imitation, exploration, and notation of musical instruments are important preliminary steps to improvisation because students need skills on which to draw for their original work. According to Shamrock (1995), improvisation is the act of creating something, especially music, without prior preparation. To improvise, a student must have a preliminary knowledge and comprehension of concepts. It is the experience of creating something new within a given structure that offers students the challenge, and the satisfaction of making original musical compositions and works in an ensemble. Evaluation of children's musical skills and development will not be a problem and is easily accomplished in improvisation situations. Children who had listened, understood and played with the elements of music, making selective musical choices will develop to become independent musicians.

The music component of the curriculum for teacher education is basically eclectic which means selecting and using what are considered appropriate practices of music pedagogies..Student teachers are exposed to various music pedagogies such as Orff, Kodaly, Dalcroze and Suzuki but not sufficiently trained as a practitioner in any of the mentioned pedagogies. The issue at hand is that there are not enough interaction hours in the curriculum as well as expertise and resources to cater for an extensive training of all the music pedagogies and approaches. As a music educator, I sometimes questioned the wisdom of being eclectic rather than one who is professionally trained in any one of the practicing pedagogies such as Orff. I truly believe that the Orff pedagogy practiced through its media: listening, speech, movement, song and instruments (Orff Instrumentarium) in the classroom will provide an environment for rich musical experiences of fun and learning for children in schools.

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Education – a strategy to achieve Vision 2020

Education is a top priority for the country's achievement of developed nation status, as laid out in Vision 2020, and in the National Mission (a new implementation framework to propel Malaysia towards the second phase of achieving Vision 2020).

The two key thrusts under the National Mission directly related to education are:

Thrust 2: To raise the capacity for knowledge and innovation, and nurture öfirst class mentalityö.

Thrust 3: To address persistent socio-economic inequalities constructively and productively.

Education enables society to obtain knowledge, develop skills and nurture values necessary in a highly competitive and globalised world impacted by rapid development in science, technology and information.

Education develops the country's human resource, which is a major thrust in ensuring sustainable socio-economic growth.

In Malaysia, efforts to develop human capital adopt a holistic approach, emphasizing the mastery of knowledge, intellectual capital and developing technological and entrepreneurial skills.

Adapted from: UNICEF Malaysia Communications, 15 Aug 2008



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

Kokurikulum: Antara Realiti dan Fantasi

Amir Hamzah bin Aman
Unit ko-Kurikulum

Semua orang boleh membicarakan tentang kepentingan kokurikulum dalam kehidupan murid di sekolah dan kehidupan pelajar di institusi pengajian tinggi. Namun adakah kita sedar dalam usaha untuk membangunkan modal insan ini berdasarkan kepada kokurikulum merupakan satu kekangan yang menuntut kepada kefahaman konsep, kemudahan prasaranan dan ketelusan pihak terbabit dalam melaksanakan tanggungjawab ini.

Kegiatan kokurikulum merupakan sebahagian daripada kurikulum kebangsaan. Justeru kurikulum kebangsaan dianggap pincang jika pengabaian terhadap kokurikulum berlaku dalam sistem pendidikan di mana-mana institusi pendidikan. Kegiatan kokurikulum merangkumi semua pengetahuan, kemahiran, norma, nilai, unsur-unsur kebudayaan dan kepercayaan untuk membantu perkembangan individu dengan sepenuhnya dari segi jasmani, rohani, mental dan emosi serta untuk menanam dan mempertingkatkan nilai moral yang dingini untuk menyampaikan pengetahuan.

Asasnya, pelaksanaan kegiatan kokurikulum di semua sekolah adalah wajib. (*Seksyen 18, Akta Pendidikan 1996, Akta 550*) Keengganan melaksanakan kegiatan kokurikulum merupakan satu kesalahan dan jika disabitkan kesalahan boleh dijatuhi hukuman denda atau penjara atau kedu-duanya sekali di bawah Penalti Am (*Seksyen 135, Akta Pendidikan 1996*). Keengganan melaksanakan tugas dan tanggungjawab yang telah diperuntukkan adalah satu kesalahan dari segi keperluan perkhidmatan atau kepatuhan kebertanggungjawaban penjawat awam mahupun moral dan wibawa keguruan yang boleh dikenakan tindakan disiplin mengikut “*Perintah-perintah Am Pegawai Am/ Kelakuan dan Tatatertib*” Jika dilihat dari sudut pendokumentasian dan peruntukan undang-undang jelas menunjukkan bahawa kokurikulum merupakan satu elemen penting dalam dunia pendidikan. Dalam perancangan dan harapan, Kementerian Pelajaran Malaysia melalui Falsafah Pendidikan Kebangsaan (FPK) melalui kokurikulum akan menyemai kesedaran murid terhadap agama dan kepercayaan kepada Tuhan, menyeimbangkan perkembangan mental dengan perkembangan rohani, jasmani, emosi dan sosial, meningkatkan disiplin murid, mengukuhkan hubungan dan pergaulan dalam kalangan pelajar dan semua unsur positif yang mampu membangunkan murid sebagai modal insan yang dinamis.

Banyak yang menganggap kokurikulum ini satu bidang yang mudah dan remeh. Tahukah anda bidang kokurikulum amat luas? Kokurikulum terbahagi kepada tiga komponen utama iaitu badan beruniform, kelab dan persatuan; sukan dan permainan. Badan beruniform mempunyai lebih daripada dua puluh pertubuhan yang dinaungi oleh agensi kerajaan dan agensi bukan kerajaan (NGO). Manakala kelab dan persatuan terbahagi kepada tiga komponen utama iaitu persatuan akademik, kelab hobi dan rekreasi dan persatuan perkhidmatan. Sukan dan permainan mempunyai tiga komponen iaitu permainan, olahraga dan sukan air. Secara kasarnya terdapat lebih daripada 60 aktiviti kokurikulum yang tersenarai dalam pengurusan pelaksanaan kokurikulum di bawah kelolaan Kementerian Pelajaran Malaysia. Apabila membicarakan tentang aspek pelaksanaan kokurikulum, kita mungkin lebih banyak menceritakan permasalahan daripada kejayaannya pelaksanaannya. Apakah yang mampu dihasilkan jika kepakaran yang diharapkan untuk disalurkan kepada para pelajar tidak dimiliki oleh tenaga pengajar. Tiada unsur penyuburan diberikan kepada mereka yang memerlukan. Kebanyakan guru atau pelaksana terpaksa berkorban wang ringgit, masa dan tenaga secara sendiri untuk memastikan peningkatan ilmu dalam diri diisi.

