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TOWARDS EXCELLENCE IN EDUCATION

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KOLEJ UNIVERSITI ISLAM ANTARABANGSA SELANGOR

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UNIVERSITAS PENDIDIKAN INDONESIA, BANDUNG



KOLEJ UNIVERSITI ISLAM
ANTARABANGSA SELANGOR



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KAMPUS ILMU KHAS KUALA LUMPUR



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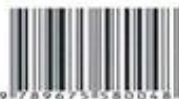
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A TACTICAL APPROACH TO IMPROVING THE PHYSICAL FITNESS OF PRIMARY SCHOOL STUDENTS

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ABSTRACT

This research is grounded by the facts in the field about current physical education condition, which tendency still use conventional approach. This learning process tends to make the students bored and less enthusiastic in following the learning process. This research was conducted to find out the contribution of tactical approach in physical education learning to physical fitness of elementary school students. This research use experimental method with research design which used in this research is quasi experiment with form of Nonequivalent Pretest-Posttest Control Group Design. Subject of student to be involved is class V student of elementary school in MI Asshulaha and SD Sukamanah 2. Number of sample in this research As many as 28 people according to the number in class VB MI Asshulaha and 28 people in grade V SD Sukamanah 2. Instruments in this study using physical fitness test for elementary school students. The results of this study indicate that improving the physical fitness of students who are taught through a tactical learning approach is better than students taught through conventional learning approaches.

Keywords: tactical approach, conventional approach, physical education, physical fitness

INTRODUCTION

Physical education and sports programs in schools are directed at potential aspects of student development. The process prioritizes the elaboration of strong relationships between the social-emotional, reflective cognitive, student skills, and students' psychological side. Physical education teaching is expected to be useful in sustaining the quality of life of students who are more meaningful both for the life of students in the present and in the future. Suherman (2009: 50) describes the learning process is basically a pedagogical interaction between teachers, students, materials, and the environment. In relation to the process of physical education, according to the author's observations during this teaching process still tends to use the conventional learning approach that emphasizes the mastery of skills into the main objectives of learning regardless of the characteristics of students and types of sports. So unwittingly the teacher is too focused on the skills of motion in particular, forget the same important thing, namely the aspects of fitness, cognitive, affective and psychomotor. But if we look at, the learning process of students in primary school should be prioritized on basic developments such as physical fitness, learning motivation and a variety of activities that provide fun, which will be a provision for the next level. This means that when the basic foundation of students is good, then it will have an impact on the results of learning is more optimal.

Selection and use of appropriate learning approach in the process of learning practice with the aim that the results of learning more optimal. Therefore, it is necessary to develop a more effective and efficient learning approach, in accordance with the demands and characteristics of students learning. Therefore, the teacher should be able to anticipate or overcome the problem, by not using a learning approach that carelessly, meaning that teachers should be able to plan, establish and apply various efforts related to teaching and learning activities, of course the selection of learning approaches is very effective for the creation Expected learning outcomes based on student demands and characteristics. In other words, the educator must have a teaching-learning strategy that is the result of choice tailored to a particular teaching situation, condition, and purpose, as these may vary.

At present, learning is often used in the implementation of teaching and learning activities, one of them is the conventional learning approach that the majority used by the teachers. The description of the implementation of the conventional learning approach emphasizes the learning of technical skills or

some basic techniques individually or separately, while the meaning of the understanding of the game itself is often overlooked. With the conventional approach pattern the teacher often spends his or her learning time just to learn basic techniques, there is an impression on the students that this kind of approach is boring and less interesting because the learning situation seems monotonous.

Although this conventional approach to learning is supposed to increase the mastery of basic engineering skills, it has been criticized, one of which was suggested by Griffin, et.al., (1997: 8) which states that "although this format might improve the technique, it has been criticized for Teaching skills before students can grasp their significance within the game. "That is, the skills taught before the teaching subject can understand its relevance to the actual play situation, the result can eliminate the essence of the game itself. In accordance with the criticism, Griffin et.al in Suparlan (2009) develops a learning approach which in its implementation implements a real pattern of game system. The pattern of instructional approach is done through play activities, and learning basic mastery of techniques is done simultaneously with play patterns. Intended is a tactical learning approach.

Based on the above description, the researcher feels the need to do research in terms of implementing a tactical approach which will be compared with the conventional approach to the improvement of learning motivation in primary school. This research the authors consider has important value in relation to efforts to improve the quality of learning both in intrakurikuler and ekstrakurikuler Various sports that in turn can help improve learning outcomes in physical education in primary schools. Furthermore, it will contribute to better learning outcomes. Because if this problem continues and is not researched from the perspective described above and reviewed, it is expected to affect the achievement of overall learning outcomes that are not optimal.

LITERATURE REVIEW

The tactical approach is an approach that links tactics and skills in the context of sports games, Fernando in Rokhayati, et al (2017). The approach of tactical learning in the teaching of physical education orientation uses the interest of students as a game structure to promote the development of skills and tactical knowledge necessary for the performance of the game. In other words through the approach of tactical learning, the atmosphere of learning more interesting and stimulate student interest in learning. Because the systematis implementation Learning begins with play activities, albeit in modified nuances, whether modified in terms of learning environments and game rules. Through a tactical learning approach, students involved in game learning activities will be directed to an understanding of play patterns. As for the patterns of learning activities using a tactical approach, in more detail described by Metzler (2000: 369), the steps as follows: (1) *Game form, students are directed to the various game forms*, (2) *teaching for understanding, teacher stops the keep-away game and asks questions*, (3) *drills for skill development, teacher explains and demonstrates the proper defensive stance to the class*, (4) *return to game form, students play "keep-away" again*, (5) *review and closure, teacher reviews the key concepts and some important principles of game forms that students have done*.

The conventional learning approach is a learning approach that tends to be more emphasized on the mastery of the basic techniques elements done repeatedly, and the application of learning is focused on mastery of basic techniques first and then to the game. It thus affects the situation and condition of learning that tend to be monotonous and boring, so less stimulate student interest in learning. In addition, students who learn to be less concentrated and tend to affect motivation in the learning process of physical education.

Forrest, Web & Pearson quoted Yudiana in Nur (2013: 78), that "the format of learning activities of technical approaches include warming up, developing basic technical skills, game modification, and then playing." Based on the above description, in principle learning activities through the approach Technically that is preferred to the mastery of basic engineering skills first, before stepping into game patterns.

METHOD

The research method used in this research is experimental method to see the improvement of learning motivation of physical education through tactical learning approach. The research design used in this research is Quasi Eksperimen with Nonequivalent Pretest-Posttest Control Group Design. It refers to Creswell (2010, p 132) that this study will conduct Pretest and Posttest against two classes of grade V grade children to see in the lesson. The design description of the research can be seen in Table 1.

Table 1
Nonequivalent Pretest-Posttest Control Group Design

Group	Pretest	Treatment	Posttest
Exsperiment	O1	X	O2
Control	O3	-	O4

Subjects of students who will be involved are grade V elementary school students in MI Asshulaha and SD Sukamanah 2. The number of samples in this study as many as 28 people according to the number in the class VB MI Asshulaha and 28 people in grade V SD Sukamanah 2.

The instrument used in this study is a physical fitness instrument consisting of a 40 meter quick test item, a 30 second body lift, a 30-second sitting barber, an upright jump and a 600-meter run (Nurhasan and Cholil, 2014: 118).

RESULT

To be able to give a general picture about the data that have been obtained from the research, then the data is analyzed, then searched average value (mean) and standard deviation (standard deviation). The following descriptive statistics of the results of the measurement of research variables are presented in the Table 2. below.

Table 2
Statistics Deskriptip Variable Fitness Physical

Measurement Time	N	Mean	Std. Deviation
Pretest Experiment Group	28	49.99	6.29
Posttest Experiment Group	28	53.88	8.79
Gain Skor	28	3.88	4.34
Pretest Control Group	28	49.99	7.88
Posttest Control Group	28	51.90	7.39
Gain Skor	28	1.90	1.88

Based on Table 2, the statistic descriptive of the measurement results in the experimental group for the motivation variable on the initial test (M = 49.99 and SD = 6.29), the final test (M = 53.88 and SD = 8.79), then the difference between Preliminary and final tests (M = 3.88 and SD = 4.34). While in the control group obtained by statistic deskriptip at initial test (M = 49,99 and SD = 7,88), final test (M = 51,90 and SD = 7,39), then difference between preliminary and final test (M = 1.90 and SD = 1.88).

Test Assumptions

After the mean and standard deviation values of both groups of samples are known, the next step is to test the normality of the test results using the Kolmogorov-swirnov normality test. The aim is to establish hypothesis testing technique that if the data is normal distribution, then using parametric test and vice versa if data is not normal distribution, then use non parametric test. The results of the test can be seen in Table 3. below.

Table 3
Normality Research Variable Testing Result

Variable	Group	Kolmogorov-Smirnov ^a			Information
		Statistic	Df	Sig.	
Phsical Fitness	KE	0,10	28	0,20	Normal
	KK	0,13	28	0,20	Normal

Note : KE (Exsperiment Group), KK (Control Group)

Based on Table 3. the results showed that physical fitness obtained kolmogrov smirnov value for experimental group (Statistic = 0,10, sig = 0,20), and control group (Statistic = 0,13, sig = 0,20). The decision-making method for the normality test used is if the significance value > 0.05 then the data is normally distributed and if the significance value < 0.05 then the data is not normally distributed. Based on the value obtained from table 4.2 p_value or sig value of the above variables proved to have values above 0.05. Thus the physical fitness variable in this study is normally distributed.

Hypothesis Testing

To test the hypotheses specified in the previous chapter the statistical analysis technique used is the independent test sample t test technique, it aims to see the effect difference between the experimental group (tactical approach) and the control group (conventional approach) to the independent variable (Physical Fitness). The following analysis results independent test samples t test is presented in the Table 4. and Table 5. below:

Table 4
Statistics Descriptif Result Analysis Independent Sampel T test

Variable	Group	N	Mean	SD	SE M
Physical Fitness	K Experiment	28	3.89	4.34	0.82
	K Control	28	1.90	1.88	0.35

Note : SD (standar deviasi), SE M (Standar Error of Mean)

Table 5
Result Analysis Independent Sampel T test

Variabel	Test of Homogeneity	Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig.	MD	SE D
Physical Fitness	Equal variances assumed	15.13	0.00	2.21	54	0.03	1.98	0.03
	Equal variances not assumed			2.21	36.79	0.03	1.98	0.03

Note: MD (Mean Different), SE D (Standar Error Different)

Based on the results of the analysis presented on physical fitness variable proved to be obtained t value = 2.21 and significant on the value p_value = 0.03 (0.03 < 0.05). The results show that there is a significant difference between experimental group (tactical approach) and control group (conventional approach) on physical fitness variable. Then in table 4.3 obtained the mean value for the experimental group (tactical approach) of 3.89 and the control group (conventional approach) of 1.90. It proves that the experimental group (tactical approach) exerts a higher influence than the control group (conventional approach) on improving physical fitness. Therefore, the results of the analysis show that the proposed hypothesis can be accepted in accordance with the results of the statistic analysis.

DISCUSSION

Tactical learning and technical learning approaches have a significant effect on physical fitness. But overall in this research, tactical approaches are better than technical approaches. Based on the findings of the researchers, the differences are caused among others: The process of learning implementation of both learning approaches, student learning activities, and facts data test results on improving physical fitness.

The tactical approach is an approach that links tactics and skills in the context of sports games (Fernando, 2014). The findings in the field, that the process of learning implementation of students who are taught through a tactical approach tend to be student-centered, while conventional approaches are reverse (teacher-centered). The approach of tactical learning in learning is not too rigid by limiting the activities of the students, which occurs at the beginning of the teacher's learning directly gives the students the freedom to do a modified sports game. That is, through the patterns of game activity modified students look passionate following a variety of games that are not aware of the activity of motion by the students are done with optimal and active learning time was high, which ultimately impact on improving physical fitness of these students. Casey and Dyson (2009) revealed the same in their research results that tactical approaches have a good effect of giving students freedom in the learning process so that it will make their activities more active, although it will make the teacher more extra controlling or controlling.

Based on the practical findings from the results of the author's research, and supported by several findings of previous research results. Apparently improving the physical fitness of students who are taught through a tactical approach is better than students taught through conventional approaches.

CONCLUSION

Based on the results of processing and data analysis that has been done, it can be concluded that the improvement of physical fitness of students who are taught through a tactical learning approach is better than students taught through a conventional learning approach.

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**ANALYZING STUDENTS' NEED-BASED READING MATERIAL: AN INITIAL STUDY AT
ENGLISH
EDUCATION DEPARTMENT OF UIN SMH BANTEN**

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ABSTRACT

This research deals with developing English teaching material in Islamic higher education. It specifically focuses on reading material taught in UIN Sultan Maulana Hasanuddin Banten. It has been known that material plays an important role in a teaching and learning process, as it becomes the sources of the classroom interaction, teacher therefore is required to be able to select and to develop the material based on the students' need and expectation in order to create an effective teaching and learning process. Thus, this research is aimed at developing the model of teaching material on the basis of students' needs at English Department of UIN 'SMH' Banten. By applying qualitative study to students of semester II and IV, this research addressed to uncover the phenomenon in education institution related with teaching and learning process. The data collected by using questionnaire, study literature, and observation on reading syllabus being used by the lecturer. The result indicates that the reading material (topic) that students need were related to family, life style, education, and entertainment. It is expected for the teacher to use the teaching material which cover what students' expect and need in order to create an effective classroom interaction process.

Keywords: teaching material, reading material, and english for islamic studies

INTRODUCTION

Learning is principally a systematic process or activity which covers some components: lecturers, students, programs, process, facilities, strategy, and outcomes. Each component doesn't go in partial, rather they work dependently as they have to go hand in hand, complementary for each other. Therefore it is necessary to design and manage the teaching learning process well. This consequently makes the teacher/lecturer, either as a designer or manager, is required to have the ability to design the syllabus and teaching material, to manage classroom interaction, to have good communication with students, to use the teaching resources effectively, and to evaluate them.

It is mentioned the success of teaching will be effective if there is a strong effort in doing the teaching as an attempt to put the quantity and quality balance and dynamic. It specifically implies that to regulate the effectiveness of teaching, teacher's responsibility starts at designing the process and ends with assessment. Then the results of the assessment is used as feedback for the next better teaching process.

Davies (1981) states that there are four capabilities that teacher, whether as designer or manager, should have in order to create effective teaching learning process: 1) sense of sensitive, that is sensitive to what students need in the learning process; 2) diagnostic, is that teacher is able to decide what is being required and what is to do; 3) expert, means is able to take decision on the appropriate teaching methods and to apply them based on what has been planed; and 4) flexible, means teacher can adjust the lesson plan onto the needs of learning situation appropriately.

The criteria about the design of teaching effectiveness strongly related to process, teachers' characteristics, and result (Lucio and Neil, 1979). Those three criteria are explained in detail as: *first*, the process of teaching relates to teachers' attitude which is viewed based on their activity in providing the plan, applying it in the classroom, and evaluating the teaching process. *Second*, teachers' characteristics are considered equal with intelligences, politeness, language fluency, personality, health and honesty. *Third*, the criteria for the result is that in form of students behaviour progress in accordance with the teaching and learning objectives.

It has been known that in term of developing the effective teaching and learning process, UIN Sultan Maulana Hasanudin Banten is regularly conducting various activities to explore the lecturers competences such as teaching material training program, seminar, syllabus workshop and so on. The exploration is particularly aimed at developing teaching and learning design and developing teaching skills of lecturers in UIN SMH Banten.

However the ability of designing the teaching programs doesn't automatically mean a guarantee for the teacher's attitude of being good at designing it. This is because it needs practices and cooperation with other teachers. By communicating the design to other teachers, it is expected that they can give contribution or feedback about the design development.

In an effective language teaching, especially English, to teach English has something to do with teaching the students how to communicate using English and know the culture of the native context. Students will get interest in learning English when the material is designed interesting and motivating, even meet their needs. For example, the material is relevant to students daily routines or to their surrounding things. Another thing that can reveal students interest in the material is when the teacher is professional in terms of material teaching. Viewing the previous description, it might be considered that the better teacher can design good teaching materials and being professional in teaching, the bigger opportunities to create effective teaching and learning process. On the contrary, the chance to have effective teaching process may not be realized if the teacher ability to design the teaching material is not sufficient. Whereas, the material available in UIN SMH Banten course book is considered still limited and need to be developed.

Based on the background above, the writer needs to conduct a research on 'Analyzing Students' Need-Based Reading Material: An Initial Study at English Education Department of UIN SMH Banten'.

The Objectives of the Study

This research is conducted to develop reading material at UIN SMH Banten. In formulating the developed-materials, it is to investigate first the students comment and expectation on reading material.

Significance of the Study

One of the ways to reach the education goal is that by holding a teaching and learning and learning process. It automatically brings the consequence of providing the teaching material in order that the teaching process can run well. Since the material designed based on this research involves the learners cultural contextual, it is expected to give direct influence of English language competence for the students. While the indirect influence is that understanding the development of reading material.

Theoretical Framework

1. Curriculum Development
 - a. The General Concept of Curriculum

The concept of curriculum is as dynamic as the changes that occur in society. Curriculum can be seen from two views namely narrow sense and broad sense. On one hand, in narrow sense, curriculum is viewed merely as listing of subject to be taught at school. On the other hand, in broad sense, curriculum refers to the total learning experiences of individuals not only in school but in society as well. Simply, according to council curriculum (2001:13) the term of curriculum can be defined as heart of education. Besides, Howel and Evans (1995), Johnson (1967), Sands et al, (1995) in Howel and Wolet (1995:511) shared their similar point of views on curriculum, they defined curriculum as a structured of learning outcomes, or task, that educators usually call 'goal' or objectives. However, the broader senses on curriculum were explained by some educators such as Hass (1987), Murdoch and Hornsby (1997), Richards (1985). Hass (1987:5) said that curriculum is all of experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice.

From all definitions above, we can draw a conclusion that the term of curriculum can refer to a variety of things, including the courses taught in a school, or a program, the document that list the courses taught, a set of teaching materials that are organized in some sequence of framework, or a framework for selecting and organizing learning experiences.

b. Principles and Theories of Curriculum Development

As stated previously, curriculum is a dynamic process. Development connotes changes which are systematic. Some principles of curriculum development according to Australian Council Curriculum (2001:16-17) are 1) an encompassing view of curriculum; 2) an explicit acknowledgment of core values; 3) Inclusivity; 4) Flexibility; 5) Integration, breadth, and balance; 6) A developmental approach; and 6) Collaboration and partnership.

c. The Purposes of Developing Curriculum

According to Hass (1987:9-10) the purposes of a curriculum or teaching plan are the most important curriculum criteria. They should provide the first guidelines for determining the learning experiences to be included in the curriculum. Nevertheless, unfortunately some schools or universities commonly lack a comprehensive and reasonably consistent set of objectives on which to base curriculum decisions, and teachers or lectures often fail to use a set of objectives to guide their planning for teaching.

Actually, without having a set of objectives clearly in view, either teachers or lectures and curriculum planners cannot make sound of professional judgment. They cannot use their knowledge of curriculum bases to make choices of contents, materials, or procedures that will further students learning toward intended ends. To choose among curriculum alternatives or instructional strategies. Hartoyo (2010:14) pointed out that general goals as necessarily including goals in four areas: education for citizenship, vocation, self-realization, and critical thinking. In addition, he asserted that these goals can be placed into two broad areas, both of which should always be considered in curriculum planning: the goals are related to the society and its values; the goals that relate to the individual learner and his or her talents, needs, interests, and abilities in a changing society.

In conclusion, goals and objectives are properly determined through consideration of the demands of society, the characteristics of students, and the potential contributions of the various field of knowledge.

2. Need Analysis

Etymologically, the term of needs is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectation, motivations, lacks, constraints, and requirements (Brindley, 1984:28). However, terminologically, Need analysis is also called need assessment. According to Pratt (1980:79) need assessment refers to an array procedures for identifying and validating needs, and establishing priorities among them. In more formal terms. Need analysis is defined by Richards, Platt, and Weber (1985:189) as the process of determining the needs for which a learner group of learners requires a language and arranging the need according to the priorities.

Moreover, Richards (1995:1) in *The Language Teaching Matrix* described that in language curriculum development, need analysis serves purposes of:

- 1) Providing a mechanism for obtaining a wider range of input into the content, design, and implementation of a language program through involving such people as learners, teachers or lecturers, administrators, and employers in the planning process.
- 2) Identifying general or specific language needs that can be addressed in developing goals, objectives, and content for a language program, and
- 3) Providing data that can serve as the basis for reviewing and evaluating an existing program.

3. Instructional Material Design

Palma (1992:88) defined that material refers to the resources available to the teacher or lecturer and learners which serve as stimuli in the teaching-learning situation. A material of learning may be either

“a human person or a physical object”. Besides, Brown (1995:139) defined material as any systematic description of the techniques and exercises to be used in classroom teaching.

The meaning of material development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake (Tomlinson, 1998:2). In line with Tomlinson, Graves (2000:149) also had similar view on material development. He said that material development is the planning process by which a teacher or lecturer creates units and lessons within those units to carry out the goals and objectives of the course. In a sense, it is the process of making syllabus more and more specific.

In brief, material development can be inferred as creating, choosing or adapting, and organizing materials and activities so that students can achieve the objective that will help them reach the goals of the course.

Review of Related Literature

Studies on syllabus development and instructional material design have done by many English language teaching professionals (Hussin, 2002; Widodo, 2007, Chen, 2008; Bouzidi, 2009; Hamzah, 2010). Most studies mention the mismatch of syllabus, available of textbooks and instructional material to the needs of English learners as the main reason. Therefore, they cannot fully depend on the text books or instructional material for carrying out teaching learning process in the classroom. There should be a textbook and instructional material that can fulfill needs of learners to reach optimum result in learning English as a second or foreign language. One way of fulfilling the needs is through developing syllabus and designing instructional materials by the teacher or lecturer himself.

Unfortunately, until today the researchers could not find any single study concerning to syllabus development and instructional material design for Non-TBI program. One of the studies with respect to syllabus development and instructional material design of non-English background students the researchers put forward here is developing syllabus and designing instructional material for Non-TBI Program.

RESEARCH METHOD

This research employed qualitative study focused on developing the model of teaching reading material, which associated with the heterogeneous of students' cultural background. In this research the writer used three data resources: 1) the documents of English teaching and learning in UIN SMH Banten; in forms of reading texts, books, and articles. 2) Students of English department of semester II and IV; 3) Other related sources such as the lecturers. The data collection was done by conducting classroom observation, delivering questionnaire and interview.

FINDINGS AND DISCUSSIONS

Reading course in English education department of UIN SMH Banten covers eight credits (8 sks) which are spread into 2 credits for students of semester I to IV for each. Based on the reading syllabus used by the lecturer at English education department of UIN SMH Banten, the objectives of the course is that students are able to read and understand the text written in English, and they are able to develop the vocabularies especially which related to education. While the content of reading material from 1 to 4 generally are compilation of several books, such as *meaning into words (Adrian Doff)*, *English Skill with Reading (John Longan)*, *Interactions (Elaine Kern)*, and others. And the reading assessments are based on individual assignments, mid test, and final test.

To collect the information on students' needs, the writers delivered questionnaire to the students of semester II and IV. There were 55 questionnaires being spread out, but there are 50 questionnaires were collected back. According to the aim of the survey, that is to find out students responds and needs in relation with reading materials, the writers therefore classified the questions into three categories. *First* is questions about students' personal identity and background, *second* is questions on reading guidelines and material, and *third* is questions about teaching and learning process and evaluation. The results of the questionnaire shows that the materials (topic) the students need are about **family, life**

style, education, and entertainment. Finally, based on the third category questions about reading teaching and learning process and assessments, the findings indicate that students expect the teaching method and text in reading instruction were improved. They prefer working in groups to individual during the reading subjects. In terms of reading assessment, the students respond that they want to have extra reading practices in every meeting.

CONCLUSION

According to the research findings, which was gathered from questionnaire, it was known that students required various types of topics for reading material. Though the background of the students are quite different, most of their needs in learning English, especially for reading material, can be categorized as about **family life, life styles, education, and entertainment.** That is according to what place the four first ranks in the graphic.

SUGGESTION

Regarding the importance of the result of the research, the writers would give suggestions to some partial linked with the teaching and learning process. **First** is to the teacher, since one of the main responsibilities of the teacher is to find out and to select appropriate materials as the source of teaching and learning process, the teacher therefore is expected to be able to develop teaching materials which are focusing on students' real needs. **Second**, to the other researcher, in order that the materials can give contribution in creating good quality of teaching process, it is needed to keep finding or developing the material itself which meets the students' needs.

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ANGKLUNG AS MUSIC ART LEARNING MEDIA IN PRIMARY SCHOOL

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ABSTRACT

Music art education is an education which helped to express someone's idea that is caused by environmental indication by using music elements. Music art education is more emphasis on giving of musical art experience that will create ability to utilize music art in everyday life. Music art education is important to implant of the feeling, aesthetic and artistic experiences for learners in the form of expression and appreciation. Music art education at school will be wiser if it is based on cultural values of the nation. Therefore, the attendance of music education that based on local culture gives more value to cultural preservation of the nation. Angklung is the one of Sundanese's community musical instrument wealth. Angklung is made of bamboo which is arranged in such a way so it can produce orderly sound and tone when angklung is played. Angklung as Indonesian's music instrument has certainly cultural values of the nation. Angklung was born from socio-historical background of Indonesian's culture. This thing gives strongly impression that these values need to be bequeathed to Indonesian's young generation. Education becomes one right way to conserve these values, as well as develop the learning so that it can be suitable with transitional era. The one of efforts that we can take is making angklung as learning media of music art education. Based on its discussion, that is about music art, education, culture, and angklung become very relevant to be reviewed deeper.

Keywords: angklung, learning media, music education, primary school

INTRODUCTION

Music has been around us since people knew civilization. Music can reinforce impression of the atmosphere which is perceived by human, such as wedding atmosphere will be stronger impression if its wedding party play wedding happiness music. Long time ago, music serves not only as art, but also for the importance of relaxation, communication until as healing therapy are good for both physical and psychological illnesses. One of the music functions in the present day is become as media of education. The learners who participate in art of music activities, in addition to be able to develop learners' creativities, music can also help the development of individual, developing sensitivity, building a sense of beauty, revealing expression, giving challenge, training discipline and introducing to the cultural history of the nation.

Droscher in Gunara (2008:21) states that "teaching of music, creativethinking, problem solving, dare to take risks, work in teams and communicate well are the right instruments for the necessities of life in the future". Music in education has role as effort in improving social skill, intelligence of individual, and fulfillment of life-actualization needed. Plato in Djohan (2009:175) states that "In education, music is on the 3rd of the highest position because no one the discipline of knowledge which can penetrate into the soul and accompany with the gradually ability more than rhythms and melodies". Here is the special treatment site of the music art roles in society's educational activities as strengthening the influence of values of education for society. It is implicitly opening a learning experience as widespread as possible to develop all of potential aspects, whether cognitive, affective, and psychomotor. However, the potentials that exist within individual's self can not be separated. For example, the education which is only cognitive will certainly form the individual that expanded crippled. This Disequilibrium will cause certain problems in social life and a state, for example juvenile delinquency, the pale of national identity, the fade of attitude, rules of dharma, deontology, etc. Therefore, it is so important to pay attention the development of musical art education in the national education.

Learning music is positive activity for students. By learning music, the students are able to train and hone their mental and physical abilities, and the sensitivity of someone's emotion. Both education and art are able to be understood regularly by two approaches, those are art in education and education in art (Eisner dan Chapman in Gunara, 2008: 22-23). Art in education is as way as the concepts of

education as the effort in civilizing values from one generation to the next generation. Education in art is as way as influence of music on the soul and distribution of creative expression which is productive which is also is the one of goals of education.

Music art education is education which helps to express someone's ideas which is caused from environmental symptom by using elements of music. With music education, learners are hoped to be able to create a music creation or appreciation of the musical creation that emerge and grow out of a sense of beauty. Music art education is more emphasis on giving of musical art experience, that will create ability to utilize music art in everyday life. Music art education is important as planting taste and aesthetic and artistic experiences for the learners in the form of expression and appreciation.

Music education in school will be wiser if it is based on the cultural values of the nation. Why is that? Because these values are values of national identity which have functions as frame so that local culture (*local wisdom*) will not be changed by development of global culture. Hence, attendance of musical education which based on local culture gives more value to the preservation of national culture.

Angklung is the one of Sundanese's community musical instrument wealth. Angklung is made of bamboo which is arranged in such a way so it can produce orderly sound and tone when angklung is played. We (as Indonesian) have to be proud when angklung is listed as Intangible Cultural Heritage of Humanity from UNESCO since November 2010 (Wikipedia, 2013). Therefore, it is a must for us to keep and perpetuate this musical instrument to the young generation. The one of efforts that we are able to take is becoming it as a learning media of the music art education.

Angklung as Indonesian's music instrument has certainly cultural values of the nation. Angklung was born from socio-historical background of Indonesian's culture. This thing gives strongly impression that these values need to be bequeathed to Indonesian's young generation. If it is projected, Indonesia will have the stock of the young generation that is more than other developed countries. This generation will establish the future of our nation if they have strong identities about the noble values of their culture. Education become a right way to conserve these values, and to develop its learning so that fit by changing era.

Bamboo as a choice materials for making angklung is not without reason. Philosophical values which contain in bamboo can be inspiration for all of us. The trees that grow tall describe achievements that we have to always be, say, and think with the respect magnanimity. Flexibility of bamboo stems describe about life that must be lived attractively. Living in one habitat that is contiguous clump, describing social life that should be in harmony, tolerance, and considering all of us is a big family. In addition, there are many philosophical values which we can take from the bamboo tree.

From the beginning, Angklung becomes means of ritual to express gratitude to the Almighty for the abundance of sustenance that is padi (rice). It is because angklung closely connected with Sundanese's people that generally agriculture. Sundanese's agriculture people are famous with solidarity of the people. Music that is produced by angklungs also realize a beautiful harmony and meaningful.

Based on these discussions, art of music, education, culture and angklung are interrelated one another and become very relevant to be studied deeper and deeper. The idea to put angklung into education media truly have purpose to dig up noble values and educative that contained in the art of angklung to be introduced, to be bequeathed, and to be developed to our nation's children and grandchildren.

DISCUSSION

History and Function of Angklung in Society

Geographically, West Java consists of land and mountain. Those things force the society to plant some types of tree to maintain tenacity of precipitous region and often erosion. The one type of trees that is planted is namely "bamboo" tree. Bamboo is also as the basic of materials of making household tools and agricultural needs. Furthermore, Bamboo is also used on religious rituals as musical instrument or other things. From this background, Angklung comes as a musical instrument of bamboo that comes from west java that is used in the religious rituals, like ceremony. Masunah (2003) states that "Angklung

is the musical instrument that made of Bamboo and the ways to play Angklung is to be vibrated, to be shaken, and to be "tengkep" and to be used in religious rituals".

Masunah in her book describes that some types of angklung come from 5 regions in West Java. These angklung are: (1) Dogdoglojor angklung of Ciptarasa, Sukabumi; (2) Badud angklung of Ciamis; (3) Badeng angklung of Sanding Garut; (4) Buncis angklung of Arjasari Bandung and Sumedang; and (Sundanese-Indonesian Angklung that is in Saung Angklung of Udjo. At the first time, Angklung is a tool which is used in religious ritual. But along with the times, the function of Angklung has been turned into performance art although there are still some activities that are used to ritual.

The first is Angklung of Dogdoglojor. This angklung is used in the ceremony of Seren Taun. The ceremony of Seren Taun is the ceremony which is held as thanksgiving, honour, and pray to Dewi Padi or Dewi Sri for the rice result and others. As expressed by Sudarsono, dkk (2014) that "Angklung is played as a media of praying or thanksgiving on the result of the earth and the balance of nature." Angklung is not only a show, but also angklung is a media of praying to the ancestors which they consider to be a God or Goddess. It is because of their belief is still strong in the things of spiritual.

The second is Angklung of Badud. As well as Dogdoglojor angklung, Badud angklung has still a relationship with the agricultural activities on their utilization. However, according to research that is done by Masunah, Badud angklung has been changed the function from the importance of ritual to the importance of performance art. The things are marked by addition of an element of theater on more interesting show. As Masunah expressed (2003) that "Badud angklung has been changed the function that is marked by the addition of element of theatrical on experienced a shift function which is characterized by an element of the theatrical arts so that this art is more interesting to watch which is appropriate the context changing.

The third is Buncis angklung. As same as Badud angklung, Buncis angklung has been also changed the function from the means of agricultural ceremonies into performance arts. At present, the performance of Buncis angklung often exists on the events, like in Independence Day ceremony on the 17th of August, on pageantry, celebrating circumcision, and so on.

The fourth is Badeng angklung. Badeng angklung is different with the previous angklungs, Badeng angklung is not related to agricultural activities. But as a performance which have mission of Islam spreading and the government program. These elements can be seen in the song text content. The show is made as attractive as possible so that the appreciators can accept invitation that contained in these performances. Based on research of Masunah (2003), "Badeng angklung is colored by dancing choreography and combining by a unique singing."

The fifth is Sundanese-Indonesian angklung. The Angklung can be said as an modern angklung because it can be seen from the year that this angklung made and from the function. There are two well-known figures as the pioneer of its Angklung, they are Daeng Soetigna and Udjo Ngalagena. The Differences of both figures are in taking the basic tones of angklung. Daeng Soetigna takes the basic tones of diatonic which can play western musics which are complete by additional tones. This angklung is known as *Padaeng* tones. Udjo Ngalagena takes the basic tones of pentatonic as in the gamelan and kecapiso that can play Sundanese's music that have harmony like *salendroé*, *pélog*, and *madéou*. It is same with Masunah's statement (2003) that "Soetigna Daeng is famous figure who plays angklung like piano, while Udjo Ngalagena is famous figure who plays angklung like gamelan and kecapiso". Indonesian-Sundanese's angklung is started by the aim to to preserve the culture and tourism activities with the performance art. It is also caused by moving belief, importance and era, so that the importance of angklung performances is not only for spiritual activities, but also Angklung performances is important to preserve the culture and introduce the local culture to the national society and international society.

As described previously, that initially the angklung function is as religious art performance and the needs of certain ceremonies like *seren* epidemic. Sudarsono (2014) states that "Performance art actually has very complex functions out to have a very complex function in human life." It is influenced by the paradigm and the belief of each areas. For example, there are differences of performance arts in thriving regions and developing regions. In thriving regions, performance art is only enough as aesthetic performance art and beauty performance art. While in the developing regions, especially for the people who are still strong with their spiritual belief, the performances that are held are evidence of honor, pray,

and thanksgiving that were held in religious ceremonies so that angklung art performance is very thick with tradition, contains the values of culture, and as a media for the expressing of cultural heritage.

Angklung contains symbols and cultural tradition. For example, angklung can give reflection of the farmer activities. The meaning is that angklung which is played by teamwork describe the activities of farming which is also held by teamwork. The philosophical of angklung position also gives the thinking of value. As expressed by Anis JS (in Masunah, 2003) that position of bamboo in angklung is an affection symbol. Big bamboo has symbol like parents, and the small bamboo has symbol like children. The position of big bamboos that is behind small bamboos describe that the old persons have to care for and protect the young persons. In other hands, there is also proverb according to Atik (in Masunah, 2003) that "don't learn angklung!". This proverb has meaning that someone can't be as an angklung. Because angklung describes that the old people really pay attention the young people, but factually that young people don't care about old people and the young people is more paying attention their own offspring. It confirms that young people should pay attention old people also.

Characteristics of Music Education in Primary School.

Art education has a big role for the children. More of researchers say that art for children can be used as an effective media in showing up their creativities. In addition, the learning art also protects 3 competence domains like their cognitives, their affectives, and their psychomotor. Art is not only as a media of making the children's knowledges more expand, but also art is as a media of building children's characters and children's creativities. Art can be used as media of expressing children's emotions and children's expressions and also for developing talents and interested in they have.

The one of arts learning is music. Music has the same importance role on developing character of children with another art learnings. Because the music contains social values and culture that we can educate children as the actor of their life. We can take example from ensemble activity and play angklung. These activities reflect the importance of teamwork so that it can produce a beautiful work. Every people is also required to respect one another, to adjust, and to cooperate one another so that they can achieve their goals together. It is very important in life so that the children become useful in their social life and become the actor in their environments. Angklung is also as a cultural heritage that must be preserved. By playing angklung, students are taught to love, to appreciate, and to preserve their cultures.

In addition, Gunara (2003) says that music is useful for the importance of healing, communication, relaxation, and entertainment. We can see and feel the effect of music in our life. Gunara also states that art is like having strength that influences the emotions of humans being. We can take example from the effects of music in therapy, music in horror films, and music in happy events. Based on the roles and benefits, so music art education is important to be given to children.

Gunara (2003) states that music art education which is given to children has to emphasize on learning process, not on product or on result. Music education is not to produce the children to be a musician, but to educate the children to be creative people, skillful, and smart. On these processes, the children will learn how to work in a team, creative, respectful one another, imagination, discipline, how to communicate, how to learn and produce a product. In the other hands, the children will learn about how to understand the values that exist in art like aesthetic, attitude, and social culture. According to Gunara too, music can balance right brain and left brain of the children so the children are able to use their thinking to solve problems logically and also pay attention to their attitudes and their feelings.

In implementation of education, we can not deny that the character and the development of students become the important things that must be paid attention. It is also valid on music learning. The age of students of primary school are average on 6-12 years old. According to Budiamin and friends (2006), the students of primary school are on the concrete thinking period. The children can only think logically and think about something from what they've observed by their senses. It causes the children need a thing or media which can help their understanding. Children were closely tied to the process of having their own so that they can easily understand the information that are given. For example, the students will be difficult to understand angklung, the types of angklung and how to play it if they do not see and do not try to play angklung by themselves.

The learning should be adapted to the tasks of children's development. According to Havighurst (Budiamin, dkk., 2006), "there are 9 tasks at the end of children's development or around the age of 6-12 years old, such as: (1) learning the physical skills which are needed to do variety of games; (2) guiding to healthy life attitude; (3) learning to get along with friends of the same age; (4) developing roles that are appropriate by gender; (5) developing the basic skills of calistung; (6) developing the concept that is needed in daily life; (7) developing consciences, morals, and the scale of values; (8) developing attitude to community and social institution; and (9) reaching personal freedom. Therefore, music learning should be able to help the students to reach their development tasks. The students who learn music are not only for the importance of their cognitives, but also it is very important for their affectives and psychomotors. As values education, life skill, moral, and communicate with friends of the same age and with their environments.

Based on its description, so the use of media and the process of their own children experiences for learning activities are very important in improving their knowledges and training their motoric skills. It is same with music learning. Carl Orf (in Jamalus and Mahmud, 1981) suggests that in producing activities like playing ensemble, so that the students are able to participate and add singing activities, clap hands, and stamp feet. It can give impact so learning become more fun and the students can actively participate in learning.

The Advantages of Angklung as Music Learning Media in Primary School

Learning activities need media as tool to help in delivering the information. The media can be in various forms. As expressed by Briggs (in Riyana, C., dkk., 2007) that media is physical means to help for delivering the learning content. The media can be books, films, videos, slides, audios, etc. By using media in learning, the students will be easier to understand information, because information is available as concrete and the children can communicate with the media directly. The importance of learning media is supported also by the primary students' characteristics who still think concretely and they are not able to search and filter the provided information as abstract.

Learning music really needs a media as tool to help students to learn. For example is like angklung. By using angklung, the students will be easier to understand tones, rhythms, melodies, songs, and understand how to play angklung. Without using media, the students will be difficult to understand the content of learning. It is because the students of primary school are on the concrete thinking period.

Masunah (2003) says that there are some reasons which cause angklung is very important to be taught to the students. The first, because angklung is a musical instrument of West Java's cultural heritage which has been known by all people (local, national, and international). Moreover, according to Pradoko (2013), some schools in abroad like South Korean, Argentina, and Scotland have used angklung as learning media. Therefore, learning by using angklung is very exciting and can motivate students to study.

The second, because angklung is the cultural heritage. Every student of the nation, especially in West Java must learn angklung with a reason to preserve the national culture, and to improve the feeling of love and to improve the feeling of their own cultural heritage.

The third, learning process by using media of angklung is able to improve three competences of the students. In cognitive domain, the students will get extensive knowledge about angklung history, the tradition of using angklung, as learning media of tones, rhythms, and melodies, and the students are able to know some types of angklung and its function in every region. In affective domain, the students will learn about the values of aesthetics, ethics, and social culture that angklung has. As described previously that angklung contains strong values which is from tradition and cultural philosophy of older society. Such as having attitudes like teamwork, respect each other, obedience, and respect each other. In psychomotor domain, the students will learn to play angklung and can improve the students' musicalities. So, the students are able to present an angklung music performance. The fact that angklung can improve students' musicalities have been got by Anas through his research that has been done. Anas (2016) states that in the end of his research, the average values of students' completeness reaches up to 91,90 by the quantity of the students who have completed are 100%.

Angklung is not only the subject about music, but also angklung is able to be used as the value transformation media. So, the students will be able to preserve the culture with the values that have

been passed down by their ancestors. So, by using angklung as music learning media in primary school, hopefully, it can achieve the aim of music learning overall that is appropriate with the objectives of the curriculum.

CONCLUSION

The presence of angklung as music art learning media is very important. If it is seen of its history, angklung is very close with the culture and contain the important values which are inculcated in the children own self. So angklung is not only as learning media which tells the theories about musical, but also angklung gives description about socio-cultural and as the important values of transformation which are inculcated to the children.

The characteristics of music education in primary school, basically it must be focused on the process, not the result. The children who learn music are not to be a musician, but to teach the children so that become a creative people, interactive and smart. It is because in the process of learning music, the children learn teamwork, respect each other, discipline, and make a product. The learning must observe the characteristic and the development of children. At the age of primary school, the children are on the concrete thinking period, so it needsto use media in learning and the students participate actively in learning process.

Angklung is an effective media to be used as learning media of music in primary school. In addition to learning about music, angklung can also extend information about social and cultural. Because, angklung is a cultural heritage which comes from the tradition and contains many values that can be given to educate children.

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BOARD GAMES IN TEACHING PRONUNCIATION FOR ENGLISH FOREIGN LEARNERS

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ABSTRACT

Learning a language can be a daunting activity for the foreign language learners. It is because there are so many skills that the learners have to master such as speaking, writing, listening, and reading. Especially in spoken language, the learners must also work hard to be as closer as native-like accent and become intelligible. Students have great difficulty in learning spoken language features, such as pronunciation due to some different aspects in their first language. The differences start from the individual speech sounds to a more communicative aspect of connected speech. Today, pronunciation teaching is experiencing a new renewal by increasing awareness of the communicative function of supra-segmental features in spoken discourse like stress and intonation. In fact, the time spent for practicing these aspects and the involvement of the students in real situation, are still limited. Thus, teachers must be creative in creating teaching strategy in order to achieve the pronunciation teaching goal. This article discusses one way of the activities in teaching one of aspects of pronunciation i.e. word stress through the use of board games.

Keywords: pronunciation, board games, word stress

INTRODUCTION

Almost all English language teachers get students to study grammar and vocabulary, practice functional dialogues, take part in productive skill activities and try to become competent in listening and reading. Yet the teachers make little attempt to teach pronunciation in any overt way and only give attention to it in passing. It is possible that the teachers are nervous of dealing with sounds and intonation. Perhaps the teachers feel that they have too much to do already and pronunciation teaching will only make things worse. The teachers claim that even without a formal pronunciation syllabus and without specific pronunciation teaching, many students seem to acquire serviceable pronunciation in the course of their studies.

However, the fact that some students are able to acquire reasonable pronunciation without overt pronunciation teaching should not blind the teachers to the benefit of a focus on pronunciation in the class. Pronunciation teaching not only makes students aware of different sounds and sound features, but can also improve the students' speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making the students aware of where words should be stressed. All these things give extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

Pronunciation also known as phonology, includes the role of individual sounds and sound segments, that is features at the segmental level, as well as supra-segmental level such as stress, rhythm, and intonation. The fact that few foreign learners are able to speak a foreign language without showing evidence of the transfer of pronunciation features of their native or first language is evidence of the difficulty of acquiring a native-like pronunciation, but also of the goals learners set for themselves. Many learners are quite comfortable to show evidence of their native language on their foreign language pronunciation since it is sometimes viewed as a core part of their cultural identity. Nowadays, approaches to the teaching of pronunciation have changed significantly throughout the recent history of language teaching. Moving beyond an emphasis on the accurate production of individual speech sounds to concentrating more on the broader, communicative aspects of connected speech. Under the political and phonological considerations it has become customary for language teachers to consider intelligibility as the prime goal of pronunciation teaching. This implies that the students should be able

to use pronunciation which is good enough for them to be always understood. If the students' pronunciation is not up to this standard, then clearly there is a serious danger that the students will fail to communicate effectively.

Today, pronunciation teaching is experiencing a new trend filled largely by the increasing awareness of the communicative function of supra segmental features in spoken discourse (Brown & Yule, 1983). It means that the teaching pronunciation give more emphasis on meaningful aspects of phonology in connected speech rather than practice with individual speech sounds. One of these supra segmental aspects is word stress.

However, the teaching of supra-segmental features (such as word stress) has at times been considered a luxury in the English foreign language curriculum, unlike reading, writing, listening and general speaking fluency. But nowadays, stress and intonation have come to be recognized as essential components in most English foreign language instructional programs. Especially at IAIN Banten pronunciation has become one of the components of the syllabus which comprises of pronunciation I and pronunciation II and word stress is one of the aspects the students must learn. However there are still many students who are not confident with their English pronunciation because they are afraid of making mistakes. Some of the students consider pronunciation is a difficult subject to learn and the students must practice a lot to have an accurate and clear pronunciation. It is also acceptable reason that there are many different system of pronunciation between *Bahasa Indonesia* (students' first language) and English that make the pronunciation learning is more difficult. For example the word stress in English Pronunciation does not exist in *Bahasa Indonesia* pronunciation and the students must work hard and practice to learn this feature.

Stress is defined as the use of extra respiratory energy during a syllable. A stressed syllable is produced by pushing more air out of the lungs in one syllable relative to others. In addition, a stressed syllable is often louder, on a higher pitch, and has a longer vowel than unstressed syllable. There are many functions of using stress; they include: to give special emphasis to a word or to contrast a word with another, to indicate the syntactic relationships between words or parts of words, and to distinguish between a compound noun and an adjective followed by a noun. Since the incidence of stress in English is unpredictable, this creates difficulty for Indonesian students. As a result of this, the researcher focused on practice in teaching word stress. Thus, one way of teaching the word stress is through the game, that is board games.

Board games are familiar game types for children. This type of games mainly involves moving markers along a path (Lewis and Bedson, 1999). Almost all board games are the imitations of situations in real life. Board games have also been used to teach children basic fact and information about the world in which they live. The option to choose board games is based on some considerations. Games are used as methods or techniques to involve students in learning. Appropriate and well-designed games are very valuable as they give students a break and at the same time allow learners to practise language skills.

The benefits of games range from cognitive aspect of language learning to more co-operative group dynamics and as a result games are highly motivating since they are amusing and at the same time challenging. Ersoz (2000) states that games can be used to give practice in all language skills and they can be used to practice many types of communication. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Games also encourage learners to keep interested in the work and a teacher can use them to create contexts in which the language is useful.

According to I-Jung (2005) the benefits of using games in language-learning include that games are learner centered, encourages creative and spontaneous use of language and foster participatory attitudes of the learners. Besides providing language practice, games can also be used to present materials and to assess learned materials in a way that appeal the students. Games have an ability to introduce new or difficult material to the students. Because the game format is playful, the natural challenge of new or difficult material is much less threatening than it is ordinarily. So the use of games as one of the alternatives is taken by the teacher to teach and introduce the word stress in English.

Based on the above explanation, the researcher wants to examine more on the using of games, that is the board games, in helping the learners to practicing and enhancing their English pronunciation, especially in pronouncing the word stress.

METHOD

This descriptive qualitative study is based on an observation of English pronunciation class in which students create and demonstrate their board games with their group. The purpose of this study is to know whether the use of board games could enhance the students in learning the pronunciation, especially on word stress.

The Setting of the Study

The research took place at Pronunciation classroom of English Education department of State Islamic Institution “*Sultan Maulana Hasanuddin*” in the city of Serang, the capital of Banten province in Indonesia. The students who participated in this study consisted of 37 students in the 2nd semester, who were divided into 7-8 groups.

Instruments of the Study

The instruments of data collection include (1) classroom observation: the activity of the teaching learning process using board games (2) close and open ended questionnaire conducted a few days later after the initial implementation of the with board games.

Research Procedures

This study adapted the Project-Based Learning (PBL) for classroom activity. Project based learning emphasizes learning through student-centered, interdisciplinary, and integrated activities in real world situation. In particular, Project based learning focuses on content learning rather than on specific language target. It is a student-centered approach, although the teacher still plays a major role in offering the support and guidance throughout the process. In this study, the writer adapted the procedures of activities in project work in the classroom proposed by Sheppard and Stoller (1995). The procedures of doing the Project based learning are as follow:

1. Step 1: Agree on theme for the project
2. Step 2: Determine the final outcome
3. Step 3: Structure the project
4. Step 4: Gather information
5. Step 5: Compile and analyze information
6. Step 6: Present final product
7. Step 7: Evaluate the project

FINDINGS AND DISCUSSION

The aim of this study is to investigate the effect of using board games in enhancing the process of teaching word stress for students who are learning English as a foreign language. This study emphasizes that the students who were taught and engaged by using board games as teaching technique can show better performance in their skill. The data were collected through observation from the beginning of the project until the students showed and demonstrate the games. The data were also collected through the questionnaire which was delivered to the students after a few days the students demonstrated the board games. Following the project work procedures proposed by Sheppard and Stoller, here are the complete description and result of the study.

Step 1: The students and the teacher agree on a theme for the project

To set the stage, the teacher gives some instructions to the students about the project that they are going to engage. In this stage, the teacher used *semi-structured* project that is the project defined and organized in part by the teacher and in part by the students. In this case the teacher defined the topic and methodology, meanwhile the students defined the kind and material of the board games. The words

for the board games content were taken from the dialogues that are used by the actors in the movie of *"The Jungle Book"*. On the other part, the students are free to choose and search the materials in making the boards games. The students may see the examples from a variety of sources such as from the web site.

Step 2: The students and the teacher determine the final outcome

Whereas the first step of the project involves establishing a starting point, the second step includes defining the end point or the outcome. Students and the teacher consider the nature of the project, its objective, and the outcome of the project. In this particular project, the teacher had already decided that the final outcome would be a board game which convey the title *"How to stress/say this word?".* In every board game the students must display words and their phonetic transcription along with their stress marks. The words must be taken from the dialogues of *"The Jungle Book"* movie. The board games themselves must be attractive and interesting.

Step 3: the students and the teacher structure the project

After the start and end point has defined, the teacher and the students consider a few things such as: (1) information needed for the project, (2) sources of information, e.g. World Wide Web, book, videos, etc. (3) students' role within the group in making the project, e.g. who does what, and (4) time estimation in finishing the project. In this study, the teacher has decided the main information is taken from the dialogues of *"The Jungle Book"* movie. The teacher distributed the movie to every chairperson of the group. After every member of the groups has watched the movie, then they started to make a job description within the group to start doing the project. The students started the project after they have mid-term examination in the semester. So, approximately they have around 3 weeks to finish the project from the start until the end of the project.

Step 4: the students gather information

In this step, students collect the information needed for the project and discuss it within the group. To make the board games, the students first reread the course materials that will be the main content of the board games that is about word stress in English. Then, they search the words from the dialogues of *"The Jungle Book"* movie. The students must see the phonemic transcription from the dictionary to know the pronunciation of each word. Also by using dictionary, the students can also locate the word stress. Meanwhile, the students choose and create the design of their board games.

Step 5: The students compile and analyze the information

The students compile and analyze the information to identify data that are particularly relevant to their board games. In this stage, the students sorted the words they have collected, discarding some because of their appropriateness for the project and keeping the rest which are appropriate. In this step, the students start to practice the pronunciation the word stress that will be the content of their board games. Each students gives feedback to each other before final presentation.

Step 6: The students present the final product

In this stage the students present the final outcome of their project. Each group must demonstrate the board games by playing them within the group. The teacher will visit the group one by one to see the students' performance in pronouncing the word stress. During the visit, the teacher also makes evaluation of the group performance and gives feedback. The teacher used rubric to evaluate the students' project. The rubric consists of some criteria such as: (1) knowledge gained, (2) accuracy of content, (3) attractiveness, (4) rules, (5) cooperative work, and (6) creativity. From the board games rubric analysis it can be seen that most of member of the group showed improved skill in pronouncing the word stress. The board games that the student created were also attractive and interesting. The students showed their creativeness by resulting a very well design, communicative, colorful, and unique character board games. The students seemed to enjoy the activity when they played the game with the group. The complete form of the rubric is shown in the table below. While observing the performance, the teacher also makes some notes and feedback to each group concerning the board games they have created.



Figure 1. Student's Board Games



Picture 3. Playing the Board Games

Table 1
Board Games Rubric

Category	4	3	2	1
Knowledge Gained	All students in group could easily and correctly pronounce the word stress in the board games.	All students in the group could correctly pronounce the word stress in the board games	Most students in the group could easily and correctly pronounce the words stress in the board games.	Several students in the group could NOT correctly pronounce the word stress in the board games.
Accuracy of Content	All information made (phonemic transcriptions) for the game are correct.	All but one of the information made for the game are correct.	All but two of the information made for the game are correct.	Several information made for the game are not accurate.
Attractiveness	Contrasting colors and at least 3 original graphics were used to give the board games visual appeal.	Contrasting colors and at least 1 original graphic were used to give the board games visual appeal.	Contrasting colors and \"borrowed\" graphics were used to give the board games visual appeal.	Little or no color or fewer than 3 graphics were included in the board games.
Rules	Rules were written clearly enough that all could easily participate.	Rules were written, but one part of the game needed slightly more explanation.	Rules were written, but people had some difficulty figuring out the game.	The rules were not written.
Cooperative work	The group worked well together with all members contributing significant amounts of quality work.	The group generally worked well together with all members contributing some quality work.	The group worked fairly well together with all members contributing some work.	The group often did not work well together and the game appeared to be the work of only 1-2 students in the group.
Creativity	The group put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or the board.	The group put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters.	The group tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game.	Little thought was put into making the game interesting or fun.

Step 7: The Teacher and the students evaluate the project

Even though the teacher and students have viewed the demonstration of the board games at the last stage in the project work process, it is worthwhile to ask the students to reflect on the experience as the last and final step. Students can reflect on the language skill they mastered to complete the project, the content they learned about the English word stress, the steps they followed to complete the project, and

the effectiveness of their final product. Some shortcoming of this project is that the students cannot control the member who re not active or did not give any contribution to the project. Also since this is a long term project students feel that making the board games is quite tiring and cost a lot of money.

Based on the analysis of the questionnaire it can be seen that most students showed positive attitude on using board games in learning word stress. Students thought that learning English pronunciation especially the word stress can enhance their spoken language skill. There many aspect that they could learn from this board games project work such as collaboration, creativity, and group dynamic. Students considered that creating a board game while learning word stress of English are a very fun and interesting ways. The students can enjoy playing the game while at the same time learn the materials. In creating the content for the board game students must look at the dictionary to check the phonemic transcription for every word. This step gave great contribution for enhancing the knowledge and the skill of pronouncing the word stress.

CONCLUSION

The results of this study indicated that the using of board games can enhance the students' skill in pronouncing the English word stress. Attractive environment like learning through playing the game also promotes the effectiveness of using board games as an instructional tool. Using games as teaching instruction can promote interaction, thinking, learning, creativity and collaboration. Through this activity, the students build upon their previous knowledge and use it in a new and real situation. Through this project work that promotes student-centered learning, the teacher can also monitor each student's performance and progress through their interaction in the group, so feedback can be given immediately.

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CEFR FROM THE TEACHERS' EYES

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ABSTRACT

The Common European Framework of Reference for Languages (CEFR), is a guideline used to describe achievements of learners of foreign languages across the countries in the world. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages. This project (CEFR in Malaysia) begun in 2013, where the Ministry of Education commissioned Cambridge English to carry out a baseline study which described the standards of English language of the students and teachers. The findings of the baseline study revealed that CEFR is a suitable measure to be adopted into our Education system especially in English Language teaching and learning classroom. English language teachers were given training on the familiarisation of CEFR. This study investigated the perception of the teachers on CEFR itself. A set of questionnaire was administered among the course participants and accompanied with interview. This study found that the English teachers are being positive and awaiting CEFR to be implemented in the classroom. It also revealed, the teachers feel that it is important to have such framework (CEFR) tailored to the specific education needs of our country, Malaysia.

Keywords: The Common European Framework of Reference for Languages (CEFR), familiarisation, perception.

ABSTRAK

The Common European Framework of Reference for Languages (CEFR) adalah garis panduan yang digunakan untuk menilai pencapaian bahasa asing di negara-negara seluruh dunia. Matlamat utamanya ialah menyediakan kaedah pengajaran dan pembelajaran yang dinamik dan penilaian yang sesuai bagi semua bahasa. Projek ini (CEFR di Malaysia) bermula pada tahun 2013, di mana Kementerian Pendidikan Malaysia berganding bahu bersama Cambridge English menjalankan kajian asas bagi menilai pencapaian Bahasa Inggeris para pelajar dan guru di negara kita. Dapatan kajian dasar ini mendedahkan bahawa CEFR adalah suatu kerangka yang paling sesuai untuk diterapkan ke dalam Sistem Pendidikan negara kita terutamanya bagi pengajaran dan pembelajaran Bahasa Inggeris. Oleh itu, guru-guru Bahasa Inggeris di seluruh negara diberi latihan pengenalan CEFR. Kajian ini bertujuan untuk menyiasat persepsi para guru tentang aplikasi CEFR dalam pengajaran dan pembelajaran Bahasa Inggeris di dalam bilik darjah. Satu set soal selidik ditadbir di kalangan peserta kursus Pengenalan CEFR dan disertai dengan temuduga. Kajian ini mendapati bahawa guru-guru Bahasa Inggeris berpandangan positif dan menanti CEFR dilaksanakan di dalam bilik darjah. Kajian ini juga mendedahkan bahawa para guru merasakan pentingnya pelaksanaan (CEFR) dalam pengajaran Bahasa Inggeris yang selaras dengan keperluan pendidikan negara kita, Malaysia.

Kata kunci: The Common European Framework of Reference for Languages (CEFR), Pengenalan, Persepsi.

1.0 INTRODUCTION AND OBJECTIVES

CEFR is the abbreviation for the Common European Framework of Reference for Languages. It is an internationally recognized framework, developed by the Council of Europe in order to have a shared means of planning, teaching, learning and assessing. It provides a comprehensive guideline for teachers and with it, come about standardization, transparency, coherence and consistency (Cagatay & Gurocak, 2016). It is hoped that the framework would provide a transparent, coherent and comprehensive basis for discussing language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. At present, it is mainly used in Europe and is available in 39 languages.

The framework describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. To illustrate, a language learner who is able to interact in the target language in a simple way, rather than relying on just words and phrases, would be placed at A1 level; whereas, one who can communicate in the language with a high degree of accuracy, appropriateness and ease, would be placed at C2. The emphasis is clearly on achieving communicative competence, with CEFR's self assessment grids ranging from 'I can use simple phrases and sentences' (A1) to 'I have no difficulty in understanding any kind of spoken language' (C2).

It provides descriptions of what people can do in a language, whatever that language may be, at six different levels. These abilities would range from knowing just some words, right up to using the language almost perfectly. Against this framework, any level of exam, or syllabus can be matched. So the strength of this framework is it allows comparisons of standards and assessments across languages. Teachers can use it to design curricula and assessments while students can use it to assess their current level and plan for the next target. Through CEFR, we are promoting better collaboration amongst the different learning institutions, and also countries. The Malaysian Ministry of Education (MOE) is collaborating with Cambridge English, which is affiliated with the Cambridge University in making the adoption, thus, alignment a reality. Cambridge English has provided the MOE with its staged targets for all levels of education based on a study, which they had carried out in Malaysia in 2013. According to the Roadmap, from 2017 onwards, CEFR will be used to guide the transformation and development of the nation's CEFR-based English Language curriculum, teaching materials and assessment. This is hoped to gauge and increase both the teachers and students' proficiency levels according to the international standards. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages. Since the publication of CEFR by the Council of Europe in 2001, there has been significant interest in using this document in second language (L2) education programs around the world. Ministries and boards of education worldwide have considered using the CEFR to revise curricula and improve L2 learning outcomes.

In Malaysia, the English Language Standards and Quality Council was set up in 2016 to focus on the foundation and structural changes that will help raise the standard of English in the country. This has resulted in the production of a document named, The English Language Roadmap (2015-2025). This is part of the Malaysia Education Blueprint (2013-2025) to reform the English Language education. The Roadmap is to serve as a guide for teachers to help students achieve proficiency levels, which are aligned to international standards. Key to the Roadmap is the alignment of the Common European Framework of Reference (CEFR; Council of Europe, 2001) to our national curriculum. This study aims to discover the perception of the secondary school teachers on the implementation of CEFR in their classroom, assessment based on CEFR and the perception on the preparation to implement CEFR in the classroom.

2.0 LITERATURE REVIEW

CEFR was first published in 2001. Since its publication, it has achieved an influential role in the language education throughout Europe and many other countries around the world (Byram & Parmenter, 2012). The attraction of the CEFR as an international model of language education cannot be denied. It was developed in order to promote transparency, standardization and unity in language learning, teaching and assessment across the continent (Davidson & Fulcher, 2007). To educators, policy-makers, and researchers, the CEFR appeared as the new, comprehensive and internationally validated approach to language education (Parmenter & Byram, 2012). Though the CEFR can be applied universally to second language learning situations, it has to be adapted in order for it to play a meaningful role in defining language learning objectives and curricula in the individual's country own education system. International benchmarking of learner achievements in acquiring second languages has to be balanced against the diversity of social and educational contexts in countries that have adopted it. It has to be adapted to meet the specific country's needs and values.

As in Malaysia, we have adopted the international trend of aligning our English Language curriculum to CEFR. In 2013, the Ministry of Education (MOE), has set up a working force to boost the standard of English Language in Malaysia. As a result, a document which is known as the "Road map for English Language Education Reform: 2015-2025 (MOE Malaysia, 2013)" was completed last year, 2016. The Road map uses the CEFR as an internationally recognized framework to guide the transformation of English Language education in Malaysia from the school right up to the Continuous Professional

Development stage. It provides us with a framework for the development of the curriculum, the selection of teaching materials and assessment. The reason why Malaysia need to reform its ELT state is due to the state of the English Language where students perform poorly in international English exams and it was also the weakest core subject in national assessments. Malaysian students will lose out in employment if nothing is done to rectify the situation (Razianna, 2016). The quality of teachers is a critical determinant of student outcomes besides having a good command of the language. Due to these reasons, the establishment of the Road map is hoped to bring the 48 percent of the English teachers to be graded as proficient users by the 2020. The implementation of the Road map which started in June 2016, with the selection and training of Master Trainers in order to cascade the training for the CEFR. The Ministry of Education (MOE) is working with Cambridge English to ensure the quality of English education in Malaysia is up to international standards. The cascading of the CEFR Familiarization Training for the nation's English teachers from the various institutions had started in September and ended in November 2016. As such, since of last year, 2016, the ELT scenario in Malaysia would be witnessing more changes and development whereby CEFR would be aligned to the curriculum, teaching and learning materials and assessment aspects.

3.0 METHODOLOGY

This is a qualitative research designed to study 100 secondary school teachers' (labeled as T1 to T100) perceptions towards the adoption and alignment of the CEFR into the English Language curriculum. The participants were secondary school teachers from various schools and from three states in Malaysia, namely Johor, Perak and Sabah. There were 27 males and 73 female teachers involved where most of them have a basic degree, except for 8 with a diploma and 17 with a postgraduate degree. As for their age, 75% of them were below 35 and the other 25% were above 36 years old. The data for this research were collected from an open-ended questionnaire. The study had each teacher to respond to four questions which were meant to capture their perceptions through their opinion of the relevance, and assessment aspects of the CEFR and their needs towards the upcoming implementation of the CEFR in the curriculum. The data for this study were collected immediately after the participants have completed their five days Familiarization Training on the CEFR Course. Then, the data were transcribed and analyzed based on three broad dimensions; perceptions towards the relevance of CEFR in teaching and learning, the role of CEFR in assessment and their needs with the upcoming implementation.

4.0 FINDINGS

The findings of this study revealed that the participants or the secondary school teachers of the three states have a very positive attitude towards the implementation of CEFR in the classroom. More than half of the teachers' studied, are happy with the adoption of the CEFR into the teaching and learning processes of the English Language. They find it to be useful and helpful especially in their grading purposes. In terms of their teaching and learning, they found it suitable and relevant to their present classroom practices. "CEFR provides a clearer guideline especially for the teachers in many ways from identifying the students level, designing materials, planning activities and assessment" (T93). This clearly shows that the teachers are aware of the benefits of the framework. Most of them want to see this adoption to come true in order to improve the standard of English and raised it to meet the international standards. "Using the CEFR in the curriculum has great potential in producing students who are able to communicate effectively and thus enable them to compete globally especially in the field of Science and Technology," (T69.) This would then allow the students to progress by having more opportunities opening up and the chance to study abroad. It is believed that the framework makes it possible to compare tests and examinations across languages and national boundaries and that it provides a basis for recognising language qualifications, thereby allowing students and employees to move easily from one country to another (T15). It is undeniable that a valuable characteristic of the framework is the possibility it offers to communicate more easily about language competences and proficiencies. Another advantage of the CEFR is that it might help to assess the language proficiencies of students in an internationally comparable manner (T33). These clearly show the positive attitudes of the teachers towards CEFR.

They also opined that through the newly aligned curriculum, there will be a shift towards a more communicative approach to language teaching as the focus. They believe this move would result in

more emphasis is given towards oral skills. The teachers also feel that "It is time that students from our country be recognised throughout the world, on par with other students globally (T45). None of the teachers showed disagreement or unhappiness towards having to move in the new direction. As for the assessment using CEFR, many of the teachers felt that CEFR will be relevant and accurate in helping them in their assessment. They also felt that it will be more precise as CEFR provides a comprehensive descriptors and scales, with more than 50 scales and descriptors for their teaching and learning activities. CEFR provides scales which are not only easy to use, but "... much easier compared to the one we are using now." (T100) and it will also help them to assess their students' level accurately. It will enable the teachers to adjust their lessons accordingly. Some teachers felt that the assessment system would be more systematic and transparent. Thus, more valid. They also felt that as the teaching moves towards more communicative acts, the assessment would also be undergoing drastic changes especially in terms of oral skills.

5.0 DISCUSSION AND CONCLUSION

The findings of this study suggest that the teachers welcomed and are aware of the benefits CEFR may bring into their language teaching and learning, "... should have been implemented ten years ago" (T10) but what is worrying them is the possible workload, slow internet connection, lack of facilities, resources, competence and understanding in handling the new aligned curriculum. In addition, in order to fully realize and optimize the CEFR's contribution in the ELT, training and support for teachers must be a continuous rather than a one-off basis. An on-going courses focusing on developing teachers' repertoire of techniques, skills and strategies is required. Professional developing training courses are pertinent in order to equip the teachers with a certain command of proficiency, knowledge and skills. Few teachers mentioned, "... hope I can master it ..." (T14), shows teachers are worried. The general sentiment among them is they are worried of the "sophisticated framework" (T58). As CEFR cannot be readily put to use in the classroom, teachers may need to further discuss among themselves as to what it entails, with the support from the school's management. Without developing the skills and competencies of the English Language teachers first, raising the students level of English may pose a challenging or not, an impossible task. School leaders must step up their leadership skills into making this reform work. They need to be empowered to take control in the implementation process. They should be taught to assess teachers' readiness and needs instead of following the one pathway set by the MOE for the nation.

In addition, this study also revealed that teachers are worried, whether they are competent enough in having to deal with the new aligned curriculum. Teachers foresee a need for a profound reorientation and reorganization of language teaching and learning in schools. As CEFR lends itself to different interpretations and can be moulded to fit specific educational contexts and needs, a thorough understanding of the CEFR, knowledge and skills are needed before teachers can be expected to align their work with CEFR. One challenge is that in a centralized education system, all stakeholders need to have a clear understanding of the rationale as to why there is a need to move in this new direction. The people at the forefront, the implementers whom are the teachers need to have a professional understanding of the importance of raising the standard of teaching, and raised the standard of English as a result. Regardless of how good the policy is, the various implementers at all levels, play a crucial and pivotal role. Holistic professional understanding is needed, and together, working towards achieving the same aim could foresee a brighter future ahead for the English Language proficiency.

To conclude, in light of the aforementioned findings, it is comforting that teachers seem to welcome the adoption of CEFR into our ELT shore. It is commendable for the MOE to embark on such an ambitious program to improve the English teaching-learning environment in Malaysia. Undeniably, true transformation always comes with creative destruction, risks and uncertainties (Hanna, 2013). These challenges are, therefore, expected but what is clear now is that more effort and support are needed at the implementation level in schools before integrating it into our education system. With the challenges present, teachers must not be left groping in the dark; to make sense of what CEFR and ELT should be or look like in their classrooms. To conclude, a systemic reformation which involves not just a new innovation in the pedagogical aspect but also the realignment of the curriculum and assessment will create a more sustainable and durable outcome, with teachers as the key in elevating students' achievement in mastering the English Language.

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DEVELOPMENT OF TEMATIC STUDENT WORKSHEET THE BEAUTIFUL FRIENDSHIP THEME BASED ON GUIDED INQUIRY

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ABSTRACT

This study aims to develop and test the feasibility of thematic student worksheet based on Guided Inquiry as a handbook or independent teaching materials for students of class III on The Beautiful Friendship theme, Subtheme My Friend plant Curriculum 2013. The basic material of student worksheet includes friendship to all living creatures . This research is a type of R & D research by adopting 4D model development steps. Steps taken in this development, those are: Define, Design and Development The research instrument used is a questionnaire. The validation of the product is done by one material, 1 media expert and 3 elementary school teachers. The trial of the product is done to the students of class III Polisi 4 Bogor elementary school, ie 6 students as subject of individual trials and 28 students as subject of limited trial. Data analysis uses quantitative and qualitative data using Likert scale. The result of this research is student worksheet "My Friend Plant" based Inquiry Guided in class III Police 4 Bogor elementary school, has a very good quality based on the assessment of material experts that obtains score of 42 from a maximum value of 44 based on the assessment of media experts obtains a score of 110 from a maximum value of 128 with Category is very good, based on teacher scoring obtains score of 140 from a maximum of 172 with very good category. The result of the assessment of individual trial obtains a value of 53 from a maximum of 60 with a very good category, while the result of the limited test scores obtains value of 79 from a maximum of 60 with very good category. Based on the data analysis, Thematic student worksheet "My Friend Plant" based on Guided Inquiry is developed including very good category, so student worksheet is suitable to be used as independent teaching material of students in third grade of elementary school.

Keywords: student worksheet, thematic, guided inquiry, 4D

OPENING

Development of potential learners, it is necessary to practice an innovative and constructive learning model. In this case the piercing is necessary. For it is very important for educators to find and understand the characteristics of learners first well. In addition, educators also need to understand a good learning methodology so that the learning process will be more varied, innovative and constructive so that will increase the activity and creativity of learners.

Thematic learning provides the breadth and depth of the curriculum's enormous implementation of the learner to bring out the dynamics in the learning process. The existing unit in the thematic itself is a composite, of all learning languages that enable learners to be more productive in answering self-generated questions and satisfying curiosity with natural appreciation through the world around. To explore the thematic lesson material, of course not enough for water learners only provided with handbook in learning, learners also need other references as a companion of independent study materials or reference book additional, one of the alternative teaching materials are Student Worksheet.

In general, student worksheet is a learning tool that is used as a complement / supporting tool for the implementation of Learning Plans. The use of student worksheet in learning for the training and help of learners in conducting learning and learning activity, skill, and independent attitude, so as to help the teaching become more effective and efficient. Police 4 Bogor primary school has implemented the Curriculum 2013 directly from grade 1 to grade 6. Based on the interview with the homeroom IIIA at Police 4 primary School Bogor, the researcher says less satisfaction with teaching material thematic student worksheet that used. Student worksheet is used by learners as their independent learning companion look less. For example, as in the worksheet The Beautiful Friendship theme, Subtheme My Friend plant curriculum 2013. The material presented is so complicated and dense, the material should

be presented in a succinct and lightweight, because the themes and subthemes contained therein are related to the activities that are often done by the daily learners day. In addition, the appearance of student worksheet is also less attract the attention of learners because the page is too crowded by writing.

The homeroom teacher also says that some of the students are still not ready to really accept the curriculum change from curriculum KTSP to the curriculum 2013, thus increasing the incompetence of some learners especially in understanding the thematic student worksheet. It should be that the subtheme "My Friend Plant" in this worksheet can be understood well by learners, when using the approach on the right basis. Primary school of Police 4 Bogor is an Adiwiyata school at Bogor City level, which basically always instill the values of love to the environment to the students, it would be better if the subtheme "My Friend Plant" in student worksheet is delivered through an approach that is appropriate to what learners find and experience In daily activities, so of course learners will more easily understand and learn can be more focused and meaningful.

Inquiri is a learning oriented approach to learners (student centered approach). This inquiry approach is one of the best approaches to address the above problems. Basically, inquiry is a learning approach that involves all learners' abilities to the fullest, to search and investigate a material in a systematic, critical, logical, and analytical. So that learners are able to formulate their own invention well. In the learning strategy inquiry of learners is a very dominant role holder in the learning process.

The guardian of the class says that the presence of student worksheet is very helpful in varying the grip of learning materials of learners in the learning process, but the homeroom still rely on the available student worksheet. While in reality student worksheet that used still has some weakness, such as presentation of material in student worksheet is less deeper study, besides form of exercise matter which presented less to increase interest of learners in doing. The guardian of the class also states that they have never made their own student worksheet, sometimes only occasionally making material summary and exercise questions in the form of sheets or handouts only, for reason of lack of time and difficulty in developing teaching material, such as in combining some subjects Into a theme. In fact according to government regulation no. 16 of 2007 on the standard of academic qualification and teacher competence, a teacher must be able to develop learning material that is creatively managed in accordance with the level of development of learners.

From these problems researcher tries to develop teaching material of thematic student worksheet The Beautiful Friendship theme, Subtheme My Friend plant curriculum 2013 based on the Guided Inquiry Approach which can be used as a companion of thematic learning by students of class IIIA of Police 4 Bogor primary school.

THEORETICAL BASIS

A. Student Worksheet

"Student Worksheet is a guide for cognitive aspect development exercises as well as guidelines for the development of all aspects of student learning." Student wrksheet is one type of learning aids. In general, student worksheet is one of the learning tools as a complement or supporting facilities of student self-learning implementation. The fact shows that student worksheet is used almost always at the end of a learning session, that is after the teacher explains a concept / understanding, so that the student worksheet is more a matter of practice or even as a matter of test to the concept that has been described.

Student worksheet should be designed solely by the teacher according to the subject and the learning objectives. In teaching and learning activity, student worksheet can be utilized for concept planting (conveying new concept) or at concept comprehension stage (advanced stage of concept planting), student worksheet is not glued to the sheet, but on the content of the material in the student worksheet.

According to Rustaman in Abdul Majid's book, the components of a good LKS contain the following:

1. Student worksheet should contain all the necessary guidance and information, to make it easier for students to understand.

2. Instructions should be written in a simple form with short sentences and vocabularies that match the age and ability of the user, in order to be well understood by the student.
3. Student worksheet contains questions, exercises, or assignments to be undertaken individually or in groups by students.
4. In student worksheet there should be a blank space or column for writing answers and student discovery.
5. At the end of each subtheme there should be a clear record or final summary of learning for the students for what they have done.
6. Student worksheet should display simple but interesting and clear images.

B. Thematic Learning

Thematic learning is a learning that is designed based on certain themes. In the discussion theme is a combination of various subjects. As a model of learning in elementary school, thematic learning has several characteristics such as, student centered learning is a learning approach that puts students as subjects to learn, provide direct experience that is student ia faced with something Concrete, the separation of subject is not very clear because the focus of learning is directed to the discussion of the themes that are most closely related to student life. In addition, thematic learning also presents the concept of various subjects that is flexible and also uses the principle of learning while playing and fun.

Thematic learning as part of integrated learning has many benefits that can be achieved. Those are:

- a. Facilitating the focusing of students' attention on a particular theme.
- b. Helping students to learn knowledge and develop basic competencies between subject content in the same theme.
- c. Helping students to understand subject matter more deeply and memorable.
- d. Basic competency can be better developed by linking other subjects to the students' personal experience.
- e. Students can feel the benefits and meaning of learning because the material is presented more context or in accordance with reality and with a clear theme.
- f. Students can be more motivated to learn because they are able to communicate in real situations to develop a capability on the subject and at the same time can learn other subjects well.
- g. Teachers can save time because subjects presented thematically can be prepared at once, given in two or three meetings, and the rest of the time can be used for remedial activities, consolidation, or material enrichment.

C. Guided Inquiry

Inquiry learning is a learning that involves all learners' abilities to the fullest to search and investigate systematically, critically, logically, and analytically. The process of thinking inquiry can begin to be done through the way of question and answer first among teachers with learners, so that later learners will be able to answer questions based on knowledge they have ever found.

An inquiry model suitable for low-grade students is guided inquiry, where students are actively involved in learning about concepts or a phenomenon through observation, measurement and data collection for conclusions. The guided inquiry learning model is a learning model which in the implementation of the teacher or learning source provides guidance or extensive instruction to the students. Part of the planning is made by the teacher or comes from the learning source, the student does not formulate the problem or problem. In guided inquiry learning the teacher does not just let go of the activities undertaken by the students. Teacher's job is to provide guidance and guidance to students in conducting activities so that students who think late or students who have low intelligence still able to follow the activities well.

RESEARCH PROCEDURE

A. Development Model

This research uses Research and Development or Research and Development method. This research method is used to produce a certain product and test the effectiveness of the product. Development of

Student Worksheet in this study was developed with reference to the 4D development model. The 4D model consists of 4 stages: Define, Design, Development and Disseminate. This research adapted 4D model with 3 stages only, those are Define, Design and Development.

B. Development Procedure

Development procedure of thematic student worksheet in this study refers to the 4D mining model.

1. Define

a. Need Analysis

It has not had the thematic student worksheet based on guided inquiry for students at Police 4 Bogor primary school, so it is necessary for the development of thematic student worksheet based on Guided Inquiry to help teachers and learners in the learning process.

b. Curriculum Analysis

The curriculum used in Police 4 Bogor primary school is Curriculum 2013, so researcher develops thematic student worksheet grade III elementary school in accordance with Basic Competence in Curriculum 2013.

c. Material Analysis

The 2013 curriculum creates an integrative thematic lesson that is shaded by themes, so that the selection of the material is in theme and subtheme. The theme chosen by the researchers is the theme of Beautiful Friendship Subtheme My Friend Plant. The material presented in the student worksheet adapted to the need of the students based on the basic competencies to be achieved

2. Design

At the Design stage, the theme chosen in the development of worksheet based on the guided inquiry is the theme of Beautiful Friendship Subtheme My Friend Plant. The theme that learners are learning is a scientific-based theme category, so it will match the model developed in this worksheet that is based on Guided Inquiry. After setting the theme and subtheme, the next step is to determine core competence, basic competence mapping, activity objectives and materials that will be developed in accordance with guided inquiry concept that is to train learners to accustomed to have curiosity, then seek, find yourself and also more independent .

The next step is to design thematic student worksheet based on guided inquiry and define the drawing and layout components. Worksheet is designed in such a way as to make it look interesting and help learners to understand the material concept and exercise duties on my friend plant subtheme well. After designing the worksheet, the preparation of the worksheet design will be developed to become the initial draft.

3. Development

The initial draft of the student worksheet is then developed and developed into a product ready for validation. The validation process is done by two experts, those are material expert and media expert. After the validation by the expert, then is done by the teacher validation.

The material expert is an expert lecturer in the field of thematic material for a primary school who has at least a strata-2 or post graduate, the material expert must also master material related to the integrative thematic in accordance with the standards in the curriculum of 2013. In addition, Master the presentation of material in the developed worksheet. Media expert is lecturer who has at least been studying post graduate, experts in the field of development and also the media.

Product that has been validated by material expert and media expert is then given an assessment to 3 elementary school teachers who understand about the material in the thematic curriculum 2013 in class

III. After the validation process is done, the next step is revision. Revision is made on the basis of analysis and improvement from expert. This revision is made to produce products with decent category.

RESEARCH RESULT AND DISCUSSION

Development Results

1. Define

This defining stage is the stage of information gathering. In this defining stage, the researcher collects information by performing needs analysis, curriculum analysis and material analysis. Information gathering is conducted to determine the initial data as a reference for the next stage. The following steps are done in the Define stage.

a. Need Analysis

Needs analysis is conducted to find out what need is needed by learners, need analysis is obtained through the observation and interview stage at Police 4 Bogor primary school. From the result of the survey conducted there is result stating that students only use worksheet that has been provided by the school alone. Sometimes the teacher feels the learners difficulties in using worksheet, in addition to the worksheet used is thematic worksheet, learning activity presented in the worksheet is also too dense but less emphasis on independent learning.

From the result of the survey and interview, the researcher concludes that it is necessary to develop a Thematic worksheet that uses the appropriate base approach so that it suits the needs of the learners.

b. Curriculum Analysis

Worksheet to be developed must be relevant to the curriculum applicable at the school where the research is conducted. Police 4 elementary school is one of the schools implementing the 2013 curriculum from class I - VI, so that the worksheet will be developed based on the standard benchmark of the curriculum 2013. Curriculum analysis conducted by reviewing and identifying core competence and basic competence on the theme book Beautiful Friendship Subtheme My Friend Plant for worksheet being developed accordingly.

c. Material Analysis

Thematic worksheet theme Beautiful Friendship Subtheme my friend plant is given to students class III even semester. There are several major subject areas in this thematic worksheet, those are, Indonesia language, Natural Science, Pancasila and civic education, Mathematics, Art and culture

The material of learning activity is adjusted to the basic competence mapping standard that has been set in the Curriculum 2013 and also on the learning objectives to be achieved such as inviting learners to make friends with all creatures of God's creation including animals and plants, how to care for good and true plants, knowing Benefits and efficacy of plants and Family Medicinal Plants, knowing the symbol of the third principle of Pancasila both symbolically, meaning and how to practice it in daily life, learning to calculate time, learn to express suggestions and opinions in a good and right way and so forth.

2. Design

Product design stage is done by arranging the material, making sketches for cover, determine the layout and choose the desired worksheet design. The initial planning is to determine and organize the material. The material contained in the worksheet is divided into five outlines of learning that is learning 1, learning 2, learning 3, and so on. Each lesson contains three learning activities. The researcher determines the material based on the mapping of the basic competencies that have been determined for the class III primary school. The following is a mapping of core competencies and basic competencies contained in thematic student worksheet on beautiful friendship theme subtheme my friend plant based on guided inquiry for the third grade of elementary school.

The process of preparing the material in this thematic worksheet using Arial font, Britannic Bold, Algerian, Bernard MT Condensed, Comic Sans Ms and also Christian ITC. The use of several types of letters is intended so that learners do not get bored while reading text and displayed text tailored to the needs for easy reading by learners. The Arial font is used for writing material texts, while the Britannic Bold Fonts, Algerian, Bernard MT Condensed, Comic Sans Ms and also Christian ITC are used for writing great titles of reading.

Manuscript material compiled from various sources ranging from book, official sites and more. After the draft of worksheet material has been prepared, the researcher guidance to lecturer 1 and 2 for fixation of material content in worksheet. After the finished draft of the material, the next step in product planning is to arrange and put the layout of the image on each material to be more interesting to learners and also help learners easier in learning.

The images in the book consist of animated illustrations and real images. Animated illustration drawings are made manually both during the process of drawing sketches, coloring process and image editing process. Animated illustration drawings are created using Microsoft Word and Adobe Illustrator applications. While images originating from real sources are taken from the internet. The image formats used in the book are .jpg and .png.

The other components are included such as the learning conclusion columns as well as the teacher's and other assessment columns adapted to the guidelines for making a good worksheet. All components that have been designed in the previous stage are processed into a complete product draft using Microsoft Word and Adobe Illustrator program. The appearance of this program can be seen in the picture.

The result of the program is a complete worksheet file with animated images using light blue domination color and materials in worksheet that have been arranged.

3. Development

After the draft of the worksheet containing the material and the layout of the picture has been neatly arranged, the next step is to print the worksheet for later validation stage. Product validation is performed to produce a valid product and is feasible to be tested. The thematic worksheet product "My Friend plant" is validated by one material expert and one media expert. Furthermore product that has been declared valid by media expert and material expert, tested the quality of its product to teachers for testing the material and media aspect.

a. Data Validation of Material Expert

Lecturer specialist plays a role to provide an assessment of the developed worksheet. Assessment carried out covers all aspects including the aspects of learning, materials, and the relevance of the nature of Guided Inquiry which serve as the basic basis of worksheet model developed. Lecturer who becomes a material expert on the development of this thematic worksheet is Ibu Ratna Wahyu Wulandari, M.Pd., as a lecturer at the Faculty of Teacher Training and Education Studies of Elementary School Teacher Education Program, Djuanda University, Bogor. Validation is done on Tuesday, May 09, 2017.

The material developed on the worksheet has been declared valid with some improvements ie the use of words, true writing, punctuation placement and outline layout of the material. Assessment category obtains from product that has been developed with validation result is very good with a score of 42 or 95.4% of the maximum value of 44 obtained from the highest value of the whole item.

b. Media Expert Validation Data

Media expert plays a role in assessing aspect of the language and presentation of the thematic worksheet presentation developed. Lecturer who becomes a media expert is Ms. Resty Yektyastuti, M.Pd., as a lecturer of the Faculty of Teacher Training and Education at the Elementary School Teacher Education Program at Djuanda University, Bogor. Validation is done on Saturday, May 13, 2017.

View on the developed worksheet has been declared valid by the media expert with some correction marks for the repair process including the font size on the cover title that must be larger than the font size subtheme, the addition of internal cover, the placement of the introduction and the table of contents should be different pages, etc. The rating category obtains from the developed product is very good with the score of 110 or 85.9% of the maximum value of 128 obtained from the highest value of the whole item.

c. Teacher Rating

The class teacher gives an assessment of the thematic worksheet "Beautiful Friendship" developed and has been declared valid by the material expert and media expert. Teachers provide product quality assessments on aspects of learning, material, inquiry essence, language and presentation display.

Quality assessment conducted by teachers get a score of 140.3 or 89.95% of the maximum value of 172 obtained from the highest value of the whole item with a category of excellent quality.

d. Product Revision

After validating the team of experts and assessment of product quality by the teacher, the next step is to revise the product for field trials to learners.

CONCLUSION

The development of worksheet "Beautiful Friendship" based on Inquiry Guided to adapt the 4D model consisting of Define stage, at this stage the researcher needs analysis, curriculum analysis and also the material analysis to find out what need is needed by the learner. Researcher gets initial information through the observation and interview stage. Furthermore, researcher continues the research into the Design stage, at this stage researcher begins to design the product by arranging the material, making sketches for cover, determine the layout and choose the desired worksheet design. Furthermore, the study is continued to the stage of Development, after the draft worksheet containing the material and layout image has been neatly arranged, then the next step is to enter the validation phase. Validation stage is done to know the quality and feasibility of worksheet developed.

Feasibility of worksheet "beautiful friendship" based on Guided Inquiry developed based on validation by material expert, media expert, product quality assessment by 3 teachers of grade 3 elementary school and feasibility test conducted on third grade students at Police 4 Bogor primary school, good and worthy to be used as a self-learning book of learners as well as supporting student textbooks on The beautiful friendship theme, my friend plant subtheme. The quality of worksheet "beautiful friendship" based on Guided Inquiry which assessed by the material expert with score 42 or 95,4% from maximal value 44 have very good quality, based on the assessment from media expert obtained score 110 or 85,9% from maximal value 128 with category Very good, the results of validation conducted by 3 teachers obtained a score of 140.3 or 89.95% with very good category. The results of the assessment of individual trials conducted to 6 students obtained the value of 53.6 or 89.4% of the maximum score of 60 with a very good category and the results of the assessment from a limited trial conducted to 28 students obtained a value of 79.25 or 94.34% with very good category.

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EDUCATING IN ORDER TO SHAPE/TO BUILD THE CHARACTERS OF PD, BL, & RAT THROUGH THE COMPETITION PROGRAM: PPI

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ABSTRACT

The Objective of this writing is to describe the process and the result of the realization of the Competition Program, namely : Pesta Pelajar Indonesia (PPI) / Indonesia's Student Party, in order to shape the characters of PD, BL, RAT (Self-Confidence, Literacy Culture, and Curiosity) of students at Daar El Falah Elementary School of West Karawang District, Karawang Regency, West Java Province. This Program was conducted at Daar El Falah Elementary School with the participants of all students from the 1st grade to 6th grade (113 students), 3 teachers of PUB / The General Knowledge of Language, 2 teachers of MB / Mathematics-Language, 2 teachers of Music Education, and 1 teacher of Physical Education. The realization of this program has been held two years in a row, from 2016 to 2017. The method used in this research is the Activity Analysis Descriptive Method. The tools and data instrument were done by collecting the data reduction result of each coordination through the recapitulation of PPI competition scores of all fields. Based on the collected data reduction, it showed that Educating in order to shape the characters of PD, BL, RAT of Daar El Falah Elementary School students has been successfully implemented.

Keywords: PPI and the characters of PD, BL, RAT

INTRODUCTION

Children are the trusteeship entrusted by Allah SWT to us as the parents. Therefore, it is obvious that all parents put a high expectation to have the tough children, who are strong in facing any problem, who are not easily broken, whose confidence grow well, who are not dependent on their parents, and the like. In the middle of this world's racket, we certainly want to love and to treat our children right. There are some parents who express their affection by educating their children in a strict way. They force their children to fulfill all they want. As the parents, we all actually know that the more ideal education can be obtained in the family, which is regarded as the first community that the children have ever since they were born. Nevertheless, as a matter of fact, many parents are very busy in this era. The father and the mother are working from the morning up to afternoon. Frequently, the children arrive home and find that nobody is home. Parents only have approximately one hour or two to have a "meaningful dialogue" with their children. No wonder, we cannot deny that we often notice several children who seem to always obey their parents at home, and always behave nicely, yet they become selfish as well as the hyper-active trouble makers at school. The change occurs at home influences the school burden as the medium of character education. The school must be more powerful to cope with such problems. The school should be able to give the training and counseling that contain social competence in guiding the children/students at school. Character education (personality) becomes the best measurement in assessing the achievement/the success of a country.

The education at school must be able to put any effort in shaping the behavior and personality of the students. Moreover, in this globalization era, the 21st century learning requires the students to master the 4C ; (Communication, Collaboration, Critical thinking and Creativity).

Without the well-done character building, the expectation of 4C mastery will be just useless. An educator or a teacher is hoped not only to transfer the knowledge to students, but also to build up the good manner of students' personality. The teacher has not been stated successful in educating if the students only have the intellectual quotient. The teacher is declared to be successful if the students have the intellectual, emotional and spiritual quotient. Thus, the education at school must have a specific program that can be the facility for students' character building. The process of character education will consist of various aspects of students' progress, such as affective, cognitive, conative, and psychomotor as a holistic integration in the context of cultural life. Character building is supposed to unite in the educative

learning process, realized by the teacher as the goal of education, developed in the transactional learning atmosphere, not instructional, and based on the deep understanding towards students' progress. In order to shape the Elementary School Students' Character to be the good personality, we can decide, enforce, and make students be used to doing the activity which is suitable with the applied character building within learning process. Observed from the Elementary School Students' Characteristic, we need the appropriate steps in shaping their character. The first is character decision/selection which is relevant to students' character that is so close to gaming, moving, and team-working. The second is the realization of character building which is inserted in learning activity, that is integrated to analyze and to enhance the character contained in the core competence, basic competence and indicator. The third is customization (the process of making students accustomed to). Referring to the background above, Daar El Falah uses the above steps in educating and shaping students' character.

The customization of the character building that has been planted at school is always evaluated at the end of semester, by conducting the competition program of the Nation's children Party (PAB) and Indonesia's Student Party (PPI) in order to shape the characters of PD, BL, RAT (Self-Confidence, Literacy Culture, and Curiosity). The word "Party" is generally identical with the negative thing like the glamorous and redundant activity, and or something like that. The word "Party" will always be found by children anywhere, till they grow up becoming the teenager and even adult. Because of that, in realizing the ambition of this nation and creating the next generation that can advance the nation's life, Daar El Falah at the end of semester, whether it is at the end of semester 1 or 2, is always on purpose to hold the program involving the word "Party", in the hope that when the students have become teenager or adult, they will always remember the word "Party" as the positive education and positive competition to increase their ability and knowledge with the wide insight, the broad horizon. The Program that is enforced at school is Competition program of PAB and PPI. The Nation's Children Party (PAB) is held at the end of semester 1, while the Indonesia's Student Party (PPI) is held at the end of semester 2.

Through this scientific writing, the writer would like to expose about the activity of competition program of Indonesia's Student Party (PPI), in order to shape the characters of PD, BL, RAT (Self-Confidence, Literacy Culture, and Curiosity). Based on the background of the problem, we may have problem formulation as follows ; How is the realization process of the competition program of Indonesia's Student Party (PPI) in order to shape the characters of PD, BL, RAT (Self-Confidence, Literacy Culture, and Curiosity) at Daar El Falah Elementary School, West Karawang District, Karawang Regency?.

The aim of this scientific writing is to describe the realization process of the competition program of Indonesia's Student Party (PPI) in order to shape the characters of PD, BL, RAT (Self-Confidence, Literacy Culture, and Curiosity) at Daar El Falah Elementary School, West Karawang District, Karawang Regency, West Java Province.

Theoretical Concept

Character shaping/Character building of Self Confidence (PD), Literacy Culture (BL), Curiosity (RAT)
Character Shaping/Character Building

The 21st century Learning, in order to shape the character which is based on the values of PANCASILA, is implemented in some approaches called 4C, they are : *Communication, Collaboration, Critical Thinking, and Creativity*. According to NO NAME (2016), the mastery of 4C is the means to reach the key of success for students, especially in the 21st century, the century when the world keeps growing so rapidly and dynamically. 4C is a kind of soft-skill that must be applied in daily life. Those are : (1) Communication, students are demanded to be active in creating an effective communication. (2) Collaboration, students must be able to show their ability in the team-work actively and productively when solving the problem with full of responsibility and to empathize properly. (3), Critical Thinking and Problem Solving, students are required to think critically, to comprehend the system-interconnection, and try to overcome the emerging problem independently. (4) Creativity and Innovation, students are supposed to be able to improve, to execute and to convey the brand new ideas to others, behave openly and be responsive towards the new and different perspective/point of view.

Self-Confidence (PD)

According to a Greek Philosopher : Aristoteles, in his book *Lickona Thomas* (2012), defined that “the good character is considered the life”, it is by doing the right actions in relation with himself/herself and others. It is meant as the life with the good attitude, including the self-oriented kindness (covering the self-control and moderation). Self-Confidence is the basic provision to gain the success.

According to Thantaway in the dictionary of *Guidance and Counseling Terminology* (2005:87), (NO NAME, 2013), Self-Confidence is a condition of one's mentality and psychology that gives a strong faith to him/her to act or do something.

Literacy Culture (BL)

Budaya is derived from the word: *buddhi* which means the mind. The existing culture of society is commonly formed with the habit and (the intelligence of mind), also the natural facility that is provided / available as the source of life. Literacy is the literate competence, it is the ability of writing and reading. Literacy culture directs us to get used to think and continued with the process of reading and writing. In the end, all that have been processed can create any significant work / masterpiece. Kern in Saomah comprehensively defined the term : Literacy as the use of social situation practices, historical, and cultural, in interpreting the meaning through the text. Literacy needs a sensitivity about the relationships between textual convention and the context, and the ideal ability to reflect critically on that kind of relationships. Literacy also needs a set of cognitive competence, the knowledge of both written and spoken language, the knowledge about genre, and the knowledge of culture (Saomah, 2013).

Curiosity (RAT)

Curiosity is the willing to investigate and to seek for the understanding towards the secret of nature (Samani et.al, 2012:104). Curiosity always motivates anyone's self to keep searching and knowing the new things, so it will enrich the knowledge and experience in learning activity. Curiosity (Mustari, 2011:103) is the attitude and act that always tries to know deeper and larger about what he/she has learned, seen, and heard. This is closely related to the obligation towards himself/herself and the environment/the nature.

Curiosity is the source character of thinking process (Samani et.al, 2012:25). Curiosity makes students more sensitive in observing various phenomena or the events around them, also, it will open the new challenging worlds and persuade them to learn more deeply.

The definition of curiosity from some experts' opinions above can be concluded that curiosity is a feeling or a willing which lies on human-self, that can encourage and motivate anyone in wanting to know the new things, to deepen, and to enlarge the knowledge that has been possessed with the manner to figure out naturally, such as : exploration, investigation, and learning.

Indonesia's Student Party (PPI)

According to Lickona Thomas (2012), Competition can create the enmity among groups. Hence, if the competition is done at school in the form of competition program, with the nuance of tight togetherness and colored with the good cooperation of all ethnics, it will add the motivation which is fun. According to (NO NAME, 2016), Party is a social activity that is dealing with personal events or family to commemorate or celebrate a particular event that is held at special places, depending on each level of financial capacity. Party is a celebration which is held by serving the food and beverage, or a collective activity to celebrate a success, a victory and or an excitement achieved by someone. In this modern era, party is identical with negative activities done by teenagers. Party is often regarded as the glamorous, extravagant and redundant activity. Furthermore, in this globalization era, the growth of current circumstance as well as the next one is getting to be much worrying. The teenagers' characters are decreasing, the politeness is about to vanish, and free life style keeps becoming like a culture. Dar El Falah intentionally uses the word “Party” in enforcing the competition programs, one of those is the Indonesia's Student Party / Pesta Pelajar Indonesia (PPI.) It is highly expected that every activity done in this party will always be unforgettable in students' hearts, and brought until they grow older. And when they are teenagers, even adults, they will set in mind that party is not for negative things, but for the positive ones, instead.

The Indonesia's Student Party / Pesta Pelajar Indonesia (PPI) is the competition program done by students of grade 1 up to grade 6, by involving students' parents. This program is also one of several programs to realize the curriculum diservikasi program which is set up by the government, because this belongs to the activity programs that elevate Indonesian culture. PPI is usually held right on Kartini day and Education day. The competition program of PPI that is held at Daar El Falah is in the form of short surah memorizing competition, solo-singing competition, culture-presentation competition, gymnastics competition, gothic, sempoa, ajaleo, youth swear yelling competition / pekik sumpah pemuda, essay-writing competition, and power-point making competition - including its presentation.

REALIZATION AND THE ACHIEVED RESULT

A. Realization

Deciding Character

The first step before the PPI competition program held, the Principal together with teachers are deciding some characters that will be settled within this learning period/school year. Character education which is decided for the students on this PPI competition program is concerning the self-confidence, literacy culture and curiosity. This is directed to the mastery of 4C skills : (*Communication, Collaboration, Critical Thinking, Creatiity*) that must be mastered by the students in the future.

Enforcing character building

With regard to the learning applied in shaping the characters of PD, BL, and RAT, it is imperative that all teachers of Daar El Falah integrate, deepen, enlarge and synchronize various activity programs into some learning activities on every meeting, and these are handled by each subject-teacher. As the evaluation, at the end of semester, the character building that has been set is observed, and scored on the stunning competition programs at Daar El Falah Elementary School. One of the programs is The Indonesia's Student Party / Pesta Pelajar Indonesia (PPI). This activity is conducted at the end of semester 2 – before class promotion. This is regularly well prepared, adjusted with the characteristics of elementary school students that are fond of playing games, moving and team working. This competition also involves students' parents. It is compulsory for all parents to participate in the competition, with the main target to make students proud by performing confidently together with their parents, also to tighten up the good relationship among school community.

Customization of Character Behavior

Customization of self-confidence character building is an obligation for teachers. Every teacher has to make students get accustomed to being courageous to ask questions, to answer, to express their inconvenience, or to talk about the lesson they learn, either from their own seat, or in front of the class. Teachers also have made them be used to behaving disciplined by socializing the regulation to raise their hands and to wait for their speaking turn until the teacher appoints them.

As for the customization of literacy culture, every teacher has made students get accustomed to reading the fiction book for 10 minutes before learning time in class. Concerning literacy learning, students are directed to read, to internalize, to comprehend, to listen, to talk, to transfer the skill for problem solving, to identify the question, and to conclude. In expanding the literacy culture, teachers assign the students to read loudly in front of their parents after Maghrib. The activity of customization of curiosity is synchronized with the literacy culture building. Every teacher always makes students be used to evaluating and designing the knowledge and skill that they have absorbed independently, so that the students can motivate themselves to keep searching and knowing new things that will finally enrich the knowledge and experience in every learning activity.

B. Result Description

The result of data analysis process consists of the data analysis of the activity realization and the data analysis which has been collected. The collected data is in the form of students' achievement through O2SN competitions and other competitions. Also in the form of observation result, students' test result, and field note/record. All data are analyzed by using the descriptive analysis. The phase of data analysis

begins with reading the entire available data out of various sources, and then having the data reduction, arranging them in units, and categorizing them. Based on the collected data reduction, it shows that the Indonesia's Student Party (PPI) has been successful in shaping the self-confidence, literacy culture, and curiosity of Daar El Falah Elementary School Students.

CLOSING

The Indonesia's Student Party / Pesta Pelajar Indonesia (PPI) at school is one of the important programs at Daar El Falah Elementary School. Through the competition program of PPI, the character building of self-confidence, literacy culture, and curiosity of students can be planted. The mastery of 4C PPI competition program that is held every year will little by little be mastered by the students, therefore, the expected character can immediately be formed. The character of self-confidence, literacy culture, and curiosity can be formed so well if the students have more opportunity to interact and to collaborate with friends of their ages. The character of curiosity is getting to appear when students can think creatively and can solve the problems they are facing.

RECOMMENDATION

In building and shaping the character of students, the cooperation and coordination among school community, family and the environment around the school is needed. That is why the PPI competition program is considered one of the very good programs to be developed more widely, not only held among students, among parents, or among school community at a certain school, but also held at other schools, in order to broaden the scope of activity.

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EFFECT OF QUALITY LEARNING MEDIA ON STUDENT MOTIVATION AT STUDENT'S SMK NEGERI 13 JAKARTA

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ABSTRACT

The quality of the nation depends heavily on the quality of education pursued by the students, especially through the education received at the school. One of the goals of education is to produce students who have the passion to continue to learn lifelong, full of curiosity and desire to seek and increase knowledge. Learning facilities consist of learning facilities and infrastructures. Learning facilities and infrastructure is a good learning condition that will lead to learning motivation for learners. The use of quality learning media in the learning process can generate new desires and interests, generate motivation and stimulation of learning activities. Motivation to learn is the overall driving force within the students that leads to learning activities, which ensures continuity of learning activities and that gives direction to learning activities, so that the desired goal by the subject of learning can be achieved. The quality of learning media is the quality of the tools and learning materials that teachers make or use in conveying lessons. The learning media available at SMK Negeri 13 Jakarta is qualified to be qualified. Result of hypothesis test of research $t_{\text{count}} = 20,702 > t_{\text{table}} = 1,684$. This means there is a significant influence between the quality of learning media on student learning motivation.

Keywords: Quality of education, facilities and learning infrastructure, learning motivation, quality learning media

PRELIMINARY

Law of the Republic of Indonesia Number 20 Year 2003 on National Education System Article 1 which reads: "Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual strength, self-control, personality, Intelligence, noble character, as well as the necessary skills of himself, society, nation and state. "The opportunity to obtain education is the right of every Indonesian citizen. The future of the Indonesian nation lies in every citizen who obtains and seizes the opportunity to study. The quality of this nation is also very much dependent on the quality of education pursued by students today, especially through education received in schools. One of the goals of education is to produce students who have the passion to continue to learn lifelong, full of curiosity and desire to Seek and increase knowledge. One way that can be done is to grow, maintain, and develop a strong motivation in students to continue to learn.

Sometimes these motivations are rarely found in vocational school students. They tend to be more motivated on practical learning in real-life field than in theoretical learning in the classroom. This can be seen from one of the productive lessons in the marketing department of Market Analysis and Research taught in class X in SMK Negeri 13 Jakarta. The learning outcomes in these subjects tend to differ in the two classes that receive the subjects. For more details can be seen recap the value of students of class X SMK Negeri 13 Jakarta in the first semester of the academic year 2014-2015 the following:

Table 1
Recap Student Value Class X SMK Negeri 13 Jakarta Market Analysis and Research Subjects

Class	Aspect	
	Knowledge	Skill (Practice)
X PM 1	78	86
X PM 2	85	87

Data resource SMK Negeri 13 Jakarta

Based on the above table, it is seen that for the skill aspect which is generally done with practice the average value for both classes is higher than the knowledge aspect. This suggests that students are far more motivated to learn practically than by listening to the theories described by teachers in the classroom. Learning in the classroom is an introduction for students to practice in the real world. Therefore, it is a task for teachers to be able to live the atmosphere in the classroom so that it can generate student motivation to follow the learning seriously.