Dari segi prasaranan, antara sedar atau tidak kebanyakannya peralatan dan keperluan tidak mencukupi. Peralatan, tempat, sukan, kemudahan padang. Meskipun kerajaan memperuntukkan sejumlah wang yang agak besar dalam menyediakan kemudahan ini, namun masih tidak mencukupi.

Sukan memang tidak boleh lari daripada kehidupan manusia. Namun setakat bersukan sahaja tanpa bimbingan dan latihan yang kondusif, seseorang atlete itu tidak ubah seperti ayam sabung yang berkокok di gelanggang sendiri. Apalah yang mampu dibangunkan jika terpaksa berlatih dengan kemudahan yang tidak sempurna, keadaan padang dan gelanggang yang dhaif dan kemudahan yang terbatas. Ini tidak termasuk dengan penglibatan diri secara sukarela dalam program-program sukan yang dianjurkan. Soal tenaga mungkin atlete kita tidak berkira tetapi apabila melibatkan soal kewangan untuk mengurus, pendaftaran, peruntukan dan sebagainya, mulalah semua pihak senak perut

Sesiapapun tidak dapat menafikan akan sumbangan dan peranan unit beruniform dalam membentuk jati diri, karisma dan pembangunan modal insan yang mantap. Setiap aktiviti yang dijalankan pasti akan mengundang tugas besar kepada pengelola mahupun peserta. Namun kebanyakan daripada mereka yang terlibat terpaksa berkorban masa, tenaga dan wang ringgit lantaran tiadanya peruntukan khusus untuk menjayakan sesuatu program. Tambah menyediakan apabila sesuatu program itu dianggap luar daripada kursus atau berupa program tambahan. Sebenarnya program-program ini merupakan nilai tambah kepada pembentukan sahsiah setiap ahli yang menyertai unit beruniform.

Persatuan/ kelab yang ditubuhkan tidak ubah melepaskan batok di tangga. Asalkan ada persatuan sudah mencukupi bagi sesetengah pihak, sedangkan falsafah dan aspirasi penubuhan persatuan tidak seiring dengan aktiviti yang dijalankan. Lihatlah peruntukan yang disediakan untuk perjalanan aktiviti berpersatuan. Semuanya harus diuruskan sendiri.

Justeru, sama-sama kita memperkasakan kokurikulum sejarah dengan misi dan visi Kementerian Pelajaran Malaysia untuk melonjakkan pembangunan modal insan di peringkat awal pembelajaran agar menjadi satu budaya dan entiti masyarakat kini. Harapan agar kokurikulum tidak hanya menjadi laungan Pak Kaduk semata-mata sebaliknya menjadi asas kepada pembentukan 1 Malaysia.

Rujukan:

Kementerian Pelajaran Malaysia (2006), Buku Panduan Pengurusan Kokurikulum. Putrajaya: Bahagian Sekolah



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

Malaysian Pre-School Policy: An Overview And Implications For Teachers Training

Tan Ai Mei (PhD)
Jabatan Ilmu Pendidikan

Education constitutes 18% of the service sector revenue, and 4% of the Malaysian GDP. Under the 10th Malaysian Plan, the NKRA (New Key Result Area), it is targeted to increase preschool enrolment from 67% to 87% by 2012, and the NKEA (New Key Economic Area) has further set the target to increase enrolment to 97% by 2020. This will lead to the generation of tens of millions in revenue for the country and result in the expansion of preschool enrolment in the country, thereby achieving the aim of the Malaysian government for the establishment of a 'One Malaysian society' in the country (Habibah: 2011).

Table 1: Time Allocation for Preschool Time Table	
	MODULE
CORE SUBJECTS	LANGUAGE
	BM
	BI
	BC / BT
	MATHEMATICS
OUTDOOR ACTIVITIES	
MORAL/ISLAMIC TEACHING	
THEMATIC	INTEGRATED MODULE
	Flexible (Beginning of the year: 35 %)
	Ending of the year : 20%)
	ROUTINE ACTIVITIES AND MORNING CIRCLES (bacadaan, makan, refleksi)
	% TIME ALLOCATION
	30%

27

Under the expansion of preschool enrolment initiative, and also as part of the planning outlined in the 10th Malaysian Plan, the following strategies were employed to realize the establishment of a preschool system in Malaysia. These include:

- (i) The drawing up of a **standard curriculum** for Malaysian preschools, namely the National Preschool Standard or KSPK (Kurikulum Standard Prasekolah Kebangsaan) which stipulates the aims, content, knowledge, skills and attitude to be attained by preschool children. One major concern of the curriculum is to ensure the nurturance of preschool kids who are communicative and innovative as well as being multi lingual, confident and having good moral values. The curriculum also states clearly the use of suitable teaching approaches and a proper assessment system. In addition, the allocation of time for teaching the core and thematic modules has been outlined of which 30% of the time is allocated to daily routines such as morning circles, snack hours and reflection held for the day (see Table 1).
- (ii) **The involvement of 50% public and 50% private stakeholdership in the training of teachers.** This is in line with the Government's intention to produce adequate and quality teachers to head the expansion of preschool education in Malaysia as stated in the introductory paragraph.
- (iii) **An allocation of RM 4,500, sponsored by the Government for a 5 day/ 40 hours training course to be attended by each preschool teacher.** A subsidy of RM150 for each preschool pupil is given to preschool operators who charge fees equal to or less than RM150. The subsidy only applies to children whose parents earn no more than RM1,500 a month.
- (iv) **An incentive award of RM10,000 will be provided for setting up and launching of a new kindergarten,** and a disbursement of **RM 10 billion in the form of soft loans** to be extended to qualified preschool operators at a proposed interest rate of 4% .
- (v) Other policy formulation include enforcing the **corporate sector to participate in early child care and child education (ECCE)**, partnering with property developers/corporate bodies to set up nursing centres for employees, as well as establishing **privately-led ECCE council**.



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

In line with the Government's policy is to increase enrolment of 4-6 year old children in childcare and preschool education, the author has made some observations based on her action research when supervised 3 preschool trainee teachers who did their practicum in 3 different Chinese primary schools located in the vicinity of Klang, Sepang and Sentul. These trainee teachers were from 2 different Teacher Education Institutes (IPG). The author has identified the following **6 areas of concern for school teachers' training and preschool education :**

- (i) **An emerging trend (15-30%) in enrolment of non-Chinese pupils** (namely Malays and Indians) in preschools set up by Chinese primary schools in Malaysia. This development is seen as a promising sign to realize the 'One Malaysia concept' lauded by the Prime Minister, Dato Sri Najib Abdul Razak. Resourcefulness, knowledge and competency is to be developed in trainee teachers to facilitate the socialisation and integration of children from different ethnic backgrounds. These include the exposure and appreciation of different foods, costumes, customs, languages, and in particular the festive celebrations as observed by these children. Even more enriching is the provision of a conducive classroom environment for children to help each other in learning and acquisition of different languages used in the country, namely, Malay, Mandarin and English.
- (ii) **Ethnic Chinese preschool trainee teachers need improvement with the regards to use of 3 major languages i.e. Malay, Mandarin and English.** Two out of the 3 university graduated trainee teachers were found lacking in both knowledge and skills in their role to deliver classroom lessons in accordance with the preschool curriculum. This was particularly obvious during the teaching of the three languages. Two out of the three teachers were unable to use grammatically correct Malay, Chinese and English in their conversation with the children. Obvious flaws were identified in their pronunciation, sentence structure and grammar. They faced difficulties to teach these three languages effectively, especially the sound systems and rhyming of words in an interesting way. Neither do they have enough ideas to relate lessons with children's living experience and their curiosity and eagerness to learn and participate. The phenomenon of graduate students' poor proficiency in languages and communication has often been raised by the commercial and industrial sectors. The selection process in recruitment of preschool graduate trainee teachers therefore has to place considerable emphasis on language proficiency and communication capabilities of applicants. Obviously graduate trainee preschool teachers require further exposure and training particularly with respect to language content knowledge and teaching approaches as laid down in the KSPK .
- (iii) **Teaching is an art in preschool classrooms.** Preschool children are observant, imaginative, curious and playful by nature. However, teacher-centeredness and one-way interaction of teaching has been observed among trainee teachers during their practicum in preschools. Effective preschool teaching and learning needs to be aligned with children's stage of development, especially in cognitive and socio-emotional aspects. *Children enjoy most with the play of sounds, words and images which is most effectively shared through storytelling, singing, rhyming and the acts of drawing and plays.* Based on the inadequacies faced by our trainee teachers, it is obvious that teachers' training needs to emphasize on contextual learning approaches focusing on **hands-on activity**, taking into consideration the tasks, knowledge, skills and the ultimate goals to be achieved as outlined in the KSPK .
- (iv) **Effective classroom and routine management needs to be taught in preschool teachers training.** These include routines, norms and rules that need to be observed during lining up, snack break, going to toilet, drinking water, brushing teeth, passing up homework. Others include classroom cleanliness and children's hygiene. And more importantly is the management of children's undesirable behaviors such as labeling, gossiping, quarrelling, bullying, ostracising friends etc. It has been noted that the employment of assistant teachers in the preschool classrooms have not been fully utilized. Proper training should be given to these personnel for them to train preschool kids to be hygienic, helpful, collaborative and be having regards for rules and safety.
- (v) **Immersed morning circle hour interactions and other routines.** The 30% of time out of the 20 hours weekly preschool time table allocated for routine activities such as morning circles, snack hours and reflection at the end of the day are conducive to shape children as part of wholesome personal development. This includes sharing of news and interaction between children and teachers, but more importantly a development of a sense of belonging and also an observation of concern, love and care for each other. To the author, such routine activities, if well-planned and conducted, can inculcate good values and social habits that can last a child's lifetime.
- (vi) **Acquisition of multiple languages through the immersion approach.** As has been noted in the body of literature. Immersion is one effective way to facilitate language **acquisition**. In the author's experience, children exposed repetitively to the fixed type of language medium and language patterns, for example a daily 10-minute morning circle conducted in English, a 30-minute snack hour conducted in Malay language and a daily 10-minute reflection activity conducted in Chinese will definitely help children acquire proficiency in these languages. The author is of the opinion that the key to success lies in the effective modeling as demonstrated by the teacher. Numerous visits



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

made by the author to a renowned preschool (Children Star House) confirmed the above view that the immersion approach, together with a good command of the language by the teacher will have a considerable influence on children's ability to learn languages.

In summation, it is obvious that the key to realize the goals as stated above lies much on whether a preschool teacher could live up to his/her role as the walking curriculum. This in turn is very much attributed to the practical experience a trainee teacher has been exposed to. It is hoped that the look at some of the challenges faced by the trainee teachers during their practicum could provide some insight for preschool teacher training at institutional level such as IPG in Malaysia.