The less interesting way of presentation lessens students' interest in the lesson. Most students will perform various ways that show their reluctance to a lesson that can cause harm to the students themselves as well as for the teacher. The actual mode of presentation of lessons becomes important in motivating students to learn when teachers are aware that students can be actively involved in learning. If the lesson is delivered in an appealing way and style, it will make the student interested and eager to always follow it and then encourage it to continue to learn it and vice versa.

Learning facilities consist of learning facilities and infrastructures. Learning facilities include textbooks, reading books, school laboratory equipment and other media. While learning infrastructure includes school buildings, study rooms, sports fields, worship space, art space, and others. Detailed learning facilities and infrastructure is a good learning condition that will lead to learning motivation for learners.

This infrastructure depends on the school's ability to provide it. Regarding the facilities and infrastructure possessed by a good school can generate enthusiasm and passion for students to learn. Each teacher and student expect that in the school available facilities and infrastructure are good and complete to support the implementation of teaching and learning process. The availability of suggestions and the availability of facilities and infrastructure in the educational unit is regulated in the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System Article 45 which reads "Each unit of formal and non-formal education provides facilities and infrastructure that meet educational needs in accordance with growth and development Physical potential, intellectual intelligence, social, emotional, and psychological learners. "

Often teachers see and feel a situation in which students are reluctant to learn or learning activities to be hampered because the facilities and infrastructure owned schools are less supportive of learning activities. Facilities and infrastructure such as buildings, classrooms, tables and chairs, blackboards, stationery, textbooks, and so forth. For schools that have limited funds, the completeness of facilities and infrastructure is something that may be difficult to meet

Another possibility of low student motivation is caused by inappropriate instructional strategy. In this case the teacher may be less or not utilize the learning resources optimally. Among teachers in delivering teaching often ignore the use of media, whereas the media serves to improve students' learning motivation and will continuously improve the quality of student education. In an effort to improve the learning process to be effective and functional, the function of instructional media is very important to be utilized. The use of media in the learning process is intended to improve motivation to learn and enhance students digestibility of information or learning materials given. Revolution in the way of learning and teaching has placed the media as an important part in learning activities. Learning activities have now changed from the centralized teaching by teachers and the passivity of students to the use of instructional media with teachers as mentors and increasing student activeness. How to teach teachers who rely solely on lectures and questions and students who just listen has begun to be reduced by using learning media.

The presence of media in learning is also said to help increase students' understanding, presentation of data / information more interesting and reliable, facilitate the interpretation of data, and compact

information. The use of learning media in the learning process can generate new desires and interests, generate motivation and stimulation of learning activities. The use of instructional media at the orientation stage of teaching will greatly help the effectiveness of the learning process and the delivery of teaching materials during teaching and learning activities. The use of this medium is related to the ability of schools to provide appropriate media and quality for learning needs. Schools that have good quality learning media can produce quality students and good learning outcomes as well. But we often find in schools that have good learning media, utilization is still not maximal either by teachers or students. This media is generally used only occasionally when there are activities that are important only. The situation is of course very unfortunate because the learning media should be a tool in learning activities. It is often found that schools only provide learning media regardless of the quality of the learning medium. Good learning media can be used by teachers and students as a way to improve learning motivation, and not just as a school inventory item.

Based on the background of problems that have been described by researchers, this study was conducted to determine the Effect of Quality Learning Media Against Student Motivation.

Variable Conceptual Descriptions

1. Learning Motivation

Motivation to learn is the overall driving force within the students that leads to learning activities, which ensures continuity of learning activities and that gives direction to learning activities, so that the desired goal by the subject of learning can be achieved. (Sardiman, 2011: 73). Here's a picture of the relationship between goals, activities, and motivation.

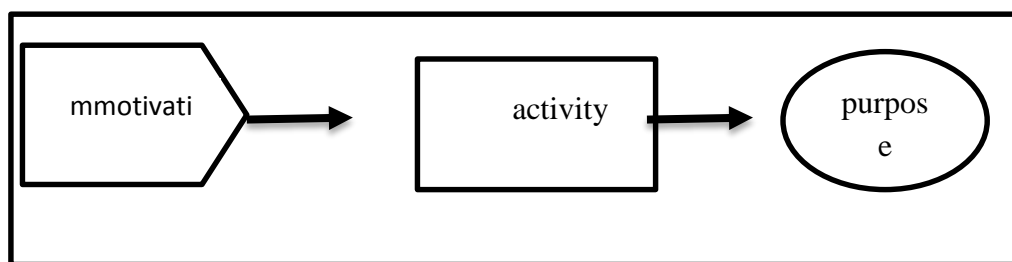


Figure 1. The Relationship between Purpose, Activity, and Motivation

Motivation has a very important function in an activity, will affect the strength of the activity, but motivation is also influenced by the goal. The higher and means a goal, the greater the motivation, and the greater the motivation for the stronger the activities are carried out. The three components of the activity or individual behavior are closely related and form a unity called the process of motivation.

2. Quality of Learning Media

Quality is defined as meeting customer satisfaction because it can meet the requirements and wishes and expectations of customers. "For example, can work well" fit for use "is considered to have qualified. (Ginting, 2008: 1). Learning media is anything that can channel the message, can stimulate the mind, feelings, and willingness of learners so as to encourage the creation of learning processes in the learners themselves. (Suryani and Agung, 2012: 137). Based on the description of the concept of these variables, the synthesis of the quality of instructional media is the quality of the tools and learning materials that teachers make or use in conveying lessons. Here's a picture of the Media Function in the Learning Process.

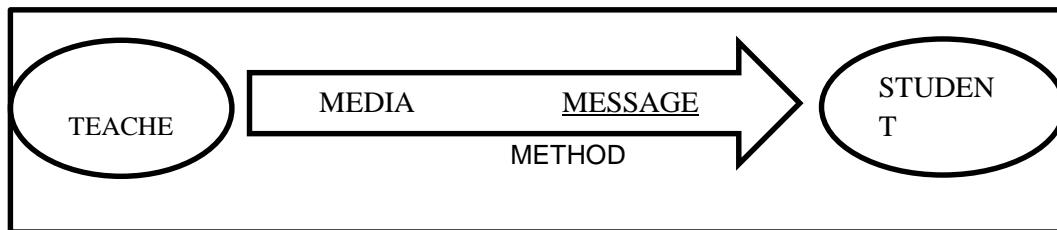


Figure 2. Media Function in Learning Process

In the process of learning, the media has a function as a carrier of information from the source (teacher) to the recipient (student). The method is a procedure to assist students in receiving and processing information in order to achieve learning objectives

METHOD

The research method used in this research is quantitative research method, with the problem of assosiatif problem, that is a formulation of research problem which is asking the relationship between two or more variables. (Sugiyono, 2012: 36). The form of causal relationships, namely relationships that are causal. So here are the independent variables (variables that affect) and dependent (variables that are influenced). The research population of students of SMK Negeri 13 Jakarta class X Marketing that the total is 72 students. The sampling technique used is Simple Random Sampling (Random Sampling), ie sampling method of the population members by randomly without regard to the strata (level) in the members of that population. Thus, the samples taken as many as 42 students, using the formula Taro Yamane. Untuk measure the two variables using research instruments in the form of a questionnaire. Questionnaire on learning motivation with scale 5 (Always (SL), Frequently (SR), Sometimes (KD), Rarely (JR), Never (TP)), whereas questionnaire of quality of instructional media with scale 5 (Strongly Agree (SS) ; Agree (S); Hesitate (RR); Disagree (TS); Strongly Disagree (STS)).

Hypothesis testing is done by using Pearson Product Moment correlation analysis technique (PPM). The hypothesis to be tested is as follows:

Ha: There is a significant influence between the quality of instructional media Against student learning motivation.

Ho: There is no significant influence between the quality of learning media on students' learning motivation.

Statistically the hypothesis can be written Ha: $r \neq 0$ and Ho: $r = 0$. Next is to calculate the value of r with the formula PPM to determine the level of correlation arising between two variables studied and the results consulted with Table Interpretation R value

RESULT

From result of hypothesis test of research hence t_{count} got 20,702. Based on t_{count} with error level that is $\alpha = 0,05$, with number $n = 42$ and $dk-2 = 42 - 2 = 40$. So that obtained $t_{\text{table}} = 1,684$. Based on the above calculation, where t_{count} is 20,702 bigger than $t_{\text{table}} 1,684$ then H_0 rejected and H_a accepted, meaning there is significant influence between quality of learning media to student's learning motivation. By testing the hypothesis and get the coefficient of determination of 91.45%. This means that Learning Media Quality Variable gives influence to Student Learning Motivation on the Subject of Analysis and Market Research at SMK Negeri 13 Jakarta for 91.45% and proved that the influence of the quality of learning media on student learning motivation is very strong. The results of this study proves that the quality of learning media influence on the emergence of learning motivation in students. Student motivation can be turned on through stimulation from outside one of the way by presenting the media of quality learning in student learning activities.

The learning media available at SMK Negeri 13 Jakarta is qualified to be qualified. For example, to provide experience to students, in the course of Analysis and Market Research teachers can play educational films with available projector media. This is one way to motivate students' learning motivation expressed by Oemar Hamalik, "Every student feels happy watching a movie. The description and content of the story of the film more attention and interest of students in learning. The students get a new experience which is a meaningful unit of story. "The clear picture quality of the projector media and the clarity of the speakers used can provide an unforgettable experience for the students of SMK Negeri 13 Jakarta and become the motivation for them to keep learning. Guidebooks or modules used by teachers and students also have good material clarity, students easily understand when reading, the problems available on the module was very varied and make students challenged to do it. In SMK Negeri 13 also has laboratory facilities in which there are various learning media, such as computers, cash register machines, calculators, and display displays. In addition to the laboratory, the SMK also has a mini Alfamart as a place of student practice with display and spatial Alfamart in general. Various learning media and have a good enough quality can be a special attraction for students, so students are always waiting for the learning process. It is something expected by every teacher, because with the rise of student learning motivation then students will feel challenged to seek more information about the lesson and vying to be the best. At SMK Negeri 13 Jakarta this situation can easily be created because the existing learning media is sufficient quality. The situation is in accordance with the results of this study that the quality of learning media gives a very strong influence on student learning motivation.

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ELEMENTARY SCHOOL STUDENTS' MATHEMATICAL INTELLIGENCE THROUGH LEARNING MATHEMATICS BY USING ROMANTIC CLASSICAL BACKSOUND MUSIC

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ABSTRACT

Some research results suggest that classical backsound music can improve human intelligence, such as mathematical intelligence (Gunara, 2008; Muttaqin & Kustap, 2008, pp. 16-21; Djohan, 2003; Merritt, 2003, pp. 6-7). In this research, we used classical music as the backsound music in learning mathematics. The research method used was a quasi experiment with nonequivalent pretest-posttest control group design to fifth-grade students in Tasikmalaya city. The results obtained from the study showed that the use of classical romantic music during mathematics learning showed the highest contribution to the mathematical intelligence of elementary school students. The mathematical intelligence, related to cognitive domain, was at a high level in the knowledge, comprehension, and analysis. Whereas, in the synthesis and evaluation, the mathematical intelligence was at a low level. High-level mathematical intelligence was shown by students in performing arithmetic operations on integers and time units, rounding and estimating. Low mathematical intelligence emerged on solving problems related to time, distance and speed. The implication of this research results was to use the classical music of romantic era specifically for a learning of mathematical problem-solving.

Keyword: romantic classical music, backsound, elementary school students' math intelligence

INTRODUCTION

The objective of learning mathematics for elementary school students is to enable students to understand the concepts of mathematics, being able to explain the interrelationships between concepts and apply concepts or algorithms flexibly, accurately, efficiently, and appropriately in problem-solving; being able to use reasoning on patterns and traits, perform mathematical manipulations in generalizing, compiling evidence, or explaining mathematical ideas and statements; being able solve problems that include the ability to understand problems, design mathematical models, solve models and interpret the solutions obtained; being able to communicate ideas with symbols, tables, diagrams, or other media to clarify circumstances or problems; has an appreciation of the usefulness of mathematics in life that is the curiosity, attention, and interest in learning mathematics, as well as resilience and confidence in problem solving (Curriculum 2006).

In 2013, the objective of learning mathematics was focused on the achievements of three domains that require the mastery of mathematical contents according to the objectives of the 2006 curriculum. The achievements of three domains are: first, attitudes that reflect the faithful, noble, confident, and responsible person in interacting effectively with the social environment and nature around his own home, school, and playground. Second, effective and creative thinking and action in the abstract and concrete realm as assigned to him. Third, factual and conceptual knowledge in science, technology, art, culture, humanities, with national, state, and civilization insights related to phenomena and events in the home, school, and playground (Curriculum 2013).

The achievement of domain attitudes, skills and knowledge is a concrete form that can be seen and felt when used in the wider community related to learning outcomes. The results of mathematics learning will be seen from the ability to solve problems or math problems as a result of mathematical thinking activities. The quality of mathematical thinking is closely related to mathematical intelligence. Each student has different mathematical thinking skills, so his mathematical intelligence is different. Mathematical intelligence is an intelligence that involves the skills of processing numbers well and/or using reasoning or logic correctly. This intelligence includes sensitivity to logical relationships, causality, and other logic (Saifullah, 2004, pp 30; Campbell, 2006, pp. 40; Lwin, 2008, p. 43). Thus, mathematical

intelligence is a skill or prowess in solving mathematical questions or problems as a result of the process of learning mathematics.

During the process of learning mathematics, all mathematics learning facilities are considered, provided and used to achieve the learning objective of mathematics that most students need as a provision in their daily life that is mathematical intelligence. However, there is a mathematics learning facility that has not been implemented in elementary schools, when in fact it is theoretically recommended for use when students learn math. Mathematics learning facility in question is the using of classical music. Playing music works to improve and foster the development of personal social capabilities (Djohan, 2003, pp. 112). Besides that, it is also useful for entertainment, media in education, relaxation, spiritual interests, discovering hidden aspects of personality, stimulating creativity and imagination, increasing intelligence, and trigger improvements in learning ability (Gunara, 2008, p. 20).

Therefore, music as a medium in learning mathematics is used in an effort to develop cognitive, affective, psychomotor skills, and improve students' intelligence and learning readiness. Studies of brain function showed that music activates the flow of nerve impulses into the corpus callosum, the network of brain fibers that connect the left brain and right brain. When the left and right brain are active, various mental functions will be aligned. This alignment of left and right brain functions will enhance a person's learning readiness (Merrit, 2003, pp. 148-150).

This is supported by several research results which reveal that: 1) music gave a significant positive effect on mathematics learning achievement (Lamar, 1989, p.2) music enhanced mathematics intelligence of sixth, seventh, and eighth grade students in Saudi Arabia (Khalil, 2005, p. 3) music stimulus could improve students' brain performance when thinking mathematically and linguistically (Luiz, 2007, p.4) music influenced students' mathematical literacy interest (Omari, et al, 2010, p.5) in Rhode Island (In Djohan, 2003, pp. 104) first grade elementary school students who attended music classes had dramatically increased their reading and math skills. In addition, students who learned about music appreciation earned a score of 46 points higher, and 39 points higher for students who had musical experience. The last result of our research on fifth grade elementary school students in Tasikmalaya City - West Java - Indonesia showed the improvement of students' mathematical intelligence up to high level, through the use of Classical, Romantic and Baroque music during math learning (Karlindah, 2016).

The facts resulting from our research provide information and understanding to researchers that music can basically improve students' mathematical intelligence. Based on that, researchers are encouraged to reveal the mathematical intelligence shown by students who get the experience of learning mathematics accompanied by Romantic classical music. This attracted the attention of the authors due to the mathematical intelligence which was shown by the students who joined the learning process accompanied by romantic music was at the highest level of mathematical intelligence compared to the mathematical intelligence of students who were given the experience of learning mathematics with classical music of Classical and Baroque era.

EXPERIMENTAL METHOD

The research was conducted by using Quasi Experiments of Nonequivalent Pretest-Posttest Control Group Design to students in four elementary schools (SD) in Tasikmalaya City - West Java - Indonesia. Data were collected using the test instruments of integer operation, time unit, rounding, estimating, and problem-solving questions related to time, distance and speed that have been tested and proven valid and reliable. By using ANOVA's inferential statistical test and SPSS 19, we found the highest mathematical intelligence of a series of three-month math learning activities in a sample of elementary schools using the Romantic classical backsound music. Furthermore, we used descriptive statistics to analyze the data of students work as it was so that we could obtain a complete information about the mathematical intelligence of students who experienced the Romantic classical backsound music. Descriptive statistical results in question are as follows:

RESULT AND DISCUSSION

Based on the empirical treatment, the obtained test results that showed the mathematical intelligence of students who were given the experience of learning mathematics with the Romantic classical backsound music are as follows. Recapitulation of mathematics learning results with Romantic classical backsound music can be seen in Table 1.

Table 1
Recapitulation of Fifth Grade Elementary School Students' Test Results

TEST PERIOD	COGNITIVE ASPECTS						DIFFICULTY LEVELS		
	C1	C2	C3	C4	C5	C6	EASY	MODERATE	HARD
PRETEST	50.83	40.63	30.83	40.83	37.50	26.25	90.00	34.76	25.00
POSTEST	66.67	64.38	60.28	50.00	47.50	45.00	97.50	59.19	31.67

The test results showed that students' intelligence in terms of cognitive abilities presented as percentage for knowledge (C1) was 66.67%, comprehension (C2) was 64.38%, application (C3) was 60.28%, analysis (C4) was 50.00% Synthesis (C5) was 47.50%, and evaluation (C6) was 45.00%. Overall, the cognitive abilities of students from highest to lowest sequences ranging from knowledge to evaluation.

Judging from the overall level of difficulty, it was found that easy, medium, and difficult questions could be solved correctly by 97.50%; 59.19%; and 31.67% respectively. Then, the number of students who can answer the problem with the variation of difficulty levels and variation of cognition was also revealed. The student's answers were categorized into low, medium, high, and very high attainment. The ability to correctly answer the questions shown in Table 2 below.

Table 2
Recapitulation of Correct Response Attainment Levels and Various Levels of Difficulty and Cognition

No	Correct Response Attainment Levels	Various Levels of Difficulty and Cognition
1	Low	17.5%
2	Medium	32.5%
3	High	37.5%
4	Very High	12.5%

The lowest attainment of students was in solving daily problems about LCM (Least Common Multiple) and Highest Common Factor (HCF). The questions were designed in multiple choice using sentences with the cognitive level that is analysis (C4). As for the difficulty of the questions, it was hard. This problem could be solved by 27.5% of students. The questions are as follows.

The training schedule of three volleyball teams which play in the same field is the first team practices every 4 days, second team practices every 5 days and third team practices every 6 days. If December 1, 2015, the three teams hold a joint exercise, then they will hold the next joint exercise on the date of

- A. January 28, 2016
- B. January 29, 2016
- C. January 30, 2016
- D. January 31, 2016

The highest attainment was shown by students in the material of reading and writing integers in words and numbers. Multiple-choice questions, with typical mathematical questions, the cognitive level of knowledge (C1) and easy difficulty. This problem could be solved by 97.5% of students. The problem is as follows.

(-56,487) is read...

- A. Fifty six thousand four hundred and eighty seven
- B. Negative Fifty six thousand four hundred and eighty seven
- C. Negative Fifty six thousand four thousand eight hundred and seven
- D. Fifty six hundred four thousand eighty seven

In general, in the knowledge (C1) category questions, many students answered the question correctly both the level of difficulty was easy or moderate. The attainment of ability to answer the questions was 66,67%. There were so many students answered questions incorrectly in the analysis (C4) category questions with hard difficulty. However, the attainment of the ability to answer the evaluation (C6) category questions, with the level moderate difficulty was 45%, higher than the analysis (C4) category with the hard difficulty ie 27.5%.

Thus, the questions with the categories that is analysis, synthesis, and evaluation resulted in higher number of correct answers when created with the moderate difficulty. This was indicated by the question of analysis (C4) analysis with hard difficulty, the number of correct answers was less than the number of answers to the evaluation category with moderate difficulty. This indicated that the level of problem difficulty played a role more to affect the students' mathematical intelligence than the matter of cognitive level.

CONCLUSION

The mathematical intelligence of fifth grade elementary school students could be seen from the ability to solve the problem of operations on integers and time units, rounding and estimating, and categorizing problems related to time, distance and speed. The ability of students to solve the problem based on cognitive level variation did not give special information, on the contrary, the findings obtained from the difficulty level of the problem. The hard questions in the analysis category resulted in a lower problem-solving ability than the problem-solving ability of the question of evaluation category with moderate difficulty.

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FEASIBILITY ANALYSIS RUBRIC THROUGH OBSERVATION: USE OF LEARNING IMPLEMENTATION VIDEO RECORDING FRAGMENTS

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ABSTRACT

Rubrics can be used for scoring student behavior when doing the process of learning activities in the classroom. The scoring description of the rubric should be clear, does not result in many different interpretations when observers observe a similar behavior. The more different interpretations of scoring descriptions in the rubric, the less good the quality of the rubrics. In this, research has been developed a way to test the feasibility of a rubric with a fragment of learning video recording. A total of 23 observers in the study were included to observe the learning video clip. Each observer will then assess eight pieces of scientific attitude behavior indicators from the same 10 students displayed on the video fragments. The researcher has determined the feasibility for the assessment of student behavior is more than 85% the number of observers give the same score for each description of the rubric is presented. The results show that there are 2 of the rubric of eight rubrics showing the similarity of appraisal less than 85%. In this study, the discussion focuses on the two sections.

Keywords: video recording fragments, rubric

PRELIMINARY

Tools for assessing using a direct observation assessment tool allow subjective assessment. The subjective assessment results can be resolved if the indicators for the assessment are clear and do not generate much interpretation of the behavior of the object to be assessed. One way to minimize subjective judgment is to develop a rubric as a reference for achieving judgment to judge by scoring a behavior. (Dornisch & Mcloughlin, 2006). Although the observation of student performance by a teacher may be more subjective, but if the use of rubrics is clear with different criteria, and the teacher knows the initial knowledge about what benchmarks will be assessed, the use of the rubric may reduce the subjective risk (Simon, Karen; Gregg, 1993). Rubric scoring is a descriptive assessment developed by teachers or other evaluators to guide product analysis or student performance processes (Moskal, 2000). Rubrics typically consist of numerical-scale, descriptive, or both-hierarchical scores-and there are descriptions for each level. (Goldberg, 2014). Scoring rubric can be said well if have the description with clear criteria. Such criteria in scope as a reviewing tool must be valid and reliable. In fact, many teachers already know the terms "validity" and "reliability" in statistical studies, but often do not discuss how these concepts relate to classroom practice. (Barbara & Leydens, 2000).

The development of a rubric if it consists of several categories, then the description of the scores for each category should be more meaningful to distinguish the performance score provided to be clearer. Each score category should be defined using a performance description rather than an assessment on the performance itself. (Moskal, 2000). For example, scoring rubrics are sometimes limited to a range of values using a limited description. Score 1 for very least, score 2 for less, score 3 for good and score 4 to be excellent. This limited-expression scoring can lead to a variety of different perceptions from the point of view of each observer's understanding. If using this scoring score, it is likely that the interpretation of the observers to give the score becomes highly advanced. Perceptions for values 1 and 2, or grades 3 and 4 will be more subjective. Possible questions that will arise are what differences of behavior shown by students so that the observer gives a score of 1 or 2. If it asked what the criteria so given a value of 1 or 2, then most likely the observers revealed different criteria. Regardless of how many grades are set; it is critical that they capture the meaning of performance at every level. (Goldberg, 2014). A good rubric should be able to eliminate observer scoring differences against the same observed object at a time with the criteria through a clear description. Rubrics are often used to assess student performance so that the use of rubrics can be done with a formative approach, with a student center in assessing during the learning. Rubrics have the potential to help students develop a "vision of success" as well as "make a reliable assessment of the quality of their own performance." Stiggins

(2001). Using rubrics based on Andrade & Du's (2005) research results show that using rubrics helps them focus their efforts, produce higher-quality work, get better grades, and feel more at ease in carrying out a task. Further research conducted by Reynolds-Keefer (2010) shows that the use of rubrics better adapted to the implementation of learning from the teacher. Therefore, in the development of rubrics, to fit the objectives to be assessed, the rubrics must first be designed or modified to reflect good consistency in describing the criteria of a behavior / performance (Robin et al., 2004).

This article attempts to discuss the analysis through the use of rubrics using the help of some Fragments from Learning Implementation Video Recording. Some of these fragments are tailored to the student's behavior on aspects and indicators that have been developed under the rubric. Selection of video fragments by (Jewitt, 2012) is an important part for analyzing videos and making explanations related to using criteria, and for what purpose. The technique used to analyze this video is observation. Observation is an essential part of professional practice as well as being one of the most valuable and effective research methods (Caldwell & Atwal, 2005). Observation, as a method of collecting research data, involves observing behavior and systematically recording the results of those observations (Tobergte & Curtis, 2013).

This study aims to provide a way to test the feasibility of a rubric and describe some rubrics by allowing the same level of observer judgments to be below 85%. The determination of the rubric eligibility is done by asking the observers to assess some students' attitude of scientific attitudes through the impressions of the learning video fragments.

Description of the rubric to be analyzed related to aspects of scientific attitude. References of aspects of scientific attitudes referred to base for the study of social attitude competence of curriculum documents applicable in Indonesia. The selection of the scientific attitude aspects in this research is then determined by referring to the attitude aspects that exist in the curriculum. In addition, the determination of the scientific attitude aspect is adjusted to the learning step that will be implemented..

METHOD

The mechanism of implementation of the feasibility test of this rubric is done descriptively through the response given by the observers. General stages during the rubric eligibility test for this study were conducted in three steps, among others:

The first step is to make the implementation plan of learning. Based on the analysis to the implementation of learning that has been made, researchers then draft some aspects and rubrics to be tested. Number of rubrics created as many as eight indicators of scientific attitude. The learning implementation plan is implemented at the classroom, then recorded in video form. The result of the video is selected and cut.

The second step is done after the sorting and cutting of the required video in accordance with the aspects and rubrics that have been developed. The selection of students' scientific attitude scenes is taken from the total video during the learning execution. The video fragment impressions can be considered as a substitute for direct observation material in the classroom. Tests on the feasibility of the rubric are adapted to some of the previously developed scientific attitudes. After obtaining the necessary video fragment, then the researchers invited some observers to be involved in testing the assessment rubric. The number of observers involved were 23 students. They are asked to observe some student behaviors by observing the learning video clip. Observations were made on some student behaviors related to indicators of scientific attitude on the rubric to be tested. All observers are equally concerned with one by one video fragment based on the indicators of scientific attitude behavior that will be tested by observers. The number of scenes that must be observed as many as 10 scenes / students for each attitude indicator that has been developed according to the rubric.

The third step is to analyze the results of the observer's answer. The analysis is done by the researcher on the answer on each indicator of scientific attitude, which has been filled by the observer on the rubric observation sheet. Each observer's assessment is then made in percentage based on a given score of a scientific attitude indicator. If the score with a mean percent score of similarity in the assessment is still less than 85% of the number of observers, it will be improved in terms of construction of the use of words and sentences used on the rubric and then re-tested against the rubric. And if the rubric with the

same score in the assessment is more than 85% the number of observers, then the researcher's rubric is feasible and can be used widely. Equality Score comes from the number of scores on students' scientific attitude indicators by a number of observers. For more clearly the stages of implementation of the feasibility test rubric, can be described through the chart as below:

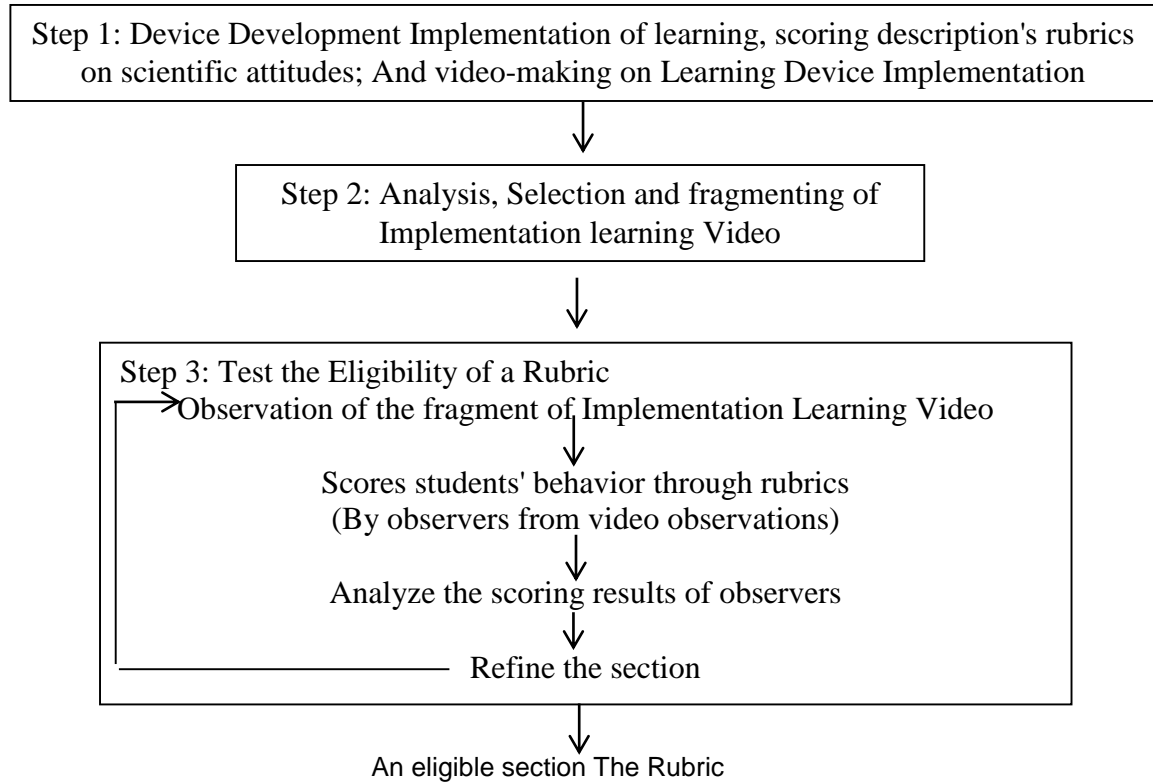


Figure 1. Execution Flow Test Rubric scoring eligibility Through analysis of a fragment of Learning implementation Video

From the three stages of implementation, the researcher focused on the discussion to analyze the feasibility test rubric (third stage). For stages 1 and 2 are not discussed as they require a separate discussion. In addition, the results of the feasibility test of this rubric will be more done in stage 3. Stage 1 and 2 are an initial procedure performed with the aim to obtain media / aids to test the feasibility of the rubric in the form of a video fragment implementation of learning. These video fragments are then used to test the eligibility of the rubrics that have been developed in Step 1.

RESEARCH RESULTS AND DISCUSSION

Rubrics to be tested by using observations on the implementation of learning focused on aspects of students' scientific attitude in following the implementation of learning. Observation of the video implementation of learning related to the behavior of scientific attitudes done by students individually. The individual aspects of scientific attitude that have been created rubric can be written as follows:

- 1.a: Environmental care with indicators to maintain the cleanliness of the school environment
- 2.a: Curiosity with indicators responding to the teacher's questions with enthusiasm
- 2.b: Curiosity with an indicator of observing the observed object
- 3.a: Open with indicators valuing opinions or findings of others
- 4.a: Critical thinking with indicators asking for any change or novelty
- 4.b: Critical thinking with indicators repeating activities undertaken
- 5.a: A persistent with an indicator performing a seriously instructed task
- 6.a: A meticulous with an indicator checking back answers

After the video learning implementation is obtained, researchers process the video by selecting scenes related to the rubric of aspects and indicators of scientific attitude to be tested.

Field Trial 1

The implementation of field trials 1 was conducted by observing the same 10 students who had been videotaped by involving 23 observers. The observation of each of the same students by the observers is done together. Researchers have arranged the video play one by one, then the observers respond to the student's behavior then scoring based on the aspects and indicators that exist in the observation sheet that has contained scoring rubric description. The results of this trial will get the similarity score from the observer in using the rubric. The ideal score (100%) is obtained if the scores from 23 observers are the same. Scores provided by observers of the ten observed students are illustrated in tables 1 and 2.

Table 1
Scoring results from observers to student 1 to student 5 on trial 1

Aspect	Student 1				Similia- rity (%)	Student 2				Similia- rity (%)	Student 3				Similia- rity (%)	Student 4				Similia- rity (%)	Student 5				Similia- rity (%)
	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4	
1a		22		1	95		23			100		23			100	1	22			95	18	5			78
2a			1	22	95	2	15	5	1	65	9	13	1		56	1	18	3		78		20	1	2	86
2b		23			100		23			100		23			100	23				100	23				100
3a	2	4	6	11	47	14	1	2	6	60		8	5	10	43	1		5	17	73		20		3	86
4a			22	1	95	22		1		95	23				100	23				100	23				100
4b		23			100		23			100		23			100		23			100		20		3	86
5a		1	21	1	91	1		1	22	95		5	17	1	73			1	22	95			1	22	95
6a			22		95			2	21	91		2	21		91			2	21	91			2	21	91

Table 2
Scoring results from observers to student 6 to student 10 on trial 1

Aspect	Student 6				Similia- rity (%)	Student 7				Similia- rity (%)	Student 8				Similia- rity (%)	Student 9				Similia- rity (%)	Student 10				Similia- rity (%)
	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4	
1a	22	1			95	22	1			95	21	1			95	1	22			95		22	1		95
2a		6	10	7	43		3	9	11	47		9	6	8	39	1	6	8	8	34		2	10	11	47
2b		23			100		23			100		23			100	1	22			95		23			100
3a	1		5	17	73		1	3	19	82	1		6	16	69	8		5	10	43	3	18	2		78
4a	1	22			95	23				100	22			1	100	23				100	23				100
4b				23	100				23	100				23	100			23		100				23	100
5a				23	100			2	21	91		3	16	4	69			23		100		3		20	86
6a			2	21	91		1	3	19	82			19	4	82		1	22		95		2	1	20	86

Table 1 and Table 2 illustrated the scoring observers to the scientific attitude of students were observed in the fragments of video implementation of learning. The results are obtained from the feeling of the observers on the observation sheet containing the description of the rubric based on observed aspects. Assessment of the observers then calculated based upon the assessment given (1, 2, 3 or 4). The result is then converted to percentage according to the number of observers who have chosen 1, 2, 3 or 4 of the assessment per aspect for everyone student rating.

If we make an average percent of the ten observed students, it will be obtained how big the average equal response of each aspect. The Average Percentage Results for each aspect and the feasibility of using the Try Result1 rubric column is shown in table 3.

Table 3
Average Percentage for each aspect and eligibility of the rubric from Trial Results

Aspect	Average Percentage	Eligibility of Rubric Use
1a	94,3%	Feasible
2a	59%	Revision
2b	99,5%	Feasible
3a	65,4%	Revision
4a	98,5%	Feasible
4b	98,6%	Feasible
5a	89,5%	Feasible
6a	89,5%	Feasible

Based on table 3, it is found that there are two pieces of the rubric not yet eligible to be used because the average scoring percentage of observers is different, that is below 85% of the total number of observers (23 people). So specifically for the two rubrics need to be revised, then tested back to the observer.

Revisions are made by changing the description of the rubric for observing the student's behavior to be more specific. Replacement of words and sentences is done by considering the language that may cause multiple interpretations of behaviors displayed by students on the video. In the above case, an analysis is made for the description of the rubric that relates the number of behaviors at a given moment of observation and to the firmness of the rubric description of the related negative statements.

Discussion for revision Section Rubric 2a (Curiosity with indicators responding to the teacher's questions with enthusiasm)

Table 4
Revised the 2nd aspect rubric with indicator a (Curiosity with the indicator answer the teacher's questions with enthusiasm)

Aspect	Indicator	Before Revision	After Revision
2	a	4 = The student answers <i>all</i> questions asked by the teacher. 3 = Students answer 3 questions from questions asked by teachers. 2 = Students answer 2-1 questions from questions asked by the teacher. 1 = Student does not answer questions asked by teacher	4 = Student answers question with own initiative. 3 = The student answers the question, because it is assigned by his friend. 2 = Student answers question, because appointed by teacher. 1 = Students will not answer questions.

Rubrics with aspect 2 and indicator a (Curiosity with the indicator answered the teacher's questions with enthusiasm) indicate a change to the description of the rubric relating to the elimination of the number of students in answering teacher questions. The consideration for the changes based in the rubric data is not yet feasible to use because the percentage of scoring equations from observers is still below 85%. After analyzing the rubrics and video fragments that are observed, it turns out that the description of the rubric that has been created does not match the desired criteria.

The expected trial results relate to the number of teacher questions answered by the student. Observers provide diverse rubric scores on student behavior in the video. Researchers suspect that the video presented does not show the number of students answering questions. If any determine how many students answer a number of questions from the teacher, then the video shown shows it. And if it is done, then the observer should observe the student by arranging the number of questions that must be answered by a number of students. Meanwhile, the actual learning process to do the treatment will be difficult. Observers will take longer to define the behavior of 10 students in the video fragment, counting the number of answers each student has while learning, and it is difficult enough to get question and

answer between teachers and students with a certain amount (in rubrics more than three answers) naturally in one frame of learning, But time is limited to observing. Further analysis, if the rubric retains the number of students answering the teacher's question, then it is necessary to provide some longer video fragments. The videos provided to pertain to each student being observed to answer some teacher questions. This is difficult because it takes into account the willingness of time, boredom, focus of observers in observing a number of video fragments with the duration of time and the number of videos that must be observed. Therefore, to overcome this, the researchers change the description of the rubric with no based upon the number of students answering teacher questions. However, rather to answer the question of the initiative or encouragement of anyone (incarnative, Teacher, student, or not answering questions).

Discussion revised form sections 3a aspects (openness with indicator values the opinions or findings of others)

Table 5

Revision of aspect section 3 with indicator a (openness with indicator values the opinions or findings of others)

3	a	<p>4 = The student <i>listens to opinions of friends and makes no noise when his friend expresses his opinion.</i></p> <p>3 = Student <i>listens to opinions of friends, but occasionally becomes noisy when his friend expresses his opinion.</i></p> <p>2 = Student <i>listens to opinions of friends, but laughs when their friend's opinion is wrong.</i></p> <p>1 = Student <i>does not listen to opinions of friends</i></p>	<p>4 = Students <i>pay attention to opinions of friends from beginning to end without any disturbing behavior</i></p> <p>3 = Students <i>pay less attention to opinions of friends, occasionally chatting or playing objects that are around.</i></p> <p>2 = Students <i>pay less attention to opinions of friends, more often chatting or playing objects that are around.</i></p> <p>1 = Student <i>does not pay attention to opinion of friends from beginning to end.</i></p>
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Rubrics with aspect 3a (openness with indicator values the opinions or findings of others) indicate a revision relating to observers' perceptions of student behavior in the piece of the video. Researchers tend to change statements that contain the dualism of different circumstances. As the statement: ... Listen to opinions, but (on rubrics 2 and 3 before the revision). The changes are based on the Analysis that there is an indecision in the use of different situations. Researchers assume that the use of language with positive intent and followed by negative statements can lead to multiple interpretations. Then there is needed for firmness in the use of words and language sentence between one situation is clarified by another sentence. The goal is to reinforce the situation. The researcher also used several other similar situations but differed in the number of student behaviors shown with intent to clarify previous negative statements. Such as: statement sentences for rubrics 2 and 3 (in the rubric after revision).

3 = Students pay less attention to opinions of friends, occasionally chatting or playing objects that are around.

2 = Students pay less attention to opinions of friends, more often chatting or playing objects that are around.

Changes to the description of this rubric have become a record for the researcher that the importance of declaring a clear and mutually reinforcing situation between a statement from the description of the rubric. The description of the developed rubric needs to take into account easy and appropriate language. So that rubrics can be used to specifically specify the behavior of students through observation.

Similar to the revised form of section 2a, the frequency or number of these behaviors in revision of rubric 3a can be observed directly at a time, taking into account a framing frame of the video containing students in situations where there is an opinion. The video displayed is limited to the situation. The video shown must be related to the behavior of one of the students when expressing his opinion. The video in this situation certainly can be observed well by the observers without taking long.

Field Trial 2

The 2nd field trial was conducted on the revised rubric, the rubric on aspects 2a and 3a. A total of 23 observers were involved, and as many as 20 video learning breaks were observed (consisting of 10 videos for each student observed with two aspects to be observed). The observers involved are different from the observers during the test 1. This is done so that the results obtained are more authentic by assuming no regard to whom the user of the rubric will be.

Table 6
Scoring results from observers to student 1 to student 5 on trial 2

Aspect	Student 1				Similia-	Student 2				Similia-	Student 3				Similia-	Student 4				Similia-	Student 5				Similia-
	1	2	3	4	rity (%)	1	2	3	4	rity (%)	1	2	3	4	rity (%)	1	2	3	4	rity (%)	1	2	3	4	rity (%)
2a				23	100	23				100	23				100	23				100	23				100
3a				23	100	2	21			91				23	100				23	100			23		100

Table 7
Scoring results from observers to student 6 to student 10 on trial 2

Aspect	Student 6				Similia-	Student 7				Similia-	Student 8				Similia-	Student 9				Similia-	Student 10				Similia-
	1	2	3	4	rity (%)	1	2	3	4	rity (%)	1	2	3	4	rity (%)	1	2	3	4	rity (%)	1	2	3	4	rity (%)
2a	23				100	23				100	23				100	23				100	23				100
3a	21	2			91	21	2			91	2	21			91				23	100				23	100

Results in the 2nd trial showed the overall scores of observers on the 10 students with aspects 2a and 3a. In general, the scoring of the observers from each student on the video fragment shows a great similarity, that is above 85%.

Table 8
Average Percentage for aspect's 2a and 3a and eligibility of the rubric from Test Result 2

Aspect	Average Percentage	Eligibility of Rubric Use
2a	100%	Feasible
3a	96,4%	Feasible

The mean results of the second test also show that the 2a and 3a aspects have an average percentage of 100% and 96.4% respectively, so it can be said that the rubric is already worthy of use.

Eligibility Implications Description Scoring Rubric for Assessing Student Behavior

The assessment instrument is said to be good if it can measure what should be measured. It does not produce a biased result of what it will measure, and the measurement results can be justified. Measurement of student behavior using different observation sheets using a written test. Measurements by scoring through direct observation more directly to the student's direct behavior at the time, but scoring by using written tests can be done not in one time. Assessment of student behavior with direct observation requires clear and purposeful instruments, preparing what behavioral aspects will be

observed during the learning time. There is no need to judge many aspects, but more important is that the teacher's learning brings no change to the student's behavior on learning. So the assessment in question is to improve the quality of learning by teachers. Assessment using an observation tool should be clearly measured aspect and indicator. Scoring Rubrics with a view to describing competency achievement must be clear in size.

The development of the rubric should consider the aspects and indicators of behavior to be measured. Clarity in describing the level of student behavior is important to note as it relates to the observer's perception of what he has observed. Achievement of behavior needs to be specific to explore the behaviors displayed. It does not lead to wide meaning that causes the interpretation of the student's behavior to be unclear. The essence of the rubric trials is to analyze the similarity of the observer's assessment of student behavior through the description of the rating on the rubric. The more like the observer gives an assessment on a student's behavior, the better the rubric is in describing the student's behavior.

The results of this study are oriented to two studies based on emerging problems. The first review relates to the replacement of the rubric description of the number of behaviors shown by students in the learning video clip. The use of rubric descriptions based on the number of behaviors raised by students is not appropriate for the scoring of this section. Consideration of this change is taken because when the observation of the video with the number of desired behavior is difficult to calculate (e.g. in the rubric before the revision relating to the number of questions that students need to answer). If a rubric scoring description is used, which relates to the number of behaviors of a student, then observers need to observe the student's behavior from the beginning to the end of the lesson. So with consideration of the effectiveness of the observer in scoring, the description of the number of student behaviors is revised based on the quality of the observed behavior. (e.g. in rubrics related to the initiative answering questions).

The results of the second study relate to the existence of multiple interpretations because it does not raise the uncertainty in the rubric scoring description. Like the statement: listen to his friend's opinion, but occasionally noisy when his friend expressed opinions or listened to opinions of friends, but laughed at opinions of friends wrong. Statement description of this rubric has two content meaning in one scoring, that is positive meaning then meaning negative. If any maintain the rubric, then there are two alternatives. The first alternative separates the positive and negative statements into different sections, or the second alternative, alters the two statements so that they are negative according to the scoring level. In this, research is given example as follows:

3 = Students pay less attention to opinions of friends, occasionally chatting or playing objects that are around.

2 = Students pay less attention to opinions of friends, more often chatting or playing objects that are around.

The statement "Students pay less attention to the opinions of friends" is a negative statement and reinforced by further negative statements occasionally / more often chatting or playing objects that are around. The occurrence of occasional statements and more often indicates the level of scoring rubrics.

CONCLUSIONS AND RECOMMENDATIONS

This study has provided an alternative how to test the feasibility of using the rubric scoring description. Testing is done by analyzing the result of scoring from each observer to scientific attitude. The scholarly attitude is shown by the students on the learning video clip. The feasibility of a rubric is determined by the degree of similarity of scoring results given by the observers. Researchers have established a similarity rate of over 85%, then the rubric is worth using. The greater the percentage value of similarity (close to 100%) then the scoring description rubric better.

The feasibility test of the rubric presented aims to provide an alternative example of how a rubric scoring description can be used appropriately. The principle of common perception given by the observer in scoring the appearance of the behavior becomes the main thing in determining the feasibility. Use of

instructional video recording is recommended for use. Considerations for using video recordings are based on:

1. The inconvenience of teachers and students in implementing learning when many observers make an observation of the process of teaching and learning directly in the classroom.
2. The use of behavioral observations through video learning can involve more observers to screen student behavior.
3. The incidence of the learning implementation video can be played back so that the scoring of student behavior can be determined accurately observed.

Feasibility analysis using this method can greatly depend on how the behavior can be properly recorded and in accordance with the observer's perception through the scoring level of the description of the rubric. The use of video recordings can provide behavioral displays from the best to the worst. So the use of video can affect the scoring of the observer. The feasibility test of rubric scoring description can be said to be good if the pieces of the video depict the level of each scoring rubric description. The greater the similarity of scoring the observer to the behaviors that show it can be said description of the rubric is good.

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IMPLEMENTATION APPROACH CONTEXTUAL TEACHING AND LEARNING (CTL) TO IMPROVE STUDENT LEARNING OUTCOMES IPA CLASS V SD LABORATORY PILOT UPI

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ABSTRACT

This research is motivated by the poor results of fifth grade science students learn in elementary Lab. UPI. This problem occurs because the teacher in the learning process has not implemented an innovative learning strategies. Learning is still conventional so as not to encourage the students to be actively involved in the learning activities. Therefore, this study aims to improve the activity and student learning outcomes by applying a contextual approach. The method used is action research spiral model of Kemmis and Taggart. Participants in this study were students of class V many as 25 students. This study was conducted in two cycles. Each cycle consisted of a stage plan (planning), and observe your act (action and observation), and reflect (reflection). The collection of data obtained through the technique of learning outcomes by using the test booklet, then the implementation and activity obtained through participant observation techniques using observation sheets, and technical documentation as tangible evidence of research activities. Data analysis technique used is the technique of qualitative and quantitative analysis. The results showed that the application of contextual approach can improve learning outcomes of students who have achieved success indicator by 96% in the second cycle.

Keywords: CTL, learning outcomes

INTRODUCTION

Natural science (IPA) is one of the compulsory subjects that must be taken by the elementary school level. IPA is one of the subjects of phenomena that occur in nature. This is consistent with the statement Samatowa (2010:3) which states that the IPA discusses natural phenomena systematically arranged based on the results of experiments and observations made by humans. Researchers found some problems in the classroom, namely (1) when the teacher explains the material, there are many students who talk, (2) there are students who are cool themselves in the learning process such as drawing and scribbling her book, (3) Students become passive because it only listens the teacher's explanations,

After all the problems found are analyzed it can be concluded that the most important issue that is related to the election approaches or models of learning will be applied in the classroom as elections approach or model is affecting measures of learning activities in the classroom. Selection of the approach or model of learning must be tailored to the needs of the subject matter and also the condition of the students in the class. In learning science teacher should use approaches or models that involve direct student activity and can improve student learning outcomes. If the teacher does not replace the learning model approach or the value of student learning outcomes will not be increased. Therefore.

Based on a literature review, the researchers suspect the approach Contextual Teaching and Learning (CTL) can solve the above problems. Researchers conducted a study with the title heading "Application of Contextual Teaching and Learning Approaches for Improving Learning Outcomes in Subjects Science Class V SD".

According Komalasari (2011: 54) states that learning approaches can be interpreted as a point of departure or our view of learning, which refers to a view about the nature of a process that is still very common. We recommend an approach should be further elaborated into a learning strategy, learning

methods, techniques and tactics of learning, that learning objectives expected to be achieved. According to Big Indonesian Dictionary (KBBI), the context of a situation that has to do with an incident.

According to (MONE 2003) states that, contextual approach is the concept of learning that helps teachers teach the link between the material to real world situations students and encourage students to make connections between the knowledge possessed by the application in their lives as members of the family and society. Meanwhile, according to Komalasari (2014: 7) states that the contextual approach is a learning approach that links between the material studied by real-life students daily, either within the family, school, community and citizens, with the aim of finding the meaning of such materials for life.

From the description can be explained that, CTL approach is a form of learning that connects to the real situation of learning materials that will make students more easily to find and develop their knowledge, so that students are able to apply and connect their knowledge in everyday life. Learning by applying a contextual approach to make students feel the meaningfulness of learning, because students can associate the understanding of what is taught with situations that occur in their daily lives. It is as stated by Hanafi & Suhana (2009: 67) about Contextual Teaching and Learning that:

A holistic learning process that aims to study learners in understanding the teaching materials significantly (meaning full) associated with the real-life context, both with regard to the private sphere, religious, social, economic, and cultural. So that learners acquire knowledge and skills that can be applied and transferred from one context to the problems of the other problems.

According to (MONE, 2003) states that, contextual teaching and learning can be applied in any curriculum, any field of study, and class circumstances.

According to Bruner Komalasari (2014, p. 21) says that the learning process will go well and creative if the teacher gives students the chance to find a concept, theory, rules or understanding of the examples he encountered in his life. The opinion implies that in contextual learning, teachers must be able to facilitate to relate the subject matter to a private life, social and cultural development and facilitate the students to find their own knowledge.

1. The views Learning According contextual approach

According to Hanafi and Suhana (2009, pp. 67-68) points out that, according to the study view contextual approach, namely:

- a. The learning process is an activity that not only memory, but the experience and the need to construct knowledge.
- b. In the process of learning, learners have a different attitude in the face of new situation and familiarized learn to find something to solve problems in life.
- c. Effective learning should be centered to the learners so that learners understand how to use new knowledge and skills.
- d. In the process of learning, cooperation between groups of learners is a priority in order to develop the habit of sharing the learning team.
- e. In the process of learning, assessment is so important in order to provide feedback to learners.

2. Components of Contextual Approach

According to the Directorate General of Primary and Secondary Education (Komalasari, 2014: 11-13) suggests seven major component of contextual learning, namely:

a. Constructivism (Constructivism)

Human knowledge is built by little by little, the results of which extended through the context of limited (narrow) and not suddenly. Knowledge is not a set of facts, concepts or rules that are ready to take and remember. Man must construct knowledge and give meaning through real experience. So, learning that will take place over colored student-centered, so that the activity will be focused on students. Therefore, the learning process is the process of constructing the idea with its own strategy not only receive knowledge, as well as the learners become the center of attention in the learning process.

b. Inquiry or find (Inquiry)

The knowledge and skills acquired students are expected not result given set of facts, but rather the result of finding itself through a cycle of observation (observation), ask (questioning), filed allegations (hiphotesis), data collection (data gathering), and inference (conclusion). Thus, teachers must be able to design learning activities that led to the finding.

c. Ask (Questioning)

The knowledge that one has always originates from asking. For the teacher asks viewed as activities to encourage, guide, and assess students' thinking skills. For students ask an important part in the conduct of inquiry, which is to dig up information, confirm what is already known, and drew attention to the unknown aspects.

d. Learning Community (Learning Community)

Learning outcomes gained from cooperation with others. Teachers are advised always carry out learning in study groups. This learning community can occur if there is a process of communication between the teacher to student, student to teacher and student to student. Significant learning process if done in study groups, both homogeneous and heterogeneous so that in it will take place to share issues, share information, share experiences, and share troubleshooting that allow more and more knowledge and skills acquired.

e. Modeling (Modeling)

In learning specific skills or knowledge there are models that can be replicated. Teachers can be a model, for example, gives an example of how to do things. But the teacher is not the only model, which means that the model can be designed to engage students, such as students designated to set an example for friends, or bring in someone outside the school, for example, bring in veteran class independence.

f. Reflection (Reflection)

How to think about what you just learned or thought to the back of anything that has been done in the past. Students precipitate what is newly learned as a new knowledge structure, which is an enrichment or revision of previous knowledge. Reflection is a response to events, activities, or new knowledge received. For example, when the class ends, students will contemplate with what has been done in the learning of students

g. Actual Rate (Authentic Assessment)

Progress study assessed from the process, not merely the result, and a variety of ways. Assessment can be written assessment (pencil and paper test) and a performance-based assessment (performance-based assessment), assignment (project), products (product), or portfolios (portfolios). Assessment is done in order to obtain data that can illustrate the development of students.

Implications of the study by using a contextual approach will be the cooperation among students so that students will help each other to solve problems. Learning will not be boring, so that students will be more interested in learning. Learning will remain focused on the students but the teachers still provide facilities for students to discover and build knowledge, and associate the knowledge that he had discovered.

Purwanto (2008: 5) learning outcomes are often used as a measure to determine how much a person master the material they have been taught. Meanwhile, according to Nawawi stated that the study results can be interpreted as the success rate of students in learning school subjects stated in the score obtained from the test results to know a number of subject matter (Susanto, 2013: 5). And according Sudjana (2016: 22) is the result of learning abilities of the students after receiving their learning experience.

Based on some opinions on the above, it can be concluded that the study results are used as a benchmark gains after the success of the learning process.

In the formulation of the national education system of educational goals, whether the purpose of curricular and instructional purposes, using the clarification of Benyamin Bloom learning outcomes are broadly divide menajdi three domains, namely cognitive, affective and psychomotor domains.

According Sudjana (2016: 22) the cognitive domain with respect to intellectual learning outcomes which consists of six aspects, namely the knowledge or memory, comprehension, application, analysis, synthesis, and evaluation. Both the first aspect is called a low-level cognitive next and fourth aspects include high-level cognitive.

Affective regard to attitudes and values. Some experts say that a person's attitude can be foreseen amendments, if someone has had a high level of cognitive mastery. Affective learning outcomes assessment received less attention from teachers. The more teachers assess purely cognitive. Type of affective learning outcomes appear on the students in a variety of behaviors such as attention to the lessons, discipline, motivation to learn, appreciate teachers and classmates, study habits, and social relationships. (Sudjana, 2016: 29).

According Sudjana (2016: 30) study results appear in the form of psychomotor skills (skills) and the ability to act individually. There are six levels of skills, namely: 1) the movement reflex (skills to movements unconsciously), 2) skills in basic movements, 3) perceptual abilities, including differentiate visually distinguish auditory, motor, and other 4) capability in the physical plane, for example the strength, harmony and precision of 5) movements of skills, ranging from simple skills to the complex skills, 6) capabilities with respect to non-decursive communication as expressive movement and interpretatif.

METHODOLOGY

In accordance with the formulation of the problem, this research using the model of Action Research (PTK).Class Action Research Approach (Classroom Action Research) is a method used by the teacher to solve learning problems that occur in everyday teaching practices to lead to the situation and learning conditions better and conducive. Class Action Research Model used in this action is the model cycle. This model improve by Kemmis and Mc Taggart in 1998 daru University in Australia. The research model contains four components, namely Planning (planning), deploy action (action), observations (observation) and reflection (reflection) in each cycle with based on the early reflections. (Wiriaatmaja, 2007: 66)

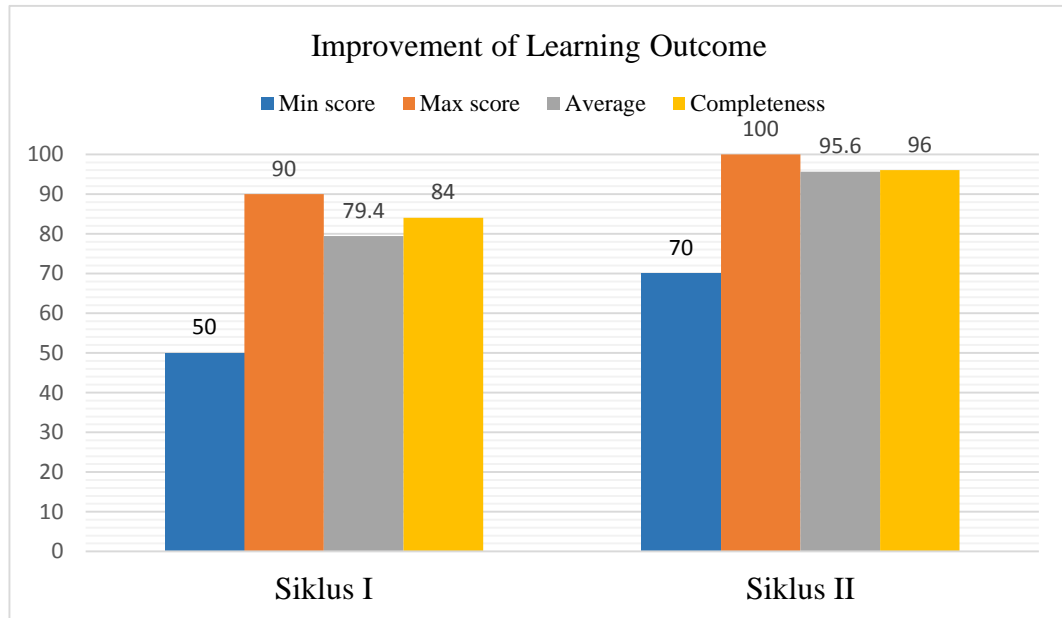
RESEARCH RESULT

The study was conducted during the second cycle, the following is the result of learning in response to the issues raised in this study, The learning result is a measurement of the extent to which the students have grasped the material he learned. As Sudjana opinion (1990: 22) that the learning outcomes are the abilities of the students after he experienced a learning experience. So after the learning process is completed, the students do a test to measure learning results. In this research, formative tests as it aims to determine the ability of students after learning process. The test results of students in the first cycle and the second cycle can be seen from the following table.

Table 1
Results of Student Learning Cycle I and Cycle II

Learning outcomes	first cycle	cycle II
The highest score	90	100
lowest Rated	50	70
The average value of the class	79.4	95.6
Mastery learning	84%	96%

In the data table of student learning outcomes can be seen that the first cycle of students who achieve mastery learning as much as 21 students or about 84% and the average grade reached 79.4. This shows the improvement of student learning outcomes compared to the preliminary data the students prior to the act of using a contextual approach. In the second cycle has increased from cycle I. Average grade on the second cycle increased to 95.6 with learning completeness 96% or as many as 24 students have grades above Minimum Standard Score (KKM) predefined 75. Mastery learning is increased by 12% cycle I.



CLONCLUSION

Application of contextual approach can also improve the results of primary school students to learn science, evidenced by the increase in average yield learning cycles 1 79.4 becomes 95.6 in cycle 2 and an increase in the percentage of mastery learning cycle 1 84% to 96%.

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IMPLEMENTATION OF TRADITIONAL GAMES CONGLAK TO DEVELOP THE ABILITY OF COUNTING OF EARLY CHILDHOOD

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ABSTRACT

This article is the result of research to develop the ability of early childhood numeracy in understanding the concept of number with the traditional game that is congklak. Early age children who are in the golden age is the initial foundation of all aspects of development therefore educators must provide a stimulus that matches the character and needs of children. The child's world is playing and playing as a source of learning, thus activities performed by the child must be breathed through the game. Traditional gameplay is a game done for generations. Traditional games are also an instrument to convey the values or abilities that can affect when they grow up. One of them is a congklak game that is held in Al-Isti'aaanah Islamic Kindergarten Cileungsi Bogor to be able to develop the children's cognitive abilities. From the data analysis, the ability of children to understand the concept of pre-cycle number is 44%, the first cycle is 65% and the second cycle is 89%. Of the two cycle performed accompanied by the development of numeracy skills of children it can be concluded that the game congklak can develop the ability to count children in Al-Isti'aaanah Islamic Kindergarten.

Keywords: traditional games, abilities, early childhood

INTRODUCTION

Early Childhood Education, according to Constitution, UU No. 20 year 2003 article 1, point 14 is a coaching efforts aimed at children from birth up to age 6 years is done through the provision of educational stimulation to help the growth and development of physical and spiritual so that children have Ready to enter further education.

Early childhood education is the foundation for entering the next level of education which is the initial foundation for all aspects of its development. One of the competences that must be possessed by early childhood is able to follow the next level of education with optimal readiness. One of the development capabilities developed in early childhood is the ability to count. Traditional games are games performed by the people down and down. Traditional games have a high philosophical meaning and usefulness that can develop the ability of children. One of the traditional games that congklak game can develop the ability to count children. The child's world is playing and the child playing the learning sauce thus through the child's congklak game can develop his arithmetic abilities.

Calculating

Counting is part of mathematics derived from Greek, "mathenaein" or mathin "which means to study. According to Luchis, mathematics discusses the symbolic, numerical, mathematical methods of logical thinking, and is a means of thinking and also means knowledge or science.

In particular, numeracy learning in Kindergarten aims to make children: (1) able to think logically and systematically early, (2) to adapt and involve themselves in social life which in their daily life requires numeracy, (3) have accuracy, concentration, Abstraction and high appreciation, (4) have an understanding of the concept of space and time and can estimate the possible sequence of events occurring around it, (5) having creativity and imagination in creating something spontaneously.

Traditional Games

The traditional game is a game that has been applied or played down from ancient times. Traditional games are generally played together and contain high philosophical values.

In the Child Game Module and Ritmik Activity it is described that:

"Traditional games are a form of game and or sport activities that evolve from a particular community's customs. The subsequent development of traditional games is often used as a type of game that has the original characteristic of the traditions adapted to local cultural traditions has performed both routinely and occasionally with the intent to find entertainment and fill the spare time after regardless of routine activities like make a living, etc. "

Traditional games can be sports activities performed as part of the local community's habits and are routinely performed.

Yunus in Semiawan revealed that traditional games are often called folk games, a game that grew and grew in the past mainly grown in rural communities and influenced by the natural surroundings. According Rafiudin Traditional games are commonly performed by children is one of the game which has a very big function for the development of children's abilities, including educational functions, psychological functions, recreation functions.

The traditional game is a kind of game that exists in one particular area based on the culture of the area. The traditional games of the area are usually played by people on certain rules and concepts that were traditional in earlier times.

Traditional games also known as folk games are a recreational activity that not only aims to entertain oneself, but also as a tool for maintaining social relationships and comfort. Thus playing a need for the child. Playing for children has important values and traits in the progress of everyday life development including in traditional games.

Game of Congklak

One of the traditional games that have a high philosophy and able to develop the ability of children is congklak.

The congklak board is intricately designed to take advantage of a common dragon (dragon) Javanese form. The face shape nag adan tail decorated at the side of every parent hole and legs on the side of the bottom of the board. Congklak board can be carved and painted with popular gold and red color. Most of it, however, is relatively simple made of wood, while the congklak board is currently made of plastic material.

Benefits of the Congklak Game

At a glance this game looks very simple but behind the simplicity. Games congklak able to improve the ability to socialize because it is always played together, honing the ability to analyze, as well as to train fine motor skills, also train patience and thoroughness.

There are several benefits that exist in the game are;

1. Train fine motor skills

When holding and playing the seeds of congklak seed, the most role is the fine motor, the fingers. For individuals whose fine motor skills are not very good, they can not run the game quickly, and it may be that the seeds of the congklak will be scattered and apart from the grasp. This fine motor ability is very beneficial for the child to hold and grasp the stationery. With good fine motor skills, then the child, can write or type well and quickly.

2. Practice Patience and Accuracy

This game requires patience and kete Especially when the players have to share the congklak seeds. into the holes on the player board are impatient and not then the game will not be thorough, running well.

3. Train how to be fair play

In this game requires the ability to accept defeat. Because this game is done only two (2) people only, it will be seen clearly between win and lose. Defeat will be felt when the winner leaves only one (1) grain of congklak seeds only. The condition of losing is of course very unpleasant, but however the condition must be accepted with great heart. This situation is very different, when compared to playing games on the computer While feeling will experience defeat, it can easily turn (off) or restart (restart) the game.

4. Train analysis skills

To be a winner. Then the ability to analyze is necessary especially when the opponent gets a turn to play. For those who can analyze well, children can win the game by leaving only one (1) grain of congklak seeds.

5. Establish social contact

Can be said, this factor is the most important thing in this game Because it is done together then established a social contact between the players. Various information can be delivered when this game is done. Frequently, jokes and laughter sounded when this game takes place.

RESEARCH METHODS

This research using Classroom Action Research methods a research activity done in the classroom. The study was conducted in Al-Isti`aanah Islamic Kindergarten for childrens aged 5-6 years. The study aims to develop the ability of counting for children aged 5-6 years through traditional games called congklak.

RESULTS AND DISCUSSION

Pre-cycle data shows that the ability to count children is less. The average score obtained is 33 of the ideal score of 80, while the percentage of success is 44%. Based on field notes, the ability to count the child is still classified as less. The Data from first cycle showed that the improvement of moral behavior ability of children aged 5-6 years is moderate that is average 50 from ideal score 80.

The percentage of success achieved is an average of 65%. While from the field note data obtained, that the ability of counting children is still less, it is indicated by the existence of some children who still need strengthening to do the aspects studied. The data obtained from second cycle shows that the increase in numeracy ability of children aged 5-6 years is high, the average value obtained by students is 67 of the ideal score of 80. The percentage of success achieved is 89% in average. The data obtained from the third cycle shows that the increase in the ability of counted children aged 5-6 years is high is the average value obtained by students is 82 from the ideal score of 80 The percentage of success achieved is an average of 91% . The field records shows that The improvement of the children's numeracy was good enough and worked quite satisfactorily.

Based on the results of the research obtained at the time of the intervention, the data recapitulation was obtained to increase the numeracy ability of children aged 5-6 years as follows: Total pre-cycle value of 501, cycle 1 of 982, cycle II of 1332 and cycle III of 1364. The average Which is obtained during the pre-cycle of 33, the first cycle is 50, the second cycle is 67, and the third cycle is 82. while the pre-cycle percentage is 44%, the first cycle is 65%, the second cycle is 89% and the third cycle is 91%.

After the provision of action for action is done, then the results of research conducted to provide a picture of the fact that the action through activities Play congklak proved able to develop the ability of counting children aged 5-6 years to a better. This is seen in the ability to count, patiently menunggu turn and understand the rules. By playing congklak the child is able to develop the ability to count among his friends when interacting without pressure or compulsion from anyone, so that the ability of counting can be stimulated naturally and can explore the ability of counting ability that is in him through the experience of playing that done alone.

But it cannot be denied that the ability of counting from the children is influenced by various factors. Including environmental factors, family, school, even the characters that exist in the child himself. For children who get stimulant in increasing the counting ability tends to be easy to improve the ability to count.

CLOSING

The Efforts to develop arithmetic skills through playing congklak in children aged 5-6 years provide a satisfactory results. It can be seen from the recapitulation of the students' ability assessment in counting using congklak. In pre-cycle only 44% of 15 students who develop very well in understanding the concept of numbers, in understanding the concept of comparison that developed very well.

In cycle I in terms of understanding the concept of the number of students who develop very well reaches 65%, so the ability of students from pre-cycle to cycle I increased by 21%. The comparison aspect of improving student's ability in understanding the concept of comparison using congklak game reaches 65%.

In cycle II The ability of children to understand the concept of numbers increased to 89% from 66% during cycle I, and in terms of understanding the concept of child ability comparison increased to 89% from 66%. The concept of analysis and probability of children's ability to develop as much as 89% from cycle I is 66%. The motivation of the students in the early arithmetic learning with congklak game in children has increased, this is because arithmetic is done through games that do not burden the child's brain memory, so that children feel happy and unencumbered.

Based on observations in the cycle I and II can be concluded that the congklak game can improve the ability to count for the children. Congklak Game is one of the children's favorite traditional games, because without them realize, they has learned how to count through congklak. Therefore, as an educator must be able to plan, implement and evaluate the learning program. The three activities are just as important and closely related. The planning of the teachings is based on prior implementation and evaluation, implementation. Program is based on planning, and evaluation is done based on program planning and implementation. Evaluation will be useful for determining the next learning step / planning especially if the problem is found it will soon be done to determine the action. Congklak game can be used in counting learning Expected beginning, and teachers can develop it again. Parental support is something that must be done therefore cablak game can be given at home so that the child's ability to be optimal.

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**IMPROVED OF APPLICATION VALUES AL-ISLAM AND THE KEMUHAMMADIYAHAN
TO EARLY CHILDHOOD THROUGH INTEGRATED LEARNING
(Action Research in kindergarten Group B 'Aisyiyah Bustanul Atfhal
21 Rawamangun in East Jakarta)**

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ABSTRACT

The aim of this research to get how improve values application of Al-Islam and Kemuhammadiyahaan child through integrated learning and know how big the role of integrated learning can improve value application of Al-Islam and Kemuhammadiyahaan group child B 'Aisyiyah Bustanul Atfhal. There is need to develop the ability value Al-Islam and Kemuhammadiyahaan 21 Rawamangun 'Aisyiyah Bustanul Atfhal kindergarten children can be optimally through integrated learning, this can be compared AIK value between before intervention and after intervention; so the value that children develop good AIK. Increased Value AIK children through integrated learning becomes effective for seeing the direct application of this value of AIK by children. This can be done very well through the assignment, training AIK value, strengthening by habituation and *uswah hasanah* / a good example.

Keyword: integrated learning, values AL-Islam and kemuhammadiyahaan, early childhood 5-6 years

PREFACE

Early childhood is an individual period who continues to process its development rapidly, so it is a decisive period of the next journey. In this period the child will develop knowledge, understanding, skills, talents, interests and character to support their future success. Early Childhood Education has become an important part in life because with early childhood education, the young generation of the nation has been assisted to be a successor of the strong nation struggle. This case has become the commitment of the Indonesian government as stated in the National Education Constitution No. 20 of 2003 article 1 verse 14, and this commitment is reinforced by Government Regulation (PP) no. 17 of 2010, article 61. Beside government, community organizations (NGO) is also has a commitment to develop the potential of children at the early age. Aisyiyah one of the Autonomous Organizations of Muhammadiyah organized a kindergarten education program "Aisyiyah" called Aisyiyah Bustanul Athfal Kindergarten and Early Childhood Education Aisyiyah Bustanul Athfal (PAUD ABA). Aisyiyah Commitment established in Yogyakarta on 27 Rajab 1335 to coincide on May 19, 1917 has held early childhood since 1919, aims to contribute to education in Indonesia.

Al-Islam and Kemuhammadiyahaan (AIK) are the spirits of the Muhammadiyah institution's mission. AIK materials become the strength as well as the character identity of Muhammadiyah educational institutions including PAUD Aisyiyah. AIK values that become the spirit and identity of PAUD Aisyiyah as mentioned in Muqaddimah Muhammadiyah Articles of Association, such as ; Tauhid, worship, justice, honesty, brotherhood and mutual help, sincerity, responsibility, hard work, patience, tawakkal, courageous, hope and *khauf, ittiba* to Prophet Muhammad SAW, orientation to the future, and the principle of deliberation.

The role of AIK teaching materials is needed in instilling and developing the values of the character of Aisyiyah PAUD students. The application of AIK values is a necessity in the golden age of early childhood education, in order to help lay the foundations of religious moral values, social and emotional development and the development of the basic skills that the students need to adapt to their environment. However, AIK teaching materials do not suffer from obstacles or shortcomings when taught in Muhammadiyah educational institutions, especially at the level of kindergarten Aisyiyah. The results of Mahasri and Anshori's research on Al-Islam and Kemuhammadiyahaan Development Material and Strategy for Early Childhood at Aisyiyah Bustanul Athfal in Kartasura Sukoharjo kindergarten found that 1) the overlap between indicators of learning achievement of AIK teaching resulted in teachers

having difficulty in developing AIK materials, 2) the diversity of AIK materials. This diversity is influenced by the diversity of teachers' understanding and mastery of AIK development materials for early childhood, and 3) the lack of variation in strategies used by teachers in developing AIK materials for young children. The strategies practiced by all kindergartens are singing, questioning, practice, stories of conversation, demonstration, rote, and assignment. (2012: 64).

Al-Islam Kemuhammadiyah teaching that separates knowledge, skills and value-investing will cause difficulties for every child because it will only provide a less meaningful learning experience. Implementation and development of Al-Islam and Kemuhammadiyah values for early childhood in group B kindergarten through integrated learning is expected to provide a more meaningful learning atmosphere for students. The integration between aspects of early childhood development and the values of Al-Islam Kemuhammadiyah in the learning process will affect the development of knowledge, social, emotional, and religious attitudes of students. The formulation of this research problem is as follows: (1). How to improve the application of the values of Al-Islam and Kemuhammadiyah children through integrated learning? (2). How integrated learning can improve the application of the values of Al-Islam and Kemuhammadiyah children of group B TK 'Aisyiyah Busthanul Atfhal ?

LITERATURE REVIEW

1. The values of Al-Islam and Kemuhammadiyah

On 8 Dzulhijah 1330 Hijriyah or 18 November 1912 Miladiyah, by KHA. Dahlan established a parade as an "Islamic movement" under the name "MUHAMMADIYAH" (2007: 7). Since its inception, Muhammadiyah is committed and strives to realize Islam in life, through the movement of *da'wah* and *tajdid* in order to realize the true Islamic society. As stated in the Articles of Association of Muhammadiyah article 4 paragraph 1 explained that Muhammadiyah is the Islamic Movement, *Da'wah Amar Ma'ruf Nahi Munkar and Tajdid*, sourced from the Qur'an and As-Sunnah. While Article 6 explained the intent and purpose of Muhammadiyah is uphold and uphold the Islamic Religion so as to realize the true Islamic society. (2005: 5).

KH. Ahmad Dahlan pays great attention to the promotion of the women's movement, women have the same opportunity to formal education and social roles, actively preach in the public sphere. (2011: 27). In 1914 an association was formed called Sapa Tresna (Aisijjah "Soera" Aisijjah No. 10 Years XV / October, 1940). Mohamad Ali argued that the Muhammadiyah education movement was involutive (2010: 31).

Educational ideals initiated by KH. Ahmad Dahlan is the birth of new human beings who are able to appear as "intellectual Islamic leaders" or *intellect-ulama* ", a Muslim who has firmness of faith and knowledge of a broad, strong physical and spiritual. (2004: 131). To realize the ideals of Kyai Dahlan, the education of Al-Islam and Kemuhammadiyah serve as one of the main subjects in all Muhammadiyah educational institutions. From primary, secondary, to university education under Muhammadiyah organisation. All levels of education are required to implement Kemuhammadiyah education. Currently, the normative formula has been formulated in the form of teaching materials Al-Islam and Kemuhammadiyah.

The Islamic values summarized in Muqaddimah of Muhammadiyah's Articles of Association are monotheism, worship, justice, honesty, brotherhood and mutual help, sincerity, responsibility, hard work, patience, tolerance, courage, king and khauf , Ittiba 'to the Prophet Muhammad, orientation to the future, and the principle of deliberation, as well as the integration of Islam and science (2013: 2). In addition, Badillah formulates 6 basic values of Al-Islam Kemuhammadiyah, as follows: *First*, the value of purity is the religious spirit of Muhammadiyah which is intended as maintenance of Islamic teachings that based on and derived from the Qur'an and As-Sunnah Ash-Shohihah. *Second*, the virtue value of Muhammadiyah emphasizes the value of virtue, charity. Muhammadiyah is a charity movement. *Thirdly*, the value of progress that is Islam driven by Muhammadiyah is Islam that progresses. *Fourth*, the balance value of Muhammadiyah encourages the existence of at *tawazun*, moderate values. Muhammadiyah is not stuck to spiritualism, dzikir continue, also not stuck on the excessive rationalism in religion. *Fifth*, the cultural values of the Muhammadiyah movement is a cultural movement, *da'wah*

approach, cultural strategy. This cultural movement is oriented to strengthen the foundation of culture, strengthen the cultural base. To strengthen that cultural foundation concerns the mentality. *Sixth*, the family value is there is togetherness in Muhammadiyah. (2009: 129).

2. Early Childhood Education

Early childhood education is one form of education that focuses on the basic laying of growth and development, namely: moral and religious development, physical development (fine and coarse motor coordination), intelligence / cognitive (thinking power, creativity) Socio-emotional (attitude and emotion) language and communication, in accordance with the uniqueness and developmental stages according to the age group passed by early childhood as listed in regulation of national education minister No 58 of 2009. There are two goals for early childhood education:

- a. The main objective: to form a quality Indonesian child, the child who grows and develops in accordance with the level of development so as to have an optimal readiness in entering basic education and navigating life in adulthood.
- b. Participant objectives: to help prepare the child to achieve academic readiness in school, so as to reduce dropout age and be able to compete healthily in the next education. (2009: 17). In addition there are some expert views about the development tasks are:
- c. Vygotsky argues that education creates a proximal development zone, where this zone makes inherent developmental processes work. Development is particularly likely only to occur in interaction with social circles and in cooperation with children, and development is a trait of the child itself. In essence Vygotsky reveals that education has an influence only when it is in front of developments. So education is not only oriented on the development of children in the past but the future.
- d. Heymans argues that the task of development is the events when an individual is able to overcome a transition in his life.
- e. Havighurst, reveals that the task of development there are two: 1). Tasks that appear only at a certain time and must be met at that time, the example of learning to walk and talk; 2). Continuous tasks, which individuals endure for several years and are long-term. Example: learning to participate as a responsible citizen (2006: 44).

3. Integrated Learning

Learning in principle is the process of interaction of all situations that exist around the individual. Learning can be viewed as a process directed to the goal and process of doing through various experiences (2014: 1). Learning is essentially a process of interaction with all the situations that exist around the individual. Learning is also a process of Learning to see, observe and understand something. (1989: 28). In line with this, Cronbach as quoted giver, states "Learning may be defined as the process by which a relatively enduring change in behavior occurs as result of experience or practice (2010: 1).

Integrated learning is an application of one learning strategy based on an integrated curriculum approach that aims to create / make learning process relevant and meaningful for children. (1989: 9). Further explained that in integrated learning is based on the approach of inquiry, which involves students ranging from planning, exploring, and brainstorming of students. With an integrated approach, students are encouraged to work in groups and learn from their own observations. While Collin and Dixon put forward on integrated learning as follows: Integrated learning emerges when an authentic occurrence or excavation of topics in the curriculum (1991: 6). Something meaningful in integrated learning is meant, children will understand the concepts they learn through direct experience and connect them with other concepts they already understand. The tendency of integrated learning is believed to be a practice-oriented approach to learning in accordance with the needs of the child (Developmentally Appropriate Practice), abbreviated as DAP.

RESEARCH METHODS

This research uses collaborative Action Method of Kemmis and Mc Taggart model of Martini Jamaris adaptation which is a series of spiral cycles, covering stages: a) planning, b) action, c) observation, d) reflection, then proceed with the revision of action planning in the next cycle as it is deemed necessary to be improved. So, this study uses two cycles.

The collection of data is done based on the instrument grid which is a description of the value of Al-Islam and Kemuhammadiyah will be measured, indicators and items of the instrument. The data obtained in the field are grouped, compiled (codified) and validated through triangulation by comparing data obtained by researchers with various sources, both data from students, teachers and collaborators are then consulted on the promoters (expert opinion).

Triangulation in credibility testing is defined as checking data from various sources in various ways and at various times. Triangulation technique is a triangulation to test the credibility of data performed by checking the data to the same with different techniques. For example data obtained by interviews is checked or compared with data from observation and from documentation. Triangulation of sources is triangulation to test the credibility of data by checking the data that has been obtained through many sources. Triangulation of time is a triangulation to test credibility by checking with interviews, observations, or other techniques in different times or situations. Different engineering checks in different times are done because time is assessed often affects the credibility of the data.

RESEARCH RESULTS AND DISCUSSION

Based on collecting data obtained, grouped into two types, namely qualitative data and quantitative data. The qualitative data can be done with descriptive analysis, while quantitative data can be done by using descriptive statistical analysis. The results of this study indicate that the first values of Al-Islam and Kemuhammadiyah in children group B TK 'Aisyiyah Bustanul Atfhal 21 Rawamangun Central Jakarta increased after using the model of integrated learning. Using the role playing method, storytelling, drawing and singing that is adapted to theme and subtheme. The process of Implementation of AIK scores is done early in discipleship children on time to come to school. Welcoming the children is done by the teacher in front of the class, the child greeting, put shoes on the shoe rack neatly then they lined up while reading the pledge there is one child in charge to read and followed by other children. The next activity is to tell the story teacher according to the theme and sub theme and read iqro 'one by one. The children after doing the activity do a good exercise movement by playing, moving to be physically healthy. At the opening act the children pray where the value of Purity is strengthened thankful for what God gives and singing by changing the song of the one-to-one verse to "One-on-one I love God" and so on. After that the children continue to play in the center in accordance with the day set here the value of virtue and kinship is applied, then rest where the children queue with a neat to go to the toilet and wash hands, after that they take stock and after finished trimmed the children, Children are ready to go home. And his is evidenced by the increase in the percentage of each of the values of Al-Islam and Kemuhammadiyah.

Secondly, there is an increase of AIK values from the average AIK value in the pre cycle phase of 50.62%, after the first cycle action, the increase of Al-Islam and Kemuhammadiyah values is 70.89% and the second cycle average, The average value of AIK to 81.93% and has passed the minimum defined Criterion (KKM) that is set at 75, and 85% of the number of children have the same value or above 75. The percentage of the increase in the application of AIK value gradually increased by using learning approach that fits the child's developmental needs is an integrated learning that reinforces AIK values.

CONCLUSION

Departing from the above results, the conclusions of this study are: 1) efforts to develop the ability of Al-Islam and Kemuhammadiyah value of ABA 21 Rawamangun kindergarten can be done optimally through Integrated learning, it can be compared AIK Niali between before intervention with after intervention; So that the AIK value of children is growing well, 2) Increasing the AIK value of children through integrated learning It is necessary to develop the ability of Al-Islam and Kemuhammadiyah value of ABA 21 Rawamangun children can be done optimally through Integrated learning, this can be compared AIK score between before intervention with after intervention; So the AIK value of children is growing well. It is necessary to increase the AIK value of children through this integrated learning to be effective because it sees the direct application of AIK values by children. This can be done very well

through assignment, AIK Rating training, reinforcement with habituation and *uswah hasanah* (good examples).

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INTERNALIZATION OF CHARACTER IN NATURAL SCIENCE LEARNING AS A PRESERVATION OF LOCAL WISDOM AND STRATEGY IMPROVING GLOBAL COMPETITIVENESS

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ABSTRACT

Growing up of science, technology, and phenomena in the global era becomes the challenge of the Indonesian nation in maintaining local wisdom. Elements of local wisdom contain the values of cultural excellence of the community associated with environmental conditions, so it needs to be integrated in learning in the form of character education. Integrating character in science learning, it is necessary to balance the four dimensions of science, that is: ways of thinking, ways of inquiry, knowledge, and science-technology-society. The science learning process should optimize the ways of thinking and the ways of inquiry to develop thinking skills and thinking strategies. Local wisdom can be optimized through Science Technology Society and Environment based learning. Implementation of the reference of international standards of science learning is expected to graduate Indonesian students able to face global competition.

Keywords: character education, local wisdom, natural science learning

INTRODUCTION

Currently entering the 21st century has felt the progress of science and technology increasingly rapidly. Entering in the global era as it is now the process of development can not be avoided by the Indonesian nation. In fact all the nations of the world are bound in intercorrelation in all spheres of life in a system that is developed worldwide. This will threaten the socio-cultural system of the nation of Indonesia which began to participate controlled in a system of modern culture is very favored innovation and technology advances. Thomas Friedman's statement (2006) in his book *The World is Flat* quoted by Pulubuhu (2014) explains that the globalization of the current period comes in the form of world uniformity in a flat order both physically and culturally. The statement indicates that the world without borders is flat, thus providing an opportunity for anyone to enter the competition. This is a challenge Indonesian nation today.

Along with the times, the Indonesian nation has not yet pointed to the existence of cultural and cultural values. Until now Indonesia is not optimal in the effort to build the character of the nation and state, even every time we can witness the various actions of society that result in the destruction of a nation. These behaviors include: (1) increased violence among adolescents, (2) decline in politeness behavior, (3) decline in honesty behavior, (4) decreased sense of togetherness and mutual cooperation, (5) increased self-destructive behavior, and (6) increasingly vague of moral guidance.

This decline of Indonesian character pushed the government to evaluate the process of curriculum implementation in schools. Policy makers are trying to find the best solution to solve the problem. To minimize the character problems that hit the Indonesian nation through education with curriculum renewal. The 2013 Curriculum is designed with the aim of preparing the intelligent and competitive Indonesians. Intelligent in this case is spiritual intelligent, social/emotional intelligent, intellectual intelligent, and kinesthetic intelligent (Mendikbud, 2013: 82). Purwanti (2013) suggests that the science learning process should refer to and apply the educational standards set by the government to equip students with body of knowledge (content standards); scientific skills, thinking skills, and strategy of thinking (process standards); critical and creative thinking (scientific inquiry standards); and authentic assessment (assessment standars).

The linkage of global challenges with the achievement of the 2013 Curriculum is to produce graduates who have competitiveness in the global world by improving the quality of education and mastery of science technology and art. The quality of good graduates is not only about skills, but also must have

superior character such as: independent nation mentality, innovative, creative, and professionalism. This can be achieved if the implementation of the 2013 Curriculum can be implemented effectively.

Humans who can answer the global challenge are people who have a strategy of thinking. Strategy of thinking arises when human beings have knowledge of science knowledge, able to reason as an integration of critical and creative thinking skills. The basic thinking strategy is conceptualization, where human beings make connections between concepts they have learned, so learning always interconnects between initial knowledge and new knowledge. The second thought strategy is to make decisions, in which people select solutions from many alternatives based on specific criteria for specific purposes. The third thought strategy is to solve problems, where people find solutions to every challenge faced in unknown lives or situations.

Thinking skills and thinking strategies have a strategic position to strengthen the nation's character. Character and cultural values when well developed it will be able to minimize social diseases of the community. In the current era of globalization, all aspects of life are open and uncontrollable and lack of filtering and the condition of society that is not ready to lead the people of Indonesia brought the flow of freedom that is more oriented to individualism and materialism and began to forget the local culture. Therefore, it is necessary to transform the values of local wisdom for the development of the character of the nation so that the Indonesian nation is able to maintain the nation's culture, as well as able to carry out consensus deliberations, cooperation or mutual cooperation as an effort to maintain the cultural heritage (Yunus, 2014: 6).

The values of local Indonesian wisdom are contained in the values and scientific attitudes of science learning. The international benchmark of the quality of science education explains the science literacy that provides an overview of the concept of science literacy and how science literacy is measured. Based on research results inform that the level of science literacy in Indonesia is still low, the achievement of science literacy learners not as expected. This is because the tendency in the field shows that: (1) science learning is only to master some knowledge as a science product (memorize concept, principle, law, and theory); (2) does not provide enough space to grow scientific attitude, practice problem-solving process, and application of science in the real life, (3) test-oriented learning (perception effect on high stake test), so that learning for the success of the national exam, (4) natural science as an attitude, process, and application not applied in learning, 5) learning more oriented to basic learning (learning for mastery of the concept), 6) not to applied learning (learning based on real problems).

This will not happen if the natural science is implemented by understanding the various phenomena of nature systematically include: scientific attitude, scientific process (scientific method), natural science product, and natural science application. Natural science learning by integrating character education can be a medium to maintain local wisdom. In addition, the application of standards in natural science learning will enhance the global competitiveness of the graduates produced. Therefore, the purpose of this study is to know the realization of character through science learning by maintaining the principle of preserving local wisdom and still not lose in global competition.

DISCUSSION

Character building

The foundation of character education is contained in Law Number 20 Year 2003. In Law Number 20 of 2003 on the National Education System it is mentioned that the curriculum is developed with the principle of diversification in accordance with educational units, regional potentials, and learners. This is intended to enable the adjustment of educational programs in educational units with the conditions and uniqueness of the potential that exists in each region.

The application of character integration in the academic field is poured in the curriculum with the aim to give good decisions, maintain good and realize goodness in everyday life. The 2013 Curriculum contains four core competencies of religious, social, knowledge, and skill competencies (Mendikbud, 2014). Based on these four competencies, religious competence and social competence represent the character development of the students during the learning process.

Implementation of character building in schools should be integrated in learning. The 2013 Curriculum is also expected to be well implemented, thus forming a strong character for students. Characters that can be developed include: (1) creative, Jones & Wyse (2013: 1) to define creative is "*creativity means a person's capacity to produce new ideas, insights, being of scientific, aesthetics, social, or technological value*"; (2) friendly, Kail and Cavanaugh (2013: 266) explains "*friendship is a voluntary relationship between two people involving mutual liking*"; (3) honesty, Bundu (2006: 41) states that "*honesty has a close relationship with respect for facts and data found (respect for evidence)*"; (4) responsibility, Cornerstone Values (Galloway, 2008: 18) states that "*responsibility is concerned with the ability/courage to be responsible for mistakes, to be trusted, and to be responsible for oneself and the group*".

Character education should be a national commitment in the form of character and cultural education that is an integral part of national education, comprehensive development and the need for a national movement. In accordance with Qodriyah & Wangid's statement (2015: 179) that integrating value education (character) in each lesson becomes very important for student's readiness in facing every problem in their life. Thus, graduates are better prepared to face the life of society, nation and state, face the challenges of life in the present and in the future. In accordance with Lickona's statement that explains that "*character education is effective if it helps learners to take advantage of all their intellectual and cultural resources, including their faith traditions, as they make moral decisions. This character education should be integrated in the academic curriculum and evaluation*" (Lickona, 1996).

Natural Science Learning

Natural science is a collection of knowledge systematically arranged, and in its use is generally limited to natural phenomena. Sund & Trowbridge (1973: 2) explains "*science is both a body of knowledge and a process*". Furthermore, science is defined as having three important elements of attitude, process and product. In line with the definition of the science, James B. Conant cited by Amien (in Jatmiko, 2004) defines natural science as a set of concepts interrelated to the concept charts that have evolved as a result of experiments and observations, useful for experimentation and observation furthermore.

Referring to the definition of natural science above, the nature of natural science includes four elements, namely: (1) *products*: in the form of facts, principles, theories, and laws; (2) *process*: problem-solving procedure through scientific method; Scientific methods include observation, hypothesis formation, experimental design, experiment or investigation, hypothesis testing through experimentation; evaluation, measurement, and conclusion; (3) *application*: application of scientific method or work and concept of science in everyday life; (4) *attitudes*: curiosity about objects, natural phenomena, living things, and causal relationships that create new problems that can be solved through correct procedures; Science is open ended (http://www.puskur.net/mdl/050_ModellPA_Trpd.pdf).

Koballa & Chiappetta (2010: 105) defines science as "*a way of thinking, a way of investigating, a body of knowledge, and its interaction with technology and society*". Thus it can be interpreted that in science there are dimensions of ways of thinking, how to investigate, building science, and its relation to technology and society. This became the basis of the importance of science learning which developed a scientific process for the formation of student mindset.

The science-learning process in schools emphasizes the provision of hands-on experience to develop competencies to explore and understand the natural world scientifically. This is because natural science is necessary in everyday life to meet human needs through the solving of identifiable problems. The application of natural science needs to be done wisely in order not to adversely affect the environment. At the elementary school level, science learning is expected to have an emphasis on STSE learning (Science, Technology, Society and Environment) directed at the learning experience to design and create a work through the application of the concept of science and the competence of scientific work wisely.

Model "TSTS" In Science Learning

Thinking skills is a mental process that requires an individual to integrate knowledge, skills and attitude in an effort to understand the environment. One of the objectives of the national education system is to enhance the thinking skills of students. This objective can be achieved through a curriculum that emphasises thoughtful learning. Teaching and learning that emphasises thinking skills is a foundation

for thoughtful learning. Thoughtful learning is achieved if students are actively involved in the teaching and learning process. Activities should be organized to provide skills for conceptualization, problem solving and decision-making.

Thinking skills can be categorized into critical thinking skills and creative thinking skills. A person who thinks critically always evaluates an idea in a systematic manner before accepting it. A person who thinks creatively has a high level of imagination, is able to generate original and innovative ideas, and modify ideas and products.

Thinking strategies are higher order thinking processes that involve various steps. Each step involves various critical and creative thinking skills. The ability to formulate ideas is the ultimate aim of introducing thinking activities in the teaching and learning process. Examples of “TSTS” model implementation in science learning are presented in Figure 1.

Before the lesson is linked to the learning objectives, the teacher should examine all relationships of learning outcomes and propose learning activities that provide opportunities for thinking skills, thinking strategies for obtaining scientific attitudes and noble values, so as to enable students of character.

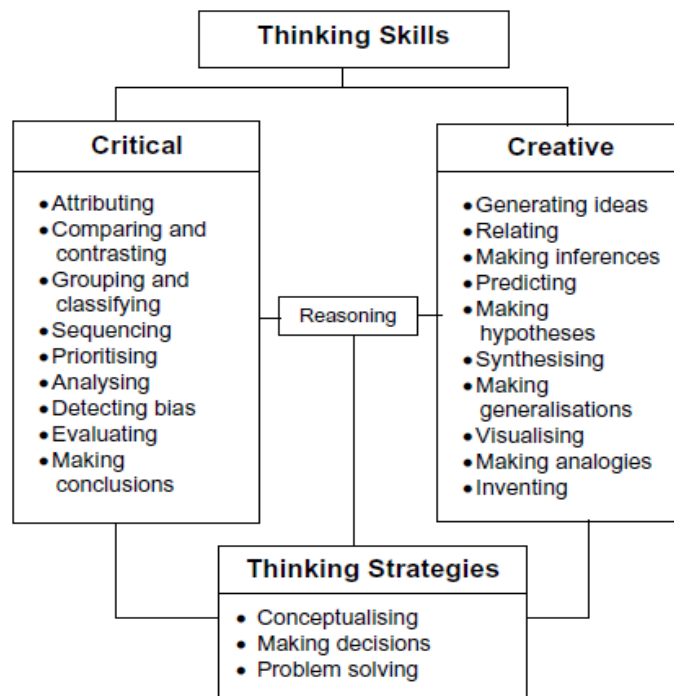


Figure 1. Model “TSTS” in science learning (Sumber: Ministry Of Education Malaysia 2002)

STSE Approach

The Science Technology Society and Environment STSE approach integrates knowledge, skills, processes, and values to understand applications. Supported by the opinion of NC state University (2010: 1) states that STSE is “an interdisciplinary field of study that seeks to explore and understand the many ways that science and technology forms culture, values, and institutions”. This is reinforced by the opinion of Yeap Chin Heng et al. (2002: 13) which states that in the STSE approach “knowledge in science and technology is to be learned by the application of the principles of science and technology and their impact on society”.

STSE is one of the most important approach introduced to students and it can be implemented both in science learning activities and in everyday life, in accordance with current technological development demands. STSE Learning is divided into six domains of concepts, processes, applications, creativity, attitudes, and application relevance with real action. The link between the six domains according to Yager (1996) in Anna Poedjiadi (2009: 105).

The STSE approach facilitates student activities that develop knowledge of skills, processes, and values, provides application context, and illustrates principles. In the process there are activity discussions related to the application and strengthening knowledge, skills, processes and values.

The correlation between literacy of science, technology and character of students in STSE approach is so that learners have the ability to see things in an integrated manner by paying attention to the four STSE elements so as to gain a deeper understanding of the knowledge they have. As a consequence, it is hoped that the deeply understood knowledge will enable them to utilize the knowledge held in life. STSE is shown to build learners knowing the science, its development and how the development of science can affect the environment, technology, and society on a reciprocal basis.

The STSE learning approach applied in the classroom by a teacher will be able to change the thinking process of the students, because knowledge of science and technology is taught by application of the principles of science and technology impact on society and environment.

Local wisdom

Local wisdom is understood as in accordance with the opinion of Suhartini (2009: 208) that is adapting to the environment, the society acquires and develops a wisdom that is in the form of knowledge or ideas, customs norms, cultural values, activities, and equipment as the result of abstraction to manage the environment. Often people's knowledge about the local environment is an accurate guide in developing life in their neighborhoods.

Ritohardoyo (2006: 51) explains that human behavior towards environment caused by human behavior is influenced by some basic factor, supporter, motivator and perception, and environmental factors both physical environment and social environment, as in Figure 2. Furthermore order of behavior can be described in a cycle diagram, a series of elements of interpersonal relationships, value systems, thought patterns, attitudes, behaviors and norms (Ronald, 1988 in Ritohardoyo, 2006: 52). Basically human as a member of society is very dependent on the land and residence. Here there is a difference between land and residence. Land is a natural environment whereas the dwelling is an artificial environment (built). The built environment is affected by the perpetrator cycle and vice versa (Figure 3).

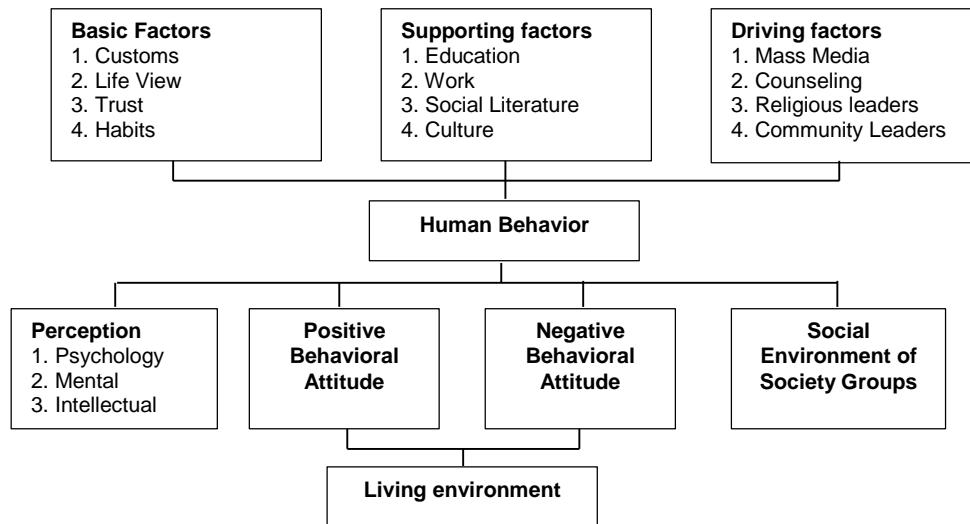


Figure 2. Relationship of Some Factors Influence on Human Behavior (Sumber: Green, 1980 dalam Ritohardoyo, 2006)

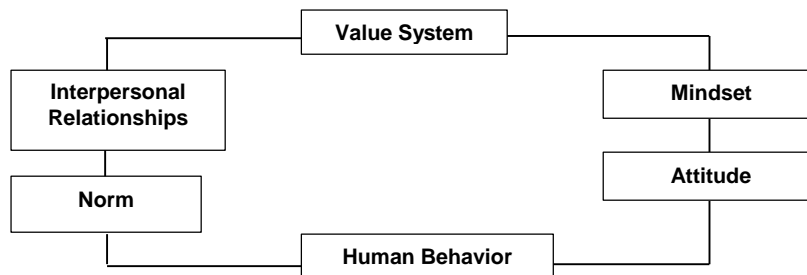


Figure 3. Recycling Scheme of Human Behavior (Sumber: Ronald dalam Ritohardoyo, 2006)

Application of Standards In Science Learning

National Science Teacher Association (NSTA) (2003: 18) states that one of the standards of science is a science as inquiry. This standard states the importance of training students to investigate natural phenomena. Observation, asking questions, hypothesizing, designing experiments, measuring, collecting data, presenting data, and analyzing data are science learning activities through an inquiry process.

NSTA (2003: 4-30) mentions 10 standards for the preparation of science teachers, namely: (1) content standards; (2) nature of science standards; (3) inquiry standards; (4) issues standards; (5) standard of general teaching skills; (6) curriculum standards; (7) science and society standards; (8) assessment standards; (9) safety and welfare standards; and (10) professional growth standards.

Based on the analysis of Benchmarks For Science Literacy (AAAS American Association for the Advancement of Science, 1993: 59-93), the standard of scientific content includes: Physics setting; Earth; The process of forming the earth; Material structure; Energy transport; Motion; Nature of style; Biodiversity, heredity; cell; Interdependence; The flow of substances and energy; evolution; Human identity; Human growth; Basic functions; Physical health; and Mental health.

Description of the attachment of character aspects in the application of Scientific inquiry standards are capable of generating inquiry questions and problem solving, the content standards are able to achieve the competence of the content of the science either Biology, Physics, Chemistry, Environment, Earth, Astronomy; Standardized processes are able to train students to experience various learning processes (experiments, demonstrations, discussions, role playing, games, reference reviews) and assessment standards will evaluate students according to their learning experience (tests, performance, tasks, portfolios).

CONCLUSION

1. Integrating characters in science learning, it is necessary to balance the four dimensions of science (ways of thinking, ways of investigating, knowledge, and science-technology-society).
2. Optimizing the ways of thinking and ways of investigating through the model "TSTS".
3. Local wisdom is optimized through STSE-based learning.
4. Global competition is anticipated by the application of international standards of science teaching.

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LABSCHOOL MANAGEMENT MODEL

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ABSTRACT

Implementation of quality education is expected to encourage the development of the potential of learners to be a human being who believes and cautious to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible as set forth in the law National education system. The existence of Labschool (Pilot School) Indonesia University of Education is a breakthrough in the development of innovative education system.

Keyword: management, implementation

INTRODUCTION

Today the challenges faced by education providers in Indonesia to achieve national education goals are enormous. Implementation of quality education is expected to encourage the development of the potential of learners to be a human being who believes and cautious to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible as set forth in the law National education system. The existence of Labschool (Pilot School) Indonesia University of Education is a breakthrough in the development of innovative education system. Basically the development is done refers to the management functions performed periodically and continuously. In order to obtain the expected results, the School Management Board of the Indonesia University of Education (BPS UPI) performs the management function in question by performing several functions including planning, organizing, staffing, coaching, coordinating, communicating, motivating, budgeting, controlling, monitoring, appraisal and Systematic reporting (Mulyati and Komariah, 2008, p. 88).

CONTENT

As the purpose and function of management mentioned above, BPS UPI in practice innovated an integrated school management model that accommodates UPI pilot schools, both in Bumi Siliwangi Campus and Campus Area (kindergarten, elementary, junior and senior high school). First, undertake a series of planning, organizing, staffing, coaching, coordinating, communicating, motivating, and budgeting activities involving BPS UPI staff, school parties and parents. This is done in order to establish synergic communication between stakeholders in developing labschool. The steps taken include determining mechanism in the form of resource regulation and determination of techniques or methods in managing the implementation of education by each pilot school (Hasibuan, 1996, p 41).

The steps taken include the selection of school principals for every level of the model school openly; Communicate with the school and parents; Build facilities and pre-support facilities for the implementation of education; And to implement a fair and transparent one-door management system. Second, to control and supervise the implementation of education conducted by each pilot school. This is done so that the implementation in the field can be run in accordance with the planning made before. The process of control and supervision undertaken includes the determination of performance standards; Measure performance; Comparing performance to predefined standards; And take corrective action when subjected to pilot deviations (Hasibuan, 1996, p 42). Thus, the process undertaken prioritizes the evaluative principles in order to improve the quality of school management for the better. The steps taken one of them by conducting regular and continuous evaluation meetings as a form of efforts to improve school management. Third, conduct a systematic assessment and reporting. This is done in order to provide information periodically and continuously to all stakeholders in order to achieve the implementation of laboratory management carried out transparently. In general, these three steps of school management innovation are done by referring to a public policy theory. In

this case the labschool management model implemented by BPS UPI was developed based on three stages of public policy analysis process namely identification, implementation and evaluation (Suharto, 2012, pp. 78).

SUMMARY

The identification process is a step that is done to find various problems and needs of unmet fulfillment (unmet needs) which then used as input material for the stipulation of proposal of development program of labschool. Furthermore, the implementation process is a stage which in this case includes the activities of operationalizing policies into proposals of school development programs to be applied to program targets. At the last stage is the evaluation stage, namely the assessment of the policy process focused on the stages of policy formulation and school management development, especially to see the integration between stages.