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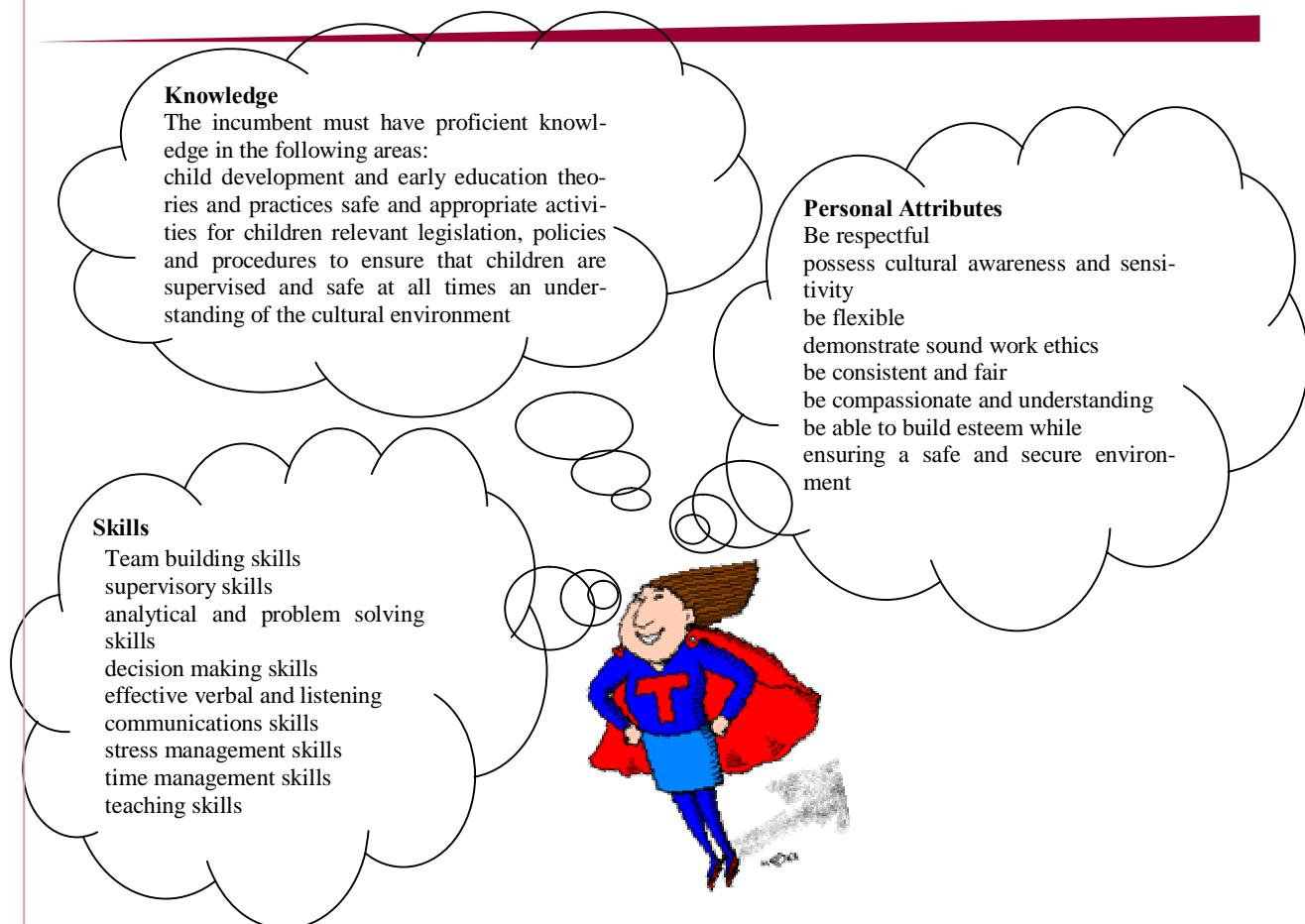
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Job Description Preschool Teacher

The Preschool teacher is responsible for providing a safe and developmentally appropriate preschool program in accordance with all relevant legislation, policies and procedures. As such pre-school teachers must possess certain knowledge, skills and personal attributes to carry out their role effectively.



Adapted from: www.maca.gov.nt.ca/school (14Nov2011)



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011



Literasi Emosi Pemacu Kesejahteraan Diri

Rorlinda binti Yusof (Ph.D.)

Jabatan Ilmu Pendidikan, IPG Kampus Ilmu Khas.

Emosi merupakan potensi fitrah anugerah Illahi, bagi tujuan kelangsungan hidup manusia di muka bumi. Tanpa emosi sunyilah diri. Meskipun setiap manusia dilahirkan dengan emosi, namun tidak semua yang memahami pengertiannya dari sudut maknawi. Justeru lahirlah ramai manusia yang sememangnya memiliki emosi namun kurang menghayati sifat-sifat manusia. Mengapakah keadaan ini boleh terjadi? Mari kita sama-sama merenung ke dalam diri untuk menghalusi persoalan ini.

Pengkaji bidang emosi menjelaskan bahawa kecekapan mengenalpasti dan mengurus emosi bukan hanya dapat membantu individu memahami dirinya, malah membolehkan individu memahami perasaan orang lain dan permasalahan yang membabitkan kesejahteraan psikologi. Kegagalan menguruskannya pula boleh mengundang kesengsaraan bukan sahaja buat diri sendiri malah individu lain yang berada bersamannya (Weisenger 2000). Hal ini disebabkan oleh kesan getaran dalam intensiti emosi berupaya mempengaruhi persekitaran.

Apakah itu emosi? dan apa pula yang dikatakan “Kecekapan Kecerdasan Emosi /EQ? dan bagaimana EQ didapati boleh menyumbang sebanyak 80 peratus berbanding kecerdasan intelektual IQ dalam kejayaan seseorang individu (Goleman 1996). Sebelum kita meneroka lebih jauh tentang EQ, mari kita perhalusi dahulu pengertian emosi agar kita dapat membezakan di antara **emosi dengan perasaan** yang mengiringi. Ahli psikologi mendefinisikan perasaan sebagai persepsi tentang keadaan naluri yang berlaku di dalam tubuh badan (unsur dalaman), manakala emosi pula suatu perasaan dalaman yang kuat, melibatkan gerak hati atau intuisi, diiringi dengan tindak balas fisiologi dan kognisi yang diterjemahkan melalui reaksi luaran dalam bentuk tingkah laku nyata (Mayer, Caruso & Salovey 1999). Menurut Goleman (1996) emosi mempunyai makna dan tujuan yang boleh memberitahu individu tentang perkara penting berkenaan diri dan persekitarannya, jika individu tersebut bersedia untuk mendengar. Beliau seterusnya menjelaskan **ekspreksi wajah (facial expression), nada suara dan tindakan fizikal merupakan register/daftar yang boleh menjelaskan makna perasaan dalaman walaupun tidak dinyatakan**. Meskipun setiap individu mengalami pelbagai jenis emosi, bermula daripada yang menyenangkan sehingga kepada yang mengusarkan, namun kebanyakan pengkaji telah mengelompokkan emosi ke dalam lima kategori iaitu; **gembira, sedih, marah, takut dan malu** (Cacioppo & Gardner 1999). Bagimanapun, individu dikatakan mengalami pengamatan emosi yang berbeza-beza bergantung kepada tanggapan mereka terhadap rangsangan yang diterima daripada persekitaran (Caruso 2004). Situasi ini terjadi kerana setiap individu akan mentafsir situasi secara berbeza, bergantung kepada corak pemikiran, pengalaman silam, latar belakang budaya dan personaliti diri (Cherniss & Goleman 2001).

Pandangan tersebut disokong oleh Weisenger (1998) yang mendapati, emosi boleh berubah-ubah daripada positif (adaptif) kepada negatif (maladaptif) bergantung pada tekanan dan cabaran yang tercetus dalam persekitaran. Dalam seting pekerjaan, individu dikatakan akan mula merasa terbebani apabila tahap kemampuan diri tidak selaras dengan tanggungjawab yang dipikul. Keadaan menjadi bertambah sukar apabila timbul masalah hubungan interaksi antara individu tersebut dengan majikan atau rakan sekerja (Cobb & Mayer 2000). Pendapat tersebut diperjelas oleh Payne dan Cooper (2001: 9) dalam pernyataan ‘*...emotions may not only serve to motivate, organize, direct, and activate behavior, but also may be disruptive to other appropriate work-related and social behavior.*’ Justeru, dalam mendefinisikan emosi, perhatian perlu diarahkan kepada kegiatan dalaman badan yang terlibat, tingkah laku nyata yang dipaparkan dan perasaan serta gerak hati yang menyertainya.