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LITERACY DEVELOPMENT IN LEARNING AT PRIMARY SCHOOL

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ABSTRACT

Literacy is more than just reading and writing. It also covers how a person communicates in society. Literacy also means practices and social relationships related to knowledge, language, and culture. In general, challenges in the Indonesian literacy world can be classified into several aspects as follows:

Children have limited access to information sources, especially books, availability of information sources, especially the availability of quality books, books are not used in an interesting and sustainable interactive activity, Lack of exemplary figure "readers" in homes, schools, and neighborhoods, Interest in reading children need to be treated, literacy education is the ultimate skill in forming high thinking skills. Literacy activities will be meaningful if completed with quality books. To develop literacy, reading books need to meet the relevant visual, literary, and content qualifications. Literacy activities in elementary school learning focused on receptive (listening and reading) and productive language skills (speaking and writing). The implementation phase of GLS consists of 3 stages (1) Habituation stage, namely the growth of reading interest through the activities of 15 minutes reading, (2) Development stage, improving literacy capability through enrichment book enrichment activities, (3) Learning Stage, improving literacy skills in all subjects: using enrichment books and reading strategies on all subjects.

Keywords: literacy, learning literacy, primary school,

INTRODUCTION

Indonesia is a society that has the second largest variety of languages in the world after Papua New Guinea, the DNA literacy of the nation formed is truly unique. The ancestors of the Indonesian nation are reliable speakers in the world. Culture tells, is a way of communicating in the form of hereditary from our ancestors through mother tongue and in various regions in Indonesia in building "life" activity in its society. This is evidenced by a variety of folklore, verbal art that exist in almost all tribes of Indonesia.

Other evidence that strengthens our ancestors as reliable speakers is the discovery of only a few characters in certain tribes such as Aceh, Batak, Kerinci, Lampung, Java, Sunda, Bali, Lontara. The script was handed down manually hand-written on leaf, wood, stone, and paper media. Print media does not develop in a modern way. It strengthens us to change the way of implementing language learning approach at early age from early childhood to grade 3 must refer to the cultural life of the ancestors as the nation of speakers, through the delivery of mother tongue by way of storytelling, reading story books, singing and so on. While the process of learning that occurred in early childhood and elementary school grasp just culture in the flow of cultural messages related perceptions, memories, history owned child. Immediately to the child is given the activities of reading, writing, and doing the tasks (paper and pencils). The vocabulary that the child gained in his or her experience as a unique, multicultural, multilingual child is obliterated by the use of the Indonesian language through Inappropriateness. That's what happened for decades, starting from the level of early childhood and elementary school.

LITERATURE

"Literacy is more than just reading and writing. It also covers how a person communicates in society. Literacy also means practices and social relationships related to knowledge, language, and culture ". (UNESCO in Ditjen Dikdasmen, 2016).

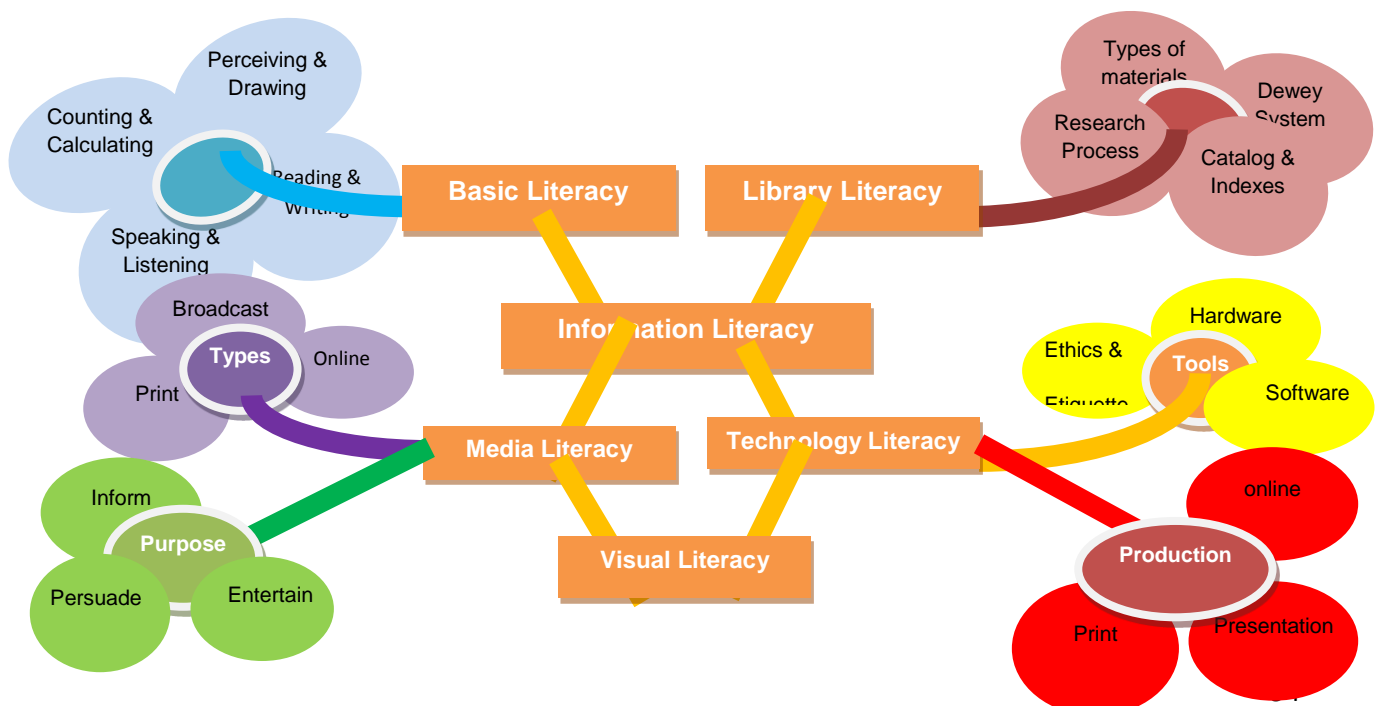
The presence of Indonesian language as an unifier should return to its proper function as mandated in Sumpah Pemuda (3) states, "uphold the language of Indonesian unity which has the meaning of recognition of the existence of hundreds of local languages which have the right to live and the opportunities of using foreign languages in accordance with needs".

Furthermore, Law No. 24 of 2009 on flags, languages and national symbols and national anthems, especially articles 26 to 39 on the Indonesian language usage rules; Articles 40, 41, 42 on the development, fostering and protection of Bahasa Indonesia; Article 43, development, fostering and protection of regional languages; Article 44 on improving the function of Indonesian as an International language; Article 45 on the Functions of Linguistic Institutions in Indonesia, should literacy in Indonesia grow strongly rooted in the process of language learning. On the contrary, the interest of children in elementary school does not grow well in accordance with our expectations as an Indonesian nation that has a rich diversity of language and culture. Kurniawan (2002) states that learning to write in Bahasa Indonesia has not been optimized for student needs and existing learning methods are being used in education in Indonesia. This resulted in a lack of mastery and rhetoric of writing in primary schools (Budiyono, 1992) in high school (Adidarmojo, 1993) and in college (Alwasilah, 2005). The results of TIMSS and PIRLS 2011 mapping (Baswedan, 2014) show the literacy rate of science and Indonesian reading ranged from 40-41 of the 42 countries surveyed.

According to Alwasilah in his book entitled "The Principles of Literacy" said that Indonesia is only able to write as many as 6,000 books in a year (including translations), Malaysia 8.500, Japan 45.000 and America 90.000. (Alwasilah: 2012). Another study revealed that the respondents' perception on the national education system from elementary school through college to equip the skill of writing (23.34%), reading skills (23.45%) and critical thinking skills (31.86%) that means the majority of respondents, more 75% the national education system do not develop basic of literacy, especially writing skills.

The UN meeting in Prague (2003) on basic literacy intelligence, given the importance for the citizens of the world to face the swift flow of information technology which formulated the "Information Literacy" despite the 12 years passed, but not too late for Indonesia to rise to determine the direction of the concept of learning to speak, especially in elementary schools in accordance with the conditions and progress of a globalized world. If we look specifically basic literacy in elementary school so far only focus on reading, writing, and counting (calistung) through text approach. Ignoring the aspects of speaking, listening, calculating, perceiving, and drawing, as a major part of the language arts, which actually exists in the curriculum. In addition it is not less important that Indonesia as a country that has 300 ethnic groups need a pattern of differentiation of literacy education from early childhood to elementary school as a form of multicultural education and Bhinneka Tunggal Ika.

Table 1
The Result of PBB Convention in Prague



In terms of the quality of human resources, Indonesia is catching up with other countries (some evaluation parameters indicate the low achievement of Indonesian students in reading and math skills such as PISA, 2003 and USAID-EGRA tests, 2012). The problem of unequal distribution of educational facilities and infrastructure, remote geographical conditions, low accessibility borders, high levels of diversity of social and cultural backgrounds of communities spread over vast territory is a challenge for curriculum development, teaching materials and teaching methods for children in Schools, families, and communities. According to UNESCO 2012 shows that the index reading level Indonesian is only 0001. That means, from 1,000 residents, only 1 who wants to read books seriously. With this achievement it means between 250 million Indonesian populations, only 250,000 got interest in reading, another study showed that Indonesia occupies the 60th place from 61 countries in literacy, better than Botswana. (Ditjen Dikdasmen, 2016).

Currently, Indonesian literacy teaching methods and content still focus on literacy elimination and literal reading, which is no longer relevant to the needs of a fast-moving global world. Indeed, the common problem in the world of literacy in Indonesia is the low emotional ties to the source of information one of them reading books and activities utilization of the source of information or reading activity. Associated with the book as one source of information, the low interest and passion of reading is partly rooted in the strong tradition of oral tradition in the social life and thinking patterns of the Indonesian people. Technology that offers easy to get information has become a shortcut when reading printed text. Meaningful reading has not yet become a strongly embedded culture. As a result, technology users often experience 'stutter reading media information' characterized by a lack of critical attitude in sorting and evaluating information accuracy, lack of understanding of information, or misusing information inappropriately (in plagiarism cases).

The transition from oral tradition to the culture of literacy is currently challenged by the onslaught of technology in the form of the popularity of media and communication tools (gadgets) that present text in a unique and different way of reading, requiring a complete approach in strengthening basic literacy in elementary schools.

In general, challenges in the Indonesian literacy world can be classified into several aspects as follows:

1. Children have limited access to information sources, especially books.

In remote areas, access limitations are due to geographical conditions that cause book prices and book deliveries to be unaffordable. In addition, the production of books mostly occurs in Java and surrounding areas. The limited access to books is also partly caused by poverty and priority needs that are still focused on basic needs. This is experienced by many families on the island of Java and other regions throughout Indonesia. However, even middle-class urban children sometimes do not have good access to books because books are placed in places where children are unattainable, such as glass cabinets at home, and high-rise library shelves, sometimes dusty, And not child friendly. This is partly due to the paradigm that assumes books as collectibles, and not the media for children to play, explore and imagine.

2. Availability of information sources, especially the availability of quality books

The availability of quality books is able to develop the language, visual, cognitive intelligence of children with age-relevant content and very limited classroom teaching topics. Books for children have been produced with two dichotomous interests. The textbooks are only for teaching in the classroom, and commercial books are mostly produced without considering their relevance to the formal education curriculum. In addition, teachers and other educators do not have the time and money to look for commercial readings (along with other sources of information such as newspapers and magazines) that are relevant to the topic of classroom teaching.

3. Books are not used in an interesting and sustainable interactive activity.

This applies to children of all ages and levels of competence. When the child is able to read, then he will be left to read alone. In fact, research proves that when the book is read aloud to him, the child is able to develop imagination, as well as critical and creative responses. At a higher age level, books read aloud and used to develop the discussion will develop critical, analytical and synthesis capabilities.

4. Lack of exemplary figure "READERS" in homes, schools, and neighborhoods.

Exemplifying the fun of reading and transmitting virus reading is very strategic to increase reading interest of children. Therefore, the reduced reading activity becomes a formal learning activity that measures and evaluates a targeted child. Adults have not been able to set an example that reading is a calming, entertaining, and fun activity.

5. Interest in reading children need to be treated

The high interest of children and adolescents on technology has not been utilized to make reading more interesting and easy to reach by them. Children born in the age of information technology (digital natives) read and write in a way different from the generation before them. This skill has not been accommodated in the classroom and has not been maximally utilized to enhance cognitive, social, linguistic, visual, and spiritual skills.

6. Literacy education is the ultimate skill in forming high thinking skills.

Lessons learned by teachers in schools have not been able to develop high-thinking skills that include analytical, synthesis, evaluative, critical, imaginative, and creative abilities. At school there is a dichotomy between learning to read and reading to learn. When children are able to read the text literally fluently, adults stop teaching reading. When studying subject content such as natural and social science, as well as mathematics, adults do not use texts of subject matter to develop such high thinking skills. No wonder if in college, students are difficult to develop and reproduce scientific ways of thinking that include critical power, analytical, synthesis, and imaginative.

RESULT

Educational practices need to make the school as a learning organization for all its citizens to grow as a lifelong learning organization. The School Literacy Movement (GLS) is a comprehensive and ongoing effort to make the school a learning organization whose citizens are literate throughout life through public engagement (Ditjen Dikdasmen, 2016). Literacy activities in elementary school learning focused on receptive (listening and reading) and productive language skills (speaking and writing). The level of reading and writing in elementary school consists of two levels: beginner, and middle. The implementation phase of GLS consists of 3 stages:

1. Habituation stage, namely the growth of reading interest through the activities of 15 minutes reading (Permendikbud No.23 of 2015).
2. Development stage, improving literacy capability through enrichment book enrichment activities.
3. Learning Stage, improving literacy skills in all subjects: using enrichment books and reading strategies on all subjects.

Literacy skills include not only the ability to read fluently, with intonation and proper understanding. However, literacy skills should develop listening and listening skills, as well as higher-order thinking skills that include inference ability, interpretation, detailed description, conception build, analyze, and reflection skills (linking knowledge and observation / experience) and the ability to express responses articulate. This ability can be explored through fiction and non-fiction reading.

Literacy activities will be meaningful if completed with quality books. To develop literacy, reading books need to meet the relevant visual, literary, and content qualifications.

1. Visual aspect
 - a. Images / illustrations need to match the age and ability of the target reader's reasoning.
 - b. The image must be correlated with the text.
 - c. Children's story books need to be accompanied by illustrations and coloring that are of interest to the child.
 - d. Book design can enrich the imagination of children.
2. Literary Aspects
 - a. Content is delivered in beautiful language using rules good and true.
 - b. The language / diction style must be tailored to the target reader's reasoning abilities.

- c. Reading content needs to introduce new vocabulary to improve the vocabulary of the child in an easy-to-understand way.
- 3. Aspects of Content
 - a. The reading contains a message or a positive message.
 - b. When reading fiction, the character must have a strong character that captivates the child, and plot an interesting story.
 - c. Reading conveys an inspiring value.
 - d. Reading reflects the content of local culture.
 - e. The reading contains messages conveyed with no patronizing

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QUESTIONING THE QUESTIONS IN ESL CLASSROOMS

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ABSTRACT

Questioning is an important aspect of teaching and learning. Teachers who communicate well with students through questioning elevate their students' interest in learning and skills in understanding. This study draws on Vygotsky's concept of mediation. This idea of mediation via tools is relevant in classrooms because teachers and students mediate teaching and learning via physical and symbolic tools. This study thus investigates questions (a pedagogical tool) asked in two ESL classrooms. This study observes two student-teachers teaching English in the first phase of practicum. This study particularly investigates the type of questions that were asked during lessons. Analysis of the classroom interaction showed that questioning is simultaneously familiar and obvious, but not truly well-utilised among these two student-teachers, hence limiting the effective role of questions as a pedagogic tool in the classroom. The study revealed that these student-teachers have not mastered well the culture of questioning. The study concludes by proposing that questioning techniques and strategies should be further problematized and scaffolded for student-teachers.

Keywords: questions, mediation, HOTS, pedagogic tool

ABSTRAK

Penyoalan adalah aspek penting dalam pengajaran dan pembelajaran. Guru yang berkomunikasi dengan baik dengan pelajar melalui penyoalan berjaya menaikkan minat pelajar terhadap pembelajaran dan kemahiran untuk memahami. Kajian ini melibatkan konsep 'mediation' sumbangan Vygotsky. Idea 'mediation' melalui peralatan adalah relevan dalam bilik darjah kerana guru dan pelajar 'mediate' pengajaran dan pembelajaran melalui alat fizikal dan simbolik. Kajian ini menyiasat penyoalan (sejenis alat pedagogi) dalam dua kelas ESL. Kajian ini memerhatikan dua guru pelatih yang mengajar Bahasa Inggeris dalam fasa pertama praktikum. Kajian ini khususnya menyiasat jenis soalan yang ditanya semasa sesi pengajaran-pembelajaran. Analisis interaksi dalam kelas menunjukkan bahawa penyoalan adalah biasa dan jelas, tetapi tidak digunakan dengan berkesan oleh kedua-dua guru pelatih, dengan itu menghadkan peranan soalan yang berkesan sebagai alat pedagogi di dalam kelas. Kajian ini mendedahkan bahawa guru pelatih belum menguasai budaya persoalan. Kajian ini mencadangkan bahawa teknik dan strategi penyoalan perlu diperkembangkan dikalangan guru pelatih.

Kata kunci: soalan, penyoalan, KBAT, alat pedagogi

INTRODUCTION

The idea of engaging students through questions is as old as Socrates. Effective questioning in the classroom can keep students interested and improve their learning. Most teachers readily agree that questioning is an important aspect of teaching and learning. Teachers who communicate well with students through questioning elevate their students' interest in learning and skill in understanding.

HOTS, Blooms Taxonomy, Barrett's' Taxonomy for Reading, Revised Anderson Taxonomy are but some 'tools' to promote creative and critical thinking. They all depict several levels of higher thinking that teachers adhere to as they try to inculcate them into their teaching/learning activities. These levels of higher thinking informs their teaching and thus yield questions that teachers use in classroom pedagogical interaction and instructions, tasks set and exam papers. Most teachers have been given snippets of information about questioning - including lists of question-stems to consider or recitations of Bloom's Taxonomy as a scaffold for questioning.

Context of the Study

The TESL student-teachers of the June 2015 intake from IPGs embark on a 12-week phase 1 practicum when they are in semester 5 of the 8-semester (4-year) PISMP programme. In the past two years of their undergraduate study, these student-teachers have learnt various courses related to (i) principles and practice in ELT as well as (ii) methodology courses related to teaching and learning of English besides (iii) content courses related to English language. All these courses have indirectly touched upon questions and questioning.

Problem Statement

In preparation for Practicum (Phase 1) in semester 5, it is compulsory for the student-teachers, in semester 4, to take and pass the PRKA3012 course (Planning of Teaching and Learning) in which "Questioning" is directly dwelt upon under topic 2, Micro Teaching. While in previous courses "questioning" was not emphasised specifically, in this course, "questioning" has been given prominence. Student-teachers have been given the input regarding "questioning" and have been made aware of the importance of "questioning" as a pedagogical tool. This study, thus, generally explores the student-teachers, from the June 2015 intake, questioning and 'using questions' in their classroom during their practicum phase 1 as practicum supervisors/lecturers have frequently noted a lack of effective questioning in classrooms.

Objectives of the Study and Research Questions

This study specifically investigates the types of questions and ways student-teachers 'use questions' during teaching.

This study specifically seeks to find out the following two research questions:

- i. What types of questions do student-teachers use during teaching and learning activities?
- ii. In what ways do student-teachers 'use questions' during teaching and learning activities?

LITERATURE REVIEW

Question-asking is a key component to a learner's 'enculturation' into the patterns of understanding, language and thought, critique and debate that are characteristic of academic disciplines. Asking and answering questions is fundamental in the teaching and learning process. The act of questioning can lead learners to engage in critical thinking and reasoning as well as promote authentic enquiry-based learning experiences. In short, questions, a big part of educators' talk in the classrooms, play a big mediating role.

This concept of mediation an important principle in Vygotsky's sociocultural theory. Lantolf (2000) states that the most fundamental concept of Vygotsky's sociocultural theory is that the human mind is mediated. In fact Kozulin (1990) had already asserted that, mediation is the instrument of cognitive change. One of the innovative contributions made by Vygotsky was his idea that our sense of the world is shaped, mediated and jointly constructed by symbolic tools in the course of education and learning. In other words, Vygotsky sees learning as a mediated activity that is jointly constructed by teachers and students. Vygotsky's contribution of the world shaped, mediated and jointly constructed by symbolic tools is an important concept behind this study as we believe the educators' and learners' teaching and learning has been shaped, mediated and jointly constructed via questions, a symbolic teaching/learning tool. This idea of mediation via tools is relevant in classrooms because teachers and students mediate teaching and learning via physical and symbolic tools. Kozulin (1990) points out, mediation is the instrument of cognitive change. The source of mediation can be a material tool, a system of symbols or even the behaviour of another in social interactions. In a classroom, the teacher is seen as the main human mediator in the joint construction of meaning with the students. This study looks at how teaching/learning is being mediated via the pedagogical tool – Questions. According to Vygotsky (1962), the teacher in the mediational role engages in a joint effort with students mainly through interaction, to advance the students' cognitive development and knowledge construction.

METHODOLOGY

In this section, I discuss the research design I employed, the data sources I sought and how I conducted data analysis.

Research Design

This study takes on a qualitative design (Seliger & Shohamy, 1989) and uses case study approach. A qualitative research design can capture the voices and challenges of student-teachers as they manage daily teaching and learning of English. A qualitative research design using a case study approach enables me to study individuals in their natural setting. This involves going out to the setting or field of study, gaining access, and gathering materials that will be relevant to any context with the focus on questioning as the main pedagogical tool.

Seliger & Shohamy (1989) state that “qualitative methods are concerned with studying human behaviour within the context in which that behaviour would occur naturally and in which the role of the researcher would not affect the normal behaviour of the subjects” (p. 118). According to Yin (1984), “a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context ...in which multiple sources of evidence are used” (p. 23). And Merriam (1988) says that the qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit (p. 16). This shows that case study methods involve an in-depth examination of a single instance or event, in this case questioning the questions in the ESL classroom. Therefore, observing English classrooms in action by adopting the qualitative research approach would enable me not only to understand the questioning technique employed and questions asked by student-teachers.

Participants

Two PISMP TESL semester 5 student-teachers from the June 2015 intake were selected for this study. Student-teacher-1 taught in a Chinese National Type school (Sekolah Jenis Kebangsaan Cina) while student-teacher-2 taught in a national school (Sekolah Kebangsaan). Both the participants taught Year 3 English, covering almost similar prescribed topics in the mandated textbooks by the ministry of education. Both the student-teachers' Year 3 pupils were of average English proficiency.

Data Sources

Data was collected using the audio recording, non-participant observation notes, informal chats and task-sheets.

Transcriptions of Audio Recording

The audio recorded lessons were transcribed into lesson transcripts. As Frank (1999) suggests, “By slowing down language and action of the classroom, with videotapes, audiotapes, and transcriptions, we can put what we do into concrete terms. We can chart our events and catalog our language to systematically examine practice from an insider perspective” (p. 90). The transcripts enable me to look at the questions asked orally.

Informal Chats

Casual chats were held after class regarding the lesson, the questions asked and pupils' responses. Patton (2002, p. 342) identifies these informal chats as the “informal conversational interview” while Fontana & Frey (2000, p. 652) call it “unstructured interviewing”. These informal chats enabled us to “go with the flow” (Patton, 2002, p. 343) and pursue information and clarification as insights into the student-teachers thoughts, opinions and feelings were revealed or as they emerged.

Non-participant Observation Notes

I tried to capture as much detail as possible – writing down my comments, questions to ask the student-teachers, matters that needed clarification and more explanation, my thoughts and initial interpretations

so that I could engage with them during the casual chats after the lesson. Despite the danger of the observer effect, by being there I could “get a *feel* for the atmosphere of the setting” (Zuengler, Ford & Fassnacht, 2005 p. 4). Zuengler et al say that it is important for the researcher to observe, listen, feel and interpret.

DATA ANALYSIS

In order to analyse the data, the constant comparison method was used to compare data from the audio recording, non-participant observation notes and informal chats to develop data driven categories.

Since language is the medium in which teaching and learning takes place, questions are a good source of data to analyse to understand how knowledge and meaning in the classroom is jointly constructed through questioning technique for meaningful learning. A detailed description and analysis of questions yields insights into the phenomena under study.

The questions the two student-teacher asked in the class were analysed based on Blosser’s (1975) and Maxim’s (2006) categories. Blosser (1975) found that teacher’s used the following types of questions: managerial questions which keep the classroom operations moving; rhetorical questions which was used to emphasize a point or to reinforce an idea or statement; closed questions which was used to check retention or to focus thinking on a particular point; and open questions which was used to promote discussion or student interaction. Maxim (2006) on the other hand identifies three types of questions teachers typically ask: literal, inferential and critical. Literal questions focus on content derived from class presentations and instructional materials and asks students to recall, name, list, or describe information presented. Inferential questions require students to provide answers that are not explicitly stated in the presentation and instructional materials and ask students to analyse, compare and synthesise information presented. Critical questions ask students to provide personal judgements and reactions to the content and ask students to apply and evaluate the information presented to other situations.

FINDINGS

Overall, I found that both my student-teachers asked less questions but gave more explanations and examples when they were teaching. Based on the transcriptions made of the audio recordings, I found that 65% of the talk in both the classrooms seems to be of giving instructions and explanations. Only 25% of the talk seem to be on questioning. Giving instructions and explanations perhaps contributed to the dominance of teacher talk in the classroom as less questions were asked thus less student responses were required. The questions the two student-teachers did ask seem to require short, direct and straightforward answers. Real opportunities for students to explore questioning and their thinking were seriously lacking in these classrooms.

The transcription of the audio recordings from the two classes reveals that student-teacher-1 had asked 95 questions while student-teacher-2 had asked 81 questions throughout their 1-hour English class. Upon closer analysis, the questions asked could be categorised as shown in Table 1 (using Blosser’s (1975) categories and Table 2 using Maxim’s (2006) categories).

Table 1
Analyses of questions asked based on Blosser’s (1975) categories

Participant	Managerial Questions	Rhetorical Questions	Closed Questions	Open Questions
Student-Teacher-1	56%	20%	14%	10%
Student-Teacher-2	62%	24%	12%	2%

Table 1 reveals that both student-teachers 1 and 2 display a similar questioning pattern where most of their questions in class focused upon managing the class followed by rhetorical and closed questions respectively. Both student-teachers asked very few open questions. Some of the managerial questions

asked were “Can someone help me put this up?, Can you get into your groups? How many people did I say should be in your group? Can you put your things away? Can you listen? Who wants to try first? Who else wants to try?” They took up to 56% and 62% respectively. The rhetorical questions such as “How many words are there in front?, Do you know the KLCC building? , It is located in ? , Kuala Lumpur right? , KLCC is in??” made up the 20% and 24% respectively. Their closed questions, which made up of 14% and 12% of the questions were related to “Cracks..... ok what is cracks? look at the floor....there are many cracks right...on the floor? Ok class do you have any questions.....any vocabulary.....any words that you don’t understand? Do you understand all? really?” and the open questions, such as “why do you think Philip’s mother say no more movies for you about aliens and monsters? why?”, made up only 10% and 2% of the questions asked.

Table 2
Analyses of questions asked based on Maxim’s (2006) categories

Participant	Literal Questions	Inferential Questions	Critical Questions
Student-Teacher-1	64%	36%	0%
Student-Teacher-2	77%	23%	0%

Table 2, similar with Table 1, reveal that critical questions were seriously lacking during both the student-teachers teaching and learning processes in their classrooms. In fact, student-teacher-2 hardly had any while student-teacher-1 showed a minimal attempt. Both the student-teachers asked mostly literal questions which were generally in the lower order thinking skills. Some of the literals questions asked were “where is the alien from?” which made up of 64% and 77% of questions asked. Some 36% and 23% of the questions asked were related to inferential questions such as “What is this story about? What does this story tell you?” while none had critical questions.

The first research question sought to find out what types of questions student-teachers use during teaching and learning activities. Tables 1 and 2 displays that more rhetorical and closed questions or as Maxim (2006) puts it, literal questions were asked. Open ended and critical questions were not really applied during their teaching and learning stages. The informal chats with both the student-teachers revealed that they both knew the importance of asking questions but were quite unaware of the types of questions they had asked in class. They stated that they just asked questions spontaneously as they carried on their teaching and learning activities. They also stated that they did not actually think of critical questions to ask and did not consider nor plan when to insert these higher order thinking questions during their teaching stages. Thus, the questions asked did not mediate much cognitive change among their learners.

The second research question sought to find out in what ways student-teachers ‘use questions’ during teaching and learning activities. I found them using mostly managerial questions. This was then followed by rhetorical questions. The non-participant classroom observation also revealed that most of the time, both the student-teachers concentrated on ‘managing the class’ and ‘delivering’ the content. When they were asked to reflect over the lesson they had just taught, their reflections were usually centred around classroom management issues and the lack of time to ‘deliver the content’. The questions asked were not intentionally used to spark cognitive change among their learners.

DISCUSSION & CONCLUSION

The findings reveal that student-teachers have not mastered well the culture of questioning. Questions, a big part of teacher talk in the classrooms, actually plays a big mediating role. Both student-teachers’ questions in class should play a mediating role for cognitive change to begin. Increasing open or critical questions in the classrooms during teaching will enable students to explore their learning and activate their thinking. Thus, it is imperative that student-teachers need to plan the types of questions to ask and when they can and should insert these higher order thinking questions during their teaching and learning processes. Managerial questions concerned with getting the class doing the things they need to, such as behaving properly and working in groups (Case, 2009) or even using rhetorical questions to

emphasise a point where the answer to the question is obvious due to the wording of the question would defeat the purpose of trying to help students reach HOTS.

The study concludes by proposing that questioning techniques and strategies should be further problematized and scaffolded for student-teachers in all the courses, especially in the methodology papers they take during their study. Questions, a simple and humble pedagogical tool, has immense impact on students' learning and thinking.

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READING WORKSHOP APPROACH TO STUDENT READING SKILL DEVELOPMENT AT CIPATAT 4 SENIOR HIGH SCHOOL (SMPN CIPATAT 4)

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ABSTRACT

As in other Indonesia public schools, in SMPN Cipatat 4 School Literacy Movement (Gerakan Literasi Sekolah/GLS) is also recognized as a program to improve reading dan writing student skill, or in other word we can say to rise literacy. In order to this goal, the aim of this article is to discusses how to create and maintain a successful school literacy program by reading workshop approach in SMPN Cipatat 4. Based on the observation for about one academic year 2016/2017, the reading workshop approach developed a reading skill and culture also made a literacy awareness to all member of the school becoming possible.

Keyword: literacy, reading skill, and reading workshop.

INTRODUCTION

Indonesian government establish the GLS program to rise student literacy. This program is a must for all school in Indonesia. The activity of the program was daily SSR (Sustained Silent Reading) at 15 minutes reading before teacher start the subject for the day. SSR means a period of uninterrupted reading of self selected books and other reading material in the classroom. The teacher read too. Other acronyms for SSR include USSR (uninterrupted sustained silent reading) and DEAR (drop everything and read).

The purpose of this program is to motivate student to read and reduce low literacy behaviors such as avoid reading and perhaps fluently reading one word at a time but missing abstract, and nuances of text, or implied conclusions and big ideas. This behaviors also becoming our concern at SMPN Cipatat 4. Based on the observation at first semester in 2016/2017 academic year, we found that basicly our students motivated to read but unfortunately our literacy program was providing instruction that did not target the individual needs and potential students. It didn't provide students with an understanding of *what* they were learning from the book they read and *why* they should learning it. It was clear to us that to achieve literacy goals we were going to need a reading learning approach to developing student reading skill together with rice their literacy.

In the end of first semester we reflected that reading workshop approach include in GLS program. A workshop is an intensive, short term learning activity that is designed to provide an opportunity to aquire specific knowledge and skill. In a workshop, students are expected to learn something that they can later apply in the classroom. Some benefits a student may take from attending it are as follows: (1) Workshop can provide input from expert; (2) Workshop offers practical application; (3) Workshop can rise motivation; and (4) Workshop can support inovations (Richards and Farrel, 2005).

Reading Workshop Approach To Student Reading Skill Development

Reading workshop approach in this study was modified form based on (Cox, 1999). Reading approach is an instructional approach for organizing the teaching of reading. Reading workshop is based on the idea of teaching reasing as a process of meaning construction similar to that writing, where reader think, rehearse, draft, and revise their experiences with text (Atwell, 1987; Calkins, 1983; Graves, 1983). In reading workshop, the students and teacher work in group, or workshop, setting and plan experiences that are:

- a) Based on mutual interests (one book, several or theme);
- b) Flexible so that groups can change membership, the amount of time they meet, or their focus;
- c) Social, cooperative, and collaborative;
- d) Led by teacher or students;
- e) Student and response centered;
- f) Allow ample time and opportunity to read, talk, plan, write, and carry out further experiences with literature.

The steps of reading workshop based on (Cox, 1999) are minilesson, reading status, reading and responding, and sharing. But in the section below I will explain briefly each of the approach steps combine with SSR.

1. Provide reading materials
teacher provides picture books, poetry, magazines, non fiction, and newspapers. teacher found that the most interesting books and themes for student are about the success story, biography, and books which related with computer and how to operate computer program.
2. Introduce books to whole class
teacher came to our school library and with support from our librarian, he explain the books on the rug and how to finding books student interest to and borrow it. Sometimes, teacher chose one book, read a few pages aloud in a reading circle, make a comment, and put the book in the pile.
3. Introduce SSR and reading workshop approach
teacher explain about the SSR and Reading workshop and what is the role of student
4. Student select book independently
All student select a book they interested to. I find a book too. Then they can go anywhere in the room to read.
5. SSR Time
All read silently, no one interrupt anyone, including teacher. They must stay in the places they have chosen for about 15 minutes. Teacher signal the end of reading
6. Minilesson
Minilesson was the beginning of reading workshop procedures. It may take 5 minutes to explain a literacy concept such as story structure, or reading skills and strategies that the teacher feels are important for student. In others, it could focus on a specific strategy, such as understanding pictures, symbolism in stories or using an index in a nonfiction book.
7. Reading status
The teacher briefly checks each student's reading status and what they planning to do in a list. The activities are CR=continue reading, NB=newbook, TC=teacher conference, and BR=buddy reading
8. Reading and responding
It called reading cycle. The time of discussion. Student may reflect and share or respond to what they are reading. They also make a note or writing and retell what they read. Sometimes, teacher invite other members of school, it can be other teachers, a principals, a security to share what they read.
9. Sharing
Teacher share about the book: what about, the favorite part, and how to relates books to something in life, share interesting word, ideas, or pictures/illustration, and tell the the student how teacher felt about reading it. Student then have a model for sharing their own book.

METHODOLOGY

The study was a classroom action research (CAR). Action research is the systematic study of attempts to improve educational practice by groups of participants by mean of their own practical actions and by means of their own reflection upon the effects of those actions (Burns, 2010). It also design by qualitative method (Creswell, 2009) The stage of action research include planning, acting, observing, and reflecting. The main goal of this research is to create change for the better student reading skill. This change is relative in nature and differs from one person to another; thus, the change cannot standardized and then measured or tested using inferential statistics. The approach or method use in order to create this change (reading workshop) does not necessarily need to originate from an expert or theorist but instead based combine from teachers beliefs and experience in the classroom.

CONCLUDING REMARKS

In the beginning, GLS in SMPN Cipatat 4 is doubtful. Students are low motivated to read and low literacy behaviors. After Reading workshop approach, they behavior change. Nowadays, They well motivated to read all kinds of books, understanding it messages, and they aware to not only knowing *what* but also knowing *how*. Besides, they more brave to speak out and share their opinion about something, and sharing ideas to help other develop.

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THE APPLICATION OF PORTFOLIO-BASED ASSESSMENTS TO IMPROVE STUDENTS' SOCIAL SKILLS IN EARLY CHILDHOOD EMOTIONAL, SOCIAL, RELIGIOUS AND MORAL DEVELOPMENT COURSE (A CASE STUDY ON EARLY CHILDHOOD TEACHER EDUCATION PROGRAM (PG PAUD) OF THE FOURTH SEMESTER STUDENTS)

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ABSTRACT

One of the objectives of early childhood emotional, social, moral and religious development lectures for students of early childhood teacher education program is affective and psychomotor skills. This can be seen in the lecturing process. Another approach that can be used by lecturer is giving assignment or project to students. From the product that produced by the students and their appearance in the classroom, it can be seen which group the process of making the product involves all members of the group and not involves all members of the group. One of the social skill which can be developed in the lecture process is by using portfolio-based assessment that can vary in form, one of the advantage of a portfolio assessment is the lecturer can assess the students' overall abilities. On lectures of moral, religious, social, and emotional development of early childhood, lecturer assigns students to make educational props for early childhood in accordance with predetermined theme. After finishing the product, every group is asked to present their work to be commented by other groups.

Keywords: portfolio assessment, social skill, students of early childhood teacher education program

INTRODUCTION

Empowerment of learning related to environmental arrangement and productive learning climate provides opportunities for learners to develop the ability of thinking and appreciation of the value. Cultivating learning in relation to the development of thinking and value in socio-cultural education, is considered strategic in improving quality, because this aspect is less attention to be developed. Education that developed on a strict orientation to goals often overlook the aspect of learning process, the weaknesses of learning culture in the context of the development of thought and value are underestimated. However, with the 2013 curriculum by using scientific approach this weakness can be a little overcome. In this approach, students are more active in the learning process and it more emphasize on the process than the learning outcome with the steps observing, asking questions, analyzing, summarizing, and making students' networking, students are required to be active in the learning process. In addition, with assessment by using authentic assessment thus teachers based their assessment of portfolio and also students' performance in the learning process and it is not merely the cognitive aspect, so students learning outcomes will be more accurate and objective. (Suwama, 2007:840, Supriatna, 2017:2-3).

Education has function to convey, forward to, or transmit the culture, including the values of the ancestors for younger generation. In this function, school is conservative and strive to maintain the status quo for the sake of political stability, and national unity. Besides, school also helps to educate younger generation to live and adjust to the rapid changes which resulted by development of science and technology. In this case, school is the *"agent of change"*, the institution of change. School has transformative function. At least school must be able to follow the pace of times development so that nation will not miss in the ability and knowledge compared with other nations. Therefore, curriculum must always undergo change and renewal. In technology advance and science, school plays important role as *"agent of change"* to bring social changes. However, in social norms, such as family structure, religion, philosophy of nations, school tends to retain old ones and thereby prevent the occurrence of change that can threaten unity of the nation (Supriatna, 2017:3).

LITERATURE REVIEW

One of the efforts that can be done by lecturers in the lecture process to explore students' social skills is the use of learning outcomes by prioritizing task in the form of *project based learning*. With this assignment accompanied by the rubric will be able to explore various capabilities of students, especially from the affective and psychomotor aspects, such as the ability of cooperation, effective behavior, communication, responses to problems, tolerance, respect differences of opinion, sincerity, and honesty. In this study, the author used a portfolio-based assessment to explore students' various abilities. According to Fajar (2009:47) portfolio comes from the English word portfolio which means documents or letters. Portfolio can also be interpreted as a collection of valuable papers from a particular job. As for portfolio understanding here is a collection of student work with a particular purpose and integrated that are selected according to specified guideline. These guidelines vary in nature depending on the course and purpose of the portfolio assessment. Usually portfolio is chosen work of a student, but in this learning model the portfolio contains selected works from one class of students as a whole working cooperatively, selecting, discussing, finding data, processing and analyzing data, and looking for solutions to a problem under study (Siti Komariah & Wilodari, 2015, 456).

As a learning model, the portfolio is adapted from the model, "*we the People . . . Project citizen*", which developed by Center Civic Education (CCE) which located in Calabas, United States (Fajar, 2009:46, Siti Komariah, 2015:456). This learning model is generic pedagogic, until now adapted by 50 countries including Indonesia, and the material is adapted to the situation and condition of each country. Portfolio can also be interpreted as a collection of student work as a result of learning. In addition, portfolio is very useful in providing information on the ability and understanding of students to the course which given, also can show the achievement or improvement which obtained by students from learning process (Stiggins, 1994:20; Malihah, et.al., 2009:9, Komariah et.al, 2015:456).

The steps of portfolio-based learning according to Budimansyah (2002; Malihah et.al 2009:9-17, Siti Komariah, et. al., 2015:456) including activities as follows:

- (1) Identifying the problem
Students are formed a number of groups, and given the task or problem in accordance with certain criteria to be completed based on the rubric that has been set.
- (2) Selecting a problem for class review
Each group that has established the problem, propose the problem to the class group to be selected based on class approval.
- (3) Collecting some information about the problem to be studied in class.
- (4) Developing class portfolio
In developing this class portfolio, students are divided into groups, determine the problem, examine the problem, and its alternative solution, the group proposes the action planning, displays the study graphically in the form of maps, pictures, photos, and identifies source of information.
- (5) Show case portfolio, as for the steps are preparation, opening, presentation, invitation response, collecting jury.
- (6) Portfolio assessment criteria, including completeness, clarity of information, graphic data support, documentation, and argumentation.

RESEARCH METHOD

This research tries to provide an overview of the "The Application of Portfolio Based Assessment" to improve students' social skills on social, moral, religious, and emotional development course of early childhood, which is a case study of students in Early Child Hood Teacher Education Program, Indonesia University of Education, Serang Campus. To achieve understanding of the phenomena under study, I used a qualitative approach. According Nasution (1992:5), qualitative research essentially observes people in their environment, interact with them, and seeks to understand their language as well as their interpretation of the world.

Lincoln and Guba (1985:39), prefer to use the term *Naturalistic Inquiry* because the prominent feature of this study is the way of observation and data collection is done in natural setting, in other word without manipulating the subject studied (as it is).

Research by using a qualitative approach is a study that departs from the philosophy of constructivism, which sees the reality that has plural dimensional, interactive, and demanding interpretative based on social experience. *"Reality is multilayer, interactive and a shared social experience interpretation by individuals"* (McMillan and Schumacker, 2001, Supriatna: 2014). Qualitative research views reality as a social construction, an individual or a group attracting or giving meaning to a reality by constructing it. People form construction to understand the reality, and he understands construction as a system of views, perceptions, or beliefs.

1. Data Collection Technique

Data collection techniques which used to obtain research data required are: (1) observation which conducted by the researcher on things, phenomena, or events that are typical to the object of research related to this study of research. Data are obtained because there is a researcher in the field by conducting direct observation, (2) interviews are conversations with direct observation (Moleong 2007:35); and (3) Documentation studies are conducted to disclose administrative data and documented activities data.

2. Data Analysis Techniques

After the research data collected, the next step researcher performs data analysis. Analysis is done by examining every phenomenon or event as a whole, as well as to the parts that make up the phenomenon Miles dan Huberman (1994: 136) explain that:

"Doing an analysis means conducting a study to understand the structure of a phenomenon that applies in the field. Analysis is carried out by examining the phenomena or events as a whole, as well as on the parts that make up the phenomena and their related relationship".

The data analysis technique by the researcher is Miles and Huberman Model Analysis (1994:139) is as follows: "Qualitative research data analysis can be done through the following steps: (1) data reduction; (2) data presentation; (3) take the conclusion then verified".

3. Data Validity Technique

In order this research can be accounted scientifically, so the researcher make effort in form of examination of validity of research data. According to Moleong (2007:320)

"the meaning of the validity of the data is that every circumstance must satisfy: (a) demonstrate the right value, (b) provide a basis for it to be applied, and (c) obtain an outside decision that can be made about the consistency of its procedure and neutrality of findings and decisions".

Based on the statement above, it can be concluded that to produce qualitative research that can accounted for, thus it must be examination of data validity so that the research produces the right value and can be applied. Related to the research that conducted by the researcher, hence the researcher must carry out examination of data validity by (1) credibility, (2)defendability, (3)confirmability, and (4)transferability.

RESEARCH RESULT

Based on the curriculum of Early Childhood Teacher Education Program, Indonesia University of Education, Serang Campus, compulsory courses must be taken by all students of Early Childhood Teacher Education Program in order to students have knowledge and insights relating to the concept and theory of knowledge on the cognitive, affective, and psychomotor development of students in terms of social, emotional, moral, and religious aspects of human status as a multidimensional creature.

Students who take this course in Early Childhood Teacher Education Program can have knowledge and insights relating to the concept and theory of knowledge on the cognitive, affective, and psychomotor development of students in terms of social, emotional, moral, and religious aspects of human status as a multidimensional creature which requires early treatment for development of potential, interests, talents, and humanitarian instincts which tend to virtue (piety) and negative potential can be minimized in such a way and especially for the early childhood educators in order to be able to deliver pre-school children ready to enter primary school.

The characteristics of early childhood emotional, social, religious and moral development course not only fill the activities of memorizing concept and data as well as facts, but also ability to solve the problems. Therefore, at the end of lecture process, the lecturer does not carry out a paper based final examination that usually only tests the cognitive ability, but the evaluation system is designed by using portfolio assessment that is the assignment to students in each group by making project in the form of educational props for children. It is intended in order to students are accustomed to cooperation, high level thinking, sharpen creativity, in their respective groups. In each group is divided by 7 groups, each group consists of 5 to 7 students. Educative props which made by students should refer to the major themes of lectures between developments of: religious, emotional, moral, and social. The shape can vary such as Zuma Box, Pop Up, there are students who making video, there is *Mind Map*, *Scrap Book*, Archery Media (board plan of learning), *Mind Map Rise*, and *MP3 Ps Book*.

After educational props were created for one month, at the end of semester test, the educational props are presented in front of the class by each group with maximum duration 15 minutes. Continued by asking-answer session related to educational props. The instruments were used during presentation of educational props are as follows:

No.	Rated Aspect				
Group Member's Name	Cooperation, Compactness, Empowerment, Clarity in presentation	Systematic, Neatness, Attractive and Aesthetic	Media contains concepts and theories	Meet ABCD aspect (<i>Audience, Behavior, Condition, Degree</i>)	Score
1.....					
2.....					
3.....					
4. etc...					
Total					

Each component is given a maximum score of 25

Scale Assessment: 10-100

Interval Class:

1. 75-100= A
2. 50-74 = B
3. 25-49 = C
4. 10-24 = D

Table 1.1

The Score of Presentation and Portfolio from Class A

Educational Props	Group	Cooperation, Compactness, Empowerment, Clarity in presentation	Systematic, Neatness, Attractive and Aesthetic	Media contains concepts and theories	Meet ABCD aspect (<i>Audience, Behavior, Condition, Degree</i>)	Score
Smart Book	1	18	22	20	18	78
Fun Visitor	2	20	18	20	17	75
Culture TV	3	18	20	20	18	76
Magic Socks	4	18	20	20	19	77
Smart Monopoly	5	18	20	20	20	78
Labyrinth (Looking for traces)	6	17	17	18	16	68
Smart Clock	7	20	20	18	17	75
Mean Score						75

Table 1.2
The Score of Presentation and Portfolio from Class B

Educational Props	Group	Cooperation, Compactness, Empowerment, Clarity in presentation	Systematic, Neatness, Attractive and Aesthetic	Media contains concepts and theories	Meet ABCD aspect (Audience, Behavior, Condition, Degree)	Score
Smart Pocket	1	18	17	20	18	73
Zuma Box	2	21	18	20	17	76
Card of ablution and prayer	3	18	20	18	18	74
Snack and Ladder	4	18	17	20	18	73
Explore Zone	5	17	15	18	20	70
Language Development (Smart Tree)	6	18	20	20	18	76
Pop Up	7	20	20	20	18	78
Mean Score						74

Table 1.3
Comparison of Final Examination Result by Using Portfolio Assessment from Class A and B

NO	Class 3 A	Group	Lower Score	Upper Score	Mean Score	Note
1.	Class 3 A	A	68	78	75	Very Good
2.	Class 3 A	B	70	78	74	Good



Figure 1. This is the example of product from the student (Source: Research documentation 2017)

Based on the table above, we can see that the mean score of Class A is bigger than Class B, the mean score of Class A is A which means very good category. Whereas, mean score of Class B is 74 which means good category. The difference is very small that only one point due to the average ability of the two parallel classes is still balanced. Distribution of scores of each component seems to be evenly distributed from the aspect of cooperation, systematics, concept and theory as well as aspects of ABCD there is no dominant either in Class A or B, this indicates that each group has a deficiency and varied advantages of each component. Except the group that has highest score in Class A and B the mean score in each component is 20. The highest score in class 3 A achieved by group 7 that makes Pop Us Props with a core of 78. Meanwhile, in Class 3 B which makes educative props in form of Smart

Monopoly get score 78. The above scores indicate that the use of portfolio-based assessment in early childhood emotional, social, religious and moral development course is proven effective in improving students' social skills, this is in accordance with the opinion of Stiggins (1991) which states that the portfolio is very useful in providing information about the ability and understanding of students to the given course, it also can show achievement or improvement obtained by students from learning process, as well as that portfolio in accordance with its definition is a document which selected from a number of student works in a certain period of time, it can drill the creativity of students in finding ideas that are creative, critical, and innovative based on existing materials around them.



Figure 2. Portfolio product fop student
(Source: Research documentation 2017)

CONCLUSION

Based on the above explanation that the application of portfolio-based assessment to improve students' social skills in early childhood social, emotional, religious and moral development course from observation result during the presentation showed that almost all members performed maximally. This can be seen from the scores which obtained by Class 3 A and 3 B, the difference is not too big. This shows that students' social skills in the form of cooperation, tolerance, communication, respect for others, honesty and tenacity can be well demonstrated by all groups. As well as creativity in making educational props, almost all groups can make in accordance with established criteria such as good, interesting, beautiful, and contains a philosophy of education is high, easy to use and also understood by students of Early Childhood Education program. As well as class 3 A and 3 B achievement scores that differ by only one number, it indicates that both classes are equally good in social skills.

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THE DEVELOPMENT OF CIVIC EDUCATION TEACHING INSTRUCTION USING COOPERATIVE LEARNING TYPES TGT BASED ON ATONG FOR PRIMARY STUDENTS

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ABSTRACT

This study tries to develop learning instruments using ATONG-based Team Games Tournament type of cooperative learning model and its implementation. These types of instruments developed are syllabus, lesson plans, worksheets and learning media. Practicality test is done in grade V of SD N1 Kendaga, and effectiveness test is done in grade V of SD N1 Banjarmangu and SD N2 Kendaga. Data are obtained from: validation, observations, questionnaires and learning achievement test. Validity and practicality are tested with analysis while effectiveness is tested with t-test, z test, regression, and comparative test. The result of this study shows that the learning instruments developed are considered valid by the validators, with an average score of 93.33 for the syllabus, 95.23 for Lesson Plan, 100 for Worksheet, and 97.62 for learning media. The result of observations shows the score of 89.57% for teacher activity, and student questionnaire results to the score of 93%. It indicates that the learning instruments developed are practical. The average score of students' learning achievement test is 84.3. Moreover, student learning activities affect the learning achievement of 85%. The result of experimental class learning achievement is better than the control class. In conclusion, the learning instruments developed are effective.

Keywords: developing learning instruments, civic Education, TGT type of cooperative learning, ATONG

INTRODUCTION

Primary School as the first stage of education should be able to provide a strong foundation for the next level. Thus, primary schools must provide strategic basic skills since the early classes. Efforts to improve the quality of primary education especially in the learning process in primary school must be undertaken soon in the globalization era. Civic Education is one of lessons taught in primary schools. Civic Education studies aspects of national unity, norms, laws and regulations, human rights, citizens' needs, *Pancasila* and Globalization. Through the Civic Education students are taught to have the ability to think critically, rationally, creatively, and to act intelligently in social life with anti-corruption mindset.

The learning of Civic Education has been implemented in various approaches, but still in traditional way which is teacher-centered. It makes the students less active so that the learning achievement of Civic Education is still low. The current Civic Education learning still employs lecturing method where teachers tend to be more active than the student. This condition leads to the students' abstract, incomprehensive and temporary understandings of the learning materials. The students' activities in the learning of Civic Education seem monotonous due to uninteresting learning process and students' passive involvement in the class while listening to the teacher's explanation. Based on the results of interviews and observations about the learning instruments used by teachers in the learning process, it is revealed that most teachers just copied and pasted the sample of learning instruments prepared by the Education Agency. This is because the lack of teachers' ability in designing learning instruments.

Team Games Tournament (TGT) type of Cooperative learning model is a sort of competition activity intended to stimulate the students to work with their group (Slavin, 2008: 167). It is one of the learning activities involving many students in the process of understanding certain subject matter by avoiding making the students saturated during the learning process at school. In Team Games Tournament (TGT) the students can be more active in following learning activities, able to do work together with the group and able to understand a subject matter in a fun way in order to improve the students' learning achievement. Therefore, it is needed to develop an interesting innovation of Civic Education learning instruments to improve the students' activities and learning achievement in primary schools. ATONG-

based Team Games Tournament (TGT) type of cooperative learning model is one of alternatives that enables the students to A (=Amati/ Observe) any learning situations, T (=Tanya/ Question) all problems that arise, O (=Olah/Process) the answer of the questions, N (=Nalar/Analyze), and G (=Gagas/ Initiate) new ideas or innovation.

Team Games Tournament (TGT) was originally developed by David De Vries and Keith Edwards (Slavin, 2008: 13). This method uses materials conveyed by the teacher for the competition, and at the end of the discussion an academic tournament is held. The students compete with others to gain points for their team. This type of learning model is chosen because basically the students prefer the game-based competition. They do not feel bored in following the learning process. The students are playing while studying. This is one of the advantages of Team Games Tournament (TGT) type of cooperative learning model.

Based on the explanation above, it is necessary to develop learning instruments with ATONG-based TGT type of Cooperative learning model on the topic of definition and importance of central and regional legislation. In this study, the existing TGT learning model is developed with ATONG design. The development is necessarily done because it includes activities that facilitate the students to do teamwork in a group with members from different background and condition and to discover their potential with help of teacher's guidance.

Based on the facts above attention and creativity of the teachers is required to develop the correct and acceptable learning instruments for students, to create the learning that makes students more active, creative and effective, and to be able to improve students' concept understanding of the material. Based on the results of interviews with teacher of grade V, it is revealed that there needs to be innovation of learning instruments that can involve students to be active and improve their learning achievement. The development model used in this study is 4-D model By Thiagarajan (1974: 5) consisting of four stages namely defining, designing, developing, and disseminating. Learning instruments to develop in this study include Syllabus, Lesson Plan, Worksheet, and Learning Media.

Therefore, a study entitled Developing Civic Education Learning Instruments using ATONG-based TGT Type of Cooperative Learning Model for Students of Primary Schools is done in order to enhance the students' activity and improve the learning achievement on the topic of describing definition and importance of central and regional regulations. The objective of this study is to find out: 1) the characteristics of Civic Education learning instruments with ATONG-based TGT type of Cooperative Learning Model for grade V of Primary Schools, 2) the validity of the learning instruments, 3) the practicality of the learning instruments, and 4) the effectiveness of the learning instruments.

LITERATURE REVIEW

A. Team Games Tournament (TGT)

Team Games Tournament (TGT) is a learning method that allows the students to work in a team in doing academic games carried out at the end of certain topic discussion. Slavin (2008:166-185), there are main components of TGT type of cooperative learning model as follows:

- 1) Class Presentation.
Prior to the implementation of TGT, the students need to study the material by doing presentation in the class. In this way, the students will be aware that they must pay their full attention to the class presentation now that it will be helpful for them during the academic games.
- 2) Team
The team consists of 4 or 5 students and must be heterogeneous based on academic performance, gender, race, and ethnic. Every team needs to ensure that all members will have opportunity to learn and more importantly they have to do the game well. Thus, team is the most important element of TGT.
- 3) Game
The game in TGT includes a set of questions relevant to the materials the students already learned previously during class presentation. The set of questions is intended to test the students' knowledge and team performance. The game is played by 3 or 4 students representing different teams. Every student will take turn to answer a question on a numbered

card. There is a rule which enables another student from different team to challenge/ deny the answer from the other team's representative.

4) Tournament

The game is carried out in a form of tournament. Usually, the tournament will be done at the end of the discussion of certain topic after the students have finished class presentation and worksheet. In this tournament, there are several tables that represent the level of players. For instance, those playing in table 1 are mostly the highest performance students, and the ones playing in table 6 are the lowest. The students might move to another table depending on their performance. The winner of each table will move to another table with higher level, and the loser (the one having lowest score) will do to a lower level table. Meanwhile, the student with the second highest score will stay in the same table. In this way, the students' actual level of knowledge will be known after the tournament ends.

5) Team Recognition

The winning team will be rewarded with prize or certificate for their efforts during the learning process and the tournament to achieve the predetermined criteria.

B. ATONG-based TGT Type of Cooperative Learning Model

The procedure of TGT learning process is based on ATONG (A (=Amati/ Observe), T (=Tanya/ Question), O (=Olah/Process), N (=Nalar/Analyze), and G (=Gagas/ Initiate). It means based on Curriculum 2013 learning process must be scientific-based and include affective, cognitive, and psychomotor (skill) domain. In a learning process with scientific approach, teaching materials must contain the affective domain to make the students know why, the psychomotor domain to make the students know how, and the cognitive domain to make the students know what. It will result to the improvement and balance of students' soft skills (how to behave properly as human being) and hard skills (how to survive with competence and knowledge) that include some aspects of competence such as attitude, skills, and knowledge. The scientific approach involves observing, questioning, experimenting, processing, serving, associating, and creating in all lessons.

As stated in the Curriculum 2013, besides the learning stages of exploration, elaboration, and confirmation, the students are also supposed to do learning stages namely ATONG that allows the students to A (=Amati/ Observe) any learning situations, T (=Tanya/ Question) all problems that arise, O (=Olah/Process) the answer of the questions, N (=Nalar/Analyze), and G (=Gagas/ Initiate) new ideas or innovation.

The stages of learning process are: 1)the teacher facilitates the students to learn the materials, explains that they will do ATONG-based TGT type of cooperative learning and gets the students to form a group of four or five; 2)the students are informed that they will work in a team for several meetings and do academic game to gain points for their team and that the team with the highest points will get reward.

The activity in the tournament is in a form competition of teams consisting of three or four students with heterogeneous competence. Before the tournament begins, the students are assigned to their team. Every table represents the level of competence of the students sitting around it. The numbering of the table can be randomly arranged. After all preparation has been done, the teacher may start the tournament.

At the end of every round, the winner of each table will get one numbered card, and the loser will give the cardback. The scoring is based by how many cards the students get, e.g. the first student with most cards will be given score of 60, the second with score of 40, third with score of 30, and the last with score of 20. Through this kind of model which emphasizes teamwork and the ability of uniting heterogeneous intelligence of the students, the score of cognitive, affective, and psychomotor aspect of the students will be obtained simultaneously.

RESEARCH METHODOLOGY

This study employs research and development method. Civic Education Learning Instruments using ATONG-based TGT Type of Cooperative Learning Model for Students of Primary Schools on the topic of describing definition and importance of central and regional regulations are developed in this study. The instruments to develop are 1) syllabus, 2) Lesson Plan, 3) Student Worksheet, and 4) Learning

Media. The 4-D Model by Thiagarajan (1974: 5-9) which is modified into only three stages, defining- designing- developing, is used in this study.

The study is carried out in the odd semester of academic year 2016-2017 in grade V of SD Negeri 1 Kendaga, SD Negeri 2 Kendaga, and SD Negeri 1 Banjarmangu. The students of grade V at SD Negeri 1 Banjarmangu perform as subjects for limited-scale trial. In addition, the students of grade V at SD Negeri 1 and 2 Kendaga are the subjects of large-scale trial. The data are obtained through (1) validation; (2) observation, (3) questionnaire, (4) learning achievement test. The data are analyzed using descriptive analysis. Validity and Practicality test are analyzed using certain analysis, and t-test, z-test, regression analysis, and comparative test are used to analyze the effectiveness of the learning instruments.

FINDINGS AND DISCUSSION

A. Characteristics of Civic Education Learning Instruments with ATONG-based TGT Type of Cooperative Learning Model

Learning instruments are essential component for the students to learn certain materials. Ministerial regulation of Education of Republic of Indonesia Number 41 Year 2007 regarding Standard of Process states rules in preparing learning instruments such as syllabus, lesson plan, and evaluation tools. The existing syllabus already contains information of lessons, Standard of Competencies (SC), Basic Competencies (BC), learning materials, learning activities, learning indicators, assessment, scoring, time allotment, and learning resources (BSNP 2007: 7). The rules also must be applied in making lesson plans that contain clear information about the lesson, SC, BC, learning indicators, learning objectives, learning materials, time allotment, learning method, learning activities, learning assessment, and learning resources (BSNP, 2007: 8-11).

Learning objective stated in the lesson plan has been in accordance with BC contained in Educational Unit Level Curriculum (KTSP) that is to explain definition and importance of central and regional regulations. In addition, the lesson plan has provided the planning of students' activities using ATONG-based TGT type of cooperative learning model. The learning process of Civic Education has implemented various approaches. However, in practice the learning still runs in a traditional way that is teacher-centered.

This study has successfully developed Civic Education learning instruments with ATONG-based TGT type of cooperative learning model to help the students improve their learning activities. The developed learning instruments include syllabus, lesson plan, student worksheet, and learning media to support the learning process. The modified model of development by Thiagarajan, Semmel and Semmel (1974:5-9) was chosen to develop the learning instruments. The characteristics of the Civic Education learning instruments with ATONG-based TGT type of cooperative learning model are as follows:

- 1) The learning instruments developed contain criteria of *Amati* (Observe), *Tanya* (Question), *Olah* (Process), *Nalar* (Analyze), and *Gagas* (Initiate).
- 2) The learning instruments developed adopt cooperative learning model with Team Game Tournament procedure.
- 3) The learning instruments designed refer to practicality of learning and how the students learn.

B. The Result of the Learning Instruments Validation

Assessment from validators include product validation that covers all learning instruments developed in the design stage. Good learning instruments are needed in order to achieve the learning objectives. Suparman (1997: 212) stated it is important that the learning instruments developed be consulted to / reviewed by experts particularly to check the content, learning materials, the relevance to special teachings, physical design, etc. According to Nieveen (1999: 127), the learning instruments development can be considered valid if the process for revision, making, and development has been validated by experts. The validation process is done by three competent experts to evaluate the eligibility of the learning instruments. Revision is made based on suggestions from the validators. The average score given by the validator is 96.54 meaning that the learning instruments are highly valid. Overall, the validators see that the learning instruments are good and eligible with minor revision. The details of the validation form experts can be seen in Table 1 as follows:

Table1
Result of Expert Validation of Learning Instruments

Instrument	Score from Validators			Average Score
	A	B	C	
Syllabus	97,5	87,5	95	93,33
Lesson Plan	98,21	94,64	92,86	95,23
Worksheet	100	100	100	100
Learning Media	100	96,43	96,43	97,62
Total Average Score				96,54

The table 1 shows that the average score of all instruments is 96.54 that is between $80 \leq Va \leq 100$, with Va as criteria of validity. It means that all instruments are eligible to use with only minor revision.

C. Practicality

The purpose of this analysis is to know the weaknesses and advantages of the learning instruments that have been tried out (draft I). The weaknesses found during the trial of the learning instruments are used as suggestions to make revision of draft II. The details of analysis and interpretation of the trial result are as follows:

1) Teacher's Activities in Managing Learning Process

Djamarah (2008: 38) defines activity as action or liveliness. It means any physical and non physical action is an activity. Based on the result of observation of teachers' ability in managing learning activities, it is obtained the score of 89.57 that is between $80 \leq \text{Activity} < 100$. It indicates that the teacher's activity is very good. The result of observation on teacher's ability in managing the learning process shows that the least average score of each aspect observed is good. Revision of the learning instruments is not made since the average score of each aspect of teacher's observation is very good.

2) Students' Response

The result of students' questionnaires of 93% shows that students are motivated to follow the next meeting of learning with ATONG-based TGT type of cooperative learning. In addition, the students are also able to use the learning media and to understand the student worksheet and achievement test. In conclusion, the students' response is positive. This study is in line with Akhtar's findings (2012) stating that cooperative learning can improve students' attitude and skills.

The learning instruments developed can be considered practical since teacher's ability to manage students' activity using the instruments is very good and students' response towards the civic education learning using ATONG-based TGT type of cooperative learning model is good.

D. Effectiveness

After the first draft of the learning instruments (Syllabus, Lesson Plan, Worksheet, and Learning Media) are revised based on the validators' suggestion, the second draft are tried out at school to get other suggestions and to make perfect the third draft. The trials were done in week 1 to 4 of June 2014 in 4 meetings. Prior to the trials, normality and homogeneity analysis are done to check the score of learning achievement of grade V at SD Negeri 1 Kendaga and SD Negeri 2 Kendaga. The result of normality test in both schools is known to be normal-distributed, and based on homogeneity test, both classes are considered homogeneous. The instruments are then tried out in the experiment class with the results as follows:

1) No Learning Achievement Score below the Minimum Completeness Criteria (Cut-off Score)

Based on the result of comparative test, the average score of students' learning achievement is 84.3. The score indicates that the average score of learning achievement is above the cut-off score of 70 so that the learning achievement of the students can be said to be complete. Around 96 % of the students taking the test successfully achieve above the cut-off score. The findings of this research are in line

with Lori et al (2012) saying students who work in cooperative learning group will find out the benefits of learning better than those in traditional group work.

2) The influence of Activities towards Learning Achievement

The observed students' activities have obvious impact on their learning achievement. The percentage of the influence of civic education the learning activities with ATONG-based TGT type of cooperative model towards the learning achievement is of 85%. The rest 15% are affected by other factors. The better the students' activity is, the higher their learning achievement will be. The teacher plays roles as motivator and facilitator in the learning. Noviana (2011) in her study states students' activity in learning process with TGT type of cooperative learning model results to better learning achievement of mathematics than with Numbered Head Together learning.

3) Learning achievement of experiment class compared to control class

After the test of learning achievement, it is known a clear difference of the average score of experiment and control class. The average score of learning achievement of experiment class is 84.3 and 72.6 of control class. It is clear that the average score of experiment class is higher than the control class. This result is in line with Micheal(2011) whose findings state that the score of learning achievement test of TGT group is 52.99, and the control group's score is 50.13. The findings indicate that the TGT group do the test better than the control group.

The Civic Education learning instruments with ATONG-based TGT type of cooperative learning model implemented in the experiment class is proven to successfully improve the students' learning achievement. The findings show that activities influence learning achievement. The high learning achievement will support the learning completeness. In conclusion, the Civic Education learning with ATONG-based TGT type of cooperative learning model on the topic of explaining definition and importance of central and regional regulations for grade V at primary schools is effective.

Moreover, it can be concluded that the Civic Education learning instruments with ATONG-based TGT type of cooperative learning model on the topic of explaining definition and importance of central and regional regulations for grade V at primary schools are considered valid, practical and effective.

CONCLUSION

- a. The Civic Education learning instruments with ATONG-based TGT type of cooperative learning model are characterized with criteria of *Amati* (Observe), *Tanya* (Question), *Olah* (Process), *Nalar* (Analyze), and *Gagas* (Initiate). The learning instruments developed adopt the procedure of TGT type of cooperative learning. The instruments are also designed based on the learning practicality and how the students learn.
- b. The Civic Education learning instruments are validated by five experts and revised to result to draft II. The result of final validations and revisions states that the instruments are valid.
- c. The learning done using the learning instruments is said to be practical.
- d. The learning process using the learning instruments is considered effective.

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THE FEEDBACK OF USING EDMODO APPLICATION IN TEACHING AND LEARNING OF MORAL EDUCATION IN SECONDARY SCHOOL

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ABSTRACT

Edmodo is a social media concept of virtual education which helps teachers, students and parents in a form of new style of learning. Current developments have witnessed a change in the way of students learning in line with technological developments. This study was conducted using an action research model adapted from Kemmis and Mc Taggart (1988), which aims to identify students' feedback on the use of this application in PDP Moral Education. This qualitative research involving 23 pupils Moral Education Form 4, from 3 classes of all races comprising china, india and etc. Data were analyzed using analysis of documents and interviews focus groups through theme analysis method. The findings showed that Edmodo application has given a very good feedback from the students during the teaching session. Edmodo app has encouraged students to learn as they are interested in learning using this method , style and use of multimedia technology-based education. The feedback also showed that application of Edmodo has been able to improve their knowledge through induction set, read the notes using the web, Blind Spaces application and through interactive activities generated. These findings has provide new ideas in the process of teaching moral education in school pedagogy and also support the transformation of education in line with Malaysian Education Blueprint (PPPM 2013-2025) which is to make technology as a medium of teaching styles.

Keyword : Edmodo, Moral Education, Feedback

Aplikasi Edmodo adalah konsep media sosial pendidikan maya yang membantu guru, murid dan ibu bapa dalam bentuk gaya pembelajaran baharu. Perkembangan semasa telah menyaksikan perubahan dalam cara pembelajaran murid sejajar dengan perkembangan teknologi. Kajian ini dijalankan menggunakan model penyelidikan kajian tindakan yang diadaptasi dari Kemmis dan Mc Taggart (1988), bertujuan untuk mengenal pasti maklum balas murid tentang penggunaan aplikasi ini dalam Pengajaran dan Pembelajaran (PdP) Pendidikan Moral. Penyelidikan kualitatif ini melibatkan 23 murid Pendidikan Moral Tingkatan 4, dari 3 kelas yang terdiri daripada kaum cina, india dan lain-lain. Data dianalisis menggunakan analisis dokumen dan sebuah kumpulan fokus melalui kaedah analisis tema. Hasil kajian menunjukkan bahawa aplikasi Edmodo telah memberi maklum balas yang sangat baik daripada murid semasa sesi pengajaran. Aplikasi Edmodo telah menggalakkan murid belajar, kerana mereka berminat untuk belajar menggunakan kaedah, gaya dan penggunaan pendidikan berasaskan teknologi multimedia. Maklum balas ini juga menunjukkan bahawa aplikasi Edmodo telah dapat meningkatkan pengetahuan mereka melalui set induksi, membaca nota dengan menggunakan web, aplikasi *Blind Spaces* dan melalui aktiviti interaktif yang dihasilkan. Dapatan ini memberikan idea-idea baharu dalam proses pedagogi dan pengajaran Pendidikan Moral di sekolah dan juga menyokong transformasi pendidikan selaras dengan Pelan Pembangunan Pendidikan Malaysia (PPPM 2013-2025) yang menjadikan teknologi sebagai medium gaya pengajaran.

Kata kunci: Edmodo, Pendidikan Moral, Maklumbalas

INTRODUCTION

The subject of Moral Education have been taught in the schools of Malaysia since 1984 (Visalache, 2012). This subject is taken by non-Muslim students, i.e. Chinese and Indian students. Teaching time for this subject is parallel to the subject of Islamic Education. The core principles in teaching and learning of Moral Education are physical, emotional, intellectual, spiritual, and social aspects as stated in the

syllabus (Ministry of Education Malaysia (MOE) of the Moral Education Syllabus for Secondary Schools 2000;1). From time to time, the teaching and learning for Moral Education subject is enhanced in line with current developments, particularly on the explosion of human traits and behaviors in today's globalization era (Hairul Faiezi, 2016).

The teaching and learning of Moral Education subject need to grow especially in the delivery of teaching and aspects of pedagogical teaching. Presentation and teaching tools should be in line with the challenging and demanding era. According to Howell and Howell (2003), the development of digital application-based teaching methods has a beneficial impact on students. Digital learning has a variety of patterns and methods that give various benefits to students. Learning using computer-based technology (Computer-Supported Collaborative Learning (CSCL)) provides a diverse range of learning styles as well as giving a good impression of a teaching process delivered by the teachers (Kreijns et al., 2003). This style of learning will also expand the collaborative learning form of students through various online activities (Stahl, 2006).

This study is carried out to diversify the teaching and learning method of Moral Education subject by making the Edmodo application as a new style of teaching in the classroom. The Edmodo application was used as a Learning Management System (LMS) to students. Students and teachers interact, exchange notes, send messages, answer questions as if the normal learning in the classroom, but this time it was manifested in an internet-based technology medium. The purpose of this study is to explore students' feedback on the use of Edmodo application in the teaching and learning of Moral Education subject in secondary schools.

LITERATURE REVIEWS

Several previous studies on the use of Edmodo application in the teaching process demonstrated some positive findings on the effects in the teaching and learning process. The study of Grosbeck and Holotescu (2010) on the students showed that Edmodo microblogging web 2.0 has improved the quality of learning because it was a student-oriented application. Meanwhile, Balasubramaniam (2014) has conducted a questionnaire on 249 students on learning using the Edmodo application. His findings showed that the Edmodo application has embarked on student engagement and formed a comprehensive learning pattern, for example a student must be responsible when an assignment was given through exercises uploaded in the Edmodo.

The findings by Kandappan are similar to the study conducted by Kongchan (2014) toward 17 English teachers at a school. His findings postulated that the Edmodo application is a comprehensive and engaging learning channel as well as suitable for teaching in the classroom. Despite attracting interest, the Edmodo application also expands students' mastery over a learning topic. For example, a study by Monalisa and Ardi (2013) showed the improvement of English language among students when using this application in the teaching process. Students can develop grammar and sentence writing in English by enriching vocabulary knowledge.

Another study by Yagci (2015) showed that technology can change a perception. About 171 students were participated in the study conducted at a university in Iraq. Iraq is a country that does not apply information technology in education. However, when technology-assisted learning using the Edmodo application of LMS was introduced, the students' feedback and motivation improved. Various benefits such as new collaborative styles, enhancing modern classroom experience and sharing resources of a wide range of information also exist through the research done by Thogmak (2013) in the teaching and learning process. Some of these studies have shown that Edmodo application has had positive effects in the teaching and learning process.

METHODOLOGY

This study was an action study using the Action Model of Kemmis and Mc Taggart (1988). The sampling in this study consisted of 23 students of Form 4 in a secondary school who took Moral Education subject among Chinese, Indian and other races. A group of five students was selected for the study conducted. The study used two circles of action study for three months through planning, action, observation and reflection in every series of study circles. The interviewing instrument, and analysis of the document

were used as an instrument for collecting data in two circles of action study. The data obtained were then transcribed, filtered, coded, and subsequently the production of the theme was done.

RESEARCH FINDINGS

Based on the analysis done, two themes showed the effectiveness of Edmodo application on the teaching and learning of Moral Education subject in secondary school, which were to encourage learning and enriching knowledge.

1. Encourage learning interest

The findings from this study showed that students' interest in learning has been driven by the use of Edmodo application. There were four sub themes that justified the Edmodo application has encouraged students' interest based on several indicators, namely easy to implement activities, group learning, interactive training and teaching aids (BBM).

The activities that can be found in the Edmodo application could easily be done by the students. Students will not feel overwhelmed and depressed by the lessons they are learning as the Edmodo application diversifies the style and learning patterns different from the traditional learning. Respondents 1, for example, stated that this app did not put pressure on his control.

"... through the learning process of Edmodo, it felt that the learning processes became less stressful and easier to do all the work given by the teacher..." (G1R1M1B13)

In addition, this application is easy to be used by anyone as well as easily carried out by the students. Students also enjoy the learning experiences delivered by the teachers. Respondent 4 stated that this application was more fun than the current learning in school.

"...I felt more fun compared to what we have at school currently.." (G1R4M1B13)

The features of the Edmodo application that can shape learning within the group through discussion in the Edmodo forum and good collaboration shown by fellow group members also encourage students' interest in learning. For example, through the interview conducted to the second respondent of this study:

"..I generally understand that it is possible to work together in groups to solve problems such as working together to find accurate and correct answers for the questions given by the teachers, and another thing we can self-learning more effectively.." (G2R3M1B10)

Interactive training in this application also attracts students' interest in learning. Using the Edmodo application, exercises are given interactively and virtually for the students to answer the questions given in the application. Students only need to give their answers in the Edmodo application without having to write on any exercise book or note. This makes it easy to answer the questions. Respondent 4 in the first circle, for example, said that the Edmodo application made it easy for him to answer the question using his own ideas and he was also happy with the method of questioning used. Here are the quotes of the interview:

"...so happy and easy to answer and issue my own ideas.." (G1R3M1B13)

An analysis of the document showed that all students have completed and answered all the KBAT questions given within the stipulated time. This demonstrated a good encouragement on using this application to students through positive feedbacks in the KBAT exercises provided (AD/G1/KBATExercises).

The teaching tools using Youtube in this study have also encouraged students' interest in learning using this application. A student in the second circle of interview stated the advantages of the induction set provided by the researcher through the Youtube page. Respondents 1 and respondents 2, for example,

stated that the advantage of using video through this Youtube page was to facilitate them to receive and absorb the values studied as interpreted in the interview below:

"...the usage of this video can be adopted easily because student will understand more on the content..." (G2R1M1B29)

"...the video helps us to understand what the teacher has taught..." (G2R2M2B1)

2. Enriching knowledge

In this study, students' feedback has shown that the use of Edmodo application can enrich their knowledge. Several sub themes of this second theme, namely easy to access information and the inclusion of Elementary Thinking Skills elements (KBAT) have been obtained.

Using the Edmodo application, information is easily accessed by students in order to acquire material on learning via note links and Blind Spaces application that have been uploaded on the Edmodo page. This was proven by interviews conducted to the respondent 2. He stated that the uploaded notes link provided the required information on teaching values, besides simple and easy notes to understand. Here are the quotes of the respondent 2 in an interview:

"...the difference is that the traditional way of learning does not allow us to find the required information, but by using Edmodo application it becomes easier to get the information..." (G1R2M1B18)

Apart from the note link, through Blind Spaces as well, students can acquire knowledge about the learning delivered by the teacher. Blind Spaces is a new form and style of note reading using a technology application which includes videos, pictures, songs and notes material in a notes file. The interviews conducted in the second circle among several respondents indicated the advantages of obtaining information access using Blind Spaces. For example, respondents 3 expressed that through the use of Blind Spaces he can understand the content of learning more clearly than reading the book. Here is his interview:

"...so much different, we normally use books and self-learning, we write what ever the teachers told us to, but with Edmodo application we can obtain more knowledge and can learn everything in the website with friends which is clearer than books". (G2R3M1B22)

An analysis of the document conducted on student reviews in Blind Spaces notes showed that students can understand the value of the teaching delivered. Blind Spaces provides a sense of understanding to student in learning. In the Blind Spaces note, issues related to the sacrifices of national security personnel, namely police members, are highlighted. The researcher asked students to comment while reading the notes they had seen. Respondent 7 for example has shown proper judgment through conscience regarding the services of national security personnel. Here is the comment of respondent 7:

"I feel sympathetic to the police who have sacrificed. At the same time, I am proud of having a brave Royal Police Forces who always ensure the peace of the nation." (AD/G2/BlindSpaces/M7)

The second sub theme was the application of the KBAT elements. Through the analysis of the study, the students have shown good feedback as they enriched the knowledge through the activities and the questions given from KBAT elements. From the first circle of the study, respondent 4 stated on the KBAT elements which have been included in activities such as induction sets. He emphasized that the KBAT elements required him to think for answering the given questions. Here is his interview:

"...the advantage is that we can learn in a better way rather than getting the information from text books and we can also think with the KBAT questions in the video". (G1R4M1B23)

In this study, the researcher has provided KBAT questions to test and reinforce the students' understanding on the value of learning delivered. Analysis of document was conducted on activities and exercises of KBAT on Edmodo pages. Through the analysis of the documents in the activities carried out on the first circle, the students demonstrated the mastery of the KBAT elements in answering the

question given. For example, in the KBAT exercise, average student achievement was 75% equivalent to A- (AD/G1/ KBATExercise). The answers given by the students also demonstrated the enrichment of knowledge through thoughtful arguments in line with the basics and principles of the KBAT questions formulated.

In addition, the comment of respondent 12 presented below has clearly showed his high-level thinking on the questions given. The KBAT questions asked about the role that a student can do to ensure that the country's name continues to be respected in the eyes of the world in meeting the challenges of the new millennium. The student pointed out that the role of a student is certainly to achieve excellence in knowledge, especially in science and technology. He also emphasized the role of students by avoiding any negative symptoms that could damage the country. Here is the quote of the student's comment:

"The effort that can be done to ensure that the name of the country continues to be respected in the eyes of the world is by avoiding negative elements as a student. For example, smoking and taking drugs. Taking drugs not only can undermine the reputation of a country, but also can cause death. In addition, I will study hard and strive to advance in science and technology so that I can serve the nation to be outstanding as other developed countries." (AD/G1/LatihanKBAT/Murid12)

DISCUSSION AND CONCLUSION

This study presents the effectiveness of Edmodo application in the teaching and learning process of Moral Education subject at school. Students have given good feedbacks on using this application. This application is accessible to students as it is similar to other commonly accessed applications such as Facebook, Instagram and Twitter (Mohamad Amin, 2012). The easy accessibility provides space for students to carry out the learning process properly by using this application. Due to the familiar use of these applications, the students will deal with no difficulty while handling this application as well as manifesting the student's focus on learning. This was demonstrated in the interviews when the students stated that the application was very easy to use and their focus on learning was uninterrupted. Students also enjoyed using this application because the learning medium generated was interactive.

Student-centered learning and emphasis on group activity also give impact on students' feedback on the use of this application. In this study, the students were very excited to use the forums when they interacted online with the group members directly to discuss the issues raised. All students demonstrated an active role in the learning process. An authentic assessment emphasized in this study using the interactive medium also encouraged the students' interest. The new style of answering the questions has led to a new change in the method of answering questions. When finished answering the questions, the total score obtained by the students has been informed and tips provided by the researchers were given. This can be seen through interviews and reflection journals in the study when the majority of students liked this form of assessment.

The good effect that justified the main feedback in this study was when students have been able to answer KBAT questions. Through the analysis of first and second circle, the marks and quality of the answers given by the students were very rational. Thus, students were given learning information using interactive web links, as well as Blind Spaces notes that were very interesting and easy to understand throughout the learning process. Students were also presented with self-conceptual and student-centered learning concepts through group discussion and self-assessment of the issues raised, thereby stimulating students' thinking power.

From this study, researchers have been able to inspire a virtual learning method that has helped a teaching process, especially the subject of Moral Education. It is not easy to attract students to learning, but if there is an interesting method and innovation, of course, students' feedback can be improved. Researchers intend to continue this study by diversifying the use of information technology-based learning medium or better known as Learning Management System (LMS) such as Schoology and ClassDojo. The use of this LMS medium is very interesting and efficient especially in developing the pattern and form of teaching more in addressing the ever-increasing students in the 21st century.

In addition, the researchers also intend to incorporate Social Media Network (SMN) to diversify effective instructional materials to assist the teaching process of students in the subject of Moral Education in future research. In this study, researchers only involved Form 4 students of science course, and

therefore the researchers intend to apply this study to students of humanity course in future. The researchers also feel that this study should be carried out to students at the lower secondary level as early exposure should be done as well as to develop teaching methods to all ages, particularly at the secondary level.

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**THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH TO IMPROVE STUDENTS' LEARNING ACHIEVEMENT ON KINETIC ENERGY IN ELEMENTARY SCHOOL SCIENCE
(Class Action Research in Third Grade Students of SD Plus 2 AI – Muhajirin Purwakarta)**

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ABSTRACT

This study was motivated by monotonous science learning process. The implementation of CTL approach is considered to be the proper solution to solve the problem. CTL emphasizes on real experience, high-order thinking, active, critical and creative students-centered, meaningful knowledge, and focus on learning instead of teaching. This study aims to find out learning activities and achievement of third grade students after the implementation of CTL approach. This study applies class action research method which is used to improve the quality of instruction. The study consists of initial description, cycle I and cycle II. Each cycle includes planning, implementation, observation and reflection stage. The instruments used were students' achievement test, questionnaire and observation sheet. Results show that on cycle I, there were 21 out of 33 students pass the minimum passing criteria with mean score 77. While on cycle II, there were 29 out of 33 students pass the minimum passing criteria with mean score 90.61. Students' activities improve from 66.99% in cycle I to 87.77% in cycle II. Similarly, students' response toward instruction reached 96.6% which indicates that the implementation of CTL approach can improve students' motivation and interest in science learning, particularly on Kinetic energy.

Keywords: learning achievement, CTL approach

INTRODUCTION

Science is the study of universe, which reveals everything related to the universe. Science emphasis on how to systematically discover nature, thus Science is not only the mastery of knowledge in form of facts, concepts or principles but also a process of discovery verified by a scientific method. As stated by Nash in Samantowa (2009: 2), Science is "a way or method to observe nature".

Science education is expected to be a vehicle for students to learn about themselves and their surrounding. It is in line with Asy'ari's (2010: 37) statement that "science education emphasis on students oriented" learning. Science education emphasis on interaction between students and natural world. Therefore, teacher as a facilitator need to create a condition and provide facilities that enable students to observe and understand the object of science. It is in accordance with what is written in KTSP curriculum (KTSP, 2006:111): "developing knowledge and understanding of science concepts that are useful and applicable in everyday life".

In managing the classroom, teacher should know the characteristics of students. Without having this knowledge, choosing appropriate teaching strategy and materials will be impossible.

By giving real experiences, students will be able to develop their competencies and acquire meaningful knowledge to understand the nature in their surroundings as well as make it possible for further development in elementary school level.

However, prior observation reveals several findings: (i) students were less involved in learning activities especially in science learning, (ii) science instruction is still teacher-centered. Science instruction is still using conventional method with teacher-centered approach and students only act as good listeners, (iii) students were only given notes and materials to remember and there were no use of other instructional media thus making the lesson become less interesting and monoton, (iv) the learning achievement has

not reach the minimum passing criteria of SD Plus Al-Muhajirin Purwakarta as much as 75 for science subject, (v) the instruction has not utilize Contextual Teaching and Learning (CTL) yet so that the lesson is not meaningful and contextual that will result in low achievement. Students did not understand the materials given by teacher because during the learning processteacher did not help them to connect the materials being studied to their everyday life.

Therefore, in order to enable the student to actively participate in learning process as well as motivate them to think, the researcher try to change the instructional approach by implementing Contextual Teaching and Learning (CTL)model.

THEORITICAL FOUNDATION

The basic concept of Contextual Teaching and Learning (CTL)is an educational process that aims to help students to see the meaning of materials they learn by connecting academic subjects with their daily life, that is, to the context of personal, social, and culture (Johnson, 2013: 67).

Based on that statement, science lessons in elementary school using Contextual Teaching and Learning (CTL) will be meaningful because such learning is able to help students to relate the material being taught to real world situation and can encourage students to make connections between the knowledge it possesses with the application in their life as a member of family and a member of society. With this concept, learning achievement is expected to be more meaningful for students. The learning process, as students get real experience, could occur naturally. Instructional process is no longer merely transferring knowledge fromteacher to students.

According to the characteristics of Indonesian culture, the most appropriate instructional approach is the one that includes compatibility between situation of students' learning and real situation of society. The use of essential characteristics of various situations will improve students' reasoning, initiative, and creative thinking skills. Therefore, the instructional model which is appropriate with science topic, particularly energy topic, is learning with direct observation (learning by doing) with Contextual Teaching and Learning (CTL) approach. Another advantages from this approach is it could strengthen students memory and spend less cost since it use tools or media available around the students.

Previous relevant study was done by Larasati, Ayu (2013) on improving students learning achievement on mensuration concept through Contextual Teaching and Learning (CTL) approach shown promising results. Similarly, the study done by Yuliyanti (2015) revealed that there was significant improvement on learning achievement of grade IV students in science leaarning about environmental change and its impact topic with the use of Contextual Teaching and Learning (CTL) approach.

Motivated by those studies, then it is important and necessary to do the study entitled "The Implementation of Contextual Teaching and Learning (CTL) approach to Improve Students' Learning Achievement on Kinetic Energy In Elementary School Science".

RESEARCH METHOD

This study took place in SD Plus 2 Al-Muhajirin atJln. Ipik Gandamanah number 33 Kampung Sukamulya Kelurahan Ciseureuh Kecamatan Purwakarta Kabupaten Purwakarta.

In this study, the researcher try to use Contextual Teaching and Learning (CTL) approach as a mean to improve learning achievement of third grade students of SD Plus 2 Al-Muhajirin on science subject.

The subject of this study were 33 third grade students in Mina Class SD Plus 2 Al-Muhajirin; 18 males and 15 females, who were involved in science learning on energy topic. The object of this study were learning activities and achievement of third grade students in Mina Class SD Plus 2 Al-Muhajirin on energy topic, specifically kinetic energy before and after the implementation of CTL.

This study is considered to be succeed if there is improvement in learning achievement after the implementation of Contextual Teaching and Learning (CTL) approach compared to previous teaching and learning process (without the use of contextual teaching and learning approach) where the

minimum passing criteria (KKM) as much as 75 could be reach with individual passing criteria (KKI) as much as 85%.

Another indicator is significant positive changes of learning behaviour where students' response and learning motivation improve. This could be seen from various aspects such as constructivism, questioning, discovery, learning community, modelling, reflection and high authentic assessment.

DISCUSSION

The objects of this study were 33 third grade students in Mina Class SD Plus 2 Al-Muhajirin; comprises of 18 males and 15 females. The sample group was found to be homogen with various academic abilities. This class is the most active class and some of the teacher had difficulties in handling this group of students that challenge the researcher to figure out what will be the effective instruction that could be implemented in this class, especially on science lesson.

Prior to the implementation of the lesson, author found problems with students learning during pre-cycle activities. The lesson was teacher-centered thus made the students less focus to the materials given by teacher. In this kind of circumstances, several students pay their attention to teachers' explanation while others were chatting with their mates and even some were joking around. Occasionally teachers remind students to pay attention to her explanations and students were silent for a moment. Then the teacher assigns students to read science book about energy topic. Once the reading session is done, teacher asked whether the students have understood the materials and the students answered all together that they have understood. Next, the teacher pose some questions related to the material that has been discussed, it turns out only clever students who were able to answer while other students stay silent. Since the time is running out the teacher then concludes the lesson by giving brief explanation and write some notes on the board that the students copied on their notebook.

In closing session, teacher conduct evaluation to know the level of students' absorption toward the materials that has been given. It was found that class mean score was only 67.58 with only 7 students (21.21%) pass the minimum criteria.

Those findings in pre-cycle session indicate that there was a need to conduct classroom action research to improve the instructions through the implementation of CTL approach in energy topic.

1. The Implementation of Cycle I

Cycle I was conducted in SD Plus 2 Al-Muhajirin on Thursday, 18 August 2014. This cycle was the continuation of pre-cycle session in which the learning achievements were still low. The activities undertaken in cycle I and the following cycle include planning, action, observation and reflection. The author and partner teacher prepared the lesson plan which used CTL approach. The instructional activities were set to 2 x 35 minutes.

Teacher assigned students into several groups, each comprises of 4 students. Teacher then distributed worksheet along with tools and materials for wind energy source experiment that causing tissue paper, sheet of paper, and mill move. As the next step, teacher and students did an experiment to make wind mill followed by answering questions written on the worksheets and discussing the results of experiment. With teacher guidance, students draw conclusion from the results of group discussion. Teacher and students reviewed the lesson along with the activities that has been done and draw conclusion about the materials being learned. In the end of the session, students were given a test that has been prepared by the teacher.

The scores of science learning achievement in cycle I are as follows: none of the students get 40 (0%); 2 students got 50 (6.06%); 3 students got 60 (9.09%); 7 students got 70 (21.21%); 12 students got 80 (36.36%); 6 students got 90 (18.18%); and 3 students got 100 (9.09%).

From the results above it can be seen that from 33 students who took the test, the mean score for learning achievement is 77.87. this score indicates that students learning achievement has exceed the minimum passing criteria as much as 75. However, there were only 21 out of 33 students, or as much as 63.63%, who were able to reach or exceed the minimum passing criteria. Therefore, it is necessary

to improve the lesson since students learning achievement is still low. An effort for the improvement was done in cycle II.

According to observation done during the lesson with CTL took place, it was found that the mean score of students activities is 66.99% with the following details: constructivism aspect (85.61%), questioning aspect (80.30%), discovering (79.55%), questioning community (59.09%), modelling (55.30%), reflection (54.55%) and authentic assessment (54.55%).

After the lesson was conducted, teacher and researchers discuss and evaluate the results of lesson implementation. The mean score of student learning achievement with CTL approach has increased from 62.42 in pre cycle to 77.27 in cycle I, although in its implementation some improvement still need to be done. In addition, from observation results it can be seen that the average score for students activities reached 66.81 which indicate that the learning process and learning achievement already sufficient, although some improvement still need to be done.

To solve some problems found in cycle I, researcher and class teacher discussed to find appropriate solutions, as follows:

- 1) Revise the lesson plan based on steps of CTL
- 2) Increase and vary the use of teaching media
- 3) Develop a strategy to generate students' pre conceptions by connecting the materials being learnt with their real life.
- 4) Increase students activity to be more active

2. The Implementation of Cycle II

Cycle II was conducted in SD Plus 2 Al-Muhajirin on Monday, 1st August 2014. This cycle was the continuation of cycle I in which some weaknesses were found regarding the learning activities and achievement, thus the researcher would like to revise and improve the lesson in order to improve students' comprehension on energy concept.

In this step, researcher as teacher did class action based on observation results and reflection on cycle I as well as in line with the lesson plan that has been prepared. It is implemented on 1st September 2014, where researcher together with the teacher prepared the lesson plan with the use of CTL approach. The lesson was set for 2 x 35 minutes.

Teacher assigned the students into several groups, each consists of 4 students. Students were then sit based on their respective group. Teacher explained one of the applications of energy concept, such as the source and kind of kinetic energy through demonstration that is by playing a ball. Here, students serve as a model. During the demonstration, teacher guide whole class discussion regarding the activity being done.

As the next step teacher distribute worksheets along with tools and materials needed to do experiment about source of energy and type of energy produced.

With teacher's guidance, students reported the result of experiment and each group draw conclusion based on group discussion.

Teacher reviewed the lesson by asking students to mention the example of energy they found in their surrounding and how to save that energy. Students take turns to answer the question. Teacher then give opportunity for the students to ask question regarding the material being learnt and also gave chance to other students to answer those questions. Next, teacher together with the students draw conclusion about the material being learnt. In the end of the lesson, students were given another test.

The scores of science learning achievement in cycle II are as follows: none of the students get 50 (0%); none of the students got 60 (0%); 2 students got 70 (6.06%); 6 students got 80 (18.18%); 13 students got 90 (39.39%); and 12 students got 100 (36.37%).

From the results above it can be seen that from 33 students who took the test, the mean score for learning achievement reached 90.61. this score indicates that classical absorption is considered to be

sufficient. There were 31 out of 33 students, or as much as 93.94%, who were able to reach or exceed the minimum passing criteria. Therefore, there is no need for further action for lesson improvement.

In this step, partner teacher served as observer who observed the lesson implementation that was conducted by the researcher. In addition, the observer record findings which are not appropriate with the lesson plan by giving score for students learning activities and teachers activities. The results will then process and analyzed by researcher.

According to observation done during the lesson with CTL took place, it was found that the mean score of students activities is 87.77% with the following details: constructivism aspect (94.70%), questioning aspect (93.18%), discovering (94.42%), learning community (91.67%), modelling (83.33%), reflection (79.55%) and authentic assessment (79.55%).

After the lesson was conducted, teacher and researchers discuss and evaluate the results of lesson implementation by analyzing the instructional process with CTL approach in cycle II. Finding shows that the students learning achievement improved compared to cycle I, with mean score of 90.61 in cycle II. Findings from observation also show that students activities improved to 87.77% where almost all descriptor for students and teachers activities appeared. Having satisfactory results from students and teacher activities observation as well as students learning achievement, the authors decide to end the study in cycle II.

Thus, it proves that the use of CTL approach could improve students learning achievement particularly on kinetic energy concept and it can be implemented in elementary school level. Students response and teacher activities were found to be very high which indicates that when teacher able to teach very well and able to choose appropriate instructional model, then as the results the students will like and comprehend the learning process, as well as their teacher, learning materials and learning achievement.

CONCLUSION AND RECOMMENDATION

Based on the results of classroom action research that has been implemented, the application of Contextual Teaching and Learning (CTL) approach in science learning about energy concept in class III SD Plus 2 Al-Muhajirin can be summarized as follows:

1. Prior to the implementation of the action, the process of science learning is done by using lecturing method and then the students perform post test to know the level of learning achievement. It is found that students' involvement is still low and students did not given opportunity to develop and train their scientific attitude. The learning process was considered to be less attractive and resulted in dissapointing learning process and learning achievement which is still below expectation. The mean score for students' science learning in pre-cycle is 67.58. There were only 7 or 21.21% students out of 33 students who were able to reach students absorption (KKM) or individual minimum passing criteria (KKI). And there were 26 students or 78.79% students who still below the minimum passing criteria. It means the ideal class absorption (KKI) was only 21.21%.
2. During instructional process in cycle I, with CTL approach students start to be more active and interested toward the lesson, yet the first cycle still has many weaknesses. Based on observation results of cycle I, by using CTL approach, it can be seen that students and teachers activities reach 85.61% for constructivism aspect, 80.30% for questioning aspect, 79.55% for discovering, 59.09% for learning community, 55.30% for modelling, 54.55% for reflection, and 54.55% for authentic assessment.

The average percentage of students' activities in cycle I is as much as 66.99% or in fair category. From these results it can be concluded that students' activity still need to be improved. On the second cycle, there was significant improvement in students' activity as follow: constructivism aspect (94.70%), questioning aspect (93.18%), discovery (92.42%), learning community (91.67%), modelling (83.33%), reflection(79.55%) and authentic assessment (79.55%). The average percentage of students activities in the second cycle is 87.77% or in good category.

3. After the implementation of classroom action research, students learning achievement improved where initially the mean score of students learning achievement is only 67.58 on pre-cycle with 21.21% student pass the minimum criteria (KKM). After the implementation of the first cycle the mean score for students achievement improved to 77.87 with 63.63% students pass the minimum criteria. On the second cycle, the implementation of the lesson with CTL was considered to be satisfactory. The lesson was improved by revising some weaknesses found in cycle I. Thus in cycle II students mean score improved to 90.61 with 93.94 students able to pass the minimum passing criteria (KKM). Students were considered to pass only if the individual passing criteria (KKI) $\geq 85\%$. Meaning that the students learning achievement already reached the classical completeness, since the classical learning completeness is achieved only if KKI $\geq 85\%$ (Depdiknas, 2006).

Thus it can be concluded that the CTL approach with optimal teacher activity can improve student responses, activities and learning achievement of science learning in primary schools.

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THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN IMPROVING CREATIVE WRITING SKILLS OF ELEMENTARY SCHOOL STUDENT

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ABSTRACT

Learning writing in elementary school as one of competence that should be owned by student until has not get serious attention. This has led to the low in competence writing ability students. The low ability of student to write due to decreasing student interest. Proven with many discoveries while studying, that is something analytic in terms of ideas, diction, spelling and tidiness. There are still many students who do not understand the concept. This study aims to see how the learning creative writing by applying scientific approach and he knows study result by applying this approach. The methodology used a classroom action research. Subject of this study elementary school second grade student emounting to thirty three the students and one teacher as participant active. The result of the study showed that learning writing by scientific approach made motivated to write creatively. The value showed increase in a meaningful manner, if in terms of the average score cycle I until cycle III, point scoring obtained by increased almost two fold from the cycle I. This is because the implementation scientific approach with five the main steps that is observe, questions, collecting information, processes infomation, and communicating.

Keywords: scientific approach, creative writing, learning, elementary school

INTRODUCTION

Writing is the process whereby a someone pour an idea or ideas of a person into a form of writing, in line with an opinion Rusyana (1986) writing is the ability to use of language on his in writing to express an idea or massage. Gerard (Aziz, 2009) devide the writing into two types of writing academic and creative writing that implies the writing to express thought and feeling in the form of imanginative, spontaneous, and original. While according to Yunus (2015) creative writing is a way of thinking in pour idea or idea not familiar that capable of being pured into distinct works. is who argued that craetive writing is the ability to make the idea expressive of that flows the mind of someone into a form or writing, Percy (Aziz, 2009). According to Hartati et al (2010) learning creative writing student can explore themselves and express it in the form of essays. This is in accordance with Ellis's statement (Hartati, et al. 2010) that the purpose of creative writing is self-exploration and expression in communication. According to Ellis (Hartati, et al. 2010) creative writing study can be pursued by applying eight principles, namely: (1) doing observasin and writing; (2) associate words; (3) able to find information; (4) alternative ways to see things; (5) Showing the act of telling stories, 6) making ordinary things extraordinary; (7) choosing the right words; (8) writing as metaphors by analogy. Creative writing on this research focused on prose.

Writing belongs to the basic competence in Indonesian language learning. Indonesian language learning seeks guidance and development of Indonesian language directed. Indonesian language learning has four components of language skills: listening skills, speaking skills, reading skills, and interrelated and inseparable writing skills. It can not be said that students are able to speak well and correctly if they are only skilled in listening, speaking and reading, but not skilled in writing. (Tarigan, 2013).

Tarigan (2008) states that writing skills can not be acquired by students naturally, but through teaching and learning. If it is related to learning, the findings during the writing study indicate that the writing skill of the students is categorized is still low, it is reinforced by some findings such as: students still put the

capital letter in the middle of sentence, the student has not been able to determine the right word choice, the student has not been able to string the word Word becomes a cohesive sentence and the most common error is that students have not been able to use spelling and punctuation correctly. This can be caused by several factors both from the teacher factor and his or her own students. Factors derived from the teacher associated with the use of models or media that less stimulate students, while the factor of the students themselves is the lack of knowledge of students vocabulary that causes students feel confused to pour the results of his ideas into a post.

Given the problems that occur, one of the ways that can be used to improve students' creative writing skills in elementary schools is to use the scientific approach. Because, through the application of scientific approach, students get stimulus to develop vocabulary from the process of observing, questioning, collecting information, processing information, making it easier for students to communicate the results of its findings through a writing with attention to spelling, vocabulary accuracy, capitalization and sign read the right one. Creative writing in this study is limited in prose.

The scientific approach is a learning process designed in such a way that learners actively construct concepts, laws or principles through stages of observe, questioning, collecting information, analyzing information and communicating concepts, (Hosnan, 2014). Learning by applying a scientific approach aims to create student-centered learning where the teacher only becomes a facilitator to help students build their own knowledge. It is seen from some of the principles of learning by using scientific approach such as student-centered learning, learning to form self-concept students, avoid learning from verbalism, learning provides opportunities for students to assimilate and accommodate concepts, laws, and principles, learning improves student learning motivation And motivation to teach teachers and provide opportunities for students to practice skills in communication and the process of validation of concepts, laws, and principles constructed students in cognitive structure. (Hosnan, 2014)

According to Hosnan (2014) The learning process by applying the scientific approach has the following steps .

1. Observed, students do the process of observing that can be done with the activities of viewing, observing, reading the source, hear, listening both with tools and without tools.
2. Questioning, students are required to ask questions from the factual to the hypothetical, beginning with the guidance of teachers up to independent.
3. Collecting information, students trying to determine the required data from the question posed, specify the source data either in the form of objects, documents, books or through experiments.
4. Processing information, students analyze the data obtained from the results collect information that is making categories, determine the relationship data / categories, concluded from the results of data analysis.
5. Communicate, students try to convey the results of conceptualization in the form of oral, writing, diagram, chart, or source and other media.

The purpose of this study is to know the implementation and improvement of students' creative writing skills using a scientific approach using classroom action research methods. The subjects studied are the second class of elementary school amounted to twenty eight student. Implementation of learning scientific approach with five stages of the stages of observing, asking, collecting information, processing information, and communicate with a variety of improvements in terms of media usage and the change in learning atmosphere is not focused on students. It has an impact on improving students' creative writing skills which can be said to increase from cycle 1 to cycle 3. This research will be a reference for teachers how to write lesson with scientific approach for students who low in writing ability.

METHOD

The study used a classroom action research. Research in the social field, which uses reflection from as the main method, done by the people involved in it, and aims to make improvement in various aspects (Wardhani, 2008). The subject of this research is the second grade as one elementary school in Bandung based on the problems encountered in the learning process in the classroom by being supported by the sumatif value of the students and some other information such as interviews with students and teachers as well as the principal. So researchers use classroom action research methods to overcome these problems. In this study the scientific approach was given to the second grade of elementary school, for one month over two weeks.