Apabila individu dapat memahami perasaan di sebalik emosi yang tercetus, maka akan lebih mudah baginya memimpin emosi untuk berfungsi secara positif dalam memotivasi, mengurus, mengarah / memimpin serta mengaktifkan diri sendiri dan orang lain. Sebaliknya, jika individu sering mengelak daripada memahami makna perasaan disebalik emosi, maka kesannya bukan sahaja merugikan diri sendiri malah boleh menjelaskan hubungan peribadi dan keharmonian dalam persekitaran yang dihadiri. Hal ini dijelaskan dalam konsep Kecekapan Kecerdasan Emosi yang berbunyi *...EQ is the capacity for recognizing our own feelings and those of others for motivating ourselves, and for managing emotions well in ourselves and in our relationships.* (Goleman 1998).

Ahli psikologi bersepakat bahawa usaha pengendalian emosi perlu bermula dengan mengenal pasti jenis emosi, merasai kekuatan emosi, dan memahami perasaan yang tersirat di sebalik emosi. Kecekapan mengenalpasti makna



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

emosi dengan tepat, boleh membantu individu membuat pilihan samaada untuk mengekang atau melepaskan perasaan yang terpendam (Greenberg 2004). Penulisan ini akan merungkai makna perasaan yang tertanam di sebalik emosi untuk membantu individu memahami erti cetusan emosi kendiri yang biasanya terjana tanpa disedari.

RAHSIA PERASAAN YANG TERSIRAT DI SEBALIK EMOSI.

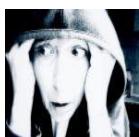


Menurut Mayer dan Salovey (1999) individu dikatakan berbeza dalam kemahiran mengendalikan emosi. Kecekapan mengendali emosi bukan sekadar membabitkan kebolehan mengenali perasaan yang dialami malah melibatkan pengetahuan dalam mengenal pasti punca dan perbezaan perasaan-perasaan yang dialami walaupun secara simbolik. Sehubungan itu, berikut dipaparkan jenis-jenis emosi beserta perasaan yang tersirat disebaliknya.

MARAH : Emosi marah biasanya dikaitkan dengan pelbagai faktor penyebab yang datang dari persekitaran. Kajian berfokus emosi mendapati di sebalik emosi marah, tertanam suatu perasaan yang memberitahu “...nilai, kepercayaan, keadilan atau pegangan prinsip betul dan salah yang saya pegang telah dilanggar oleh pihak yang lain.” Suara dalaman yang meronta, namun tidak diungkapkan ialah.. “**PAY ATTENTION TO ME!**”



SEDIH : Emosi sedih juga mempunyai makna yang tersirat. Perasaan lemah yang tertanam ialah “...saya kehilangan sesuatu atau seseorang yang saya sayangi (rasa kesedihan), atau saya terlepas peluang yang saya hargai (rasa menyesal), atau saya kehilangan sebuah perhubungan (kesunyian), atau saya kehilangan esteem kendiri kerana tidak hidup berlandaskan piawaian orang lain (rasa bersalah) atau saya tidak hidup mengikut piawaian peribadi (rasa malu)”. Suara dalaman yang merintih pada emosi sedih itu ialah “**PLEASE UNDERSTAND ME...**”



KEBIMBANGAN : Rahsia di sebalik emosi bimbang pula ialah...“saya merasa risau kerana ada situasi yang menakutkan dan saya rasa tidak mampu untuk menghadapinya. Suara hati yang terus bergetar dalam emosi ini ialah “**I NEED SUPPORT...PLEASE...**”



KEGEMBIRAAN : Emosi gembira mempunyai makna yang tersendiri. Di sebalik emosi gembira tertanam perasaan bahagia yang merangsang keyakinan diri. Makna emosi ini ialah...“saya memperoleh sesuatu yang saya hargai dan minati. Suara dalaman yang teruja ialah “**LOOK AND APPRECIATE ME...**”

FUNGSI EMOSI

EMOSI	ADAPTIF (SESUAI)	MALADAPTIF (SALAH SUAI)
KESEDIHAN (SADNESS)	Berduka/bersedih dan mencari jalan keluar (<i>grieving and reaching out</i>)	Kekecewaan yang tiada harapan, pergantungan yang keterlaluan. (<i>Hopeless despair, desperate clinging</i>)
MARAH (ANGER)	Memberi kuasa untuk bertindak secara asertif (<i>empowering</i>)	Merosakkan (<i>destructive</i>)
LOVE (SAYANG)	Mengambil berat/ melepas/ membebaskan/ mempercayai (<i>caring/freeing/trusting</i>)	Bergantung/melekap/ ketagih /mengempunya (<i>addictive/clinging/possessive</i>)
BIMBANG (ANXIETY)	Tanda-tanda/isyarat bahaya (<i>signals danger</i>)	traumatik
MALU (SHAME)	Menyesal yang dalam / ingin tergolong pada kumpulan	Membenci diri/ memandang hina pada diri sendiri (<i>Self-hate/contempt</i>)
BENCI (DISGUST/ CONTEMPT)	Kemarahan yang sihat (<i>Healty outrage</i>)	Mendera diri /menghina orang lain (<i>Self/abuse and insulted others</i>)



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

Demikianlah pengertian perasaan di sebalik emosi yang bertapak pada unsur jiwa bernama "hati". Kejujuran dalam memahami dan menerima makna emosi (*emotional honesty*) akan menjadikan individu lebih sedar akan kepentingan mengurus emosi kendiri dan lebih perihatin menghayati nilai-nilai kehalusan budi semasa berinteraksi (konsep empati). Sehubungan itu, Islam telah mengaitkan emosi dengan unsur dorongan yang sangat perlu kepada konsep penyucian jiwa atau *tazkiyyat al-nafs* (Al-Ghazali, 1991; Sa'id Hawwa 2001; dan Muhammad Uthman Najati, 1985). Konsep penyucian jiwa emosi boleh dicapai menerusi gabungan pendekatan rohani bermula daripada *muroqabah* (mengawasi diri), *muhasabah* (meneliti diri), *mu'aqabah* (menghukum diri atas kekurangan), *mujahadah* (bersungguh-sungguh) dan *mu'atabah* (mencela diri). Keikhlasan dalam menghayati amalan penyucian hati nurani dapat menghalang individu daripada terjebak dalam kerakusan fitnah emosi.

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Emotional Intelligence (EQ) vs. Intellectual Intelligence (IQ)

Most of us have learned not to trust our emotions. We've been told emotions distort the more accurate information our intellect supplies. Even the term "emotional" has come to mean weak, out of control, and even childish. "Don't be a baby!" we say to the little boy who is crying on the playground. "Leave him alone! Let him work it out!" we admonish the little girl who runs to help the little boy.

On the other hand, our abilities to memorize and problem-solve, to spell words and do mathematical calculations, are easily measured on written tests and slapped as grades on report cards. Ultimately, these intellectual abilities dictate which college will accept us and which career paths we're advised to follow.

However, intellectual intelligence (IQ) is usually less important in determining how successful we are than emotional intelligence (EQ). We all know people who are academically brilliant and yet are socially inept and unsuccessful. What they are missing is emotional intelligence.

Source: http://helpguide.org/mental/eq5_raising_emotional_intelligence.htm
(14November2011)





BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

Let's talk about classroom prejudice

Ramesh Rao a/l Ramanaidu (PhD)
Jabatan Penyelidikan & Inovasi Profesionalisme Keguruan

Prejudice is all around us. The only difference is, tolerance level and how it is defined. In some ways, we are all prejudiced. The moment we make assumptions about people right or wrong, we are being prejudice (Kranz, 1992). Aboud (1988) defined prejudice as, *“a unified, stable, and consistent tendency to respond in a negative way towards members of a particular ethnic group”*. If it was just thinking and holding opinions, it is not a big problem; beyond that it leads to discrimination. In a classroom, any form of prejudice will harm the learning environment.

Every student in a classroom should feel welcome despite their gender, religion or ethnic background. Research indicates that students come to school with prejudices towards certain group (Banks, 2007). Literature regarding at which age children’s beliefs are formed is inconsistent (Natale, 1998). Prejudice is used by students to make sense of their limited experience (Gash & Thompson, 1999). Language barrier and difference in the way students think are some of the causes of prejudice.

Teachers must address children’s prejudice as soon as possible, to prevent transference of them into adulthood. It is teacher’s responsibility to keep the classroom as prejudice free as possible (Kailin, 1994). Through the use of questions and counter-examples, teachers could provide their students with opportunities to think of others without any prejudice.

Early intervention by the teacher would allow their students to appreciate diversity in our society (Araujo & Strasser, 2003). Highlighting some of the Malaysian way of life (example visiting each other during the festival season) would help students to understand and appreciate the diversity of our society.

Students must be allowed to name and appreciate the differences in our society. However teachers must have the necessary skills to address the prejudice of their students. For teachers to address prejudice, they themselves must reflect on their own prejudices (Byrnes, 1987). This can be done by using self-awareness skills to interpret their own prejudices. Teachers must be honest on their self-reflection. They must be conscious about their own prejudices. Then, teachers can identify methods to prevent their prejudices from being communicated to their students.

Responding to Prejudice in The Classroom

1. Establish guidelines for classroom behaviour with students at the beginning of the school year about respect. When conflicts arise, expectations will be clear.
2. Respond to insensitivity when it occurs, by creating an environment in which all children are treated with respect.
3. Understand that children are keenly aware of differences and must learn to accept them. Do not diminish authentic differences as a means of avoiding conflict.
4. Recognize that an educator's behaviour sets an example for her/his students.
5. Remember that behavioural change is slow. Children are exposed to a range of influences outside the classroom which educators can either reinforce or challenge

Source: http://www.adl.org/education/default_prejudice.asp

Besides teachers, other stakeholders in educating children must assist in addressing classroom prejudice (Ponterotto & Pedersen, 1993). A prominent stakeholder is parents. Teachers should invite parents to participate in school activities centred on combating prejudice. Parents must ensure they do not communicate negative attitudes in their children. Discouraging interactions with children from another race can give children a negative impression about people different from themselves. Though providing children with an education that is free from prejudice is demanding, is still feasible if we make efforts towards it. Together, teachers, parents and society on the whole must support one another through collaborative relationship that will decrease classroom prejudice.

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BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

Teknik Pengurusan Amalan Persekutaran Berkualiti (5S)

Norijah binti Mohamed

Jabatan Teknologi Pendidikan

Pengenalan

Amalan 5S pada asalnya merupakan amalan budaya dalam masyarakat Jepun yang diamalkan dalam sistem pengurusan di sektor swasta seperti syarikat dan kilang. Sejak tahun 1986 idea pengurusan pejabat daripada Negara Matahari Terbit itu telah tersebar keseluruh dunia termasuk Negara Malaysia melalui Dasar Pandang KeTimur.

Seiring dengan langkah-langkah transformasi perkhidmatan awam bagi meningkatkan kecekapan tahap penyampaian perkhidmatan, terdapat usaha-usaha untuk memantapkan pengurusan pejabat melalui pengenalan Amalan 5S. Program ini adalah amalan asas kearah peningkatan produktiviti dan kualiti yang berterusan. Justru itu 5S merupakan satu konsep untuk mewujudkan persekitaran berkualiti secara sistematik, praktikal, teratur, selesa dan selamat. Impaknya kerja lebih efisyen, efektif, produktif, cekap, cepat, selamat dan menjimatkan kos.

Apa itu 5S?....

5S ialah lima perkataan Jepun iaitu Seiri, Seito, Seiso, Seiketsu dan Shitsuke yang bermaksud **Sisih, Susun, Sapu, Seragam dan Sentiasa Amal**.

Seiri/Sisih : Mengasingkan barang-barang yang tidak diperlukan di tempat kerja dan membuangkannya.

Seiton/Susun : Menyusun barang-barang yang diperlukan dengan teratur supaya ia mudah diambil untuk digunakan.

Seiso/Sapu : Bersihkan tempat kerja dengan rapi supaya tiada habuk di atas lantai, mesin dan perkakasan.

Seiketsu/Seragam : Memelihara taraf penjagaan kebersihan dan penyusunan yang seragam dan rapi pada setiap masa.