Research Design

Design this research showed to figure 1 which refers to the cycle model developed by Kemmis and Taggart (Yuliana, et al. 2014). Each cycle consists of planning, implementation, observation, and reflection, more clearly, the design of this classroom action research can be seen in Figure 1

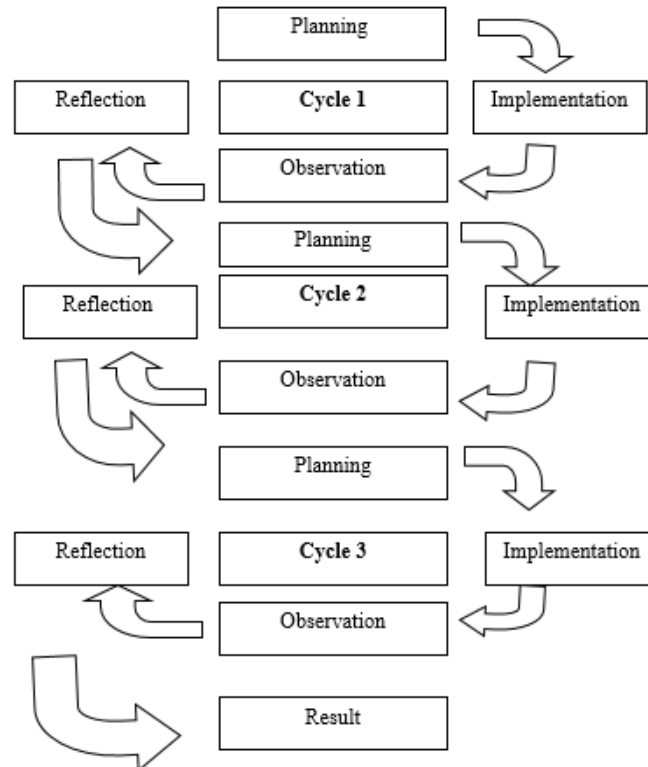


Figure 1. Classroom Action Research Model of Kemmis and Taggart

Figure 1 illustrates the research design in this research that is the spiral model of Kemmis & Mc Taggart which through the stages consisting of action planning, action implementation, observation and reflection then re-planning. Research design by Kemmis & Mc Taggart, the cycle model is done repeatedly. The longer the expected increase in the changes or the achievement of the results

Research Instrument

The research instrument consists of learning tools consisting of (1) Implementation of Learning; (2) Student Worksheet; (3) Observation sheet; (4) Field records; (5) The Documentation of the Lesson Plan is structured systematically: core competencies, basic competencies, indicators, learning objectives, teaching materials, approaches, learning activities beginning with preliminary activities, core and closing activities that are guided by the learning steps. While the student worksheets are prepared in accordance with the stages of the scientific approach used to measure the success of students' creative writing skills in accordance with the aspects to be achieved. The observation sheets used are teacher activation observation sheets and students who are assisted by peers to observe the progress of learning carried out by students and teachers since before the implementation of the action, during implementation until the end of the action. In addition the researcher uses field notes and documentation, field notes are used to record all teacher teaching activities and responses given by students during the learning process that will be used as a guide in doing reflection on the next cycle. While the documentation by Mulyasa (Susanti. 2015) is an instrument to reveal data about events for past events. Where documentation is required to assess student activities during the learning process takes place.

Data analysis technique

1. Qualitative Data Analysis Technique

Qualitative data analysis technique used in this research is model analysis. Data reduction (data reduction), data presentation (data view), verification.

2. Quantitative Data Analysis Technique

Quantitative data analysis techniques used in this study is the result of student writing ability test. Serial data will then be processed through the data selection stage, data correction, data weighting in accordance with the measurement aspects of each student, and data deduction.

In the weighting stage the data is done by giving the score on each test result of the students with the category score based on the regulation of the minister of education and culture of Indonesia to measure a student's competence, that is 96-100 (very good), 81-95 (good), 66-80 (middle), 56-65 (low), more details can be seen in table 1

Table 1
Criteria of writing succes

Value	Category
96-100	Very good
81-95	Good
66-80	Middle
56-65	Low

For the percentage of success of each aspect of the student's writing skill is the amount of acquisition that students perceive according to the score of the vocational assessment with the number of students present.

RESULT AND DISCUSSION

This esearch is done in three cycles, each cycle is done one action. Prior to conducting the research, researchers carry out observation activities to identify problems that occur. From the results of observations made found the problem of the ability to write students who are still categorized as low. One of the causal factors is the implementation of learning that is still applying the lecture method at the time of learning and the teacher only asked the students to make sentences orally without pouring it into a writing. In addition, when the researchers conducted guided teaching practices during one sub theme of the results of the assessment of writing assignment there were ten students from thtry three students who have achieved good enough criteria while the other students included in the criteria of each less. The results of the research are divided into three research cycles. Of the three learning actions in each cycle take the same learning theme but with different content.

The learning action carried out by three cycles has increased from each cycle with various improvements, both the improvement of each step and the media used. In the first cycle, the implementation of each step of the scientific approach is not well executed as the media used is less effective, especially in the questioning stage, it can be seen from the results obtained from the assessment of every aspect that has not improved as expected. When viewed from the achievement of all aspects, in the first cycle only reached 65% of the total number of students. In the second cycle there is an improvement after a good improvement of the implementation of each step is on the steps to ask, gather information, process information, and communicate, as well as media, the use of fixed media using video but at the stage of requesting the use of media using question cards that stimulate students to raises questions. In addition to media use, teachers also do scaffolding. Scaffolding is the provision of some assistance to students during the early stages of learning, then reducing aid and giving the opportunity to take on greater responsibility once he or she can do so (Slavin, 2009). Scaffolding can be a guide, encouragement or warning and set an example to allow students to learn

on their own. Scaffolding is given to the students from the stage of collecting information, processing information and communicate that aims to guide students achieve the goal and it affects the increase in achievement of student achievement in the second cycle that reached 80%. Action learning cycle three which aims to strengthen the previous action, achievement in the third cycle did not increase, reaching 84%. But it can be said of an increase although not too high.

From the implementation of learning from cycles I, II and III and the overall scores of all aspects obtained from cycle I to cycle III have increased each cycle, Here's a picture of improving students' writing skills from cycle one to cycle three.

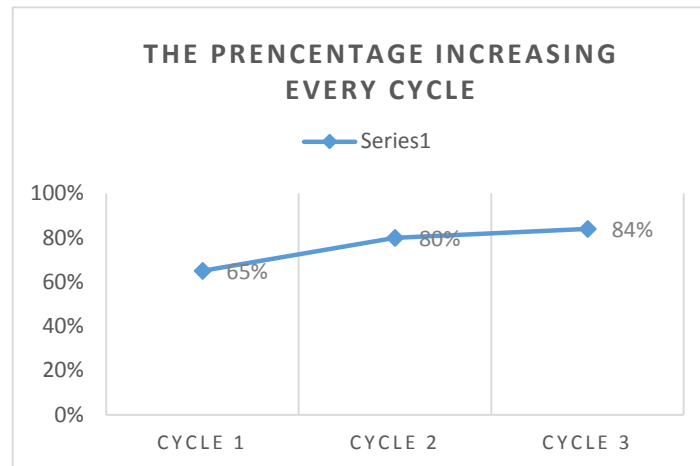


Figure 1. The Percentage Increasing Every Cycle

Diagram 1 showed that the improvement of students' creative writing skills in learning continues to increase. In addition, the percentage of the number of students who are considered skilled at creative writing from the beginning to the end of the learning action continues to increase. In addition, the result of the students' writing skill after the learning action showed an increase from cycle I, cycle II, and cycle III. Proven at the time of learning action cycle I the percentage of writing skill success level increased by 65%, in cycle 2 has increased by 15% to 80%, in cycle 3 has increased by 4% to 84%. This is presumably because the scientific approach has been applied effectively based on the results of reflections cycle I and II.

CONCLUSION

Based on the results of research and discussion on the application of scientific approach to improve students' creative writing skills can be drawn the conclusion that Implementation of creative writing learning by applying scientific approach consists of five steps: observing, asking, collecting information, processing information and communicating. The learning process of writing by applying the scientific approach has increased from cycle I, cycle II and cycle III. In cycle I, from each stage of the scientific approach can not be implemented properly, because teachers do not apply the principle of repetition at the stage of observing. The choice of methods at the stage of questioning is less varied and the teacher does not do the scaffolding to the students so that at the stage of collecting information, processing information and communicating is not able to be implemented properly. Then in cycle two, the teacher starts to do the principle of repetition at the stage of observing and the use of question card methods to provoke students to ask questions. Then the teacher starts to do scaffolding when the students enter at the stage of collecting information, processing information and communicate so that all stages on the learning cycle two can be implemented well as well as on learning cycle three. But the difference in learning cycle three scaffolding done by teachers emphasizes more on sampling at the stage of collecting information and communicating.

Creative writing skills of second grade students by applying a scientific approach is increased in each cycle. This can be known from the acquisition of scores from every aspect of writing skill that is first spelling aspect in cycle I 52%, cycle II 81%, and cycle III 77%. Both aspects of word choice in cycle I 60%, cycle II 78%, and cycle III 81%. Aspects of content in cycle I 70%, cycle II 86% and cycle III 89%,

the last is the aspect of neatness in cycle I 78%, cycle II 88% and cycle III 89%, from all aspects look seen to increase. From the total score of all these aspects, the percentage of success rate of writing skill in the first cycle increased by 66%, in the second cycle increased by 14% to 80%, in the third cycle increased again by 4% to 84%. The aspects that become the assessment in students' creative writing skills are spelling, word choice, content and neatness.

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THE QUALITY IMPROVEMENT OF LEARNING PROCESSES AND ACHIEVEMENTS THROUGH THE READ-ANSWER-DISCUSS-EXPLAIN-AND CREATE LEARNING MODEL IMPLEMENTATION

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ABSTRAK

By using lecture method, course materials stated in curriculum can be normally delivered to students in a specified time. However, the use of this method everyday in classrooms does not support the development of students' competences which are beneficial for their future. This paper discusses Read-Answer-Discuss-Explain-Create (RADEC), as a new alternative learning model aimed to help students gain many beneficial competencies. This paper also shows that the pilot projects of the RADEC model implementation conducted in some elementary schools and a senior high school can improve the quality of learning processes and learning achievements.

Keywords: reading, pre-teaching question, learning process, learning achievement, RADEC

INTRODUCTION

In accordance with the contents of Article 3 of the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System, education conducted in schools aims to develop the potential of students to become human beings who believe in God, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Government of the Republic of Indonesia, 2003). This law provides the basis for the obligation of all educators in the school, regardless of the field of study they attend, to organize learning that facilitates the development of the (spiritual and social) attitudes, knowledge, and creativity of the students. Social and spiritual attitudes and good knowledge and skills are indispensable both for the students themselves and the community, both for the present and for the future.

The facts show that there are still a lot of learning dominated by lecture activities. Interaction in the classroom is more dominated by teacher presentations. Many questions were posed by a teacher in classroom. But the questions were dominated by many questions with low-order thinking skills (Anggraini, 2011). Another thing observed is much of time used to help students gain understanding of subject matter. Little time spent developing interactions among students. Though this interaction is needed to form a social character in the students themselves. In addition, the time for the development of high-level thinking skills including creativity is also minimal. Whereas both of these things, the development of the character and creativity of students, is emphasized in the implementation of the curriculum 2013 (Kemendikbud Republik Indonesia, 2016).

Given all above, here are three possible causes. First, teachers tend to teach in ways in which they were taught (Cox, 2014). Once when learning resources in the form of books rarely owned by students, teachers should lecture what is in the book presented. As the times change, where learning resources such as books and even other sources from the Internet are numerous and accessible to students, there are still many teachers who lecture the content of the book as their teachers did.

Second, the tendency of standardized exams such as the national exam only emphasizes the cognitive aspect. This also makes things worse, learning in the classroom becomes focused on the success of students within the exam alone. Thus for some teachers who do not understand well the essence of education, the national exam has led to the reduction of the meaning of the education. In addition, students are also learning more focused on subjects that exist in the national exam and ignore other subjects (National Council of Teachers of English, 2014).

Third, another possible cause is the lack of competence (knowledge, skills and attitudes) of teachers to perform their roles efficiently and effectively. There is a lot of knowledge that a teacher should know

about how to act according to the curriculum's demands (objectives, materials, processes, and learning evaluations), both regarding plans, implementation and evaluation of learning). Similarly, many skills must be mastered in order to skillfully act as a teacher. And another important think is the need for a teacher's attitude to eager to apply the knowledge and skills he has mastered in conducting his duties as a teacher. Thus efforts to improve the learning process should also be done with efforts to increase the competence of teachers who reach the three areas. According to Andreas Schleicher, Director of Education Organization for Economic Co-operation and Development (OECD), improving the quality of educators is important for the creation of quality learning (Mohamad, 2015).

As the result of lecture method dominating in classrooms led students to tend to read textbooks just before exams (Sopandi, et al, 2014). The tendency to explain all the subject matter materials through this method is that learning becomes less focused on things that are difficult for students. And the students themselves do not know which material is easy and which is difficult because they have not studied it first independently. Thus students think that all material needs to be explained by their teacher. And if they try to learn teaching materials independently first, it may not necessarily all the materials should be explained by their teachers. This is evident from research by Sopandi et al. (2014) indicating that from a number of lesson materials, there are materials that most students can master independently, a small percentage of students. And there are also materials that can not be mastered by any learner independently.

Another disadvantage of lecture method dominating in the classroom is the lack of interaction among students. This lack of interaction leads to a lack of development of the various skills necessary to live in the 21st century. Skills such as creative thinking, critical thinking, problem solving, decision making, communication and collaboration, information and communication technology literacy, and skills to live in society both nationally and internationally (Schleicher, 2012). The dominance of teacher lecture activities will also limit the development of beneficial attitudes in social life such as learning to argue, learning to respect differences of opinion, courage to express opinions, and tolerance. Sufficient time for learning to deliver information also leads to a lack of activities that train the creativity of students. Lack of activities that facilitate students to think high level including creative thinking causes the students less able to think in this area.

The low quality of learning that has been happening is evident from the low achievement of our students compared to students from other countries in the world. In several comparative studies, the achievements of our students in reading, mathematics, and science compared to students from other countries who are members of the OECD are always in the lower group, or the average score is below the average of the participant score Educated (Schleicher, 2012). The consistency of the results not satisfactory shows that in general the efforts to improve the quality of education in Indonesia has not been able to equalize the ability of our students to students from other countries who have advanced in the education. If the condition of learning is not overcome continuously it can cause harm to students themselves, society, nation and state, both for the present and the future. For these reasons the development of learning models in accordance with the context of Indonesia is needed. This is necessary because the learning models that has appeared from abroad not necessarily in accordance with the context of Indonesia.

Given all above, this paper describes a new alternative learning model that can improve the quality of learning processes and achievements suitable for Indonesian context and may also other countries with the conditions similar to Indonesia. Learning model in question is the Read-Answer, Discuss, Explain, and Create (RADEC) learning model. The name is adjusted to the sequence of the learning stage (syntax). This naming is given so that teachers easily remember the syntax of this model. The names of other learning models often do not reflect the syntax of learning. And even for the same model the syntax of learning can vary. The discussion of the learning model starts from the foundations of RADEC model development, learning syntax, results of pilot projects, and obstacles and support the RADEC model implementation in Indonesia context.

DISCUSSION

1. The foundations of the RADEC learning model development

This model is developed on the basis of the following points. First, the purpose of national education, as already stated above, aims to develop the potential of students to become human beings who believe in God, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible (Government of the Republic of Indonesia, 2003). Thus the efforts of education practices conducted in schools should cover all those aspects (attitude, knowledge and skills). It is inappropriate when learning in the classroom is only intended for the achievement of cognitive aspects only. Teaching and learning processes should be planned and conducted in such a way that the development of attitudes, knowledge and skills can be facilitated. The description of the existing knowledge materials in the curriculum should be learned by the students in ways that enable students to have the various attitudes and skills necessary for their current and future life, both for themselves and for others.

Second, a fact shows that nowadays, sources of learning both in the form of books and other sources such as internet easily obtained by students. Thus, for schools that already have other sources of information other than teachers, students can gain independently information prior to classroom activities. Another fact also indicates that often the models that come from other countries are not in accordance with the conditions in Indonesia. For example, although these models prove to be good at improving the quality of learning processes and achievements but often require more time than the available time allocation. For this we need a model that can improve the quality of the process and learning outcomes but the learning can be implemented according to the available time allocation. As mentioned above, another fact also showed the low quality of student achievement in Indonesia compared to students from other countries based on International Comparative Studies in math, science, and reading (Schleicher, 2012). This low achievement showed something wrong in the learning process. We should believe that it is not because of the students themselves. Thus if the quality of learning is improved then the quality of student achievement in Indonesia will increase. This is evident from the high achievements of Indonesian students in various events that are individual, as in the Olympics of various subjects.

Third, according to Vygotsky's theory of social constructivism, the development of cognitive abilities in children occurs because of interaction with the social environment. In this theory are known terms, actual development level, potential development level and Zone of Proximal Development (ZPD). Actual ability is the ability of students to complete the task without the help of others. Potential ability is the ability of students to complete the task with the help of others (teachers or peers). While ZPD is an area between the actual ability and potential ability. Based on the theory of Vygotsky then the learning should be done in the area (Lui, 2012; Vygotsky, 1962).

Fourth, at first and second grades elementary school students learn to read letters, words, sentences, and paragraphs of texts. Next at third grade they learn to gain understanding (comprehension) from the texts. By often practicing to read students will be more skilled in the reading comprehension skill. This reading skill will thrive in a literacy-based learning setting such RADEC learning model. In literacy-based learning, core activities in the classroom include reading-thinking-writing (Suyono, 2009). Thinking activities can be trained when students answer questions and tasks also when discussing with friends. While writing skills can be trained when students propose ideas or write research reports, problem solvings or projects that have been done.

2. Learning model syntax and its' pedagogical analysis

The following is presented the syntax of the RADEC learning model.

Step 1: Read (R)

At this step, students read information from various sources including books, other sources of printed information and electronic information sources such as the internet. In order to guide students in comprehending the information students are provided with the pre-teaching questions. The pre-teaching questions are questions related to teaching materials. The answers of the questions are essential cognitive aspects that must be mastered by students after they finish the teaching materials.

The pre-teaching questions should include vary questions, from low order thinking (LOT) to high order thinking (HOT) skills. The questions are started from just memorizing information to formulating productive questions, problem, and project plans which can be created.

Pre-teaching questions are posed before a teacher conducts teaching and learning processes of the teaching materials. Students should answer the questions after their reading activity. Their reading activity is done independently by students outside classroom. This is based on the idea that some information can be mastered by students themselves without the help of others. Teaching materials that can not be mastered by students can be asked to other students (peer) or explained by their teacher during classroom sessions. By this way classroom sessions can be more focused both on developing other aspects (especially social characters) whose development requires interaction with others and teaching materials that are found difficult by all students.

Step 2: Answer (A)

At this step students answer the pre-teaching questions based on the knowledge gained in the Read (R) step. The pre-teaching questions are arranged in the form of Work Sheets (WS). They answers the questions outside the classroom or at home independently before classroom sessions are conducted. By this way it is possible for the students to identify independently which parts of the teaching materials they find to be easy or difficult. In addition, students themselves can be aware of themselves whether they belong to students who are lazy or diligent to read, easy or difficult to comprehend written teaching materials, like or do not like to read text books, and others. Besides, by observing students' assignments and posing few questions, a teacher can know about all students' circumstances. It is likely that a teacher will find out that each student needs different assistance of their teacher. Based on these data, teachers can give appropriate assistances for every student.

Step 3: Discuss (D)

At this step students learn in groups to discuss their answers of pre-teaching questions. Teachers motivate successful students in doing certain tasks from WS to provide guidance to friends who have not mastered them. Teachers also motivated students who have not mastered to ask their friends. This step provides students with activities to discuss their answers with other members in one group. At this step the teacher should ensure that there is communication among students in each group in order to get right answers or jobs. By looking at the activities of the entire groups, a teacher can also determine which group or who has mastered the teaching materials being studied. In this way the teacher can also know which group or who have already had creative ideas as a form of application of concepts that have been mastered. Based on the results of this observation, teachers can determine who can be appointed as tutor at the next step, (Explain (E)). At this step, the teacher can also identify which parts of the teaching materials cannot be mastered by all students independently. These parts are further explained by the teacher classically for all groups at the explain step (E). Discussion stage (D) ends when students finish discussing the task, or students are no longer able to continue their work because they find difficulties.

Step 4: Explain (E)

At this step, classical presentation is conducted. The teaching materials presented cover all the learning indicators of the cognitive aspects that have been formulated in the lesson plan. The order of the presentation is adjusted to the order of the learning indicator formulated in the lesson plan. At this step the students's representatives who have mastered learning indicators to explain the essential concepts in front of the classroom. In this activity too, the teacher ensures that what the presenters explain is scientifically correct and other students understand the explanation. In this activity the teacher also encourages other students to ask, refute, or add to what has been presented by his friend from other groups. At this step can also be used by a teacher to explain the essential concepts that can not be mastered by all students as observed at step discussion (D). When explaining, the teacher may provide explanations with demonstrations, video, power point or other things that are expected to overcome the difficulties of students.

Step 5: Create (C)

At this step, the teacher inspires the students to learn to use the knowledge he or she has mastered to generate creative ideas or thoughts. Creative thinking can be formulated as productive questions,

problems, or thoughts of making other creative works. As mentioned earlier, the task of creating creative ideas or thoughts is already covered in the pre-teaching questions. Students also have discussed it in step D. So at this step just discusses it in a classical way because students have previously been assigned to do it independently. And they have also discussed it at stage D. When teachers find all students have difficulty to generate creative ideas, teachers need to inspire the students. The source of inspiration given by the teacher can be in the form of an example of research, problem solving or other work that have been done by people. And then students classically discuss other creative ideas that can be planned and realized.

As another inspiration for students, a teacher can provide examples of a creative plan that have never been realized either by himself or others. In the circumstances students have not had their own ideas so they can work on the teacher's idea. The realization of the idea can be done independently or in groups depending on the characters that will be developed. This work is theoretically more challenging to students because the idea is original. And the idea can be realized either successfully or unsuccessfully. In addition, The realization of the idea can be in the classroom or outside the classroom, can be briefly or can also be long. This step trains students dominantly to think, cooperate, communicate. They learn to find creative ideas, take the ideas that will be realized, plan for realization, implement the plan, report the realization and then present the results of the realization in various forms.

3. The results of the RADEC learning model pilot projects

This model has not been fully tested, from R to C. Stage Create (R) has not been done because it requires habituation of the previous steps. The pilot projects of this model has been done by a number of primary school student teachers at schools where they conducted field experiences (FE). They did FE in elementary schools around Universitas Pendidikan Indonesia (Bandung, West Java). One of the research results shows that model can increase the number of students who read science textbook before they learn in the classroom, improves the ability of students to understand the teaching materials through reading science textbook, and improves their science learning achievements (Mujiyati, 2010).

Othe pilot studies of this model also show that learning outcomes based on problem-based learning (PBL) implemented in an elementary school can be optimized through reading science textbook (R) and answering pre-teaching questions (A) at home, discussing (D) with peers facilitated by teacher, Explain/get explanations (E), then implement the PBL steps (Sopandi and Sutinah, 2016). Students who learn at home by reading independently have better knowledge than students who do not read when teaching-learning processes in classroom begin. Furthermore, students who read prior PBL classroom sessions get higher learning achievements than the group of students who learn with PBL without prior reading activity.

Another research done in chemistry course, grade XI, at a senior high school in Bandung district shows another success of the RADEC model pilot project (Sopandi et al., 2014). The results show that the majority of students involved in this study during class X did not read teaching materials that have not been taught by teachers in the classroom from the chemistry textbook. Some of them read the book after their teacher explained the material. The majority of them read the textbook just prior the exam. This condition changed after 6 months of the RADEC model pilot project was conducted. After the pilot project, the majority of students read teaching materials from chemistry textbook even though the materials have not been taught. What needs to be noted here is that their reading motivation is due to their teacher always giving the test before the lesson begins. Another result of this study is the increasing ability of students to understand the teaching materials from the reading of the chemistry textbook. Or in other words the actual development level of students in learning new teaching materials always increases in line with the frequent practice of reading chemistry textbook. The results of this study also indicate that the potential development level of students also increased in line with the increase of students' actual development level.

4. Inhibiting and supporting factors for the RADEC learning model implementation

Supporting factors

Some of the factors that support the implementation of RADEC learning model are as follows: First, the current curriculum requires a learning process that enables the development of all students' potencies that are necessary for their better lives (spiritual and social attitudes, knowledge, and skills). How the learning processes must be planned and conducted are clearly described in the national standard of learning processes. How the learning processes must be evaluated is also clearly described in the national standard of learning evaluation. And there are some other national standards that can be used as guide to create the qualified teaching and learning processes.

Secondly, information sources are nowadays widely available in the forms of textbooks, suplemen books and other available information sources such as video, compact disk, and internet. Thus, nowadays teacher is not the only source of information for students. What is required nowadays is that teacher should believe that students can understand the teaching materials from textbooks or other sources if they are given opportunities and are trained to read continuously.

Inhibiting factors

Some of the obstacles that may apply to the implementation of the RADEC learning model are as follows. First, the possibility of the teachers' habit which used to use the lecture method, the teacher felt not teaching yet before they explain all teaching materials. They are confused, what should be taught if their students come to the class and they have already understood all teaching materials. Actually, this does not need to worry. There are still many other things that have been neglected in the classroom due to time spent in the classroom used for lectures. What is meant here is to learn to discuss, to have different opinions, to present somethings in front of classroom, to think creatively by applying teaching materials that have been mastered. Thinking creatively is very important. Here students can be creative in generating research ideas, creative in finding problems to be solved, and creative to make other creative projects.

Second, teachers used to find that by using lecture method students still have difficulties to understand teaching materials. Teachers may think that, so it will be more difficult for students to masters teaching materials by learn independently through reading activities. So in this case the teacher has underestimated students' capabilities to learn independently. In this case, it is possible that students do not understand teaching materials because they are lazy to learn, not because the teaching materials are difficult. Thus, the use of lecture method all the time can cause students to be lazy and underachievements. By implementing RADEC model, both teachers' underestimation of students' potencies to learn independently and students' laziness to read can be reduced.

Third, the learner is familiar with the routine in the classroom, start from hearing explanations, asking if not understand, doing the exercises and reading the notes or books prior the exam. The existence of this routine can lead to rejection when students have to do the reading task (R) and answering (A) before the teaching materials are taught in class. The students may demand that the teacher's job is explained and their task is to understand the teacher's explanation, do the task well and then prepare well for the test. In this case students do not yet know what is best for themselves, society and nation, both for the present and for the future. Facing this possibility, teachers as adults in the class are obliged to make them have what they should. The possibility of this rejection should be anticipated by explicitly explaining the good intention of applying this model. In addition, it can also be supported by always giving a pretest prior discussion (D). The results of a pilot study at a school in Bandung district showed that this pretest activity can motivate students to read textbook.

Fourth, the possibility of a teacher's perspective which is still narrowing the meaning of education. Education may be only seen as an activity to make students master teaching materials and can pass the standarized tests with good scores. This may be because the teacher does not understand the purpose of education, lacks the skills to plan and conduct qualified teaching-learning processes, and lacks the idealism to do a good job. To overcome this fourth barrier, efforts will be needed including the improvement of teachers knowledge about national educational goals, practices to implement the RADEC model and positive attitudes toward their job as teacher.

CONCLUSION, IMPLICATION AND RECOMMENDATION

The RADEC learning model is developed because of the need for an alternative learning model to improve the quality of learning processes and achievements. In contrast to other learning models emerging from abroad, this model emerges with regard to the juridical, philosophical, factual and theoretical foundations that fit the Indonesia context. Through the implementation of the RADEC learning model the increase of students' reading motivation will be supported, the students' reading comprehension skills will be trained, the development of social character will be facilitated, and the students' learning achievement will also increase. Through the implementation of the RADEC learning model students' creativity in creating research ideas, problem solving, and other creative works will be also improved. All those are expected to be achieved in available time allocation stated in curriculum.

The implementation of the RADEC learning model implies the need to change the habits of both teachers and students. Teachers need to fully master teaching materials, have skills in carrying out their duties, and able to inspire students to generate creative ideas or thought as application the knowledge they have mastered. Similarly, it takes awareness and willingness of students to be even harder in learning in order to obtain various good things for themselves and others, both for the present and the future.

The success of the RADEC learning model pilot projects occurred just in few schools. It is still needed to socialize the learning model in other schools, subject matters and teachers. Socialization in the form of workshops and trainings of this model needs to be done so that all parties have the knowledge, skills and attitudes that support the implementation of this model. In addition, the results of researches on this model are still very limited, both in terms of school, subject matters and teachers involved, and also from the aspects investigated. Therefore, further researches are needed to validate and test this model. Their results may help to improve and refine the implementation of the model. Research can be in the forms of the textbook development, the development of reading skill training models, analysis of actual and potential development level of students, the development of WS that support the implementation of RADEC and so on.

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TOWARDS EFFECTIVE TEACHING OF MULTICULTURAL EDUCATION IN INDONESIA

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ABSTRACT

Indonesia with its archipelago area and diverse society require school to take part in multicultural education. This is to develop mutual respect and understanding between society which in turn can maintain the unity of the nation. The National Curriculum has included Citizenship or Pancasila (The Five Principles) Education and Religious Education to serve this goal. However, its implication in real life is still questionable. This paper tries to address three problems around multicultural education in Indonesia and propose new ways to effectively deliver multicultural education in school. We believe that multicultural education should convey not only values but also aim to shape character and skills and thus must give the students opportunity to practice and to engage with real social problems in society.

Keywords: multicultural education, teacher's attitude, cooperative learning

INTRODUCTION

The diversity of Indonesia

Indonesia is inevitably recognised as a multicultural nation. It has more than 300 ethnic groups and at least five major religions. Raihani (2012) mentioned that there are several noteworthy moments in Indonesia history which illustrated that despite the considerably diverse culture, Indonesian can unite and stand together. For example, the National Resurrection in 1908, the Youth Pledge in 1928, and the Independence Day in 1945. The long history of Indonesia before and after its independence have proven that despite of the diversity and the very large archipelago territory, Indonesia can still unite into one nation. Tilaar (in Raihani, 2012) added that even though all ethnics agreed for this nation's establishment, they still acknowledge the diversity of others. Berman and Berman (2002) supported this findings by mentioning that in spite of its diversity, Indonesia is high in collectivism. They mentioned that the collectivism in Indonesia is shown by reducing individualism, encouraging the responsibilities of someone for the family and the community, developing good relationship with others, concerning for the poor, and concerning for what others need. Nevertheless, in terms of material, this diversity sometimes leads to economic disparity among provinces. In terms of immaterial, such as religion, culture, or ethnicity, the diversity might also lead to conflict. Conflicts which took place in Poso in 1998 or in West Papua on June 2015, was said to be religion based while the one in Sampit in 2001 was said to be culture based.

Just recently, one big issue in Jakarta has become very popular and dominates the news where the Governor of Jakarta has allegedly humiliated Muslims. This topic, which soon became big issue everyone talked about, later attributed to marginalise a particular religion and race. The issue also seems to divide people into two: those who support Islam and those who do not, as well as those who support a particular race and those who do not. Since then, people have been easily provoked to hate a particular race and religion. This kind of situation, if continues to happen, is potentially threatening the unity of Indonesia. Therefore, as Suparlan (2002) also agreed, teaching multiculturalism in school has become increasingly important.

Multicultural education

Gollnick and Chinn (in Raihani, 2012) suggested that multicultural education is focused on the process of developing pupils who are able to understand, recognise, respect, and live comfortably with, and function effectively in, a reality of differences. Despite the various definitions proposed by many authors about multicultural education, Banks (1993) emphasised the aims of multicultural education. First, it

aimed to rectify the school and other educational institutions to allow students experience educational equality from whichever ethnic, race, or social group they came from. Secondly, it also aimed to provide equal access of education for all and therefore allow vertical social mobility. Saint-Hillaire (2014) also agreed and thus, she related multicultural education with academic success because education must be accessible for all. Meanwhile, Ngo (2010) seemed to simplify the goal of multicultural education into teaching tolerant and respect. However, we find this goal is still corresponding with the condition of Indonesia, especially with the recent cases.

Multicultural education requires educational institutions to reform many aspects comprehensively such as school vision, curriculum, teacher education, teaching styles, etc. It is to say that the approach must be holistic and cannot just be simplified through an add-on workshop for teacher's professional development or a celebration of National-Solidarity Day, in Indonesia like Hari Sumpah Pemuda (the Youth Pledge Day on 28th September), Hari Kemerdekaan (the Independence Day on 17th August), and Hari Kesetiakawanan Sosial Nasional (the National Solidarity Day on 20th December).

The second aim as Banks (1993) proposed is not less important. As a matter of fact, this is what Indonesia is dealing with. The issue of unequal education provision in Indonesia still be going since Indonesia has very large territory and is also an archipelago. There are many provinces in Indonesia still facing difficulty to provide proper school and sufficient teachers. However, this has become a national issue and many social movements have also been trying to address this issue.

While in the USA, the main issues of multiculturalism are race, skin-tone, and sex-preference, in Indonesia the main issue is religion as it is seen as an important aspect of life. Indeed, Indonesia is a nation which recognises religion as one of its main principles. Some conflicts occurred in Indonesia were often said to be religion based though we believe that politics must have been involved too.

Education in Indonesia

Pancasila Education

Arthur and Carr (2013) said that in plural society, it is difficult to agree on the same values. However, Indonesia has National Ideology called *Pancasila* (The Five Principles) which since it declared its independence in 1945 *Pancasila* has been admittedly agreed to unify Indonesia besides the National Language (Bahasa Indonesia). In National Constitution, *Pancasila* is mentioned as Indonesia Ideology. *Pancasila* Education is given as a weekly subject in school which meant to help students internalise *Pancasila* values, which are belief in God, the just humanity, the unity of Indonesia, the deliberative representation, and the social justice for all citizens. In the era of New Order led by Soeharto, the students were even required to memorize 45 verses of each principles. Unfortunately, it only emphasised on memorising without implementing the values.

Religious education

The first principle in *Pancasila* is the Belief in God. As a consequence, although the majority of Indonesia population is Muslim, there are many other religions and beliefs which are also recognised by the Government. Students from each religion have the right to access their religious education in school. Lickona (1999) and King and Furrow (2004) agreed that teaching religious values to students can help reducing students' behavioural problems. Furthermore, in our opinion, besides preventing someone from having behavioural problems, religion values are also teaching good values, such as to respect and to care about others.

The religious education must not be wrongly interpreted to hate other religions. However, Suyatno (2013) argued that the religious education in Indonesia has not shown positive outcome in developing tolerant attitude of students because the implementation was still cognitive-oriented. Sutrisno (in Suyatno, 2013) said that the religious education was lack of social problem-based and therefore the outcome was also lack of social values.

THE PROBLEM

Having described the efforts done by the Indonesia Government to teach multiculturalism or simply develop tolerant attitude in students, the outcome is still far from what is expected. There are at least three problems here.

First, the limited experiences to have contact with other cultures, limited knowledge about other culture or religion might result to negative prejudice. Gawlewicz (2016) noted that in the case of UK migrants, prejudice did exist towards different race and religion and her research showed that it appeared more often in the elderly people. Her research even found that even if people have regular contact with other race or religion, the probability to show prejudice still existed.

Khamdan (2012) mentioned that the diverse culture of Indonesia have also grouped the society based on religions and ethnicity. For example, the majority in Bali is Hindush while in Papua, Northern Sulawesi, Eastern Nusa Tenggara, and Southern Maluku, the majority is Christian and Catholic. Java has the most population and thus is also the most diverse society since many people from other islands migrate to Java to access education and occupation. Not only the religion is diverse, the mother tongue language is also diverse and so is the accent to speak Bahasa Indonesia. Every ethnic has their own mother tongue and set of manners. This kind of "geographically grouping society" minimises contact among them. Indonesian people know that they are multi-culture without really experiencing the diversity in real life. Valentine (2008) argued that the tolerance and respect shown on personal interaction is different from what is shown on public spaces. It means that in personal interaction people may seem to respect those who are different but when it comes to public issues, they may show different attitude.

Secondly, the delivery of multicultural-content subjects are monotonous, dogmatising, or even boring. According to Raihani (2012), the main challenge of teaching multiculturalism is teachers have no idea on how to convey this multicultural contents. Cockrell (1999) added that even if they know they have to deliver multicultural contents, they worried because they feel inadequate and unprepared. In schools, those subjects, such as Citizenship and religious education, are usually delivered through lecture or, in some rare occasions, discussions. Sometimes school hold a celebration for National Day as mentioned above. This one-day celebration may help the students call to mind the multiculturalism Indonesia has. However, it only happened occasionally and symbolically.

Third, lesson which still pays attention only on cognitive leads the students able to memorise the knowledge but incapable to practice the values. Consequently, even if a student is able to memorise the knowledge, he is not necessarily able to show the values in real life. Furthermore, the evaluation system is only focused on cognitive. These subjects are failed to help students put the values into practice.

Toward Effective Multicultural Education

As mentioned earlier, the approach of multicultural education must be holistic, I find that the first and the most important to reform is the perception of the teacher itself. Banks (1993) also noted that teacher's attitude and perception played important role in multicultural education. The teacher must deeply understand what it means to be multicultural, what the consequences are, and more importantly, how to make the students understand and apply the ideas of multiculturalism. It is something to be exemplified. It is seen from the way the teachers speak and behave. A teacher cannot wish his students able to show tolerant and respectful attitude toward differences if he himself does not show the expected attitude.

Gay (2013) also underlined that teacher's attitudes and beliefs on student diversity highly influenced their teaching style. Positive attitudes about ethnic, racial, and gender differences generate positive instructional expectations and actions toward diverse students, which, in turn, have positive effects on students' learning efforts and outcomes. Conversely, negative teacher beliefs produce negative teaching and learning behavior. For example, if a teacher talked about a particular ethnic as a joke, students may also see the particular ethnic in a funny way.

Secondly, the school curriculum must also include the content of multiculturalism, not only in teaching materials but also as a teaching approach. This is because Gawlewicz (2016) found that although prejudice frequently emerged, values and attitudes toward new people were likely to evolve. Further,

she explained that the prejudice toward new people may reduce along with the more frequent contact that the people make. Therefore, it is important for students to have contact with those who are different from them in terms of religions or ethnicity. This can be applied through cooperative learning. This is to say that multiculturalism goal must be grasped by the students not only as a knowledge but also as a skill.

According to Chan (2014), cooperative learning utilizes the different potentials of each student in order to improve their learning achievement. To work cooperatively does not only mean that the students work at the same time and in the same location, but they also learn to interact, share, discuss, develop empathy, and support each other to do the project. In doing so, they will have to try to understand others and try to utilize their differences to optimise their group's achievement. As a matter of fact, the ability to work together is largely important especially in a collectivist society like Indonesia and the model of cooperative learning will help the students develop this capability. Furthermore, studies showed that cooperative learning is able to improve not only students social skills and but also their academic achievement (Pawattana, et.al, 2014; and Gokkurt, et.al, 2012).

As mentioned above, subjects like Religious Education and Citizenship can help teachers convey multicultural values. However, the approach must be more than just lecture. Beside getting students to work cooperatively, teacher can use social-project based learning to give students opportunity to apply the values. By getting into real social problem and try to execute a project, students will be more likely to engage with differences in society. *Kuliah Kerja Nyata* (Student Social Service) can be a meaningful opportunity for students to plan and to execute social project.

CONCLUSION

As a nation, Indonesia must be aware of the potential conflict caused by the multicultural society. Education institutions must actively take part in developing mutual respect and understanding among this society. The National Curriculum has included *Pancasila* Education or Citizenship and Religious Education to help students develop this awareness. However, problems still emerged as it only focus on cognitive or only serve as information without being evaluated the implementation of the values in students attitudes. Apart from it, the celebration of being multicultural is only symbolically held in some annual occasions.

In order to make multicultural education effective, we believe that teacher's perception and attitude are the first to consider. The way the teacher convey the subject materials will highly influence students understanding. Secondly, it is also important for the school to reform the teaching approach from lecture only to practice-oriented. This is to allow the students engage with the diverse society and practice the values they have learnt.

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USE OF LOCAL LANGUAGE IN LEARNING PROCESS IN ELEMENTARY SCHOOL

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ABSTRACT

In the current era of globalization, one of the problems facing our nation is the question of national identity. The rapid flow of globalization is feared to erode the love of most Indonesian citizens to the values of local culture that should be our honor. One of them is the use of local language that began to be abandoned. In order for the existence of regional culture to remain firmly rooted in the souls of the younger generation, it is fitting that every element of society needs to instill a sense of love towards the local language. One way that can be taken by teachers in elementary school is to familiarize the use of local language in the learning process. It is fitting for teachers and students to get used to communicating in the local language to keep the regional languages strong and awake in the midst of the swift currents of globalization.

Keywords: local language, learning in primary school

PRELIMINARY

In the current era of globalization the important issue of attention is the national identity. The existence of regional languages increasingly eroded in the midst of the use of foreign languages or slang by most people, regional languages began to fade its existence. At home, at school, and around the neighborhood, regional language chants began to be discordant.

Today the use of the vernacular-language Sundanese because the author lives in West Java sphere - already rare sounds. The rapid flow of globalization causes the erosion of national values. Children are more proud of foreign culture than their own culture. This is evidenced by the existence of a more pride in children when using a foreign language, than if using the language of his own nation. The slogan "I love made in Indonesia" seems to be just rhetoric, without any real action following the statement.

Government efforts in addressing the use of Sundanese language is increasingly alarming, interpreted through the West Java Provincial Regulation no. 5 Year 2003 on Maintenance of Language, Literature and Regional Literature, establishing the local language (among others Sundanese) is taught in every level of education in West Java. But the reality is that some schools ignore the rule. There are even some schools that have issued a policy of not teaching Sundanese lessons as local content subjects, or reducing Sundanese language lessons to other subjects that it says can make students more "prestigious". Ironically, West Java Regional Government has also issued a policy through the Governor Decree Number 423.5 / Kep.674-Disdik / 2006 on Competency Standards and Basic Competencies and Guidelines for the Compilation of Education Unit Level Curriculum The subjects of Sundanese Language and Literature have defined Sundanese language and literature as One of the local content subjects that must be taught in schools of every level. One of them is elementary school (SD).

"Primary school is a formal institution that became the foundation of education for the level of school on it. Education in Primary Schools is part of the national education system that has a very important role in improving human resources. Through education in primary schools is expected to produce quality Indonesian human beings ". (Suharjo, 2006: p.1).

Based on the above understanding that elementary school (SD) has an important role in determining the character and personality of children, for the role of elementary school teachers in instilling moral values of the nation very determine the integrity of the nation's culture in the future. One of them is the culture of the use of local languages (Sundanese language) in learning. Unfortunately, most of the SD teachers disregard this, many of whom tend to use foreign languages in delivering learning messages

to students, thus implicating the use of the language used by their students, and in the end both teachers and students tend to ignore the use of local languages.

According to Dingding Haerudin in his article entitled "Do not Underestimate the Lessons of Sundanese Language" says that:

The teaching of Sundanese in the school in addition to the aim that students have Sundanese language skills, it is also expected that students have a positive Sundanese language attitude, both as a national cultural treasure and as a personal identity.

Based on the above statement that the local language has an important role to increase cultural integrity of the Indonesian nation, but in fact a lot of ignoring the function of teaching the language of Sundanese. Just as some Primary Schools in Tasikmalaya Region make English as an introduction to daily learning in educating their students on the pretext of being the main attraction in improving the image of the school in the eyes of the community, whereas unnoticed if the use of foreign languages continues to be accustomed, May cause the love of the nation's own cultural values faded, even Sundanese could have experienced extinction.

... The world body under the United Nations dealing with education, culture, and science issues, UNESCO estimates that half of the world's 6,000 languages are currently threatened with extinction. This was disclosed in a press release of the language institute in the framework of World Mother Language Day in Jakarta ... (Tempo, February 21, 2007).

Of course these conditions can not be left alone, do not let the Sundanese languid, let alone underlying the extinction of Sundanese language is the language user himself.

To quote Rahardi (2006: 155), that: "well-spoken language, well-nurtured and developed language, will grow into a dignified and dignified language." Therefore, there needs to be a concerted effort in addressing this phenomenon. As well as optimizing the use of Sundanese in primary school learning.

METHOD

This study intends to analyze the responses of students and teachers to the use of local languages (Sundanese) in the learning process in elementary school. Therefore researchers use descriptive qualitative methods in providing an overview of the situation and the phenomenon so as to get the meaning of the problem to be solved. Subjects in this study were teachers and students of class V MI Pasanggrahan as a representation of elementary school and madrasah ibtidaiah residing in Tasikmalaya Region. The object of this research is the teacher and student response in responding to the use of Sundanese language during the learning process. This is the source of research data for further analysis.

To obtain research data, researchers use literature study method, observation, semi-structured interviews and documentation. As for the instruments used in this study is a questionnaire in the form of a questionnaire, a list of interview questions and observation sheets.

RESULTS AND DISCUSSION

The Nature of Sundanese Language Learning in School

Competency Standards and Basic Competencies (SKKD) Subjects Language and Literature Sundanese was compiled based on West Java Provincial Regulation no. 5 Year 2003 on the maintenance of Language, Literature, and Regional Scripts that set the local language, including Sundanese, taught in basic education in West Java. The policy is related to the spirit of Law No. 22/1999 on Regional Government and Act No. 20/2003 on National Education System which comes from the Law "45 on Education and Culture. Regulation of the Government of the Republic of Indonesia No. 19 of 2005 on the National Education standard stating that from the primary level to the upper secondary level is given relevant local content teaching. SKKD was decided by the Governor of West Java with number 423.5 / Kep.674-Disdik / 2006.

Sundanese became the language of speech and written language in the community of West Java. Speech and written discourse can be used as material to further elaborate the subject matter by keeping referring to the basic competencies and indicators listed in the competency standard. Competency Standards and Basic Competencies of Sundanese Language and Literature Subjects are based on the essence of Language and Literature learning. Learning a language is basically learning to communicate, and learning literature is learning to appreciate human values and values of life. Therefore, language learning and literature Sunda directed to improve the ability to communicate, both oral and written and to improve the ability to appreciate Sundanese literature.

As a means of communication, Sundanese is used to exchange messages (thoughts, feelings, and desires) both spoken and written, accompanying various facets of the life of the speakers' community. In its function of expressing imagination and creativity, Sundanese has also produced a variety of forms and types of literary works in historical traditions. Thus, the selection of materials (materials) learning will be more important that is to develop knowledge, language skills, and a positive attitude to the language and literature Sundanese learners on the level of educational unit.

The standard function of competence and basic competence is as a reference for teachers in schools in preparing the curriculum of Sundanese language and literature subjects so that the aspects of knowledge development, skills, and attitude in Sundanese language and literature can be programmed in an integrated manner. As a reference program in the development of Sundanese knowledge, skills, and attitudes, the content of basic competence and basic competence is based on the general objective of language learning and Sundanese literature, ie learners gain experience and knowledge of Sundanese language and literature. General objectives can be detailed as follows based on West Java Provincial Government Regulation No.5 of 2003 through the decision of the Governor of West Java with number 423.5 / Kep.674-Disdik / 2006 include:

- (1) Learners appreciate and boast of Sundanese language as a regional language in West Java which is also the mother tongue for some people.
- (2) Learners understand Sundanese in terms of form, meaning and function and are able to use them appropriately and creatively for various contexts (goals, needs and circumstances).
- (3) Learners have the ability and discipline in Sundanese language to improve intellectual ability, Emotional maturity, and social maturity.
- (4) Learners are able to enjoy and utilize Sundanese literary works to improve Sundanese knowledge and skills, develop personality, and broaden the horizon of life.
- (5) Learners appreciate and boast of Sundanese literature as a cultural and intellectual repository of Sundanese man.

Language Learning Sundanese in Elementary School

The government and society still maintain Sundanese language in the midst of the phenomenon of globalization that began to affect the integrity of Sundanese as the identity of the Indonesian nation. The real evidence indicating that the local language in West Java is still maintained is the enactment of Government Regulation no. 5 of 2003, on the preservation of Language, Literature and Regional Literature. Further on the PP it is clear that the Dinas (Diknas) facilitate the use of regional languages as the medium of instruction in teaching in the early grades (1-3) of elementary schools.

Based on government regulation which stipulates that the learning Sundanese beginning of school basic level is not merely a *speculative* claim no apparent reason, the most fundamental reason related to it, namely the primary school is spearheading the success of a child in an effort to preserve Sundanese culture Began to erode by the advancement of the times. So if this is done from an early age, of course, the hope of a sense of love towards the use of Sundanese language will always be maintained and maintained until they are adults. Even when local languages are used as the medium of instruction in elementary school, it will be closely related to the process of instilling manners in the students. At that time they learned to understand the cultural values, in which there are norms that reflect the value of a sense of language that is different from other languages.

The use of Sundanese as the medium of instruction in primary schools is aimed at improving students' communication skills. They are expected to appreciate and re-express the knowledge that he learned both oral and written. In other words has experience listening, speaking, reading, and writing with Sundanese about the science he learned. Until finally, in addition to acquiring general knowledge, they

are also able to adapt to their social structure, norms, concepts and forms of Sundanese language. It is gradually transformed into the ability to communicate and the ability to organize its language behavior.

In order for students to be able to communicate in Sundanese, early on they should be trained more use. So that they attach good habits in *mensikapi* local language. Good habits that, making a valuable stock for him when *mensikapi* Sundanese language as the identity of the citizens of West Java.

Use of Regional Language in Primary School Learning

Research carried out in class V Madrasah Ibtidaiyah (MI) Pasanggrahan as representasi of all SD and MI are located in Tasikmalaya region showed that the use of Sundanese language learning in primary schools *minimal*, it is indicated by the authors observed the patterns of learning in schools tend to use Indonesian as the language of instruction.

Even the data that the authors receive through the questionnaire distribution shows the results, most students prefer the use of Indonesian language rather than the use of local language as the language of instruction in learning activities. As many as 53.7% of 41 students expressed their pleasure in using the Indonesian language, although some of them are about 46.3% said they are happy and easier to understand if Sundanese is used as the language of instruction in the learning process.

Here is the result of the percentage of students' responses to the use of Sundanese and Indonesian languages, namely:

NO.	QUESTION	ANSWER				
		SS	S	BS	TS	STS
1.	I love to use Indonesian in classroom learning activities	29.3%	53.7%	12.2%	2.4%	2.4%
2.	I mostly use Indonesian from Sundanese	9.7%	29.3%	53.7%	7.3%	0%
3.	Sundanese language is difficult to learn so it makes me much more likely to use other languages in communicating	0%	14.7%	36.6%	46.3%	2.4%
4.	Bahasa Indonesia is easier to use.	31.7%	48.9%	19.5%	0%	0%
5.	I feel confused when communicating using Sundanese.	2.4%	17.1%	43.9%	31.7%	4.9%
6.	I feel bored when learning lesson of Sundanese.	0%	2.4%	21.3%	58.5%	41.3%
7.	I often communicate using Sundanese in my daily activities	41.3%	39.1%	14.7%	4.9%	0%
8.	I find it easier to understand the teacher's explanation when using Sundanese	12.2%	46.3%	36.6%	4.9%	0%
9.	I prefer to communicate using Sundanese rather than Indonesian	9.7%	24.3%	43.9%	19.6%	2.4%
10.	People who use Indonesian language are much better than people who use Sundanese in communicating	9.7%	21.8%	33.7%	9.7%	4.9%

Based on the results of the questionnaire it can be seen that most students love to use the Indonesian language in the learning activities in the classroom with a percentage of 53.7% agreed, 29.3% stated strongly agree, 12.2% ordinary, each 2.4% Disagree and strongly disagree. Although most of them are 53.7% who stated "normal" in terms of Indonesian language use outside of school hours. They do not use Bahasa Indonesia more often than the use of Sundanese.

Most students 46.3% do not agree if Sundanese is considered difficult to learn. But they consider that Indonesian is much easier to use in communicating, proving 48.3% agreed, although 43.9% stated

normal for the use of Sundanese which is felt not too confusing for them in terms of communicating outside the learning hours.

In addition, Sundanese language subjects recognized students are not boring, proven 58.57% states disagree and 41.3% stated strongly disagree. In fact most of them (41.3% strongly agree) recognize that more often use Sundanese to communicate in everyday activities outside of study time.

Unfortunately, some of them stated that people who use Indonesian language are much better than those who use Sundanese in terms of communicating, about 21.8% agreed, 9.7% strongly agree and disagree and 4.9% stated Strongly disagree.

Her class teacher said that she usually uses a mixed language between Indonesian and Sundanese during the learning process, but still dominated by the use of Indonesian language. According to him scientifically Indonesian language is much more easily understood by students during the learning process, when compared with the use of Sundanese. The use of Sundanese language is much more effective and easy to master students outside the learning hours as a practical means of communication.

The teacher said that the use of Indonesian language is also not always implemented in all learning activities. He emphasized that sometimes using Sundanese as an introduction to learning such as in providing Sundanese language lessons, even outside the Sundanese language is also sometimes Sundanese language also integrated in the delivery of materials that usually use the Indonesian language.

Integrity West Java Provincial Regulation no. Law No. 5 Year 2003 on the maintenance of Language, Literature and Regional Literature that set the local language, among others Sundanese, taught in primary education in West Java and the decision of the Governor of West Java number 423.5 / Kep.674-Disdik / 2006 in fact not socialized comprehensively. The classroom teacher in the school is not aware of the existence of the local regulation and the Governor's decision that requires the use of Sundanese as the medium of instruction in learning. Ironically it is only made rhetoric alone without any real application in the field. He deeply regretted that this happened, and he strongly urged that the government can re-socialize the rule so that there is no connotation that the existence of the rule is only limited to the formalities and contains political content that can not be accounted for. Moreover, he realized that Sundanese language has a very important role to the national identity identity.

CONCLUSION

The use of Sundanese language learning in primary schools felt not optimally implemented, many of the students are considered Sundanese elusive when used in *the context of the learning environment* and prefer the use of other languages as the medium of learning. Based on the results of research analysis that 53.7% stated prefer to use the Indonesian language as a language of instruction in the learning process, even 21.8% consider people who use Indonesian language much better than people who use Sundanese in communicating. Besides, teachers as a determinant factor of the success of learning in students should be used to use Sundanese as the language of instruction in the process of learning but in fact it is inversely proportional, some of them tend to use Indonesian or foreign languages, but Sundanese is the identity of the Sundanese. Although the government has attempted through the determination of the policy through Regional Regulation No. 5 of 2003 and the decision of the Governor of West Java number 423.5 / Kep.674-Disdik / 2006, the reality of many among some schools that do not know the rules so that it implies the use of language of instruction in the learning process Elementary schools do not use local languages, so we unwittingly begin to strip the nation's cultural identity. Surely it is not the only factor causing *minimal* integrity of the use of regional languages, as should Sundanese will remain stable and secure if every element of society, including teachers and students within the scope of educational institutions used to using the language.

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WHATSAPPING REFLECTION TOWARDS SUCCESS WHATSAPP REFLEKSI KE ARAH KEJAYAAN

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ABSTRACT

Higher order thinking is a skill that is difficult to grasp by Form 6 students. Within three months of teaching and learning (T&L) of Business Studies, the researcher found that students could not extract key words and important facts during T&L lessons and homework. It could perhaps be due to students not knowing how to think creatively, critically and were without confidence. The researcher decided to use smart phone with WhatsApp software application for this study. Smart phone and WhatsApp have been widely used by adolescents daily. All ten students taking the Business Studies subject were chosen to go through this study; personal reflection for the first month and group reflection for the second month respectively. The data received is then analysed using coding scheme of Kember et al. (1999; 2008) to measure the students' level of reflection. It is found that reflections of the higher order were produced by higher academic achievement students than those of lower academic achievement students. Group reflection works better than individual reflection and helps to continue the momentum of reflecting and motivating one another. The usage of WhatsApp in reflection is preferable to the traditional usage of blogs or diaries as WhatsApp is easily used.

Keywords: Reflection, WhatsApp, creative, critical, T&L

ABSTRAK

Berfikiran aras tinggi merupakan satu kemahiran yang sukar dikuasai oleh pelajar Tingkatan 6. Dalam masa tiga bulan pengajaran dan pembelajaran (PdP) mata pelajaran Pengajian Perniagaan, pengkaji dapati pelajar tidak melakukan refleksi semasa PdP dan semasa membuat latihan, menyebabkan mereka kurang mahir mengenal pasti kata kunci dan fakta penting. Mereka juga tidak mahir berfikir secara kritis dan kreatif dan kurang sikap konfiden. Pengkaji menjalankan kajian tindakan ini dengan bantuan pengaturcaraan WhatsApp dan telefon bimbit. Telefon bimbit amat digemari oleh pelajar zaman sekarang dan pengaturcaraan WhatsApp merupakan sesuatu yang biasa digunakan setiap hari oleh remaja. Kesemua 10 pelajar Pengajian Perniagaan telah melalui kajian ini selama dua bulan. Refleksi dijalankan secara persendirian selama sebulan dan kemudian secara berkumpulan dalam bulan kedua. Data yang diterima dianalisis menggunakan skema penilaian Kember et al. 1999 (2010) untuk mengukur tahap refleksi pelajar. Kemahiran berefleksi tinggi didapati lebih dijalankan oleh pelajar berakademik tinggi berbanding dengan yang berakademik rendah. Refleksi dalam kumpulan adalah lebih efektif daripada berefleksi secara berseorangan kerana dapat meneruskan momentum berefleksi dan dapat memotivasi sesama pelajar. Penggunaan telefon bimbit dan WhatsApp lebih digemari oleh pelajar daripada cara blog atau diari kerana WhatsApp mudah digunakan.

Kata kunci: Refleksi, WhatsApp, kreatif, kritis, PdP

INTRODUCTION

Students of higher learning institutions are required to have higher order thinking skill. This skill is fundamental for learning and decision making. Many institutions try to inculcate higher order thinking skill by introducing reflective learning journals to encourage higher order learning outcomes. This is due to many studies (such as by; but not limited to, Hall and Davison, 2007; Xie, Ke and Sharma, 2008; Boyd, 2013; and Watts, 2014) that show writing in diaries and blogs can encourage and facilitate reflection. Reflection and the ability to write reflectively can help students move from a surface to a deep and meaningful approach to learning (Moon, 2004). Therefore, developing students' capacity to engage in reflective practices has been the trend for the past decade.

In reality, many students still fumble to acquire this skill. Some students find reflection difficult (Xie et al, 2008) while others need set tasks and assessment in order to be able to reflect well (Mackey and Jacobson, 2007). Boyd (2013) found that innovative technological teaching methods, such as using blogs enhance educational environments. Study by Watts (2014) on ninety two undergraduate students using blog shows one third of them were reflective learners. Hansford and Adlington (2008)'s study concurs with Lenhart & Madden (2005)'s study that many young people are avid online authors, using social networking spaces, such as Facebook and MySpace, and other web services including blogs and video sharing. Hansford & Adlington (2008) suggest teachers should engage students and support them in becoming proficient creators of new texts in this new literacies environment. Much more current studies, such as by Fattah, Said Fathy El Said Abdul (2015) on 30 college students in Saudi Arabia, shows the usage of WhatsApp Messenger as one of mobile learning techniques to develop students' writing skills yielded significant effects on students' writing skills.

Focus of the study

After a few months of teaching a small group of form 6 (equivalent to "A" levels) students the subject Business Studies, the researcher noticed the students could not much grasp the fundamental concepts of business, poor detection of key words and terms, and not able to apply what they have learnt to new situations. Even though the result of their first term exam is between average to good, nevertheless they still fumble when they attempt their homework or classwork. The students waited for help from the teacher rather than think the problems over by themselves and / or among themselves on how to solve them. Preliminary study of these students was then conducted to detect the root cause.

Preliminary Study

Preliminary study on this group of students, via observation and checking of their homework of how they solve issues / problems they faced showed non-exhibition of deep thoughts on what had been learnt, mistakes they have made nor were able to apply what they have learnt to a new situation. A simple interview in the form of focus group discussion with these students show that majority of them employ lower order thinking skill to their daily school task and exams, i.e. memorising the facts and regurgitate them. The students felt there is not much need to employ higher order thinking skill nor are they good at this method. This caused the researcher to reflect how best to encourage the students to use and improve their higher order thinking skill.

LITERATURE REVIEW

Literature reviews on many articles gave rise to the researcher to combine what these adolescence love using daily with higher order thinking skill. There are many studies advocating reflective thinking to encourage higher order thinking skills. Studies, such as by Brockbank, McGill, and Beech (2002), Boyd (2013), and Basol and Gencel (2013) trigger this researcher to use reflective thinking to improve the higher order thinking skills of the students. According to Kember et al. (2008) and Basol & Gencel (2013), reflective thinking requires students to evaluate their own performances. This will make them aware of their own progress. They would then discuss about the outcome, and this will make them benefit from those experiences for future occurrences. There will be personal insights that go beyond book theory (Kember et al., 2008), and with critical reflection, there should be evidence of a change in perspective over a fundamental belief. As blogging and journal writings have been widely used in many studies, this researcher decided to try Fattah Said Fathy El Said Abdul (2015)'s idea to conduct an action research using Whatsapp messenger to motivate students to learn to reflect on what they have learnt and thereby build up their higher order thinking skill daily. This would be an emerging area of research in Malaysia.

The main objective of this research to increase the usage of the higher order thinking skill among the students in Business Studies. The specific objectives of this research are for students:

1. To increase their deep thoughts on what has been learnt;
2. To reflect on their mistakes made in homework and exams;
3. To support each other in getting ideas on how to solve problems encountered in their studies;
4. To determine whether there is any relationship between examination results and the reflection levels; and
5. To use the WhatsApp application in smartphones for reflection purposes.

The participants

The participants are all the ten the Form Six students of a public secondary school in Malaysia who are taking Business Studies for their STPM (equivalent to the Cambridge "A" level examination). All of them are females. The researcher is their Business Studies subject teacher. In the STPM 2017 term 1, the results of Business Studies of these ten students are 6As, 1A-, 1B+, 1B-, and 1C+, with overall CGPA of 3.60. This result is considered good but there is always room for improvement, as the key productivity index for this subject would have to be higher than this for the coming term examinations, as required by the researcher's institution.

The next step

The researcher used Kember et al. (1999) coding scheme to identify and assess levels of reflective thinking in students' messages posted to the researcher via WhatsApp Messenger. Findings by Bell, Kelton, McDonagh, Mladenovic, & Morrison (2011) revealed that Kember et al. (1999) coding scheme is useful in identifying categories of reflective thinking in a business education context. Bell et al. (2011) shows that the inter-coder agreement was 0.802 which is satisfactory. On average, 65% of the journal content was coded as non-reflection and 35% as reflection. The coding scheme of Kember et al. (1999) version was found to be relevant by Bell et al. (2011) for business education context, and for this study.

The Kember et al (1999) coding scheme is divided into 7 levels, i.e. 1. Habitual action (HA); 2. Introspection (I); 3. Thoughtful Action (TA); 4. Content Reflection (CR); 5. Process Reflection (PR); 6. Content and Process Reflection (CPR); and 7. Premise Reflection (PREM). The first three levels denote non-reflective thinking, while the last four represent reflective thinking. So, the level of reflection increases from the bottom to the top, with PREM being the highest level of reflection.

Planning

Firstly, the researcher got acquainted with Kember et al. (1999) coding scheme tool. The researcher practiced a few times with some evaluators familiar with evaluation by decoding some statements made by the student on a trial basis. After achieving inter-coder agreement of 0.90, the researcher decided to proceed with this study, as the value demonstrated acceptable reliability among evaluators and supporting the precision of the guidelines for coding.

The topics taught during the duration of the study are Management, Aspects of Law, and Communication. The study started from the middle of January till the end of March. This is to ensure the study ends before STPM trial examination in April. A list of eight questions to interview the participants were drawn up. Question 1 from the list was posed to the participants after the first week of the study to gauge the participants' early reaction and opinion of the study. The rest of the questions were posed at the end of the study.

Action

1st Intervention

The first intervention began with the researcher gathering and explaining to the ten students that an action research would be carried out on the students on reflective thinking. The students were informed of the objectives of the research, the meaning and usage of reflection in the students' lives. The researcher asked for their consent to participate and all ten students consented. The researcher ensure all the students have smart phones, internet connection at home, had installed Whatsapp Messenger application in their phones and were familiar with the usage of the application. The students were informed that there would be two rounds in the study; first individual reflection and secondly group reflection, and their duration. The reflections would only be conducted during weekdays and after school hours. The students could write as long as they like in the WhatsApp and could download the WhatsApp software meant for laptops, typed their reflections and then upload it onto their smart phone WhatsApp via their laptop. The researcher informed the students the researcher would not comment on their postings. It is just for them to reflect on what they have studied and plan what they want or should do if they face any issues or problems.

The students were then asked to abide by the rules of the research:

1. To post their reflection of what they have learnt for the day via WhatsApp to the researcher daily and individually;
2. Not to contact each other to check on what each of them have posted to the researcher;
3. To sincerely take the time and effort to think deeply and write their reflections; and
4. To do reflection even if they were absent from school. For this, they are to reflect what is to be done when they return to school.

With that, the study began.

2nd Intervention

The second intervention came after the first week of the study. The researcher reminded the students to be less self-conscious as there are no right or wrong reflections. Only question one from the list of the interview questions was posed and the participants' feedback via WhatsApp were saved.

3rd Intervention

The third intervention was conducted two weeks after the first intervention. The researcher gathered the students and thanked them for their two weeks efforts in reflection. The students were reminded to send their reflection daily. The researcher gave some pointers such as to reflect what they have learnt, their feelings of it, what they plan to do to overcome any obstacles they faced from the daily T&L, and any new ideas emerged from them on what they have learnt.

4th intervention

After a month, the students were told group reflection shall commenced. A WhatsApp group reflection was formed and the students were to post their reflections into it daily till the end of the month. They were asked to try their best to post three messages; i.e. one on their own reflection and two reflections of any two of their classmates' reflections. To start off, they were asked just to reflect on the icon of the group WhatsApp so as to make them feel at ease with group reflections.

5th intervention

In the middle of the second round of study on group reflection, the researcher again reminded the students to send their reflection daily, to ensure the smooth running of the study. This reminder was given as some students were not posting their reflection daily as required. At the end of the month, the postings of reflection stopped. A few days after the last reflection, a list of seven questions were posted to the WhatsApp group reflection. The students were to reflect and post their messages individually to the researcher on their feedback of the study.

Data Collection

All the individual and group messages on reflection in this study were saved in the researcher's phone as well as downloaded onto the researcher's laptop and pasted in Word document, together with the dates of the reflection. For the individual reflection, the researcher kept each student's reflection in their own file created by the researcher. For the group reflection, only 1 file was created. All the data was collected continuously from 16th of January till 24th February for individual reflection and from 27th February till 24th of March for the group reflection. In between these durations, if there were any school holidays, no reflection would be carried out.

Coding was conducted after the whole research ends. Each reflection would be coded according to Kember et al. (1999) coding scheme. The analysis was summarised in a matrix to study the total types of reflection level of each student. The participants' Term 1 STPM result was also added to the matrix. The group reflections were coded as a whole. Data of feedbacks to the interview questions were coded and themes were found. These data was kept in the students' individual files and later compiled and summarised into a single file.

RESULT OF THE STUDY

Observation

The first week saw many of the students being self-conscious in WhatsApp-ing what they reflected. This was expected and the researcher encouraged the students to carry on their reflections as there is no right or wrong reflection. The first two week's reflections posted showed mostly non- reflection thinking. They were statements on what they have studied for the day, with no comments of their feelings or perceptions provided. The researcher had wanted to intervene but decided against it; hoping to see changes to the style of reflection by the students.

The second half of the first month's reflection show more thoughts have been given by the students to their postings. This could also be due to the 3rd intervention carried out at the beginning of the third week. More students could reach the critical reflection stage which is the premise reflection.

The group reflection was much more interesting as students interacted with each other. The students actively reflect their daily studies and questions were posed and moral support given to those classmates of theirs that were feeling low due to not being able to understand certain part of what were taught. Some gave suggestions on how to overcome problems their classmates faced. Many of the students were comfortable WhatsApp-ing and reflecting in the WhatsApp group. They were not so self-conscious anymore as funny banter to and fro among themselves happened.

Students' reflection

Table 1
Participants' reflection level

Term 1 Result	Participant	H A	I	T A	C R	P R	CP R	PRE M	Non Reflective	Reflective	Total	Conclusion Lean Towards
A-	P1	4	4	3	4	5	1	2	11	12	23	Reflective
C+	P2	2	2	3					7	0	7	Non reflective
A	P3	4	2	2	6	1	1		8	8	16	Same
A	P4	7	2		2	3	4		9	9	18	Same
A	P5	7	3	3	2	3	5		13	10	23	Non reflective
A	P6	5	2		2	8	2	3	7	15	22	Reflective
B+	P7	2	1	2	2		2		5	4	9	Non reflective
A	P8	3	1		4	1	3	2	4	10	14	Reflective
B-	P9	12	2	1		1			15	1	16	Non reflective
A	P10	1	1	1	3	1	5	2	3	11	14	Reflective
Average CGPA=3.60	Group	45	12	70	19	26	49	49	127	143	270	Reflective

Table 1 shows:

- 4 students show the same amount of reflective skills and non-reflective skills
- 2 students show more non-reflective skills than reflective skills
- 4 students show more reflective skills than non-reflective skills

The total amount of reflections per participant were not the same, due to some of them not posting their reflections. As this study is based on voluntary basis, the researcher could only motivate and remind the participants to send in their reflections. The maximum number of postings is 23 times. As can be seen from Table 1, two participants did not reach 50% of the number of times to send in their reflections. The reasons they gave were poor internet connection, forgot or were busy; even though they were reminded whenever they were late in submitting their reflection. As such, it is not conclusive to

determine the level of reflection skill increased with the usage of WhatsApp. However, the analysis of the types of reflections and participants' exam result gave much more prominent results.

When the participants' STPM Term 1 examination result (obtained by the students before the start of this study), were compared with their level of reflections, it is surprising to see all three participants P2, P7 and P9 with poorer examination results (C+, B+, and B- respectively) as compared to other participants, shown non-reflective skills (7/7 = 100%, 5/9 = 55.6%, and 15/16 = 93.8% respectively) more than reflective skills. The result of P7 (with the result of B+) non-reflective skills are not that obvious as compared to her reflective skills (4/9 = 44.4%), with only a margin of (55.6%-44.4% = 11.2%). Only participant P5 (exam result A) have slightly more non-reflective skills (13/23 = 56.5%) than reflective skills (43.5%); but the margin is not large (56.5%-43.5% = 13%).

Participant P1, P6, P8 and P10 with good result (A- for P1 and As for the rest of the participants) all shown much more reflective skills than non-reflective skills (12/23 = 52.2%, 15/22 = 68.2% , 10/14 = 71.4%, 11/14 = 78.6% respectively). However, participant P1 reflective skills is just 4.4% (52.2% - 47.8% = 4.4%) more than her non-reflective skills. The other two participants P3 and P4 (with examination result A) have the same number of reflective and non-reflective skill.

As for the group reflection among the ten participants, it is found that there tend to have more reflective skills shown than non-reflective skills. The amount of reflective skills shown is 143/270 = 53% as compared to 127/270 = 47%. The difference is 53%-47% = 6%. This is not a large margin.

Interview result

To ensure a deeper reflection of the study itself is taken into account, eight questions (Q1-Q8) were posed to the participants and they answered using the WhatsApp Messenger too. The participants were asked (Q1) what cross their minds when they were first to join this study. Their replies were surprised, excited and four participants (P2, P4, P7 & P8) were a bit apprehensive; P4 said she is not sure whether she knows what to reflect and P8 said she was not the type that could openly tell her feelings and thoughts to others. P2 and P10 said they were lazy to reflect.

Q2 was posed to them a week after the study began, seeking participants' opinions and feelings with regards to using WhatsApp in reflection. Most of the participants said they were fine with this study as they do not need to write much, but none mentioned about WhatsApp specifically. P4 and P5 were not sure what to reflect on. P3, P7 and P9 said they began to reflect what was learnt.

Q3 asked the participants for their perceptions on using reflection in their lives. Seven of the ten participants said they realised reflection helps them recall and think deeper what they have learnt. They began to think how to overcome the problems they faced. P4 felt writing reflection was time consuming, while P5 stated that there was no feedback to her complaints.

Q4 was on the participants' opinion of group reflection. All of the participants enjoyed group reflection, as there were interactions and feedbacks to their comments. There were suggestions from participants on how to overcome certain problems faced by some of their classmates and motivational feedbacks. Reading other participants' reflections made participants realised they were not the only person facing problems. Participant P6 complained too many suggestions were confusing her.

Q5 asked how the participants felt when this study ended. All were relieved that the study ended. P2, P5 and P8 stated that it does not help them much and P2 said that it was a waste of her time. P1 and P9 were sad because there will be no more sharing sessions in the WhatsApp while P3, P4 and P6 found that this study gave them the push to reflect on what they have learnt, with P4 stating that it had got her into a habit to reflect daily. P8 said she does not like group reflection.

When they were asked (Q6) for suggestions and comments, P1 and P2 said they were bored doing reflections. P3 and P10 suggested that the researcher (which happened to be their teacher too) should join in the reflection sessions. P4 and P8 suggested reflection to be conducted on a weekly basis so as ideas and time to reflect. P5 found that the group reflection was good for her morale and motivated her to change. The rest of the participants said they learnt to reflect much more deeply.

Q7 wanted the participants to state their preferences of tool for reflection (WhatsApp, blogs, diaries or books). 90% of the participants chose WhatsApp rather than blogs, diaries or books except participant P6 whom chose book.

Lastly, the participants need to explain why (Q8) they chose that particular tool in Q7 for writing their reflection. The participants who chose WhatsApp gave the reason that it is easy to use (P7 said she like to use IT gadgets in her work, while P8 said WhatsApp can show to her whether she had read and reply a message). P6 who chose book, said that a book can be carried around, answered anytime, and comparison of previous answers can be made easily.

Researcher's reflection

The researcher was worried the participants' first week reflections were mostly very low level kind of reflection but persisted to wait till the end of the week to see whether there would be any changes. The topic taught during this duration was on management. The topic was easily understood by the participants. After two weeks, the researcher decided to intervene and repeat what has been explained (before the study started) what reflection should be like in the second week. With this, reflection responses began to show much higher order thinking happening with the participants. Some critical reflection (PREM) were shown by four participants.

Sometimes the reflections by the participants seemed to need the researcher (as a teacher) to participate, but the researcher refrained from doing so, as the students have other venue to voice what they do not understand in their studies. The researcher hoped to the participants would think the problems through and solve it by themselves. The participants mostly come to a conclusion of revising more by themselves or to ask their classmates whatever they do not understand the next day. The teacher (the researcher) herself would explain what the students do not understand in the next class if the participants could not resolve any issues they mentioned in the WhatsApp messenger.

When the group reflection started, it happened during the T&L of the topic "Aspects of Law". This is usually seen as "difficult" topic by past years students, was also faced by this group of participants. The group reflection venue and coincidental timing gave many participants to reflect and help each other, provide motivations and suggestions on what to do when faced with problems.

When the T&L reached the topic on communication, the students were more relaxed. This could be seen from their reflections which began to look the same and of lower order thinking; what Kember et al. (1999) called 'habitual action'.

Individual reflection shows much deeper thoughts being put in as compared to group reflection. It could be the effect of being shy to show their thoughts to others; as stated by P8 who is not comfortable to share her thoughts and reflections with others.

What have I learnt?

Reflection works for some and not for others. A clear briefing has to be conducted and re-conducted (if the reflection messages showed most participants unsure of what and how to reflect) to ensure students know what reflection means and how to go about doing it. Individual reflection by students does help them to slowly come to terms of solving one's own problems. Group reflection is preferred by many participants as they got almost immediate feedbacks from their close classmates. Furthermore group reflection let every students see what problems others are facing and they would not feel "alone" in facing their problems; giving rise to motivation to strive on. However, not everyone is comfortable sharing their reflections with others. WhatsApp is a tool that is easily available and easy to use for reflection in education. Reminders can also be posted by educators to remind students to post their reflections. Students prefer to use gadgets and application that are easily available.

CONCLUSION

The skill to reflect is not easy to obtain, but once a person knows how to do it, and realises the usefulness of it, she would use it to solve her own problems. The better academically inclined students could reflect well, have higher order thinking skills and could apply what have been learnt to other

situations. Group reflection support group members with their problems and provide motivational support. This study shows that there is relationship between high academic achievement students and their skill in reflecting deeply. This result concurs with many studies on the importance of reflection and higher order thinking skill. Educationist need to train students that are academically challenged to reflect what they have studied to ensure they know how to be independent and confident in solving their own problems. Lastly, it is shown in this study the WhatsApp application in smartphones can be used in education for reflection purposes; whether for individual reflection or group reflection.

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WRITING LEARNING MODEL BASED STRATEGY "BRAINSTORMING" IN ELEMENTARY SCHOOL

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ABSTRACT

Communicative competence is the ability of individuals in the control of psychophysical mechanisms, schemata, and linguistic aspects in accordance with the context of communication. Individuals are required to select, sort and compose messages based on intent, purpose, target audience, the context of space and time of communication and then transacted using the whole linguistic aspect. Communicative competence includes the use of oral and written language aspects. It is assumed that the individual nature (learners) has the same potential to understand something as a phenomenon. The "Brainstorming" strategy can be used by individuals to select, sort and compose something as a phenomenon according to the context of interaction, space and time. The strategy is likely to be implemented by teachers in the development of communicative competence of learners in elementary school (SD). According to the results of the study, it turns out there is an increase in communicative competence participants fourth grade school students in writing essay description after the strategy of "Brainstorming" implemented in learning writing. In line with that view, it is deemed necessary to socialize the implementation of the strategy as an alternative solution for the improvement of communicative competence of students in elementary school. One of them is sought through the presentation in the description of this article.

Keywords: learning model of writing, brainstorming strategy

INTRODUCTION

Learning a language is essentially learning to communicate. Writing is one manifestation of language use by providing written language. Therefore, learning to write is to learn to communicate using written language. In Elementary School (SD), students learn to write in Indonesian language and literature. Teachers as executors are required to develop learning that can increase students' potential in communicating with written language. To that end, teachers must create conditions for students to learn to write.

Learning to write in Elementary School (SD) is developed with reference to the curriculum of Indonesian language and literature subjects. According to the curriculum, teachers as implementers of learning should consider the potential of students in accordance with the level of classes, semesters and basic competencies to develop learning. One of the basic competencies of the fourth grade students of semester 1 is "descriptive writing" with the results of learning to describe a person, object or plant based on its characteristics. The indicator is to describe in writing about a person or object in detail from various aspects so that people who read can easily understand or imagine the descriptive content (Balitbang, Diknas, 2002).

According to Tompkins (1994: 6) Learning to write. Through experiences with writing, students learn to write. Informal writing activities, such as making cluster and quick writing, providing opportunities for students to acquire writing fluency. The condition of learning to write must involve the students in the activity (process) of writing. With the involvement of students in the writing process, students can learn to write. One of the conditions for involving students in the writing process can be pursued through informational writing activities, for example: students write ideas (ideas) in the form of clusters, or write quickly. In this way, students can increase the potential for writing. In addition to informal writing, student learning activities can use formal writing.

Described by Tompkins (1994: 6): "For more formal writing activities, such as stories, reports and poems, students use the writing process. This is a formal writing process, the students perform a series of gradual and continuous activities to produce a writing, for example: writing in the form of stories,

writing, writing, writing and writing, Reports, or poetry. Students undertake a series of processes ranging from gathering and organizing written ideas, writing ideas in draft form, revising and refining, then publishing articles.

Apparently there are excellences to learn to write, if students use the stages of activity in the process of writing. First, students can choose, sort and compose the contents of the text in accordance with the knowledge and experience it has. Second, students can organize the content of the writing based on the idea (idea) or the topic chosen. Third, students can choose the form (media) writing in accordance with the contents communicated. Fourth, students can learn about the use of a good variety of written language. Fifth, students can learn to formulate the intent and purpose of writing, and determine the target readers of writing. Therefore, the writing process as an approach in learning to write has the opportunity to increase students' potential in communicating with written language. Tompkins (1994: 7) states "The writing process can condition, control, monitor and Evaluating a series of student activities ranging from choosing, sorting and composing the content of writing, writing and communicating the writing (Earnes 1997, Crimmon 1967, Graves 1983, Depdikbud 1992).

Based on the results of field studies, there are a number of findings related to writing lessons conducted in elementary schools. It turns out that writing lessons developed by elementary school teachers prioritize the achievement of writing results. In learning, students are conditioned by teachers to learn to produce writing. Students are assigned to write in accordance with the title chosen. After the students choose the title of the writing, the students are assigned to write, then the students are assigned to correct the writing and collect the writing to the teacher.

Students successfully create posts based on the title they choose. Apparently the results of the paper has a number of shortcomings and limitations. In terms of content and organizing content, students have shortcomings and limitations. In terms of language, students use language outside the rules in the Indonesian language. It turns out that word selection, the use of Indonesian EYD, sentences, and paragraphs of the students' writing results are still beyond expectations. Students get barriers in choosing, sorting and composing the contents of writing. Students do not have the technique to develop the content of writing in accordance with the knowledge and experience it has.

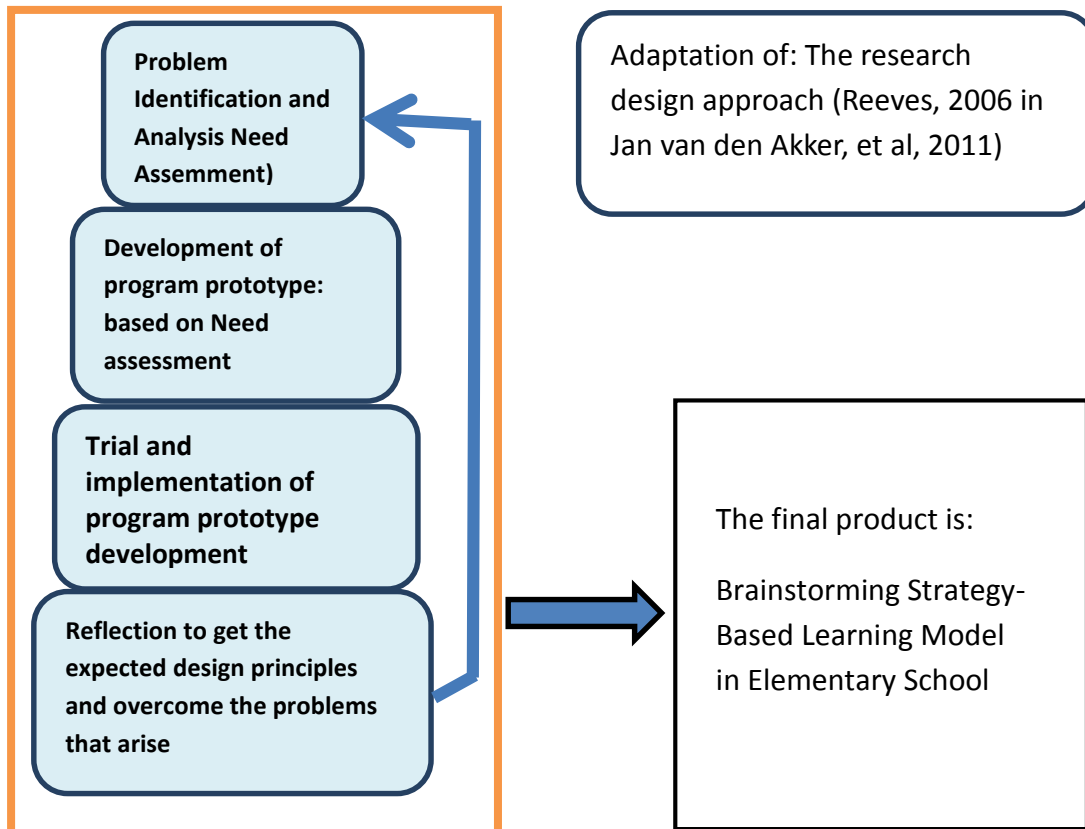
From these findings, there is a problem in writing in elementary school that is deemed feasible to be solved. First, the application of the writing process approach in learning to write elementary students. Second, the learning model is based on brainstorming strategy. "Brainstorming" (brainstorming) is one way to generate ideas (ideas) in writing. Tompkins (1994: 29) explains "Brainstorming is used to generate ideas for writing. Students use brainstorming When they are identifying a writing topic ". Students can use brainstorming when students are identifying the topic of writing. The steps according to Tompkins (1994: 29) (1) choose a topic, (2) quickly list all words and phrases that come to mind in the response to the topic, and (3) make no value judgments about items in the List, instead, look for unusual relationships among the items. Brainstorming steps: (1) begins by choosing a topic, (2) listing in the idea table that appears in the reasoning related to the topic, the idea is expressed in terms of keywords or phrases, and (3) selecting the idea data from the table considered to have Related to the topic. Selection of ideas with brainstorming has not been implemented to students in SD, so students have not used it in learning to write.

Taking into consideration the background, writing lessons in elementary schools has not implemented the stages of activity in the process of writing and brainstorming so that the potential increase of students in writing is still beyond expectations, it is necessary to develop an alternative learning model. The writing learning model will be developed through this research. To that end, the focus of the research is to develop a learning model of writing with a "brainstorming" strategy to increase the potential of students in learning to write.

METHOD

This research use approach of DBR (Design-Based research). Basically this DBR is the same as research and development (RnD) method that is focused on developing a product through research stages. DBR is defined by Barab and Squire (2004) in Herrington, et.al (2007) as "a series of approaches, with the intent of producing new theories, artifacts, and practices that account for and potentially impact learning and teaching in naturalistic settings" . By adopting and modifying from the

research design provided by Reeves, 2006 (in Jan van Akker, 2010), this research is divided into 4 stages, ie problem identification and analysis, prototype development program, pilot testing and program implementation, and reflection for Get the expected design principles and address the various problems that arise. School where the research is conducted at SDN Mugar Sari Kecamatan Tamansari Tasikmalaya City. The subject of this research is the fourth grader of elementary school. The type of data used as research is the result of student learning in the form of writing descriptive students between before with after learning writing with the model used.



RESULTS AND DISCUSSION

This study uses a qualitative approach with Design Based Research method that aims to discuss the findings of data based on the proposed problem formulation. Therefore, the researcher will discuss the results of the identification and analysis of the use of brainstorming based learning model in Elementary School, describe the process of developing brainstorming based learning model in Elementary School, explain the results of experimental model of brainstorming based learning in elementary school, and explain the results Learning student development of brainstorming based learning model in elementary school.

1. The use of brainstorming based learning model in elementary school

The development of brainstorming based learning model in elementary school is based on the result of problem identification and analysis of learning model of writing in grade IV elementary school. The identification and analysis of the problem was carried out with a preliminary study at SDN Mugar Sari Kota Tasikmalaya. Based on the results of interviews with teachers in the field of study of language and literature Indonesia in the fourth grade of elementary school obtained the findings, among others reported as follows. First, the teacher has taught to write to the students by referring to the curriculum of Indonesian language and literature study, so that the development of learning model is adjusted to the demands and the applicable enforcement signs.

In practice, teachers face obstacles in the use of strategies (techniques) to teach writing to students. It turned out that the conventional strategy, namely the assignment of students to write is considered less

successful in improving learning outcomes. The strategy is not optimal developing the potential of students in writing with the results (achievement) of learning, it turns out students face obstacles in carrying out the stages of activity in the process of writing. Students experience obstacles in the process of formulating the framework of writing and developing the content of writing. The teacher considers an innovative strategy to solve the student learning barrier. It turns out that "brainstorming" strategies have an opportunity to replace conventional learning strategies. This is evidenced by the stage of writing activities with a strategy of "brainstorming" is different from the conventional strategy. Stages of these activities provide opportunities for students to choose, sort and compose the contents (topics) of writing in accordance with the potential and interests of students. Students are also given the opportunity to develop and develop the students' writing content in a coherent and coherent in accordance with the maskud and the purpose of the author.

After the strategy was tested in writing in the fourth grade of elementary school, the teacher got evidence that the "brainstorming" strategy has an advantage in developing the activity stage (process) of writing so that it helps teachers in learning and students in learning to write. In addition, the "brainstorming" strategy has the opportunity to assist students in learning descriptive writing because conventional teaching learning procedures are not in line with demands. Apparently conventional writing strategy has not implemented a series of activities in the writing process (pre-writing stage, writing stage and post-writing stage), as well as techniques in choosing, sorting and composing the contents of the article. One of the activities that are considered difficult in the process of writing is the activity of selecting, sorting and composing ideas (ideas) to descriptive writing topics, so that the topic is descriptive to be limited. Tompkins (1994: 29) explains that "one good way to generate ideas is through brainstorming. Brainstorming is used to generate ideas for writing ". One way to formulate ideas (ideas) in writing is "brainstorming".

2. The process of developing brainstorming based learning model in elementary school

The model development process begins with analyzing the theories relating to the learning model of writing. The theories analyzed are Tompkins's theories related to the steps in writing and brainstorming and Shafi'ie related brainstorming steps. Tompkins (1994: 10) explains that there are 5 steps in writing descriptive namely pre writing, drafting, revising, editing, publishing, while for brainstorming steps choose a topic, quickly list all words and phrases that come to mind in response to the Topic, make no value judgments about items in the list; Instead, look for unusual relationship between the items.

In addition to the steps of "brainstorming" according to Shafi'ie (1988, 55) is observing the subject matter essay at a glance and thorough to obtain a description of the topic of writing with the possibility of problems, find and write down things that are related to the topic Writing in a list at random, rereading the entire item in the list to see the possibility of repetition. The same points are taken one, rearranging the order of the items in the list based on logical reasoning in accordance with the scientific principles in the field of science concerned, grouping the items concerned, and determining the items to be written on the basis of considerations. Consideration: the purpose of writing, audience (reader) with his condition and the opportunity to write.

The results of the study and analysis of experts, subsequently generated steps in the development of brainstorming based learning model in the elementary school pre-writing stage, writing phase, and publication phase with aspects of assessment of the contents of writing, organizing / composing the contents of writing and linguistic. After going through the process of model development, then performed model validation by experts. The expert or expert is a lecturer in UPI Campus Tasikmalaya whose expertise is Indonesian. The result of product validation by the experts shows that the product of learning model of writing based on brainstorming strategy is feasible to be tested in elementary school with some improvement. The results of improvements and revisions of the next product are tested on learning in Elementary School.

3. Trial process of brainstorming based learning model in elementary school

The model trial process is done through 2 stages. Phase 1 is done in SDN Mugarsari with the subject of research of 23 students of grade IVb. The result of the first phase model test shows that the students' writing average is 10.69, while for the second phase model test is still carried out in the same SD but the different class is the class IVc with the number of students is 22 people and the average result Student writing is 10.81.

4. Reflections on the development of brainstorming based learning model in elementary school

After the identification and analysis phase of problems, development, and testing, the reflection of the development of this model is to produce the final product in the form of brainstorming based learning model of writing for the fourth grade students of elementary school. The end result of the development phase of this learning model is spread in a limited way at SDN Mugarsari Kec. Cibereum Tasikmalaya City as an alternative choice of learning models in learning to write Indonesian subjects.

Thus the framework of thought in this study can be accepted as a reference to understand the results of the implementation of this study. The framework is a brainstorming based learning model in elementary school has the opportunity to be produced as an innovative and alternative learning model in elementary school. The model has advantages after the model is piloted from model prototypes, design (model) model until the model of development is decided as a product development. The advantages of the model include: (1) solutions to the problem of writing writing in elementary, (2) innovative models for teachers in teaching writing, and (3) this model is useful for students in improving learning outcomes. The products of the development model are (1) learning model; (2) teaching / writing lesson based on braintorming, (3) articles for journal publications and (4) essays for seminar presentations and workshops.

CONCLUSIONS AND SUGGESTIONS

Conclusions and suggestions from the results of this study, formulated based on research background, research problems, theory studies and results of analysis of research data. In the following description, the conclusions and suggestions are sorted in sequence. The conclusions of the results of this study are 1) The learning model of writing for improving student learning outcomes based on "brainstorming" strategy in writing process successfully developed through this research; 2) Students' learning outcomes in writing have been improved after writing learning implements a "brainstorming" strategy so that the learning model is likely to be an alternative solution for teachers in teaching writing to students in grade IV elementary school; 3) Learning-based writing model of "brainstorming" strategy from the results of this study has the opportunity to be developed further in accordance with the problems and objectives and existing research. The suggestion of the result of this research is a) If conventional teaching learning model is still dealing with problem, it is suggested to the teacher to use learning model of writing based on brainstorming strategy from this research result, so that the improvement of student learning result can be increased; B) If a student experiences an obstacle in writing with the stages of writing process activities, it is recommended that students use the "brainstorming" strategy as the results of this study; C) If there are problems beyond the results of this study, it is advisable to undertake further development and research on the development of a "brainstorming" strategy based learning model other than the results of this study. So the conclusions and suggestions from the results of the research, hopefully alternative solutions to the problem of writing writing in elementary school is accepted as an innovation for conventional learning.

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YOUTUBE IN MUSIC EDUCATION TEACHER TRAINING: FEASIBLE OR NOT?

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ABSTRACT

The emergence of digital technology alters the way teaching and learning takes place with the use of YouTube in music education. YouTube is basically an education-oriented version that features content in a free way to make lessons come alive. Though research on the usage of YouTube is abundant, in the domain of music pre-service trainees is still scarce. The study lies in the music trainees' perception on viewing YouTube videos during lectures. An exploratory study employing a qualitative method with twelve undergraduate music pre-service trainees in Year Two Semester Two was conducted in two phases. Their perspectives were captured through semi-structured interview questions in a focus group discussion in phase one and written reflections in phase two. The reflections were analysed using a thematic approach. The findings revealed music pre-service trainees have become digitally literate and connected to some form of technological network by the usage of YouTube. Also, an increase in their attention span during lectures enabled them to be more engaged in discussion with their classmates and music lecturer. Nevertheless, there was also the issue on the appropriateness of content. A number of music pre-service trainees expressed their intent in using YouTube in their upcoming practicum stint.

Keywords: YouTube, music pre-service trainees, teacher education

ABSTRAK

Kemunculan teknologi digital telah membawa perubahan terhadap bagaimana proses pengajaran dan pembelajaran dilaksanakan dengan penggunaan YouTube dalam pendidikan muzik. YouTube merupakan orientasi pendidikan asas yang merangkumi kandungan sesuatu aktiviti pembelajaran secara percuma agar menjadi lebih menyeronokkan. Walaupun penyelidikan terhadap kegunaan YouTube adalah banyak, namun yang melibatkan guru pelatih muzik adalah kurang diselidik. Kajian ini merangkumi persepsi guru pelatih muzik berkenaan penggunaan YouTube semasa kuliah. Kajian eksploratori menggunakan kaedah kualitatif dengan dua belas guru pelatih opsyen pendidikan muzik di tahun dua semester dua dijalankan dalam dua fasa. Perspektif guru pelatih opsyen muzik di kesan melalui temuduga separa berstruktur dalam kumpulan berfokus semasa fasa pertama dan secara tulisan refleksi dalam fasa kedua. Refleksi dianalisis menggunakan pendekatan bertema. Dapatan kajian menunjukkan bahawa guru pelatih telah meningkatkan kebolehan mereka dalam pembelajaran digital serta rangkaian teknologi melalui penggunaan YouTube. Juga, telah meningkatkan penumpuan mereka semasa kuliah muzik dijalankan. Penggunaan YouTube juga telah memberangsangkan mereka untuk melibatkan diri dalam sesi perbincangan bersama rakan dan pensyarah muzik. Walaubagaimanapun, terdapat isu tentang kesesuaian kandungan video. Beberapa guru pelatih muzik juga telah melahirkan hasrat untuk menggunakan YouTube semasa praktikum mereka yang akan datang.

Kata Kunci: YouTube, guru pelatih muzik, pendidikan guru

1.0 INTRODUCTION

This study presents the perspectives of music pre-service trainees on the use of YouTube during music lectures in class. YouTube also has been a subject of increasing interest amongst music lecturers at higher institutions of learning. YouTube allows users to freely access any videos. This includes videos that contain educational content. YouTube allows users to share their videos and is becoming a place for people to find various learning opportunities in any field of study. Even if a video is created by an established organization or a video blogger, users are given the freedom to decide what best suits their educational needs. Although many are beginning to use YouTube as a tool to learn, there is not much empirical data to understand this phenomenon (Bonk, 2008; O'Reilly, 2005; Teng, 2007).

YouTube is different from other cloud music services because it adapts Web 2.0 technology and allows freer user engagement and communication. Hence, a subject that emphasizes these strengths becomes an obvious choice. Using YouTube has advantages because it does not require a user-account to be used, it is free as it is financed through commercials which do not affect the listening experience and all of YouTube content is uploaded by its users.

In the context of music education, usage of Youtube is rather conflicting. Block (2009) highlighted that as a protective measure; schools block Youtube. On the other hand, schools subscribe to SchoolTube, which is another free online service with similar features of YouTube. Much of this apprehension towards YouTube in music education is caused by the lack of understanding in its way of usage. As such, this study intends to reduce the gap in the understanding of using Youtube in music education.

The distinction of this study lies in the participants who took part. The researchers in this study have noted the importance of encouraging music lecturers to impress upon their music trainees the importance of viewing technological tools as instruments of lifelong learning, rather than as devices that hinder the educational process. The question that arose in our mind was "What is it like to use YouTube in a music class?" In order to answer this question, we began to seek an appropriate method to gather enough data that would help other music lecturers to experience during music classes.

2.0 LITERATURE

YouTube has become an increasingly popular tool for educational use. According to data from the web traffic tracking service Alexa (2015), YouTube is the third most visited website in the world, and the fifth most visited in Hong Kong. Berk (2009) claims that YouTube videos not only grabs students' attention, but can cater for different learning needs by addressing at least four aspects of multiple intelligences, namely verbal / linguistic, visual / spatial, musical / rhythmic, and emotional intelligences. Watching videos allow brain reactions in both side of the hemisphere, which helps increase and deepen students' understanding (Berk, 2009).

Since its inception in 2005, YouTube has grown exponentially; as with other social media, this political, social and cultural medium presents challenges and opportunities for educators, consumers and researchers (Burgess and Green 2009; Manghani 2007; Milliron et al. 2008; Way and Webb 2007; Webb 2007). As shown by Barkhuus and Tashiro (2010), teenagers adapt technologies and services to satisfy their own needs. This in correlation to the availability and immense popularity of YouTube, mean that many teenagers now use this service for much more than it originally were intended.

Educational use has included the posting of interactive syllabus and college lectures (Balcikanli 2009; Bosch 2009; Young 2008). November (2007) purported that teachers should embrace and promote the positive aspects of media tools rather than dwell on their drawbacks, especially in school settings. Rudolph and Frankel acknowledged that online instrumental and vocal lessons, including those posted on YouTube, could enhance musical understanding for students, 'especially in situations where geographical or socio-economic restrictions would make it difficult to find a suitable instructor otherwise' (2009:15).

Research by Wise et al. (2011), who canvassed nine music teachers in New Zealand secondary schools to see how these media transformed their practice. Citing Webb and Wise, they described the paradigm shift afforded by digital technology, namely, (1) from instructivist to constructivist philosophies, (2) from teacher-to student-centred learning, (3) a shift from local to global resources and (4) use of the richer

and more multimodal information. While traditional web-based learning lacks the intense face-to-face attribute of learning, YouTube, the product of Web 2.0 technology, provides both learner and instructor a bridge to engage through video and text (Bloom and Johnston, 2010). Members of the Net Generation have grown up with computers and the Internet and are said to have a natural aptitude and high skill levels when using new technologies (Jones, Ramanau, Cross, & Healing, 2010). Teaching, in the twenty-first century has changed and requires teachers to be able to infuse technology resources in their lessons so as to meet today's literacy requirements (Kong et al., 2014).

3.0 METHODOLOGY

Research Design

As this phenomenon is relatively new and not been researched thoroughly in a music education course at teacher training level, a qualitative method of research aimed at understanding the meaning people attribute to it was used in an exploratory study. A focus group interview was done in the first phase to elicit responses from each individual in the group and collect shared understanding from the participants. A semi-structured interview was conducted to enable the music pre-service trainees to reflect and give their opinions. Five questions were given as a guide to enable the music trainees to reflect aurally their perspectives of using YouTube during music lectures. Patton (2002) suggested, "Open-ended interview responses yield people's experience perceptions, opinions, feelings, and knowledge". The students related their views in a narrative form. Narratives provide the researcher with a way 'to present experience holistically in all its complexity and richness' (Bell, 2002). The first phase consisted of two male and four female participants. The focus group discussion helped the researchers gain insights on the perspectives of music pre-service trainees on the use of YouTube during music lectures. As a result of the first phase, six music pre-service trainees from the same cohort were identified to write reflections on the use of YouTube during music lectures. The second phase was conducted to validate the findings from the focus group interview.

Research Sample

The participants of this study comprised of twelve undergraduate music pre-service trainees from Year 2 Semester 2 or also known as semester four of the Bachelor of Teaching degree programme (PISMP) majoring in Music Education. The participants consisted of four men and eight women.

Research Instrument

This study captures aural and written reflections by the music pre-service trainees based on their perspectives viewing YouTube during music lectures in the classroom. As a guide, the following questions were posed during phase one of the focus group discussion and during phase two, to reflect and write down their personal perspectives.

1. Do you think using YouTube is necessary in a 21st century classroom? If yes, state why?
2. What do you understand about using YouTube as a way of learning during music lectures in the classroom?
3. Do you think using YouTube has helped you understand the content of music papers in a better way? If yes, state how.
4. How do you feel when your music lecturer introduces a new topic using YouTube during lectures?
5. Do you think you would use YouTube videos during your teaching practice in school? If yes, state why.

Research Procedure

Before conducting this study, we obtained permission from the Head of the Music Department and explained the study to the twelve music pre-service trainees. In order to maintain anonymity, the music pre-service trainees were told not to reveal their names.

4.0 FINDINGS

The purpose of the study was to find out the perspectives of twelve music pre-service trainees regarding the use of YouTube during music lectures. Three themes emerged from this study. Findings are presented thematically from the narratives and written reflections.

Theme 1: Digitally literate and connected to some form of technological network

While traditional web-based learning lacks the intense face-to-face attribute of learning, YouTube, the product of Web 2.0 technology, provides both learner and instructor a bridge to engage through video and text (Bloom and Johnston, 2010). 90% of this net generation music pre-service trainees state that the use of YouTube during music lectures has made them digitally literate and connected to some form of technological network. The music lecturers have indirectly motivated them to explore the digital world. The use of YouTube videos has enabled them to learn ways linking faster to study materials that they view during and after lecture hours. For example; S8 added, *I really like it when my music lecturer shows us videos on voice projection during our singing class. It has given me the ability to follow along with computer aided demonstrations.*

95% of the music pre-service trainees agreed that when a task is given for them to download appropriate videos from the YouTube that is connected to the topic learn during lectures, learning beyond the classroom happens and this has made them also digitally literate and connected in the technological era. As stated by S2, *The videos from YouTube used during my music lectures always motivate me to view it again during my free time and as such helps me to further explore other recordings that help me to understand the content of my music course better.* S9 added, *I used to be afraid of using technology when I'm studying. But since viewing these Youtube videos during lectures, it has encouraged me to be brave, explore and be more literate in the digital world.*

Theme 2: Well-planned and organized music video content increases attention span

85% of the music pre-service trainees felt that their attention span during music lectures have increased because the music videos from the YouTube are well-planned and organized and this keeps them focused during music lectures. When the attention span is increased, the understanding of a certain topic becomes better. For example one of the music pre-service trainees stated that the organization of a recorder lesson which was viewed at the start of a music lecture helped her to follow every step effectively and efficiently. S5 stated that the recorder playing video contributed to her learning experience. *I liked the recorder lesson by a Chinese lady in the video. She clearly states steps of teaching soprano recorder in the classroom very clearly. It made the lesson easier for me to follow. She showed the fingering techniques and ways of applying songs very systematically. I am planning to use this video with children as well.*

On the other hand, 15% of the music pre-service trainees felt that some of the videos shown during music lectures were poorly planned and caused more distraction during their learning experience. S7 stated, *I felt that the instructor in the video did not explain the importance of breathing after each phrase when using the soprano recorder.* This scenario helped the music pre-service trainees to be more engaged in discussing with their classmates and music lecturer on their views and opinion during class and even beyond the classroom setting. Another music pre-service trainee S6 mentioned that, *I feel so happy watching a video from YouTube that is linked to what I'm learning in class. It makes me feel more confident of what I'm learning for the day.* Rudolph and Frankel (2009) acknowledged that online instrumental and vocal lessons, including those posted on YouTube, could enhance musical understanding for students, 'especially in situations where geographical or socio-economic restrictions would make it difficult to find a suitable instructor otherwise'.

Theme 3: Learning tool during teaching practice

Findings from the written reflections in this study revealed that 90% of the music pre-service trainees agreed that videos downloaded from YouTube would be a useful tool to be used during teaching practice. Most of them felt that students in school will learn better when a topic is viewed visually. The music pre-service trainees felt that their students would have a better understanding of a certain topic and this would help their students to stimulate their thinking. S11 stated, *By using music videos from*

the YouTube, my students will get a better picture of what I am teaching and the learning process would be fun". S3 added that, "I think I will also be able to create my own videos according to a certain topic and upload it on YouTube. When I do this then my students will be able to view it during my music class and also after school hours". On the other hand, S5 stated, "I personally feel that some of the videos from YouTube are not so appropriate with the topic in the music syllabus. I have to view a few videos before deciding which one is the most suitable. Therefore I would have to be careful when selecting videos during my teaching practice." November (2007) purported that teachers should embrace and promote the positive aspects of media tools rather than dwell on their drawbacks, especially in school settings.

5.0 DISCUSSION AND CONCLUSION

YouTube is a powerful medium that can be accessed and utilized any time to match the pace of every individual in their learning process. It is an important reference resource for music pre-service trainees to use regularly in their learning experiences during and even after music lectures. With regards to technology, the findings confirmed that these music pre-service trainees have expressed the usage of YouTube videos to have helped them to be digitally literate. The use of YouTube videos during music lectures has contributed to the overall engagement of music pre-service trainees even though issues of content were highlighted.

For further development on the use of YouTube amongst music pre-service trainees, it is therefore recommended that music trainees are encouraged to upload music compositions that are produced by them from lessons learned during their Music Technology class. This would help promote confidence amongst the music pre-service trainees. At the same time it also encourages Professional Learning Communities (PLC) between classmates and communities around the world. Therefore it can be justified that integration of videos from the YouTube into the curriculum can further entice music pre-service trainees to be engaged effectively during lectures and also beyond the classroom. Also, the music pre-service trainees have seen the importance of using YouTube videos as a learning tool during their teaching practice in schools. It is therefore proposed that teacher training institutions prepare music pre-service trainees with effective strategies that enable them to utilize YouTube. The use of YouTube videos will be an invaluable resource for both music lecturers and music pre-service trainees. Mitra et al. (2010) concluded that video is very helpful for enhancing deep learning and simulating interests. The key is to change the learning environment so as to apply best practices and make the use of YouTube feasible in 21st century learning.

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DEVELOPMENT OF MONOPOLY PANTUN UPIN IPIN GAME IN LEARNING OF 21st CENTURY AT ELEMENTARY SCHOOL

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ABSTRACT

One of the learning problems that occurred at elementary school level is the less active learners in learning Indonesian in learning to write pantun. It takes the right learning strategy to make learners active in learning. In 21st century learning requires learners have Competence 4 C (Communication, critical Thinking and problem solving, Collaboration, creativity and innovation). Pantun Upin Ipin Monopoly using Principles of learning in 21st Century. Application of learning media Monopoly Pantun Upin Ipin aims to improve the activities and learning outcomes of learners to deal with 21st century learning. The object of research is the Class VI students who numbered 21 people. The conclusion of this study is the application of learning media Monopoli Pantun Upin Ipin can increase the activity and learning outcomes of learners in SDN 44 Middle Ground.

Keywords: media, pantun monopoly, 21st century learning

INTRODUCTION

Background

Used of learning media can be directed to form a new attitude in learning process. This attitude, among others, is to make the students as active learners and teachers as facilitators of learning (Marisa et al, 2011, p. 1.9). Based on the above opinion can be explained that the learning media can be used to form an active attitude of learners in the learning process.

The fact that occurred in the field that is in the class VI SDN 44 Alur Tengah Sub district Lintau Buo Utara Tanah Datar, teachers are less in using the media learning. This resulted in low activity and learning outcomes of students of class VI. The lower activity of learners especially on the subjects of Bahasa Indonesia in writing Pantun. The researcher can see from the results of the value obtained by students at the time of the evaluation of learning material Pantun Writing. In the learning that the authors carried out, many students who have difficulty in writing Pantun. Of 21 students of grade VI SDN 44 Alur Tengah, only 5 students from 21 people or 23% who can make Pantun. In addition the learners are less active and creative in learning and the Class tends to Monotone. Whereas in the learning of Indonesian Language Class VI Teachers are faced with the Grids of National Exam in reading material of deliver the message of Pantun and also required to improve students' skills in 21st century of learning.

In 21st century of learning, students are required to have 4 skills: (1) Creative and innovate (2) Critical thinking in solving problems (3) able to communicate and (4) collaborate or cooperate in a group. The learning using of Monopoli Pantun Upin Ipin is expected to be able to overcome the problem of learning and challenges of 21st century students' skills because in the process of learning Monopoly Pantun Upin Ipin students are required to think critically, creatively in composing words to ponder, and work together in groups. Based on Exposure Above So the Researcher Innovates Learning With Title "Development of Monopoly Pantun Upin Ipin Game in Learning 21st Century At Elementary School".

Research purposes

To know the improvement of learning outcomes of learners on Pantun Writing materials
To know the response of the learners to use of Monopolyl Pantun Upin Ipin Game in learning 21st century.

Purposes of research

The results of this study are expected to provide information in the world of education in the form of an overview of the use of Monopoly game in Writing Pantun other than to improve the skills of teachers in using this Game as a tool in teaching pantun.

LITERATURE

21st Century Learning

According to Mr. Wahano (in blog <http://Guraru.go.id>). 21st century skills require (1) Creativity and Innovation: Successful people are creative people and have ideas, so in this dimension the teacher must be creative (2) Critical Thinking and problem solving that students are required to use their ability to solve the problems and faced independently, students are expected to have the ability to develop and disclose, analyse and solve problems (3) Communication, in the 21st century students are surviving those communicate in various ways, both written and verbal. The students are required to understand, manage and create effective communication in various forms of oral, oral, written and multimedia. (4) Collaboration is a successful student that is students who are able to cooperate or collaborate with various interests

METHOD

Types of research

This research is a development research According to Sumardiyono in (<http://mgmpmatsatapmalang.files.wordpress.>) States that If in action research, attempt to solve problems by doing an "action", then in research development or R & D (research and development) is made An "instrument or tool". The emergence of this instrument or tool in development research can start from a problem; can also come from the weakness of existing tools or instruments.

Monopoly Game of Pantun Upin Ipin

Monopoly Game of Pantun Upin Ipin a learning medium that is used to enhance the activities of learners in writing pantun. This learning medium is the development of a game called Monopoly game. The game is swapping the ordinary Paw with an animated flip animated cartoon character Upin Ipin that is being sought by learners who are at the elementary school level. The exchange of pawns inspired by the character "Jarjit" who likes to chant in Upin Ipin flim.

Different teachings are described by the ASCD (Association of Supervision and Curriculum Development) as a form of teaching that seeks to maximize the growth of each student by trying to understand the student to the extent and then to help him progress (ASCD 205, in Martha Kaufeldt , 2008, p. 2). Based on the above statement can be explained that a good teacher is a teacher who perform different learning processes - different, not monotonous so that learning can advance in the process of development of mind and its development in learning. Monopoly Upin Ipin is the solution of the learning process.


Design Of Monopoly Game Players Upin Ipin

A. Product Specifications

Product Name	Monopoli Pantun Upin Ipin
Type of Research	R n D model ADDIE
Product Type	Game Tool on Indonesian Subjects in Literary Writing Pantun
Product Detail	a millimeter-sized paper Length: 90 cm Width: 60 cm Skid: made of millimeter paper and plastered with a small paper size of 10 cm

	x 5 cm with a striking color to attract the attention of learners, deberi number 1 to 30 which begins with START and in END with FINISH.
Explanation of Product	Monopoli Product Pantun Upin Ipin is a game in learning Bahasa Indonesia about writing pantun. This game provokes interest and learners' learning activities that tend to become monotonous active in the process of teaching and learning in the classroom. Composed of millimeter paper sheets with the size of 90 cm x 60 cm by using similar pieces Small doll with figures Upin Ipin, this is selected because learners like the figures Upin Ipin strong in the face of the enemy
Objective	Students class VI SDN 44 Alur Tengah District Lintau Buo North Tanah Datar West Sumatra province academic year 2016/2017 which amounted to 21 people teridri of 12 women and 9 men

B . Needs of Development Product


Tools	<ul style="list-style-type: none"> - Scissors, glue, - Printers , dice
Material	<ul style="list-style-type: none"> - Millimeter Paper - HVS Paper - Upin Ipin Dolls
Software Used	<ul style="list-style-type: none"> - Microsoft word
	



A. Development Of Upin Ipin Monopoly Product

1. Product Development Process Work steps

Game Monopoly Tool Pantun Upin Ipin is the development of a Monopoly game. Consists of a millimeter paper cut with a size of 90 cm x 60 cm.

Here will be presented steps - steps in the process of making a game tool Monopoli Pantun Upin Ipin

No	Tools and materials	Description
1		The researcher cuts the Millimeter Paper to be used for the manufacture of Pantun Upin Ipin Monopoly

2		<p>The researcher prints words that will be embedded on millimeter paper such as Pantun Monopoly and some makeup from start to finish paper size 10 cm x 5 cm</p>
3		<p>Researchers make dice that will be use in the game Monopoly</p>

2. Application in Indonesian Language Learning of Writing Pantun.

Monopoli Upon Device Pantun Upin Ipin has a function as a learning game tool. Tools set up

1. Game Tool that has been designed to Monopoli Pantun Upin Ipin
2. Paint Upin Ipin
3. Dice

Main Rules of Conduct:

1. Learners are divided into 4 groups. One group consists of 4 s.d. 5 students
2. Creating a large table consisting of a combination of several tables and putting it in the middle of the class as a place Laying game Monopoli Pantun Upin Ipin
3. Each group sends one of its members as a dice shaker and plays an Ipindi Upin Midnight class (this participant is called Upin Ipin, there are 4 Upin Ipin representing each group, Upin Ipin blue, yellow and purple)
4. Each participant starts from start and has 1 times a chance to alternately run his Upin Ipin piece



5. Upin Ipin which is a pawn will execute the command on each - each box that get and work in his group to carry out the commands contained in the box.
6. If the task given in accordance with the teacher's instructions then the group will get points in the assessment
7. Each Upin Ipin competes in getting points according to their turn.
8. The group that reached the finish first then he is the winner because it will get jackpot points as 10 x fold points.

RESULT OF THE RESEARCH

A. Result

The research that takes the setting in SDN 44 Alur Tengah Subdistrict Lintau Buo Utara Tanah Datar District implementation follows the following path:

Implementation of the action was held on Monday September 5, 2016 in class VI with the number of students 21 people, consisting of 9 men and 12 female students. In this case the researcher acts as a teacher. The learning process refers to the prepared lesson plan. In the learning process, previous researchers had preliminary data where the low activity and learning outcomes before using the game tool Monopoli Pantun Upin Ipin. The average condition of the students' learning outcomes is at 68.68 with 5 or 23.81% complete learners, while the average learner activity before using Monopolo Game Pantun Upin Ipin is 49, 47. Based on this case learners looking for a game tool that can improve the learning activities and learning outcomes of students VI class SDN 44 Alur Tengah Lintau Buo District North Tanah Datar district 2016/2017 year.

Tabel 5
Activity Assessment of Students Before Using Game Monopoly Tool Pantun Upin Ipin

NO	Nama	Aspek yang dinilai															score	value						
		The results of the pantun are in the view			Issuing opinions			Appreciate Opinions			Attitude			intonation					ekspression					
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			1	2	3			
1	S1	√			√			√			√			√			√			√			7	38.88
2	S2	√			√			√			√			√			√			√			9	50
3	S3	√			√			√			√			√			√			√			8	44.45
4	S4	√			√			√			√			√			√			√			10	55.55
5	S5	√			√			√			√			√			√			√			10	55.55
6	S6	√			√			√			√			√			√			√			8	44.45
7	S7	√			√			√			√			√			√			√			8	44.45
8	S8	√			√			√			√			√			√			√			9	50
9	S9	√			√			√			√			√			√			√			8	44.45
10	S10	√			√			√			√			√			√			√			10	55.55
11	S11	√			√			√			√			√			√			√			9	50
12	S12	√			√			√			√			√			√			√			9	50
13	S13	√			√			√			√			√			√			√			9	50
14	S14	√			√			√			√			√			√			√			10	55.55
15	S15	√			√			√			√			√			√			√			8	44.45
16	S16	√			√			√			√			√			√			√			10	55.55
17	S17	√			√			√			√			√			√			√			9	50
18	S18	√			√			√			√			√			√			√			9	50
19	S19	√			√			√			√			√			√			√			8	44.45
20	S20	√			√			√			√			√			√			√			10	55.55
21	S21	√			√			√			√			√			√			√			9	50
	Rata - Rata																							49.47

NO	Nama	Aspek yang dinilai															score	value							
		The results of the pantun are in the view			Issuing opinions			Appreciate Opinions			Attitude			intonation					ekspression						
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			1	2	3				
Kelompok Power Ranger Kuning																									
1	S1	√			√			√			√			√			√			√			15	83.33	
2	S2	√			√			√			√			√			√			√			15	83.33	
3	S3	√			√			√			√			√			√			√			17	94.44	
4	S4	√			√			√			√			√			√			√			16	88.88	
5	S5	√			√			√			√			√			√			√			16	88.88	
6	S6	√			√			√			√			√			√			√			16	88.88	
7	S7	√			√			√			√			√			√			√			16	88.88	
8	S8	√			√			√			√			√			√			√			12	66.66	
9	S9	√			√			√			√			√			√			√			15	83.33	
10	S10	√			√			√			√			√			√			√			16	88.88	
11	S11	√			√			√			√			√			√			√			15	83.33	
12	S12	√			√			√			√			√			√			√			17	94.44	
13	S13	√			√			√			√			√			√			√			12	66.66	
14	S14	√			√			√			√			√			√			√			14	77.77	
15	S15	√			√			√			√			√			√			√			14	77.77	
16	S16	√			√			√			√			√			√			√			14	77.77	
17	S17	√			√			√			√			√			√			√			17	94.44	
18	S18	√			√			√			√			√			√			√			17	94.44	
19	S19	√			√			√			√			√			√			√			15	83.33	
20	S20	√			√			√			√			√			√			√			17	94.44	
21	S21	√			√			√			√			√			√			√			16	88.88	
	Rata - Rata																							15	83.33

The table above is the preliminary data of teaching and learning process in Class VI SDN 44 Alur Tengah. Based on this preliminary data the researchers looking for an idea to improve the activities and learning outcomes of students VI class SDN 44 Alur Tengah. In the average learning activity of learners is at 49.47.

Based on the above table can be seen the development of learning activities of learners after the application of the game equipment Monopoli rhyme Upin Ipin. The average learning activity of learners is at number 84.65. There is an increase in the average of learning activity from the state before the implementation of the Game Monopoli Pantun Upin Ipin tool.

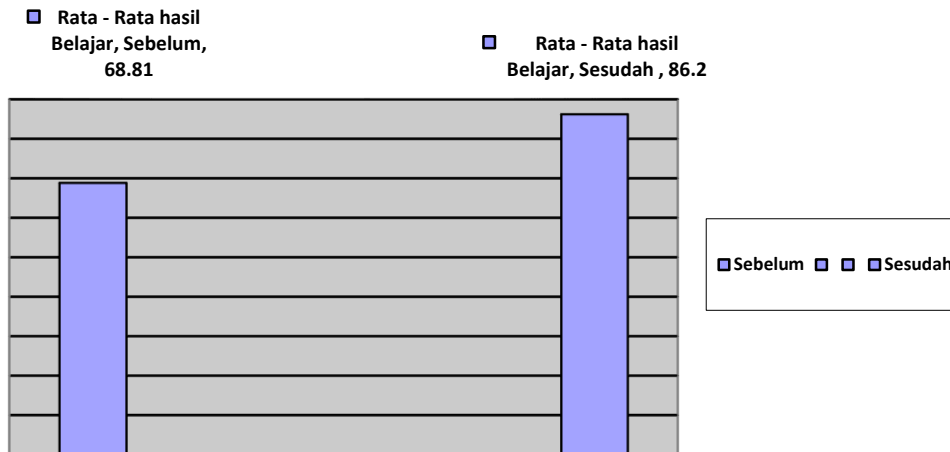


Figure 2. Comparison of Assessment of Student Learning Results Before and after the application of the Game Game Monopoly rhyme Upin Ipin

Based on the comparison The graph above shows an increase in activity and learning outcomes of learners. In the learning activity graph of learners before using Monopoli Pantun Upin Ipin game equipment is at number 49, 47 rose to 84, 65 after the application of the game equipment. While in liohat from learning result aspect, there is an increase of learning result from average - 68,81 up to 86,2. The number of complete learners also experienced a significant increase of 5 people or 23.80% rose to 19 people or 90.4%. Implementation of this props researcher is considered successful because based on success indicators where expected 80% of complete learners have met these criteria.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the analysis of the results of this Classroom Action Research, it can be concluded that:

1. Increased average learning outcomes of learners from 68.8 to 86.2. Enhancement of learners' learning sustainability from 5 people or 23, 8% to 19 people or 90, 4%. While the learner activity rose from the average - 49.47 to 84.65.
2. Based on the results of questionnaires and interviews, learners are very happy to learn using Monopoly Game Tool Pantun Upin Ipin.

Suggestion

Based on the results of research that researchers can carry out suggestions that are useful as follows:

1. Preferably in Indonesian Subjects The material of writing pantun guru using concrete media in planting basic concepts to learners.
2. Teachers should be able to compile interesting LKS so as to make students more eager to do it.
3. Action Research Report This class is still far from perfect and many shortcomings, utuk that please input and constructive criticism for the sake of perfect this report.

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DIDACTIC DESIGN FOR DEVELOPING STUDENTS' CREATIVE THINKING SKILL ON THE TOPIC OF AREA OF POLYGONS IN ELEMENTARY SCHOOL

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ABSTRACT

Math learning is expected to be mastered by students from an early age. But in fact, there are obstacles to learning, one of them is on the topic of calculating an area of a polygon. This study was conducted to determine the students' learning obstacles, the didactic design that could overcome the students' learning obstacles and didactic design implementation on the topic of the area of the polygons. The method used in this research was a Didactical Design Research. The data collection techniques used in this research was the process of triangulation (combination). The research instrument was the researchers themselves who were equipped with an instrument in the form of essays. Didactic Design in the form of Student Worksheet (LKS) was implemented in two cycles. Through the development of a didactic design, in the second cycle, the learning obstacles could be overcome well which was evidenced by an increase in the creative thinking skill of the students on the topic of the area of the polygons. The researchers found some learning obstacles, namely: (1) determine the names of the polygons, (2) calculate the total area of the polygons, and (3) determine one of the known side lengths of the polygons.

Keyword: creative thinking skill, didactic design, polygons

INTRODUCTION

This Mathematics is one of the subjects taught in Elementary School. This subject is closely related to daily life and also becomes the basis for the development of students' thinking. Therefore, it is very important to teach mathematics in Elementary School. Math, in elementary schools, aims to equip students with logical, analytical, systematic, critical, and creative thinking skills, as well as the ability to work together. In addition, mathematics learning is focused on improving students' skills in problem-solving and communicating ideas through symbols, diagrams, tables, etc. In the curriculum of KTSP (2006), the focus of mathematics learning is done through a problem-solving approach where students' learning activities include solving closed problems with a single solution, solving an open problem with multiple solutions, and problems with various solutions.

However, in fact, the current learning activities of mathematics, especially in doing math problems, are only required to solve a mathematical problem by finding the right answer with one way of solving it. According to Novia (2014) "Students are rarely stimulated to see a problem from multiple points of view or seek alternative solutions to a problem." Usually, students are only taught to find the right answer to a problem in the same way as exemplified by the teacher so that makes all students think uniformly. In fact, in line with what was suggested by Hernawan et al (2008), "Learning is an experience. The learning process is working, understanding, and experiencing." Therefore, learning mathematics in Elementary Schools should encourage students to be active in learning.

Based on what has been described, it is necessary to design the learning that can improve students' creative thinking ability as one of high-level thinking ability and can encourage students to be active in finding solving math problems independently. Thus, each student has the possibility of a different way of finding the right answer to a mathematical problem.

Based on the situation described, in general, the formulation of this research problem was "How do we develop the design of mathematics learning in the material area of polygons?". As for the specific formulations of research problems, they were as follows: 1) What are the learning obstacles of sixth-grade students of SD Negeri Kiarajungkung on the material area of polygons? 2) What kind of didactic design that can overcome the learning obstacles of the sixth grade students of SD Negeri Kiarajungkung

on the material area of polygons? 3) How do we implement the didactic design for sixth-grade students of SD Negeri Kiarajungkung on the material area of polygons?

The purpose of the research, in general, was "To develop the design of mathematics learning on the on the material area of polygons ". While the specific objectives were: 1) To determine the learning obstacles of sixth grade students of SD Negeri Kiarajungkung on the material area of the area of many facets; 2) To create didactic design that is able to improve students' creative thinking skill in doing math problems; 3) To find out the successful implementation of the didactic design on the material area of polygons that can overcome students' difficulties in working on the problem.

METHOD

Sugiyono (2007, pg.6) suggested that "the research method can be interpreted as a scientific way to get valid data to be found, developed and demonstrated that in turn can be used to understand, solve and anticipate a problem". The method used by the researchers on this study was Didactical Design Research.

Didactical design is a learning plan of teaching materials which aims to reduce or eliminate learning obstacle based on the preliminary study. So that students being able to understand a concept or operates whole learning materials. The purpose of this didactical design is to reduce and eliminate learning obstacle on the student so they are able to understand a concept as a whole.

The Didactical Design Research consists of three stages, namely: (1) didactical situation analysis before learning process in the form of a didactical design hypothesis including ADP; (2) Metapedadidactical analysis, and (3) Retrospective analysis relating to the outcome of didactical situation analysis hypothesis and metapedadidactical analysis.

This research took place in SD Negeri Kiara Jangkung, in District of Mangkubumi Kota Tasikmalaya. The reason for choosing the location of the research was because the school was close enough to the location where the researchers resided, making it easier for the researchers to carry out the research because the researchers could save time, funds, and energy. The sample of this research was the sixth grade students of SD Negeri Kiara Jangkung, the selection was based on the fact that the concept of the area of polygons is taught in sixth-grade. The number of samples used in this study was 26 students from the sixth grade of SD Negeri Kiara Jangkung.

In this research, the researchers used a qualitative approach. In qualitative research, the research instruments are not only interview, questionnaires, observation guidelines, documentation results, etc., but the researcher also is the instrument. The instrument used in this research consisted of three types, namely: 1) the main instrument was the researchers themselves; 2) the supplementary instruments were the preliminary study instrument and the didactic design instrument. 3) The additional instruments were the questionnaire and interview guidelines. The questionnaire used were questionnaire rating scale of students' attitude attached to each complementary instrument and an expert judgment questionnaire for the didactic design instrument.

To collect the data in this research, the researchers carried out the following activities: 1) The test of the preliminary study instrument; 2) The implementation of didactic design; 3) Observation; 4) Interview; 4) Questionnaire; and 5) Documentation. The data analysis in this study was by using qualitative methods. The data analysis before entering the field was done by analyzing the material that will be the object of this research and formulating the problems. The data analysis during the activities in the field was done from preliminary study instrument, recapitulation and analysis of preliminary instrument test result, didactic design implementation and analysis of learning process until didactic design implementation analysis. In qualitative research, the data analysis is more focused during the research process in the field along with data collection.

1. **RESULT AND DISCUSSION**
 2.
 3. **The Students' Learning Obstacles in Solving the Calculating Area of Polygons Problem**

The researchers found some learning obstacles related to the ability of creative thinking at the problem solving of calculating the area of polygons. The learning obstacles found by the researchers, namely:

Some students still had difficulty in decomposing the two-dimensional figures, they still made mistakes in mentioning the name of the two-dimensional figures, they still did not understand the concept of two-dimensional figures. It was proven by the misunderstanding of students about the concept of a square and a rectangular. On the questions, students were required to generate creative thinking in solving problems and find alternative ways to solve the problems. The question is shown in Figure 1 as follows.

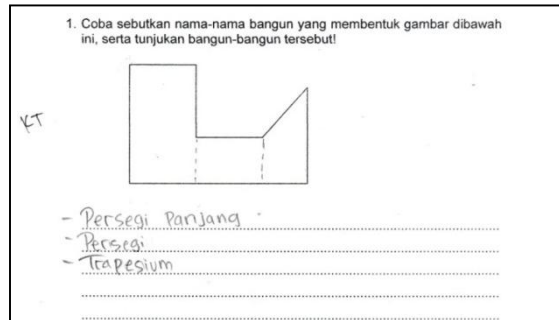


Figure 1. Learning Obstacles I

Students had not understood how to calculate area by using plots, as evidenced by the number of students who answered that a half plot counted as one plot, so the students' understanding of the problem was to calculate the plots on the polygons not to calculate the area of the polygons. Indeed, there were 4 students answered correctly but they did not describe the concept of the area. So, it can be concluded that the students had not been able to calculate the area of polygons by using the plot as shown in Figure 2 below.

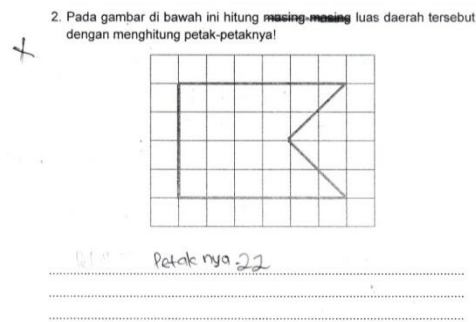


Figure 2. Learning Obstacles II

Students had not been able to calculate the amount of area of polygons precisely, in the process they still need teacher's guidance to decompose the two-dimensional figures on the polygons asked in the question.

The researchers found obstacles in the form of the lack of understanding of students in understanding the area of two-dimensional figures so that sometimes there were barriers to students to solve the problem as shown in Figure 3.



Figure 3. Learning Obstacles III

Most of the students had not been able to find one of the two-dimensional figure areas that the area of the polygon was known. It happened due to students had less ability to think creatively. For example, they could not determine the value of x (side of two-dimensional figure A) if it was known that the side length was 10cm. So they could not solve the problem. This means students have not been able to think creatively in solving the problem as shown in Figure 4 below.

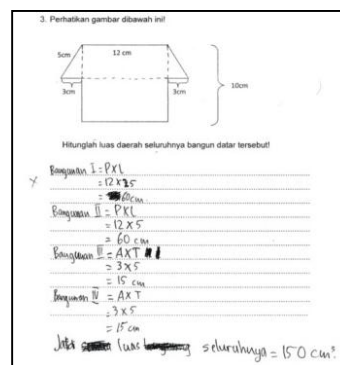


Figure 4. Learning Obstacles IV

4.
5. **Didactic Design of Calculating Area of Polygons Learning**

The steps taken by the researchers in developing the didactic design to improving the ability of creative thinking, were prospective analysis (curriculum analysis, formulating indicators and learning objectives), teaching experimentation (the implementation of didactic design and metapedadidactic analysis), and retrospective analysis (the reflection on the learning activities that had been implemented by linking the result of the didactic situation analysis hypothesis with the result of the metapedadidactic analysis) described as follows.

The first stage in the preparation of learning activities was a didactic situation analysis before the learning in the form of hypothetical learning trajectory and didactic pedagogical anticipation. Before the researchers developed the instructional design, the researchers conducted curriculum analysis by choosing the competency standard and basic competency which was in accordance with the concept of calculating the area of polygons in which we could apply the didactic design based on improving the ability of creative thinking, formulating the indicators, formulating the learning objectives, describing the learning activities to be implemented along with didactic-pedagogical anticipation in Hypothetical Learning Trajectory (HLT), and creating didactic design.

Referring to the Education Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan) of 2006 on elementary school mathematics, the concept of calculating the area of polygons was mostly found in the first semester of Sixth Grade. The learning of calculating the area of polygons was included in the subject of geometry and measurement. The following table 1 shows about the competency standard and basic competency of the learning on the material calculating the area of polygons.

Table 1
Competency Standards and Basic Competency on the Material Area of Polygons

Competency Standard	Basic Competency
Calculating the area of simple polygons, area of circles, and triangular prisms volume	Calculating the area of the triangle which is a composite shape of two simple two-dimensional figures

Based on the competency standard and basic competency that had been selected, then the researchers set up indicators and learning objectives. The indicators and the learning objectives were adjusted to the learning obstacle that had been identified from the preliminary study. Here are indicators and learning objectives of the three creative thinking indicators that had been prepared by the researchers as shown in table 2.

Table 2.
The Indicators and Objectives of Learning Creative Thinking in Calculating Area of Polygons

No.	Indicators	Learning Objectives
1.	Decomposing the polygons into several two-dimensional figures in various ways.	Students are able to decompose the polygons into several two-dimensional figures in various ways correctly.
2.	Calculating the area of the triangle either by using the plot or through the known two-dimensional figures formulas.	Students are able to calculate the area of the triangle either by using the plot or through the known two-dimensional figures formulas correctly.
3.	Finding the width, length or height of a two-dimensional figure, which the whole area is known, in various ways.	Students are able to find the width, length or height of a two-dimensional figure, which the whole area is known, in various ways through the development of creative thinking.

The above-mentioned learning indicators and objectives were designed for two learning cycles with the time allocation was 2 x 45 minutes each.

The development of this didactic design was implemented into two cycles and each cycle consisted of a one-off learning meeting. In general, the two cycles performed consisted of three components, namely, learning objectives, learning activities, and student learning hypotheses in accordance with the hypothetical learning trajectory. They are more clearly described as follows:

Learning objectives

- (1) Students are able to decompose the the polygons into several two-dimensional figures in various ways correctly.
- (2) Students are able to calculate the area of the triangle either by using the plot or through the known two-dimensional figures formulas correctly.
- (3) Students are able to find the width, length or height of a two-dimensional figure, which the whole area is known, in various ways through the development of creative thinking.

Learning Activities

In the first cycle of learning activity, the researchers used an open ended approach with cooperative learning model. In its implementation, the students were asked to solve problems by allowing students to develop their thinking skills and using a strategy investigation that they believed.

At the beginning of the learning, the researchers stimulate students' minds with apperception activities. At the apperception stage, the students were stimulated to be communicative by asking them some questions to find out their initial knowledge about two-dimensional figures. Based on the question and

answer activities, most students had difficulty in calculating the area. In this case, the researchers did not give an answer or a way to solve the problems directly.

In the elaboration stage, students were guided to form study groups which consisted of 5-6 students per group. Then the researchers distributed a set of tools used as a learning media.

At the core learning activity stage, students were invited to explore the material by using a Student Worksheet. When the Core Activity was being implemented, the students, in their own groups, tried to understand the instructions and problems that exist in the Student Worksheet (Lembar Kerj Siswa/LKS). The learning was ended with a closing activity that is by concluding the learning activities that had been done by the students under the guidance of the teacher, doing evaluation questions and praying together.

Hypothesis on Student Learning and Didactic Pedagogical Anticipation

In preparing the design of learning activities, we should create a hypothesis of students' responses at each stage of learning so that the anticipation of student responses can be well planned so that if students get into trouble during the learning activities, we can anticipate it in accordance with the HLT prepared. This student response hypothesis is formulated based on the estimation of students' initial knowledge revealed in the preliminary study.

The First Cycle

The results of 3 activities in the first learning, in which the researchers used LKS, were all 5 groups answered the questions correctly in the first and second activities. Whereas, for the third activity, 2 groups did not answer the questions correctly and 3 other groups answered the questions correctly. However, in the part b of the third activity, all of the groups did not answer correctly. Furthermore, the results of the first cycle, the researchers found that from 3 Learning Obstacle, 2 of which had been overcome and 1 more had not been overcome which is related to the level of creative thinking skills of students in solving the problem area of polygons. Based on that, then the researchers did the second cycle.

The Second Cycle

In this second cycle there was an improvement on overcoming the Learning Obstacle (LO), though not 100%. Initially, LO 1 and LO 2 had been overcome while LO 3 still had not overcome which is proven by the fact that 2 groups did not answer correctly. Whereas, in this second cycle LO 1 and LO 2 were no longer obstacles anymore and for LO 3 there was a change to only 1 group that could not answer correctly. This means that in the second cycle, the researchers managed to improve students' creative thinking skills.

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IMPLEMENTATION OF HOTS IN THE LANGUAGE CLASSROOM: TEACHERS' PERCEPTION

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ABSTRACT

Keeping in line with 21st century skills, much emphasis has been placed on the development of Higher Order Thinking Skills (HOTS) among educators and learners. One pertinent move in support of this is the collaboration between Institut Pendidikan Guru Kampus Ilmu Khas with a primary school in Kuala Lumpur. A series of training sessions were carried out to provide guidance and support to the English language teachers. These included workshops on several thinking tools, questioning techniques and the incorporation of HOTS in lesson planning. This study investigated the teachers' perception of the implementation of HOTS in the classroom. Employing a qualitative method approach, data was collected using a semi-structured interview, video recording and an observation checklist. The participants' implementation of HOTS were investigated. The findings indicated that although the participants felt that they have knowledge of HOTS, their actions did not appear to be in tandem with their perception. This is evident as Lower Order Thinking Skills (LOTS) questions dominated the lessons. The results would imply the need to further train teachers in incorporating HOTS in the English language classroom.

Key words: Higher Order Thinking Skills (HOTS), perceptions

Abstrak

Selaras dengan kemahiran abad ke-21, perkembangan Kemahiran Berfikir Aras Tinggi (KBAT) di kalangan pendidik dan pelajar perlu diutamakan. Sejajar dengan itu, satu kolaborasi telah diadakan antara Institut Pendidikan Guru Kampus Ilmu Khas (IPGKIK) dengan sebuah sekolah rendah di Kuala Lumpur. Beberapa siri latihan telah diadakan untuk memberi bimbingan dan sokongan kepada guru-guru Bahasa Inggeris seperti bengkel, teknik penyoalan dan penerapan KBAT di dalam bilik darjah. Kajian ini mengkaji persepsi peserta mengenai penerapan KBAT di dalam bilik darjah. Pengumpulan data kajian dalam bentuk kualitatif dilakukan menggunakan temubual separa struktur, rakaman video dan senarai semak pemerhatian. Dapatan kajian menunjukkan walaupun peserta merasa mereka mempunyai pengetahuan tentang KBAT, pengajaran dan pembelajaran di dalam bilik darjah tidak menggambarkan persepsi tersebut. Ini jelas dilihat apabila peserta lebih cenderung menggunakan teknik penyoalan aras rendah. Implikasi kajian adalah guru-guru memerlukan lebih banyak latihan untuk menerapkan elemen KBAT di dalam bilik darjah.

Kata kunci: Kemahiran Berfikir Aras Tinggi (KBAT), persepsi

1.0 INTRODUCTION

Of late, there has been much discourse related to Higher Order Thinking Skills (HOTS) and the need for these skills to become a commonplace feature among students in schools. Schools have been exposed to i-THINK maps that may be applied by teachers in stimulating students to think and respond creatively. In support of this, a collaboration between Institut Pendidikan Guru Kampus Ilmu Khas with a primary school in Kuala Lumpur was initiated. A series of training sessions were carried out to provide guidance and support to the English language teachers. These included workshops on several thinking tools, questioning techniques and the incorporation of HOTS in lesson planning.

1.1 Background of Study

Three workshop sessions were carried out with the English language teachers of the primary school involved. During these sessions, teachers were given input on different thinking tools which they could apply in their own classroom. Besides i-THINK maps, they were also given input on deBono's six

thinking hats and the Cognitive Research Trust (CoRT). Teachers were given guidance on the preparation of possible HOTS activities based on materials in the English textbook for all levels. This was followed by a presentation of activities by the teachers and feedback by the facilitators. These sessions helped to provide guidance and support to the teachers in implementing HOTS in the language classroom. The following is the outline for the sessions carried out:

Session 1

- Overview of the training sessions
- Needs analysis (focus group interview)
- Discussion and preparation of lesson plans incorporating thinking tools and HOTS according to the level and class taught by each teacher

Session 2

- Hands-on session for activities incorporating HOTS suitable for the language classroom
- Reflection on suitability and adaptability of the activities in the language classroom
- Briefing on video recording of lesson to be done by language teachers in their own classrooms

Session 3

- Viewing of video recorded lessons conducted by language teachers
- Lessons gauged using observation checklist
- Comments and feedback on the lessons as well as suggestions for improvement
- Focus group interview

1.2 Research Objective

The objective of this study is to determine the teachers' perception of the implementation of HOTS in the language classroom.

1.3 Research Question

Based on the objective above, this study addresses the following research question:
What are the teachers' perception of their implementation of HOTS in the language classroom?

2.0 LITERATURE REVIEW

In the last few years there has been burgeoning interest in the incorporation of HOTS into Malaysian classrooms. This is in line with the need to equip individuals with the knowledge and skills necessary in the 21st century. To meet the challenges of the 21st century, teaching and learning practices need to undergo a transformation which would entail a change from rote learning to a greater focus on thinking skills, creativity and innovativeness.

The key personnel in incorporating HOTS in teaching and learning practices is the teacher. The teacher must be able to implement HOTS confidently in his/her teaching/learning practices. One way of doing it is through the use of proper questioning techniques. Questioning encourages deeper and critical thinking. Questioning techniques are a heavily used, and thus widely researched, teaching strategy (Cotton, 1988; Sujariati, Qashas Rahman & Murni Mahmud, 2016). Teachers typically spend anywhere from 35 to 50 percent of their instructional time asking questions (Cazden, cited in Corley & Rauscher, 2013).

Tofade, Elsner and Haines (2013) in their review found that questions have long been used as a teaching tool by teachers to assess students' knowledge, promote comprehension, and stimulate critical thinking. They believed that well-crafted questions lead to new insights, generate discussion, and promote the comprehensive exploration of subject matter whereas poorly constructed questions can stifle learning by creating confusion, intimidating students, and limiting creative thinking. They also discovered that teachers most often ask lower-order, convergent questions that rely on students' factual recall of prior knowledge rather than asking higher-order, divergent questions that promote deep thinking, requiring students to analyse and evaluate concepts. This finding concurs with Cotton (1988) which showed that 60% of questions asked in the classroom are lower cognitive questions.

Another strategy to ensure the successful implementation of HOTS in language classrooms is to educate teachers in incorporating HOTS. Teachers should be given sufficient knowledge and proper

training. Most importantly, teachers must have confidence in implementing HOTS in the language classroom. Asrofi (2013) claimed that most of the teachers had insufficient knowledge and understanding of higher order thinking skills as well as the strategies to teach these skills due to inadequate training. Therefore, investments in house seminars, training, or workshop on higher order thinking were strongly recommended to improve teachers' capability in teaching HOTS.

Another study by Siti Nadia Mohamad (2015) found that teachers have positive perceptions towards the use of HOTS in language teaching. The teachers are aware of the importance of HOTS in improving students' performance, developing students' moral reasoning as well as preparing these students to cope with the challenges of their learning, life, and work in the future. However, most of the teachers felt that they need to undergo more courses and training on how to teach HOTS so that their skills and capabilities can be enhanced. This corresponds with a study done by Talib Hashim, Noraini Mohamed Noh and Norazilawati Abdullah (2015) which indicated that "Teachers gave little evidence of utilizing HOTS in history teaching, despite expressing positive claims on utilisation".

To conclude, the implementation of HOTS in the classroom depends largely on the teachers' effort to make it work. Successful implementation can be further enhanced with proper questioning techniques and teachers' competence in incorporating HOTS in their teaching/learning practices.

3.0 RESEARCH METHODOLOGY

In this research, only qualitative data was collected and analysed to address the research question. After two input sessions, participants carried out a lesson each and these lessons were video-taped. These video-taped lessons were later viewed and gauged using an observation checklist. This checklist included items such as; questioning technique, thinking tools, instructional language, pupils' participation and activities that incorporate HOTS. The participants were also interviewed on ways they implemented HOTS in their classroom.

3.1 Participants

The participants of this research comprised three English language teachers from a primary school in Kuala Lumpur. They are all female teachers and they teach different levels.

3.2 Instrumentation

Qualitative procedures were observed when collecting data for this research. Three instruments were used, namely:

- i. video recording and observation checklist
- ii. semi-structured interview

3.3 Data Collection Procedure

Prior to data collection, the participants of this research were given two sessions of input which involved lesson planning as well as exposure to various language activities which propagated the use of HOTS. Following these, the three participants did a video recording of their lessons. The recorded lessons were then viewed during the third session. As the lessons were running, the researchers used an observation checklist to keep track of aspects such as the teachers' questioning technique, the thinking tools used, plus pupil participation of activities carried out. To gain further insight into participants' incorporation of HOTS in the language classroom, a semi-structured interview was carried out. The questions posed helped to elicit candid responses from the participants regarding how they implement HOTS in the classroom, as well as genuine concerns in using HOTS in their own classrooms.

3.4 Data Analysis Procedure

Notations and comments made by the non-participant observers in the observation checklist were analysed for emerging themes. To enhance reliability, all three researchers were involved in the process. The focus group interview was transcribed verbatim. Open coding was then done by making notations next to the data deemed relevant in answering the research question. Then, the open codes

were further coded for themes that capture recurring patterns that cut across the data. Emerging themes from the interview data were used to corroborate the findings from the observation checklist.

4.0 FINDINGS AND DISCUSSION

Data obtained from the observation checklist and semi-structured interview were analysed qualitatively to answer the research question.

Research question:

What are the teachers' perception of their implementation of HOTS in the language classroom?

Three elements of HOTS were analysed based on the observation and interview data to determine how the teachers implemented HOTS in the language classroom. These three elements are, questioning techniques, thinking tools used and activities that incorporate HOTS.

Questioning techniques

The questions the teachers asked were analysed for the different levels of questioning based on Bloom's taxonomy. The three lesson observations showed that all three teachers asked questions that mainly require lower order thinking skills. These are mostly direct questions that only require students to recall information or demonstrate understanding. For example, after Participant A had told a story about "The Princess, Dragon and Ogre", she asked a series of questions that checked for students' understanding. The questions included "What did the princess say?", and "What did the king wear?" Though direct questions were more prevalent in her lesson, she did ask one question that required students to infer ("How does the dragon feel?") and one question that required students to draw a conclusion ("What is the moral of the story?"). However, the teacher only expected one-word answers for these questions, and she did not ask students to give reasons for their answers.

Participant B asked a series of questions at the beginning of the lesson as her set induction. These questions mainly required students to recall and utilise prior knowledge. Examples of the questions were "Where do they (dolphins) live?", and "Can they give birth?" Participant B also asked a question that required students to compare dolphins and whales. This question goes beyond mere recalling and requires some analysis of these two animals' differences.

Participant C's questions appeared to mostly require lower order thinking skills. Based on pictures of different hobbies, some of the questions Participant C asked were "What hobby is this?", and "What did you draw?" Participant C also tried to ask questions that require personal responses from the students such as "Why do you like this hobby?" and "How do you feel when you draw?" However, like Participants A and B, Participant C did not ask students to elaborate on their answers and give reasons beyond one word or one-phrase answers such as "fun" and "enjoy".

The observation data clearly indicated that the teachers asked questions that largely require LOTS. Even though they attempted to ask questions that require analysis and evaluation, the students were not given the opportunity to develop their answers further. Instead the teachers were contented with one-word or one-phrase answers that did not stimulate thinking and did not demonstrate the students' ability for HOTS.

Based on the interview data, Participant A who said that she was teaching "Year 6B which is the best class", is of the perception that she used "a lot of (questions that require) higher order thinking skills". She gave an example of a lesson she had about "tigers". She said she asked her students questions such as "What happened to the tiger... what will happen if...?" Meanwhile Participant B said that she would "usually start with LOTS then go to HOTS". She further explained that "I do brainstorming... students have to recall... but when I go to the production part I will try to use higher order thinking skills... like creation... usually in Language Arts. They (students) have to create their own lyrics based on pictures given". She also explained that she made her students "give reasons and evaluate situations".

Participant C felt that she often posed “a balance of LOTS and HOTS questions”. A typical lesson would begin with direct questions such as “What are your hobbies?” followed by questions like “Why do you like the hobbies?” She said she often asked for reasons for students’ choices. Another example she gave was asking the students to combine two of their favourite foods, give reasons for their choices, and predict how the combination would taste like.

Based on the interview data, it could be deduced that all three participants have a good understanding of what would constitute questions that would require HOTS. They were able to explain some of the questions and thinking skills required to answer questions such as analysing, evaluating and creating. All of them contended that they have tried to incorporate questions with elements of HOTS in their lessons. However, they seemed apprehensive about using questions requiring HOTS with weaker classes for fear that the students did not have the language proficiency to deal with these questions. However, Participant B, at least, seemed willing to find ways to overcome this problem by providing scaffolding for her students in the form of clues and examples to help students answer her questions that required HOTS. Notwithstanding this, the lesson observations showed that questions requiring LOTS dominated the lessons, and hence were not in line with the participants’ perception of their implementation of HOTS gleaned during the interview.

Thinking tools and classroom activities

The three thinking tools the participants were exposed to during the workshops were the i-THINK maps, 6 thinking hats and CoRT thinking tools. The participants were also trained to use Bloom’s taxonomy to devise lessons with the different levels of thinking skills. Data from the lesson observations and interview were used to gauge the extent to which the participants incorporated the thinking tools as well as the levels of thinking required of the students in the classroom activities.

The observation data showed that Participant A incorporated the use of a flow map in her lesson where students were asked to complete a flow map based on the story. A series of jumbled up sentences were projected on the whiteboard for the students to sequence correctly. It would seem that the flow map was appropriately used to show sequence of events. However, the level of thinking skills required appeared to be at the lower levels which were to recall the story and to demonstrate understanding of the story.

Participant B used a circle map for her Year 3 students to brainstorm ideas about sea creatures. Then she asked the students to brainstorm the similarities and differences between dolphins and whales. At this point Participant B could have used a double-bubble map to illustrate similarities and differences, but she did not. This was followed by a reading text and a set of comprehension questions. The questions required students to recall, demonstrate understanding and apply knowledge. The activities did not go into the higher order thinking skills of Bloom’s taxonomy.

Participant C started off the lesson in her Year 2 class by asking students to fill in a table about several hobbies. Then, she asked the students, in small groups, to choose a hobby and fill in a bubble map with their opinions about the particular hobby. There seemed to be a bit of confusion with the use of the bubble map as students were brainstorming ideas and not all the ideas were descriptive words, as bubble maps require the use of only adjectives or adjectival phrases. A circle map would have probably been more appropriate. Participant C then read out each group’s bubble map for the whole class to listen. After that, each group was given a task sheet to write a paragraph based on the group’s bubble map. At this point it was not clear how students were to expand on the words in the bubble maps to write paragraphs.

Based on the observation data, it could be concluded that all three participants incorporated i-THINK tools in their lessons, namely the circle map, flow map and bubble map. However, these maps were not fully utilised to propel the lessons into activities that required HOTS. One of the participants showed some confusion in the use of i-THINK maps, an indication of the lack of conceptual understanding. Participants seemed to perceive that implementation of HOTS means using only i-THINK maps. This probably explains why the six thinking hats and CoRT thinking tools were not evident in any of the lessons observed. The interview data analysed confirm that only i-THINK maps, namely circle maps, bubble maps and flow maps were used in the classroom as they were the “easiest” to use. It could be said that the participants did not seem to be ready to use the other maps especially the double-bubble map, brace map, multi-flow map and bridge map.

From the interview data, it is clear that the participants opted for i-THINK maps that they deemed easy to use in the classroom. They were also not ready to use CoRT and the 6 thinking hats. Only Participant B seemed open to the idea of using the 6 thinking hats in her lessons. The participants seemed to perceive that they were already delving in HOTS but in actuality they had limited themselves to only tools which were easy to operate.

5.0 CONCLUSION

This research indicates that this workshop has had some positive impact on the participants. The interview data showed that the participants were able to implement elements of HOTS in their daily lessons. However, this was not clearly evident in the three observed lessons. The participants' perception of HOTS implementation was not observable because what they perceived as HOTS was actually LOTS. This was clearly apparent in the use of questioning techniques and thinking tools. There was also some confusion in the choice of i-THINK maps.

5.1 Implications of the Study

This study has shed light on the implementation of HOTS in the language classroom. The participants were able to incorporate some elements of HOTS in their lessons as they attempt to keep in line with the aspirations of 21st. century learning. However, participants of this research need to improve on their knowledge and understanding of the different thinking tools that could be used. They ought to try other thinking tools other than i-THINK maps so that students are able to explore ideas from different perspectives.

The participants should set tasks and ask questions which touch on higher levels of thinking such as analysing, evaluating, and creating so that students can think out of the box. Participants, therefore need to change their teaching style from a teacher-centred approach to a more student-centred one to allow students to express themselves. It is pertinent for participants to keep checking on their classroom practices so that they do not just perceive that they are implementing HOTS but to ensure a more effective and comprehensive implementation for the benefit of the students.

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UNDERGRADUATES' PERCEPTION ON CRITICAL AND CREATIVE THINKING SKILL COURSE VIA MASSIVE OPEN ONLINE COURSE

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ABSTRACT

The current quality of higher education has become the major concern in many countries as it becomes the challenges to all stakeholders in higher education. The Massive Open Online Course (MOOC) is a very recent development in the higher education institutions in Malaysia. As in September 2015, Universiti Teknikal Malaysia Melaka (UTeM) has introduced Mandarin course under Malaysia MOOCs. The study has focused on undergraduate's perception of Massive Open Online Course (MOOC) in Critical and Creative Thinking Skill (CCT) course in elevating their employability skills. The researcher used qualitative method as a research design. An interview was used to investigate their perception of MOOC in CCT course to elevate their employability skills. Undergraduates in UTeM were selected as the participants of this study. The findings show that among all the employability skill, participants believe CCT MOOC fosters two employability skills which are 'problem solving' and 'decision making'. This study on MOOCs is important for the decision-making of the government and relevant institution to make sound decisions. This research is also significant for its contribution towards E- teaching practices in higher education institution.

Keywords: Perceptions, Critical and Creative Thinking Skill (CCT), MOOCs, employability skills

1.0 INTRODUCTION

1.1 Background

Today, as quality of higher education has become the concern in many countries, it becomes challenges to all stakeholders in higher education. According to Rena (2010), the quality in higher education has become a global agenda of the countries around the world. Developing countries including Malaysia are now facing a revolution in education in coping with the emerging trends.

Technology is changing the way we teach and learn. As we moved into 21st century, teachers as well as students must equip themselves with all types of technology's skill to ensure the effectiveness in teaching and learning. The development of educational technology is evident in higher education institutions in Malaysia. It is the results due to the effort played by the Ministry of Education in Malaysia to steer the economy towards a knowledge-based one as discussed by Dawam, Ahmad, Jusoff, Tajuddian, Elias and Mansor (2009).

Universiti Teknikal Malaysia Melaka (UTeM) has also showed its effort to launch MOOC in 2015 in order to introduce CCT course online. As CCT has become an important foreign language at present, the effort to introduce Mandarin MOOC to the public is an ideal decision. All the stakeholders who are responsible for CCT MOOC need to ensure the effectiveness of CCT MOOC in learning. The study has focused on undergraduate's perception of MOOC in CCT course in fostering their employability skills as a research variable. The researcher decided to use the undergraduates in UTeM as the respondents of this study. The researcher decided to use qualitative method as a research design. An interview will be used to investigate their perception in Mandarin MOOC.

This study on MOOCs is important for the decision-making of the government and relevant institution to make sound decisions. This research is also significant for its contribution towards teaching practices in higher education institutions

1.2 Objective of the study

This study embarks on the following objectives:

- i. To investigate undergraduate’s awareness on employability skill.
- ii. To examine undergraduate’s perception on the effectiveness of CCT MOOC in fostering their employability skills

1.3 Problem statement

According to Broussard (2002), ‘academic achievement and academic performances can be used interchangeably, as there is no real difference or distinction between the two concepts in the literature’ (p.9). In education, approaches to enhance teaching and learning have always been an issue among academicians. Since the students have spent their time to study, so the teacher is responsible for their meaningful learning. Teacher needs to ensure that their students have been equipped with the employability skill needed by the industry. Figure 1 shows the UTeM graduates employability for six months after the convocation in year 2012 and year 2013 by the respective faculties (Chong et al., 2016). This data can be accessed from the UTeM’s website <http://www.utem.edu.my/portal/collaboration-and-engagement.html>.D

Graduate Employability For Convocation 2013		Graduate Employability For Convocation 2012	
84 %		86 %	
FAKULTI TEKNOLOGI MAKLUMAT & KOMUNIKASI	89.92%	FAKULTI TEKNOLOGI MAKLUMAT & KOMUNIKASI	97.48%
FAKULTI KEJURUTERAAN MEKANIKAL	89.03%	FAKULTI KEJURUTERAAN MEKANIKAL	86.17%
FAKULTI KEJURUTERAAN ELEKTRONIK & KOMPUTER	83.54%	FAKULTI KEJURUTERAAN ELEKTRONIK & KOMPUTER	84.11%
FAKULTI KEJURUTERAAN ELEKTRIK	82.56%	FAKULTI KEJURUTERAAN ELEKTRIK	77.31%
FAKULTI KEJURUTERAAN PEMBUATAN	78.15%	FAKULTI KEJURUTERAAN PEMBUATAN	85.33%
FAKULTI PENGURUSAN TEKNOUSAHAWAN	77.11%		

Figure 1. UTeM Graduates employability for six months after convocation in year 2012 and year 2013 (by Faculty)

The percentage of achievement was 86% in 2012 and 84% in 2013. It shows the decrease of the employability from year 2012 to year 2013. The researchers believe that the percentage of graduate employability can be increased through enhancement of employability skill when using MOOC as a learning tool. In comparison with other variables, the researchers have chosen to focus on students’ perception as a research variable. Researchers would like to study on undergraduate’s awareness on employability skill. MOOC is an emerging trend of higher education institutions in Malaysia; it is built on the active engagement of large number of students. Besides personal interest, the participation of MOOCs students could be driven by workplace requirement; therefore the researcher would also like to study the undergraduate’s perception of CCT MOOC in fostering their employability skills. These two areas of study enable the researcher to find out the enhancement method to increase graduate employability skills in UTeM.

1.4 Research question

The central research questions that have been examined in this research are as follows:

- R1: To what extent undergraduates aware of the importance of employability skills?
- R2: How do undergraduates perceive the effectiveness of CCT Massive Open Online Course in fostering their employability skills.

2.0 REVIEW OF RELATED LITERATURE

2.1 Massive Open Online Course (MOOC)

Massive Open Online Course (MOOC) is a very recent development in Malaysia. It is best described by McAuley, Stewart, Cormier, and Siemens (2010) as ‘an integration of the connectivity of social networking, the facilitation of an acknowledged expert in a field of a study, and a collection of freely accessible online resources (p.4). Autonomy, diversity, openness, and interactivity are characteristics of a MOOC. Students can take control on their learning such as where, when, how, what and with whom they learn (Mackness, Mak, & Williams, 2010).

According to Fadzil, Latif, and Munira (2015), Taylor’s university, Universiti Putra Malaysia (UPM), Universiti Kebangsaan Malaysia (UKM), Universiti Teknologi MARA (UiTM), Universiti Malaysia Sarawak (UNIMAS), and Open University Malaysia (OUM) are the first batch of institution involved in MOOCs development in Malaysia. Among these six higher education institutions, four of them are public university which are UPM, UKM, UNIMAS, and UiTM. This four institutions have developed the official portal for MOOCs (Malaysia MOOCs). The Malaysia MOOCs is shown in Figure 2.



Figure 2. Massive Open Online Course (MOOC)

All the MOOCs are offered via Open Learning where a MOOC platform is based at Sydney, Australia. The four courses under Malaysia MOOCs are Islamic and Asian Civilisations offered by UPM, whereas the Ethnic Relations offered by UKM, Entrepreneurship offered by UiTM as well as the ICT Competence offered by UNIMAS. Those are the core courses offered by public university in Malaysia. However, there are tremendous growth of MOOC courses offered in Malaysia MOOC in year 2016.



Figure 3. Courses offered in Malaysia MOOC in 2016

Figure 3 shows there are over 63 courses offered which involved 143,940 students around the world. This data can be accessed from the Open learning website <https://www.openlearning.com/malysiamoocs>

According to Fadzil et al. (2015), the reasons for adoption of MOOCs in higher education institutions are to provide quality education to everyone, promoting an institution's brand, attracting new learners to enrol at an institution, potential for collaborating with other institutions, potential for research and development in online education as well as transforming traditional teaching and learning approaches. MOOCs become a national agenda in higher education institution as it is addressed in the 11th Malaysia plan (2016-2020), the National Economic Model, Economic Transformation Programme and the anticipated Malaysian Education Blueprint for higher education. According to Fadzil et al. (2015), MOOC has challenged the higher institution which is still using age-old, traditional approaches in teaching and learning. Hence, the perception and readiness of the MOOCs learner should be studied as MOOC is a global trend nowadays.

2.2 Employability

According to Zaharim, Yusoff, Omar, Mohamed, Muhamad, and Mustapha (2009), one of the factors that contribute to the increased unemployment rate is graduates who are not ready to enter the workforce. Feedback from the industries indicated that the communications and interpersonal skills of graduates are still below satisfactory (Yuzainee, 2011). This is supported by Cismas (2009) as good presentation skill of the employee is still highly demanded in the engineering industry, business education, social and cultural sectors. Hence, as presentation skills are closely related to language which is the medium for communication, therefore there must be some effort on the enhancement of language proficiency in the higher education institution to equip the future employee with satisfactory communication skill.

Nik Hairi Omar, Azmi Abdul Manaf, Rusyda Helma Mohd, Arena Che Kassim and Khairani Abd Aziz (2013)'s findings indicated that the most required soft skill by employers was communication skills. However this findings are in contrast to Latisha Asmaak Shafie and Surina Nayun (2010)'s findings which show that undergraduates perceive communication as the fourth important employability skill. This finding clearly shows what was perceived by undergraduates as different to what was required by employers. Realising that successful employment occurs only if the employability skills of the undergraduates match with the employers' expectations; therefore, this study investigates whether the undergraduates' awareness of the employability skill is aligned with the employers' expectations. As employers prefer to hire competent employees who are equipped with employability skills, therefore, undergraduates should aware of the employability skills needed at the workplace to avoid skills gap or mismatches.

As suggested by Clement and Murugavel (2015) and Mohammad Moninoor Roshid and Raqib Chowdhury (2012), many parties such as teachers and the graduates need to bridge the gap between graduates' language competency and the needs of the workplace. Language skills are one of the important employability skills needed by employers. Thus, studies have been carried out to examine the importance of English language proficiency for employment among undergraduates (Mohammad Moninoor Roshid & Raqib Chowdhury, 2012; Isarji Sarudin, Zainab Mohd Noor, Ainol Madziah Zubairi, Tunku Badariah Tunku Ahmad, & Mohammad Saharim 2013; Clement & Murugavel, 2015). The studies revealed that English is important at the work place. For example, 96.5 % of the respondents indicated their agreement of the importance of English language competency in the work place (Isarji et al., 2013). Similarly, while most of the participants in Mohammad Moninoor Roshid and Raqib Chowdhury (2012)'s study agreed that English played a very important and a vital role, they also believed a better level of English language proficiency will usually secure better jobs.

As Nik Hairi Omar et al. (2013) indicated that the most required soft skill sought by employers was communication skills and foreign language proficiency ranked third. Besides English, emphasis should be placed on foreign language such as Mandarin language competency at the work place because of the popularity of the language. Therefore, in order to bridge the gap, besides studying the undergraduates' awareness on employability skills as a whole, the researcher examines undergraduates' perception of Mandarin MOOC in fostering their employability skills. The researcher believes Mandarin is also another important communication tool at the work place, and the current study can provide the invaluable insights into the current needs of the industry.

2.3 Massive Open online course (MOOC) and employability

MOOCs will improve teaching and encourage institution to develop mission. (Daniel, 2012). MOOCs can offer many benefits to Malaysia such as collaboration with international partners, global visibility of Malaysian expertise, as well as showcase best programme and research area in Malaysian higher education institution. (Fadzil et al., 2015). MOOC is an emerging trend in higher education institution which exists to cater to the needs of globalization. According to Rena (2010), future trends of higher education include massification, rapid globalisation, impact of technology and movement of students and scholars, programmes and institutions across borders and others. Mackness, Mak, and Williams (2010), online course design such as MOOC should take account in considering student's behaviour to encourage their full participation in the MOOC learning.

3.0 RESEARCH METHODOLOGY

3.1 Research design

In this study, qualitative approach was used. The research was carried out at Universiti Teknikal Malaysia Melaka (UTeM). The research design used in this study is qualitative in nature and interview method is used. The reliability and validity of the interview question has been proven by the experts. In this study, the researcher used single a case single issue (SCSS) as methodological position. It is because in the short period of time allocated for this qualitative research, to study multiple cases in various setting is impossible. Furthermore, case study will allow the researcher to study in depth by focussing on only eight informants.

3.2 The selection of respondents

The first step in respondent selection is to define who would provide required data to answer the research question. Secondly, the researcher made sure that the respondents are easily accessible to the researcher. Therefore, the researcher decided to confine her study to undergraduates in one of the government higher education institutions in Melaka. The site of this study is Universiti Teknikal Malaysia Melaka (UTeM). The setting of this study is in a classroom and the chosen course is Mandarin. The rationale in choosing this site and setting is for the following reasons. Firstly, there are no previous studies done on the same topic before in the chosen site and setting. Secondly, the researcher for this study is teaching at the selected site, thus, the researcher has a better understanding about the background of the students. Therefore, with these reasons in mind, the researcher selected undergraduates who are studying at UTeM as the respondents for this study. The selection of respondents is done using purposeful sampling method. The researcher's respondents were the students who registered for CCT course for duration of 14 weeks in their second semester 2015. Ten students were selected as respondents from the class to be interviewed in the study.

3.3 Instruments

The selection of the instrument is very important to the overall success of the study. In this study, the researcher used the interview instruments. In this study, the interview method was used in order to capture and focuses on the targeted scope of study. The interview questionnaire was suitable for the target setting and respondents where the content, form and the nature of the questions were at the satisfactory level. The length of time to complete the interview question is within 10 minutes for each respondent. The researcher also makes sure the appropriate order of the interview question asked during the interview session.

The semi-structured interview was adopted to permit an open exploration which allowed the participants to provide any information or interpretation if necessary. Secondly, while having a set of general questions for interview, the researcher could follow up on the participants' responses and actively engage with them in the meaning related to the research topic. The interview started with the opening statement from the researcher and finally the direct question to get the data for the research questions. Additional questions were added to follow up or to clarify the responses given by the students.

There was only one interview for each respondent. This decision made by the researcher where there were no new insights or information as the information has been saturated.

3.4 Procedure with ethical considerations

In this study, researcher used the interview for data collection. Respondents are well informed of the objective of the research. Besides telling the importance of the interview, they are assured about the confidentiality of their responses and that the data would only be utilized for the purpose of this study. Participants were informed via letter before the interview began and the explanation of the objectives of the interview was done.

3.5 Data Collection and analysis

An interview for each respondent was used. The interview was conducted in one-to-one manner. It took about 10 minutes for a respondent to complete the session. The interview was conducted in English and the transcriptions of the interviews were based on their original given information. Analysis followed the principle of grounded theory by searching the transcripts for common themes or categories. The measurement scale on employability skills developed by Mohamad Sattar Rasul and Rose Amnah Abdul Rauf (2010) was used as a check list to examine the undergraduate’s awareness of the employability skills. Besides, undergraduate’s perception on Mandarin MOOC in fostering their employability skill was investigated.

3.6 Conceptual Framework

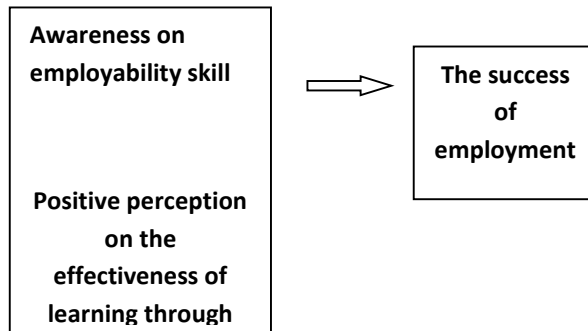


Figure 4. The relationship among variables

The Figure 4 shows the relationship between variables. The success of employment is determined by independent variables such as the undergraduates’ awareness on employability skill and their positive perception on the effectiveness of learning through MOOC.

4.0 RESEARCH FINDINGS

4.1 Undergraduate’s awareness on employability skill

In the interview, undergraduates indicated that they are aware of the importance of employability skills as shown in Table 1.

Table 1
Undergraduate’s awareness on employability skills.

Respondent	Statement of comment
student 2	<i>Skill is important in employment.</i>
student 3	<i>The employee must have positive attitude like hardworking and good in language</i>
student 4	<i>I think the employer will want to have employee with thinking skill, it shows how we solve the problem and next is information gaining skill like how they find information online and last is system and technology skill like they know how to use the technology when they are working</i>

student 5	<i>Every future employer will want their worker to be technologically incline, they have to know their skill on using technology but at the same time they would love to look at them on their communication skills also because we can't only base them by technology but if they can't present themselves</i>
student 7	<i>The important element in employability skill is communication.</i>

Five out of eight respondents indicated that they are aware of the importance of employability skills such as “positive attitude like hardworking” stated by student 3, “thinking skill which shows how we solve the problem” and “information gaining skill like how they find information online” stated by student 4, “system and technology skill like they know how to use the technology when they are working” or “technologically incline, they have to know their skill on using technology” stated by student 4 and student 5, and “good in language” or “communication skill ” stated by student 3, student 5 and student 7.

4.2 Undergraduate’s perception on the effectiveness of CCT Massive open online course in fostering their employability skills

There is a significant change of higher institution from the traditional role due to globalization. MOOC is one of the online learning which will improve teaching and encourage institution to develop mission. (Daniel, 2012). The initiative by Universiti Teknikal Malaysia Melaka (UTeM) to introduce Mandarin MOOC is to keep abreast with the 21st century. In the process of planning Mandarin MOOC, learner’s prior learning experience must be considered to ensure the successful of an initiative. The respondents have reported that they have experience in online learning. They have used online learning in some courses taught in UTeM. Their statements are as follows.

“I have experience using online learning for the TITAS Tamadun Islam and TamadunAsia subject.”
(Student 1)

“Last semester I have used online learning when I learn TITAS subject. The lecturer has introduced the class to use this online learning for revision. Sometimes the lecturer also wants our class member to discuss online.” (Student 2)

“In semester 1, I used MOOC to study TITAS.” (Student 3)

“I have used online learning for TITAS subject last semester.” (Student 4)

“I have used online learning for TITAS and also technology entrepreneurship.” (Student 5)

“I have used online learning, one of the subject was entrepreneurship.” (Student 6)

“I had used online learning for industrial engineering subject.” (Student 7)

“I have used online learning, one of it is entrepreneurship another one is project management.

Actually UTeM have published its own online learning for student is called U-learn.” (Student 8)

The above experiences mentioned by undergraduates in the online learning proved that it is a good foundation to let them explore the new learning subject through online learning such as MOOCs. In the interview, undergraduates indicated that they have positive perception on the effectiveness of CCT MOOC in fostering their employability skills. The data is as presented in the Table 2.

Table 2
Undergraduate’s perception on the effectiveness of Mandarin Massive open online course in fostering their employability skills

The effectiveness of Mandarin massive open online course in fostering employability skills	Student							
	1	2	3	4	5	6	7	8
Basic Skill								
Thinking skill								
Resource Management skill								
Information Gaining skill	*	*	*	*				*
Interpersonal skill								
System and Technologyskill		*		*	*	*	*	*
Personal quality								

According to Bruff, Fisher, McEwen, and Smith (2013), flexibility, customization, and accessibility are three encouraging elements in an online learning for students to have self-paced learning. Among all the employability skills, students believe Mandarin MOOC fosters two employability skills which are ‘information gaining skill’ and ‘system and technology skill’. Five out of eight students have showed their positive perception on the effectiveness of CCT MOOC in fostering their information gaining skill.

“It is the easiest way to find the information.” (Student 1)

“MOOC is good because student can easily get video, words online.” (Student 2)

“The benefit is we can get new information on Critical and Creative Thinking skills. People can get information easily.” (Student 3)

“There is a lot of information we can learn there.” (Student 4)

“I think this is a very good idea from UTeM because this is a very interactive online learning method and it is modern. It actually giving opportunity to student to explore more.” (Student 8)

Six out of eight students have showed their positive perceptions on the effectiveness of CCT MOOC in fostering their system and technology skill.

“The benefit is easy to search the information.” (Student 2)

“Student can learn not only in the class but also in online learning.” (Student 4)

“The student has the exposure on using online learning and they also could communicate with other student from other university.” (Student 5)

“One of the benefit is (that) they will be able to explore the new kind of method. It is known as internet appreciation.” (Student 6)

“Many students are lacking of information about system and technology skill. By using this online learning, they will explore to gain for system and technology skill.” (Student 7)

“The students will get to be exposed to this kind of online learning method, they will develop their skill with the new technology system.” (Student 8)

5.0 SIGNIFICANCE OF THE STUDY TOWARDS PRACTICES

This study is also significant for its contribution towards practices. Firstly, the research results can be used by the CCT MOOC administrators and CCT content providers to improve the teaching and learning of the Mandarin subject. As an educational provider, evaluation on the learning tool used is needed to ensure that the end user of the program really “learned”. It enables policy makers and administrators to make sound decisions. Thirdly, research findings could provide some form of empirical data for future research. More research is needed so that we can come up with newer approaches resulting in better student engagement in CCT MOOC.

6.0 CONCLUSION

The Higher education institution in the world is constantly changing in pursue of quality, recognition and progression to become world class higher education provider. Engagement technology in education will create new learning environment where emphasis is on student-centered learning, constructivist and collaborative learning. Rena's (2010) research shows that active learning using ICT approach is a new trend in higher education. The use of computer and internet is a necessity in order to create a quality learning environment. The importance of a quality learning environment is to ensure that students would not left out from the world of technology.

In Malaysia, education is the biggest challenge for the government and education is a way to make year 2020 become a reality. How to produce well equipped citizen with education is always a question which is needed to be answered. One solution is to use technology as a medium or a new teaching approach in order to bring education to the masses. Higher education has to change because it needs more innovation for today's need (Ben, Andrew, & Kevin, 2012). Some existing traditional public universities or private universities and colleges have worked out to take up this challenge by utilizing the latest technologies to improve the delivery systems. Their effort results a new learning system in Malaysia which is Open and Distance Education. With this, the opportunity of learning has increased to provide education to the masses.

This study has managed to answer the research questions which show that the undergraduates are aware of the employability skills needed at the work place. They showed their positive perceptions on effectiveness of CCT MOOC which can foster their employability skills such as information gaining skill as well as system and technology skill. The limitation of this study is only eight respondents was chosen for an interview which lasted for 10 minutes each. This study is significant in determining the content of CCT MOOC material which may lead to an effective learning process. Future studies should focus on more variables to enhance performance in learning. To evaluate the effectiveness of CCT MOOC in fostering undergraduate's employability skill, more researches should be done to evaluate whether this course can address the need of the diverse population.

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CHILDREN'S PARENTING PATTERNS IN FAMILY

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ABSTRACT

In this era of globalization there are various impacts on society, both positive and negative. The positive impact of globalization is the development of increasingly sophisticated technology that makes it easier for someone to obtain unlimited information. Information can be in the form of entertainment, knowledge and technology, obtained and various ways such as: TV, Video, Movies, Internet and so on. The ease of information indeed satisfies our desire to know and can change the values and lifestyle of a person, including the attitude of parents to their children and the pattern of care that is applied in educating children. While the dreaded negative impact is the "Western" lifestyle, which greatly accentuates individualistic and free character. This is evidenced by the increasing number of psychosocial problems in adolescents such as abuse of narcotics and illegal drugs, free and deviant sexual behavior, child crime, mass fights (brawl), resulting in many failures of education, or failure in other fields. The negative impact of this era of globalization is more quickly adopted by children so they are very vulnerable to the negative effects of globalization. A parenting style is the overall emotional climate in the home. Developmental psychologist, Diana Baumrind identified three main parenting styles in early child development: democratic patterns, authoritarian patterns, and permissive patterns. These parenting styles were later expanded to four, including an uninvolved style. These four styles of parenting involve combinations of acceptance and responsiveness on the one hand and demand and control on the other.

Keywords: the positive impact, the negative impact, democratic patterns, authoritarian patterns, and permissive patterns

PRELIMINARY

In this era of globalization there are various impacts on society, both positive and negative. The positive impact of globalization is the development of increasingly sophisticated technology that makes it easier for someone to obtain unlimited information. Information can be in the form of entertainment, knowledge and technology, obtained and various ways such as: TV, Video, Movies, Internet and so on. The ease of information indeed satisfies our desire to know and can change the values and lifestyle of a person, including the attitude of parents to their children and the pattern of care that is applied in educating children.

While the dreaded negative impact is the "Western" lifestyle, which greatly accentuates individualistic and free character. This is evidenced by the increasing number of psychosocial problems in adolescents such as abuse of narcotics and illegal drugs, free and deviant sexual behavior, child crime, mass fights (brawl), resulting in many failures of education, or failure in other fields. The negative impact of this era of globalization is more quickly adopted by children so they are very vulnerable to the negative effects of globalization.

How is all that foreign information and influence so as not to adversely affect? As parents certainly hope they can filter out what useful information is exemplary and what can be harmful to be farther away. The intelligence of children and adolescents in getting around it is certainly not separated and the role of parents in providing proper parenting and education for their children.

Children is the future of the family and even the nation therefore needs to be prepared in order to become a human quality, healthy, moral and useful for himself, his family and nation. It should be prepared early in order for them to get the correct parenting while experiencing the process of growth and development. Good parenting pattern makes the child strong personality, not easily discouraged, and resilient to face the pressures of life. Therefore we will develop a paper entitled "Patterns of Parenting in the Family".

Understanding Parenting

Parenting or child rearing is the process of promoting and supporting the physical, emotional, social, and intellectual development of children from childhood to adulthood. Parenting refers to aspects of a child's growth aside from biological growth. The part accustomed to in parenting is the question of the child's parent, although other families, such as older siblings, grandparents, guardians, aunts, uncles, other families or family friends, government and community take a good role. In some cases, orphans or children left behind by their parents are taken care of by other parents who are not genuine parents. Many children are adopted, raised to adopted children or placed in an orphanage. Parenting skills are different, parents who have good parenting skills will refer to being good parents. Characteristic description of the parents vary, because of the different cultures.

Understanding Parenting Patterns Children in the Family

Understanding children's parenting patterns in the family can be traced from the guidelines issued by the Indonesian Central PKK Mobilization Team (1995), namely: parents' efforts in fostering children and guiding children both soul and body from birth to adulthood (18 years). In addition, the meaning of parenting is a complex activity that includes many specific behaviors that work alone or together that have an impact on the child. The main goal of normal parenting is to create control. Although each parent differs in the way of parenting, the parents' primary purpose in parenting is to influence, teach and control their child.

Style Pattern Parenting Children in the Family.

Parenting style has two important elements, namely: parental responsiveness (parental response) and parental demandingness (parent demands).

1. Parental Responsiveness (parental response)

The parental response is a parent who deliberately and self-regulates to align, support and appreciate the child's interests and demands.

2. Parental demandingness

Parents to demand their child to be part of the family with supervision, discipline and do not hesitate to give punishment if the child does not obey.

In addition to responses and demands, the style of parenting is also determined by the third factor, namely psychological control (blame, lack of love or embarrassment).

Types of Children's Family Patterns

A parenting style is the overall emotional climate in the home. (Spera, 2005) Developmental psychologist Diana Baumrind identified three main parenting styles in early child development: authoritative, authoritarian, and permissive (Baumrind, 1978). These three parenting patterns have been shown to relate to the behavior and personality of the child.

The division of three kinds of parenting in general is called: Authoritative, Authoritarian, and Permissive. And then these parenting styles were later expanded to four, including an uninvolved style. These four styles of parenting involve combinations of acceptance and responsiveness on the one hand and demand and control on the other (Santrock, 2007).

Authoritative / Democracy Parenting

Described by Baumrind (1978) as the "just right" style, it combines a medium level demands on the child and a medium level responsiveness from the parents. Authoritative parents rely on positive reinforcement and infrequent use of punishment. Parents are more aware of a child's feelings and capabilities and support the development of a child's autonomy within reasonable limits. There is a give-and-take atmosphere involved in parent-child communication and both control and support are balanced.

This parenting pattern is characterized by parents who provide adequate freedom to their children but have clear standards of behavior. They provide clear reasons for listening to their children but are also reluctant to establish some behavior and firmly in setting limits. They tend to have a warm relationship

with their children and are sensitive to the needs and views of their children. They respond quickly to the success of their children and have clarity about what they expect and their children.

The best parenting pattern is the Authoritative type. Children cared for in this pattern seem happier, independent and able to cope with stress. They also tend to be preferable to their peer groups, because they have good social skills and confidence.

Authoritarian / Authoritarian Parenting

Authoritarian parents are very rigid and strict. They place high demands on the child, but are not responsive to the child. Parents who practice authoritarian style parenting have a rigid set of rules and expectations that are strictly enforced and require rigid obedience. When the rules are not followed, punishment is most often used to promote future obedience (Fletcher, 2008). There is usually no explanation of punishment except that the child is in trouble for breaking a rule (Fletcher, 2008). "Because I said so" is a typical response to a child's question of authority. This type of authority is used more often in working-class families than the middle class. In 1983 Diana Baumrind found that children raised in an authoritarian-style home were less cheerful, more moody and more vulnerable to stress. In many cases these children also demonstrated passive hostility. An example of authoritarian parenting would be the parents harshly punishing their children and disregarding their children's feelings and emotions.

This parenting pattern is quite strict with what they expect and their children and the punishment and behavior of poor children is also heavy. Rules are applied rigidly and are often not explained in depth and lack of understanding and listening to their child's appetite. The emphasis of this parenting is obedience without asking and appreciating the level of power. Discipline in this household tends to be rough and a lot of punishment.

Authoritarian children and parents tend to be more submissive, obedient and non-aggressive, but they lack the confidence and the ability to control themselves against their peers. Relationships with parents are not too close. This type of parenting is especially difficult for boys, they tend to be more angry and lose interest in school early. Children with this parenting rarely get praise and their parents so that as they grow older, they tend to do something because of rewards and punishment, not because of right or wrong considerations.

Permissive / Permissive Parenting Patterns

Permissive or indulgent parenting is more popular in middle-class families than in working-class families. In these family settings, a child's freedom and autonomy are highly valued, and parents tend to rely mostly on reasoning and explanation. Parents are undemanding, so there tends to be little, if any punishment or explicit rules in this style of parenting. These parents say that their children are free from external constraints and tend to be highly responsive to whatever the child wants at the moment. Children of permissive parents are generally happy but sometimes show low levels of self-control and self-reliance because they lack structure at home. An example of permiss

Parents in this group allow their children to present themselves and do not make clear rules and clarity about the behavior they expect. They often accept or do not care about bad behavior. Their relationship with their children is warm and accepting. When determining boundaries, they try to give reasons to their children and not use power to achieve their desires.

The results of parenting patterns and permissive parents are not as good as the results of parenting patterns with Authoritative parents. Although these children look happy but they are less able to cope with stress and will be angry if they do not get what they want. These children tend to be immature. They can become aggressive and dominant to their peers and tend not to be results-oriented.

Although the results of the study are quite clear, but human behavior is not black and white. Almost all parents do these three types of parenting.

Uninvolved Parenting

An uninvolved or neglectful parenting style is when parents are often emotionally absent and sometimes even physically absent (Brown and Lyengar, 2008). They have little or no expectation of the child and regularly have no communication. They are not responsive to a child's needs and do not demand anything of them in their behavioral expectations. If present, they may provide what the child needs for survival with little to no engagement (Brown and Lyengar, 2008). There is often a large gap between parents and children with this parenting style. Children with little or no communication with their own parents tended to be the victims of another child's deviant behavior and may be involved in some deviance themselves (Finkelhor at all, 2009). Children of uninvolved parents suffer in social competence, academic performance, psychosocial development and problem behavior.

There is no single or definitive model of parenting. With authoritarian and permissive (indulgent) parenting on opposite sides of the spectrum, most conventional and modern models of parenting fall somewhere in between. Parenting strategies as well as behaviors and ideals of what parents expect, whether communicated verbally and/or non-verbally, also play a significant role in a child's development.

Parenting Practice

A parenting practice is a specific behavior that a parent uses in raising a child (Santrock, 2007). For example, a common parent practice intended to promote academic success is reading books to the child. Storytelling is an important parenting practice for children in many Indigenous American communities (Virginia Satir, 1972).

Parenting practices reflect the cultural understanding of children (Day, Nicholas, 2013). Parents in individualistic countries like Germany spend more time engaged in face-to-face interaction with babies and more time talking to the baby about the baby. Parents in more communal cultures, such as West African cultures, spend more time talking to the baby about other people, and more time with the baby facing outwards, so that the baby sees what the mother sees (Santrock, 2007). Children develop skills at different rates as a result of differences in these culturally driven parenting practices (Day, Nicholas, 2013). Children in individualistic cultures learn to act independently and to recognize themselves in a mirror test at a younger age than children whose cultures promote communal values. However, these independent children learn self-regulation and cooperation later than children in communal cultures. In practice, this means that a child in an independent culture will happily play by herself, but a child in a communal culture is more likely to follow his mother's instruction to pick up his toys (Day, Nicholas, 2013). Children that grow up in communities with a collaborative orientation to social interaction, such as some Indigenous American communities, are also able to self-regulate and become very self-confident, while remaining involved in the community (Rogoff, 2003).

Skills of Parenting Styles

Parenting styles are only a small piece of what it takes to be a "good parent". Parenting takes a lot of skill and patience and is constant work and growth. Research shows that children benefit most when their parents (Bolin, 2006):

1. communicate honestly about events or discussions that have happened, also that parents explain clearly to children what happened and how they were involved if they were
2. stay consistent, children need structure, parents that have normal routines benefits children incredibly;
3. utilize resources available to them, reaching out into the community;
4. taking more interest in their child's educational needs and early development; and
5. keeping open communication and staying educated on what their child is learning and doing and how it is affecting them.

Parenting skills are often assumed to be self-evident or naturally present in parents. That this is a very much oversimplified view is emphasized by Virginia Satir (1972), the pioneer in family therapy:

In some ways we got the idea that raising families was all instinct and intent, and we behave as if anyone could be an effective parent simply because he wanted to be, or because he just happened to go through the acts of conception and birth. This is the most complicated job in the world.

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DIFFERENCES IN EFFECTIVENESS BETWEEN ADLERIAN GROUP PLAY COUNSELING AND CLASSICAL COUNSELING SERVICES IN ENHANCING INTERPERSONAL ATTRACTION DIMENSIONS: MIX-METHOD STUDY OF PRIMARY GRADE V STUDENTS

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ABSTRAK

The study aimed to generate empirical data on the difference in effectiveness between Adlerian Group Play Counseling (AGPC) interventions and Classical Guidance Services in enhancing the dimensions of interpersonal attractiveness. Research using Mix-Method. The sample of the research was 72 students of grade V of elementary school. The research instrument is an interpersonal and sociometric attraction questionnaire. The results show that AGPC interventions more effectively improve all dimensions of interpersonal attractiveness rather than classical guidance services. Research recommendations addressed to counselors, subject teachers, and other researchers.

Keywords: interpersonal attraction, adlerian group play counseling, classical guidance service

INTRODUCTION

Child's social development is very important in the overall development. Through good social development, children can actively learn, adapt, learn moral, believe in others, grow social soul, build self-reflection, have good self-concept, personality of responsibility, independence, fulfill social need, and easy to reach Success (Santrock, 2007, pp. 211, Hurlock, 2004, Hurlock, in Santoso, 2006, pp. 95, Buzelli and Memfile, in Sujiono, 2013, pp. 70; Yusuf, 2009; Sunarto& Hartono, 2006, p. 133-135; Santrock, 2007, pp. 211; Ambron, in Budiamin et al., 2006, p. 132, Hurlock, in Santoso, 2006, p. 95; Carnegie, 2006).

In order for a good social development of children, children need interpersonal attraction in order to build social relationships. Interpersonal attraction is one's assessment of the social dimension, physical dimension, and dimension of duty to his friends in a positive way. Assessment in the social dimension is manifested by liking his friends, approaching his friends, and being comfortable with each other's presence, whether his presence in friends or the presence of his inner friends. Assessment in physical dimension is manifested by physical satisfaction and appearance. Assessment in the task dimension is manifested by competence and respect (Bilqis, 2017).

The results of preliminary study at SD Negeri Sukasenang&Cihaurgeulis 2 indicate that there are students who have low interpersonal attractiveness. If the child is unpopular, the other person will see everything from the person negatively, communication is ineffective (Utami, 2015), thus causing the child's low self-concept (Medway & Cafferty, 1992, pp. 103).

Children need help from others or teachers to grow or mature (Mudhayardlo, 1992, p. 23). Required role of teacher Guidance and Counseling in improving child interpersonal attraction.

Appropriate methods of improving social acceptance are Group Play Therapy (Bevins, in Danger, 2003; Pelham, 1971; Thombs&Muro, in Danger, 2003). The most likely approach is Adlerian because it helps students grow their social interests and mingle with their peers. In contrast to other approaches that more on the expression of emotion through the game media. Mentioned by Berscheid&Walster (1978); Sears et al (2009); And Dayakisni (2009) that proximity and familiarity can enhancing interpersonal attraction. In this study, the method was termed the Adlerian Group Play Counseling (AGPC).

Unlike AGPC, classical guidance services are relatively easy to service, less time required, and can guide many students at once in a meeting (Bilqis, 2017). Classical guidance services are student-

oriented guidance services in large numbers between 30-40 students (classmates) (Samisih, 2013, pp. 8). Classical guidance services are the most effective way of identifying students who require extra attention (Myrick, 2003; Geltner & Clark, 2005). One of twelve studies demonstrates the effectiveness of classical guidance (Lapan et al, 1993; Akos, Cockman, & Strickland, 2007).

AGPC method & Classical Guidance Service methods will be compared to their effectiveness in increasing the dimensions of interpersonal attraction. If classical counseling services are more effective than AGPCs, Guidance and Counseling teachers can be more simple in increasing the dimensions of interpersonal attractiveness. It is necessary Guidance and Counseling teachers to decide on the use of more effective and efficient services in improving interpersonal attractiveness according to the needs of the students.

In Indonesia, there has been no research on efforts to increase interpersonal appeal specifically to elementary school students. Therefore, a study entitled "The Differences of Effectiveness between Adlerian Group Play Counseling and Classical Guidance Services in Improving the Interpersonal Power Dimension". The objective of this research is to produce empirical data about the difference of effectivity between AGPC and Classical Guidance Service in increasing the dimension of interpersonal attraction of grade V students of Elementary School Sukasenang and Cihaurgeulis Elementary School of academic year 2016/2017.

METHOD

Participants

The selected populations are grade V students of Sukasenang Elementary School and V Cihaurgeulis Primary School. The sample was chosen purposively, ie all the students from the class who on average had more interpersonal attractiveness were lower than the other study groups. The selection of treatment was randomized to two schools. The core classes selected for the Adlerian Group Play Counseling (AGPC) treatment are the V-B class of the Sukasenang Elementary School, while the class chosen for treatment of classical guidance services (CGS) is the V-B class of Cihaurgeulis Primary School. The following Table 1 sample research.

Tabel 1
The research sample

Group	Popular	Controversional	Neglected	Rejected	∑ students
AGPC	15	9	8	3	35
CGS	16	6	8	7	37

Procedure

Research method is Mix-Method by combining between Embedded Design and Factorial Designs Experimental. Embedded design collects sociometric qualitative data before and after intervention; While also equipped with quantitative data.

The factorial design used is 2 x 4 (two treatments x four social relations categories). Two categories of treatment in this study, namely Adlerian Group Play Counseling (AGPC) and classical guidance services (CGS). The four categories of social relationships are popular, controversial, neglected, and rejected. The following Table 2. 2x4 factorial research design.

Table 2
2x4 Factorial Research Design

Group	Category Social relations in sociometry	Instruction Type	Dependent variable
1	Popular	AGPC	Post test(Scores of interpersonal attraction instruments)
2	<i>Neglected</i>	AGPC	
3	<i>Controversional</i>	AGPC	
4	<i>Rejected</i>	AGPC	
5	Popular	CGS	
6	<i>Neglected</i>	CGS	
7	<i>Controversional</i>	CGS	
8	<i>Rejected</i>	CGS	

(Adapted Creswell, 2012, p. 312)

Instruments

Data collection was obtained from pre-test and post-test Interpersonal Attraction Scale (IAS) with Likert scale and nominative type sociometry.

Instruments that have passed the feasibility test were tested for validity and resulted in 3 items of 34 items fall. Results counted at 0.9 were consulted with r_{table} at a significant level of 5% for $N = 131$, of 0.2. The result, r_{hitung} larger than r_{table} ($0.9 > 0.17$), so the questionnaire instrument how to solve the interpersonal conflict declared reliable and very strong value.

Data Analysis

Qualitative data analysis is done by comparing the instruments before and after the intervention whether there is a change or not on each dimension of interpersonal attraction. Quantitative data analysis using Multivariate Analysis of Variance (MANOVA).

6. RESULTS AND DISCUSSION

Questions regarding the difference in effectiveness of Adlerian Group Play Counseling and classical counseling services in enhancing the interpersonal attraction dimension of grade V students of Elementary School Sukasenang and Cihaurgeulis Elementary School year 2016/2017 consisting of social, physical, and task dimensions. To answer that, used statistical analysis techniques using Multivariate Analysis of Variance (MANOVA). One of the prerequisites to perform multivariate analysis of variance (MANOVA) test is to test homogeneity of variance first. Test results obtained data as follows.

Tabel 3
Box's Test of Equality of Covariance Matrices^a

Box's M	6.496
F	1.030
df1	6
df2	32446.584
Sig.	.403

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + JenisKonseling

Tabel 4
Levene's Test of Equality of Error Variances^a

	F	df1	df2	Sig.
Social	1.817	1	67	.182
Physical	.166	1	67	.685
Task	1.251	1	67	.267

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + JenisKonseling

Based on Box's Test of Equality of Covariance results obtained $F = 1.03$ with $p = 0,403$ where $p > 0,05$ meaning that the existing data has homogeneous variance. Then the test results homogeneity test using Levene Statistic about dimension of interpersonal appeal of social significance is obtained 0.182 where $p > 0,05$ which means data on this aspect has homogeneity of variance. In the physical dimension, the significance level of 0.685 where $p > 0,05$ means that the data in this aspect has homogeneity of variance. In the dimension of the task obtained significance level of 0.267 where $p > 0,05$ which means data on this aspect has homogeneity of variance. This suggests that all data on aspects of psychological toughness are homogeneous. Multivariate analysis of variance (MANOVA). Thus, the prerequisites for using multivariate analysis of variance (MANOVA) are met. Test results using the data obtained as follows.

Table 5
Multivariate Tests^b

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.986	1549.624 ^a	3.000	65.000	.000	.986
	Wilks' Lambda	.014	1549.624 ^a	3.000	65.000	.000	.986
	Hotelling's Trace	71.52	1549.624 ^a	3.000	65.000	.000	.986
	Roy's Largest Root	71.52	1549.624 ^a	3.000	65.000	.000	.986
Type of Counseling	Pillai's Trace	.689	48.077 ^a	3.000	65.000	.000	.689
	Wilks' Lambda	.311	48.077 ^a	3.000	65.000	.000	.689
	Hotelling's Trace	2.219	48.077 ^a	3.000	65.000	.000	.689
	Roy's Largest Root	2.219	48.077 ^a	3.000	65.000	.000	.689

a. Exact statistic

b. Design: Intercept + JenisKonseling

Table 6
Descriptive Statistics

Type of Counseling		Mean	Std. Deviation	N
Social	AGPC	64.20	6.263	35
	CGS	43.79	8.282	34
	Total	54.14	12.590	69
Physical	AGPC	5.77	1.516	35
	CGS	4.26	1.377	34
	Total	5.03	1.627	69
Task	AGPC	20.14	2.264	35
	CGS	14.59	2.572	34
	Total	17.41	3.687	69

Tabel 7
Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Social	7181.392 ^a	1	7181.392	133.759	.000	.666
	Physical	39.153 ^b	1	39.153	18.632	.000	.218
	Task	532.117 ^c	1	532.117	90.828	.000	.575
Intercept	Social	201139.827	1	201139.827	3746.392	.000	.982
	Physical	1737.124	1	1737.124	826.679	.000	.925
	Task	20803.421	1	20803.421	3550.967	.000	.981
Type of Counseling	Social	7181.392	1	7181.392	133.759	.000	.666
	Physical	39.153	1	39.153	18.632	.000	.218
	Task	532.117	1	532.117	90.828	.000	.575
Error	Social	3597.159	67	53.689			
	Physical	140.789	67	2.101			
	Task	392.521	67	5.859			
Total	Social	213064.000	69				
	Physical	1925.000	69				
	Task	21829.000	69				
Corrected Total	Social	10778.551	68				
	Physical	179.942	68				
	Task	924.638	68				

a. R Squared = .666 (Adjusted R Squared = .661)

b. R Squared = .218 (Adjusted R Squared = .206)

c. R Squared = .575 (Adjusted R Squared = .569)

The analysis using MANOVA shows wilks $\lambda = 0.311$ where $F = 48.077$, $p = 0,000$. Thus there are significant social, task, and physical dimensions differences between social, physical, and task dimensions. Further analysis shows that there is a significant difference between the social dimensions of Adlerian Group Play Counseling and classical counseling services ($F = 133,759$, $p = 0,000$). There is a significant difference in the task dimension between Adlerian Group Play Counseling and classical coaching services ($F = 18,632$, $p = 0,000$). There was no significant difference in the task dimension

facing challenges between Adlerian Group Play Counseling and classical coaching services ($F = 90,828$, $p = 0,000$).

Studies show that on the social dimension, Adlerian Group Play Counseling has a significantly higher interpersonal attractiveness rate ($M = 64.20$, $SD = 6,263$) than classical guidance services ($M = 43.79$, $SD = 8.28$). In the physical dimensions Adlerian Group Play Counseling has a significantly higher interpersonal attractiveness rate ($M = 5.77$, $SD = 1,516$) compared to classical guidance services ($M = 4.26$, $SD = 1.377$). The Adlerian Group Play Counseling task dimension has a significantly higher interpersonal attractiveness rate ($M = 20.14$, $SD = 2,264$) compared to the classical coaching service ($M = 14.59$, $SD = 2.57$).

Proximity and familiarity affect the interpersonal appeal of both social, physical, and task dimensions. The belief in more frequent neighbors will be higher than that of foreigners who have never had an experience. In other studies, people will prefer the faces of familiar people more familiar to foreigners (Sears et al, 2009, pp. 218). Smith and Smith (1999) affirm that involving other children playing is part of the human socialization process to want to be with other children in play, even if their playing skills are backward or troublesome.

The implication of this, AGPC improves proximity and familiarity through a positive playing experience in AGPC. On the social dimension, all categories choose to play or sit together. In the physical dimension, the intensity of playing together makes the faces of all friends more familiar. In the task dimension too. Familiarity increases trust in friends' abilities. In contrast to Classical Guidance Services. One of the reasons why classical guidance services can not be so. This is because there is no closer interaction in the process of Classical Guidance Services.

From the analysis of the sociometric social selection index, AGPC can increase the social dimension of popular children by 53%, whereas in CGS it decreases. AGPC can increase the social dimension of controversial children by 63%, while CGS is only 50%. AGPC can increase the social dimension of rejected children 100%, while CGS is only 86%. AGPC can increase the social dimension of children neglected by 67%, whereas CGS actually decreases. It is also possible because the neglected child becomes increasingly insecure because he is far from the theory presented in the Classical Guidance Service, whereas the neglected child in AGPC gets a chance to blend along with all the categories in the game.

In the task dimension, AGPC can increase controversial children by 63%, whereas CGS does not increase. AGPC may increase the attractiveness of the task dimensions of rejected children by 100%, whereas CGS does not change. However, on the task dimension, the neglected AGPC group tends to be no change, whereas CGS increases the attractiveness of the neglected child task by 75%. This is learned because the process in AGPC is more prominent in the social and physical dimensions of the play process, whereas CGS in the learning process is in the cognitive domain, the active child will increase the dimension of the task. Popular children in the AGPC group diminished their task dimension, terebut by other children who are not popular. The AGPC flattens students' choices into each other, so popular children who initially monopolize become more mingled. This is different from CGS. The dimension of popular student tasks in the CGS group actually increased by 69%. This is because popular students who have become prominent in the class prominent when actively asked and answered questions.

CONCLUSIONS

Based on statistical analysis of MANOVA, AGPC interventions further enhance interpersonal appeal in all dimensions rather than Classical Guidance Services. The analysis of social selection index differences in sociometry before and after intervention shows that in the social dimension, AGPC increases popular children, whereas in CGS it decreases; AGPC controversy increased by 63%, while CGS was only 50%; Rejected AGPC increased 100%, while CGS was only 86%; Neglected AGPC increased 67%, while CGS actually decreased. In the task dimension, AGPC increased controversial children by 63%, whereas CGS did not increase; Rejected AGPC increased 100%, while CGS no change; Neglected AGPC remained, while CGS increased 75%; AGPC popular decreased, while CGS increased by 69%.

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**“GEOPARK CILETUH”
CULTURE DIVERSITY (ETHNOLITERACY) AS MEDIA AND SOURCE
OF SOCIAL SCIENCES STUDY AT ELEMENTARY SCHOOL**

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ABSTRACT

Media and source of study as the good quality supporting. Based on international survey such as, Program International Student Assessment (PISA) in case international study about one of reading literacy achievement, Indonesia student about 15 years old up by the rank 39 from 41 countries that have been surveyed. The lowest of literacy and understanding influenced by media and source of study cause by uninteresting and unrepresentative (OECD, 2013). Ciletuh Geopark as one of the area located in Ciemas Village Sukabumi Regency West Java. This area showed the media and source of study is very interesting and representative, especially for learning social sciences at elementary school. Geographically, Ciemas Village as one of megadiversity that consist of; land, high land, and coastal about 1.872,5 Ha (Ciemas, 2015) with the population 4.575 (Regency Statistic). Ciemas Village, really potentially with the specify biodiversity and culturediverstiy. Nature and cultural sources tobe as a media and source of study for developing elementary school social sciences. This hipotesis supported by the decision of Ciletuh Geopark as the herritage of geopark, concervation and aducation by UNESCO in 2020. Culturediversity (ethnoliteracy) means as a sign or character of a village will be a qualification for one area or village that have to kept and priserved of the local wisdom that located in Ciletuh Geopark tobe a media and source of study. In this paper means as a supporting information in the learning process. Meanwhile, the limited of media and source of elementary social scineces in this research including, socio cultural, biodiversity, and natural sources.

Keywords: culturediversity, media dans source of study.

INTRODUCTION

1.1 Reasearch Background

Ciletuh Geopark as one of the area that has been planned to be International Geopark by the United nation educational, scientific, and cultural organization (UNESCO). Ciletuh Geopark, Located in Sukabumi Regency West Java, offering a media and source of study that really interesting and representing for developing elementary school social sciences education. Geographically, Ciemas Village as mega diversity consist of three areas that are; land, high land and coastal with the areas 1.872,5 Ha(Ciemas, 2015) by the population 4.575 (Regency Statistic, 2015).

The cultural potential can be media and source of study of elementary school social sciences, cause by culturediverstiy and biodiversity in this area. Culturediversity and biodiversity that have been offered by Ciemas area including traditional hause, traditioanl dance, traditional source, coastal biodiversity, flora and fauna as one of the first hypotesis. This analyze the utilization as media and source of elementary school social scineces consist of; 1) human concept and natural sources, 2) time sustainable and changebale, 3) socio cultural sytem concept, economic, and welfare.

1.2 Research Problem

Based on the condition and problem that have been explained in the background of study, that the research problem as. Is the culturediversity in Ciemas Village Ciletuh Geopark can be a media and source of elementary school social sciences of study?

1.3 Research Purpose

Based on the research problem, the purposes of this research is. Identifying of culture diversity in Ciemas Village Ciletuh Geopark has the function as media and source of Elementary school social sciences of study

ANALYSIS

2.1 Literacy

In simple, the literacy means reading ability and writing or literate. In this time contextually, literacy has the deep meaning. Literacy can be literate of technology, politic, critical thinking, and knowing about around environment. Kirsch and Jungel in his book *Literacy; Profile of America's Young Adult* define contemporary literacy as someone ability in use writing information or printing for developing the knowledge so can give the significant for the people.

Literacy as one model to develop about someone ability in communication (Subadriyah, et.al, 2013). Subadriyah et.al revealed that literacy learning is the conceptual frame was used as the guidance for doing activity in the class or learning tutorial to increase the ability that connected by frame of thinking, speaking, reading and writing to develop something ability to cognitive operation by writing, words, sentence and text so the result of this condition able to communicate to serve the demands of modern people.

Literacy activities needed to develop to reach the maximum purposes in learning, Mc.Kenna & Robinson (Cite Nurdiyanti & Suryanto, 2010) has been identify about literacy activity that should be develop about the important reason:

- 1) The result of literacy activity as the complementary as oral learning and spread out student perspective
- 2) Literacy activity giving the the natural follow up to the direct teaching, encourage the lecturers to serve the student based on student needed and interested
- 3) The new method about direct teaching including practice phase, in this condition, literacy activity look at really corresponding
- 4) The student has many challenge to develop the content literacy more, from the knowledge that got from the interest science with the limited area dan time for learning
- 5) Literacy activity giving the important base for developing literacy and long life education

4. Ethnoliteracy

Literate of ecology or ethnoliteracy is the terms that used by Capra to describe about human who was reach high awareness about the important of environment. The other terms used by Capra (Kinisius, 2014: 14) to the same understanding about ethnoliteracy. The two terms itself, used by take turns, because indeed ethnoliteracy is the abbreviation from ethnoliteracy. Ethnoliteracy came from ethno and literacy. Ethno from Ancient Greece, Oikos means household, or in large meaning universe, earth where the human live, habitat or residence where the live thing life. In general ethno are understood and used for human cultural word. Ethnological as an adjective in English for ecology word. Etimologically, ecology as the two guidance for Greece language, that are oikos and logos. Logos means science, so ecology means science how to looking for and maintaining the universe where the living this live. More broadly, ecology has the meaning about science that study about relationship both of the member of family in the universe and relationship all the living things with the universe or around the environment. Literacy in English is literate. This word describe about human condition that not blind of the hypen, the person who knows reading and writing. In more definition its means about condition where the human has understood or knew about something.

2.2 Culture

Culture is one of the way of life that has developed and owned by the society and inherited generation to generation. Culture formed by many difficult elements, including religion and politic, tradition, language, tool, cloth, building, and art. Language like as culture, as part of that can not separated from the human selves so many people tended to assume directly inherit. When some

effort to communicate with other by the difference culture and also adjusting the differences, in fact that the culture needed to study.

Culture is the pattern of life as the massive. Culture is complecs, abstract, and large. Many aspcts of culture determine communicative behavior. The elements of socio cultural really spread out and including many social activities.

- 1) E.B Taylor Cite Soekanto 92006: 55) give the defintion about culture; Culture is the complex thing including knowledge, religion, art, moral, low, customs, and ither ability that get by the human as society member
- 2) Selo Soemardjan and Soelaeman Somardi cite Soekanto (2006; 55) define, culture as all masterpiece, taste and human create.
- 3) Koentjaraningrat from the word "colere" and than "culture that the meaning as all the power and human activities to process and change the nature (Koentjaraningrat cites Soekanto, 2006: 55)
- 4) Linton, culture as all tha attitude and behavior and knowledge that as a custom inherit and owned by a certain group
- 5) KBB, Culture is a thought, a custom or a mind. Grammatically, the meaning of culture is derived from the word culture which tends to point to the way people think.
- 6) Effat Al-Syarwaqi define that Cultural understanding of the Islamic religious view, is the historical treasury of a group of people reflected in the testimony and values that outline that a life must have a spiritual meaning and purpose.

The elements of culture

There are some expert opinions on the components or elements of culture or culture are as follows;

- 1) Melville J. Herkovits, mention that the culture ha 4 mains ideas;
 - a. Technologycal tools
 - b. Economic system
 - c. Family
 - d. Polotical power
- 2) Bronislaw Malinowski, mention 4 main of culture
 - a. A system of social norms that allows cooperation between members of society to adapt to the nature around them
 - b. Ecomoiical organization
 - c. Tools, and institutions or officers for education (the family is the primary educational institution)
 - d. Organization of forces (politic)
- 3) C. Kluckhohn, Suggests there are 7 elements of culture or culture that are universally namely;
 - a. Language
 - b. Knowledge system
 - c. Technology system, and tools
 - d. Art system
 - e. Livelihood system
 - f. Religion system
- 4) Generally the cultural elements, based on some cultural elements put forward by experts it can be concluded that the elements of culture are as follows.
 - a. Certain behaviors
 - b. Fashion style
 - c. Habits
 - d. Customs
 - e. Trust
 - f. Tradition

Cultural Characteristics, Cultural features are as follows;

- a. It is a culture of its own that is in the area and studied
- b. Can be delivered to every person and every group and passed from every generation
- c. Dynamic, meaning a system that changes over time
- d. Be selective, meaning that it reflects the pattern of behavior of human experience is limited

- e. Has an interconnected cultural element
- f. Ethnocentric means to regard your own culture as the best culture or to regard other cultures as standard culture.