Shitsuke/Sentiasa Amal: Melatih pekerja mematuhi peraturan penjagaan kebersihan yang baik dengan sendirinya.

Mengapa perlu 5S?...

Program 5S adalah usaha keseluruhan organisasi bagi menjadikan tempat kerja bersih, tersusun dan bersistem. Melalui amalan 5S, kita boleh membina disiplin diri dan etika kerja yang baik dalam kalangan warga kerja yang akan menghasilkan prestasi kerja yang lebih baik, kerja berkualiti, memupuk semangat berpasukan dan tolong menolong yang tinggi. Oleh sebab 5S merupakan aktiviti yang berorientasikan manusia dan proses, pendekatan öKaizenö adalah cara terbaik di mana pemberaan dilakukan secara sedikit demi sedikit tetapi berterusan. Perbadanan Produktiviti Negara (NPC) merupakan jururunding kepada organisasi yang melaksanakan program 5S di Negara ini.

Mengubah Kebiasaan Kita melalui 5S

Adakah ini dapat dilakukan? Mungkin ini yang terlintas difikiran apabila membaca tajuk artikel ini. Namun ini tidak mustahil walaupun tidak semudah yang disangkakan. Amalan 5S melibatkan semua peringkat anggota organisasi dan ini sebenarnya lebih memberi manfaat kepada penambahbaikan menyeluruh dalam organisasi di mana setiap orang dapat menyumbang dan membudayakan nilai-nilai menghargai, menjaga kepentingan bersama, berasa bertanggungjawab dan sayang ke atas kemudahan atau peralatan yang diamanahkan.

Kunci Kejayaan Amalan 5S : Antaranya;

Sokongan dan Komitmen Pengurusan Atasan
Mewujudkan Struktur Pengurusan Amalan 5S

Pelan Pelaksanaan Amalan 5S

Komunikasi Yang Berkesan
Latihan Amalan 5S Kepada Warga Jabatan
Projek Rintis Amalan 5S
Perkongsian Amalan Terbaik 5S

Arahan Pentadbiran Bil.1 Tahun 2010 : Tumpuan utama penggunaan Teknik Amalan 5S di Jabatan Perkhidmatan Awam adalah untuk menyumbang kepada proses penambahbaikan terhadap persekitaran tempat kerja yang memberi keutamaan dalam aspek kebersihan, kekemasan dan keselamatan di tempat kerja. Amalan 5S dapat memperkuatkan lagi Sistem Pengurusan Kualiti JPA(MS ISO 9000), khususnya keperluan piawaian di bawah Klausula Pengurusan Sumber iaitu Klausula 6.4 ö Persekitaran Kerja. Hasil daripada Amalan 5S yang cekap, berkesan dan Konsisten akan memberi nilai tambah kepada imej korporat JPA dan IPGIK khasnya.



BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

“Lesson Study” : Memantapkan Profesionalisme Sebagai Pendidik

Khalidah binti Othman & Saodah binti Ismail,

Jabatan Matematik & Sains

Lesson Study (LS) ialah satu model pembangunan profesionalisme guru di Jepun. LS merupakan satu budaya yang biasa diamalkan oleh guru-guru di Jepun. LS wujud daripada dua perkataan Jepun : *jugyokenkyuu* (授业研究). *Jugyo* = lesson ; *kenkyu* = study/research. Makota Yoshida, 1999 mendefinisikan maklumat di atas sebagai ***Lesson study***, manakala, Catherine Lewis, 1997 pula mendefinisikannya sebagai ***Research lesson***. Tujuan utama LS adalah untuk membantu para pendidik mengubah cara pengajaran daripada individu kepada berpasukan. Fokus utama LS adalah untuk meningkatkan pengajaran dan pembelajaran yang seiring dengan kehendak kurikulum. Penekanan LS ditumpukan pada pemikiran atau pembelajaran pelajar dan bukannya cara seseorang guru itu mengajar.

LS telah bermula di Jepun semenjak tahun 1960-an (Fernandez & Yoshida, 2004) tetapi menurut Isoda (2007), LS sebenarnya telah bermula pada tahun 1880-an semasa pemerintahan Kerajaan Meiji. LS boleh dianggap sebagai satu jambatan yang dibina oleh para guru dengan bekerja secara kolaboratif, merentas kurikulum dengan melihat cara pengajaran & kemahiran saling berkaitan.

Dua model *Lesson Study* diperkenalkan di Jepun, iaitu ōkonaikenshuō 校内研修 (Latihan Perkhidmatan Berasaskan Sekolah) dan Kelas Terbuka. Bagi Latihan Perkhidmatan Berasaskan Sekolah, rancangan mengajar disediakan secara kolaboratif oleh sekumpulan guru. Seorang guru akan mengajar dan guru yang lain akan membuat pemerhatian. Bagi Kelas Terbuka pula, rancangan mengajar disediakan oleh seorang guru pakar. Guru tersebut akan mengajar dan pemerhatian dibuat oleh orang awam, iaitu guru-guru sekolah berkenaan, guru-guru dari sekolah lain, ibu bapa, dan para pendidik. Selepas sesi pengajaran, refleksi akan dibuat secara perbincangan dalam kalangan pemerhati dan guru yang mengajar. Rancangan pengajaran akan diubahsuai dan digunakan pula di kelas lain. Dengan cara ini, kualiti pengajaran dapat ditingkatkan.

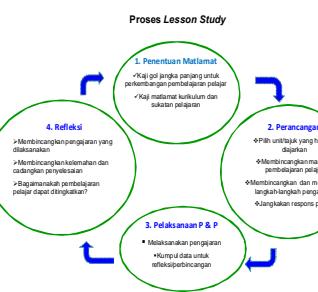
Bagaimanakah LS dilaksanakan? Proses LS merupakan kitaran yang melibatkan empat aspek, iaitu Penentuan matlamat, Perancangan secara kolaboratif, Pelaksanaan pengajaran, dan Refleksi. Melalui kitaran ini, rancangan pengajaran akan diubahsuai dan seterusnya pengajaran yang dilaksanakan akan bertambah baik dan menjadi lebih berkesan.

Pelbagai faedah boleh diperoleh daripada LS. Antaranya termasuklah seperti yang berikut :

- (i)meningkatkan kemahiran pendidik untuk berfikir secara mendalam tentang matlamat pembelajaran, dan objektif pembelajaran.
- (ii)membuat kajian tentang strategi yang paling berkesan dalam menyampaikan isi kandungan.
- (iii)mengembangkan penggunaan ABM yang paling sesuai.
- (iv) membuat pemerhatian yang terperinci terhadap perkembangan pelajar secara individu.
- (v)membina keyakinan pendidik untuk menyampaikan sesuatu tajuk dengan lebih baik dan efektif secara perkongsian.
- (vi)membina perkembangan kemahiran dan pengetahuan tentang subjek matter sebagaimana yang diajarkan.