2.3 The Essence Of Learning Resources And Media Learning

Basically both learning resources, media and visual aids are essential if they are integrated in the learning process. Where the essence of importance is information. Thus the information contained, through, processed, or delivered, will all affect the carrying capacity of all three successes in an effort to improve the quality of the intended learning. In other words, all three must pay attention to the characteristics of the information itself, in this case Santoso S. Hamodjoyo (2001) states:

- 1) *Accessibility Dimention*
The information contained in, or contained in, learning sources, the media and the instrument should pay attention to the coverage. This is an input for education on how to be able to use and utilize learning media resources and visual aids so that learning information can achieve optimum access quality.
- 2) *Speed Dimention*
The use and utilization of learning resources, media and source of study should at least be able to add or help or bridge the characteristics of information quickly, but able to quickly also understood by learners quickly too.
- 3) *Amount Dimention*
The breadth and variance of learning information that makes it difficult for students to understand it, then also the source, media, and the media that can accommodate them. Thus complicated any particular learning information, then with the use and utilization of learning resources, media and source that support, then the information will be acceptable learners systematically.
- 4) *Cognitive Effectiveness Dimention*
Appropriate information, in accordance with the object being studied, the achievement of the required knowledge will be effectively achieved through the use of learning resources, media and media players. Cognitive information tendency will be concrete and more meaningful if using learning resources, media or real visual.
- 5) *Relevance Dimention*
Learning information that suits the needs of students will be more meaningful and will be stored longer in the learner's memory. This will especially happen quickly if the information is obtained through the five senses visual, hearing or touch. In relation the learning resources, media and visual aids used need to be considered relevant.
- 6) *Motivating Dimention*
Information born of the human thought process will have a background of the need for balance of thinking. The type and form of information packaged, or contained from learning resources, media, and props will be able to provide motivation for learners.

CONCLUSION

According to Hanns (2010) Indonesia is one of the Mega State biodiversity of 12 Mega State biodiversity that contains about 75% of the Earth's biodiversity, namely Brazil, Colombia, Ecuador, Peru, Mexico, Democratic Republic of Congo, Madagascar, China, India, Australia and Malaysia . Therefore, Indonesia has a special responsibility to conserve and manage biodiversity in Indonesia.

Taman Jaya Village ethnography can be used as learning media of Elementary School Social Science as follows;

- 1) Religious Culture
Based on the presentation of resource persons and documentation results of several kinds of religious culture are as follows; Petilasan Mbah Durak (Dusun Cikalong), Mbah Bugis (Mandra Island), Mbah Lamping (Girimukti) all *petilasan* is located in the subdistrict of Ciemas.
2. Art Culture
Some cultural results found in Taman Jaya and Ciwaru villages; Silat (Tamanjaya) Lais & Buncis (Tamanjaya), Gondagan (Ciwaru), thanksgiving fisherman (Syukuran Nelayan), Sabrud (CeritaKomedi / bobodoran), Cepet (Ciwaru).
3. Building Culture

The custom house culture consists of dogg tagging (Tagog Anjing), Stairs house (Rumah Pananggung) . Leuit is the place for saving paddy in Tamanjaya and Ciwaru.

4. Endemic Culture of Tamanan

As for endemic Tamanjaya black rice (Beras Hitam), Loa, Malaka. As for Ciwaru haur gereng there is also the character of thorny tree, serves to sharpen the rhinoceros horn and rescue the forest chicken from poaching. Berieuh a living garden with a height of nearly 100 m and a diameter of 15m serves as a honey bee dwelling place. Kepuh is used for excellent building materials

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HOW TO MEASURE ORGANIZATION HEALTH (AN OVERVIEW OF ORGANIZATIONAL HEALTH)

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ABSTRACT

Organization health is an organization that understands what its basic needs are and is able to survive from outside interference even able to achieve the mission set. Talking about a healthy organization must take into account the differences of each organization's organizational goals, how individual goals, especially organizational goals that are accommodated by leadership in applied organizational management. Organizational management is an activity undertaken to organize, manage and make a healthy organization. Success in the management of an institution especially in the field of education, leaders who have personal characteristics that meet the criteria such as honest, transparent, intelligent, creative, tenacious, patient and friendly become the hope for every citizen in the organization. The complex organizational dynamics must also occur in the educational environment. Especially for educated citizens, the leadership style of the educational organization has a major role to the formation and character of the organization running. Organizations considered healthy not only can run well in accordance with the corridor, but also visible from the availability of goods support, money, representative buildings, reliable teachers, and other logistics. Creating a comfortable working environment through interpersonal communication is a key task for every leader including with The emotional factors, Emotional intelligence, Academic, and The correlation. A healthy organization should have a smooth communication channel formed from interactions among the organization's citizens, top leaders, co-workers, subordinates, and the surrounding environment.

Keywords: organizational health; organizational management; personal characteristics; leadership style; creating a comfortable work environment

PRELIMINARY

Healthy organizations should be dynamic and have goals and strategies that are pursued capable of producing individuals who are successful in managing the work as well as those around them. The condition of reality that often changes rapidly increasingly demands anyone who is responsible for organizing an organization to move with the times, as well as with organizations in the education environment. The increasingly complex world of education indirectly creates competitions for education to be the best, and to manifest itself to be a healthy organization it should support managers through some support including software and hardware, such as the availability of supporting facilities and infrastructure, environmental conditions, conducive culture, objective leadership, and of course the systems and strategies implemented in education operations.

The ideal university leadership can be a driving force that is expected to be a qualified leader, how to make the right program target, communicate it to the lecturers, align the implementation of the program so that it runs smoothly to monitor and evaluate the results of program implementation. Every citizen of the organization is essentially a leader, as Rasullulah SAW says. Who says "Every one of us is a leader".

Organizational Understanding

If an organization is analogous to an object, like a series of car engine systems or the human body, in which there are various devices (components) are interconnected and need each other, this is evidenced if one of the devices is not working then it can be ascertained vehicle Also will not operate, or can not run perfectly, so also happens to the organization in which there is a series of people, the arrangement of the program (planning) is supported by tools, from the bottom line up, from the start of the messenger to the director. The supreme leader has the authority and responsibility of directing his subordinates, (responsible) as well as the middle and lower level parties have responsibility for the work

bestowed upon him. Nobody is really one hundred percent more precisely need each other if one of the components of the organization fails (inconsistent) in the implementation of organizational activities then the result will be more or less the same as the case of the vehicle mentioned above.

The ongoing life of the organization is a description of the culture that occurs and is used by the citizens of the organization, which may be a description of the character of the organization's leaders as the ultimate decision-holder, how communication is created, tolerance and togetherness, cooperation, task delegation, To the rebuke and punishment to the authority of a leader, the characteristics of the organization should arise from the nature of leaders who have the confidence, optimism, skills, behavior, behavior of tactics and strategy leaders, motivation to supervision, ultimately forming an organizational culture, Rarely the education organization, threatened to go out of business because of the inability of the organization's citizens to overcome difficulties that arise, there may be things that are not balanced in the implementation of organizational programs, errors that occur can arise from any line, can Human factors as well as other supporting factors, especially for human factors, the role of leader occupies a large portion in determining the success rate of the organization. This happens because the leader is the captain who will roll out where and how the organization is run. A good organization should be built on the basis of togetherness and tolerance, how the leader's strategy of motivating and directing the organization depends on the leadership style applied by the leader itself.

The complex organizational dynamics must also occur in the educational environment. Especially for educated citizens, the leadership style of the educational organization has a major role to the formation and character of the organization running.

Success in the management of an institution especially in the field of education does require enormous energy. The figure of a leader contributes significantly. The style of leadership applied will have an impact on the health of the organization in its environment, successful or not leadership wheel we can portray through the environment where leaders work, both internally and externally. Internally, the relationship must require the readiness of the device to launch the activities, starting from human resources (HR), materials, places, programs that will support the implementation, up to the vision and mission to be implemented. It is not a new thing if leaders who have personal characteristics that meet the criteria such as honest, transparent, intelligent, creative, tenacious, patient and friendly become the hope for every citizen in the organization.

But not infrequently decisions made by a leader can be biased due to a subjective assessment. If this condition recurs then it is not impossible that there will be degradation of trust with each other. The personal approach by leaders is distinctive for each organization, because the process of approach is different, the result may not be in accordance with what it really wants to achieve. Leaders are visionary, integrative strategic thinking and empowerment that may organize the organization in a better direction. Decision-making conducted by the leader is required to accommodate the suggestions / opinions of the citizens of the organization, which of course oriented to the achievement of organizational goals.

The objectivity and openness of a leader should be able to give a positive influence on the formation of a good organizational culture so that what is expected in organizational goals is achieved (organizational health). This is the ideal condition expected by all parties to join the organization, because, leadership will always involve others who ultimately form a community that gives birth to habits that will affect the performance of the people within the organization. These people need to be supported by the ability of each leader in managing his or her own distinctive organization to bring about different results. Thus, a skilled leader in programming, delegating authority, solving problems, making decisions and managing finances

Understanding Health Organization.

The condition of an organization is considered healthy if there is an achievement of the goal of what is to be achieved. Especially within the scope of the organization of the institution, depending on what is its vision and mission, a healthy organization is an organization that can provide benefits to its members, because ideally if the organization has benefited its members, then the organization should have achieved its intended purpose. The organization in achieving its objectives is concerned with the needs of the organization and human resources by referring to the support / energy possessed as set forth in the Educational Administration as follows: "Organizational health of education that is, that extends to

which the education is meeting its basic needs while simultaneously coping With disruptive outside forces as its directs its energies towards its mission "

Health Organization is an organization that understands what its basic needs are and is able to survive from outside interference even able to achieve the mission set. Attempts to achieve goals within an organization will inevitably have many challenges and obstacles, this is a natural thing, since the so-called organization is a complex set, in which it involves people of a certain position, and different levels of intelligence, coming from the environment different levels of education, as well as habits and characters that are also different, has become the nature of human beings created with their uniqueness, in the organization differences that arise from each individual in it have the same goal that is the achievement of success Organization, for which it takes a (Leader) with all the credibility that is tested to run the organization in accordance with its purpose. If an organization is like a human being, the Organization is born, grows, grows, gets sick, rises again, then dies, but many organizations that survive are even able to grow despite facing severe obstacles, successful organizations like these who can then perform their roles As a competitive organization, so as to be an inspiration for other organizations.

Talking about a healthy organization must first take into account the differences of each organization's organizational goals, how individual goals, especially organizational goals that are accommodated by leadership in applied organizational management. The success of leadership style in general will affect the success of the organization, good leadership will certainly be oriented towards the many actions undertaken, beginning decision-making, controlling, supervision, delegation of wage-sharing duties, consistency on the implementation of the rules, improvement of welfare that included in the agenda of leadership held.

Health is often defined as a stable / prime condition, not off track. Organizational health is often described as: "Health is a state of complete physical, mental and social, well-being and not merely the absence of disease or infirmity".

Organizations considered healthy not only can run well in accordance with the corridor, but also visible from the availability of goods support, money, representative buildings, reliable teachers, and other logistics procurement some of these things is indeed an indicator of the achievement of organizational health success How a Organizations, especially educational organizations are able to anticipate the conditions that are lacking, so that the management carried out to be right on target. As described by Miles in the following explanation.

Miles described a healthy organization as surviving and surviving and extending its surviving and coping abilities "(miles, 1969, p.378). He argue that a continually ineffective organization would not be healthy. Although short-run operations on any given day may be effective or ineffective, health implies a summation of effective short-run coping.

Miles describes the health of the organization as something that can not only succeed in its own environment, but can maintain its existence in a sustainable and growing way and can maintain and even increase the skills / achievements).

Healthy organizations are able to show their self-defense, able to escape the difficulties faced and able to find solutions and alternative steps in anticipating errors in the ongoing process, able to develop themselves through the development of the citizens of the organization in general.

Leaders who are able to bring healthier organizations can think positively and effectively, assuming positive and effective thinking often yield realistic traits. "Health Organization. It is an organization's ability to function effectively, to cope Adequately, and to grow from within. Organizational Health, like personal health, may vary from a minimum to a maximal level "

Healthy organizations also need to understand the importance of each of their potential as described in the following elaboration.

"Organization is the process of so combining the facilities necessary for it execution that the duties, so formed, provide the best channels for the efficient, systematic, positive, and. Co-ordinated application of the available effort. "The organization is a container that enables people to achieve results that

previously could not be achieved individually. Organization is a coordinated unit consisting of at least two people, serves to achieve a certain goal.

The existence of interaction and communication that occurs in both is a manifestation of the seriousness of learning that occurs, in the sense of the relationship between teachers and students to be precise as well as the learning delivered by the teachers.

If the headmaster as a leader has little adoption of another education organizational management model (which he considers to be successful) is not something illegal. But be aware whether the style, as well as the decisions that apply in accordance with the circumstances we have. Given the basis of healthy means in accordance with the existing conditions within the organization that is owned. If a successful Education organization is an organization that has been able to produce output which then becomes a reliable outcome, providing salary, benefits, employee benefits equal to the resulting performance, located in strategic place, comfortable environment, has good input, Good and so forth, but that does not mean an organization becomes unhealthy if it does not meet the success standards of the education organization based on the good things mentioned above, because every education does not have the same conditions and challenges, even though it is universally welfare Which indicates great success but the success of only one individual does not show the organization to be healthy, but overall and proportional success.

Understanding the health of the organization should look at the foundation of an organization as the following explanation:

"Organization is a system of cooperative activities of two or more person something intangible and impersonal, largely a matter of relationship."

"Organization is the pattern of the people in the console, the systematic establishment and accomplishment of mutually Agreed purpose. "

The organization as the "home" of a group of people with different abilities interacts to support each other either face-to-face or not, done by them consciously in order to achieve the same goal (ie organizational success). Organizations can also be said as a place where many people are given the opportunity to express and realize their talents, and once again the potential is deliberately ejected for a success and to achieve organizational goals.

Healthy organizations need a well-coordinated management process, which includes the ordering of Planning, Organizing, Actuating, and controlling that are aligned with existing management resources such as humans, equipment and time available as written by the following oliver Sheldon.

"Organization is the process of combining the work which the parties have to perform with the faculties necessary for its execution, so that the duties so performed provide the best channels for the efficient, systematic, positive and coordinated application of effort."

Leadership Style

Leadership and participative style are often referred to as determinants of successful management of the organization, including interpersonal communication incorporated in it. For example there are employees who are always polite but not impressed to give excessive honor. The awards presented to his boss are professional and proportional, not just tactics and strategies to avoid tasks, managerial anger, or other important things related to work, but such employees are lucky employees, having been comfortable with their boss, Act and work in accordance with the portion.

Good interpersonal communication should give birth to friendship, appreciation, honesty and high work performance, the impact on the health of the organization will be very large, good communication should occur not only one direction, but able to generate feedback (from the principal to subordinates and vice versa from subordinates To headmasters, or teachers with representatives, teachers with teachers and teachers with students), and good horizontal communication among fellow teachers, representatives, fellow students, and so on, smooth interpersonal communication implies a conducive organizational condition.

Human resources are absolutely reliable and become one of the main requirements for the continuity of the organization, human resources who work with the heart (sincerity) and devote all his mind, as well as competent in his field coupled with the appropriate educational background, has a commitment and high integrity to their work. Accountability oriented to the achievement of goals is an important asset in the organization, but not infrequently changes in the characteristics of workers from conditions with good performance turned into the opposite because the organization that shelter it less or not pay attention to what the needs of workers both in the organization and personal. The needs of workers such as material needs (salary, bonus etc.) up to the psychic needs, such as protection in work, health insurance, comfort, togetherness etc. A healthy organization should have a smooth communication channel formed from interactions among the organization's citizens, top leaders, co-workers, subordinates, and the surrounding environment. If we are going to apply the decision-making done by the leader should the decision has been accommodating suggestions / opinions from all citizens that exist within the scope of the organization. This is a democratic style

Unwittingly there are among us who have felt lazy to work, or avoid work and avoid work area environment because we do not want to meet with colleagues, superiors, or subordinates. Have we ever felt disagreed or otherwise disagreed with colleagues, subordinates or superiors, this small but often neglected little conflict is actually dangerous and may adversely affect performance, which can lead to less trust in leaders. Organizational citizens are reluctant to develop the potential because there is no motivation and appreciation of the potential, lazy to convey new ideas, less attention to the problems of co-workers (no matter) compartmentalize problems and responsibilities and even avoid responsibilities If handling such problems is likely Too late, it is feared that new problems will arise that will affect the health of the organization, much time wasted due to violation of procedures, time, loss to follow-up and so on. This requires a high level of vigilance from the leader. If this happens, there is an error or miscommunication done, either upward communication with the leader, subordinate or with co-workers.

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Leadership is not something simple. Constructive use of authority includes the ability to formulate goals clearly and determine the steps that need to be taken to achieve them, including encouraging people to want to do what they want. Such leaders are required to fulfill the requirements of hard work, confidence, good communication skills, and awareness of our own strengths. The emerging leadership style will have an effect on the above. Whether it is a democratic, transformational, Authoritarian, laissez faire, participatory leadership style that will bring the organization into a healthier or combined direction from some of the leadership styles mentioned above.

Humans as social beings, has the duty as caliph to manage the earth and its contents, this is because that human being is the most perfect creature. In carrying out its duties humans need peers to exchange ideas and share roles. Activities performed by humans and in the end will give birth to an interaction with each other, which then leads to communication. Communication in Organizational Health.

Communication is one of the many core components that support life. It is not an exaggeration, because all living things must be communicating only through different ways. Humans as intelligent beings and high-level communicates not only using sound that comes out of the esophagus and mouth, but also uses body language, and facial expressions.

Good communication should be able to produce a good relationship, how management of communication can be influential. Leaders delegate tasks to their subordinates using communication, proper communication helps smooth organizational activity. Appropriate communication becomes a process that should involve many people in it both verbally and nonverbally. Why targeted communications seem to be a challenge, this is probably based because everyone has different characteristics. This situation is caused because human beings are unique, intelligent, always changing, and affect each other. In order to achieve the goal of good interpersonal communication there is the need we see several factors that support the success of communication such as: the communicator who convey and communicant who receives the information. Stimulus for communication. As well as feedback from people in organizations who communicate with each other is an analysis of several communication factors above. Negative effect.

Of communication that often appear more often caused by the unconventional of a communicator, so less attention or display and language communicator less convincing. Submission of irrational ideas is not up to date and lacks access to the aspirations of organizational citizens resulting in unilateral decision making, will contribute poorly to the development and effectiveness of the organization. The development of technology has an impact on the achievement of communication. Advances in communication techniques, completeness and technological sophistication are able to facilitate the achievement of communication goals, symbols and symbols to be an alternative that stimulates the achievement of communication but it is important for anyone to understand and understand the symbols in question.

The actions of a communicator (leader) will give effect to communication. Many communication done not accompanied by empathy, tolerance and appreciation usually will not produce positive feedback as expected. The effectiveness of the invitation of communicators themselves sometimes give influence to the communicant (subordinate) to follow what is desired. Many assumptions that the effectiveness of communication achievement depends on intelligence (the level of intelligence of a person) who do it, but it turns out academic intelligence alone is not enough. Good communication requires emotional intelligence, sensitivity to a problem, unintelligible empathy and so on. If in the mass communication, the majority of advertisers believe that communication will be effective if done repeatedly. This is based on psychological analysis that emphasizes the fact that repetitive activity will be effective if there is a suitable combination between motive elements, rewards and response.

Creating a Comfortable Work Environment

"Effective managers must be harsh and gentle," such expressions apply to well-regarded leaders, they are able to locate themselves appropriately, exploit situations capable of exerting men with sincerity, becoming guardians of subordinates without appearing subjective impression. .

Implementation of the constructive use of authority arising from goal-oriented leadership for the common good, being a boss is certainly not easy, even if the leadership is in a small scope, given that it is managed by a group of people with characters, family backgrounds, Education, interest, up to different potential and complex, but positively becomes a challenge for anyone who is strong to become a leader, although there are times where the atmosphere of the organization is less fun. Creating a comfortable working environment through interpersonal communication is a key task for every leader.

The workflow created will ultimately form a special environmental community that will then form a working culture / working climate that is expected in accordance with the vision and mission carried. The emotional factors that everyone has in an organization also become one of the supporters of appropriate targeted communication, in a study mentioned that the majority of those who succeed in the job and able to lead a large company are those who are able to process emotional intelligence. Antony Dio Martin in Emotional quitionet shows that the influence of EQ (emotional quoitent) which reaches 80-90% turns larger leads one toward success when compared to the influence of intellectual intelligence and technical ability in the background of one's success. Emotional intelligence that already exists then packed through good interpersonal communication. Academically those who are able to occupy the position of manager or top leader are those who are really normal in IQ intellectual intelligence, but emotionally and their human relationships have a special ability to socialize and communicate well, they can appreciate themselves while giving.

The correlation between the success of a leader in managing his work environment is offset by his ability to manage his emotions, such leaders are aware of the management of emotions that will impact on the quality of the resulting communication.

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PROFIL OF FEMALE CHILDREN AUTHOR AND ITS IMPLICATION TOWARD AFFIRMATION OF LITERACY IN ELEMENTARY SCHOOL

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ABSTRACT

This research aimed to describe the profile of female authors in Indonesia. Data sources of this research are four books of NT LMCA (2011-2014) published by Dikdasmen Kemdikbud RI, and selected purposively. This research used documentary study method with repeated reading technique, categorization, tabulation, and inference data based on research questions. This study shows that the aged of female authors about 10-11 years old; loved to read and write; mostly life in Java; mostly attend public and private schools; having parents with different professions. The implications are stimulated and affirmations of literacy need to be more optimized in children earlier by reaching various society, especially outside Java.

Keywords: profile, female author, affirmation of literacy

INTRODUCTION

Literary appreciation in learning requires not only educators and learners to have knowledge of literary content, but also context. That is, in addition to understanding the work of literature, it is important to understand the author's figure. As Resmini, Hartati, and Cahyani (2009, p.55) said that "the teacher must master the knowledge of story forms, story elements and knowledge of the author." Based on preliminary study results, a large number of elementary students (86 %) in Tasikmalaya did not know about the author of the child so that almost all (97%) claimed that want to know more about children authors.

Authors are often identified with writers. Even within the KBBI provides mutual information, that writer is author, and author is writer. However, there is a significant difference between an author and a writer. An author may often be known as a writer. However, any writer may not be categorized as author. Writers often compose their papers based on existing materials, which are processed in certain perspective or a new and/or different perspective. While an author relies more on imagination and cultivate the results of contemplation in a paper. As Suhadi (2007, 17) notes that the author is the creator of something that did not exist into existence; the authors make up empty stuff to be contained because the essay is result of reflection or result of imagination. In general, author moves in the field of fiction. The terminology of children is a human being is still small, is a stage or period from one age to adulthood. According to Hasanudin (2015, pp. 1) on the basis of a general sense, the word "child" in this case is more accurately called the term "childhood," addressed to humans aged 6 to 12, which is age parameters have not been classified teenager, moreover adult. Thus, female author is an author category of childhood and female sex that composed a fictional story (child literature)

Literary, children literature has specific characteristics. Pragmatically, (Hunt et al, 1993: 4) suggests child literature is a book deliberately provided for children to read. Based on the content, children's literature is limited to images or images of life that reflect the feelings and experiences of today's children, which can be seen and understood through children's eye and according to their level of experience and maturity (Tarigan, 2011: 5; Silva, 2014; Benton, 1994). In addition to the intrinsic elements that make up the story, children's literature also has extrinsic elements that have many benefits for children's lives, including stimulating cognitive, personality, and social development; enriching children's experience; develop visual literacy; improve language experience; and improve global understanding (Tarigan, 2011; Pritchard & Buchanan, 2005).

One of children literary forms is children story compiled in four books of the LMCA Best Script (NT LMCA) written by children authors. Children story in the book is the best script as the winner of Children Writing Competition (LMCA) competition for elementary/MI students held by Directorate General of

Primary Education Ministry of Education and Culture since 2011. The competition is one form of government literacy affirmation to motivate the growth of next generation literacy. In 2012, NT LMCA book contains 15 stories, in 2012 NT LMCA book contains 13 stories, in 2013 NT LMCA book contains 13 stories, then in 2014 NT LMCA book contains 15 stories. In addition to the best stories, each volume of NT LMCA also includes the profiles of authors, in this case is children author, mostly female author.

A profile in this context is description or overview about thing. As Septiana (2015, p.9) said that a profile is a description of a person or group in description a data state of a person or group. In this study, the profile in question is a description or overview of facts about the female author. More specifically on the description or circumstances data of female authors include age, passion, parent occupation, residence, and school. This profile is important, especially to obtain authors data in terms of interests and literacy activities.

Literacy is a complex ability, encompassing individual skills in thinking as well as using knowledge resources in various forms (print, visual, digital, and auditory) to improve the quality of life. Literacy affirmation refers to any form of literacy start from conceptual to procedural level, individually, community groups or governments to improve literacy skills (Apriliya, 2016). Literacy affirmations are born from the assumption that even though our nation has a low literacy rate, it does not mean without literacy competence at all. At the very least, a large number of our societies have basic literacy capabilities. So the affirmation of literacy in this context, more oriented on how to make people "willing" to do literacy activities, regardless of what his profession, what gender, and no matter what age. This legacy affirmation needs to be done, especially in elementary school because basic education is a crucial site of practice where at this time the childrent formed the first relationship with school in formal learning process (Comber in Roche, 2015).

METHODS

This research aims to describe the profile of female authors. Therefore, it used a qualitative approach with descriptive method. Documentary study were conducted on the profile document of children authors with repeated reading techniques categorization, tabulation, and data inference based on research question. The data sources of this research are four volumes of NT LMCA Year 2011-2014.

RESULT AND DISCUSSION

Female authors at NT LMCA in 2011-2014 consist of 47 of 56 childrent authors or at the rate of 83% of all childrent authors. It shows a large comparison between the number of female and male authors. The number of female authors is higher than male authors. Because of the restictively information from the author profile in the NT LMCA, further research is necessary to examine the gap of it.

This study obtained profiles or descriptions about female authors are identified based on indicators of sex, age, passion, parent occupation, residence, and place of their school. Based on her age, the NT female author of LMCA 2011-2014 consists of an author are 8 years old, five authors are 9 years old, 10 authors are 10 years old, 14 authors are 11 years old, seven authors are 12 years old, and an author is 13 years old. The average of female author is in 10-11 years old. However, there are eight unidentified authors of their age because they do not specify the age or date of birth on their profile. Faring to the productive age, stimulation and affirmation of literacy can be sought earlier and more intensively so that their lieracy culture and productivity is more optimal.

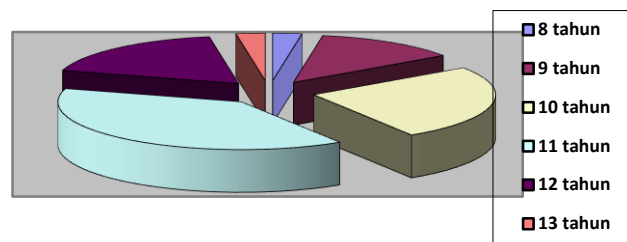


Figure 1. Ages Data of Female Children Author

Based on their passion, 41 authors love to read, 38 authors love to write, four authors love to watch, five authors love to draw/paint, two authors love to play games, two authors love to play computer, two authors love sports, two authors love origami, two authors love mathematics, one author likes to learn language, one author likes playing traditional games, one author loves to go to the mall, one author like scout, one author likes paskibra, one author loves animals, and two authors do not include penchant.

The data indicate that female author has a good penchant. And the most significant passion, the penchant for reading and writing or literacy activities that are embedded well, even their passionate on it. It confirms that the accomplishments of female authors are much supported by their passion for literacy activities, that are for reading and writing. Thus, affirmation of literacy cultivated reading and writing habit, so love and passion for literacy can be increase, which is ultimately affects the productivity of their work and achievements.

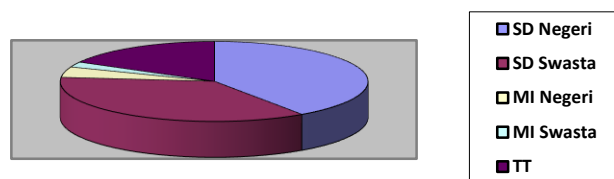
Based on father's job, obtained the data of 10 authors have father who work as entrepreneur, five authors have father who work as employee, four authors have father who work as teacher, two authors have father as civil servant, two authors have father who work as lecturer, one author has father who works as laborer, one author has father who works as architect, one author has father who works as journalist, one author has father who works as police officer, one author has father who works as security, one author has father who works as soldier. However, there are 16 authors who do not mention of their father's job.

In addition, based on mother's job, 13 authors have mother who work as a housewife, nine authors have mother who work teacher, three authors have mother who work as civil servant, three authors have mother who work as entrepreneurs, one author has mother who works as employee, one author has mother who works as doctor, one author has a mother who work as employee, one author has mother who works as farmer. However, there are 15 authors who do not mention their mother's job.

Data about different parent jobs of female authors indicate that regardless of parent jobs, if they have interest and passion in literacy, especially in reading and writing, then any childrent can produce papers and be an accomplished author.

Based on the location of their residence (province), 11 authors came from West Java, 10 authors came from East Java, six authors came from Central Java, five authors came from Daerah Istimewa Yogyakarta, two authors came from West Kalimantan, one author is from Aceh, one author is from Jakarta, and nine authors are unidentified because they do not specify their residence. The data indicate that a large number of female authors are from Java. Therefore, more intensive efforts are required to stimulate and affirm literacy activities in various regions outside Java.

Based on the school, 19 authors attended public school, 17 authors attended private school, two authors attended public MI school, an author went to private MI schools, and eight authors were not identified because they did not mention the school. The data shows that female students in public and private schools are not different significantly. It's just participation of MI students has not been too much. This cause of MI is not as much as primary school. However, stimulation efforts and affirmation of literacy in MI, both public and private, need to be further improved.



Picture 2. School Location Data of Female Children Author

CONCLUSION

A large number of child author profiles can be identified based on indicators of age, gender, passion, residence, and school location. Parent job indicators cannot be fully identified because of the limited text that indicates parents job of female authors. Based on the findings and discussion, it can be concluded that female author on NT LMCA counted 47 people or 83.9% from 56 children authors. Thus, female author is much more than the number of male authors. The age of female authors about 10-11 years old when they follow the LMCA. Most female authors passionate about reading and writing, although they have another hobby. Most of them are life in Java, especially in provinces of West Java, East Java, Central Java, and Yogyakarta. A large number of female authors attend public and private schools. They parent job are relatively different. This research shows that passion of children female author indicated the important role of literacy activities in supporting their achievements. Therefore, to stimulate and affirmation of literacy in elementary level need to be improved, especially outside Java.

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REACT MODEL (RELATING, EXPERIENCING, APPLYING, COOPERATING, AND TRANSFERRING) ENVIRONMENTAL BASED AS AN EFFORT TO IMPROVE THE QUALITY OF SOCIAL EDUCATION IN SCHOOL

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ABSTRACT

This study aims to find out the learning profile of Social Education Science in elementary school, to know the effectiveness of learning model of REACT (Relating, Experiencing, Applying, Cooperating, And Transferring) environmental based on Social Education Science in Elementary School, as an effort to learn innovation to improve process quality and result Learning of Social Education Science in an effort to instill a culture of love environment since primary education. The method used is qualitative descriptive, consisting of data reduction, display data, conclusion, and verification, which is done in an interactive form with data collection process as a continuous process, repeatedly, and continuously to form a cycle. This study finds that the application of environmental based REACT model can improve the quality of social education in elementary school as evidenced by the results of student learning increased significantly. REACT as one of the innovations in learning of Social Education Science in Elementary School able to shape the attitude of loving the environment, deepen students' understanding and develop togetherness attitude. Cultural cultivation of love environment since primary education through vegetable gardening in the school yard is a meaningful learning for students.

Keywords: REACT model, environment, social education science in elementary school

INTRODUCTION

In the international world, the quality of education in Indonesia is still low, which is ranked 64th out of 120 countries worldwide based on the annual report of UNESCO Education For All Global Monitoring Report 2012. While based on Education Development Index (EDI), Indonesia is at Ranked 69th out of 127 countries in 2011. The low quality of Indonesian education is also shown by Department of national education Balitbang data that from 146,052 primary schools in Indonesia there are only eight schools that received world recognition in the category of The Primary Years Program (PYP).

One of the efforts that must be done is to improve the learning system towards the better and more qualified in accordance with national education objectives. The formulation of educational objectives contained in article 3 of Law no. 20 of 2003 on the following national education system: National education functions to develop the ability and form the character and civilization of a dignified nation in order to educate the life nation, aims for the development of potential learners to become a man of faith and cautious to God Almighty, morals start , Healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. The purpose of national education is a reference in the development science of social education goals. The goals of social education science according to James Banks include a range of capabilities that include knowledge, skills in academic and thinking skills and value development. In addition, Schunke adds it to the development and establishment of citizenship. Thus, the competencies developed in science of social education include the ability to develop aspects of intellectualism as well as the development of social skills required by students in community life.

But the problems found by researchers in the field is interest in learning, skills and skills of students in science of social education learning is still very minimal. The quality of the way teachers teach is also still conventional that tends to center on the teacher, so that teaching and learning activities are less attractive for students. Then, the learning that has been implemented also not utilize the environment as a medium of learning, learners are also still focused on the cognitive course without developing social and other aspects. Whereas the purpose of science of social education is "to foster students become good citizens, who have knowledge, skills, and social awareness that is useful for themselves as well as for the society and the country" while in detail oemar hamalik formulate the goals of IPS

education oriented on the behavior of students, those are: (1) knowledge and understanding, (2) learning attitudes, (3) social values and attitudes, (4) skills.

Therefore, to solve the problem, the researcher will try an innovation for science of social education learning model that is using REACT strategy which is contextual learning strategy consisting of five elements, they are relating, experiencing, applying, cooperating, , And transferring based on the environment in Social Studies in Elementary School. So as to improve the process and student learning outcomes. According Rahayu (Yuliati, 2008), says that this strategy invites students to find their own concepts learned, work together, apply the concept in everyday life and transfer in new conditions.

Currently, the learning model used in elementary school is more oriented to the improvement of cognitive aspect without prioritizing social and economic aspect especially at science of social education learning in elementary school. This research is aimed at finding an educational model that not only improves cognitive aspects, but also develops a culture of love for the environment since the age of primary education which is the goal of national education.

THEORETICAL BASIS

1. REACT Strategy

REACT strategy focuses on contextual learning. All of these strategies are used in the learning process. The Center for Occupational Research and Development (CORD) which contains articles in 2012 explains that the five REACT strategies are well structured and interrelated, "Relating, Experiencing , Applying, Cooperating, and Transferring ". Therefore, it can be concluded that REACT is not a sequence that must be sequentially execution but is an essential (principle) characteristic which is the five forms of learning activity structure from contextual learning. REACT is broken down into five interrelated strategies for its implementation process, and the sequence of steps is tailored to the designed learning scenario. J.R. David (in Komalasari, 2010) explains that the learning strategy is planning, still conceptual about the decisions taken in a learning implementation. Furthermore quoting from Kemp (in Komalasari, 2010) suggests that the strategy in learning must be implemented by teachers and students so that the learning objectives can be achieved effectively and efficiently. CORD also offers guidance for educators, described as REACT strategies, which highlight the concepts behind contextual learning:

- a. Related: learning in the context of life experience
- b. Experiencing: learning in the context of exploration, discovery and discovery;
- c. Applying: learn when knowledge is presented in the context of its use;
- d. Working together: learning through the context of interpersonal communication, sharing;
- e. Transferring: learning by using knowledge in a new context or situation;

Everyone can be a contextual learner but we all learn by using different learning styles.

In the implementation of a learning strategy there are advantages and disadvantages. In this regard Rayhan's (2012) study results conclude the advantages and disadvantages of the REACT strategy as follows.

Excess of REACT strategy

- a. Deepen Student Understanding
In learning the students not only receive the information conveyed by the teacher, but also doing activities, doing student worksheet so it can link and experience their own process.
- b. Developing Self-Appreciating Attitudes of Students and Others
Because in learning, students work together, do the activity and find the formula itself, then the students have a sense of self-esteem or self-confidence and appreciate others
- c. Developing Mutual Attitude and Mutual Attitude
Learning by working together will give birth to fellow student communication in activities and responsibilities, so as to create an attitude of togetherness and sense of belonging
- d. Developing skills for the future
Learning by experiencing required a skill from students to manipulate concrete objects. The activity is a provision to develop future skills.
- e. Establish an attitude of loving environment

Learning with regard to the circumstances of the environment and events in everyday life, is associated with new information. Therefore, students by themselves form a loving attitude to the environment.

- f. Make learning inclusive
The learning is thorough, perfect and fun

Weakness of REACT strategy

- a. It takes a long time for the students
- b. Learning with the REACT strategy takes quite a long time for students to do learning activities, making it difficult to reach the curriculum targets. To overcome this need to be selective timing possible.
- c. It takes a long time for the teacher
- d. Learning with the REACT strategy takes a long time for teachers to do learning activities, so most teachers do not want to do it
- e. Requires special skills of teachers
- f. The most required teacher ability is the desire to do creative, innovative and communication in learning so that not all teachers can do or use this strategy.
- g. Demanding certain characteristics of the teacher
- h. Learning with the REACT strategy is not easy, requires additional preparation and demands hard work and collaborates with other teachers in the face of obstacles. This also causes teachers to be willing to work hard.

2. Environment

Environment is a natural phenomenon that exists around us, where there is an interaction between the biotic factor (life) and the abiotic factor (inanimate). The environment provides stimulus (individual stimulus) and the individual responds to the environment. In the interaction process it can happen changes in self. Another opinion about the importance of the environment as a medium of learning is similar to what Slameto says (2003: 2) "Learning is a process of doing something that a person does to gain a whole new behavioral change, as a result of his own experience in interaction with his environment".

It shows that the environment is very important influence on the acquisition of students of the lessons being studied. Education media is very important to support the achievement of educational goals. Hamalik (2004: 194) in his theory of "Back to Nature" shows how important the influence of nature on the development of learners.

3. Science of social education learning

This objective is formulated by the Pennsylvania Council for the Social Studies (Clark, 1973; 8), those are: The main focus of the science of social education program is to form individuals who understand their social life - the human world, its activities and interactions aimed at producing free, Who have a sense of responsibility for preserving, continuing and expanding community values and ideas for future generations. To complement these objectives, the science of social education program should focus on providing experiences that will help each NCSS individual student (1994) mention that the design of a good science of social education curriculum will help build students with a view that is a blend of personal, pluralist and global academics.

Accordingly, the purpose of social education science according to (Nursid Sumaatmadja, 2006) is "to foster students to be good citizens who have knowledge, skills and social awareness that are useful for themselves as well as for the society and the state." In detail, Oemar Hamalik formulates The objectives of social education science are oriented towards the students' behavior, those are: (1) knowledge and understanding, (2) learning attitudes, (3) social values and attitudes, (4) skills (Oemar hamalik 1992: 40-41)

RESEARCH PROCEDURE

Methods of collecting and analyzing qualitative research data are interactive, taking place in overlapping lingkaran. The steps are called data collection and analysis strategies, the techniques used flexibly, depending on the previous strategy used and the data already obtained (Sukmadinata, 2010: 114). Milles and Huberman (in Sangit, 2011) argue that the approach in qualitative data analysis consists of data reduction, display data, conclusions, and verification, which are conducted in an interactive form with the data collection process as a continuous, repeating, and continuous process To form a cycle. As shown in Figure 1.1 below:

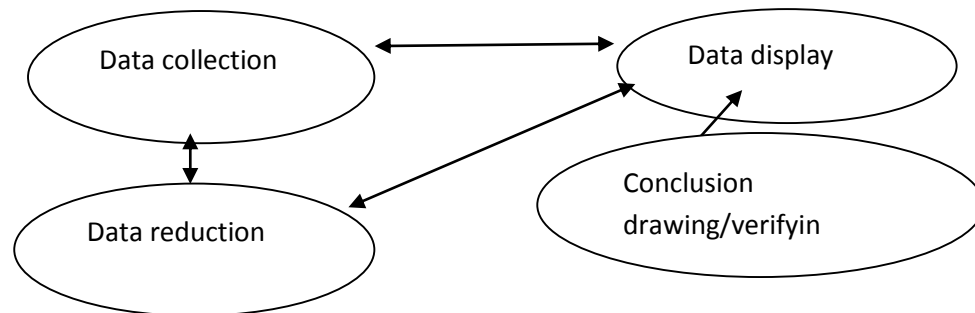


Figure 1.1. Analysis of qualitative data
Source: Miles and Huberman

The research location are in Pamungguhan, Argapuri, Legok Dadap, and Sindangwangi primary schools in Leuwisadeng District Bogor Regency. The data source of this research is obtained from the activity of interview, observation, and documentation study. The resource people of this research are stakeholders, those are, managers of educational institutions, teachers, students and communities in the surrounding environment.

RESEARCH RESULT AND DISCUSSION

This study finds that the application of environmental-based REACT model can improve the quality of social education in elementary school as evidenced by the results of student learning has increased significantly. REACT as one of the innovations in science of social education learning in primary school is able to shape the attitude of loving the environment, deepen students' understanding and develop togetherness attitude. Cultural cultivation of love environment since primary education through vegetable gardening in the school yard is a meaningful learning for students.

Significant improvement from the process to the learning outcomes. Students can learn while doing (learning to do), learning together, learning to share and learning meaningful. This proves that contextual learning, arranged in the five REACT strategies of relating, experiencing, cooperating, transferring are fun learning activities. It can be concluded that the advantages of social education science learning activities with this environment-based REACT strategy are as follows

- a. Learning is more well organized and directed to each activity
- b. Students can connect more learning materials through stages: *Linking*; Knowledge gained with daily life. *Experiencing*, students feel directly every learning process. *Applying*; Students practice and simulate according to the learning step so that more meaningful. *Working together*; Students work together in groups so as to train the spirit of togetherness and leadership, responsibility. *Transferring*: Students share their knowledge and experience in a new and useful form for others.
- c. Students are trained to be courageous and confident to express something both oral and written.
- d. Students are inspired in developing their potential through passion in the learning process and enthusiastic learning in the environment through the school gardens.
- e. Students are more environmentally friendly and care about planted plants.

- f. Train students' skills in analyzing and evaluating the things they get.
- g. To cultivate honesty and appreciate the work of others.

This is reinforced and evidenced by the statement made by Crowford (2001) that the characteristics of REACT strategy learning are deepening students' understanding, developing respect, developing togetherness and mutual understanding, developing future skills and loving the environment and making learning thorough and enjoyable.

CONCLUSION

Social education in elementary school is evident from student learning outcomes have significant improvement. REACT as one of the innovations in science of social education learning in primary school is able to shape the attitude of loving the environment, deepen students' understanding and develop togetherness attitude. Cultural cultivation of love environment since primary education through vegetable gardening in the school yard is a meaningful learning for students.

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THE CONCEPT OF RUDOLF STEINER'S WALDORF EDUCATION IN GLOBAL SOCIETY'S CULTURAL DIVERSITY

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ABSTRACT

Society and culture are inseparable because both are related. In culturally diverse societies, diversity is not an obstacle to joining into a global society and participating actively in the world development. Global society is not only acting globally, but also thinking globally, without discrimination. So that the cultural diversity is not become an obstacle for society development. Waldorf Education is expected to be the education which is eligible for cultural diversity in society. There is two main points why Rudolf Steiner's Wadorf Education eligible for cultural diversity, which are (1) Waldorf Education develop educands holistically, included individual and social dimension, and (2) Waldorf Education is living and artistic.

Keywords: waldorf education, global society, diversity

INTRODUCTION

Society and culture are inseparable. Culture is the result of people's thinking and behavior. Civilization is created from the socialization of society and also the development of culture in the society. It is important to preserve the values of local culture, but it should not be an obstacle to participating in the development of global culture. Similarly, with global development, it should not eliminate our nature as human beings and should not be the reason for the loss of local cultural values that characterize a society.

Indonesia is a country rich in cultural diversity. The diversity that exists in society because cultural values can induce the emergence of excessive tribal feelings can trigger negative values of ethnocentrism that underestimate other tribes and cultures (Widiastuti, 2013, p. 10). It is attempted to be eliminated. Education should not only provide the necessary knowledge to the development of a global society, but also be able to think and behave as a global society, without discrimination, open mindedness, and accept development and participate in those developments. Education is the foundation for people to develop their civilization to be able to participate in the global arena in various fields, such as economics, science, politics, and human resources. In addition, it is important for every individual to have skills that are useful for his life. The essence of educational goals is not so that every individual is able to compete in the global world, that is to develop the individual self holistically and optimally.

There are various educational concepts that developed in Indonesia, both the thinking of Indonesian educational figures as well as from other countries. The educational concepts of Indonesian educational figures, among others, the educational concept of Ki Hadjar Dewantara in Taman Siswa and Ahmad Dahlan's education concept at Muhammadiyah school. In addition to the educational concepts put forward by Indonesian figures, the concept of European education is also growing in Indonesia. The concept of European education that developed in Indonesia for example Montessori education concept by Maria Montessori and Waldorf education concept by Rudolf Steiner (Muhtadi, 2008, p. 10; Simatupang, 2013, pp. 3-4). Rudolf Steiner, whose ideas underlie the Waldorf education concept, is a philosopher and educational practitioner who is not only recognized by educational figures in European countries but also has an influence on educational figures in Indonesia. It is stated that Steiner's Education theory is one of the educational theories that gave great influence to the nationalists of the 1920s and 1930s as the educational reference of Taman Siswa (Shiraishi, 2001, p. 135).

The Waldorf Education also known as Steiner Education is an education based on the educational philosophy of Rudolf Steiner, emphasizing spirituality, the role of imagination in learning, integrating intellectual, practical, and artistic development of educands holistically. This education is also known

for the development of the body, soul, and human spirit as a whole. Through the development of individuals holistically, it is expected to have a positive impact on cultural diversity in the global community.

THE CONCEPT OF RUDOLF STEINER'S WALDORF EDUCATION IN GLOBAL SOCIETY'S CULTURAL DIVERSITY

1. Cultural Diversity and Global Society

Umar Tirtahardja & La Sula (Subangun, 2013, p. 2) reveal the characteristics of a global society, the increasingly strong tendency of globalization, the rapid development of science and technology, the development of an increasingly crowded information flow, and the need or demand for the improvement of professional services in various aspects of human life. These things can be seen in people's lives now. How the globalization trend is getting stronger. For example in terms of dress mode and social media. It can not be separated from the rapid development of science and technology and the rapid flow of information. We can easily access information from social media. Jacques Delors (Mudyahardjo, 2002, pp. 511-514) points out seven kinds of tension that will occur and become the characteristics and challenges of education in the global world, the tension between global and local, the tension between the universal with the individual, the tension between modern and tradition, the tension between long-term growth with the short term, the tension between the need for competition with Equality of opportunity, the tension between the abundant expansion of knowledge and the human ability to digest it, and the tension between the spiritual and the material. These tensions are described in the UNESCO's report (Madya, 2000, pp. 53-54).

How does cultural diversity affect the global community? Gradually human beings need to be global citizens and play an active role in life, but without losing their origins. Not all global cultures are accepted by local culture. Sometimes there is a global culture that is considered incompatible with local culture. So certain people reject it. Similarly, local culture, some are considered not developed in accordance with global culture, so it is considered primitive or ancient. There is a culture that has universal value and there are individual values. Slowly, a culture will achieve universal value. But humans are essentially free to choose their own future and reach their potential in traditions and cultures that must be maintained. So even though culture is universal, it must maintain individual values.

2. The Concept of Rudolf Steiner's Waldorf Education

The concept of Rudolf Steiner's Waldorf Education to be presented, based on literature research on six Rudolf Steiner's books, namely *The Spirit of The Waldorf School* (1995a), *Waldorf Education and Anthroposophy 1* (1995b), *Waldorf Education and Anthroposophy 2* (1996a), *Rudolf Steiner in The Waldorf School* (1996b), *The Essentials of Education* (1997), *The Renewal of Education* (2001).

a) Aims To Develop Individual and Social Dimensions In Humans

The first educational objective in the Waldorf Rudolf Steiner Education Concept is to develop three potential self and three aspects of the self optimally, and become a better self than ever. The three potentials are the willing, feeling, and thinking, which in the concept of Waldorf Education Rudolf Steiner known as Threefold Human Beings. Steiner (1995a, p. 46) stated, "We must develop people's intellect, feeling and will in the right way, so that they can understand how to let those three elements of life interact correctly". In addition to having three potentials, namely the willing, feeling, and thinking, human beings have three aspects in him, namely body, soul, and spirit. Waldorf education also aims to develop three aspects in human beings. Steiner (1995a, p. 63) stated, "A real education takes care that body, soul and spirit will be intrinsically free and independent. A real education takes care to put people into life".

Not only developing individual dimensions, Waldorf education also aims to educate students able to participate well when he plunged into social life. One that needs to be developed is social and humanitarian value. Steiner (1995b, p. 84) put forward the following statement, "We should aim at helping them to become persons who live in the world and who are able to become free from too much self-interest. Otherwise, they will become trapped in egotism. We must help them toward a true and harmonious relationship with the world". The self potential that has developed not only for itself, but also beneficial to other

human beings. Steiner (1996b, p. 150) stated, “We are constantly trying to get to the bottom of this here in the Waldorf School—how to guide children into life in the best way so that they will be able to do something for their fellow human beings, so that there can be joy in their lives and not just sorrow”.

b) Understanding Educands

In Waldorf education, it is believed that man (1) is bound past, present, and future, (2) has the will, feelings, and mind, and (3) consists of four body elements, ie physical body, etheric body, astral body, and the I, known as the fourfold of human being. Based on these three things, Waldorf Education in grouping the development period of educands, namely 0-7 years, 7-14 years, 14-21 years. In the period 0-7 years, ie from birth to, educators serve as a model that will be imitated by educands. In this period educands imitate the behavior and emotions of the educators. In the period of 7-14 years, educators act as a natural authority. In this period educands trust educators based on their acceptance of authority. While in the period 14-21 years, educators as a source of knowledge. Because in this period, educands have started to think and discuss with educators. Educands have the ability to judge. Educands in the third period of this development, no longer guided entirely by educators, but still respect the students as a fellow human being.

Educators must understand these three periods as a foundation to educate educands as human beings. Steiner (1997, p. 16) stated, “After we have gained a knowledge of the human being and the ability to perceive the characteristics of these three stages, we can begin to educate in a way that is true to the facts—or rather, an education that is true to the human being”. Each period of development has its own characteristics and educators have different roles at each stage of development. Educators must also understand the potential of educands. Often, when the educator does not understand the potential of the educands, he or she will tend to be prejudiced towards the educands. For example, when a educand is difficult in one particular area, not necessarily because he or she is less effort, but may be caused because the educands has no competence in that field. The educator must evaluate the potential of the educands correctly (Steiner, 1996a, p. 83).

c) Living Education

Life is changing and unpredictable. Therefore, Waldorf education provides a living education. The meaning of living education is like planting plants. When planting seeds, then he will grow in the future. Steiner (1996b, p. 110) stated, “We in the Waldorf School would like to imbue ourselves through and through with the idea of what it means to lay seeds in the hearts of children, seeds that must begin to grow in the next few decades for the salvation of the world”. What is planted should be well considered. Because it will grow and settle in the lives of educands. Educators must understand the impact of their actions to educands, which may be given to children and the impact will be seen for decades to come. Because in the concept of Waldorf Education it is believed that educating is like planting seeds. We can not see the results of education instantly. Steiner (1997, p. 77) stated, “Everything visible as a seed in the child will develop into good or evil fruit as the person progresses farther along in earthly life. And this is something else that must be continually within view in order to develop a genuine teaching method based on real life in education”.

d) Artistically Educational Curriculum and Method

Education is called as art and educator is an artist. However, educands are not works of art that can be permanently formed. As has been previously stated that the pesera changes, including changes in habits and behavior. Revealed by Steiner (1995b, p. 215), “The Waldorf school is built on the artistic element. But teachers and educators are in a position different from other artists. They are not working with material that they can permanently shape; they are working with human beings”. Waldorf Education emphasizes artistic learning. Starting from learning to write from drawing, then learning to read. So it is with the body and soul through the eurythmics, which is a mandatory lesson for Waldorf’s educands. In addition, on Waldorf Education also taught knitting, sculpting, shaping with clay, and also musics. Spoken by Steiner (1995b, p. 47) that the artistic element is very close to life.

3. Rudolf Steiner's Waldorf Education in Global Society's Cultural Diversity

Education takes place within the complexities of the community structure (Francois, 2015, p. 1). The community referred to by Francois consists of society as territory, society as culture, and society as community. The success of education can not be separated from the components that exist in education. Education will get optimal results, when the components that exist in education mutually support and in accordance with the development of the global world. In the global era, people should not only think globally, but also act globally. Although people follow global developments, it does not mean the society is abandoning the local culture. Society must evolve to follow global developments without losing local values. Growing globally requires the society to be able to participate in the world arena. Education is a guide for society to develop optimally. Global education is expected to develop society mindset to participate globally without eliminating their local culture. The achievement of global education is supported by education components. If the components of education are good, then the results of global education will be optimal.

There are two main points why Waldorf Rudolf Steiner's education is applicable to the cultural diversity of the global society. First, Waldorf education Rudolf Steiner develops educands holistically, ie individual and social dimensions. Education should develop all aspects of self that exist in the educand. Education not only develops the potential of the mind (Isfironi, 2015, p. 331; Koni, 2014, p. 184; Sujarwo, 2006, p. 156), but also directed toward the formation of attitudes, behaviors and personalities (Sujarwo, 2006, p. 156). Waldorf education develops the full potential of the individual in the individual, not only in one aspect. In addition, Waldorf education also develops the social dimension of the educands themselves. Educands are expected to develop the value of humanity in themselves and apply it to life. So that educands will grow up to become a competent and caring member of society. When humans have a sense of caring for their fellow human beings, it is hoped that cultural diversity will no longer be an obstacle to the development of civilization, but to be a wealth that increases human value. To achieve this, educators must understand the development of educands, and develop curricula and methods that suit the development of educands. In Waldorf education, in addition to the stage of development of educands, nature and artistic elements are things to be considered in developing curriculum and educational methods.

Secondly, Rudolf Steiner's Waldorf Education is living and artistic. Society development is related to the fulfillment of cultural needs and developments that exist in the society. That is, education should not be static. Education must understand the development of the times, but not forget the essence of man. Because the change of civilization has an impact on the different needs. Related to this, there are two things to note, namely understanding the nature of man and the development of the world. Both of these should be considered in education. Waldorf education has an educational principle such as planting seeds. So, instead of just considering what the child needs now, but also what it needs for years to come. Because educational results can not be seen instantly. It takes time for the seeds to grow. Seedlings are influenced by the fulfillment of the need to grow optimally. Similarly, for educands, the environment and behaviors that are given affect the future of educands.

SUMMARY

In culturally diverse societies, diversity is not an obstacle to joining into a global society and participating actively in the world development. Global society is not only acting globally, but also thinking globally, without discrimination. So that the cultural diversity is not become an obstacle for society development. Education is one of the ways to bridge that problem. The success of education can not be separated from the components that exist in education. Education will get optimal results, when the components that exist in education mutually support and in accordance with the development of the global world. Waldorf education is expected to be an appropriate education for cultural diversity in society. The two main points why Rudolf Steiner's Waldorf Education is eligible for the cultural diversity of the global community. First, Rudolf Steiner's Waldorf Education develops educands holistically, covering individual dimensions and social dimensions. The individual dimensions developed include the development of will, feelings, and mind, and body, soul, and spirit. Second, Rudolf Steiner's Waldorf Education is living and artistic. That is, Waldorf education considers the present and future circumstances in educating children. That educating is like planting seeds that will grow in the future. In addition, Waldorf education implements educational methods that take into account the artistic elements.

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THE DEVELOPMENT OF INDONESIAN INTEREST MATERIALS IN INTEGRATED AL ISLAM AND KEMUHAMMADIYAHAN TO IMPROVE PGSD STUDENTS 'LITERATURE LEARNERS

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ABSTRACT

Students of PGSD as a teacher candidate in elementary level must have professional ability in their field to misrepresent the concept to learners, one of them is the ability in delivering Indonesian language material. Research leads to Indonesian subjects because PGSD students must be able to deliver Indonesian language subjects. It is a forerunner of knowledge to be taught at the elementary level before other subjects such as mathematics, science, or social. As prospective elementary teachers, they should be prepared to confront and teach the transition from mother tongue to standard Indonesian language and as a language of instruction other subjects. The fundamental problem is the implementation of development of integrated teaching materials of Al Islam and Kemuhammadiyah in field study which lies in the problem of the limited understanding of knowledge in creating and developing creative and innovative teaching materials by exploring the scholarship based on Al Islam and Kemuhammadiyah that is education value and character to face Moral degradation. The development of the era with all dynamics demands a superior person with creative characteristics and high imagination that is able to adjust to the changing times. Motivation to continue to creativity and imagination should be done from an early age, especially at elementary school level. Traffic literacy of PGSD students is required as a prospective educator in Elementary School. Literacy is a conceptual framework used as a guide to carry out activities in the classroom. The integration of Al Islam and Kemuhammadiyah becomes very important as a demand to increase spiritual intelligence and apply Islamic values and Kemuhammadiyah in each subject studied by students as prospective elementary school teachers, so that lecturers not only transfer knowledge but animate every each of science with value- Islamic values that are sourced to the Qur'an according to the teachings of Muhammadiyah.

Keywords: teaching materials, Integration of Al Islam and Kemuhammadiyah, literacy skills

PRELIMINARY

Indonesian language learning in college, of course, have obstacles, especially among students who feel that learning Indonesian language they have felt in elementary school to high school. This is something that must be studied, in order to know how to present learning that doesn't getting bored. One of the main objectives of language teaching is to prepare students for meaningful interaction with the scientific language. The results of Scimago's research show that the number of scientific publications of Indonesian society in the year of 2012 is 3,232, while Malaysian publications are 20,838, Singapore 16,032 and 537,308 (ScimagoReseach Group, 2014). In addition, it can be seen from the ranking of universities in Indonesia under the universities of Singapore and Thailand in 2014 as proposed by webometrics website. This shows that the ability of Indonesian students is still low in terms of scientific work and university rankings with other countries. For that required a meaningful interaction for students, it needs to be designed in depth program and teaching materials learning Indonesian language.

Quotes from Albert Einstein, the father of the World Physicist said that "Religion without knowledge is blind, and science without religion is paralyzed," also believed by us as lecturers at the Muhammadiyah University of Sukabumi (UMMI). UMMI not only prioritizes academic education in equipping students in the future, but also facilitates its students to learn the science of Islam more deeply through the integration of Al Islam and Kemuhammadiyah in every subject. For that it is necessary to develop teaching materials especially Indonesian language courses that can improve academic and spiritual intelligence that is needed in facing the era of globalization that demands literacy culture in academia.

The literacy culture is also strongly related to the pattern of learning in schools and the availability of reading material in the library. According to Naibaho (2007, pp. 3-4) basically the sensitivity and critical power of the surrounding environment is preferred as a bridge to the generation of literacy, the generation who has critical thinking skills on all information to prevent emotional reactions. This culture which is almost Indonesians do not seem to have. This is evidenced by the number of events that occur in the midst of society that resulted from miscommunication, misunderstanding, and instant emotional outbursts. Indonesian society is easily into conflict, quickly acting without trying to find out the problem, quickly judge without knowing what causes and consequences. Therefore, looking at the exposure of global conditions and challenges that students need to face, it is clear that all education stakeholders must have a Comprehensive awareness of the fulfillment of competence to compete in the national and international arena. This should be realized by PGSD students as prospective elementary school teachers and the first milestone that provides the basic or basic concept of knowledge that will be used by learners until they are adults.

A. Development of Indonesian Language Resources

The teaching materials or teaching materials are a set of systematically arranged teaching materials, showing the complete social skills of the competencies to be mastered by learners (In Dikmenjur website) Based on the National Center for Vocational Education Research Ltd / National Center for Competency based Training in Abdul Majid (2007: 174) teaching materials is a form of materials used to assist teachers / instructors in implement teaching and learning activities in the classroom can be written or unwritten material.

In relation to the main duty of lecturers as stated in Tri Dharma college that the duty of lecturers is to carry out teaching, research and dedication, the development of teaching materials is one of the elements that must be fulfilled primarily in teaching. The development of teaching materials is based on the analysis of student needs. The development of the teaching subject of the subject can not be separated from the development of the curriculum course curriculum.

The teaching materials product refers to the competencies and needs of graduate users. Analysis of the field shows PGSD students as prospective teachers of elementary school require teaching materials that can improve their skills can be realized primarily in teaching in elementary school after they graduate from college in accordance with the Curriculum 2013. This study leads to the required skills of students in teaching PGSD Bahasa Indonesia Namely in the ability of the ability to include the ability to listen, the ability to speak, the ability to read, and the ability to write.

With the development of teaching materials also help learners to gain new knowledge and reduce the dependence of learners to educators as the only source of knowledge (Chomsin S. Widodo and Jasmadi, 2008: 40). Abdul Majid (2007: 174) classified teaching materials into four namely:

- 1) Printed materials: handouts, books, modules, student worksheets, brochures, leaflets, wallcharts, photographs or drawings, models or makets.
- 2) Teaching materials with (audio): cassette, radio receiver, and audio compact disc.
- 3) Hearing audiences (audio visual): video compact disks and movies.
- 4) Interactive teaching material (interactive teaching material): interactive compact disk

B. Al Islam and Kemuhammadiyah

Muhammadiyah is an organization that upholds the value of da'wah in the community, but in addition to preaching, the main aspiration of Muhammadiyah is the importance of education and teaching based on Islamic teachings, whether education in schools / madrasah or education in the community. Based on the data, until 2010 Muhammadiyah has 4,623 kindergartens; 6,723 Early Childhood Education; 15 Special Schools; 1,137 Elementary Schools; 1,079 Madrasah Ibtidaiyah; 347 Madrasah Diniyah; 1,178 Junior High School; 507 Madrasah Tsanawiyah; 158 Madrasah Aliyah; 589 High School; 396 Vocational High School; 7 Muallimin / Muallimat; 101 Pondok Pesantren; And 3 Pharmaceutical High Schools. In the field of higher education, until 2010, Muhammadiyah has 40 Universities, 93 High Schools, 32 Academies, and 7 Polytechnics. From the above data, it appears that Muhammadiyah today has a number of educational institutions, ranging from PAUD level, basic and secondary, to higher education, ranging from madrasah to school, from formal to nonformal.

In the 45th Muhammadiyah Congress, Muhammadiyah has a vision of "The formation of human learning learner, morality, advance and excel in science and technology as the embodiment of tajdidda'wahamarma'rûfnahymunkar". There are six basic values built into Muhammadiyah education:

1. Muhammadiyah education is held referring to the values that originate in the Qur'an and Sunnah.
2. Ikhtiar establish and run a business charity in the field of education keikhlasanhanya received ridhoAlloh.
3. Implementing the principle of cooperation (mushârahakah) by maintaining a critical attitude, both during the Dutch East Indies, Dai Nippon (Japan), the Old Order, the New Order until the post-New Order.
4. Maintain and revive the principle of renewal (tajdîd), innovation in running a business charity in the field of education.
5. To have a culture to side with the suffering people (d} u'afâ and mustad} 'afîn) by performing creative processes in accordance with the challenges and developments that occur in the Indonesian society.
6. Taking into account and running the principle of balance (tawassut) or moderate) in managing educational institutions between common sense and purity of heart.

Of the six basic values of Muhammadiyah education above, the educational curriculum developed in the Muhammadiyah education appears in sharpening the characteristics of Muhammadiyah education contained in the curriculum of Al-Islam and Ke-Muhammadiyah, mathematics and integrated in every subject that exist in the educational institutions under Muhammadiyah organization.

According to Mohamad Ali (2010), the subjects of al-Islam and the Muhammadiyah are typical of Muhammadiyah education, which is different from other educational institutions. Because these subjects are characteristic, it becomes an "objective identity" accepted by the public outside Muhammadiyah. Zamahsari in the seminar "Integration of Islam and Discipline of Science" (2015) said that Muhammadiyah integrate Western disciplines with Islam is a continuation of the realization of the idea of KH Ahmad Dahlan, who since 1920 wants an integration between the knowledge gained from the West and Islamic science. This integration, according to Zamahsari, requires enormous energy because it must dapersiapkan human resources, among others, to criticize the secular science of the West by using Islamic concepts and comparing the two at the empirical level. From the above description it is concluded that there are different nuances of Muhammadiyah educational institutions with government education institutions or other Islamic institutions. In addition there are subjects of Islam and kemuhammadiyah, in order to become a learner who bertaqwa and smart other than cognitive secra alone then at every level of science teaching requires the integration of Al Islam and Kemuhammadiyah in every discipline

C. Literacy Ability

In the literature of language learning, literacy is defined as literacy, literacy, literacy or literacy in reading and writing (Teale&Sulzby, 1986; Cooper, 1993: 6; Alwasilah, 2001). Understanding of literacy based on the context of its use stated Baynham (1995: 9) that literacy is an integration of listening, speaking, writing, reading, and critical thinking skills.

James Gee (1990) defines literacy from an ideological point of view of literacy that states that literacy is "mastery of, or fluent control over, a secondary discourse." Gee uses the rationale that literacy is a skill a person possesses from thinking, speaking, reading, and write. Stripling (1992) states that "literacy means being able to understand new ideas well enough to use them when needed. Literacy means knowing how to learn ". This understanding is based on the basic concept of literacy as kemelekwacanaan so that the scope of literasi it revolves around all efforts made in understanding and mastering information. Robinson (1983: 6) states that literacy is the ability to read and write well to compete economically in full. The National Assessment of Educational Progress defines literacy as the ability to read and write performance that is necessary throughout life (Winterowd, 1989: 5).

Based on the descriptions above, it can be concluded that literacy are: (1) literacy or literacy; (2) the ability to integrate between listening, speaking, reading, writing and thinking; (3) the ability to be ready for use in mastering new ideas or how to learn them; (4) the ability device to support its success in the academic or social environment; (5) the ability to read and write performance is always required; (6) the competence of an academic in understanding discourse professionally.

Research in the campus environment and the current globalization that we are witnessing about the learning of Indonesian today, then the direction of learning should be changed. Learning Indonesian language is directed at building a culture of literacy, especially learning that can increase the activities of learners using teaching materials in live. Learners learn to speak language or literature for the real world, not the school world.

Di Yanni (1995: 40) states that literacy-based learning is done by developing ideas or ideas through the development of questions at the time of writing, then developing them through inter-ideas and controversy of ideas. , Which is the development of the potential of learners to become human beings who believe and piety to God Almighty, berneak noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible (Depdiknas, 2003).

Acquisition of this goal can be done students if they have become a literary figure. The students have the provision of literacy in him so as to equip themselves with the expected ability. The process of developing language and literacy skills is carried out by developing cognitive abilities, analysis, synthesis, evaluation, and creation through a direct study of social conditions using the ability to think carefully and critically. The process of understanding learners of social phenomena with the introduction directly will make it easier for learners in developing competence. Learners should be familiar with reading various information and accessing information from electronic media or written media. In addition, he needs to follow the development of civilization that is going on factually. Therefore, in developing the competence of literasi needs to be supported by the availability of facilities in building human litera, one of which is the teaching materials of Indonesian language which is integrated with value education.

CONCLUDE

The development of teaching materials also help learners to acquire new knowledge and reduce dependence learners to educators as the sole source of knowledge Quotes from Albert Einstein, the father of Physicists World said that "Religion without science is blind, and science without religion is lame, indeed Should be a reflection for us as educators. Science given each of us will teach without accompanied by imu religion will not be meaningful for the students, because it will make them as a scientist for himself instead of scientists who realize their knowledge with animated by the divine spirit. Literat Students will not be realized if the teaching material is given less give information theorists, practical and integrated with religion science. In Muhammadiyah Sukabumi University is an organizations which attempting to establish a human learner pious, noble, mumble and superior in science and technology as the embodiment of propaganda tajdidamar ma 'Rûfnahymunkar ". There are six basic values that built the Muhammadiyah education, then at every level of the teaching of science requires the integration Al Islam and Kemuhammaiyahan in each discipline.

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THE DIFFERENCES KINDERGARTEN TEACHER PROFESSIONALISM BETWEEN CERTIFIED AND UNCERTIFIED (Research in Cisata, 2016)

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ABSTRACT

This study aims to determine professionalism differences between certified and uncertified kindergarten teacher. The total population in the study was 46 certified teachers and 46 non-certified teachers in Menes Sub-district. The writer selected the population by using purposive sampling techniques. This study used an ex-post facto. Based on the interpretation category scores revealed by Riduwan, the finding shows that the certified kindergarten teacher meets the category which is 4773% while the result of the professionalism of teachers who uncertified is 4226%. The Hypothesis testing used was t-test. The finding shows that $t = 71,373$ and $t_{table} = 2,368$ thus $t = 71,373 > t_{table} = 2,368$ and it can be concluded that there are differences in the professionalism of kindergarten teachers who are certified and uncertified.

Keywords: teacher professionalism, certification

BACKGROUND

Kindergarten is one of formal education level. Educational institutions have a great responsibility to develop the ability and skills of students. But, the problems arises when Indonesian teachers do not teach maximal so that the output from teaching and learning process is not good.

Director General of Teachers and Education Personnel (GTK) of the Ministry of Education and Culture Sumarna Surapranata said that there are 166,770 teachers who have not been certified because of several factors. For instance, they have not met the basic requirements; take a diploma of four (IV) or Bachelor degree (S1). "Those who have not certified because they have not completed diploma and strata one education," said Sumarna. It is said, according to the main data of education (*dapodik*) the total number of teachers there are 3,015,315 people consisting of 721,124 non-permanent teachers (GTT) who have not been eligible and 2,294,1091 teachers of civil servants and permanent foundation teachers who have been recorded feasible. Educators or teachers are said to be professional if they already have good teaching quality. Being a teacher may be everyone can, but being a teacher who has expertise in educating or teaching needs adequate education, training and flight hours. To become a teacher with qualified teachers must have adequate intellectual ability, ability in transferring knowledge, understanding the concept of child development or child psychology, and creative in educating. Based on data from the Teachers Association of the Republic of Indonesia (PGRI), there are currently 1.6 million teachers from a total of 3 million teachers who have not been able to certificate educators. If until the end of December 2015 or 1 January 2016 the teachers have not been certified or or have educator certificates, they are in danger of not teaching. Reported earlier, Head of Human Resources Development Agency for Education and Culture and Education Quality Improvement Kemendikbud, Syawal Gultom said according to the Law of Teachers and Lecturers, all teachers who have not S1 should complete their education, if not they are forbidden to teach, this for teacher competence index is clear. Teachers who are not certified and not S1, according to the provisions of the law are prohibited from teaching. But, we must be careful to implement this because it can lead to the lack of teachers. One example is in Pandeglang-Banten area, especially in District of Menes, not all kindergarten teachers have certification. Should not teachers who have not certified is also motivated to continue a minimum education diploma (D IV), so they are not threatened not to teach. In addition to certification can get professional tunjangan, they will also get a useful knowledge for teaching capital and have the ability to educate their students in a professional manner. Therefore, the researcher is interested to conduct a research about the difference of professionalism of certified teacher with uncertified in Kecamatan Menes Pandeglang-Banten.

Problem Formulation

Based on the above description of the problem, it can be stated the formulation of the problem of "Is There a Difference of Professionalism of Certified Kindergarten Teens with Uncertified in Kecamatan Menes".

Research Objectives

Based on the problems that have been described above, the research aims to determine empirical data on the Differences of Professionalism of Certified Kindergarten Teens with Uncertified in Menes Sub-district.

THEORETICAL STUDY

A. Theory Description

1. Master

Education is the most important thing for every human being, from the human being is still aged until they are adults, and the teacher is the most meritorious and the most important in the world of education. According to Umbo Tagela and Sumardjono Padmomartono (2014):

"Teachers are all people who are authorized and responsible for the education of students, individually and classically, both at school and outside school. The teacher here includes all pre-school teachers (Kindergarten) to the professors in higher education, who are civil servants and private employees. "

According to Hamzah B. Uno (2014) interpreted that the teacher is a person who has the responsibility, and the teacher is a person who has the ability in teaching his students well so as to achieve the desired educational goals. According to some experts above can be concluded that the teacher is a person who has the responsibility to educate and a teacher is a person who has the ability in the field such as teaching, guiding and managing the class well so that the creation of learning fun.

2. Teacher's Duty

The task of the teacher as a profession involves educating in the sense of continuing and developing the value of life. Teaching means continuing and developing science and technology, while training means developing skills to learners. The task of the teacher in the humanitarian field includes that teachers in schools should be able to become second parents, can understand learners with development tasks ranging from as being played (Homoludens), as a creature of adolescent / work (Homopither), and as thinking beings / adult (Homosapiens). Assisting learners in transforming themselves as an attitude-building effort and assisting participants in self-identification of the participants themselves.

3. Teacher Professionalism

As an educator, teachers are required for professionals. They must be responsible for their profession. They are educators who must have a professional soul in him. According to Agus F. Tamyong (2010: 15)

"A professional teacher is a person who has special skills and expertise in the field of teacher training so that he is able to perform duties and functions as a teacher with maximum ability. Or in other words, professional guru is a well-educated and well trained person, and has a rich knowledge in his field. "

According Kunandar (2007) that professional teachers have responsibility to learners in the learning process. Professional teachers should be able to prepare teaching materials to be given to learners. And teachers should always know how to give the best teaching both learners.

4. Certification

Certification is a reward for educators or teachers who have expertise and already have certain requirements so that teachers can have certification. According to Martinis Yamis (2006) "Certification is the process of providing educator certificates for teachers and lecturers or formal proofs as recognition given to teachers and lecturers as professionals.

Furthermore, according to E Mulyasa (2010) that teacher certification is a written proof that has been given to educators or teachers who have qualified competencies that must be owned by every educator or teacher. Meanwhile, according to Marselus R. Payong (2011: 68)

"Certification is the process of granting certificates to a particular object (person, item, or organization) that signifies that the object is worthy of criteria, or a certain standard. Certification is a form of quality assurance (quality assurance) to the user of the object, so that users do not feel harmed".

According to some experts above can be concluded that the certification of teachers is granting an apprentice to a person educator or teacher who has expertise or already meet the standards of teacher competence.

RESEARCH METHODOLOGY

The method used in the study is to use questionnaires or questionnaires that will be given to kindergarten teachers in District Menes. The total population in the study was 46 certified teachers and 46 non-certified teachers in Menes Sub-district. The technique used in sampling is using purposive sampling. The number of teachers sampled is 46 certified teachers and 46 non-certified teachers spread over 20 schools. Data Collection Techniques 1) Conceptual Definition Professionalism teacher of an educator who must be professional in carrying out his work and must have a very high responsibility for his students. They have a pretty heavy task that is to educate and educate the children of the nation and of course they must have the ability and: knowledge is very broad. 2) Operational Definition: The professionalism of the teacher is the teacher who has the competence, namely: a) Competence Personality, b) Pedagogical Competence, c) Professional Competence, d) Social Competence. Types of Instruments made for this research are questionnaires.

RESEARCH RESULT AND DISCUSSION

1. Research Results

Table 4.1
Homogeneity Test Result Calculation
Teachers Data Certified and Uncertified

N	Dk	F _{hitung}	F _{table}	Kriteria	Conclusion
N=certification 30	29	1,64	1,86	$F_{count} < F_{tabel}$	H_0 accepted (homogenous)
Not certified = 30	29	1,64	1,86	$F_{count} < F_{tabel}$	H_0 accepted (homogeneous)

Table 4.2
Te Test Results Teacher Professionalism
Decision Criteria

Kriteria	\bar{X}	t _{hitung}	t _{0,99 (142)}	Conclusion
Certified	140,5	71,373	2,368	Differently very significant
Not Certified	125,8			

2. Discussion

Based on result of hypothesis test known that there is difference of kindergarten professionalism certified with uncertified. The average score of professionalism of certified kindergarten teachers with non-certified ones is different. Different scores indicate higher professionalism score of certified Kindergarten teachers than the professionalism of pre-certified kindergarten teachers, this is due to several factors influencing it, such factors include uncertified teachers not included in the criteria and not yet eligible to obtain Educator certificate. Ha analysis of professionalism data of the kindergarten teacher of yaifikasi with which certification shows $t_{hitung} = 71,373 > t_{table} = 2,368$. These results indicate a difference between the professionalism of certified and non-certified kindergarten teachers. These results show that the impact of the certification itself. Teachers who are certified will be better professionalism than teachers who have not certified. This is in line with the purpose of certification by the Government to improve the professionalism of teachers in teaching and educating the nation's children in Indonesia.

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusion

Based on the results of research and data analysis it can be concluded that there is a difference of professionalism of kindergarten teachers between certified teachers compared to the professionalism of uncertified kindergarten teachers, the impact of certification on professionalism attitude of kindergarten teachers in Menes sub-district, and certified teacher professionalism higher than professionalism of teachers That is not certified.

B. Implications

Research has been done to prove that there is a significant difference between certified teachers and teachers who are not certified, so that when teachers are certified then they will have a high professionalism of teachers. Teachers who have not certified is feared will affect the outcome or the learning process itself. It is feared that they will teach as and as they please Not in accordance with existing regulations. Seeing this situation needs to be done to improve the professionalism of teachers who have not certified.

C. Advice

Based on the conclusions and implications described above, several suggestions are proposed as follows:

1. Teachers who have not certified must follow the criteria set by the Government so that teachers who have not certified can get the certification
2. . Teachers who will pass the certification process always apply the principles, namely adanaya openness, honesty, accountability and objectivity. Thus, the certification process must be completely assured by the facts and there is no cheating.
3. Teachers who have not certified are advised to attend professional trainings

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THE IMPLEMENTATION OF TECHNOLOGY ENHANCED CONCEPTUAL CHANGE TEXTS ON STUDENT'S ACTIVITY AND UNDERSTANDING OF ELECTRIC FORCE

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ABSTRACT

In this study, Technology Enhanced Conceptual Change Texts (TECCT) on Student's Activities and Understanding of Electric Force implemented in Senior High School, Laboratory School, Indonesia University of Education (UPI). The research show that TECCT enhance student's activity and improve intellectual skill. During learning process, students use their intellectual skill such as predicting, conceptualizing, describing, concluding and interpreting data frequently. Students learn electric force not just as product but also as process. TECCT help students to construct the concept by their self and more active in learning process. In addition, the findings indicated that student's conceptual understanding of charges interaction is fifty percent and four percent students still have misconception after learning process. But in the next lesson, achievement of conceptual understanding of electric force is 75%, increase than achievement of lesson before. In conclusion, TECCT is an alternative way to provide meaningful learning for students, enhance activity learning and also construct conceptual understanding but revision and development are needed to increase effectiveness of TECCT.

Keywords: Technology Enhance Conceptual Change Text (TECCT), student's activities, intellectual skill, learning process.

INTRODUCTION

Physics is one of the subjects of National Exam (UN) but in the student's result still have problem. Student's activity and understanding concept is still in low category. The percentage of student's understanding concept of electricity is still below fifty percent in class 12. Learning physics is difficult for many students, students assume that science just can be investigated by scientist not by students. In addition, observation found that the causes of this problem, one of them is student's heterogeneous capabilities. Although learning process is often using the principle of student center, but the ability of student acceptance is very diverse. It can happen that a student instantly understands what their learn but in others still do not understand even has been repeated. Student's scientific practices and intellectual skill are less developed. This is indicated by student's behavior who are not confident when doing observations or experiment, not confident in expressing opinions like predicting, describing and explaining phenomena or concluding data.

Besides, the cause of problem in physics learning is interest of the students in reading textbooks is still low. Instead of reading books, students are more interested to play digital technologies like mobile phones and laptops. Not just read the text book, many students do not read other books like novel or magazine every day. This observation is according to the result of OECD- (Organization for Economic Cooperation and Development) research in 2012 on Programme for International Student Assessment (PISA). The result show that reading comprehension of Indonesian learners at the middle level (age 15 years) have ranked 64 Of 65 participants.

To resolve or minimize the problem, students need learning process which attractive, meaningful, enhance student's activity and could improve student's scientific practices and intellectual skill. Learning process should also be supported by media which is able to attract students to read, construct concepts or even change misconceptions they have before. One of the strategy is using Technology Enhance Conceptual Change Text (TECCT)

LITERATURE

Conceptual Change Approach is based on learning theory perspective declared by Jean Piaget stating that learning process of an individual is not only influenced by the growth of the individual himself but also by interaction with his environment. In Piaget's theory, there is a concept known as assimilation and accommodation when someone is learning. Assimilation is a cognitive process in which someone try to integrate his perspective, concept or new experience into his schema in his mind. When a new concept is integrated into his mind, there is possibility that it cannot be assimilated because it is not appropriate with his previous schema saved before. In this kind of situation, he will accommodate it into his mind by making a new concept to make it appropriate.

Conceptual Change Approach developed by Posner is based on 4 conditions as follows:

- Dissatisfaction; students should feel unsatisfied with the concept that they have. Thus, they will realize that it does not enough for them to solve problems that they face. Therefore, they need a new concept to change their dissatisfaction.
- Intelligibility; students need to understand the new concept that they get well. It should be presented clearly, and simply. It also need to be relevant with the previous concept so they will be easier to understand it. Besides, the media such as table, diagram, and others can be used to make it clearer.
- Plausibility; students need to find the logic from a new concept that they get. Besides they need to be able to imagine it by making a schema on their mind. In other words, it should be reasonable, acceptable, and coherence and appropriate with the previous concept that they have.
- Fruitfulness; A new concept need to be able to solve problems faced by students. Besides, it also need to be able to make students do some researches or find something new. One of ways to fulfill this needs is to complete the information about how to make the new concept meaningful in daily life.

One of strategies of Conceptual Change Approach is Conceptual Change Text (CCT). According to Hynd (in Ozkan,2016):

“ Texts that are used to introduce theories that will convince students that they have misconceptions about certain scientific facts for the purpose of making these misconceptions conform to scientific concepts are called "conceptual change texts"

CCT is designed and developed based on four conditions which need to be fulfilled in line with Conceptual Change Approach. CCT is a powerful strategy in science learning process. Conceptual Change Text Based Instruction can improve learning achievement in science learning process. It can lead a better understanding about a electrical concept compared to ordinary text. (Chambers and Andre, 1997 in Cetin et al, 2015).

In spite of CCT Based Instruction, CCT based on technology can be used as an alternative to improve students' learning achievement. Ozkan and Selcuk (2015) state that students' understanding about Buoyance using CCT based on technology is higher than those using ordinary text. The learning process based on technology can help students to have better understanding on abstract concept. It makes possible for teachers to fulfill students needs in getting information appropriate with their learning style.

Previous researchers have implemented other strategy in their teaching learning process such as literacy strategies (Selly et all, 2016). Bloomenfed et al (in Ozkan, 2015) states that technology in learning process can improve students interest or motivation, provide access of information, help to have active learning, manage learning strategy, analyze strengths and weaknesses of a learning process, and hence manage learning complexity.

METHOD

In this study, TECCT developed and implemented on the topic of electric power. To see if the purpose of the developed TECCT can be achieved, student's activities was observed during learning process. We wrote how the student's response when interacting with media both digital and text technology. Based on the results of observational records, we review whether the developed TECCT needs to be improved in terms of language usage, symbolic writing, data usage or use of technologies such as animation and video.

In addition to the observation notes, we also create student worksheets to be done by students during the lesson. From the student worksheet, we can analyze whether students understand the concept or not. We may also use student answers on worksheets in addition to observation records to determine students' intellectual abilities during the learning process. At the end of the learning session, we performed tests with essay tests to gain conceptual understanding. The achieving is the percentage of the number of students who answered correctly divided by the total number of students in the learning. The intellectual skills observed in this study refers to the intellectual skills developed by wenning (Wenning, 2017). Some of the intellectual skills that was observed are predicting, describing, explaining, conceptualizing, interpreting data and concluding

RESULTS

TECCT has been implemented in grade 12 Senior High School, Laboratory School Indonesia University of Education. The implemented TECCT consists of two essential concepts: charge interaction and electrical force. In the first part of the charge interaction, students are active in suggesting predictions about what will phenomena occur if the balloon is rubbed with steroform. Furthermore, after students predict, students are involved in demonstrating what the prediction and observation of the phenomenon that occurs. After the observation, students discuss in their group to explain why the phenomenon occurred. In explaining the phenomenon that occurs visible students are able to use the initial knowledge of electrostatics ie by analogizing a plastic ruler rubbed by the hair. At this early stage, the students conceptualizing that on the balloon there is a charge but not can conceptualizing about the transfer of charge from steroform to balloon.

After the next text is shown, it is about the balloon animation is rubbed with a wol jacket, students can observe that the negative charge of the jacket moves toward the balloon so that the balloon is negatively charged and the jacket is positively charged. Therefore the balloon is always attracted towards the jacket. At this session, students are capable to conceptualizing and concluding about charges interaction. TECCT on charges interaction concept and how things become charged was effective strategy to enhance student's activity.

In electric force learning, students also look active. From 8 groups of students, 7 groups held discussions in each learning session. Students develop their intellectual skill such as describing phenomena, explaining and interpreting data. In this learning session the students are given animation of tensile force and repulsive force of two ball then the students are asked to find the relation of electric force to the distance between charges. To facilitate students to make relationships, a table presented containing distance data and electric force. In this case the student is still difficult to find the relationship or the pattern of the comparison between the force and the distance between charges because the value of the distance was not easy to analyzes. Therefore the text needs to get a revision. But for the pattern of comparison between force and charge, most students easily find it.

Then student make sense about relationship between force, charge and the distance between charges into an equation. This session improve student's intellectual skills in interpreting data and concluding.

At the end of the lesson, students are tested for achieving conceptual understanding. The result of charges interaction learning session, only 50% of students who answered exactly the questions while 46% of students did not answer and 4% still misconception. However, after the learning of electric force, 75% of the students were able to answer the test correctly . This indicates that the student has undergone a change of electric force concept and interaction between charges.

CONCLUSIONS

TECCT is an alternative way to provide meaningful learning for students, enhance activity learning and also construct conceptual understanding. In the first learning session just 50% students has achieve conceptual understanding but in the second learning session, 75% students achieve conceptual understanding. But some revision and development are still needed to increase effectiveness of TECCT.

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THE QUALITY OF ELEMENTARY SCHOOL SCIENCE EXAMINATION TEST ON COGNITIVE PROCESS DIMENSIONS IN CURRICULUM 2013

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ABSTRACT

This study aims to determine the quality of elementary school science examination test in the cognitive process dimensions contained in the fifth grade students' handbook of Curriculum 2013. This research is a descriptive qualitative research. This research is done by identifying and then mapping based on the cognitive process dimension on the prepared guidance, which is mapping the science examination questions in the fifth grade students' handbook of Curriculum 2013. The cognitive process dimension in Bloom's Taxonomy Revision are grouped into: 1) Memorizing, 2) understanding, 3) Applying, 4) Analyzing, 5) Evaluating, and 6) Creating. The result of the research shows that the mapping of science examination questions of cognitive process dimension in the fifth grade students' handbook is that 162 item test problem of cognitive process dimension. Those 162 questions are mapped into: 1). Ability to memorize / remember as many as 35 questions or 17.85%, 2). understand / 117 questions or 59.7%, 3). Applying, 2 questions or 1.02%, 4). Analyzing as many as 8 questions 4.08%, 5). For evaluating, there is no item found in the ability to analyze the cognitive processes, 6). Creating, is not found a problem that is in the ability to create a cognitive process. Based on these results it can be seen that the lack of handbook students on Competency Test questions does not meet the criteria of questions that train learners using reasoning ability, problem solving, and developing thinking skills.

Keywords: quality of science examination item test, cognitive process dimension.

INTRODUCTION

Along with the rapid of science and technology development, and the flow of globalization demands the quality of human resources. To improve the quality of human resources, one of the factors that become the center of government attention is the field of education. In order to realize the best quality of national education, the government formulated the National Education Standards. The National Education Standards are continuously updated to create an adaptive education for the times. The National Education Standards consist of 8 (eight) standards, one of them is the Assessment Standard that aims to ensure: (1) planning the learners assessment based on the competencies that need to be achieved and based on the principles of assessment; (2) the implementation of professional, open, educative, effective, efficient, and appropriate educational assessment in a socio-cultural context; And (3) reporting the results of the learners' evaluation objectively, accountably and informatively (Mendikbud, 2013b: 1).

The renewal of the national standard of education is also accompanied by the renewal. Curriculum KTSP 2006 is revised become Curriculum 2013 which is aims to produce Indonesian students who have the advantage of competence in the sphere of attitude, knowledge, and skills (Mendikbud, 2013a: 2). This is to compensate for the rapid development of science and technology in the 21st Century that requires the graduates to be able to compete in the global world. The revised of Curriculum 2013, one of them is in the scoring system. This assessment system, known as authentic assessment, accommodates high-level thinking skills.

This is motivated by the results of research PISA and TIMSS which provide a picture of the outcomes of science learning objectives in Indonesia which is still low. It indicates that science learning is still in low level with the emphasis of learning on the mastery of the concept (basic learning). Basic learning is explained by Dettmer (2006: 73) that is concerned with mastery of the concept so that the achievement of the learning process is limited to the aspects of knowing and understanding. Thus, the results of this study provide an illustration that the ability of higher order thinking of students is still at a low level.

High-level thinking skills can be developed in learning through various things. According to the results of Uswatun research (2015: 138), high-level thinking skills can be developed through learning tools.

One component of the learning tool is a textbook as a learning resource for learners. Textbooks can be used as a media for developing high-level thinking skills in learning process. El-Saleh (2011: 2) asserts, "Textbooks are the primary physical resource for student performance in the classrooms." Those explanations corroborate the evidence that textbooks are used as sources of learning in the classroom activity, because textbooks can be used oftenly by the learners compared with the classroom teacher.

Textbooks can also be used as a "tool" to achieve the expected goals. Costanzo (2009: 4) states, "Textbooks purpose is to serve as a vehicle for the transmission of knowledge, and it is important not to overlook the social dimension within that knowledge is made legitimate". Textbooks are provided directly to students with the aim of the student being able to discover his own given knowledge. The teacher in this case is only a facilitator of learning process.

Textbooks have a high frequency of direct contact with students. It aims to develop students' memory of encouraging the transfer process. Memory or retention is a student's ability to remember lesson material moments after they have learned. In this regard, Mayner & Wttroc (1996) in Suwanto (2010: 83) also stated that transferability is a student's ability to use what he has learned to solve new problems and to answer new questions.

The students' memory and transfer ability are the basic abilities that are used by the students to understand what is obtained during the learning process. The learning process aims to change the behavior of students as stated in the purpose of education. According to Anderson & Krathwohl (2001: 64), the purpose of education is described into six categories of processes, namely: memorizing; Understanding, applying, analyzing, evaluating, and creating. Categories of process memorizing are a process that is closely related to the memory process. The other five process categories are more related to the transfer process, they are the process categories in understanding, applying, analyzing, evaluating and creating.

The purpose of education in this field has not been fully achieved. Several studies reveal the problem of high level of student error and unequal composition aspects of the problem. The results of Yunengsih's research (2008) stated that the mapping of the national exam on cognitive aspect was not evenly distributed with the details of 68% of the basic competencies tested on the aspects of performance procedures, 22% aspects of memorize, 10% demonstrate understanding, while the conjecture/generalize/prove And solve non-routine problems have not been achieved at all.

RESEARCH METHODS

Types of research

This research is using descriptive analytic method with qualitative approach. The variables in this study are the level of cognitive process dimension of science questions in the handbook of fifth grade of elementary school students in Curriculum 2013. The dimensions of cognitive process can be presented in Table 1 below.

Table 1
Cognitive Process Dimensions

No.	Taksonomi Bloom's level	Aspect
1.	Remember/Memorize <i>Retrieving relevant knowledge from long-term memory</i>	1.1 <i>Recognizing</i> 1.2 <i>Recalling</i>
2.	Understand <i>Determining the meaning of instructional messages, including oral and graphic communication</i>	2.1 <i>Interpreting</i> 2.2 <i>Exemplifying</i> 2.3 <i>Classifying</i> 2.4 <i>Summarizing</i> 2.5 <i>Inferring</i> 2.6 <i>Comparing</i> 2.7 <i>Explaining</i>
3.	Apply <i>Carrying out or using a procedure in a given situation</i>	3.1 <i>Executing</i> 3.2 <i>Implementing</i>
4.	Analyze <i>Breaking material into constituent parts and detecting how the parts relate to one another and to an overall structure or purpose</i>	4.1 <i>Differentiating</i> 4.2 <i>Organizing</i> 4.3 <i>Attributing</i>
5.	Evaluate <i>Making judgment based on criteria and standards</i>	5.1 <i>Checking</i> 5.2 <i>Critiquing</i>
6.	Create <i>Putting elements together to form a novel, coherent whole or make an original product</i>	6.1 <i>Generating</i> 6.2 <i>Planning</i> 6.3 <i>Producing</i>

Source: Amer (2006: 221)

Time and Place of Research

The study was conducted in February to July 2017. The location of this research was conducted in Sukabumi City. Associated with population and sample in this research use saturated sample technique. This technique is used by researchers because the science problems contained in the student handbook Curriculum 2013 are all become sampled.

Research subject

The subjects of the study are science questions in the handbook of the fifth grade of elementary school students in Curriculum 2013.

Data Collection Techniques and Instruments

Data collection techniques used in this study is questionnaire. The data collection instrument is a document analysis questionnaire with a rubric to examine each item. The instrument contains information on item number, problem statement, and type of cognitive process dimension.

Data analysis technique

Data analysis techniques in this study using two methods, namely: quantitative analysis and qualitative analysis. Quantitative analysis to calculate percentage level of cognitive process dimension of science examination questions in Curriculum 2013 students handbook. The quantitative steps analysis is done as follows.

(1) Calculate the level of knowledge dimension and cognitive process dimension about the Competency Test of Science in the Curriculum 2013 student handbook with Equation 1 (Ngalim, 2002: 102).

$$P = (\sum X) / n \times 100\% \dots\dots\dots \text{(Equation 1)}$$

Description: P = Problem level (%)
 ΣX = Number of cognitive levels
 N = Total number of questions

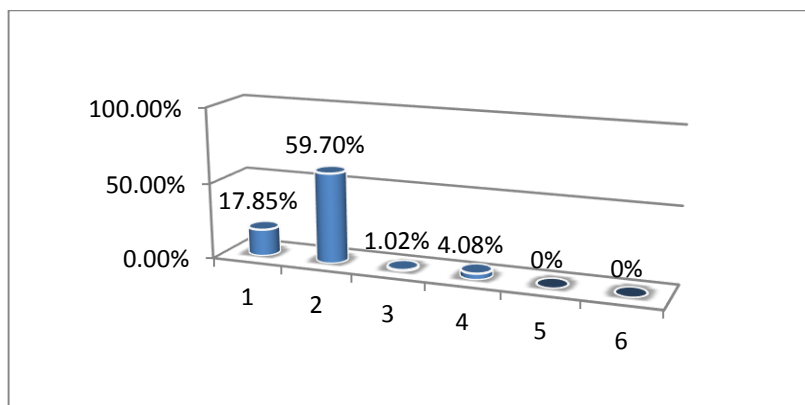
(2) Convert the quantitative value to qualitative according to Table 2.

Table 2.
 Convert Percentage To Category

No.	Percentage (%)	Category
7.	≥ 80	Very Good
8.	> 60-80	Good
9.	> 40-60	Enough
10.	> 20-40	Less

RESULTS AND DISCUSSION

This research succeeded in collecting data related to the cognitive process dimension of science examination questions in fifth grade elementary school which is contained in the 2013 curriculum student handbook.



Information:
 1. Memorizing
 2. Understanding,
 3. Applying,
 4. Analyzing,
 5. Evaluating and
 6. Creating.

Figure 1. Percentage of examination questions in fifth grade elementary school which is contained in the 2013 curriculum student handbook

Based on the figure above, it can be analyzed as follows:

1. Memorizing is retrieving information stored in long-term memory. Given is the lowest level of cognitive processes. To condition "memorizing" to be part of meaningful learning, the task of memorizing should always be linked to a wider aspect of knowledge and not as a loose and isolated one. This category includes two kinds of cognitive processes: recognizing and recalling. In the fifth grade handbook there are 35 questions (17,85%) which includes the ability to memorize and fall into the category less. Memory example is:
 - a. Mention the respiratory organs and their functions.
 - b. Notice the words in the above reading. Then, write down the name of the human organs contained in the reading along with its function.
2. Understanding is to construct meaning or understanding based on the initial knowledge possessed, linking new information with existing knowledge, or integrating new knowledge into the existing scheme in students' thinking. Since the schema is a concept, conceptual knowledge is the basis of understanding. The categories of understanding include seven cognitive processes: interpreting, exemplifying, Classifying, summarizing, drawing inferring, comparing, and explaining. In the

- handbook of students in the fifth grade, there are 117 questions (59.70%) problems that include the ability to understand and fall into the category enough. Memory example is:
- a. Does the soap change to foam be called a change in the form of an object?
 - b. Why landslides can occur?
 - c. Has your digestion ever been disturbed? How to handle it?
3. Applying is to include the use of a procedure to solve a problem or perform a task. Therefore applies is close to procedural knowledge. This does not mean, however, that this category is only suitable for procedural knowledge. This category includes two kinds of cognitive processes: executing and implementing. In the fifth grade's handbook, there are 2 questions (1.02%) questions that include the ability to understand and fall into the category less. Memory example is:
- a. Practice a parallel series!
4. Analyzing is to describe a problem or object to its element and determine how the interrelations between these elements and the structure of magnitude. There are three kinds of cognitive processes involved in analyzing: differentiating, organizing, and finding the attributes. In the fifth grade handbook, there are 8 questions (4.08%) questions that include the ability to understand and fall into the category less. Memory example is:
- a. From the text "Acid Rain" create a mind map titled source and effect of garbage for people and the environment.
5. Evaluating is to make a consideration based on existing criteria and standards. There are two kinds of cognitive processes covered in this category: checking and critiquing. In the fifth grade handbook there is no problem was found in the evaluating ability.
6. Creating is combining some elements into a unified form. There are three kinds of cognitive processes that fall into this category, namely: generating, planning, and producing. In the fifth grade handbook, it is not found the problem that is on the ability to create.

CONCLUSION

The result of mapping the science examination questions of the cognitive process dimension shows the quality of the science examination questions in the comprehension dimension as the most used type that is equal to 59.70%, followed by the recall ability of 17.85%, the ability to analyze 4.08%, and the ability to apply 1.02%. This is one of the shortcomings, because the problem has not been found in the ability to evaluating and creating.

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TRADITIONAL GAMES REVITALIZATION OF THE ORIGINS THROUGH CREATIVE DANCE

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ABSTRACT

The traditional game that we know as the game of the people is a game that has existed since the time of the ancestors, hereditary in inherit from generation to generation. The traditional game contains noble values that are very useful for life and character formation from an early age. Along with the development of Science and Technology (IPTEK), many traditional games that are no longer played by children today include oray-orayan. They switch to using gadgets as a means of play. The presence of gadgets in the era of technology literacy is now in control in the activities of human life, thus making the existence of traditional games decreased. All elements of society from children to the elderly can not be separated with super-sophisticated multimedia devices that love his life. Based on the reality is required efforts to preserve the traditional game oray-orayan through a new dance creations to not extinct. Revitalization is one of the solutions to maintain the noble values of traditional games because it can prepare the next generation of nation with character. In addition, children are indirectly invited to love the noble values contained in the traditional game oray-orayan that has been packed into dance creations. Further dance creations are arranged to match the character of the child so that in the end the game oray-orayan always known, can be maintained, and remain sustainable.

Keywords: traditional games, dance creations, oray-orayan

PRELIMINARY

The world of children is a world of play. When playing, the child will feel happy and become easier to learn to absorb many things. The child's brain develops very rapidly when in the golden age period, so playing is very important for the development of children. Playing enables them to develop emotional, physical-motor, linguistic, cognitive, social, intelligence, and ethical development aspects. Play is a way for children to learn about the body and the environment around them. That's when they will use the senses they have, namely: sight, hearing, smell, taste, touch. The good types of games performed by the child include sensory, motor, and symbolic games that are beneficial to the physical development of motor, social aspects, emotions, language, and intelligence.

METHOD

This research is focused on obtaining creative dance to cultivate an endangered Oray-orayan game replaced by gadgets. This research uses qualitative method. The qualitative method according to Denzim and Lincoln (in Moleong, 2007) is a research procedure that produces descriptive data in the form of written or oral words of observable persons and behaviors.

This research is about the cultural game of Oray-orayan sunda which is reappointed in the form of creative dance.

RESULTS AND DISCUSSION

The traditional game is an activity that is governed by a rule of the game which is the inheritance of the previous generation by humans (children) in order to gain excitement. The nature or characteristics of traditional children's games, including: unknown creator and where it came from, unknown origin, old age, spread by word of mouth, sometimes changed name or form even though essentially the same. Traditional ingredients are elements of culture that can not be underestimated, because this game provides an important influence on the development of psychiatry, nature, and social life of children in

the future. In addition, the traditional game is born from the creativity that comes from the values of local wisdom. The important thing is that children are encouraged to be creative in creating games without tools and using tools (stones from bamboo, orange leather cars), teaching the values of cooperation, sportsmanship, honesty, socializing and working together among friends.

Oray-orayan as a product of Sundanese culture, of course accommodate the values of local wisdom from Sundanese culture. The question is, what value does the game contain? Why are these values packaged in games for children? Why is it a snake? Why is the core pattern of a snake head game catching its tail?

Atmadibrata (1980/1981: 93-98) explains that the oray-orayan game has been known for a long time and is found throughout West Java. This game is usually played on the home page or in the field during the morning, afternoon, or night. The duration of the game is approximately 10 to 15 minutes, but can also be up for hours. Game participants can be boys, girls, or mixes with ages between 5-12 years. The number of games is about 7 to 20 children, even more better, because it will be more beautiful looks like a real snake.

Oray-orayan game does not require tools of objects, just use the words that the content question and answer and done by the players themselves in a shout. Here are the words:

A: oray-orayan ...
 B: oray naon?
 A: oray bungka ...
 B: bungka naon?
 A: bungka laut ...
 B: sea naon?
 A: sea dipa ...
 B: dipa naon? ...
 A: dipandeuri ... kok..kok..kok ...

Name and Meaning

Giving a name to something certainly has a purpose. The Javanese have the term kamma asthma, that a name is a prayer. Therefore it is not surprising if there are children who are often sickly then renamed to recover. Similarly, the naming of a place, generally associated with the myth of komogoni, the myth of the origin of the place. The names of the areas in West Java that generally begin with 'Ci' such as Cihideung, Cibiru, Cimahi, Cicalengka, and so on, certainly have a certain background and purpose as well. Based on this understanding, then the naming Oray-orayan certainly has a specific purpose.

The naming of the Oray-orayan game seems to be based on its snake-like form of play. This is what makes the Atmadibrata footing (1980/198: 93-98) defines the Oray-orayan game as a game to imitate snakes. This definition is certainly less comprehensive because although it mimics the snake, but the imitated is just the shape and movement of the snake. The essence of the game is that the snake eats its tail, not in reality. It certainly has a hidden meaning.

Snake choice as a media game presumably also has a specific purpose. The snake is generally considered a dangerous animal because it is usually deadly, but at the same time a mythological animal that is adored because it is related to survival. Playing Oray-orayan thus is playing the role of a mythological animal as well as an animal in the real sense. It means Oray-orayan unite the mythical world with the real world. In other words, Oray-orayan is a form of unification of the mythical world with the human world that gave birth to a 'new life'. Oray-orayan is thus a rite that is packaged in games for children.

The Meaning of the Game

The core of the Oray-orayan game is the head of the snake catching its tail. The core of this game is identical to the symbol of Ouroboros or Uroborus. Ouroboros is an ancient symbol depicting a serpent or a dragon eating its own tail. This symbol represents a self-reflection or cycle, especially something that means constant re-creation, the return of immortality, and other things that are considered to be cycles that start over as soon as they end. The Ouroboros also symbolize the idea of primordial unity also symbolizing the idea of primordial unity associated with something existing or weight before the

beginning. Ouroboros has become an important religious and mythological symbol in the world. In Gnosticism, Ouroboros symbolizes the eternity and soul of the world (check <http://sosbud.kompasiana.com/2011/03/30/a-z-meningkap-makna-simbol-kuno/>. Downloaded, 10 July 2012).

The meaning of the above Ouroboros symbol seems to be in harmony with the meaning of the Oray-orayan game pattern. The basic form of the Oray-orayan game is the snake. The basic game pattern is the snake's head catches the tail of the snake. The highlight of the game is if the head of the snake managed to capture / eat its tail.

The head of the snake is large, and the tail of a small snake. Big and small this can be likened to the great universe and the small universe. The great universe is the universe and the small universe is the human self. The head of the snake eats its tail, thus means unifying the great universe with a small universe. The pattern is dimensioned at the beginning, anywhere. The core, man must have a spiritual awareness that the success of life is if able to return origin area, merged with the Creator of the Universe. Therefore, the effort of the snake's head to capture its tail is a symbolic form of self-reflection, capturing the inner self, that within the center of the self lies with the Creator of the Universe. The success of the servant blends with the Creator of the Universe.

The snake catches its own tail in Oray-orayan seems to be in line with the Balinese view. According Paramadyaksa (2009: 69), there are two important elements of the dragon in the perspective of Balinese culture, namely the tail and the mouth of the dragon. The dragon's tail is interpreted as a natural, clean water derived from the mountains, while the gaping mouth of a gaping dragon with poisonous fangs is a downstream emblem which has contained waste. Based on this view, the momentum of the snake's head captures its own tail is the momentum of its return to the source of water, the source of life, the Essence of the Most High.

Snakes catching their own tail in oray-orayan also synonymous with the story Dewaruci that has been described above. Bhima (big body) enters the body of Dewaruci ('self in Bhima, inner self) which is the size of Bhima's surroundings. Bhima is identical to the head of a snake in Oray-orayan, and Dewaruci is identical to the snake's tail. Bhima's momentum included within him (Dewaruci) is identical to the head of the snake catching its tail.

Snake tail is the smallest part of the body structure of the snake. The small end of this tail if it continues will be smaller, become the point and finally disappear, empty, nothing, but the content remains. The momentum of catching the tail is the success of capturing the absence of all at once, empty but the content. God exists, but its form does not exist.

Why if the tail is caught by the game's snake head stopped and the game can be resumed by replacing the new tail? The temporary dismissal of this game is a symbolic form, that a person's self-reflection on the beginning of his life must be done continuously.

Based on the above explanation, it appears that the Oray-orayan game has a deep meaning, meaning that has spiritual dimension. This game contains the message that the living person must always be introspective, see themselves in it, because in the introspection there is a vertical and horizontal line that connects itself with the Creator of the Universe and fellow creatures. A perfect self-awareness will produce a personality as is.

Local Wisdom in Oray-Orayan

Local wisdom is the values of tribal culture that underlie various aspects of tribal life. These values manifest in physical and non-physical artifacts. Physical artifacts such as symbolic forms of house building, decorative objects, ceremonial objects, and so forth. Non-physical artifacts such as hidden tips (pamali), songs / poems, beliefs, and so forth.

All of the above forms have the same function, namely maintaining the harmony of life, either vertically or horizontally. The local wisdom that manifests in Oray-orayan is religious and spiritual value. This value goes beyond any religious dimension, because people who are de facto converts to a particular religion are not necessarily religious, but a religious person must live in religious values. Religious values are apparent from the necessity of Oray-orayan players to have total awareness in their

respective roles and responsibilities in the nuances of togetherness. The spiritual value is seen from the tribute to the rice (Nyi Pohaci) as it appears in the poem of the song "oray-orayan outside leor mapay rice field, entong ka paddy parena keur seduk beukah" (Oray-orayan creep in rice field, not to paddy field is expanding).

Another spiritual value of Oray-orayan is at the core of the game, the snake catching its own tail. As explained earlier, the momentum of the snake catching its own tail can refer to the moment of introspection, entering into its self in the holy origin space. Oray-orayan thus is in addition a manifestation of the worship form to Nyi Pohaci, also the manifestation of the rites of purification.

Oray-orayan traditional games must be recognized began eroded by modern sophisticated game that individualistic and began to be forgotten along with the development of science and technology. The game of local culture that is rich in philosophical value began to disappear and replaced with a game that children meet through gadgets. Modern gadgets do not teach these things. Modern computer-based games make children tend to be asocial because it is enough to play alone in front of the computer. Not to mention some games that sometimes contain negative content, such as elements of violence and sadism. Based on any health aspect, allegedly sitting for hours in front of the gadget is also believed to cause obesity in children. Effendi, et al. (2010) revealed that culture will continue to live when people want to defend it, otherwise culture will perish if society no longer defends it. Indonesian children should be able to maintain the traditional heritage of games that are not merely a game, but a requirement for the strong cultural element inherent in them. Oray-orayan games are very rarely found in the community. In fact, when children are asked questions about Oray-orayan games most kids do not know this game. Unlike the case when we ask about the latest games that exist in the gadget.

Technology is increasingly bolted its development, including gadgets. Unwittingly gadgets in addition to having benefits also have a negative impact. Technological advances have the potential to make children satisfied with the knowledge they acquire so that what they read on the internet is the most complete and final knowledge, bringing many conveniences that result in future generations having the potential to become a generation that can not stand the difficulty, also potentially encouraging children to establish relationships Superficially, resulting in a decrease in concentration, affecting the ability to analyze problems, lazy writing and reading, and a decrease in the ability to socialize directly (Kompas Bogor, 23/11/2016). Based on the record of Women's Empowerment Forum Indonesia, as many as 65 percent of children in Indonesia are no longer familiar with traditional games (CNN Indonesia 21/5/2017). All elements of society from children to the elderly can not be separated with super-sophisticated multimedia devices that love his life. Hermawan, et al (2009) reveals the values that once upheld little by little faded due to the development of science and technology. However, do not let the cultural heritage of ancestors replaced by 21st century technology.

Some of the following factors can explain why traditional games are gradually getting eroded and left behind by some of today's children. The flow of globalization and technological development, the absence of parental recognition and knowledge, a variety of fun and more promising facilities, the absence of land to play that is constituted by urban buildings.

The effort to keep the traditional games from extinction is by introducing, maintaining, preserving traditional games (Oray-orayan) with regeneration, holding traditional art performances that promote traditional games, holding workshops and seminars on traditional games, Society, school, and government.

One attempt to preserve Oray-orayan's traditional game is to transform the values of local wisdom within them into contemporary contexts. One of them is to place it as a source of creative dance learning ideas in Primary Schools (Check Giyartini 2013: 69-82; Suharno and Giyartini, 2013; 443-448). This idea is quite basic because according to Wahab (2013: 27-32) the quality of education can be improved through cultural preservation. Of course, for those purposes, real policies and actions are needed from related parties as well as practitioners of art and education.

Revitalizing Traditional Games Creative Dance

Given the many benefits of Oray-orayan traditional games, such as training children to be able to interact socially, able to work together, train emotions, tolerance, sportsmanship, creative and others, it is necessary to activate or revive the game Oray-orayan So that it is not extinct eroded and abandoned by the next generation of the nation. Efforts to revive the Oray-orayan game by means of teachers introducing to the next generation through the dance show at school. Master is also determined to be willing to help maintain the existence of the Oray-orayan game by explaining what and how the Oray-orayan is. Furthermore, the teacher must also be able to preserve the Oray-orayan game by teaching it through dance.

The study of creative dance has been stated by Gilbert in his book *Creative Dance For All Ages: A Conceptual Approach* (1995). In the book it is explained that dance is useful for life, such as learning to solve problems, express issues, the same way, accept differences of individual values, self-respect and others. Creative dance can also be integrated with the things around the child, it is also delivered by Hidayat, *Break through the Education Dance Learning*. In the book the authors describe the problem of dance learning that serves as a medium that can awaken, shape, and introduce a number of reality of life in children within the growth period.

CLOSING

Oray-orayan is not just a game without meaning. The philosophical purpose of packing in the game for the child clearly indicates that transcendent religious and spiritual education for the Sundanese community has begun early on through the arts and culture media. To prevent the loss of Oray-orayan game then this game is presented in the form of creative dance, without losing the essential elements of the game. With the creative dance Oray-orayan expected children can maintain the hereditary heritage of the ancestors by activating or revive the Oray-orayan game so as not to be eroded and abandoned by the nation's next generation.

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CONNECTING CONCEPTS LEARNING TO INCREASE STUDENTS' LOGICAL THINKING ABILITY ON GEOGRAPHY SUBJECT

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ABSTRACT

According to cognitive theory and constructivism, students' knowledge is not transferred from others, but constructed by the students' own awareness. Knowledge is collection of concepts that have meaning and connecting with one another. Cross (1999) states that the essential of learning is teacher's effort to help their students build "connections" between or among concepts. Cross suggests four categories of connections in each learning, neurological connection, cognitive connection, social connection, and experiential connection. This research was intended to describe the researcher's experience in applying four Connecting Concept Learning strategies: (1) Drawing concepts, (2) Developing concept structures, (3) Developing concepts, (4) Connection between concepts. The results of this study showed that Connection Concept Learning can be used as an alternative to learn geography, especially when teachers have desire to increase learning ability of the students in the class that less motivation to learn and tend to be passive.

Keywords: connecting concepts, geography, high school, learning, logical thinking

INTRODUCTION

In the theory of cognitivism and constructivism, logical thinking is the process of processing information into new knowledge. The new knowledge comes from two sources, from the information as a result of one's interaction with the environment in the form of facts, concepts, procedures, and other notions obtained from the environment either consciously or unconsciously, and the connection between concepts that have been previously owned. Long-termed concepts in the memory of the brain (in the long run) are connected to other old concepts. Such connections occur suddenly or are planned "to happen". The end result of connection between concepts are new knowledge.

The concerted events of concepts can be illustrated as follows. A lecturer asked new students (in a first lecture) to explain the relationship between the concept of "age" and the concept of "oil." Almost all new students are silent and unable to answer. Furthermore, the lecturer asked the students to group the categories of human age, they smoothly replied that the human age can consist of the age of children (infants), adolescents, and adults. On the next occasion, lecturer also asked students to name various types of oil. Students can only name a few of them such as telon oil (oil made from herbal for baby), aromatheraphy oil, and cajuput oil. In Indonesia, telon oil is a medicine to reduce stomach bloating for babies, aromatheraphy oil is for adultscents, and cajuput oil is medicine oil for adults. After the two concepts are paralleled, the student realizes that between age and oil have a relationship. The emergence of a new awareness is the result of a connection between concepts that have long settled between the age and concept of oil. The new knowledge seems to appear without "presenting" a new concept and its presence is only taken from the available memory.

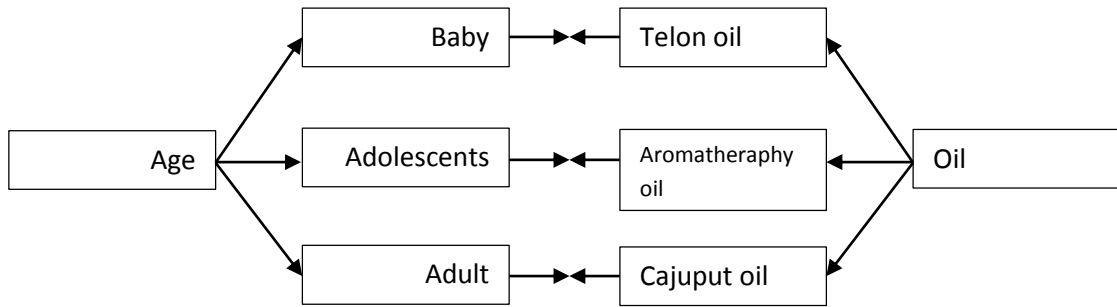


Figure 1. Connection of Two Concepts to New Knowledge

From the illustration above it can be taken to mean that "new knowledge" can be born from human effort to connect existing concepts. Students can be trained to cross-connect concepts from what they have long known. For example linking the concept of forest destruction with urbanization; the massive concept of cheap cell phone use with land crises; the concept of robot technology with the threat of termination of employment in factories, and others. Thus, learning can be interpreted as a teacher effort to facilitate and guide students to connect between concepts. If in children's memory is not yet available a certain concept, teachers can add new concepts through the delivery of information to them. New concepts received by students from their teachers will also be connected with the old concept that has been known before. Such is the essence of Connecting Concepts Learning theory.

The next question that arises is how the Connecting Concepts Learning strategy is applied in the classroom. This study reports several of the Connecting Concepts Learning strategies applied by researchers in the classroom on geography subjects at Senior High Schools in Indonesia.

LITERATURE REVIEW

The Making Connection

Cross (1999) said that learning is essentially a teacher's effort to help learners make "connections". Cross entitled his article "Learning is About Making Connections" published by the League for Innovation in the Community College Educational Testing Service. He divides four categories of connections in each learning: neurological connection, cognitive connection, social connection, and experiential connection.

Neurological connection is neurons connection that take place in the human neocortical brain. As is known, the human brain consists of three parts, the stem (reptilian brain), limbic system (mammalian brain), and neocortex. The reptilian brain is responsible for sensory motor functions. Around the reptilian brain there is a limbic system that has the function of storing feelings, experiences, memories, and human learning abilities. The limbic system also controls the biorhythms of life such as sleep patterns, hunger, thirst, heart rate, sexual arousal, temperature and body chemistry, metabolism, and immune system. While the neocortex is where the process of intellectual thinking, decision-making, language, and the creation of nonverbal symbols. The neo-cortex consists of 12 - 15 million nerve cells called neurons. These cells can interact with other cells through vibrations along their branches, called dendrites. Interactions between neurons determine the ability of people to learn (DePoter and Hernacki, 1999, p.34). The assumption is that the more active the neocortical brain interacts, the more intelligence a person will be. Neurons that are exploited or connected intensively, will be strengthened, while the untapped will be replaced by another connection and or vanish (Santrock, 2007: 43).

The notion of cognitive connection is similar to the neurological connections theory. Cognitive connection have the assumption that in the human mind has a cognitive scheme known as the schemata. Piaget and Cook (1952) define that schema is "a cohesive, repeatable action sequence possessing component actions that are tightly interconnected and governed by a core meaning". In other words, the schemata is a structure of abstract knowledge that is stored hierarchically in the brain (Pratiwi, 2001). Human cognitive schemes continue to evolve along with the level of development and intensity of interaction with the environment. Technically, the development of cognitive schemes is built on a conceptual connection between concepts involving assimilation, accommodation, and equilibrium.

Assimilation is the process of accepting new concepts into existing cognitive structures, while accommodation is the process of forming new schemata and or modifying existing cognitive structures so that new concepts increase the scheme's building and cognitive structure.

Social connection is the formation of new knowledge that is rooted in truth based on social "truth" that prevails in certain places. Social connections are a critique towards constructivism that often leads to misperceptions and leads to new misconceptions because in theory no one controls. Vygotsky (Sanrock, 2007) proposed a theory of social constructivism which says that knowledge is not individually constructed but collectively in the social environment of learners. New knowledge involving social processes provides opportunities for learners to evaluate and improve their understanding in their social environment. In this way the content of knowledge formed by learners will be influenced by the culture in which learners engage in social interaction.

Experiential connection is learning that seeks to leverage experience to reinforce learning, otherwise learning outcomes are expected to improve performance, and competence. Learning that connects experience as a source of learning has long been known, such as the idea of "experiential learning" from John Dewey that encourages learners to practice solving problems that occur in the environment. David Kolb says that "learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p.38). Experiential learning model has four learning stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

The foundation of Connection Concepts Learning combines the four types of connections above that are concerned with neurological connection, cognitive connection, social connection, and experience connection. Traditionally, however, its reference remains to the process of assimilation, accommodation, and equilibration, first proposed by Piaget. Some scholars call this the theory of Cognitive equilibrium. Beauchamp (without years) published in the Encyclopedia Britannica explains that "Cognitive equilibrium is a state of balance among individuals, mental schemata or frameworks, and their environment. Such balance occurs when their expectations based on prior knowledge fit with new knowledge. Furthermore Beauchamp also explained that "equilibration as an ongoing process that refines and transforms mental structures, constituting the basis of cognitive development. More equilibration tends to occur as an individual is transitioning from one major developmental stage to the next".

Connection Concepts Learning is also based on inquiry, and of course many use cognitive theory. The pattern of learning always begins by shaking the schemata of learners, so there is an unbalanced state (disequilibrium). Teachers usually ask questions and learners will be motivated to answer them. This strategy to generate motivation and curiosity of learners. The assumption is that everyone will feel uncomfortable if there is a problem that has not been solved. At this stage, learners will try to find answers. Once the questions are answered, learners will feel satisfied, comfortable, or balanced (equilibrium phase). After feeling comfortable, the teacher returns again raising new problems, then re-happening disequilibrium in the learners. They will try to find answers to make equilibrium happen to them.

METHODS

This research employed descriptive method to describe about experience of researcher practicing learning strategies of Connection Concepts Learning. Learning practice time was from 2010 - 2016 with locations in number of senior high schools, 1) SMA Negeri 8 Bandung, 2) SMA Negeri 1 Ciparay, 3) SMA Negeri 1 Palimanan, 4) SMA Negeri 1 Waled, 5) SMAN 6 Bandung, and 7) SMA Labschool Universitas Pendidikan Indonesia. The technique used was classroom observation so that the research data will be processed qualitatively.

FINDINGS AND DISCUSSIONS

The object of this research is the learning model. The study focused on learning strategies derived from the Connection Concept Learning model. The term Connection Concept Learning (Yani, 2010) is a proposed researcher submitted to the dissertation report in 2010. Further refined through a number of research and the latest is the year 2017 with the title of Implementation Connecting Concepts Learning

to Improve Understanding Concept Geography Subject. Based on the results of a long study, researchers formulated four strategies of Connection Concept Learning which are considered feasible to use in the classroom.

a. Drawing Close The Concepts

Drawing the concept closer is to Closes two concepts that are related but do not necessarily have a general meaning. For example the concept of a bottle, it can be juxtaposed with water, oil, shelves, breakable, or other concepts close to the bottle. Other example is the concept of parking space juxtaposed with the concept of campus, hospital, or super market. The benefit is to stimulate that every concept has an opportunity to be juxtaposed with other concepts in meaningful relationships. The learning strategies are:

- 1) The teacher provides a number of concepts written on A4 size paper according to the material to be delivered. On the trial occasion, the researcher provides concepts about area planning and layout so that the concept provided is about location; names of geographical phenomena such as rivers, mountains, roads, rivers; and the names of buildings such as hospitals, markets, and others.
- 2) Students are divided into four groups evenly.
- 3) Each member of the group carries two to three concepts while standing face to face with each other, thus forming a longitude. The goal is for each student to see the concept brought by his friend. Teacher stands in the middle of the students.
- 4) In the first round, group one is asked to juxtapose the concept they carry with the concept brought by another group. For example, one of the group members who carried the concept of "river" pointed to the concept of "boat" in group two, pointing to the concept of "floating market" in group three, and the concept of "water" carried by group four. Thus collected four concepts are river - boat - floating market - water. If they are able to collect four concepts at once, then get a maximum score. It may be that a group only gets two or three concepts that can be brought closer.
- 5) At the end of the lesson, the teacher announces the game scores gained by each group. This game is very appropriate to use in the initial meeting before explaining about the actual material. Its function is to generate interest in learning.

b. Constructing The Concepts Structure

Constructing the concepts structure means to pair the concepts adjacent to a more rational order. The structure of the concept in question can show the correlational relationship as well as cause and effect. For example the concept of "tree", it can be divided into stems, roots, leaves, and so on. Learning strategies are:

- 1) The teacher provides paper size 5 cm x 15 cm for fifty pieces or more.
- 2) The teacher creates a list of concepts designed in such a way that they can be arranged into tree charts or flow charts.
- 3) Students are asked to write one concept on each piece of paper.
- 4) Each learner obtains three or five pieces of paper already filled with the concept.
- 5) The teacher writes the main concept theme on the board. In turns students create a concept chart structure that begins from the main concept. Each concept is related to other concepts.
- 6) After all the concepts are embedded on the board (usually there are some unplugged concepts due to placement mistakes), one student explains about the arrangement of the concept.

c. Developing Concepts

Developing concepts is conceptualizing activities in the form of concept maps or mindmap. The learning step is very simple that students are asked to read the lesson material from the available teaching materials (according to the learning material). After that, students are asked to prepare the mindmap. Concepts can be added and developed from other sources beyond the required teaching materials for example from the internet and books from the library. Concept development can be done in groups and individuals. Here is an example of the work of students of class XII IPS 3 SMA Labschool Universitas Pendidikan Indonesia.



Figure 2. Mindmap made by students of class XII IPS 3 SMA Labschool

d. Connection Between or Among Concepts

Connection between or among concepts is an individual activity that connects two or more concepts that have meaning. Learning activities are assisted by students' work sheet (LDKP in Indonesian). Students are asked to fill the connecting concepts worksheet consisting of four three columns, or more that contains concepts while the last column is a conclusion filled by learners. The following is a form of Connecting Concepts column that connects three concepts at once.

No	Concept A	Concept B	Concept C	Connecting Concept
1	Atmospheric Pressure	Wind	Rice
2				
...				

Figure 3. Connecting Concepts test column

The four strategies of Connection Concept Learning learning above are factually proven to increase students' learning participation. For example, from a study of the effectiveness of Connection Concept Learning, especially the concept development strategy (mindmap use) done in 2010 in four research sites as follows.

**CONNECTION CONCEPT LEARNING CONTROL AND EXPERIMENT CLASS T-TEST
CALCULATION TABLE**

No	Schools' Name	N	Mean Gain *)		t-hit	dk	prob.	t-tab
			Control	Eksp.				
1	SMAN 1 Ciparay	33	2.79	3.61	4.3854	32	0.01	2.739
2	SMAN 1 Palimanan	31	0.68	3.48	1.7241	30	0.10	1.697
3	SMAN 1 Waled	30	2.50	3.93	1.7460	29	0.10	1.699
4	SMAN 8 Bandung	32	0.91	3.50	1.7398	31	0.10	1.697
5	Total	126	1.67	3.63	3.8087	125	0.01	2.616

*) pretest and posttest result (Research Data: Yani, 2009)

In SMAN Ciparay for 1% error, t-count (4.3854) is bigger than t-table (2,739). In SMAN Palimanan for a 10% error, t-count (1.7241) is bigger than t-table (1.697). In SMAN Waled for a 10% error, t-count (1.7460) is bigger than t-table (1.3699). In SMAN 8 Bandung for a 10% error rate, t-count (1.7398) is bigger than t-table (1.697). When the data were combined from all control classes and experimental class it is still consistent that for 1% error obtained t-count 3.8087 and t-table 2,616. This means that H0 is rejected and proven that onnection concepts learning effectively improves students' logical thinking ability.

The latest research results in 2017 at SMA Labschool Universitas Pendidikan Indonesia is also effective. The study uses a conceptual connection strategy. The study only compared the pretest and posttest results after the students worked on the LKPD (worksheet) of connections between concepts. The results are quite significant, the average score of pretest results of 8.11 points and the average posttest score of 14.32 points, so that the gain reaches 6.21 points. Thus it can be concluded that exercise by filling the worksheet of connecting concept has effect on learning outcomes of the students (Yani and Dewi, 2017).

CONCLUSION

The results showed that connection concepts Learning strategy is very effective in improving students' logical thinking ability. The learning process of connection concept learning seems not to give the opportunity to the students to "sit calmly" listening to the teacher's lecture in front of the class. The students are actually required to participate actively in learning. In addition, it also proved to improve the logical thinking ability through several trials. With the results of this study, connection concept learning can be used as an alternative in the learning of geography, especially when teachers have the desire to increase the learning ability of the students that are less motivated to learn and tend to be passive.

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LITERACY IN INCLUSIVITY: IPGKIK TESL PERSPECTIVE

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ABSTRACT

In 2013, the Director General of the Ministry of Education Malaysia announced that Institute of Teacher Education Ilmu Khas Campus, to be the centre for Inclusive Pedagogy (IP), thus creating a wave of keen interest among lecturers in re-examining their own pedagogical practices. There were views claiming that the lecturers in the institute has been practicing inclusive pedagogy all along since the niche of the institution is Special Education. However, there were known confusions in the concepts and theories of what encompass IP across the departments and units. This study focusses on the lecturers' cognizant of the TESL department on their theories and practices with regards to IP. Observations and interviews using a checklist were carried out with selected lecturers from the TESL Department. Data collected were analysed qualitatively to identify the embedded elements of inclusivity in their practices, approaches and strategies employed. Findings showed that the lecturers are familiar with the theoretical knowledge, but differ in approaches, and employ contrasting practices in the language classroom.

Keywords: Inclusivity, students' learning needs, learning needs

1.0 INTRODUCTION

Inclusivity refers to a pedagogical practice where all learners are included in the teaching-learning activities in the classroom, regardless of their abilities. It stemmed from the inclusive education which was implemented in Malaysia in the mid-1990s, giving focus to learners with special needs. However, in 2013, Institute of Teacher Education Ilmu Khas Campus was tasked with the responsibility to look into inclusivity in the main stream classroom, and to develop a model for inclusivity in the classroom teaching and learning. This required a new perspective in inclusivity: the inclusive pedagogy (IP). IP refers specifically to the purposeful embodiment of inclusive pedagogical practices toward multiple student identity groups (Milem, 2007). This emphasis in IP is timely, and in sync with the initiative outlined in the Malaysian Education Blue (MEB, 2013-2025).

The aims and objectives of this study are three folds: to find out JPBI lecturers' conception of IP; to examine incorporation IP within the ESL/TESL classroom; and to find out common approaches and strategies used that aid in promoting IP in these ESL/TESL classrooms. It thus aimed to answer the following research questions:

1. What are JPBI lecturers' conception of inclusive pedagogy?
2. How was IP incorporated within the ESL/TESL classroom?
3. What approaches and strategies help in promoting IP in these ESL/TESL classrooms?

2.0 LITERATURE

The Ministry of Education Malaysia (MOE) instructed all schools, be it primary or secondary to embrace inclusivity in teaching and learning in order to achieve two of the aspiration in MEB (2013-2025) which are unity and equity. In working towards this end, differentiated instruction was introduced into the classroom. According to Hart, Dixon, Drummond and McIntyre (2004), differentiated instruction remove the ceiling placed on the learning opportunities of those thought to be less able. However differentiated instruction requires a different pedagogy, the inclusive pedagogy, which urges teachers to create environments which do not limit the expectations of both teacher and pupils (Spratt and Florian, 2013). Furthermore, inclusive pedagogy demands teachers to extend what is ordinarily available so that it is accessible to all (Florian, 2010).

Why inclusive pedagogy?

Both the primary and secondary schools in Malaysia teaching and learning activities are planned based on a standard document, and is usually geared towards the ability of the majority. In so doing, there will be some who will have problem mastering the intended learning outcomes. When this schenario prolongs, the learners will eventually be categorised as high achievers or low achievers. However, with inclusive pedagogy, learners' difficulties in learning will be addressed appropriately. This is in accordance with UNESCO (in Winter and O'Raw, 2010) view of inclusive pedagogy:

'...progress is more likely if we recognise that difficulties experienced by pupils results from the ways in which schools are currently organised and from rigid teaching methods. It has been argued that schools need to be reformed and pedagogy needs to be improved in ways that will lead them to respond positively to pupils' diversity – seeing individual differences not as problem to be fixed, but as opportunities for enriching lives'.

3.0 METHODOLOGY

This section details the participants, data collection and analysis methods employed in this study.

3.1 Participants

The participants in this study were six TESL lecturers teaching either English language proficiency or methodology courses. Their teaching experience ranges from 15 to 30 years.

3.2 Data Collection Methods

Data for this study was obtained through classroom observation using a checklist, and semi structure interview after the observation.

3.3 Data Analysis Method

Data collected were analysed qualitatively to explore the emerging issues.

4.0 FINDINGS AND DISCUSSION

The findings and discussion from the analysis of data will be answering the research questions. Generally, all six participants are cognizant of the theoretical knowledge; however has similar and contrasting practices in the language classroom.

Research Question 1: What are JPBI lecturers' conceptions of inclusive pedagogy?

All the participants are aware of inclusive pedagogy and claim to be believers of inclusive pedagogy. Among the themes that emerged in the interviews were inclusivity means taking into consideration the students' learning needs. According to the participants they need to cater to the different race, gender, linguistic ability, character, learning styles and needs of learners. During planning either for lectures or tutorials the teams will discuss these variables and build the activities that could include students' ability and needs. Participant 5 explained:

'IP is basically catering to all students with different needs in our classroom. Students will be from different background, different ability and different needs. So we have to include all these kind students in one learning environment and somehow cater to their needs.'

Having the above prior knowledge as a basis for each learning experience the lecturers will structure their strategy around students' different learning styles, linguistic abilities and proficiency. They also caters to the kind of students giving them opportunities to improve their content knowledge either in small groups discussion or as a whole class. This comes to the next theme which is IP allows learning opportunities for all students. Participant 4 informed:

'...to ensure that everyone is given the opportunity to learn. Which could raise their understanding (laugh) because it may not... aaa, I know that the definitions goes on saying that it is a dynamic practices, the different learning styles, includes also the content and err the assessment.'

Whilst designing tasks either during mass lecture or tutorial, lecturers will scaffold the students understanding and ensure that the activity has to be student centered teaching learning activities. In other words the task will enable students to be more responsible in their learning and the will also be more self-directed in seeking and finding knowledge. Students will usually work in small groups and present their assigned tasks together as a group. From the choice of tasks, to the roles that they take students will decide on their own. The responsibility to execute the task and how they manage the task depends on the group. They have to work collaboratively and share responsibility in order for the presentation to be a success. Thus students' empowerment is an important theme that all the lecturers agree upon. This can be seen from Participant 2 explanation. Participant 2 continued further.

'The tutorial task would be the implementation of the input, how would they (students) integrate the input, how would they use the input to teach especially listening and speaking skill. They have to do everything and present.'

Research Question 2: How was IP incorporated within the ESL/TESL classroom?

These are the themes that emerged from the data analysis of the interview sessions and lesson observations:

- inclusivity seen in works assigned
- no clear differentiated instruction
- students autonomy in tasks assigned (allowed students to decide on roles to play in group to present with creativity)

Inclusivity is happening in TESL classes but how obvious it is differs on the task chosen by the lecturers. It also depends on the type of classes, usually during mass lecture the mode is usually lecture or direct input from the teaching team whilst during tutorials IP can be seen more clearly due to the nature of the format because tutorial is the implementation of the content or input being put to test students understanding of certain concepts. Since mass lecture is the input given by the lecturer, tutorial throws the ball to the other side of the court. Tutorials are definitely students centred where task requires them to discuss, research, analyse, synthesise, and create presentation which enhance their understanding in the subject area. The research that each individual undertake is also with the group consensus. These are elements of IP that are usually well thought of by the teaching team. Even though there is no marked or distinct differentiated tasks (several tasks of choices) because there is only one single task for everyone or for every group. However there are options that students could choose to present. During the lesson observations students were given the opportunity to choose to a certain extend for example in the requirement choose the curriculum specification, choose the level, choose the type of pupils, choose the content etc. they also got to choose the role they play in the discussion, 'who is to do what' during the discussion is entirely the groups' choice. Another stance that most of the lecturers took is the type of questions they throw at the students. These are variety of questions with varying degree of difficulty from the lowest to the highest. Thus enabling different students of varying ability.

Research Question 3: What approaches and strategies help in promoting IP in these ESL/TESL classroom?

Below are the strategies that were employed during the lesson observations and supported by the interviews. The strategies can be categorised under three headings, similar, contrasting and frequently used.

Table 1.
Strategies observed

Similar strategy	Contrasting strategy	Frequently used
Presentations	Student empowerment/ teacher knows best	Presentations
Discussion	Specific students/equal opportunity	Discussion
Small Groups		Small Groups
No one left behind		Variety of questions
Variety of questions		Levels of difficulty
Levels of difficulty		Questioning technique
Questioning technique		
Equal opportunity		
Workshop		

Similar strategies are strategies that all the participants used during either the tutorials or mass lectures. All of them employ discussion either as a class or in small groups. In all the tutorials the lecturers requires the students to present their discussion and most of the time in groups that means all the individuals in the group has to present and has a part to fulfill in the task. The other strategies that everyone employs are the obvious concerted effort that everyone is included in the task or assignment. All respondents construct variety of questions which ranges from Low level to Higher Order type of questions. The other similar strategies are the use of different questioning techniques and workshops during mass lecture.

Another category which appear is the most frequently employed strategy and they are the use of discussion, small groups and presentation. All the participants will be doing these during the tutorials and it is like an unwritten code that tutorial entails these 3 strategies.

The third category which emerged is the evidence of contrasting strategies amongst the lecturers which entails student empowerment versus teacher knows best. Four of the participants employ students' empowerment asking the students to discuss in their groups and create presentations but 2 lecturers control the discussion and treats the tutorial class like another lecture. At another instance most of the lecturers gave equal opportunity for students to answer questions and do the task according to their choice which contrasted with a few who targeted specific students to answer the questions.

Implications

1. Since this research is still at preliminary level there is no generalisation made thus an in-depth study of all lecturers of the TESL department should be included in the next phase. The researchers aim to enhance the models on IP that has been developed earlier by the institute but focusing on TESL.
2. Inclusivity is not a distinct feature of teaching/ learning during lessons. Traces of elements of IP can be seen in some of the lessons but not obvious. However the tutorial tasks are displays a good amount of IP embedded in the design of the tasks and also assignment.
3. A more concerted effort has to be structured within the lessons not just the tutorial tasks. The teaching/ learning activities has to scaffolded within the lectures and tutorials which allow IP to be realised and obviously displayed thus providing good modelling for IP in all lessons.

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KAEDAH PENGAJARAN TERUS NILAI KE ATAS PENERAPAN SEMANGAT PATRIOTISME DALAM AKTIVITI KOKURIKULUM BAGI UNIT BERUNIFORM DALAM KALANGAN PELAJAR SEKOLAH MENENGAH

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ABSTRAK

Kajian berbentuk Eksperimental Kuasi ini bertujuan untuk mengenalpasti peningkatan semangat patriotisme pelajar-pelajar Tingkatan Empat dalam aktiviti kokurikulum bagi Unit Beruniform di Sekolah Menengah. Reka bentuk kajian ini menggunakan dua kumpulan pengajaran iaitu Kumpulan Eksperimen I (menggunakan sumber pengajaran pelbagai selain modul) dan Kumpulan Kawalan (sumber pengajaran bebas). Data pencapaian pelajar dikumpulkan dengan menggunakan ujian pra dan pos manakala empat aspek yang dinilai iaitu bangga terhadap Keunikan Pelbagai Budaya, Hak dan Tanggungjawab Terhadap Negara, Cinta Akan Negara dan Sanggup Berkorban Untuk Negara. Sampel kajian terdiri 360 orang pelajar di negeri Selangor yang mana setiap kumpulan terdiri daripada 120 pelajar pelbagai etnik (Melayu, Cina dan India), dan jantina. Pemboleh ubah bersandar dalam kajian ini ialah pencapaian semangat patriotisme. Bagi dua kumpulan rawatan ini, pengkaji telah membina dua set Rancangan Pengajaran Harian (RPH) yang menerapkan pengajaran nilai patriotisme secara terus melalui PdP. Indeks kebolehppercayaan soal selidik tertinggi adalah 0.94. Manakala analisis data deskriptif dilakukan dengan menggunakan SPSS Windows versi 22.00. Markat beza antara Ujian Pra dan Ujian Pos diperolehi dengan menolak skor markat Ujian Pra daripada Ujian Pos bagi setiap pemboleh ubah bersandar. Data telah diproses dengan menggunakan ANOVA Dua Hala untuk melihat kesan setiap aspek. Keputusan ujian yang didapati signifikan telah dilakukan Ujian Post Hoc Schffee manakala perbezaan min antara aspek dinilai dengan Ujian-t. Hasil kajian menunjukkan terdapat perbezaan yang signifikan pencapaian patriotisme antara pelajar subjek Kumpulan eksperimen satu (KE I) dan Kumpulan Kawalan (KK), terdapat perbezaan yang signifikan antara pencapaian patriotisme berdasarkan etnik, tidak terdapat perbezaan yang signifikan antara pencapaian patriotisme pelajar mengukit jantina. Keputusan juga menunjukkan terdapat perbezaan yang signifikan antara kesan interaksi kumpulan pengajaran dan etnik terhadap semangat patriotisme.

Kata kunci: terus nilai, patriotisme, etnik dan kokurikulum.

ABSTRACT

This research study aims to identify the increase of patriotism spirit among Form Two students in co-curriculum (uniformed unit). This research is quasi – experimental design involved two groups as the treatment groups namely Group I (EG I) (Which uses variety of teaching resource except CCE textbook) and Group 2 (EG II) (Which uses only CCE textbook as teaching resources) and also one Control Group (CG) (Which uses unrestricted teaching resources). The data on students' performance were collected using the pre- and post-test of a survey questionnaire. The four aspects being measured in the instrument include Feeling Proud towards the Uniqueness of Multiculturalism, Rights and Responsibility towards the Country, the Love towards the Country, and Willingness to Sacrifice for the Country. The research sample were 360 students in the state of Selangor in which each group comprised of 120 students of different ethnicity (Malay, Chinese and Indian) and gender. The highest reliability index was 0.94. The analysis of descriptive data was performed by using SPSS Windows version 22.00. The data were processed using Two Way ANOVA to check the impact of each aspect. Post Hoc Schffe Test were performed for significant test result while t-Test was used to find min difference of the aspects being measured. The research findings revealed that there is a significant difference in the attainment of patriotism spirit between students in EG I, EG II and CG, a significant difference ethnicity, and no significant difference in the attainment of patriotism spirit between students of different gender. The

findings also showed that there is a significant difference in interaction effect between teaching groups and ethnicity towards patriotism spirit. There is a significant difference in interaction effect between teaching group and gender towards patriotism spirit. In terms of patriotism values, this study focuses only on student attainment of patriotism spirit. Hence, a study on students behaviour towards the enhancement of patriotism spirit should be continued in the future.

Keywords: continuing value, patriotism, ethnicity and co-curriculum.

PENGENALAN

Patriotisme sering dikaitkan dengan kesetiaan dan kecintaan terhadap negara sendiri. Seseorang itu dianggap berjiwa patriot apabila kepercayaan, amalan dan tindakannya menepati ciri-ciri patriotisme yang berteraskan kecintaan dan kesetiaan kepada negara (Nik Anuar Nik Mahmud: 2002). Namun, mutakhir ini, semangat patriotisme kelihatan agak longgar di kalangan masyarakat khususnya di kalangan pelajar sekolah menengah. Semangat yang longgar ini antaranya kerana kurangnya penglibatan pelajar dalam pasukan beruniform, sambutan bulan kemerdekaan yang agak hambar, penglibatan dalam jenayah dan isu-isu yang menyentuh kedaulatan negara dianggap terencil dan remeh seperti isu Pulau Batu Putih dan penambahan laut oleh negara jiran (Affifuddin Omar: 2002). Situasi ini menunjukkan bahawa para pelajar tidak memahami nilai-nilai patriotisme dan menghayatinya.

Patriotisme berasal daripada bahasa Greek, iaitu patriotes yang bermaksud fellow countrymen, iaitu rakan senegara dan patrice yang bermakna fatherland atau country, iaitu tanah air atau negara. Ini membawa pengertian individu atau kumpulan yang berada di hadapan dalam usaha membela tanah air. Seorang patriot dikatakan sebagai seorang yang cintakan negaranya dan akan membuat apa sahaja untuk mempertahankannya. Patriot bermaksud orang yang mempertahankan (memperjuangkan) kebebasan atau hak tanah air atau pembela negara (Kamus Dewan dan Oxford English Dictionary). Patriot juga bererti orang yang cinta tanah airnya dan akan melakukan apa saja demi untuknya (New Webster's Dictionary).

Dalam sistem pendidikan di Malaysia keprihatinan terhadap persoalan patriotisme amat perlu diberi tumpuan oleh semua pihak. Kurikulum Baru Sekolah Rendah (KBSR) pada tahun 1983 dan Kurikulum Bersepadu Sekolah Menengah (KBSM) ada 1989 amat prihatin dan memberi perhatian yang serius agar guru-guru dapat melaksanakan pendekatan penerapan nilai merentas kurikulum (Kementerian Pendidikan Malaysia, Bahagian Pembangunan Kurikulum, 2012). Sehubungan itu, semangat patriotik dapat melahirkan rakyat Malaysia yang bersatu padu dan harmoni serta menanam perasaan rasa cinta yang kuat terhadap tanah air. Rakyat Malaysia yang berbilang kaum juga perlu mempunyai perasaan ini di hati mereka. Selaras dengan matlamat tersebut, usaha KPM seterusnya telah membentuk Pelan Induk Pembangunan Pendidikan (PIPP) KPM 2006-2010 yang menggariskan pembangunan pendidikan negara. RM Ke-9.

Semangat patriotisme di peringkat sekolah menengah boleh dilakukan dengan lebih berkesan terutamanya apabila dapat melibatkan pelajar dalam unit beruniform. Oleh itu, usaha untuk menanam semangat patriotisme terletak pada sistem dan pengurusan pendidikan di peringkat sekolah menengah untuk membentuk sikap dan perkongsian nilai patriotisme kewarganegaraan dan semangat integrasi sebangsa dan senegara wajarlah dilaksanakan di sekolah-sekolah menengah. Hal ini kerana sekolah menengah kebangsaan menghubungkan semua golongan kaum di satu kawasan dan menjadi pentas pembangunan semangat patriotisme senegara dan semangat patriotisme sebangsa.

Tujuan kajian ini adalah untuk menentukan tahap semangat patriotisme dalam kalangan pelajar sekolah menengah kebangsaan dalam unit beruniform berdasarkan etnik, menentukan tahap semangat patriotisme sebangsa Malaysia dalam kalangan pelajar sekolah menengah dalam unit beruniform kebangsaan berdasarkan etnik, menganalisis hubungan proses pengurusan persekitaran pembangunan semangat patriotisme senegara dengan sikap pelajar sekolah menengah kebangsaan dalam unit beruniform, menganalisis hubungan proses pengurusan persekitaran pembangunan semangat patriotisme sebangsa dengan sikap pelajar sekolah menengah kebangsaan dalam unit beruniform

LITERATUR

Terdapat perbezaan kefahaman patriotisme dan persepsi amalan patriotisme berdasarkan jantina. Razak dan Mohd Hairul Anuar (2011) mengatakan masalah utama yang dihadapi ialah untuk menilai tahap patriotisme dan nasionalisme serta membentuk ikatan yang kuat antara kepelbagaian kumpulan jantina yang wujud khususnya dalam konteks untuk merealisasikan cita-cita Negara iaitu pembinaan Negara bangsa. Hasil mendapati tidak wujud perbezaan antara jantina iaitu lelaki dan perempuan terhadap penghayatan patriotisme dan nasionalisme.

Menurut kajian yang telah dibuat oleh Haminah Suhaibo, (2010) berkenaan amalan dan kefahaman terhadap pelajar di sekolah menengah terhadap unsur patriotisme dalam mata pelajaran Sejarah. Hasil kajian membuktikan sebahagian pelajar memahami unsur patriotisme kecuali beberapa aspek seperti lambang negara, mempertahankan negara, memahami masalah dan isu serta muhibah. Aspek-aspek ini sangat kurang dihayati oleh pelajar sekolah. Manakala dari aspek amalan termasuk kurang ketaatan kepada pemimpin dan kurang disiplin diri terhadap sumbangan kepada pembangunan negara juga berada ditahap sederhana.

Sikap patriotisme, perasaan dan persepsi dalam hubungan kaum dan perpaduan, serta nilai-nilai kenegaraan berasaskan Rukun Negara dan Perlembagaan dalam kalangan rakyat dewasa menunjukkan keadaan yang kurang memuaskan (Abdul Rahman, Hussein Ahmad, Sufean Hussin, Simin, G., Mohammed Sani, 2014). Menurut penulis, bermakna juga ada kemungkinan semangat patriotisme senegara dan semangat patriotisme sebangsa dikalangan pelajar masih pada tahap rendah sekiranya penekanan yang tegas terhadap matlamat perpaduan kaum dan integrasi nasional kurang diberi perhatian oleh kebanyakan pihak pengurusan sekolah.

METODOLOGI

Reka bentuk kajian ini menggunakan dua kumpulan pengajaran iaitu Kumpulan Eksperimen I (menggunakan sumber pengajaran pelbagai selain modul) dan Kumpulan Kawalan (sumber pengajaran bebas). Data pencapaian pelajar dikumpulkan dengan menggunakan ujian pra dan pos manakala empat aspek yang dinilai iaitu bangga terhadap Keunikan Pelbagai Budaya, Hak dan Tanggungjawab Terhadap Negara, Cinta Akan Negara dan Sanggup Berkorban Untuk Negara. Sampel kajian terdiri 360 orang pelajar di negeri Selangor yang mana setiap kumpulan terdiri daripada 120 pelajar pelbagai etnik (Melayu, Cina dan India), dan jantina. Pemboleh ubah bersandar dalam kajian ini ialah pencapaian semangat patriotisme. Data telah diproses dengan menggunakan ANOVA Dua Hala untuk melihat kesan setiap aspek. Keputusan ujian yang didapati signifikan telah dilakukan Ujian Post Hoc Schffee manakala perbezaan min antara aspek dinilai dengan Ujian-t.

DAPATAN KAJIAN

Kajian ini melibatkan seramai 360 orang pelajar dengan latar belakang seperti kumpulan, jantina dan etnik. Jadual 1 berikut menjelaskan tentang profil demografi kajian dengan terperinci.

Jadual 1
Profil Demografi Responden Kajian

Demografi	Kategori	Kumpulan 1		Kumpulan II		Kumpulan Kawalan	
		Kekerapan	%	Kekerapan	%	Kekerapan	%
Jantina	Lelaki	60	(50.0%)	70	(58.3%)	65	(46.6%)
	Perempuan	60	(50.0%)	50	(41.6%)	55	(45.8%)
Etnik	Melayu	45	(37.5%)	53	(39.1%)	51	(42.5%)
	Cina	34	28.3%	36	(30.0%)	35	(29.1%)
	India	41	(32.5%)	31	(25.8%)	34	(28.3%)
Jumlah		120	55.5%)	120	(55.7%)	120	(55.5%)

Statistik Deskriptif yang digunakan untuk paparan data ialah frekuensi, skor min dan sisihan piawai. Manakala, pengujian hipotesis menggunakan Statistik Inferensi iaitu analisis ANOVA satu hala dan dua hala. Analisis ANOVA satu hala digunakan bagi menjawab objektif pertama dan kedua, manakala Analisis Ujian t untuk objektif ketiga, ANOVA dua hala untuk menjawab persoalan keempat, kelima dan keenam. Manakala ANOVA satu hala (Post Hoc Schffe) untuk menjawab objektif ketujuh. Praktis pengujian hipotesis bagi Statistik Inferensi, terdiri daripada lima langkah yang berikut; pertama, menyatakan hipotesis nol (H_0), kedua menetapkan nilai alfa (α) iaitu 0.05, ketiga melaporkan hasil ujian statistik (nilai signifikan), keempat membuat keputusan berasaskan nilai signifikan (jika kurang daripada nilai α , tolak H_0 dan jika lebih daripada nilai α H_0 diterima). Langkah yang kelima dan terakhir adalah untuk mengaitkan keputusan dengan hipotesis, sekiranya H_0 ditolak, terdapat perbezaan yang signifikan, atau jika H_0 diterima, tidak terdapat perbezaan yang signifikan.

Hipotesis Nol - (H_0 1)

Tidak terdapat perbezaan yang signifikan antara pencapaian patriotisme bagi Kumpulan Eksperimen I dengan Kumpulan Eksperimen II dan Kumpulan Kawalan.

Jadual 2
Semangat Patriotisme

Sumber	SS	df	MS	F	Sig
Semangat Patriotisme	6.75	2	3.39	46.49	.00

P<.05 (aras kesignifikan 95%)

Keputusan mendapati terdapat perbezaan signifikan dengan nilai .00 bagi setiap kumpulan pengajaran dari segi pencapaian semangat patriotisme. Jadual 2 menunjukkan H_0 1 diuji dengan pengiraan nilai nisbah F bagi menentukan signifikan skor min antara ketiga kumpulan. Hal ini menunjukkan terdapat perbezaan yang signifikan antara skor min semangat patriotisme antara ketiga-tiga kumpulan, yang mana nilai $F(46.49) = 3.39$, $p < .05$ (signifikan) menyebabkan H_0 1 ditolak.

Hipotesis Nol - H₀ 2

Tidak ada perbezaan yang signifikan antara skor min bezantara markat pencapaian patriotisme mengikut etnik.

Keputusan mendapati tidak terdapat perbezaan yang signifikan antara skor min beza antara markat pencapaian patriotisme mengikut etnik yang mana nilai $F(0.408) = 0.04$, $p > .05$ (tidak signifikan). Hal ini menunjukkan Maka H₀ 2 diterima, sila rujuk Jadual 3.

Jadual 3
Pencapaian Patriotisme Unit Mengikut Etnik

Sumber	SS	df	MS	F	Sig
Patriotisme	32.84	2	0.04	0.408	0.67

Analisis keputusan antara skor min Cina (M=3,14, RP=0.02) adalah lebih tinggi daripada Melayu (M=3.12, RP=0.02) dan India (M=3.10, RP=0.03). Namun demikian pencapaian patriotisme mengikut etnik tidak menunjukkan perbezaan yang signifikan.

Hipotesis Nol - H₀ 3

Tidak terdapat perbezaan yang signifikan antara pencapaian patriotisme mengikut jantina. Keputusan mendapati tidak terdapat perbezaan yang signifikan antara skor min beza antara markat pencapaian sanggup berkorban untuk negara mengikut etnik yang mana nilai $df(342.483) = 2.197$, $p > .05$ (tidak signifikan). Hal ini menunjukkan H₀ 3 diolak. Sila rujuk Jadual 4 untuk paparan data.

Jadual 4
Pembolehubah bersandar: Patriotisme

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
patriotisme	Equal variances assumed	.748	.388	2.190	358	.029
	Equal variances not assumed			2.197	342.483	.029

$P < .05$ (aras signifikan 95%)

Analisis keputusan Pemboleh Ubah Bersandar Patriotisme (jantina) menunjukkan skor min Lelaki (M=3.15, RP=0.3) lebih tinggi daripada Perempuan (M=3.08, RP=0.2). Pencapaian patriotisme menunjukkan perbezaan yang signifikan antara lelaki dan perempuan.

Hipotesis Nol - H₀ 4

Tidak terdapat perbezaan yang signifikan antara kesan interaksi kumpulan pengajaran (KE1, KEII, KK) dan etnik terhadap pencapaian semangat patriotisme dalam kalangan pelajar.

Jadual 5
Pembolehubah Bersandar : Patriotisme Kumpulan Dan Etnik

Sumber	SS	df	MS	F	Sig
Kumpulan	6.850	4	1.713	23.396	.000
Bangsa	.065	2	.033	.447	.640
Kumpulan*Bangsa	6.850	4	1.713	23.396	.000
Ralat	25.985	355	.073		

** $p < .01$ (aras signifikan 99%)

Keputusan mendapati kesan interaksi kumpulan pengajaran dan etnik menunjukkan terdapat perbezaan yang signifikan antara skor min beza antara markat pada patriotisme untuk negara antara ketiga-tiga kumpulan mengikut etnik, yang mana nilai $F(23.396) = 1.713$, $p < .01$ (signifikan). Hal ini menunjukkan analisis H_04 ditolak. Sila rujuk Jadual 5 di atas.

Hipotesis Nol- H_05

Tidak terdapat perbezaan yang signifikan antara kesan interaksi etnik dan jantina kumpulan pengajaran (KE1, KEII, KK) terhadap pencapaian semangat patriotisme dalam kalangan pelajar.

Jadual 6
Pembolehubah bersandar: Patriotisme Jantina Dan Etnik

Sumber	SS	df	MS	F	Sig
Model	7.447	5	1.489	20.766	.000
Intercept	3514.495	1	3514.495	49003.245	.000
Kumpulan*Jantina*Etnik	7.447	5	1.489	20.766	.000
Ralat	25.389	354	.072		

* $p < .05$ (aras signifikan 95 %)

Keputusan mendapati terdapat perbezaan yang signifikan antara skor min beza antara markat semangat patriotisme untuk negara antara ketiga-tiga kumpulan mengikut jantina dan etnik yang mana nilai $F(20.766) = 1.489$, $p < .05$ (signifikan). Hal ini menunjukkan analisis H_05 ditolak

Hipotesis Nol 6- H_06

Tidak terdapat perbezaan yang signifikan antara kesan interaksi kumpulan pengajaran (KE1, KEII, KK) dan jantina terhadap pencapaian semangat patriotisme dalam kalangan pelajar.

Jadual 6
Pembolehubah Bersandar: Patriotisme

Sumber	SS	df	MS	F	Sig
Kumpulan	6.958	2	3.479	48.678	.000
Jantina	.607	1	.607	8.496	.004
Kumpulan*Jantina	6.958	2	3.479	48.678	.000
Ralat	25.306	354	.071		

* $p < .05$ (aras signifikan 95 %)

Keputusan mendapati terdapat perbezaan yang signifikan antara kesan interaksi skor min beza antara markat semangat patriotisme untuk negara antara ketiga-tiga kumpulan mengikut jantina, yang mana nilai $F(48.678) = 3.479$, $p < .05$ (signifikan). Hal ini menunjukkan data H_06 telah ditolak.

PERBINCANGAN DAN RUMUSAN

Perbincangan ini bagi merumus dapatan-dapatan yang diperoleh daripada persoalan ini selaras dengan objektif kajian dan seterusnya telah menjawab soalan kajian berikut Tujuan kajian ini adalah untuk menentukan tahap semangat patriotisme senegara Malaysia dalam kalangan pelajar sekolah menengah kebangsaan dalam unit beruniform berdasarkan etnik, menentukan tahap semangat patriotisme sebangsa Malaysia dalam kalangan pelajar sekolah menengah dalam unit beruniform kebangsaan berdasarkan etnik, menganalisis hubungan proses pengurusan persekitaran pembangunan semangat patriotisme senegara dengan sikap pelajar sekolah menengah kebangsaan dalam unit beruniform, menganalisis hubungan proses pengurusan persekitaran pembangunan semangat patriotisme sebangsa dengan sikap pelajar sekolah menengah kebangsaan dalam unit beruniform

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KEBEKERSANAN PERMAINAN JAWI BRAILLE DALAM PEMBELAJARAN JAWI

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ABSTRAK

Kajian ini bertujuan untuk menilai kebekersanan permainan jawi braille untuk meningkatkan penguasaan jawi dalam kalangan pelajar buta. Peserta kajian adalah terdiri daripada 3 orang pelajar perempuan dan 2 orang pelajar lelaki Ijazah Sarjana Muda (PISMP). Kajian ini merupakan kajian kualitatif. Kaedah pengumpulan data adalah melalui temubual dan rekod pemerhatian. Hasil temu bual akan dianalisis berdasarkan tema bagi menjawab persoalan kajian yang telah ditentukan. Dapatan kajian yang diperolehi menunjukkan pelajar teruja dan seronok belajar jawi menggunakan permainan jawi braille ini dan permainan ini juga memudahkan serta menambah semangat dalam mempelajari tulisan jawi.

Kata Kunci: pelajar buta, tulisan jawi dan permainan.

PENGENALAN

Tulisan dan bacaan Jawi telah dipelajari di peringkat sekolah di Malaysia semenjak tahun 1957 lagi dan mengalami dalam corak pengurusannya. Pelbagai usaha telah dijalankan untuk memartabatkan tulisan jawi agar terus kukuh dalam kalangan generasi kini di Malaysia. Justeru pada era pemerintahan Tun Abdullah bin Ahmad Badawi, tahun 2005 satu program telah diperkenalkan di peringkat sekolah rendah yang dikenali dengan j-QAF. Program j-Qaf ini sebagai langkah untuk memperkasakan Pendidikan Islam melalui penekanan khusus dalam pengajaran Pemulihan Jawi, al-Quran, Bahasa Arab dan Fardu Ain. (Kementerian Pelajaran Malaysia, 2005). Program ini adalah meliputi semua pelajar disekolah rendah aliran perdana dan pendidikan Khas. Namun, disebabkan murid berkeperluan Khas khususnya Masalah Penglihatan tidak dapat membentuk pengalaman dan pengetahuan melalui deria penglihatan. Mereka terpaksa menggunakan deria-deria lain khususnya pendengaran dan juga melalui sentuhan (Zuri & Aznan 2011). Justeru pembelajaran tulisan jawi terhadap pelajar cacat penglihatan perlu dipelajari secara braille yang dikenali sebagai kod jawi braille (Bahagian Pendidikan Khas, 2013).

Sejarah sistem tulisan Jawi Braille bermula pada bulan Oktober tahun 1954, apabila seorang guru agama yang dikenali sebagai Cikgu Sulaiman Shafie bagi Sekolah Princess Elizabeth yang telah diarahkan oleh Jabatan Agama Islam Johor untuk mengajar Murid Berkeperluan Khas masalah penglihatan. Walaubagaimanapun, guru tersebut merupakan seorang yang berpenglihatan dan tidak mempunyai kemahiran di dalam Braille dan beliau juga tidak pernah mengikuti sebarang latihan untuk mengajar Murid Berkeperluan Khas masalah penglihatan ini. Namun, atas kesungguhan dan rasa tanggungjawab sebagai seorang guru, beliau mengkaji sendiri tulisan Braille tersebut. Pada mulanya, beliau telah mempelajari sistem tulisan Braille rumi melalui murid-muridnya sendiri. Kemudian, beralih untuk mengkaji tulisan Jawi Braille dengan menggunakan al-Quran Braille yang diterima oleh sekolah tersebut dari Jordan sekitar tahun 1953 sebagai panduan untuk mengenal huruf-huruf al-Quran. Beliau mula meneliti dan membandingkan antara al-Quran Braille dan al-Quran biasa. Huruf-huruf dan tanda baca al-Quran dibanding dan dibezakan dengan mashaf biasa. Setelah sekian lama, beliau dapat memahami huruf 'hijaiyah' Braille, kaedah penulisan Braille dan baris dan titik-titik Braille di dalam al-Quran tersebut. (Zakaria Yahya 2011, Mustaqim 2014).

MASALAH KAJIAN

Bagi memenuhi keperluan pelajar bekeperluan khas satu medium yang lebih kreatif perlu diwujudkan agar memudahkan mereka menerima pembelajaran (Intan Natasha, 2017). Tinjauan awal oleh pengkaji mendapati tiada permainan berbentuk braille jawi dipasaran mahupun dibekalkan oleh KPM ke sekolah. Demi menyahut keperluan ini, pengkaji terpanggil untuk menguji satu alat permainan braille jawi yang telah direkacipta oleh pengkaji dan rakan dan alat ini dikenali sebagai Fun Jawi 2.0.

Fun Jawi 2.0 adalah satu set permainan huruf jawi yang dicipta khusus untuk golongan cacat penglihatan sebagai salah satu daripada alternatif belajar sambil bermain khususnya dalam pelajaran jawi bagi golongan tersebut. Set Fun Jawi 2.0 adalah sebuah bekas plastik segi empat yang mengandungi kad-kad huruf vokal dan konsonan yang dicetak dengan tulisan jawi braille, white board kecil, dan borang skor markah.

METODOLOGI KAJIAN

Kajian ini merupakan kajian kes dengan menggunakan pendekatan kualitatif. Kajian kes merupakan strategi reka bentuk kajian yang paling berkesan kerana memiliki ciri-ciri kesahan yang tinggi (Creswell, 2003). Kajian kes juga memiliki kekuatan berbanding metodologi kajian lain kerana berasaskan realiti sebenar (Burns R.B 2000). Pemilihan kajian kes ini adalah disebabkan ianya bersesuaian dengan persoalan kajian dan untuk mendapatkan kefahaman mendalam mengenai sesuatu situasi yang terlibat melalui pandangan pengkaji (Meriam & S.B, 2001). Kajian kualitatif digunakan untuk memahami fenomena dan kebudayaan sosial suatu tempat. Ia direka untuk membantu pengkaji memahami persekitarannya dan menjelaskan fenomena yang akan berlaku. Kaedah kajian kualitatif termasuk kajian lapangan, kajian tindakan, kajian kes dan kajian sejarah (Chua, 2006).

Sampel Kajian

Sampel kajian ini adalah sampel bertujuan (*purposive sampling*) yang melibatkan 5 orang guru pelatih opsyen Pendidikan Khas cacat penglihatan yang terdiri daripada 2 orang guru pelatih lelaki dan 3 orang guru pelatih perempuan. Guru-guru pelatih perempuan adalah normal manakala guru pelatih lelaki adalah terdiri daripada seorang pelajar cacat penglihatan dan seorang lagi mempunyai tahap penglihatan yang lemah. Guru-guru pelatih ini telah mempelajari dan mahir dengan tulisan braille kecuali pelajar yang mempunyai penglihatan yang lemah. Tahap penguasaan beliau terhadap tulisan braille adalah sederhana.

Instrument Pengumpulan Data

Data telah dikumpulkan melalui temu bual separa berstruktur yang telah dibina berasaskan kepada objektif kajian. Kaedah temubual merupakan sumber yang membolehkan pengkaji mengetahui dan memahami serta mendapat pengesahan tentang fenomena yang dikaji. Kaedah pengumpulan data kajian ini ialah dengan menemubual 3 orang guru pelatih perempuan Tahun 3 (Sem 5) semester opsyen Pendidikan Khas Cacat Penglihatan dan 2 orang guru pelatih lelaki Tahun 2. (Sem 3). Temubual ini dijalankan selepas subjek kajian mempelajari tulisan jawi menggunakan permainan braille jawi.

Analisis Data

Bagi pertanyaan kepada persoalan, data dianalisis secara kualitatif untuk mengenal pasti tema-tema yang wujud daripada persoalan kajian.

DAPATAN KAJIAN

Dapatan kajian di bawah ini akan dibincangkan berdasarkan objektif kajian yang telah dinyatakan sebelum ini.

1. Pelajar teruja apabila permainan jawi braille Fun Jawi ditunjukkan kepada mereka. Dapatan ini adalah berdasarkan temubual seperti dalam jadual 1.

Jadual 1

Pelajar teruja dengan permainan jawi braille Fun Jawi

Subjek kajian	Pernyataan
1	"saya tak pernah main....masa kat sekolah dulu tak ada pun permainan untuk jawi"
2	"Walaupunpun saya masih tak berapa mahir braiile jawi tapi macam bagus ah untuk pelajar yang tak nampak...."
3	Wah ustazah...bagusnya idea ni.....mesti student buta bila seronok main ni nanti"
4	"...saya tak pernah tengok permainan jawi. Macamana cara main ni?.....oooo lebih kurang sahibba la....Baguslah, adalah peluang student buta cuba permainan
5	" Kalau ustazah buat papan macam sahibba pun boleh ni...tapi kalau macam ni sesuai la untuk peringkat permulaan.."

Sumber: Temubual subjek kajian.

2. Pelajar seronok apabila bermain permainan jawi braille fun jawi

Jadual 2

Pelajar seronok apabila bermain permainan jawi braille Fun Jawi

Subjek kajian	Pernyataan
1	"seronok....banyaklah membantu untuk belajar jawi...tapi kalau orang yang tak pandai jawi tak sesuai lah."
2	"...sebenarnya saya baru je belajar braille ni, sebab saya boleh lihat sikit-sikit. Tapi alat ni buat saya ingin main....nak cuba ah, macam best je"
3	"kalau kita dah pandai jawi memang best lah main...."
4	"sesuatu yang baru untuk dicuba ni...berasa seronok juga bila dah start main. Boleh uji tahap penguasaan ejaan jawi."
5	"seronokla sebab boleh test ejaan jawi...lama dah tinggal nih.."

Sumber: Temubual subjek kajian

Semua pernyataan daripada subjek kajian di atas jelas menunjukkan keseronokan mereka apabila menggunakan alat permainan jawi braille Fun Jawi. Ekoran daripada merasa teruja dan seronok ketika bermain permainan jawi braille Fun Jawi membuatkan subjek kajian telah bersetuju untuk mencadangkan kepada orang lain untuk mencuba permainan ini. Pernyataan ini berdasarkan pernyataan di dalam jadual yang berikut:

Jadual 3

Jadual subjek kajian bersetuju untuk mencadangkan Fun Jawi kepada orang lain.

Subjek kajian	Pernyataan
1	Bagus kalau ramai lagi yang tau main fun jawi ni.
2	Lepas main Fun jawi boleh cuba main dengan kawan lain lagi yang tau braille jawi.
3	Saya akan perkenalkan permainan ini kepada oarang lain yang tau braille jawi dan tahu mengeja jawi.
4	Saya akan cadang kepada kawan saya yang tau braille main sebab tambah pengetahuan mengeja jawi.
5	Saya akan cadang kepada kawan tahu brille agar cuba mainan ini sebab ia bagus.....jadi bersemangat nak cuba.

Sumber: Temubual subjek kajian

Hasil temubual ini ditrangulasi dengan rakaman video ketika pelajar sedang bermain alat ini. Dapatan daripada rakaman tersebut mendapati ekspresi muka ketika pelajar bermain adalah seronok dan menaikkan semangat terus mencuba ketika menyusun huruf bagi membentuk perkataan. Mereka juga leka bermain dan ingin mencubanya berkali-kali setelah pusingan permainan tersebut telah tamat.

PERBINCANGAN DAN IMPLIKASI

Dapatan kajian ini menunjukkan permainan jawi braille atau Fun Jawi sangat relevan untuk pembelajaran jawi khususnya terhadap murid bekeperluan khas cacat penglihatan kerana menurut Mohd Mokhtar & Aliza (2004), kebolehan membaca dan menulis golongan bekeperluan khas cacat penglihatan bergantung kepada Braille. Fun jawi menepati tuntutan ini kerana ia merupakan satu permainan menggunakan braille yang mesra pengguna cacat penglihatan. Penghasilan alat Fun Jawi juga selari dengan pendapat Manisah (2011) yang mendapati pembelajaran terhadap pelajar bekeperluan khas buta perlu menggunakan pelbagai bahan bantu mengajar. Dalam sesi pembelajaran mereka.

Penggunaan Fun Jawi juga didapati menyeronokkan dan dapat meningkatkan minat terhadap pembelajaran jawi kerana ia termasuk dalam kaedah belajar sambil bermain dimana kaedah ini merupakan salah satu kaedah pembelajaran yang berkesan bagi semua murid. Dapatan ini selari dengan kajian Siti Fadzilah (2016) yang menyatakan kaedah bermain dapat memberikan keseronokan, minat, keseimbangan emosi pelajar dan serta meningkatkan penguasaan kemahiran membaca dan menulis (merumikan) gabungan suku kata jawi dalam kalangan pelajar. Keseronokan dalam pembelajaran juga akan membuatkan pelajar berminat dan berusaha bersungguh-sungguh terhadap sesuatu pelajaran (Syaza, Sharini & Asmawati, 2014).

Berdasarkan dapatan kajian mendapati kebekersanan Fun jawi amat penting kerana konsep Jawi Braille merupakan pengetahuan asas bagi Murid Berkeperluan Khas dalam memahami teks Jawi dan al-Quran. Selain itu ia juga merupakan sejenis alat yng boleh dikormesialkan sekiranya dilakukan penambahbaikan. Justeru alat ini disarankan agar digunapakai di semua sekolah pendidikan khas yang mempunyai pelajar cacat penglihatan ketika pembelajaran jawi.

RUMUSAN

Secara keseluruhannya dapat dirumuskan bahawa alat penggunaan permainan jawi braille Fun Jawi berkesan untuk menimbulkan keseronokan dalam kalangan subjek kajian serta meningkatkan kemahiran jawi mereka, sehinggakan mereka berhasrat untuk memanjangkan kebekersanan alat pembelajaran braille jawi ini kepada orang lain. Fun jawi ini sebenarnya boleh diperluaskan kepada semua pelajar cacat penglihatan samada di sekolah rendah atau di peringkat yang lebih tinggi dan sangat berguna untuk meningkatkan penguasaan jawi. Para pendidik juga harus lebih kreatif dalam

menghasilkan bahan bantu belajar yang boleh menimbulkan keseronokan kepada pelajar cacat penglihatan kerana apabila mereka seronok, minat terhadap matapelajaran akan bercambah.

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KEBERKESANAN BIDANG PEDAGOGI DAN BUDAYA TERHADAP KUALITI SISWA GURU DI INSTITUT PENDIDIKAN GURU ZON TENGAH, KPM

THE EFFICIENCY OF PEDAGOGY AND CULTURAL TOWARDS QUALITY OF TEACHERS IN TEACHER EDUCATION INSTITUTE, CENTRAL ZONE

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ABSTRAK

Kajian ini bertujuan untuk mengenal pasti tahap kualiti siswa guru semester 8 ambilan Januari 2013 dari aspek nilai, pengetahuan dan kemahiran. Selain daripada itu, kajian ini mengenal pasti faktor yang menyumbang kepada kualiti siswa guru. Kajian ini melibatkan 280 siswa guru semester 8 dari 5 buah Institut Pendidikan Guru di Zon Tengah, KPM. Instrumen yang digunakan dalam kajian ini ialah Survey Pelaksanaan Kursus dan Instrumen Kualiti Siswa Guru. Data yang diperolehi dianalisis dengan berpandukan program *Statistical Package for Social Science (SPSS) Version 21.0*. Hasil kajian menunjukkan bahawa bidang Pedagogi mempunyai hubungan yang paling kuat dengan kualiti siswa guru ($r = .719, p < .01$), berbanding dengan bidang Budaya yang mencatatkan nilai ($r = .641, p < .01$) terhadap kualiti siswa guru. Selain itu, kedua-dua bidang tersebut menyumbang sebanyak 52.7% terhadap kualiti siswa guru. Dapatan ini menunjukkan bidang Pedagogi dan Budaya dapat menyediakan asas pengetahuan (*body of knowledge*) untuk melahirkan guru yang dapat menginklusifkan aspek sosio-budaya pelbagai kelompok di Malaysia dalam bilik darjah. Ini mencerminkan bahawa siswa guru semester 8 mempunyai hala tuju yang jelas dalam menjalankan tugas mereka sebagai seorang pendidik berasaskan kualiti guru yang positif.

Kata kunci: pedagogi, budaya, kualiti guru, nilai, pengetahuan, kemahiran

ABSTRACT

This study aims to identify the quality of semester 8 teacher trainees January 2013 intake; in terms of value, knowledge and skills. This study also identify the factors that contribute to teacher's quality. The study involved 280 semester 8 teachers trainees from five Institute of Teachers Education in the Central Zone. The instrument used in this study is Course Implementation Survey and Teachers' Quality Instruments. The data obtained were analyzed based on the Statistical Package for Social Science (SPSS) Version 21.0. The results showed that Pedagogy ($r = .719, p < .01$), has the most significant and positive relationship with teacher's quality compared to culture ($r = .641, p < .01$). On top of that, both Pedagogy and Culture contributed 52.7% of the teachers' quality. These findings showed that Pedagogy and Culture provide a body of knowledge to produce teachers who can integrate socio-cultural aspects of various ethnic groups in the classroom. It also reflects that teacher trainees of semester 8 had a clear direction in carrying out their duties as a teacher.

Key words: pedagogy, culture, teacher quality, value, knowledge, skills

1.0 PENGENALAN

Keberhasilan pendidikan yang diterjemahkan melalui pembangunan modal insan yang berkualiti merupakan matlamat negara Malaysia. Guru yang berkualiti dan bersedia menghadapi cabaran menjadi sandaran Kementerian Pendidikan untuk merealisasikan transformasi pendidikan negara seperti dihasrat melalui Pelan Pembangunan Pendidikan Malaysia 2013 – 2025. Sehubungan itu Institut Pendidikan Guru Malaysia memainkan peranan yang besar dalam melahirkan guru sekolah rendah melalui Program Ijazah Sarjana Muda Perguruan (PISMP) yang menganugerahkan ijazah sarjana muda kepada siswa guru. Matlamat program ini adalah untuk melahirkan guru siswazah

sekolah rendah yang terlatih, dinamik, berwibawa dan kompeten dalam melaksanakan tugas-tugas mereka sebagai pendidik dan memenuhi Falsafah Pendidikan Kebangsaan dan Falsafah Pendidikan Guru.

PISMP meliputi kandungan dan kemahiran pedagogi dalam bidang pengkhususan dan bidang teras. Bidang teras dikenali sebagai Kursus Pengajian Profesional yang merangkumi aspek pengetahuan, nilai dan etika keguruan serta kemahiran profesional bagi melahirkan guru yang mampu melaksanakan tanggungjawab dengan berkesan. Bidang teras Kursus Pengajian Profesional merangkumi bidang pedagogi dan budaya. Kedua-dua bidang ini menyediakan kemahiran pedagogi dan pengetahuan kepelbagaian sosiobudaya masyarakat di Malaysia. Dengan adanya kompetensi ini diharapkan guru permulaan merupakan modal insan yang berkualiti selaras dengan misi Institut Pendidikan Guru Malaysia iaitu melahirkan guru yang kompeten dan berjiwa pendidik melalui program pembangunan guru yang dinamik ke arah pendidikan bertaraf dunia.

2.0 BIDANG PEDAGOGI DAN BUDAYA

Bidang pedagogi dan budaya adalah dua bidang teras yang wajib diambil oleh siswa guru yang mengikuti PISMP di Institut Pendidikan Guru. Bidang pedagogi terdiri daripada kursus Murid dan Pembelajaran pada semester 2. Kursus Murid dan Pembelajaran memberi pendedahan tentang aspek pedagogi kepada siswa guru. Kursus ini merangkumi alam belajar murid; perbezaan individu dan gaya pembelajaran murid; teori-teori pembelajaran; model, pendekatan dan strategi pengajaran; dan motivasi dalam pembelajaran. Dalam kursus ini, siswa guru mempelajari pelbagai aspek pedagogi untuk menghasilkan pengajaran dan pembelajaran lebih menarik dan pada masa yang sama mengatasi masalah pembelajaran murid di bilik darjah. Selain itu, penekanan juga harus diberikan kepada aspek pengurusan bilik darjah untuk menghasilkan pengajaran dan pembelajaran berkesan. Pengetahuan tentang pengurusan bilik darjah akan diperolehi melalui kursus Pengurusan Bilik Darjah dan Tingkah Laku apabila siswa guru berada pada semester 3. Kursus ini merangkumi pengurusan bilik darjah dan tingkah laku murid sekolah rendah; peranan guru dalam mengurus bilik darjah; model-model pengurusan disiplin; pengurusan tingkah laku bermasalah di dalam bilik darjah; dan pengurusan murid berkeperluan khas.

Manakala bidang budaya terdiri daripada kursus Budaya dan Pembelajaran. Kursus ini ditawarkan pada semester 6. Kursus ini bertujuan memberi pendedahan kepada siswa guru tentang kepelbagaian sosiobudaya di Malaysia serta dapat mewujudkan persekitaran bilik darjah mesra budaya. Kursus ini juga membincangkan interaksi dan hubungan yang sesuai di antara murid dalam bilik darjah yang terdiri daripada pelbagai kelompok etnik. Di samping itu, kursus ini juga merangkumi pedagogi relevan budaya dalam bilik darjah serta pedagogi kelas bercantum yang terdapat di kawasan yang terpencil atau pedalaman. Aspek-aspek kemahiran berkomunikasi, kemahiran hubungan kelompok serta isu-isu kepelbagaian budaya juga dibincangkan supaya guru memahami dan peka kepada kepelbagaian sosiobudaya di Malaysia.

3.0 KUALITI GURU

Misi Institut Pendidikan Guru Malaysia iaitu melahirkan guru yang kompeten dan berjiwa pendidik melalui program pembangunan guru yang dinamik ke arah pendidikan sekolah bertaraf dunia. Justeru, salah satu objektif IPGM adalah untuk melahirkan guru permulaan yang berkualiti iaitu berkemahiran mengajar dalam bidang pengkhususan masing-masing; berkebolehan mengurus kokurikulum yang dipertanggungjawabkan; dan mematuhi etika profesionalisme keguruan'.

Standard Guru Malaysia (SGM) pula telah digubal oleh Bahagian Pendidikan Guru (BPG) pada tahun 2009 yang berfungsi sebagai panduan bagi mengenal pasti tahap kualiti, kompetensi profesional guru dari segi amalan profesionalisme keguruan, kefahaman dan pengetahuan serta kemahiran pengajaran dan pembelajaran. Standard Guru Malaysia ini digubal berdasarkan rasional bahawa guru perlu mempunyai tahap amalan nilai profesionalisme keguruan (nilai), pengetahuan dan kefahaman (pengetahuan), serta kemahiran pengajaran dan pembelajaran (kemahiran) yang tinggi bagi membolehkan mereka berfungsi sebagai guru profesional dengan berkesan. Jadual 2 memaparkan deskripsi Standard Guru Malaysia.

Jadual 1
Standard Guru Malaysia

Standard	Deskripsi
Standard 1: Amalan Nilai Profesionalisme Keguruan (nilai)	kompetensi amalan nilai profesionalisme keguruan berdasarkan domain diri, profesion dan sosial, yang patut ada pada seseorang guru.
Standard 2: Pengetahuan dan Kefahaman (pengetahuan)	kompetensi ilmu pengetahuan dan kefahaman tentang subjek pengkhususan, ilmu pendidikan, kurikulum dan kokurikulum yang patut ada pada seseorang guru.
Standard 3: Kemahiran Pembelajaran dan Pembelajaran (kemahiran)	kompetensi kemahiran pengajaran dan pembelajaran yang patut dikuasai oleh seseorang guru.

4.0 OBJEKTIF KAJIAN

Objektif kajian ini dijalankan adalah seperti berikut:

- 4.1 Mengenal pasti tahap pengetahuan bidang pedagogi dan budaya siswa guru semester 8
- 4.2 Mengenal pasti tahap kualiti siswa guru semester 8.
- 4.3 Menentukan sama ada terdapat hubungan yang signifikan antara bidang pedagogi dan budaya dengan kualiti guru dari aspek nilai, pengetahuan dan kemahiran siswa guru semester 8
- 4.4 Mengenal pasti faktor penyumbang kepada kualiti guru dari aspek nilai, pengetahuan dan kemahiran siswa guru semester 8

5.0 METODOLOGI

Reka bentuk kajian adalah berbentuk kaedah tinjauan. Kaedah ini mampu menghuraikan isu-isu dan masalah dalam pelbagai perspektif terutamanya yang melibatkan pandangan, tingkah laku dan persepsi (Creswell, 2005). Kajian ini menggunakan soal selidik untuk pengumpulan data.

5.1 Sampel Kajian

Bagi tujuan kajian ini, kaedah persampelan yang digunakan ialah persampelan rawak. Kajian ini melibatkan 280 siswa guru semester 8 ambilan Januari 2013 dari 5 buah Institut Pendidikan Guru di Zon Tengah iaitu IPG Kampus Ilmu Khas, IPG Kampus Teknik, IPG Kampus Bahasa Antarabangsa, IPG Kampus Islam, dan IPG Kampus Bahasa Melayu. Pemilihan siswa guru semester 8 adalah kerana mereka telah mengikuti semua kursus Pengajian Profesional.

5.2 Instrumen Kajian

Kajian ini menggunakan soal selidik, maka dapatan kajian ini bergantung sepenuhnya kepada keikhlasan responden semasa menjawab setiap item yang diberikan dalam soal selidik. Soal selidik yang akan digunakan dalam kajian ini ialah Survey Pelaksanaan Kursus dan Instrumen Kualiti Siswa Guru.

Responden akan diukur dengan menggunakan skala likert dari "1" untuk "sangat tidak setuju" ke "5" untuk "sangat setuju". Jumlah skor yang berorientasikan Survey Pelaksanaan Kursus dan Instrumen Kualiti Siswa Guru dikira dengan menambah nilai-nilai setiap item.

Bagi tujuan keselarasan pemarkatan dan interpretasi, pemarkatan dalam semua bahagian soalan selidik akan dibahagikan kepada empat tahap menggunakan tatacara yang sama. Kedudukan tahap penguasaan kursus pengajian siswa guru semester 8 dan tahap kualiti siswa guru semester 8 adalah berdasarkan julat skor min seperti dalam Jadual 3.

Jadual 2

Permarkatan dan Interpretasi untuk Tahap Penguasaan Kursus Pengajian Profesional dan Tahap Kualiti Guru

Julat Min	Intepretasi Kompetensi
4.0-5.0	Sangat tinggi
3.0-3.999	Tinggi
2.0-2.999	Rendah
1.0-1.999	Sangat rendah

Sumber: Robert Ho (2006)

6.0 ANALISIS DATA

Statistik deskriptif digunakan untuk mendapatkan maklumat tentang taburan jantina, dan umur siswa guru. Untuk tujuan itu kekerapan, peratusan, min dan sisihan piawai digunakan. Analisis deskriptif dalam min dan sisihan piawai juga digunakan untuk mengenal pasti tahap kualiti siswa guru.

Statistik inferensi digunakan untuk membuat generalisasi keputusan kajian yang diperolehi daripada sampel kajian kepada populasi kajian (Chua, 2006). Statistik inferensi terlibat dalam kajian ini, ialah Analisis Kolerasi Bivariat Pearson dan Regresi Berganda. Analisis Kolerasi Bivariat Pearson digunakan bagi melihat hubungan antara bidang pedagogi dan budaya dengan kualiti siswa guru. manakala analisis regresi berganda digunakan untuk menentukan faktor penyumbang terhadap kualiti siswa guru. Untuk tujuan analisis, data yang diperolehi dianalisis dengan berpandukan program *Statistical Package for Social Science (SPSS) Version 21.0*

7.0 DAPATAN KAJIAN

7.1 Tahap Pengetahuan bidang Pedagogi dan Budaya

Jadual 3

Tahap Pengetahuan Bidang Pengajian Profesional

Kursus EDU	Min	Sisihan Piawai	Tahap
Pedagogi	4.37	.40	Sangat tinggi
Budaya	4.34	.43	Sangat tinggi

Catatan: Sangat rendah=1.0-1.999, Rendah=2.0-2.999, Tinggi = 3.0-3.999, Sangat Tinggi =4.0-5.0

Merujuk kepada jadual 3, didapati tahap pengetahuan bidang pedagogi ($M=4.37$; $SP=.40$) dan budaya ($M=4.34$; $SP=.43$), adalah pada tahap yang sangat tinggi.

7.2 Tahap Kualiti Siswa Guru Semester 8

Jadual 4

Tahap Komponen Kualiti Guru

Aspek Kualiti Guru	Min	Sisihan Piawai	Tahap
Kualiti Guru	4.49	.40	Sangat tinggi
Nilai	4.54	.44	Sangat tinggi
Pengetahuan	4.46	.43	Sangat tinggi
Kemahiran	4.50	.44	Sangat tinggi

Catatan: Sangat rendah=1.0-1.999, Rendah=2.0-2.999, Tinggi = 3.0-3.999, Sangat Tinggi =4.0-5.0

Daripada Jadual 4, didapati responden mempunyai tahap kualiti sisiwa guru ($M=4.49$; $SP=.40$) yang sangat tinggi. Dari aspek kualiti siswa guru, dapatan menunjukkan ketiga-tiga aspek kualiti siswa guru menunjukkan tahap yang tinggi iaitu aspek nilai ($M=4.54$; $SP=.44$); aspek pengetahuan ($M=4.46$; $SP=.43$); dan aspek kemahiran ($M=4.50$; $SP=.44$).

7.3 Hubungan antara tahap pengetahuan Budaya dan Pembelajaran dengan kualiti guru dari aspek sikap, pengetahuan dan kemahiran siswa guru semester 8

Bagi mengenal pasti hubungan antara pemboleh ubah yang dikaji, Ujian Kolerasi Pearson telah dijalankan. Jadual 5 memaparkan dapatan analisis korelasi bivariat yang menjelaskan hubungan antara kesemua pemboleh ubah kajian.

Jadual 5
Hubungan antara Bidang Pedagogi dan Budaya dengan Kualiti Siswa Guru Semester 8

Bidang Teras	Kualiti Guru	
	r	p
Pedagogi	.719**	.000
Budaya	.641**	.000

**p < .01

Kekuatan hubungan antara pemboleh ubah di tafsir berdasarkan Cohen (1988) seperti yang ditunjukkan dalam jadual 6.

Jadual 6
Pengelasan Tafsiran Pekali Korelasi

Nilai Kolerasi (r)	Kekuatan Hubungan
.5 < r	Kuat
.3 < r < .5	Sederhana
.1 < r < .3	Lemah

Berdasarkan jadual 5, didapati pengetahuan bidang pedagogi ($r=.719$, $p<.01$) dan budaya ($r=.641$, $p<.01$) menunjukkan hubungan positif yang signifikan dengan kualiti siswa guru. Keseluruhan hubungan menjelaskan bahawa semakin tinggi pengetahuan bidang pedagogi dan budaya semakin meningkat kualiti siswa guru.

7.4 Mengenal pasti faktor penyumbang kepada kualiti guru dari aspek sikap, pengetahuan dan kemahiran siswa guru semester 8.

Analisis regresi pelbagai *Stepwise* digunakan untuk menganalisis objektif kajian ini, dan dapatannya dipaparkan dalam jadual 7 dan 8

Jadual 7
Faktor Penyumbang kepada Kualiti Siswa Guru

Peramal	R	R ²	R ² terlaras	Change Statistics				
				Perubahan R ²	Perubahan F	df1	df2	Sig. Perubahan F
Pedagogi	.719 ^a	.517	.515	.517	297.182	1	278	.000
Pedagogi dan Budaya	.726 ^b	.527	.524	.010	6.036	1	277	.015

* p < .05, F=154.3

a. Peramal: Pedagogi

b. Peramal: Pedagogi dan Budaya

Jadual 7 menunjukkan bidang pedagogi merupakan faktor penyumbang utama terhadap kualiti siswa guru. Bidang pedagogi menyumbang sebanyak 51.7% terhadap kualiti siswa guru. Kajian juga menunjukkan bidang pedagogi dan budaya menyumbang 52.7% terhadap kualiti guru [F(2, 277) = 154.3, p < .05].

Jadual 8
Koefisien Anggaran Bagi Kursus EDU Dan Kualiti Siswa Guru

	Pekali tidak piawai (β)	Pekali piawai (β)	t	p
Pemalar	24.40		6.98	.00
Pedagogi	10.93	.58	8.26	.00
Budaya	3.05	.17	2.45	.01

* $p < .05$,

Bagi menentukan sumbangan relatif setiap hasil pembelajaran, nilai pemberat regresi piawai (β) dijadikan rujukan. Berdasarkan jadual 8, didapati pedagogi ($\beta = .58$, $t = 8.26$, $p < .05$) dan budaya ($\beta = .17$, $t = 2.45$, $p < .05$) adalah peramal yang signifikan terhadap kualiti siswa guru. Pedagogi mempunyai sumbangan relatif yang besar berbanding budaya, dan ini menunjukkan pedagogi merupakan penyumbang yang utama.

8.0 PERBINCANGAN

Dapatan menunjukkan siswa guru telah menguasai pengetahuan bidang pedagogi dan budaya pada tahap yang tinggi. Siswa guru juga mencapai kualiti guru dalam ketiga-tiga aspek iaitu nilai profesionalisme keguruan, pengetahuan dan kefahaman serta kemahiran pengajaran dan pembelajaran pada tahap tinggi. Dapatan juga menunjukkan pedagogi dan budaya mempunyai hubungan yang signifikan dan positif dengan kualiti guru. Hubungan yang positif ini menunjukkan sekiranya pengetahuan siswa guru dalam pedagogi dan budaya meningkat; kualiti guru dari aspek nilai, pengetahuan dan kemahiran juga meningkat. Ini merupakan satu dapatan yang signifikan. Kedua-dua bidang pedagogi dan budaya merupakan faktor penyumbang terhadap kualiti guru. Hal ini menunjukkan bidang pedagogi dan budaya dapat menyediakan asas pengetahuan (*body of knowledge*) untuk disiplin pendidikan. Dapatan ini memang selaras dengan matlamat program PISMP untuk melahirkan guru yang kompeten dalam melaksanakan pengajaran dan pembelajaran di dalam bilik darjah.

Bidang pedagogi merupakan faktor penyumbang yang utama iaitu sebanyak 51.7% terhadap kualiti guru. Pengetahuan pedagogikal isi kandungan merangkumi kesedaran untuk mengkonsepsi suatu mata pelajaran semasa mengajar. Dengan adanya pengetahuan pedagogikal tersebut, seseorang guru dapat meningkatkan kefahaman konseptual murid (Grossman 1990; De Corte, Greer & Verschaffel 1996; Fernandez-Balboa & Stiehl 1995; Geddis 1993). Ini secara langsung meningkatkan kualiti guru dari aspek pengetahuan tentang kaedah mengajar, strategi mengajar, dan kefahaman tentang perbezaan individu. Pengetahuan pedagogi ini juga melengkapkan siswa guru dari segi kemahiran mengurus bilik darjah dan tingkah laku. Kualiti siswa guru yang mantap memang penting dalam menentukan keberhasilan pengajaran dan pembelajaran. Kualiti ini bergantung kepada penguasaan pedagogi seperti yang dinyatakan dalam anjakan bil 5-2 (PPPM 2013-2025).

Bidang budaya pula merangkumi isu-isu kepelbagaian budaya dan bahasa; implikasi kepelbagaian sosiobudaya dan kepelbagaian sosiobudaya terhadap pengajaran dan pembelajaran menyumbang kepada kualiti siswa guru. Bidang budaya memang memainkan peranan yang penting untuk menyampaikan kurikulum kepada murid yang terdiri daripada pelbagai sosio-budaya apabila mereka berada di sekolah. Sebagai guru pemulaan, pengetahuan budaya, bahasa, latar belakang keluarga dan tahap sosio ekonomi yang berbeza-beza setiap murid harus dikuasai. Dengan kualiti yang tinggi dari aspek sikap, pengetahuan dan nilai ditambah pula dengan pengetahuan budaya; dapat memberi kesedaran kepada siswa guru tentang pentingnya menghormati dan bersikap adil kepada semua murid. Begitu juga dengan langkah-langkah pencegahan untuk menyekat aktiviti-aktiviti yang tidak diinginkan seperti pergaduhan antara kaum, pembentukan kumpulan berdasarkan etnik dan perkauman dalam kalangan murid dapat dilaksanakan. Pengetahuan budaya dapat menghakis sikap prejudis guru dalam menangani kepelbagaian sosio-budaya murid, khususnya ketika mengendalikan aktiviti dalam pengajaran dan pembelajaran.

Kajian ini dapat menunjukkan bahawa bidang pedagogi dan budaya mampu membentuk guru yang mempunyai amalan nilai profesionalisme, kemahiran dan pengetahuan pengajaran dan pembelajaran. Pengetahuan mengenai pedagogi dan budaya dapat membantu guru dalam menyediakan proses pengajaran dan pembelajaran yang berkesan kepada setiap murid. Dengan kata lain, ia dapat

meningkatkan metodologi pengajaran dan amalan bagi murid-murid tertentu dan menghasilkan suasana pengajaran dan pembelajaran yang lebih bermakna dan bukan hanya berorientasi kepada peperiksaan semata-mata. Kedua-dua bidang ini sangat berkesan dalam melahirkan guru yang berkualiti. Dapatan kajian ini juga dapat menyahut Visi dan misi Kementerian Pelajaran Malaysia (KPM) dan Institut Pendidikan Guru Malaysia untuk memastikan agar guru-guru sentiasa berketrampilan bagi memenuhi aspirasi negara.

9.0 RUMUSAN

Secara keseluruhan, siswa guru semester 8 dapat menguasai pengetahuan bidang pedagogi dan budaya setelah mengikuti kursus teras Program Ijazah Sarjana Muda Perguruan dengan Kepujian (PISMP). Didapati siswa guru juga menunjukkan kualiti guru yang tinggi dalam aspek nilai, pengetahuan dan kemahiran. Ini mencerminkan bahawa siswa guru mempunyai hala tuju dan objektif yang jelas dalam menjalankan tugas mereka sebagai seorang pendidik dan menunjukkan nilai kualiti guru yang positif. Adalah disyorkan pihak pensyarah dapat menerapkan nilai keguruan dalam setiap kursus teras. Hal ini selaras dengan sistem pendidikan guru yang bertaraf dunia dari segi kualiti untuk memastikan agar guru-guru sentiasa berketrampilan bagi memenuhi aspirasi negara. Akhir kata, adalah diharapkan guru permulaan yang berkualiti ini menjadi modal insan minda kelas pertama seperti yang dihasratkan dalam Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025.

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KEBERKESANAN KIT MAGIC MATHS DALAM MENINGKATKAN PENGUASAAN OPERASI DARAB MURID PEMULIHAN KHAS: KAJIAN RINTIS

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ABSTRAK

Kajian ini bertujuan untuk mengkaji keberkesanan pelaksanaan bahan bantu belajar Kit Magic Maths (KMM) dalam membantu meningkatkan tahap penguasaan murid pemulihan khas terhadap asas operasi darab melalui strategi pembelajaran koperatif. Peserta kajian terdiri daripada dua orang murid pemulihan khas tahun dua masalah pembelajaran spesifik yang dipilih secara persampelan bertujuan di sebuah sekolah kurang murid di daerah Kuala Pilah, Negeri Sembilan. Reka bentuk kajian adalah berbentuk kajian tindakan menggunakan kaedah kuantitatif. Data dikumpulkan melalui ujian pra dan pasca serta dianalisis secara deskriptif. Hasil analisis data mendapati kedua-dua sampel menunjukkan peningkatan skor markah sebanyak 63% peserta A dan 37% peserta B selepas ujian pasca dijalankan. Hal ini menunjukkan bahawa KMM memberi impak yang sangat positif terhadap penguasaan asas operasi darab murid pemulihan khas. Hasil kajian diharapkan dapat memberi input kepada Kementerian Pendidikan Malaysia, memperluaskan penggunaan bahan bantu belajar ini bagi mengurangkan jurang pencapaian matematik murid pemulihan khas setelah kembali ke aliran perdana.

Kata kunci: Kit Magic Maths, asas operasi darab, murid pemulihan khas

ABSTRACT

The aims of this research is to carry out the effectiveness of using Magic Maths Kit aids (KMM) to assist the remedial students in enhancing the level mastering the basic multiplication through cooperative learning. Sample of study consist of two remedial year 2 students with specific learning difficulties that have been chosed using purposive sampling method from rural school in Kuala Pilah District, Negeri Sembilan. The design of study is more to action research using quantitative method. The data was collected using pre test and post test and also analyse descriptively. Outcome data shows there were increasing of score for both samples, 63% sample A and 37% for sample B after completing the test. Therefore, the Kit Magic Maths gives a positive impact towards remedial students in enhancing basic multiplication skills among them. Based on outcome gained, hopefully it will be able to assist Malaysia Ministry of Education to enlarge the using of these teaching aids for reducing the gap of achievement in mathematics among remedial students when they return back to the normal class.

Keyword: Magic Maths Kit, Basic Multiplication, remedial students

1.0 PENGENALAN

Sejajar dengan hasrat besar merealisasikan agenda kerajaan untuk membangunkan sistem pendidikan yang setanding dengan negara maju, pelbagai pelan pembangunan pendidikan telah dirancang, ditambah baik dan dilaksanakan sejak pasca kemerdekaan bagi mencapai aspirasi Kementerian Pendidikan Malaysia (Shurainee 2014). Justeru, pendidikan memainkan peranan utama bagi pertumbuhan ekonomi dan pembangunan sesebuah Negara melalui proses pengajaran dan pembelajaran yang berkualiti. Disamping itu, dalam menempuh era globalisasi kini, kejayaan sesebuah negara amat bergantung kepada ilmu pengetahuan, kemahiran, dan kompetensi yang dimiliki oleh rakyat (KPM, 2013).

Dalam Pelan Pembangunan Pendidikan Malaysia (PPPM 2013-2025) pengetahuan merupakan peringkat paling asas dalam memenuhi aspirasi setiap murid. Penguasaan kemahiran asas membaca, menulis dan mengira menjadi salah satu bidang keberhasilan murid dalam membasmi peningkatan kadar keciciran di sekolah. Justeru, berteraskan aspirasi sistem pendidikan Malaysia yang menekankan kepada ekuiti kesamarataan murid dan pendidikan untuk semua, memberi peluang untuk murid yang

lemah menerokai dunia ilmu pengetahuan dengan lebih seronok dan bermakna. Oleh itu, bagi memastikan kesamarataan pendidikan berkualiti, Program Pemulihan Khas telah dilaksanakan oleh Kementerian Pendidikan Malaysia (KPM) semenjak tahun 1960an dan berfungsi bagi membantu murid-murid di sekolah rendah yang menghadapi masalah pembelajaran khusus dalam pembelajaran menguasai kemahiran asas membaca, menulis dan mengira (3M).

Kegagalan murid masalah pembelajaran menguasai kemahiran asas 3M merupakan masalah yang menjadi kebimbangan semua pihak sejak pelaksanaan Kurikulum Bersepadu Sekolah Rendah (KBSR) terutamanya dalam kemahiran asas matematik darab. Hal ini selari dengan Margaret (2014) menyatakan kebanyakan murid masalah pembelajaran tidak begitu mahir dalam asas matematik terutama asas operasi darab. Hal ini juga disokong oleh Nur Aniza Elias (2016) menyatakan asas operasi darab menjadi masalah kepada murid lemah terutamanya apabila melibatkan pendaraban dua nombor.

Menurut Mohd Zuni dan Aznan Che Mat (2012) dalam bukunya, menyatakan murid yang mengalami masalah pembelajaran sukar untuk memahami konsep darab secara abstrak, keliru dengan symbol darab dan tidak dapat mendarab dengan betul kerana pendekatan secara hafalan digunakan. Hal ini mengakibatkan kebanyakan murid ini menghadapi masalah tahap tinggi kerana gagal menguasai konsep pendaraban dan kemahiran mendarab dengan betul (Liong Kon Thai, 2012). Perkara ini juga disokong dengan kajian yang telah dijalankan oleh Jemaah Nazir Institusi Pendidikan (JNIP, 2012) mengenai pengajaran dan penguasaan fakta asas matematik di kalangan murid Tahun 4 sekolah-sekolah kebangsaan di 128 sekolah di seluruh negara pada tahun 2012 menunjukkan bahawa 65% murid belum dapat menguasai soalan yang berkaitan operasi darab.

Menurut Kail (2016) pembelajaran dalam topik matematik seperti fakta asas darab biasanya bermula daripada peringkat konkrit dan ke peringkat yang abstrak. Justeru, kaedah pembelajaran dan pemudahcaraan (PdPc) yang digunakan oleh guru memainkan peranan penting dalam mempengaruhi keberkesanan PdPc melalui pemilihan teknik yang sesuai dengan keperluan murid. Hal ini bagi memastikan bukan sahaja minat murid kepada topik pendaraban meningkat tetapi memudahkan proses pemahaman mereka secara tekal seterusnya memudahkan proses PdPc dalam topik selanjutnya seperti tajuk pecahan, perpuluhan, ukuran jarak, timbangan, masa dan waktu (Zainuddin Abu Bakar dan Mohd Rashidi Mohd Jamil, 2007).

Sehubungan itu, pengkaji melihat bahawa kemahiran penguasaan asas operasi darab dalam kalangan murid pemulihan khas boleh diaplikasi menggunakan strategi pembelajaran koperatif melalui Kit Magic Maths (KMM) sebagai alternatif berbeza disamping meningkatkan prestasi pencapaian, dan menggalakkan penglibatan secara aktif. Hal ini selari dalam kajian Nur Aniza Elias (2016) mendapati aplikasi kaedah titik terhadap lapan orang murid lemah tahun empat, memperlihatkan keputusan ujian pasca dengan peningkatan skor yang tinggi selepas intervensi dijalankan. Tambahan pula dalam kajian Zainuddin dan Mohd Rashidi (2007) mendapati penggunaan kaedah tradisional menyumbang kepada kadar keciciran kepada murid yang lemah dalam kemahiran operasi darab. Oleh itu, kajian ini dijalankan bertujuan untuk mengkaji keberkesanan KMM melalui strategi pembelajaran koperatif dalam kalangan murid pemulihan khas terhadap penguasaan kemahiran asas operasi darab.

2.0 LITERATUR KAJIAN

2.1 Murid pemulihan khas dan pembelajaran dan pemudahcaraan (PdPc) Asas Matematik

Murid pemulihan khas telah diklasifikasikan sebagai murid yang mengalami masalah ketidakupayaan dalam mencapai kemahiran asas membaca, menulis dan mengira (3M) serta bersifat negatif terhadap pembelajaran berbanding rakan-rakan sebaya mereka (KPM, 2012). Chua dan Koh (1992) menyatakan murid-murid yang menghadapi masalah atau kesulitan dalam pembelajaran juga dikenali sebagai 'murid lambat'. Hal ini selari dengan Jais Sahok dan Mat Nor Husin (1990) menjelaskan bahawa murid yang mempunyai pencapaian yang rendah dalam kemahiran 3M diberi label sebagai 'kanak-kanak lembam' oleh para pendidik. Pada umumnya, kegagalan mereka dalam kemahiran 3M jelas memperlihatkan prestasi yang tidak memuaskan di mana mereka sering melakukan kesalahan dalam menjawab soalan-soalan dalam ujian dan juga peperiksaan (Syed Abu Bakar Syed Akil, 1997). Sehubungan dengan itu Bahagian Pendidikan Khas (BPK) berusaha untuk membantu murid-murid yang mengalami masalah dalam menguasai kemahiran 3M melalui Program Pemulihan Khas (PPK)

dengan membangunkan kurikulum yang lebih fleksibel, menarik, berfokus dan bersesuaian dengan keupayaan serta kebolehan murid selari dengan Akta Pendidikan 1996.

Kurikulum matematik di bawah PPK menggariskan 22 kemahiran atau tajuk yang harus dikuasai oleh setiap murid dalam pembelajaran matematik dan salah satu komponen yang ditekankan dalam penguasaan kemahiran mengira ialah asas operasi darab. Antara kemahiran yang perlu dipelajari dalam operasi darab seperti: (a) memahami operasi darab dalam proses tambah berulang (b) mendarab sebarang dua nombor dalam lingkungan sifir 1-9 (c) mengenal simbol (\times) dan ($=$) (d) menulis ayat matematik bagi operasi darab dalam bentuk ayat matematik dan bentuk lazim (e) melengkapkan ayat matematik (f) mengingati sifir dan (g) menyelesaikan masalah harian.

Justeru, bahan bantu belajar (BBB) merupakan intipati dalam membantu guru bagi melicinkan dan melancarkan pengajaran dalam usaha memudahkan murid memahami konsep dan isi serta fakta dalam proses pengajaran dan pembelajaran. Menurut Faridah Nazir, Norhiza Mohd Salleh & Zairinah Mohd Shukur (2014) BBB adalah langkah terbaik membantu meningkatkan tahap pengetahuan mahupun kefahaman murid-murid pemulihan disamping mengekalkan minat belajar mereka secara konsisten. Perkara ini disokong oleh Mohd Zuri Ghani dan Aznan Che Ahmad (2012) yang menyatakan aplikasi BBB memainkan peranan penting dalam memastikan pengajaran dan pembelajaran menjadi efektif dan berkesan. Oleh itu, guru harus bijak memilih kaedah pengajaran yang paling sesuai kerana ia dapat membantu menyediakan bahan-bahan pengajaran yang bermakna dan menarik serta mampu memperkembangkan bakat dan potensi pelajar dalam mencapai objektif terutamanya murid-murid berprestasi rendah.

2.2 Bahan bantu belajar Kit Magic Maths (KMM)

Sebuah bahan bantu belajar untuk mempelajari matematik dalam topik asas operasi darab telah dibangunkan dan dikaji oleh pengkaji yang mana kandungannya terdiri cara-cara belajar asas darab seperti konsep tambah berulang, pembinaan fakta asas darab dalam bentuk ayat dan penyelesaian masalah harian. KMM direkabentuk khas bagi membantu pembelajaran murid pemulihan khas yang mempunyai masalah pembelajaran matematik khususnya untuk pendaraban dua nombor. Bahan pembelajaran ini dihasilkan melalui kajian terperinci yang merujuk kepada punca masalah pembelajaran topik tersebut dan ianya dibina selaras dengan standard kandungan pembelajaran murid pemulihan khas. Topik pendaraban dua nombor dipilih berdasarkan pengamatan kelas, analisis dokumen (seperti hasil ujian diagnostik, dan buku rekod prestasi) dan juga temubual terhadap guru.



Rajah 1. Kit Magic Maths

Sebelum pembangunan pengkaji telah mengenalpasti ciri-ciri murid pemulihan khas dengan mengambilkira masalah-masalah dan juga peluang-peluang yang boleh ditelusuri. Menurut Kail (2016), murid lembam mempunyai memori jangka masa pendek dalam mengingat disamping masalah kemahiran menulis dan membaca. Melalui pengamatan ujian diagnostik murid, didapati bahawa soalan yang paling banyak gagal atau tidak dijawab adalah berkaitan dengan soalan asas operasi darab. Ianya

juga disahkan oleh guru matapelajaran melalui temubual yang telah dibuat. Selain itu, pengkaji juga telah membuat pemerhatian bilik darjah semasa topik tersebut diterangkan, menunjukkan murid-murid ini mempunyai gaya pembelajaran tersendiri. Antara ciri-ciri gaya pembelajaran murid ini adalah berfikir secara menyeluruh (tidak berfokus dan spesifik) dan gaya pembelajaran yang merujuk kepada satu gaya pembelajaran sahaja di mana boleh menyebabkan masalah kepada murid untuk memberi tindak balas secara terperinci (Mortimore, 2008).