Dengan cara ini, para pendidik akan dapat meningkatkan pengajaran dan perancangan pengajaran. Seterusnya, profesionalisme pendidik akan dapat dimantapkan.

Adakah LS sesuai dilaksanakan pada peringkat Institut Pendidikan Guru (IPG) di negara kita?. Berdasarkan huraian di atas, saya berpendapat bahawa LS sangat relevan untuk diaplikasikan dalam semua mata pelajaran yang diajarkan dan seharusnya pelaksanaannya dipraktikkan di IPG. Sebagai sebuah gedung ilmu yang melahirkan bakal pendidik, para pensyarah disarankan untuk membudayakan LS bagi meningkatkan amalan pedagogi dalam mata pelajaran masing-masing. Sesungguhnya, menerusi pembudayaan LS dalam pelaksanaan pengajaran dan pembelajaran, anjakan paradigma dapat direalisasikan dalam kalangan pensyarah. Secara tidak langsung, para pensyarah akan sentiasa melakukan penerokaan, menghasilkan penemuan baharu, lebih kreatif dan inovatif dari segi pendekatan, strategi, kaedah, dan teknik pengajaran. Impak daripada amalan LS ini ialah para pensyarah di IPG akan dapat membangunkan profesionalisme keguruan seiring dengan kepantasannya perkembangan dunia secara global dan transformasi IPG. Kesimpulannya, LS berupaya memantapkan keterampilan para pensyarah ke arah membentuk bakal guru yang berkualiti dan dinamik.





BULETIN PENYELIDIKAN

PENYELIDIKAN PENJANA INOVASI

BILANGAN 2, 2011

Perancangan Strategik

Jeya Velu

Jabatan Penyelidikan, Inovasi dan Profesionalisme Keguruan

Perancangan strategik daripada perspektif perkhidmatan awam adalah merupakan suatu kerangka kerja bagi melaksanakan mandat kerajaan melalui penjelasan misi dan visi, menganalisis persekitaran, pemilihan fokus keutamaan, matlamat, petunjuk prestasi utama, penetapan sasaran, objektif, menjana strategi dan pelaksanaan strategi. Perancangan strategik(PS) meliputi proses analisis strategi dan pembentukan strategi. PS merupakan perancangan yang dibuat oleh sesuatu organisasi bagi jangka masa antara 3 hingga 5 tahun.

Tujuan pengurusan strategik adalah untuk menentukan fokus dan hala tuju organisasi. PS juga akan memastikan usaha bersepadau, memastikan proses mengambil keputusan lebih cepat dan lebih baik, meyakinkan kepercayaan stakeholders mengurangkan pembaziran, memastikan penggunaan sumber yang efisyen dan membantu organisasi mencapai matlamat. PS juga dapat mengukur prestasi organisasi bagi tujuan penambahbaikan berterusan bagi mencapai matlamat seterusnya dapat menggalakkan penyertaan yang baik dari semua pihak menggalakkan proses *kaizen*.

Empat persoalan penting yang perlu dijawab oleh organisasi dalam PS adalah:

1. Mengenali organisasi: Siapakah dan apakah kita? Apakah yang sedang dilakukan sekarang? Mengapa?
2. Hajat/Hala tuju: Apakah yang kita hajatkan atau hasratkan? Apakah sumbangan kita untuk masa hadapan? Mengapa?
3. Strategi: Bagaimanakah kita boleh bergerak dari kedudukan kita sekarang ke kedudukan yang kita hajati atau dihasratkan?
4. Pengukuran: Bagaimanakah kita tahu bahawa kita sudah sampai ke kedudukan yang dihasratkan?

PS boleh dibentuk berpandu kepada sesuatu model yang sesuai dengan organisasi. Bryson (2003) menyarankan Model Perancangan Strategik Pembangunan Sekolah yang terdiri dari 7 peringkat seperti yang tertera dalam rajah berikut.

Sebagai persiapan awal, organisasi perlu membina komitment semua staf dalam PS kerana ia merupakan agenda untuk melakukan perubahan yang baik kepada organisasi. Oleh demikian organisasi akan mengenalpasti kumpulan pemikir sebagai jawatankuasa penggerak perancangan strategik. Organisasi seterusnya mengenalpasti mandat yang diberikan, iaitu kuasa yang diperturunkan oleh pihak tertinggi, seterusnya perlu mempunyai kefahaman yang jelas tentang visi dan misi organisasi.

Jawatankuasa Perancangan Strategik Institut Pendidikan Guru Kampus Ilmu Khas (IPGKIK) yang dilantik telah menyiapkan PS bagi tahun 2012 hingga 2015 berpandukan model di atas. Sebagai sebuah institusi yang diberi mandat untuk melatih guru, visi IPGKIK ialah sebagai peneraju kecemerlangan pendidikan guru. Misi IPGKIK adalah melahirkan guru yang kompeten dan berjiwa pendidik melalui program pendidikan guru yang dinamik ke arah pendidikan sekolah bertaraf dunia. Jawatankuasa PS IPGKIK telah menganalisis persekitaran dari segi kekuatan, peluang, kelemahan dan ancaman dalam mengenalpasti objektif dan inisiatif yang sesuai bagi mencapai tiga hala tuju yang berikut:

- Kecemerlangan dalam pengajaran dan pembelajaran
- Kecemerlangan dalam penyelidikan dan inovasi; dan
- Kecemerlangan dalam perkhidmatan pembelajaran sepanjang hayat

PS yang telah dihasilkan ini perlulah difahami oleh semua anggota institusi supaya mereka dapat memberi kerjasama serta turut serta dalam melaksanakan inisiatif yang telah dicadangkan bagi mencapai sasaran prestasi bagi setiap objektif yang telah dibentuk agar IPGKIK dapat mengecapi matlamatnya.

Rujukan

Bryson J. M. (2003). *Strategic Planning and Management*. In B. G. Peters and J. Pierre (eds.), *Handbook of Public Administration*. London: Sage,



Strategic Planning Quotations by Yogi Bear

be very careful if you don't know where you're going, because you might not get there.