Oleh itu, KMM telah direkabentuk dan terdiri daripada tiga item utama iaitu (i) Papan belajar, (ii) Kad bintang dan (iii) Kad lembaran disamping penggunaan bahan sokongan seperti pembilang seperti penyedut minuman serta strategi pelaksanaan secara koperatif. Menurut Effandi & Zanaton (2007) pembelajaran secara koperatif memberi peluang terbaik kepada murid masalah pembelajaran untuk berkongsi dan berbincang dalam kumpulan yang terdiri daripada pelbagai latar belakang jantina, bangsa dan kebolehan untuk berkongsi pengetahuan dalam menyelesaikan masalah matematik bersama. Bagi memperkenalkan konsep asas darab (tambah berulang), guru berperanan sebagai fasilitator dalam memberi arahan dengan jelas dan tepat cara penggunaan KMM. Seterusnya ahli kumpulan yang terdiri daripada dua atau lebih perlu memanipulasi 3 item penting secara koperatif bersama ahli kumpulan. Kemudian hasil jawapan perlu dicatat pada kad lembaran sehingga selesai 12 kumpulan asas operasi darab. Hal ini bertepatan dengan Slavin (1995) yang memperkenalkan Model *Student-Team-Achievement-Division (STAD)* di mana setiap ahli kumpulan perlu bekerjasama dalam kumpulan kecil yang terdiri daripada pelbagai latar belakang, menerapkan elemen seperti perbincangan, persembahan, bantuan guru, soalan kuiz serta pelaksanaan token ataupun ganjaran selepas pelaksanaan KMM dijalankan. Selain itu, ganjaran berupa hadiah atau pengiktirafan diakhir sesi pembelajaran disediakan bagi meningkatkan minat murid pemulihan khas dalam mata pelajaran matematik khususnya asas operasi darab.

3.0 METODOLOGI

Kajian ini menggunakan reka bentuk kajian tindakan di mana data yang dikumpul adalah data kuantitatif yang berfokus untuk menyelesaikan masalah penguasaan asas operasi darab yang dihadapi oleh murid-murid pemulihan khas. Instrumen ujian pra dan ujian pasca digunakan bagi mengumpul data mengenai keberkesanan Kit Magic Maths terhadap pencapaian murid pemulihan khas dalam penguasaan asas operasi darab melalui strategi pembelajaran koperatif. Pengkaji telah menggunakan Model Stephen Kemmis dan Mc Taggart (1988) sebagai panduan penyelidikan yang mengandungi empat fasa iaitu perancangan, tindakan, pemerhatian dan refleksi.

Sampel yang dipilih terdiri daripada dua orang murid kategori masalah pembelajaran spesifik iaitu murid yang mengalami kesukaran membaca, menulis dan mengira tahun dua dari sebuah sekolah rendah di Negeri Sembilan menggunakan teknik persampelan bertujuan bagi mengumpul maklumat dari sekumpulan sampel yang khusus supaya bertepatan dengan objektif kajian. Justeru, pengkaji telah memilih sampel berdasarkan markah pencapaian peperiksaan akhir tahun dalam mata pelajaran matematik, penguasaan konstruk 1-12 dalam saringan numerasi, cadangan guru kelas melalui laporan pemerhatian tingkahlaku, rekod kesihatan dan kekerapan kehadiran ke sekolah.

Instrumen kajian terdiri daripada ujian pra dan ujian pasca. Ujian pra ditadbir sebelum Kit Magic Maths (KMM) digunakan dan ujian pasca yang ditadbir selepas 8 jam sesi pengajaran dan pembelajaran berbantuan Kit Magic Maths. Item mengandungi 30 soalan yang dibina menggunakan Jadual Penentu Ujian (JPU). Bagi mendapatkan kesahan kandungan, instrumen telah disemak oleh tiga orang guru yang mempunyai pengalaman mengajar hampir 30 tahun dalam bidang matematik.

Proses pengumpulan data dimulakan dengan pentadbiran ujian pra. Terdapat lima bahagian dalam kertas ujian, mengandungi 30 soalan yang merangkumi konsep asas darab, fakta asas dan penyelesaian masalah. Peserta diberikan masa selama satu jam untuk menjawab kertas soalan. Ujian ini bertindak sebagai ujian permulaan untuk menentukan tahap penguasaan murid atau pengetahuan asas dalam topik pendaraban. Selanjutnya, proses intervensi dijalankan ke atas peserta kajian sebanyak 8 kali selama 1 jam yang melibatkan pelaksanaan KMM selama setengah jam dan selebihnya aktiviti latihan tubi. Data direkodkan sepanjang intervensi dijalankan. Selepas selesai intervensi dijalankan, pengkaji telah mentadbir ujian pasca dengan mengubah sedikit kandungan soalan ujian bagi melihat sejauhmana perkembangan dan pemahaman peserta terhadap asas operasi darab.

Data dari ujian pra dan ujian pasca di analisis menggunakan analisis deskriptif bertujuan untuk mengukur peratusan peningkatan markah ujian sebelum dan selepas intervensi dijalankan ke atas peserta kajian. Penggunaan graf bertujuan memaparkan data secara jelas dan sistematik.

4.0 DAPATAN KAJIAN

Kajian tindakan ini telah dijalankan di sebuah sekolah rendah kebangsaan di daerah Kuala Pilah, Negeri Sembilan selama 4 minggu iaitu 16 waktu sesi pengajaran dalam masa 60 minit bagi satu sesi intervensi. Tujuan kajian ini dijalankan untuk mengkaji tahap pencapaian operasi asas darab murid pemulihan khas sebelum dan selepas penggunaan Kit Magic Maths (KMM)

4.1 Profil peserta kajian

Peserta kajian pertama merupakan seorang murid lelaki berbangsa Melayu berumur 8 tahun, mempunyai tingkahlaku negatif seperti pendiam, pasif dan sukar untuk berkomunikasi bersama rakan mahupun guru serta mempunyai keyakinan diri yang sangat rendah. Peserta telah dicadangkan oleh guru matematik untuk mengikuti Program Pemulihan Khas disebabkan pencapaian akademik yang rendah berbanding rakan sebaya yang lain. Mendapat skor D (Matematik) dalam peperiksaan akhir tahun 2016 serta mempunyai tahap keupayaan kognitif yang rendah dalam aspek mengingat konsep matematik serta kompetensi menyelesaikan tugas yang diberikan oleh guru sangat lambat dan membawa kepada keciciran dalam kelas arus perdana.

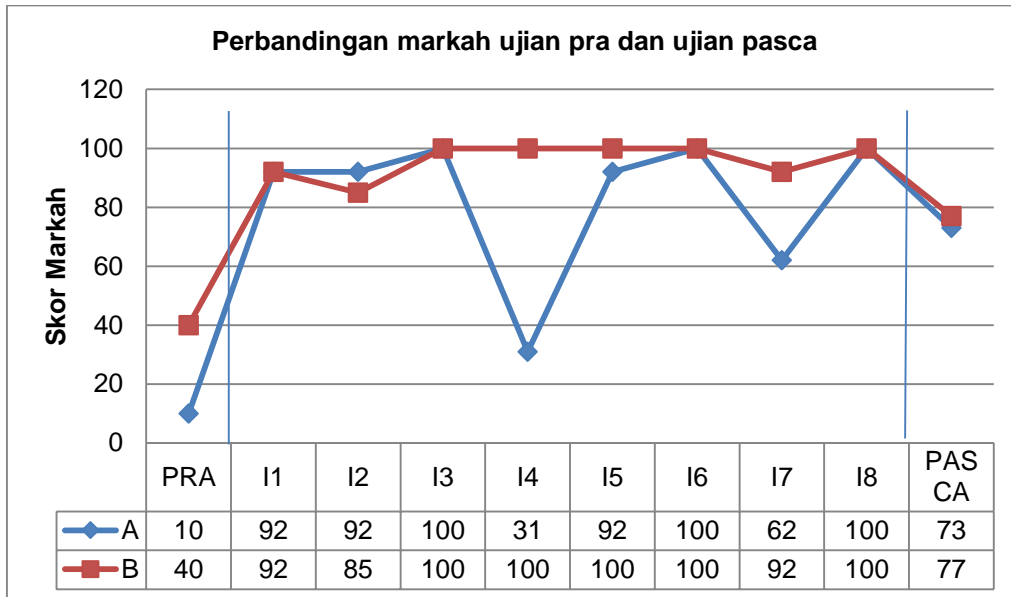
Manakala peserta kajian kedua merupakan murid perempuan berbangsa Melayu berumur 8 tahun, mempunyai tingkahlaku yang berbeza dengan peserta kajian pertama. Murid ini menunjukkan tingkahlaku yang positif seperti aktif semasa pembelajaran dan pengajaran, berkeyakinan tinggi dan mempunyai komunikasi yang baik dengan guru. Namun begitu, murid kerap tidak hadir ke sekolah dan telah didiagnos mempunyai masalah penglihatan kategori silau tahap tinggi yang disahkan oleh pengamal perubatan namun murid tidak memakai cermin mata disebabkan faktor sosio ekonomi. Masalah ini telah menyumbang kepada kemerosotan dalam pencapaian akademik terutamanya kemahiran asas matematik di mana murid mendapat skor E dalam peperiksaan akhir tahun 2016 dan telah dicalonkan untuk mengikuti program pemulihan khas bagi sesi 2017. Tambahan, murid dilihat sukar untuk memberi tumpuan yang lama semasa proses pembelajaran dan pengajaran serta keupayaan kognitif yang lemah dalam memahami konsep asas matematik seperti menambah, menolak, mendarab dan pembahagian menjadi kesukaran sekiranya tidak menggunakan bahan mautod sebagai bantuan.

4.2 Tahap pencapaian asas operasi darab berbantuan Kit Magic Maths

Berdasarkan kepada Rajah 1 perbezaan markah antara ujian pra dan ujian pasca selepas 8 kali intervensi dilaksanakan jelas menunjukkan bahawa setiap peserta memperlihatkan peningkatan yang begitu ketara dalam ujian pasca. Hal ini menggambarkan secara jelas bahawa murid-murid pemulihan khas ini memahami konsep asas operasi darab setelah 8 kali sesi intervensi dijalankan dengan bantuan KMM.

Jika dilihat daripada keputusan ujian pra yang telah dijalankan, skor markah yang diperoleh peserta A ialah 10% dan peserta B sebanyak 40%. Hal ini menunjukkan kepada pengkaji bahawa kedua-dua murid ini sememangnya mempunyai kelemahan dalam pengetahuan konsep asas operasi darab dan mempunyai latar belakang yang berbeza dari aspek kesihatan dan juga sosio ekonomi keluarga.

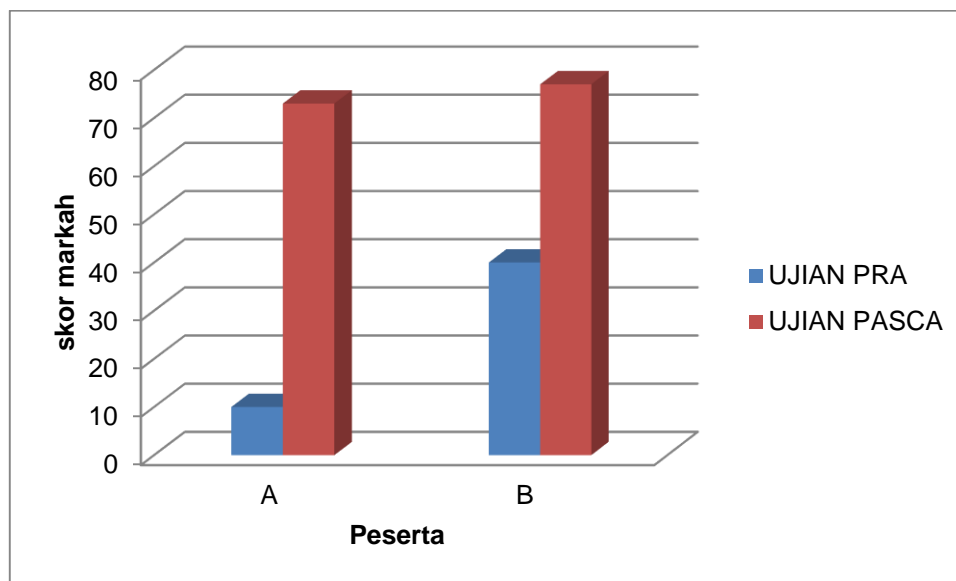
Hasil daripada intervensi (I) yang telah dijalankan mendapati peserta A menunjukkan skor yang tinggi pada intervensi satu I1 (92%), I2 (92%), I3 (100%) dan menurun secara mendadak pada intervensi I4 iaitu (31%) disebabkan oleh faktor kesediaan fizikal dan meningkat semula pada sesi I5 (92%), I6 (100%), I7(62%) dan I8 (100%). Bagi peserta B, secara keseluruhan menunjukkan peningkatan secara konsisten berbanding peserta A. Peningkatan skor markah peserta B semasa intervensi satu I1 (92%), I2 (85%), I3 (100%), I4 (100%), I5 (100%), I6 (100), I7 (92%) dan I8 (100%). Pengkaji mendapati murid ini memahami konsep asas darab dengan baik berbantuan KMM yang digunakan sepanjang pengajaran dan pembelajaran.



Rajah 2. Tahap pencapaian murid A dan B selepas intervensi KKM

Selepas intervensi dijalankan, pengkaji telah mentadbir ujian pasca yang dibina menggunakan jadual penentu ujian yang mengandungi 30 soalan pelbagai aras. Masa ujian ditadbir selama satu jam tanpa menggunakan bahan KMM. Berdasarkan kepada Rajah 2 jelas menunjukkan bahawa setiap peserta memperlihatkan peningkatan yang begitu baik dalam ujian pasca yang telah ditadbir. Hal ini menjelaskan setiap peserta mampu memahami asas operasi darab tanpa berbantuan KMM selepas beberapa sesi intervensi dijalankan. Jika dilihat daripada keputusan pra, peserta A memperoleh markah 10% sahaja berbanding peserta B sebanyak 40%. Namun hasil daripada 8 sesi intervensi menggunakan KMM memberikan impak terhadap peningkatan markah peserta A sebanyak 63% dan 37% peningkatan markah bagi peserta B.

Rajah 3 dibawah menunjukkan perubahan peratus markah yang diperolehi oleh setiap peserta dalam ujian pra dan ujian pasca. Berdasarkan rajah 2, pengkaji dapat merumuskan setiap peserta mencatatkan peningkatan markah yang lebih kurang sama dalam ujian pasca dengan perbandingan markah 4% sahaja. Namun, peserta A menunjukkan peningkatan yang memberangsangkan iaitu 73% berbanding ujian pra hanya 10%. Manakala peserta B juga menunjukkan peningkatan yang baik dalam kemahiran asas operasi darab iaitu 77% berbanding skor yang diperolehi sebanyak 40% dalam ujian pra yang dijalankan. Peningkatan skor markah ini merupakan suatu yang di luar jangkaan kerana kedua-dua peserta ini merupakan murid pemulihan khas yang mempunyai ketidakupayaan dalam kemahiran asas operasi darab. Hal ini menyatakan bahawa murid dapat memahami sesuatu konsep asas matematik melalui penggunaan bahan manipulatif yang mampu merangsang sensori deria kanak-kanak seperti deria melihat, sentuhan dan mendengar secara efektif (Swan dan marshall 2010).



Rajah 3. Peningkatan Markah Ujian Pra dan Ujian Pasca

5.0 PERBINCANGAN DAN RUMUSAN

Secara amnya kajian ini tertumpu kepada keberkesanan penggunaan Kit Magic Maths (KMM) terhadap penguasaan asas operasi darab dalam kalangan murid pemulihan khas. Isu penguasaan kemahiran asas operasi darab sering menjadi masalah kepada semua murid di sekolah rendah amnya. Pendekatan kaedah tradisional yang hanya menekankan kepada kaedah hafalan acap kali diterapkan oleh guru dalam membantu murid menguasai kemahiran tersebut tidak lagi relevan. Ini kerana bagi murid yang mempunyai ketidakupayaan intelek untuk mengingat dan menaakul fakta asas darab akan terus keciciran dan menganggap matematik adalah mata pelajaran yang sukar untuk dipelajari. Sehubungan itu, kajian Azhari Mariani, dan Zaleha Ismail (2013) menyatakan amalan pengajaran kreatif dipengaruhi oleh guru yang kompeten mewujudkan suasana pembelajaran yang menarik dan menyeronokkan serta mampu merangsang ke arah pemikiran kreatif dan kritis murid.

Selain itu juga, KMM menerapkan strategi pembelajaran berpusatkan murid yang menuntut kepada interaksi antara peserta dalam menyelesaikan sesuatu masalah dalam matematik. Interaksi dua hala antara murid secara tidak langsung membantu membina pemahaman konsep tentang asas operasi darab dan sekaligus meningkatkan keupayaan murid menyelesaikan fakta asas darab dengan baik. Perkara ini selari dengan pendapat Carbonneau dan Marley (2013) di mana pendekatan pengajaran menggunakan bahan manipulatif secara tidak langsung memberi peluang kepada murid untuk berinteraksi dengan bahan bagi mendapatkan maklumat serta memahami sesuatu situasi dalam pembelajaran matematik secara menyeronokkan.

Disamping itu, aplikasi KMM berkait rapat dengan minat murid untuk melibatkan diri secara aktif dalam proses pengajaran dan pembelajaran. Justeru, penglibatan murid secara aktif bersama bahan bantu belajar merupakan elemen penting dalam peningkatan pencapaian dan pemahaman murid pemulihan khas terhadap kemahiran asas operasi darab. Perkara ini bertepatan dengan dapatan kajian Roslinda Rosli (2015) menyatakan bahawa penglibatan aktif pelajar ketika memanipulasi objek atau model akan memberi pengalaman konkrit dalam pembinaan pengetahuan matematik secara kontekstual.

Pengkaji juga mendapati sifat KMM mempunyai ciri-ciri maujud seperti boleh disentuh, dipegang, dilihat dan dimanipulasi secara langsung dapat merangsang lebih banyak sensori deria murid-murid untuk belajar sesuatu konsep yang abstrak terutamanya konsep dalam pendaraban dua nombor. Oleh itu pembinaan KMM menggunakan bahan bantu belajar (BBB) kad bercetak dan objek konkrit seperti penyedut minuman dan bahan sampingan lain memudahkan murid-murid memahami sesuatu konsep matematik semasa proses pengajaran dan pembelajaran dijalankan. Menurut kajian Haryanti dan Azrina (2015) guru lebih gemar menggunakan BBB bercetak dengan peratusan 80% dengan diikuti penggunaan kit Asas Nombor sebanyak 77.5%. Dapatan kajian Kamarul (2011) menunjukkan guru-guru Matematik lebih kerap memilih aplikasi BBB menggunakan bahan bercetak seperti modul sedia

ada, buku teks dan kad sebagai sokongan dalam proses pengajaran dan pembelajaran kerana BBB tersebut mudah digunakan kepada pelajar-pelajar dalam membina konsep Matematik semasa proses pengajaran dan pembelajaran Matematik yang dijalankan. Hal ini disokong dengan kajian lepas bahawa penggunaan bahan maujud dan aktiviti hands-on dapat menggalakan lebih banyak rangsangan deria seterusnya meningkatkan keupayaan murid menguasai sesuatu konsep secara kekal dan bukan penghafalan yang lazim diguna pakai oleh guru. (Mohd Aris Othman, 2004)

Berdasarkan dapatan kajian ini, mendapati murid-murid pemulihan khas menunjukkan prestasi yang memberangsangkan terhadap penguasaan asas operasi darab selepas intervensi penggunaan KMM. Namun sejauhmana kefahaman murid terhadap kemahiran yang dipelajari boleh bertahan menjadi suatu persoalan kepada pengkaji kerana murid pemulihan khas mempunyai masalah tingkahlaku iaitu mudah lupa. Hal ini ditegaskan oleh Kementerian Pendidikan Malaysia (2012) bahawa murid pemulihan ialah mereka yang menghadapi masalah pembelajaran dalam kemahiran-kemahiran tertentu, bersifat negatif terhadap pembelajaran dan mempunyai tingkah laku yang menjejaskan pembelajaran serta kurang sikap keyakinan diri dan sikap positif terhadap pembelajaran.

Oleh demikian adalah penting merujuk kepada ciri-ciri murid pemulihan khas itu sendiri memudahkan guru merancang dan melaksanakan pengajaran yang sesuai dengan tahap keupayaan mereka terhadap sesuatu topik. Pengkaji mencadangkan agar penambahbaikan terhadap KMM dapat dilaksanakan untuk tujuan kajian seterusnya pada masa akan datang.

5.1 Rumusan

Penggunaan Kit Magic Math sebagai bahan bantu belajar dalam pengajaran asas operasi darab dilihat sebagai suatu pendekatan berpusatkan murid yang dituntut dalam amalan pengajaran abad ke-21. Justeru strategi pengajaran yang sesuai haruslah seiring dengan keperluan murid-murid khususnya murid yang mengalami masalah penguasaan kemahiran membaca, menulis dan mengira. Menurut Faridah, Norhiza dan Zairinah (2014) kanak-kanak yang mengalami masalah pembelajaran memerlukan kaedah pengajaran dan pembelajaran yang berbeza berbanding dengan kanak-kanak normal.

Keseluruhannya, dapatan kajian ini menunjukkan bahawa aplikasi KMM terhadap penguasaan asas operasi darab murid pemulihan khas dapat memberi kesan yang positif. Penggunaan KMM yang sesuai dengan tahap pembelajaran murid menjadikan pengajaran kemahiran asas operasi darab mencapai objektif yang ditetapkan oleh pengkaji. Elemen-elemen yang diterapkan dalam KMM seperti kerjasama, komunikasi dan pemberian ganjaran mewujudkan daya tarikan dan minat untuk murid menggunakan bahan ini secara optimum bagi memahami konsep yang ingin dipelajari. Justeru pembinaan KMM yang berunsurkan bahan maujud dengan intergrasi bahan yang menarik dan bewarna serta merangsang sensori deria mampu membantu mengubah pembelajaran suatu konsep yang abstrak kepada konkrit lebih efektif terhadap kanak-kanak ini.

Oleh demikian hasil dapatan dengan kewujudan KMM telah memberi suatu anjakan paradigma terhadap sistem pendidikan di Malaysia khususnya dalam bidang pendidikan khas dalam membantu murid-murid pemulihan khas dari keciciran dalam pendidikan Matematik. Berdasarkan prestasi kognitif murid di Malaysia berbanding murid di Negara jiran seperti Singapura dan Thailand melalui *Programme for International Student Assessment (PISA)* dan *Trends in International Mathematics and Science Study (TIMSS)* laporan pentaksiran PISA 2011 menunjukkan prestasi murid Malaysia dalam kemahiran Matematik semakin merosot iaitu 35% murid Malaysia gagal mencapai tahap kemahiran minimum dalam Matematik (KPM, 2012). Oleh itu, sewajarnya semua pihak perlu berganding bahu dan bekerjasama memastikan isu kritikal ini dibendung segera supaya tidak menjadi serius terhadap anak-anak bangsa yang bakal menerajui Negara suatu masa nanti. Justeru, dengan terhasilnya bahan ini, diharapkan aspirasi sistem pendidikan dan murid di Malaysia dapat direalisasikan bagi memenuhi keperluan semua rakyat dan menyediakan Negara yang mampan dari aspek kemahiran, ilmu dan pengetahuan untuk bersaing diperingkat antarabangsa berpaksikan Pelan Pembangunan Pendidikan Malaysia (2013-2025).

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**KEBERKESANAN LMS SCHOODOLOGY DALAM PEMBELAJARAN BUKAN
BERSEMUKA KURSUS TAMADUN ISLAM DAN TAMADUN ASIA
(TITAS-MPU3052)**

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ABSTRAK

Kajian ini bertujuan untuk melihat keberkesanan Pengurusan Sistem Pembelajaran (Learning Management System - LMS) Schoology dalam pembelajaran bukan bersemuka Kursus Tamadun Islam dan Tamadun Asia (TITAS) di Institut Pendidikan Guru Kampus Ilmu Khas. Dapatan kajian ini dapat memberi maklumat yang signifikan dalam meningkatkan kualiti PdP TITAS. Kajian ini melibatkan 102 orang pelajar PISMPambilan. Jun 2015 semester 2 tahun 1. Kajian ini menggunakan pendekatan kuantitatif dan reka bentuk kajian adalah kaedah tinjauan dan pemerhatian. Data dianalisis secara deskriptif menggunakan perisian SPSS versi 21 berdasarkan nilai min, peratus dan sisihan piawai. Dapatan kajian menunjukkan pembelajaran TITAS berbantuan LMS Schoology dapat meningkatkan minat dan pencapaian pelajar PISMPambilan Jun 2015. Seterusnya menunjukkan bahawa LMS Schoology memberikan kesan yang signifikan dalam pembelajaran TITAS.

Kata kunci: TITAS, Schoology, Pengajaran dan pembelajaran.

ABSTRACT

This study aims to examine the effectiveness of the Learning Management System (LMS) Schoology in non-face learning courses for Islamic Civilization and Asian Civilization (TITAS) at Institut Pendidikan Guru Kampus Ilmu Khas. The findings of this study provided a significant information to improve the quality of the Teaching and Learning of TITAS. The study involved 102 students PISMP Cohort June 2015 semester 2 years 1. This study uses a quantitative approach and design of the study is a survey and observation method. Data was collected by using a questionnaire developed and distributed to all students. Data were analyzed by using SPSS version 21 based on the mean, percentage and standard deviation. The findings of the study show that TITAS's learning with LMS Schoology is to increase the interest and achievement of PISMP students in June 2015. It shows that LMS Schoology has a significant impact on learning TITAS.

Key Words: TITAS, Schoology, teaching and learning.

PENGENALAN

TITAS ialah ringkasan kepada kursus Tamadun Islam dan Tamadun Asia yang ditawarkan kepada pelajar Program Ijazah Sarjana Muda Perguruan (PISMP) di Institut Pendidikan Guru (IPG) seluruh negara. Kursus ini menggunakan kod MPU3052 yang wajib diambil oleh semua pelajar PISMP semester 2 tahun 1 yang memperuntukkan 2 jam kredit. *Schoology* adalah salah satu daripada Pengurusan Sistem Pembelajaran (Learning Management System - LMS) untuk pendidikan digital dalam talian. Jabatan Pendidikan Islam dan Moral (JAPIM) telah merancang dan mengorak langkah mengintegrasikan penggunaan teknologi maklumat dan komunikasi (TMK) dalam pengajaran dan pembelajaran (PdP) TITAS. *Schoology* telah dipilih sebagai alternatif pembelajaran dalam talian bagi memenuhi 50 jam pembelajaran secara bukan bersemuka yang diperuntukkan dan perlu diberi perhatian oleh pihak pensyarah yang terlibat.

Platform *LMS Schoology Basic* adalah satu platform percuma sebagai hub pendidikan digital yang mudah dan senang untuk digunakan. Kemudahan ini disokong pula oleh sistem *online* yang mesra pengguna yang tidak kerap mengalami masalah capaian atau *buffering*. Platform ini juga menghubungkan pelajar dengan sebarang peranti (*devices*), meningkatkan kolaborasi, perkongsian antara pelajar dan pensyarah dan persekitaran pembelajaran yang berpusat dan terkawal. Ia juga sesuai dengan aplikasi media sosial pelajar masa kini seperti facebook, twitter dan google apps.

Schoology juga dapat menampung keperluan seperti perkongsian dan perbincangan dalam talian, penggredan, e-portfolio, refleksi, pentaksiran dan arahan-arahan yang berkaitan. Ini akan memudahkan penyelarasan dan pemantauan pembelajaran bukan bersemuka. Keistimewaan *Schoology* ialah mesra pengguna dan pelajar boleh mendaftar sendiri tanpa melalui Administrator. Seterusnya akan dapat membantu pelajar menguasai ICT, berkolaborasi, berkomunikasi dan kemahiran belajar seperti yang dikehendaki oleh hasil pembelajaran TITAS. Keadaan ini mencetuskan idea untuk memberi pilihan pembelajaran kepada pelajar melalui kaedah pembelajaran atas talian yang lebih mudah, menarik dan terkini. Kaedah ini juga adalah selari dengan elemen pembelajaran abad ke-21 iaitu penggunaan teknologi maklumat dalam kelas.

PERNYATAAN MASALAH

TITAS yang ditawarkan pada semester 1 tahun 2016 kepada pelajar PISMP Ambilan Jun 2015 melibatkan 9 kumpulan/unit yang seramai 123 orang pelajar. Pembelajaran dalam talian adalah satu kaedah berkesan bagi memenuhi 50 jam interaksi bukan bersemuka yang ditetapkan dalam Ringkasan Maklumat Kursus (RMK). Ini bertepatan dengan dengan Anjakan ke-7 Pelan Pembangunan Pendidikan Malaysia 2013-2025 untuk memaksimumkan penggunaan TMK dan memperluaskan akses pengajaran berkualiti tinggi tanpa mengira lokasi atau tahap kemahiran murid bagi meningkatkan kualiti pembelajaran pelajar di Malaysia. (PPPM, 2012) Selain dari itu kaedah pembelajaran tidak bersemuka ini juga haruslah mampu untuk meningkatkan kualiti pencapaian pelajar dalam mata pelajaran TITAS. Hasrat ini disokong oleh kajian yang mencadangkan supaya penyepaduan pendekatan pengajaran bersemuka dengan pendekatan berbantuan teknologi untuk menjadikan pembelajaran lebih berkesan dan menarik. (Zahiah, et. al, 2014).

Melalui *schoology* dapat menyokong interaksi bersemuka TITAS yang pastinya menghadapi cabaran dengan isi kandungan yang banyak, tugas penyeliaan praktikum pensyarah TITAS dan pelbagai aktiviti pelajar semasa jadual waktu pembelajaran biasa. Platform ini menyediakan mode pembelajaran yang menarik secara atas talian yang menjadi trend pembelajaran masa kini. Platform ini menyediakan ruang untuk menggunakan pendekatan pedagogi dari arahan langsung dalam ruang pembelajaran kumpulan kepada ruang pembelajaran individu, dan hasilnya ruang kumpulan berubah menjadi dinamik dan persekitaran interaktif di mana pendidik mengarahkan pembelajaran pelajar melibatkan diri secara kreatif yang dikenali dengan *Flipped Learning* (Flipped Learning Network (FLN), 2014).

Penggunaan *schoology* sebagai sistem pengurusan pembelajaran (LMS) untuk TITAS ini, dapat meningkatkan penglibatan semua pihak khususnya pensyarah dan pelajar kerana ianya menarik dan mudah untuk digunakan. *Interface schoology* ini sesuai dengan aplikasi media sosial pelajar masa kini seperti facebook, twitter dan google apps. Platform ini boleh dicapai dengan pantas melalui pautan gajet terkini seperti ipad dan smartphome yang biasa digunakan oleh kebanyakan pelajar dan pensyarah.

Sehubungan dengan itu, kajian ini bertujuan untuk menyelidiki dan mengenalpasti keberkesanan penggunaan platform schoology dalam pengajaran dan pembelajaran bukan bersemuka subjek TITAS di kalangan pelajar PISMP di IPGKIK.

TINJAUAN LITERATUR

Kajian persepsi telah dijalankan pada tahun 2014 untuk melihat persepsi guru pelatih terhadap PdP TITAS di IPGKIK, rumusan kajian mencadangkan supaya kaedah PdP TITAS yang biasa diamalkan oleh pensyarah ialah kuliah, pembentangan, perbincangan dan soal jawab diperkayakan dengan kaedah baharu untuk menggalakkan pelajar mengikuti kursus TITAS dengan lebih aktif dan seronok, seperti "*blended learning*". (Zahiah et.al, 2014)

Tambahan pula, pada tahun 2015 tiada penawaran kursus TITAS dijalankan. Tetapi pada tahun 2014 kursus TITAS ditawarkan pada kedua-dua semester 1 dan 2. Dimana pada semester 1 tahun 2014 kursus ini masih menggunakan proforma dengan kod kursus WAJ3101 dan berubah pada semester 2 tahun 2014 menggunakan kod WAJ3012. Berdasarkan kepada keputusan pentaksiran TITAS semester 1 dan semester 2 tahun 2014, menunjukkan trend peratus pencapaian pelajar semakin menurun. Perbandingannya boleh dirujuk dalam jadual keputusan pentaksiran akhir TITAS menunjukkan juga majoriti pelajar mendapat keputusan sederhana. Rujuk Jadual 1: Jadual Perbandingan Keputusan Pentaksiran TITAS 2014. Kursus ini dijenamakan semula melalui Ringkasan Maklumat Kursus (RMK) berkuatkuasa mulai Jun 2015 (kemas kini Januari 2016). Kursus ini ditawarkan kepada pelajar PISMP AMB JUN 2015 sem 2 tahun 1 menggunakan kod kursus MPU3052.

Jadual 1

Jadual Perbandingan Keputusan Pentaksiran TITAS 2014

Perkara	Semester 1	Semester 2
Kod kursus	WAJ3101	WAJ3012
Bilangan Pensyarah	3	8
Bilangan Kumpulan/unit	2	4
Bilangan Pelajar	40	52
Bilangan/Peratus Markah Tinggi	14 = 35%	8 = 15%
Bilangan/Peratus Markah Sederhana	25 = 62.5%	42 = 81%
Bilangan/Peratus Markah Rendah	1 = 2.5%	2 = 4%
Bilangan/Peratus Markah Gagal	0	0

TUJUAN KAJIAN

Kajian ini bertujuan untuk mengkaji keberkesanan pendekatan pembelajaran melalui platform *schoology* dapat meningkatkan pencapaian pelajar dalam mata pelajaran TITAS.

OBJEKTIF KAJIAN

Kajian dijalankan bertujuan untuk:

- i. Menenalpasti keberkesanan penggunaan *LMS Schoology* dalam interaksi bukan bersemuka pembelajaran TITAS

METODOLOGI KAJIAN

Kajian ini merupakan kajian kuantitatif dengan menggunakan kaedah tinjauan. Satu set soal selidik diedarkan kepada pelajar PISMP untuk mendapatkan data. Sebelum proses pengumpulan data, sampel diberi taklimat ringkas oleh pensyarah TITAS masing-masing. Seterusnya sampel diberi masa 20 minit untuk melengkapkan soal selidik. Data diperolehi dianalisis secara deskriptif menggunakan perisian SPSS versi 21 berdasarkan nilai min, peratus dan sisihan piawai.

Sampel Kajian

Populasi kajian ialah seramai 102 orang pelajar Institut Pendidikan Guru Kampus Ilmu Khas yang terdiri daripada pelajar program PISMP Ambilan Jun 2015 sem 2 tahun 1.

Instrumen Kajian

Instrumen kajian ini menggunakan satu set soal selidik yang dibina sendiri berdasarkan objektif kajian, soalan kajian, kajian-kajian lepas yang berkaitan dengan literatur berkaitan dengan tajuk ini. Untuk menentukan kebolehpercayaan instrumen ini suatu kajian rintis menggunakan soal selidik telah dijalankan ke atas 30 orang responden yang terdiri daripada pelajar PISMP Ambilan Jun 2014. Statistik kebolehpercayaan instrumen menggunakan *Cronbach's Alpha* adalah pada nilai $\alpha=0.925$.

Analisis Data

Data dianalisis menggunakan perisian program SPSS versi 21. Data yang diperolehi daripada jawapan soal selidik responden akan dimasukkan dalam perisian tersebut. Seterusnya penyelidik membuat analisis deskriptif menggunakan frekuensi dan peratus bagi setiap item yang dikaji. Pengelasan min untuk tafsiran pemboleh ubah adalah seperti Jadual 1 berikut:

Jadual 2
Pengelasan Min

Min	Tahap
1.0 – 1.80	Sangat rendah
1.81 – 2.60	Rendah
2.61 – 3.40	Sederhana
3.41 – 4.20	Tinggi
4.21 – 5.00	Sangat tinggi

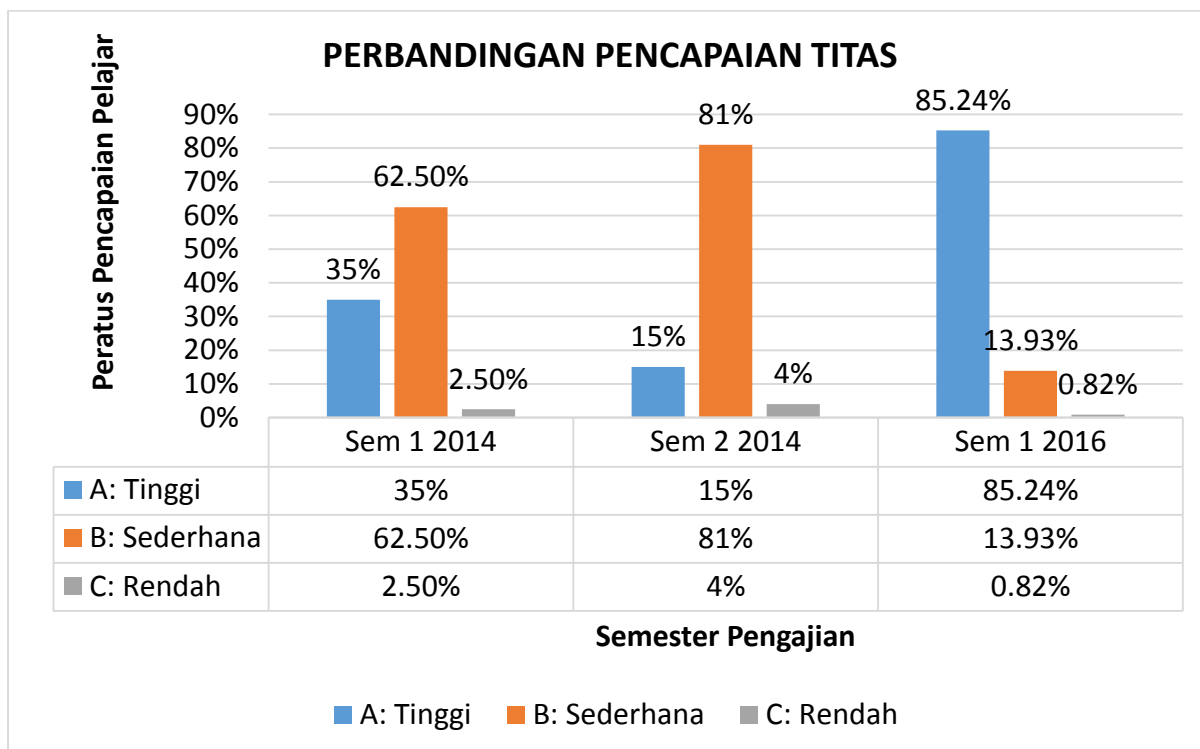
Sumber: Jorah Md. Saad (2009)

DAPATAN KAJIAN

Keberkesanan penggunaan *LMS Schoology* dalam interaksi bukan bersemuka pembelajaran TITAS dapat dilihat dengan jelas berdasarkan keputusan pentaksiran selama pada tahun 2014 dan 2016. Pada tahun 2014 TITAS belum menggunakan LMS kecuali pada tahun 2016. Merujuk kepada jadual 3 dan graf jadual 4, pencapaian peratusan markah tinggi pada tahun 2016 didapati meningkat sebanyak 70.2%, iaitu 85.2 % berbanding dengan pencapaian semasa semester 2 2014 iaitu sebanyak 15% sahaja. Peratusan markah tinggi pada tahun 2016 juga meningkat berbanding peratus markah sederhana (14%) berbanding pada semester 2 2014 peratus markah sederhana sebanyak 81%. Bilangan ini adalah lebih tinggi daripada peratus markah tinggi iaitu sebanyak 15% sahaja.

Jadual 3
Jadual Perbandingan Keputusan Pentaksiran TITAS 2014 dan 2016

Perkara	Semester 1 2014	Semester 2 2014	Semester 2 2016
Kod kursus	WAJ3101	WAJ3012	MPU3052
Bilangan Pensyarah	3	8	9
Bilangan Kumpulan/unit	2	4	9
Bilangan Pelajar	40	52	122
Bilangan/Peratus Markah Tinggi	14 = 35%	8 = 15%	104 = 85.24%
Bilangan/Peratus Markah Sederhana	25 = 62.5%	42 = 81%	17 = 13.93%
Bilangan/Peratus Markah Rendah	1 = 2.5%	2 = 4%	1 = 0.82%
Bilangan/Peratus Markah Gagal		0	0



Rajah 1. Graf Perbandingan Pencapaian TITAS

Rajah 1 menunjukkan perincian kepada kebekersanan *LMS schoology* terhadap mata pelajaran TITAS. Berdasarkan jadual tersebut, 4 item yang menguji keberkesanan penggunaan *LMS schoology* berada pada tahap yang tinggi iaitu dalam min lingkungan 3.41-4.20, manakala 7 item lagi berada pada tahap sederhana. Item Penggunaan *Schoology* membolehkan pelajar menyimpan dan memuatnaik bahan pembelajaran merupakan tahap yang paling tinggi iaitu min 3.7 diikuti dengan item meneroka lebih maklumat tentang apa yang dipelajari iaitu min 3.6. Kemudian item mudah mendapat sumber pembelajaran iaitu min 3.6 diikuti dengan Aplikasi *Resource* dalam *Schoology* boleh menjadi ruang e-portfolio min 3.4. Manaka *Schoology* dapat meningkatkan organisasi pembelajaran pelajar didapati mendapat min yang paling rendah iaitu min 3.1.

Jadual 5
Keberkesanan Penggunaan *LMS schoology*.

Dimensi	Min	Sisihan Piawai	Tahap
Pembelajaran menggunakan Schoology meningkatkan pemahaman saya terhadap subjek yang dipelajari	3.16	.93	Sederhana
Schoology membantu saya menyiapkan latihan dan kerja kursus	3.22	.84	Sederhana
Schoology dapat meningkatkan keupayaan saya untuk mengaplikasi pengetahuan dan pengalaman yang diperolehi dalam mata pelajaran yang dipelajari	3.26	.89	Sederhana
Penggunaan Schoology dapat meningkatkan organisasi pembelajaran saya	3.13	.67	Sederhana
Saya mudah mendapatkan bahan sumber pembelajaran yang disediakan pensyarah	3.26	.68	Sederhana
Penggunaan Schoology membolehkan saya menyimpan dan memuatnaik bahan pembelajaran	3.71	.64	Tinggi
Saya mudah mendapat sumber pembelajaran	3.58	.88	Tinggi
Aplikasi Resource dalam Schoology boleh menjadi ruang e-portfolio kepada saya	3.42	.85	Tinggi
Schoology dapat meningkatkan akses pembelajaran saya secara sendiri	3.39	.88	Sederhana
Saya berminat untuk meneroka lebih maklumat tentang apa yang dipelajari	3.61	76	Tinggi

PERBINCANGAN

Berdasarkan analisis kajian yang dibuat, secara umumnya keseluruhan aspek penggunaan *LMS Schoology* dalam mata pelajaran TITAS memberi kesan yang positif kepada pelajar. Ini dibuktikan bahawa kesemua item berada pada tahap tinggi dan sederhana. Pembelajaran melalui *LMS* seperti *Schoology* sebenarnya sangat membantu pelajar dalam pengajian mereka terutama untuk memuatnaik bahan pembelajaran. Perkara ini diakui oleh Md. Aminuil Islam Chuthamas Chittaworn, Ahmad & H. Liang (2010) dalam kajian mereka bahawa terhadap penggunaan e-learning terhadap pelajar institut pengajian tinggi mendapati e-learning sangat membantu mereka dan mereka akan sentiasa menggunakannya. Demikian juga Euis Karwati (2014) juga mendapati bahawa e-Learning telah memberi peluang kepada mahasiswa mengakses bahan pengajaran setiap masa dan berulang-ulangkali., seterusnya telah Berjaya meningkatkan kecenderungan mahasiswa belajar dengan lebih berkesan. Hasil daripada penggunaan *Schoology* juga didapati telah Berjaya meningkatkan pencapaian pelajar. Pernyataan ini selari dengan dapatan Fauziah (2013) yang mendapati dengan bantuan *LMS*, ianya telah berjaya meningkatkan pencapaian pelajar Semester 1 sesi 2011/2012 Jurusan Sains dan Teknologi Universiti Malaysia Sabah, Kajiannya mendapati peratus pelajar yang memperolehi grad C ke atas telah meningkat daripada 64% kepada .95%. Dapatan ini juga disokong oleh Yunita (2017) yang mendapati pencapaian pelajar telah menggunakan method problem base learning dengan bantuan e-learning yang efektif telah berjaya meningkatkan pencapaian prestasi belajar pelajar.

Implikasi dan cadangan

Justeru, berdasarkan dapatan kajian ini terdapat beberapa implikasi yang patut diberi perhatian agar penggunaan *LMS Schoology* benar-benar berkesan. Iaitu:

- 1) Semua pensyarah perlu mempertingkatkan pengetahuan dan kemahiran dalam penggunaan *LMS Schoology*.
- 2) Pensyarah perlu membantu dan memberi panduan yang tepat tentang penggunaan e-learning seperti *Schoology* kepada pelajar agar matlamatnya tercapai dengan baik
- 3) Pelajar perlu sentiasa menggalakkan pelajar menggunakan *LMS Schoology* dalam proses pembelajaran mereka.
- 4) Pihak IPG perlu menyediakan fasiliti ICT secukupnya bagi menyokong *LMS Schoology* dijalankan dalam PdP.

RUMUSAN

Pembelajaran melalui *LMS Schoology* sebenarnya mempunyai peranan yang sangat besar bagi memenuhi tuntutan transformasi pendidikan Negara yang menuntut PdP dilakukan dengan menggabungkan produktiviti, kreativiti dan inovasi. Keberkesanan *LMS Schoology* tidak akan nampak keberkesanannya sekiranya dilakukan sekadar melepas batuk ditangga. Kesungguhan semua pihak seperti pelajar, pensyarah dan pentadbir dalam menggerakkan dan merangsangkan penggunaannya sangat penting supaya ia dapat memberikan nilai tambah ilmu dan kemahiran kepada semua pihak.

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KEBERKESANAN STRATEGI PELAJAR DALAM MEMPRAKTIKKAN KEMAHIRAN MENULIS TUGASAN AKADEMIK.

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ABSTRAK

Kertas kerja ini bertujuan untuk mengenalpasti keberkesanan strategi pelajar dalam mempraktikkan kemahiran menulis tugas akademik. Seramai 266 orang responden dipilih dalam kalangan pelajar sarjana muda di Kolej Universiti Islam Antarabangsa Selangor dengan menggunakan kaedah persampelan rawak mudah. Instrumen kajian merupakan borang soal selidik yang terdiri daripada dua bahagian; maklumat demografi responden dan set soalan tentang pelaksanaan kemahiran menulis. Sebanyak 18 item telah dianalisis dengan menggunakan statistik deskriptif. Secara keseluruhan, strategi pelajar dalam mempraktikkan kemahiran menulis tugas akademik menunjukkan nilai ($\text{min}=3.83$, $\text{sp.}=0.64$) pada tahap sederhana tinggi. Hasil dapatan menunjukkan bahawa pelajar mempunyai strategi atau rancangan semasa membuat sesuatu tugas akademik yang diberikan. Daripada hasil kajian ini diharapkan akan memberikan cadangan tindakan yang perlu dilakukan kepada institusi pendidikan dalam meningkatkan kemahiran menulis dalam kalangan pelajar di peringkat pendidikan tinggi.

Kata kunci : *Strategi, Kemahiran Menulis, Tugas Akademik*

PENGENALAN

Penulisan tugas akademik merupakan satu aktiviti yang terdapat dalam aspek kemahiran menulis. Kemahiran menulis merupakan kemahiran penting yang perlu dikuasai oleh pelajar kerana kemahiran menulis berfokus kepada keupayaan dari segi kebahasaan, keindahan dan kehalusan bahasa.

Kemahiran menulis merujuk kepada keupayaan murid mengeluarkan idea pelbagai jenis penulisan yang berkaitan dengan ilmu pengetahuan dan pengalaman peribadi yang dilalui dengan menggunakan ayat yang gramatis, tanda baca dan ejaan yang betul, serta tulisan yang jelas dan kemas. Murid juga digalakan untuk menggunakan kreativiti mereka untuk menghasilkan penulisan bahan ilmu dan imaginatif.

(Kementerian Pendidikan Malaysia, 2011)

Selain itu, kemahiran menulis merupakan satu kemahiran yang mana setiap pelajar harus menguasainya. Penguasaan kemahiran ini mampu membawa pelajar kepada pengetahuan tentang gaya penulisan yang bersistem dan berkesan. Menurut kajian Abdul Ghani (2016) kemahiran menulis merupakan satu kemahiran menulis yang boleh diajar, dipupuk dan dilatih untuk melahirkan penulis yang hebat. Dalam kajian Zahri & Haron (2016) menyatakan kemahiran penulisan karangan merupakan satu proses yang saling berkait antara pelbagai kemahiran bahasa yang utama.

Hal ini kerana, kemahiran menulis adalah merupakan suatu budaya intelek yang saling antara kemahiran membaca dan kemahiran menulis. Kemampuan menulis merupakan proses penyampaian

maklumat yang bersifat mekanikal dan disalurkan secara bersistem iaitu mengambil kira matlamat, penggunaan bahasa, pembaca dan gaya penulisan (Abdul Rasid, 2011)

Justeru, pelajar juga seharusnya mempunyai pengetahuan terhadap penulisan akademik. Hal ini mampu mendorong kepada pelajar dalam memperbaiki strategi semasa mempraktikkan kemahiran menulis dalam penulisan akademik. Menurut Fadda (2012) penulisan akademik dikategorikan sebagai satu aktiviti pembelajaran kepada pelajar. Penulisan akademik adalah aktiviti mental dan kognitif, kerana ia adalah hasil dari minda. Imej seorang individu yang bekerja sendiri dalam persekitaran yang tenang telah memajukan pandangan menulis sebagai aktiviti mental dan kognitif.

Penulisan adalah satu aktiviti yang paling rumit yang diperlukan dalam perkembangan literasi manusia. Oleh itu, ia melibatkan satu siri tindakan yang berkaitan dengan kurikulum. Literasi ini wujud dalam kajian dan penggunaan bahasa melalui tatabahasa dan arahan semantik. Penulisan adalah salah satu aktiviti yang paling sukar bagi perkembangan literasi manusia. Ia melibatkan satu siri tindakan yang berkaitan dengan kurikulum dan juga sekolah. (Singh, 2016)

PENYATAAN MASALAH

Keberkesanan kemahiran menulis sangat penting untuk kejayaan akademik khususnya dalam penulisan tugas akademik yang diberikan oleh para pensyarah. Dalam konteks penulisan akademik, pensyarah seharusnya melibatkan diri dengan pelajar dengan memberikan maklum balas yang membina dalam tugas menulis akademik yang dihasilkan oleh pelajar. Pada masa yang sama, pensyarah juga bertanggungjawab dalam memastikan pelajar diberi sumber yang mencukupi seperti latihan kemahiran menulis akademik untuk meningkatkan penulisan akademik mereka agar penulisan dapat ditulis dengan baik. (Singh, 2016)

Para guru atau pensyarah biasanya akan mengajar dan memberi tajuk tugas dan isi bagi dikembangkan oleh pelajar akan tetapi mereka terlupa proses bagaimana membentuk strategi penulisan yang baik bagi tugas akademik. Menurut Zaleha (2014) dalam kajiannya, masalah yang dihadapi oleh guru adalah kurang pendedahan yang diberikan kepada pelajar tentang teknik penulisan, kurang keyakinan guru untuk mengajar teknik penulisan kerana kurang pengalaman, sumber pengajaran dan rujukan khusus dalam teknik penulisan agak terhad di pasaran.

Justeru, masalah penulisan tugas akademik pelajar juga turut berpunca daripada gaya pengajaran pensyarah dalam kelas yang mana sukar difahami oleh pelajar sehingga mempengaruhi penulisan akademik. Ini dapat dibuktikan dalam kajian Haris Fadzilah Kasim (2002) menunjukkan bahawa masalah penulisan karangan di kalangan murid tingkatan empat timbul disebabkan oleh cara dan gaya pengajaran guru di dalam kelas.

Faktor kelemahan dalam menguasai kemahiran membaca dan menulis menyebabkan murid berasa rendah diri dan masalah disiplin merosot. Melalui aktiviti projek penulisan, murid dapat meningkatkan penguasaan terhadap kemahiran menulis melalui pembinaan bahan penulisan, disamping meningkatkan keupayaan murid mengemukakan idea dengan kreatif, mereka bentuk dan menggunakan bahasa yang bersesuaian. (Yahya & Suzanawaty, 2014)

Namun demikian masih terdapat pelajar yang tidak dapat menguasai sepenuhnya kemahiran menulis tugas akademik. Persoalannya, sejauhmanakah tahap kemahiran pelajar dalam membuat tugas akademik? Oleh itu, bagi mengetahui tahap kemahiran dan penguasaan pelajar dalam membuat tugas, penyelidik akan mengedarkan soalan soal selidik bagi menjawab persoalan. Tujuan utama kajian ini adalah untuk mengenal pasti strategi penulisan pelajar semasa mempraktikkan kemahiran menulis dalam tugas akademik

OBJEKTIF KAJIAN

Mengenalpasti strategi pelajar semasa mempraktikkan kemahiran menulis tugas akademik.

PERSOALAN KAJIAN

Apakah strategi pelajar semasa mempraktikkan kemahiran menulis tugas akademik?

METODOLOGI KAJIAN

Kajian ini adalah berbentuk kajian deskriptif yang melibatkan huraian berbentuk kekerapan, peratusan, min dan sisihan piawai yang menggunakan perisian SPSS versi 23. Responden kajian terdiri daripada pelajar yang mengikuti kursus ijazah sarjana muda dalam kalangan pelajar Kolej Universiti Islam Antarabangsa Selangor. Sampel dalam kajian ini seramai 266 orang sahaja dengan menggunakan persampelan rawak mudah. Mohd Majid (2000) menjelaskan kajian berbentuk tinjauan adalah paling sesuai digunakan dalam penyelidikan yang dijalankan di mana matlamatnya ialah untuk mengumpulkan maklumat-maklumat tentang sesuatu peristiwa yang sedang berlaku.

DAPATAN KAJIAN

Hasil dapatan dalam kajian ini membincangkan terhadap demografi responden dan keberkesanan strategi dalam kemahiran menulis. Huraian dapatan bagi demografi responden adalah seperti berikut :

Jadual 1.1 menunjukkan profil responden dari aspek jantina. Dapatan menghuraikan seramai 266 orang pelajar yang terlibat terdiri daripada 118 (44.4%) pelajar lelaki dan seramai 148 (55.6%) adalah pelajar perempuan.

Dalam jadual 1.2 menunjukkan profil responden dari aspek kelulusan pendidikan. Dapatan menghuraikan seramai 75 orang pelajar (28.2%) berkelulusan Sijil Tinggi Agama Malaysia, seramai 49 orang pelajar (18.4%) mempunyai berkelulusan Sijil Tinggi Pelajaran Malaysia, seramai 98 orang pelajar (36.8%) yang berkelulusan daripada Asasi. Manakala seramai 44 orang pelajar (16.5%) tidak mempunyai kelulusan pendidikan di peringkat diploma.

Manakala jadual 1.3 menunjukkan profil responden dari aspek minat terhadap kemahiran menulis. Dapatan menghuraikan seramai 6 orang pelajar (2.3%) menyatakan sangat tidak berminat, seramai 7 orang pelajar (2.6%) menunjukkan mereka tidak berminat terhadap kemahiran menulis, manakala seramai 79 orang pelajar (29.7%) kurang berminat, seramai 142 orang pelajar (53.4%) berminat dan seramai 32 orang pelajar (12%) menyatakan sangat berminat terhadap kemahiran menulis.

Profil Pelajar

Jadual 1.1

Taburan Kekerapan dan Peratusan Responden Mengikut Jantina

No	Item	Kekerapan	Peratusan
1.	Jantina		
	Lelaki	118	44.4%
	Perempuan	148	55.6%

Jadual 1.2

Taburan Kekerapan dan Peratusan Responden Mengikut Kelulusan Pendidikan

No	Item	Kekerapan	Peratusan	
2.	Kelulusan Pendidikan	Sijil Tinggi Agama Malaysia	75	28.2%
		Sijil Tinggi Pelajaran Malaysia	49	18.4%
		Asasi	98	36.8%
		Diploma	44	16.5%

Jadual 1.3

Taburan Kekeperapan dan Peratusan Responden Mengikut Minat Terhadap Kemahiran Menulis

No	Item		Kekerapan	Peratusan
3.	Minat Terhadap Kemahiran Menulis	Sangat Tidak berminat	6	2.3%
		Tidak berminat	7	2.6%
		Kurang berminat	79	29.7%
		Berminat	142	53.4%
		Sangat berminat	32	12.0%

Keberkesanan Strategi Pelaksanaan Kemahiran Menulis Dalam Mempraktikkan Tugas Akademik.

Dapatan jadual 1.4 menunjukkan item yang mempunyai min yang paling tinggi dalam keberkesanan strategipelaksanaan kemahiran menulis dalam mempraktikkan adalah item “Saya menggunakan ejaan dan tanda baca yang sesuai” dengan nilai min 3.98 dan sisihan piawai 0.66. Seramai 160 respoden (60.2%) menyatakan bersetuju dengan item tersebut. Bagi item “Saya menyusun idea saya apabila menulis sesuatu perenggan” menunjukkan seramai 168 respoden (63.2%) bersetuju dengan item tersebut dengan nilai min 3.95 dan sisihan piawai 0.67.

Berikutnya item “Saya menyusun perenggan dengan teratur” menunjukkan dengan nilai min 3.93 dan sisihan piawai 0.67. Seramai 158 respoden (59.4%) bersetuju terhadap item tersebut. Manakala item “Saya menggunakan perkataan dan perbendaharaan kata yang sesuai untuk berkomunikasi dengan pembaca” menunjukkan min 3.91 dan sisihan piawai 0.67. Dapatan menunjukkan seramai 169 respoden (63.5%) bersetuju dengan item tersebut.

Selain itu, item “Saya menyokong dan membangunkan idea utama ketika menulis sesuatu perenggan” (min=3.88,sp=0.64) dan item “Saya menyusun penulisan akademik berdasarkan pemikiran saya” (min=3.88,sp=0.69) berkongsi nilai min yang sama pada tahap sederhana tinggi. Ini kerana pelajar gemar membangunkan idea semasa menulis serta menyusun penulisan berdasarkan idea yang dibangunkan. Bagi item “Saya menggunakan pelbagai struktur ayat” (min=3.87,sp=0.66) dan item “Saya menulis ayat dengan jelas kepada pembaca” (min=3.87,sp=0.68) mempunyai nilai min yang sama iaitu 3.87. dapatan menunjukkan bahawa pelajar menulis pelbagai struktur ayat serta memberi penjelasan kepada pembaca. Dapatan bagi item “Saya menggunakan tatabahasa yang betul dalam penulisan saya” menunjukkan seramai 159 respoden (59.8%) bersetuju dengan item tersebut dengan nilai min 3.86 dan sisihan piawai 0.71.

Jadual 1.4
Keberkesanan Strategi Pelaksanaan Kemahiran Menulis Dalam Mempraktikkan Tugas Akademik.

Bil	Item	Kekerapan & peratusan (N=266)					Min	SP	INT
		STS	TS	KS	S	SS			
DB1	Saya menyusun idea saya apabila menulis sesuatu perenggan.	1 (0.4%)	5 (1.9%)	46 (17.3%)	168 (63.2%)	46 (17.3%)	3.951	0.674	ST
DB2	Saya menyokong dan membangunkan idea utama ketika menulis sesuatu perenggan.	1 (0.4%)	5 (1.9%)	51 (19.2%)	175 (65.8%)	34 (12.8%)	3.887	0.646	ST
DB3	Saya menulis menggunakan gaya akademik.	1 (0.4%)	7 (2.6%)	52 (19.5%)	166 (62.4%)	40 (15.0%)	3.710	0.734	ST
DB4	Saya menggunakan perkataan dan perbendaharaan kata yang sesuai untuk berkomunikasi dengan pembaca.	-	8 (3.0%)	48 (18.0%)	169 (63.5%)	41 (15.4%)	3.914	0.670	ST
DB5	Saya menggunakan pelbagai struktur ayat.	-	7 (2.6%)	56 (21.1%)	166 (62.4%)	37 (13.9%)	3.876	0.664	ST
DB6	Saya menggunakan ejaan dan tanda baca yang sesuai.	-	4 (1.5%)	49 (18.4%)	160 (60.2%)	53 (19.9%)	3.985	0.667	ST
DB7	Saya boleh menyusun ayat dengan tepat.	1 (0.4%)	8 (3.0%)	79 (29.7%)	128 (48.1%)	50 (18.8%)	3.820	0.780	ST
DB8	Saya menulis pengenalan penulisan akademik dengan baik.	1 (0.4%)	9 (3.4%)	74 (27.8%)	145 (54.5%)	37 (13.9%)	3.782	0.736	ST
DB9	Saya menyusun perenggan dengan teratur.	-	5 (1.9%)	55 (20.7%)	158 (59.4%)	48 (18.0%)	3.936	0.678	ST
DB10	Saya menyusun penulisan akademik berdasarkan pemikiran saya.	-	9 (3.4%)	55 (20.7%)	161 (60.5%)	41 (15.4%)	3.880	0.695	ST
DB11	Saya menjalankan penyelidikan perpustakaan untuk	1 (0.4%)	16 (6.0%)	65 (24.4%)	140 (52.6%)	44 (16.5%)	3.790	0.801	ST

	menyokong idea saya.								
DB12	Saya menulis kesimpulan yang baik.	-	13 (4.9%)	77 (28.9%)	144 (54.1%)	32 (12.0%)	3.733	0.732	ST
DB13	Saya menggunakan idea sendiri dalam penulisan.	1 (0.4%)	5 (1.9%)	85 (32.0%)	143 (53.8%)	32 (12.0%)	3.752	0.699	ST
DB14	Saya menyemak, menaakul dan menukar fikiran tentang perkara utama yang dituliskan.	1 (0.4%)	12 (4.5%)	68 (25.6%)	156 (58.6%)	29 (10.9%)	3.752	0.721	ST
DB15	Saya menulis ayat dengan jelas kepada pembaca.	1 (0.4%)	8 (3.0%)	51 (19.2%)	169 (63.5%)	37 (13.9%)	3.876	0.687	ST
DB16	Saya membina ayat yang boleh menghidupkan suasana bacaan seperti di alam realiti.	2 (0.8%)	10 (3.8%)	76 (28.6%)	147 (56.8%)	31 (11.7%)	3.733	0.742	ST
DB17	Saya menyesuaikan bentuk penulisan untuk memenuhi keperluan pembaca.	1 (0.4%)	8 (3.0%)	68 (25.6%)	147 (55.3%)	42 (15.8%)	3.831	0.711	ST
DB18	Saya menggunakan tatabahasa yang betul dalam penulisan saya.	1 (0.4%)	8 (3.0%)	58 (21.8%)	159 (59.8%)	40 (15.0%)	3.861	0.711	ST
Min keseluruhan pelaksanaan kemahiran selepas menulis							3.846	0.641	ST

Sumber: Kajian Lapangan, 2016

Bagi item “Saya menyesuaikan bentuk penulisan untuk memenuhi keperluan pembaca” menunjukkan seramai 147 responden (55.3%) menyatakan tahap setuju terhadap item tersebut. Min bagi item tersebut adalah 3.83 dan sisihan piawai 0.71. hal ini menunjukkan bahawa pelajar boleh menyesuaikan bentuk penulisan bagi memenuhi keperluan pembaca. Begitu juga item “Saya boleh menyusun ayat dengan tepat” menunjukkan seramai 128 responden (48.1%) bersetuju bahawa pelajar boleh menyusun ayat dengan tepat.

Selain itu, item “Saya menjalankan penyelidikan perpustakaan untuk menyokong idea saya” menunjukkan terdapat 140 responden (52.6%) bersetuju terhadap item tersebut dengan nilai tahap min sederhana tinggi (min=3.79,sp=0.80). Bagi item “Saya menulis pengenalan penulisan akademik dengan baik” pula seramai 145 responden bersetuju dengan item tersebut dengan nilai min 3.78 dan sisihan piawai 0.73. hal ini kerana pelajar boleh menulis pengenalan dalam penulisan akademik dengan baik.

Bagi item “Saya menggunakan idea sendiri dalam penulisan” (min=3.75,sp=0.69) dan item “Saya menyemak, menaakul dan menukar fikiran tentang perkara utama yang dituliskan” (min=3.75,sp=0.72) menunjukkan item tersebut berkongsi min yang sama dengan tahap minnya adalah 3.75. Bagi Item “Saya menulis kesimpulan yang baik” (min=3.73,sp=0.73) dan item “Saya membina ayat yang boleh

menghidupkan suasana bacaan seperti di alam realiti" ($\text{min}=3.73, \text{sp}=0.74$) juga menunjukkan bahawa item tersebut mempunyai nilai min yang sama iaitu 3.73. Manakala item "Saya menulis menggunakan gaya akademik" menunjukkan seramai 166 (62.6%) responden bersetuju terhadap item tersebut dengan nilai min 3.71 dan sisihan piawai 0.73. Hasil menunjukkan bahawa pelajar mampu menulis dalam gaya penulisan akademik.

Secara keseluruhan, kajian menunjukkan bahawa keberkesanan pelaksanaan kemahiran menulis mempunyai nilai purata min keseluruhan yang dicapai oleh responden kajian iaitu 3.84 dengan sisihan piawai 0.64 dan interpretasi menunjukkan tahap sederhana tinggi.

PERBINCANGAN

Hasil dapatan menunjukkan pelajar sangat berkemahiran dalam menggunakan ejaan dan tanda baca disamping menyusun idea dalam menulis sesuatu perenggan. Kemahiran menulis merujuk kepada keupayaan murid menulis perkataan dan ayat dan mengeluarkan idea melalui pelbagai jenis penulisan yang berkaitan dengan ilmu pengetahuan dan pengalaman peribadi yang dilalui. Penekanan dalam kemahiran menulis ialah terhadap penggunaan ayat yang gramatis, tanda baca dan ejaan yang betul, di samping tulisan yang jelas, cantik dan kemas (Amirah, 2012).

Selain itu, hasil kajian juga menunjukkan pelajar dapat menyusun perenggan dengan baik dan teratur. Menurut Paimah, perenggan yang baik mengandungi kenyataan-kenyataan yang dapat membantu pembaca memahami tajuk. Penggunaan perenggan yang betul semasa menulis kertas penyelidikan dalam Bahasa Inggeris adalah lebih baik Srijit, Hatta, Nur Ahlina et.al (2015). Menurut Yahya & Nurliham (2011) menyatakan keupayaan penulis mengolah, menyusun perenggan serta menggunakan gaya bahasa yang sesuai dengan tajuk yang dibincangkan membantu terbinanya wacana yang baik.

Justeru, pelajar juga mampu menggunakan perbendaharaan kata yang sesuai semasa menulis. Dalam kajian ad-hoc mendapati hasil dapatan temubual menunjukkan pelajar yang menyatakan bahawa tidak semua perkataan yang diperkenalkan ini dapat digunakan dalam aktiviti penulisan. Hanya perkataan yang sesuai dan relevan dengan isu yang dibincangkan dapat digunakan dalam karangan. (Ilango, 2014)

Seterusnya, Dapatan menunjukkan pelajar boleh mengayakan idea sendiri dalam penulisan disamping mahir menyemak, menaakul tentang perkara yang hendak ditulis. Dalam kajian Zaleha (2014) menunjukkan penghasilan karangan yang berkesan memerlukan kepada kemahiran berfikir, menaakul, menyusun dan mengolah idea sebelum dilahirkan dalam bentuk ayat yang lengkap. Strategi penulisan adalah perlu bagi para penulis untuk memperbaiki idea mereka dalam menghasilkan teks akademik mereka (Munoz-Luna, 2015)

Dapatan juga menunjukkan bahawa pelajar menggunakan tatabahasa yang betul semasa membuat penulisan akademik. Daripada hasil dapatan kajian Mazlina & Rohaida (2016) menyatakan karangan ialah satu data bertulis untuk melihat kemampuan pelajar menyampaikan mesej dalam bahasa Melayu dengan menggunakan tatabahasa yang betul. Kemahiran menulis mesti dikuasai yang meliputi aspek penggunaan tatabahasa yang betul, kejelasan, ketepatan, kesesuaian serta mengelak berlakunya pengulangan (Paimah, 2004)

Disamping itu, kemahiran menulis mampu meningkatkan kemahiran pelajar dalam menyusun ayat dengan baik dan tepat. Dalam komponen wacana, terdapat subkomponen koheren dan kohesi. Koheren bermaksud kecekapan menyusun idea dan membina makna, sementara kohesi merupakan kecekapan menyusun ayat secara padu dan padat untuk membina teks (Hashim, 2005)

KESIMPULAN

Kelemahan dalam kemahiran membaca dan menulis akan menyebabkan potensi dan motivasi pelajar semakin menurun. Penggunaan kaedah yang pelbagai dapat mengelakkan perasaan bosan dan penat semasa proses pembelajaran berlangsung. Beberapa langkah boleh diambil untuk menggalakkan pelajar mengenai strategi penulisan mereka. Yang pertama adalah mewujudkan pusat latihan menulis di sekolah dan universiti khususnya bagi pendedahan kepada pelajar. Kedua, memperbanyakkan

lanjutan kelas bagi penulisan akademik diperingkat universiti bagi membantu pelajar dalam memperbaiki diri mereka dalam kemahiran menulis. Pensyarah perlu aktif dalam menguruskan aktiviti penghasilan penulisan ilmiah yang menepati masa dan bernas. Tugas yang berkaitan dengan aktiviti pembacaan buku dan latihan dalam menganalisis sesuatu penulisan (Rian, Sarwiji, & Budhi, 2015). Ketiga, perlu diberi perhatian yang lebih bagi peringkat sekolah rendah dan menengah khususnya bagi tujuan mempromosikan teknik kemahiran menulis dalam tugas ilmiah. Secara umumnya, kemahiran menulis adalah satu proses yang penting bagi pelajar bagi meningkatkan kemahiran melalui penulisan khususnya dalam tugas akademik. Sekiranya pelajar tidak mempunyai pengetahuan tentang kemahiran menulis, pelajar tidak akan dapat menulis dengan baik dalam penulisan ilmiah mahupun akademik. (Rushidi, 2012)

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MAGNETIX TOUCH: SATU SENTUHAN, SATU BUNYI, SATU PENGALAMAN

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ABSTRAK

Alat inovasi Magnetix Touch merupakan alat yang dicipta khas untuk pelajar bermasalah penglihatan khususnya yang menghadapi masalah visual. Alat inovasi direka agar guru pelatih dan murid sekolah dapat menggunakan deria sentuhan untuk belajar cara memainkan rekoder soprano sebagai alat hiburan yang dapat digunakan dalam dan luar bilik darjah. Alat inovasi Magnetix Touch mengaplikasikan deria sentuhan dalam pembelajaran teknik penjarian rekoder soprano. Sebagai pengukuhan kepada penggunaan deria sentuhan dalam penjarian setiap not rekoder, penjarian braille di aplikasikan untuk mengenal pasti nama not yang disentuh dengan betul. Satu kajian kes menggunakan alat inovasi Magnetix Touch telah dilaksanakan dengan dua guru pelatih yang menghadapi masalah penglihatan dalam program PISMP Pendidikan Khas semester dua pada fasa pertama dan tiga murid sekolah rendah bermasalah penglihatan pada fasa kedua. Temu bual semi berstruktur telah dijalankan pada fasa pertama dan kedua untuk mendapatkan maklum balas tentang pengalaman mereka menggunakan alat inovasi Magnetix Touch. Transkripsi temu bual daripada kajian tersebut menunjukkan bahawa kesemua sampel kajian berjaya mendapat pengalaman baru membaca kedudukan not muzik pada skor muzik semasa mengaplikasikan deria sentuhan, meningkatkan keyakinan memainkan rekoder soprano secara individu dan berpasangan serta menghiburkan diri dan menunjukkan bakat. Masalah visual tidak menjadi penghalang kepada yang bermasalah penglihatan mempelajari kemahiran yang baru.

Kata Kunci: Magnetix Touch, deria sentuhan, masalah penglihatan

ABSTRACT

The Magnetix Touch innovation was designed for visually impaired students. This innovation was invented to help teacher trainees and school children with visual impairment to apply touch sense when learning to play the soprano recorder for pleasure and in and out of the classroom. The Magnetix Touch innovation applies touch sense when learning fingering techniques for soprano recorder. In order to reinforce the usage of the touch sense when applying fingering techniques on the recorder, braille fingering is used to identify names of notes accurately. A case study using the Magnetix Touch innovation was applied on two visually impaired music trainees from the Special Education PISMP programme in phase one and with three visually impaired school students in phase two. Semi-structured interviews were conducted to obtain feedback regarding their experience using Magnetix Touch. Interview feedbacks from phase one and two were transcribed. Data collected and analysed showed that both trainees and students achieved a new experience on ways of reading notation from music scores through applying touch sense, increased their confidence when playing the soprano recorder individually and together. Also, for entertainment and showing talent. Visual impairment is not a hindrance for the visually impaired to learn a new skill .

Key Words: Magnetix Touch, touch sense, visually impaired

1.0 PENGENALAN

Pendidikan Muzik merupakan matapelajaran yang sesuai diaplikasikan dalam proses pengajaran dan pembelajaran mata pelajaran lain di sekolah rendah. Komponen muzik dapat membantu membina kepekaan persepsi, apresiasi, kesedaran estetik, pemikiran kreatif dan imaginatif melalui aktiviti yang

sesuai dengan keperluan murid sekolah rendah. Integrasi muzik dengan bidang Pendidikan Khas amat membantu murid yang menghadapi pelbagai masalah pembelajaran untuk mempelajari sesuatu mata pelajaran dengan kaedah yang lebih menyeronokkan. Terdapat banyak jenis alat muzik yang dapat digunakan semasa melaksanakan aktiviti muzikal dengan guru pelatih dan murid sekolah rendah (Masalah Penglihatan). Antara alat muzik yang paling sesuai sebagai alat iringan adalah rekoder. Guru pelatih dari bidang pengkhususan Pendidikan Khas (Masalah Penglihatan) dapat menggunakan rekoder soprano sebagai alat bantu mengajar di sekolah dengan murid yang menghadapi masalah penglihatan.

Pelan Pembangunan Pendidikan Malaysia (2013-2025) akan terus mendukung hasrat Falsafah Pendidikan Kebangsaan untuk pendidikan seimbang sebagai asas aspirasi setiap murid. Gelombang Dua (2016-2020) dalam Pelan Pembangunan Pendidikan Malaysia berhasrat untuk meningkatkan bimbingan dan sokongan kepada guru bagi penambahbaikan penyampaian pengetahuan, kemahiran, dan nilai merentasi semua aspek kurikulum dan kokurikulum. Satu daripada strategi adalah untuk melatih guru pelatih dalam bidang Pendidikan Khas untuk menambahbaik kaedah penyampaian mereka di dalam kelas khususnya semasa menjalankan sesi praktikum. Antara caranya adalah dengan mengintegrasikan muzik dalam kelas. Oleh kerana muzik merupakan terapi yang sesuai untuk murid yang menghadapi masalah penglihatan maka penggunaan rekoder soprano sebagai alat iringan akan dapat meningkatkan sesi pembelajaran murid bermasalah penglihatan dengan lebih berkesan.

Alat rekoder soprano merupakan alat muzik yang senang di bawa dan digunakan. Ia merupakan sejenis alat yang dapat mengeluarkan bunyi dengan cara sentuhan. Pelbagai jenis bunyi muzik dapat dihasilkan dengan menyentuhnya. Oleh itu, teknik belajar sambil bermain dapat diaplikasikan atau dilaksanakan. Rekoder soprano sesuai diaplikasikan di dalam pengajaran dan pembelajaran muzik kerana ia merupakan alat muzik yang mudah diperolehi di sekolah, ringan dan sesuai digunakan sebagai sumber pengajaran demi meningkatkan minat semasa belajar. Guru haruslah mentransformasikan bilik darjah kepada bilik darjah abad 21. Penggunaan rekoder soprano sebagai sumber pengajaran ini memang dapat membolehkan pengajaran dan pembelajaran dijalankan dengan kreatif dan seronok. Isu yang paling ketara timbul adalah dimana guru pelatih yang sedang dilatih dalam bidang Pendidikan Khas khususnya (Masalah Penglihatan) tidak diberi pendedahan tentang kelebihan menggunakan alat muzik seperti rekoder soprano sebagai sumber pengajaran yang dapat diaplikasikan dalam bilik darjah dengan murid yang menghadapi masalah penglihatan. Ini merupakan satu isu yang ketara memandangkan peraturan Pendidikan Khas menyarankan guru-guru untuk mengubah suai kaedah atau teknik pdp. Juga dalam DSKP (Pendidikan Seni Kreatif, 2011) komponen perkembangan fizikal dan estetika pendidikan muzik memberi fokus kepada usaha mencungkil dan mengembangkan bakat juga potensi murid dengan menyeluruh. Namun didapati bahawa guru pelatih Pendidikan Khas (Masalah Penglihatan) yang sedang mengikuti Program Ijazah Sarjana Muda Perguruan tidak di beri peluang untuk mempelajari cara mengaplikasikan penggunaan alat muzik seperti rekoder soprano dalam aktiviti pengajaran dan pembelajaran kerana menghadapi masalah visual seperti buta dan rabun. Masalah ini adalah juga sama dengan situasi di sekolah di mana murid yang bermasalah penglihatan tidak diberi peluang untuk mempelajari kemahiran yang baru.

Magnetix Touch diinovasikan oleh kami untuk memberi peluang kepada guru pelatih dan murid sekolah rendah yang menghadapi masalah visual untuk mempelajari cara menggunakan rekoder soprano dengan mengaplikasikan teknik *braille* yang diimprovisasikan agar dapat diaplikasikan dengan murid bermasalah penglihatan di sekolah demi mempelbagaikan kaedah pengajaran dan sebagai bahan bantu belajar yang menarik dan mesra pengguna.

2.0 LITERATUR

Menurut Moss (2009), hubungan antara pemain muzik dengan alat muzik merupakan satu perantaraan aksi. Deria sentuhan merupakan satu cara yang sesuai untuk seseorang insan yang menghadapi masalah penglihatan untuk mengembangkan kebolehan mereka berinteraksi secara langsung dengan persekitaran mereka melalui eksplorasi dan eksperimentasi. Menurut Appleton (2005), "Deria sentuhan dapat meningkatkan teknik seorang kanak-kanak dalam muzik atau sukan". Deria sentuhan dikatakan dapat digunakan dalam menunjukkan dalam tingkah laku muzikal (Metz, 1989) dan memperkembangkan respon terhadap muzik (Hornbach, 2005). Dapat dikatakan bahawa deria sentuhan telah digunakan dalam pelbagai bidang kajian. Deria sentuhan ternyata membawa kesan yang positif terhadap perkembangan kognitif, fizikal dan sosial/emosi seseorang insan. Dapat

dinyatakan bahawa deria sentuhan adalah penting bukan hanya untuk pembelajaran *Braille* malah pembelajaran memainkan alat muzik juga bergantung kepada penggunaan deria sentuhan (Ranstein, 1996 seperti yang dinyatakan dalam Park, 2015).

Kurikulum Standard Sekolah Rendah Pendidikan Khas Kebangsaan (KSSRPK) (Masalah Penglihatan) dibina selaras dengan Falsafah Pendidikan Kebangsaan berlandaskan prinsip-prinsip pendekatan bersepadu, perkembangan individu secara menyeluruh, peluang pendidikan dan kualiti pendidikan yang sama untuk semua murid dan pendidikan seumur hidup. KSSRPK (Masalah Penglihatan) bersifat holistik, tidak terlalu akademik dan tidak membebankan murid selaras dengan teras kedua Pelan Induk Pembangunan Pendidikan. Bagi memenuhi keperluan individu program pengajaran dan pembelajaran di Program Pendidikan Khas Masalah Penglihatan dibentuk secara fleksibel selaras dengan peraturan-peraturan pendidikan (Pendidikan Khas) 2011, yang menyatakan; “guru-guru boleh mengubah suai kaedah atau teknik pengajaran atau pembelajaran, masa bagi aktiviti dan susunan aktiviti, mata pelajaran dan bahan bantu mengajar bagi mencapai tujuan dan matlamat Pendidikan Khas”.

Selain daripada kepentingan deria sentuhan, aplikasi sentuhan terhadap pembelajaran *Braille* dalam pendidikan muzik merupakan satu kaedah yang akan memberi peluang kepada guru pelatih/murid yang bermasalah penglihatan untuk mempelajari sesuatu yang baru. Kajian menyatakan bahawa insan bermasalah penglihatan telah menunjukkan kesan yang membanggakan apabila mempelajari cara membaca menggunakan sentuhan jari dalam proses pembelajaran *Braille* selepas dua bulan (Boniface & Ziemann, 2003).

Pendidikan Muzik memberi peluang kepada setiap insan untuk meneroka, memperoleh pengalaman dan mengekspresi dengan menggunakan deria sentuhan dalam aktiviti muzik seperti permainan rekoder soprano. Apabila seseorang insan bermasalah penglihatan diberi peluang untuk *explore, experience dan express* (3Es) maka sumber imaginasi, kreativiti dan pemikiran mendalam dapat diluahkan. Quadrant Concept oleh Hermann(1991) menyatakan bahawa perkembangan otak kanan dan kiri membantu pemikiran rasional dan intuitif seseorang individu. Manakala Teori Kecerdasan oleh Howard Gardner (1999) mengesyorkan bahawa kecerdasan muzikal seseorang perlu diperkembangkan dalam proses pembelajaran seseorang murid. Oleh yang demikian pendidik muzik perlu menggalakkan pembelajaran yang menggunakan bahan inovasi yang dapat mewujudkan proses pembelajaran yang lebih seronok.

3.0 METODOLOGI

Rekabentuk Kajian

Oleh kerana ini merupakan kajian yang baru terhadap inovasi yang direkacipta dan masih belum dikaji pada peringkat institut pendidikan guru maka kajian kes telah dilaksanakan bersama dua guru pelatih dari Semester 2 Tahun 1 yang sedang mengikut program Ijazah Sarjana Muda Perguruan dalam bidang Pendidikan Khas selepas mempelajari kursus Seni Dalam Pendidikan. Kajian kes ini dijalankan dengan mengaplikasikan bahan inovasi bersama dua guru pelatih pada fasa pertama. Temubual semi berstruktur telah dijalankan bersama dua guru pelatih untuk mendapat maklum balas tentang perspektif mereka terhadap bahan inovasi yang digunakan untuk mempelajari cara bermain rekoder soprano. Menurut Patton (2002), “temuduga dengan soalan separa berstruktur akan memberi respon terhadap pengalaman yang dilalui, pendapat, emosi dan pengetahuan” (p. 4). Dua guru pelatih telah memberi respon secara naratif. Menurut Bell (2002), ‘sebutan naratif memberi peluang kepada penyelidik untuk menyatakan pengalaman mereka secara menyeluruh’. Untuk mengesahkan lagi dapatan kajian ini, pada fasa kedua, bahan inovasi Magnetix Touch telah diaplikasikan dengan tiga murid dari sebuah sekolah bermasalah penglihatan di Kuala Lumpur. Sesi temubual semi berstruktur bersama tiga murid bermasalah penglihatan telah dijalankan secara individu untuk mendapat maklum balas tentang pengalaman menggunakan bahan inovasi semasa melalui proses belajar meniuip rekoder soprano.

Sampel Kajian

Sampel kajian yang terlibat terdiri daripada dua guru pelatih opsyen pendidikan muzik dari Semester 2 Tahun 1 dalam program ijazah sarjana muda perguruan pendidikan khas (masalah penglihatan) PISMP pada fasa pertama. Pada fasa kedua pula, sampel kajian telah dilaksanakan bersama tiga murid sekolah masalah penglihatan di sebuah sekolah rendah di Kuala Lumpur.

Instrumen Kajian

Data untuk kajian ini telah dikumpul berdasarkan temu bual semi berstruktur dengan sampel kajian pada fasa pertama dan kedua. Sebagai panduan, soalan berikut telah dikemukakan setelah uji cuba dengan bahan inovasi pada fasa pertama dan kedua kajian ini. Segala maklum balas telah direkodkan dengan membuat catatan ringkas jawapan sampel kajian dan menghasilkan transkripsi temu bual dalam diari pengkaji. Antara soalan yang dikemukakan pada sampel kajian adalah seperti berikut:-

6. Adakah ini merupakan kali pertama anda bermain rekoder soprano?
7. Adakah anda rasa deria sentuhan pada magnet besar dan kecil membantu anda mengenal nilai not?
8. Apa perasaan anda semasa menyentuh biji manik dan tulisan braille pada kad imbasan?
9. Dapatkan anda membezakan kedudukan dan nama not semasa bermain rekoder soprano?
10. Bagaimana anda rasa semasa dapat meniup rekoder dengan menggunakan deria sentuhan dan *braille*?

Prosedur Kajian

Sebelum menjalankan kajian tersebut, kebenaran telah diperolehi dari Ketua Jabatan Pendidikan Muzik dan proses kajian telah diterangkan pada sampel kajian. Nama pelajar dalam kajian ini tidak makumkan.

Bakat uji cuba / penggunaan Magnetix Touch telah diaplikasikan berdasarkan proses berikut dengan dua guru pelatih masalah penglihatan dari Jabatan Pendidikan Khas IPG Kampus Ilmu Khas. Sebagai langkah untuk mengukuhkan dapatan yang diperolehi pada fasa pertama, kajian ini telah dijalankan bersama tiga murid dari sebuah sekolah rendah (Masalah Penglihatan) di Kuala Lumpur pada fasa kedua. Proses yang dilalui dalam kajian ini meliputi langkah-langkah berikut:-

- Pada langkah permulaan, guru pelatih/murid sekolah diperkenalkan dengan nilai not krocet dan minim dengan sentuhan magnet yang berbeza saiz pada papan putih. Guru pelatih/murid sekolah akan diperkenalkan tentang fungsi baluk muzik yang terdiri daripada lima garisan melalui sentuhan pada papan putih. Murid akan diperkenalkan dengan kedudukan not pada garisan dan baluk melalui sentuhan setiap garis.
- Seterusnya guru pelatih/murid menggunakan jari menyentuh biji manik dan tulisan *braille* pada kad imbasan yang disediakan. Ini adalah supaya guru pelatih/murid dapat mengenal pasti kedudukan not pada rekoder soprano.
- Setelah itu, guru pelatih menggunakan teknik deria sentuhan pada skor lagu yang terdiri daripada penjarian not dan sentuhan *braille* sebelum mengaplikasikan tiupan rekoder soprano. Bagi skor lagu yang terdiri daripada not B, A, dan G guru pelatih/murid menggunakan tangan kiri untuk memegang dan meniup rekoder sementara tangan kanan menyentuh skor lagu yang terdiri daripada penjarian not yang berbeza.
- Bagi skor lagu yang mempunyai lebih dari not B, A, dan G maka aktiviti akan dijalankan secara berpasangan. Ini adalah di mana seorang guru pelatih/murid akan membaca skor dengan mengaplikasikan deria sentuhan sementara seorang rakan lagi akan meniup lagu pada rekoder soprano berdasarkan nama not yang disebut oleh rakan.

4.0 DAPATAN KAJIAN

Melalui sesi temubual semi berstruktur pada fasa pertama dan kedua beberapa tema telah dapat dihasilkan melalui transkripsi temu bual tersebut. Maklum balas tentang impak inovasi diperolehi dari dua guru pelatih IPGK Ilmu Khas dan tiga murid sekolah rendah masalah penglihatan melalui sesi temubual setelah menggunakan Magnetix Touch. Sebanyak tiga tema yang utama telah dapat dikenalpasti dari temubual dengan dua guru pelatih dan tiga murid sekolah rendah bermasalah penglihatan. Tema yang dapat dikenalpasti adalah:-

1. Masalah visual tidak menjadi penghalang

Kedua-dua guru pelatih dan tiga murid sekolah rendah bermasalah penglihatan menyatakan bahawa setelah memperolehi pengalaman menggunakan bahan inovasi Magnetix Touch mereka yakin bahawa masalah visual yang dihadapi sejak dilahirkan tidak akan menjadi penghalang untuk memajukan diri dalam bidang pendidikan muzik. S3, seorang murid sekolah rendah yang berumur sembilan tahun menyatakan, "*Ini merupakan kali pertama saya di beri peluang memainkan rekoder soprano dengan menggunakan Magnetix Touch. Saya berasa sungguh gembira kerana satu pengalaman yang tidak akan saya lupakan.*" Manakala S1, seorang guru pelatih opsyen Pendidikan Khas Masalah Penglihatan menyatakan, "*Saya berasa terharu apabila saya dapat memainkan lagu pada rekoder soprano setelah diberi peluang menggunakan Magnetix Touch.*" S4, seorang murid berumur 9 tahun menyatakan, "*Ini adalah kali pertama saya dapat mainkan rekoder soprano. Selama ini saya tidak diberi peluang untuk memainkan alat muzik. Saya hanya nyanyi lagu saja.*" Dapat dirumuskan bahawa dapatan secara naratif ini menunjukkan bahawa bahan inovasi telah memberi keyakinan dan harapan kepada sampel kajian ini bahawa masalah visual yang dialami bukan satu penghalang terhadap peluang untuk mempelajari sesuatu yang baru.

2. Menghiburkan diri sambil menunjukkan bakat yang terpendam

Kesemua sampel kajian telah menyatakan bahawa pengalaman yang diperolehi melalui proses menggunakan bahan inovasi Magnetix Touch adalah amat membanggakan. S2, seorang guru pelatih telah menyatakan bahawa, "*Pada permulaan saya berasa takut kerana tidak pernah memegang rekoder. Tetapi setelah diajar oleh pensyarah dengan menggunakan Magnetix Touch saya tak sangka saya dapat meniup lagu dengan alat muzik. Sekarang saya akan menggunakan masa lapang dengan meniup rekoder kerana membantu saya tenangkan fikiran.*" S3, murid berumur sembilan tahun menyatakan, "*Selama ini saya hanya cuba main alat perkusi saja tetapi tak sangka saya dapat tiup lagu pada rekoder. Saya akan mainkan rekoder di rumah juga untuk ayah dan ibu.*" Data ini menunjukkan bahawa pengalaman baru yang diperolehi telah memberi kesan yang positif kepada guru pelatih dan murid sekolah.

3. Meningkatkan keyakinan memainkan alat muzik

Kedua-dua guru pelatih dari pengkhususan Pendidikan Khas (Masalah Penglihatan) telah menyatakan bahawa setelah mempelajari dengan menggunakan deria sentuhan dan *braille* dalam bahan inovasi Magnetix Touch, mereka berasa lebih yakin untuk memainkan alat muzik rekoder di depan orang. S1, menyatakan, "*Pada mula saya rasa takut tetapi apabila saya dapat mengenal not dengan sentuhan manik pada kad imbasan saya mula rasa lebih yakin.*" S2, pula menyatakan, "*Sekarang saya rasa saya boleh gunakan rekoder di sekolah dengan murid sebab saya tahu tiup lagu.*" S5, seorang murid berumur 11 tahun menyatakan, "*Seronok main rekoder dengan sentuh manik pada kad. Saya boleh main lagu untuk kawan lain.*" Maklum balas yang diperolehi daripada dapatan ini menunjukkan bahawa tidak kira umur sampel kajian, bahan inovasi Magnetix Touch telah memberi keyakinan kepada semua sampel kajian untuk memperolehi pengalaman memainkan alat muzik yang tidak pernah diterokai.

5.0 PERBINCANGAN DAN RUMUSAN

Bahan inovasi Magnetix Touch telah menunjukkan kesan yang membanggakan dalam menyelesaikan kekurangan fizikal guru pelatih dan murid sekolah rendah yang menghadapi masalah penglihatan. Inovasi ini dapat membantu guru pelatih dan murid sekolah yang menghadapi masalah

visual untuk belajar meniup rekoder soprano dengan mengaplikasikan deria sentuhan pada manik dan tulisan *braille*. Bahan inovasi ini membolehkan guru pelatih untuk mengeksplorasi cara menggunakan alat muzik sebagai bahan sumber pengajaran untuk mevariasikan sesi pengajaran dan pembelajaran. Di samping itu, dapat mencungkil bakat sendiri murid sekolah dalam proses pembelajaran. Inovasi ini dapat membantu guru dan murid belajar mengaplikasikan deria sentuhan (*touch sense*). Satu daripada pengetahuan baru yang diperolehi adalah melalui "Satu Sentuhan, Satu Bunyi dan Satu Pengalaman". Inovasi Magnetix Touch ini juga bersesuaian dengan konsep 3Es iaitu *explore, experience dan express* untuk seseorang individu perolehi. Teknik permainan rekoder soprano ini membolehkan guru pelatih dan murid sekolah mencungkil bakat mereka sendiri. Di samping itu untuk guru pelatih pula, rekoder soprano dapat diaplikasikan dalam kaedah penyampaian di sekolah semasa menjalani sesi praktikum. Bagi murid sekolah pula, sebagai lagi satu cara untuk menunjukkan kebolehan memainkan alat muzik. Masalah visual yang dihadapi tidak akan menjadi penghalang untuk memajukan diri dan pencapaian murid di sekolah dalam pembelajaran abad ke-21. Semua akan diberi peluang untuk mengaplikasikan deria sentuhan, cara memegang dan memainkan alat muzik rekoder soprano. Ini akan meningkatkan bakat dan kreativiti setiap insan agar kesamarataan berlaku dalam kalangan guru pelatih dan murid di semua sekolah khususnya yang berkait dengan pedagogi inklusif. Impak bahan inovasi ini telah memberi kesan yang positif terhadap perkembangan holistik setiap insan dengan satu sentuhan, satu bunyi dan satu pengalaman.

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NASIHAT EFEKTIF DALAM PENDIDIKAN ANAK-ANAK BERDASARKAN SURAH LUQMAN

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ABSTRAK

Al Quran merupakan kalam Allah yang mengandungi 114 surah di dalamnya. Dalam seratus empat belas surah terdapat satu surah yang mengandungi nasihat Luqman Al-Hakim kepada anaknya yang dapat menjadi pedoman kepada masyarakat zaman sekarang. Objektif kajian ini adalah mengenal pasti latar belakang Luqman al Hakim, membahaskan ayat-ayat nasihat Luqman al Hakim terhadap anaknya dan cara nya mendidik anak- anaknya. Seterusnya membincangkan implikasi nasihat-nasihat. Metode kajian adalah kualitatif dengan menganalisis isi kandungan ayat dari surah Luqman. Dapatan kajian adalah Luqman Al- Hakim merupakan seorang yang kuat dan berani serta hamba Allah yang soleh, nasihat beliau dalam surah ini dari ayat 13-19 banyak menekankan mengenai pendidikan anak-anak. Ia diasaskan di atas tiga prinsip yang kukuh iaitu akidah, ibadah, dan akhlak. Nasihat yang dipaparkan dalam surah ini mengajar ibu bapa supaya mendidik anak-anak agar mengamalkan sifat- sifat yang mulia dan mempunyai keperibadian lebih cemerlang di dunia dan di akhirat serta boleh dijadikan panduan hidup ibu bapa dan anak- anak sepanjang zaman

Kata kunci: nasihat , pendidikan anak-anak , surah luqman

1.0 PENDAHULUAN

Al Quran merupakan kalam Allah yang mengandungi 114 surah di dalamnya. Dalam seratus empat belas surah terdapat satu surah yang mengandungi nasihat Luqman Al-Hakim kepada anaknya yang menjadi pedoman kepada masyarakat zaman sekarang dalam membentuk anak-anak mereka. Surah Luqman bukanlah surah yang jarang dibaca atau didengari malah ia merupakan satu surah yang memberi pengajaran dan pembelajaran dalam berkomunikasi . Al Quran mengandungi bashirah dan peringatan kepada umat Islam supaya umat Islam beramal dengan Al-Quran. Surah Luqman merupakan surah yang ke 31 di dalam Al-Quran. Surah ini mengandungi 34 ayat yang diturunkan di Mekah. Surah ini sangat terkenal dengan penceritaan Luqman Al-Hakim yang sangat bijaksana dalam mengenal rahsia Allah, serta mentaati perintah Allah.

Setiap makhluk di muka bumi ini merupakan makhluk selalu melakukan komunikasi dengan pelbagai cara. Manusia merupakan makhluk sosial kerana manusia akan selalu berkomunikasi antara satu sama lain. Ia juga merupakan satu keperluan manusia untuk berinteraksi dalam bertukar pendapat, memperoleh maklumat dan berkongsi cerita berdasarkan pengalaman. Komunikasi adalah suatu perkara yang dilakukan oleh semua makhluk sama ada secara format atau tidak formal. Komunikasi juga dapat difahami dengan pelbagai cara sama ada dengan bahasa isyarat, riak muka dan bahasa badan seseorang. (Ismail Bin Hamid. 2000). Surah Luqman menggunakan cara komunikasi Luqman dengan anaknya dalam melaksanakan perintah Allah dalam keimanan, akhlak, ibadah dan dakwah. Dalam surah Al-Luqman, Luqman telah menggunakan komunikasi dakwah sebagai satu platform untuk beliau menasihati anaknya dan orang di sekelilingnya dalam mentaati agama Islam dan mengamalkan ajaran Islam. Pelbagai kaedah dan manhaj yang digunakan Luqman dalam menyampaikan wasiat Luqman Al-Hakim sehingga ia dapat memberi kesan dan pedoman

2.0 BIOGRAFI LUQMAN AL- HAKIM

Luqman Al- Hakim merupakan seorang yang kuat dan berani. Beliau ialah seorang hamba Allah yang soleh, bahkan banyak dalam riwayat sahih menyatakan bahawa beliau mempunyai bentuk fizikal yang tidak cantik seperti hidung yang pesek, berkulit hitam legam dan lain- lain. Sa'ïd bin al-Musayyib juga

menyatakan bahawa Luqman termasuk orang berkulit hitam dari Mesir, akan tetapi beliau sangat mulia, dan Allah memberikan hikmah kepadanya, dan Luqman menolak untuk diangkat sebagai Nabi. Seorang lelaki berkulit hitam datang mengadu kepada Sa'id bin al-Musayyib. Sa'id kemudian berkata: "Janganlah bersedih lantaran kulit kamu hitam, kerana di antara manusia pilihan itu, ada tiga orang semuanya berkulit hitam iaitu Bilal bin Rabbah, Mihja' iaitu hamba Sayidina Umar bin Khatab dan Luqman Al- Hakim". (Wan Nurulhuda Wan Jusoh. 2011)

Dalam sejarah ada menyebut tentang keturunannya iaitu Ibnu Ishak telah menyatakan bahawa Luqman Al- Hakim bernama Luqman bin Bau'raa bin Nahur bin Tareh, dan Tareh bin Nahur merupakan nama dari Azar, iaitu ayah kepada Nabi Ibrahim a. s. Dalam riwayat yang lain pula, nama panjang Luqman ialah Luqman bin Unaqa' bin Sadun. Wahab bin Munabbih pula ada menyatakan bahawa Luqman adalah anak lelaki daripada adik perempuan kandung Nabi Ayyub a.s. Muqatil pula menuturkan bahawa Luqman adalah anak lelaki dari orang gajinya Nabi Ayyub a.s. Imam Zamakhsyari pula menguatkan lagi dengan menyatakan bahawa beliau adalah Luqman bin Bau'raa anak lelaki daripada adik perempuan Nabi Ayyub. ".(Arif Rahman. 2010) Riwayat lain pula ada menyatakan bahawa Luqman Al- Hakim adalah cicit kepada Azar iaitu ayahnya Nabi Ibrahim a.s. Luqman Al- Hakim hidup selama 1000 tahun. Beliau hidup sezaman dengan zaman Nabi Daud, bahkan gurunya sendiri ialah Nabi Daud. Sebelum Nabi Daud diangkat menjadi Nabi, Luqman Al- Hakim sudah menjadi mufti pada masa itu. Selain itu, Luqman Al- Hakim juga merupakan tempat nasihat dan tempat perbincangan Nabi Daud a.s. Ibnu Abbas dan Mujahid pula menyatakan bahawa beliau merupakan keturunan Habsyi. Demikianlah banyak riwayat tentang keturunan beliau. (Arif Rahman. 2010)

Para ahli sejarah berbeza pendapat tentang pekerjaan beliau. Sebahagian riwayat menyatakan bahawa pekerjaannya adalah tukang jahit. Sebahagian yang lain pula menyatakan pekerjaan beliau adalah tukang kayu, dan sebahagian yang lain pula menyatakan pekerjaan beliau adalah tukang kayu bakar, dan sebahagian riwayat yang terakhir menyatakan pekerjaan beliau adalah sebagai penggembala kambing. Riwayat lain pula menyatakan bahawa Luqman Al- Hakim adalah qadhi pada masa Bani Israil, sekaligus penasihat Nabi Daud a.s. Khalid Ar- Rib'i pula menyatakan bahawa Luqman Al- Hakim adalah seorang hamba dari Habsyi yang pekerjaannya adalah sebagai tukang kayu. (Arif Rahman. 2010)

Suatu hari majikannya berkata: "Wahai Luqman, sembelihlah seekor daripada kambing yang banyak yang engkau jaga itu dan bawakan kepadaku anggota yang paling baik daripadanya. Lalu Luqman pun menyembelih dan mengeluarkan lidah dengan hati kambing tersebut. Keesokan harinya, majikannya kembali berkata: "Luqman, sembelih lagi kambing ini, dan bawakan kepadaku anggota yang paling teruk daripadanya.". Kemudian Luqman kembali mengeluarkan lidah dengan hati kambing itu. Lalu majikannya bertanya, "Wahai Luqman, kenapa engkau mengeluarkan anggota yang sama? Yang baik adalah ini dan yang buruk juga adalah ini. Kenapa kamu lakukan sedemikian? Jawab Luqman: "Kalau hati itu baik, maka lidah itu pun baik. Kalau hati itu buruk, maka lidah itu juga akan buruk dan semuanya akan menunjukkan keburukkan". (Arif Rahman. 2010)

Sebagaimana yang disebutkan dalam firman- Nya, "Dan sesungguhnya Kami telah memberi kepada Luqman, hikmah kebijaksanaan, (serta Kami perintahkan kepadanya): Bersyukurlah kepada Allah (akan segala nikmat- Nya kepadamu). Dan sesiapa yang bersyukur maka faedahnya itu hanyalah terpolung kepada dirinya sendiri, dan sesiapa yang tidak bersyukur (maka tidaklah menjadi hal kepada Allah), kerana sesungguhnya Allah Maha Kaya, lagi Maha Terpuji." (QS. Luqman; 12). Antara hikmah yang diberikan oleh Allah kepada Luqman Al- Hakim adalah ilmu, keagamaan, ketepatan dalam perkataan, dan lain- lain. Luqman Al- Hakim ialah seorang hamba Allah yang diberikan hikmah oleh Allah SWT. Khalid Ar- Rib'i menyatakan tentang pekerjaan Luqman Al- Hakim berdasarkan kisah tersebut. (Wan Nurulhuda Wan Jusoh. 2011)

Dalam sejarah, Luqman Al- Hakim telah berkahwin dan dikurniakan ramai anak. Tetapi, semua anaknya meninggal dunia ketika masih kecil dan tidak ada yang sampai dewasa. Namun, Luqman Al- Hakim tidak menangis kerana hidupnya yang sudah yakin terhadap Allah. Namun demikian, namanya diabadikan oleh Allah dalam salah satu surah al-Quran, iaitu surah Luqman. Allah meletakkan kisah Luqman Al- Hakim bukan saja- saja, malah ia mempunyai maksud yang boleh kita ambil manfaat dan pengajaran. Allah tidak menilai seseorang dari gagahnya, darjatnya, jabatannya, warna kulitnya dan lain- lain. Tetapi, Allah menilai seseorang itu dari ketaqwaan dan kesolehannya. Ada dua nama hamba Allah yang bukan nabi, tetapi namanya telah diabadikan dalam al-Qur'an menjadi nama surah oleh Allah iaitu Luqman dan Maryam. (Arif Rahman. 2010)

2.0 DALIL AL- QURAN TENTANG NASIHAT LUQMAN AL- HAKIM TERHADAP ANAKNYA

Dalam Al- Quran, terdapat satu surah yang diberi nama Luqman, di mana Allah telah merakamkan tentang bagaimana Luqman Al- Hakim mendidik dan memberikan nasihat kepada anaknya. Surah Luqman merupakan surah yang ke- 31 dalam urutan Al- Quran, dan mempunyai 34 ayat serta tergolong dalam surah Makkiah. Berikut adalah beberapa dalil Al- Quran tentang komunikasi Luqman Al- Hakim terhadap anaknya:

1. Larangan Mempersekutukan Allah.

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ

Dan (ingatlah) ketika Luqman berkata kepada anaknya, semasa ia memberi nasihat kepadanya: "Wahai anak kesayanganku, janganlah engkau mempersekutukan Allah (dengan sesuatu yang lain), sesungguhnya perbuatan syirik itu adalah satu kezaliman yang besar". (QS. Luqman: 13).

2. Nasihat Untuk Berbuat Baik Kepada Ibu Bapa.

وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ حَمَلَتْهُ أُمُّهُ وَهْنًا عَلَى وَهْنٍ وَفِصَالَهُ فِي عَامَيْنِ أَنْ اشْكُرْ لِي وَلِوَالِدَيْكَ إِلَى الْمَصِيرِ

Dan kami wajibkan manusia berbuat baik kepada kedua ibu bapanya; ibunya telah mengandungnya dengan menanggung kelemahan demi kelemahan (dari awal mengandung hingga akhir menyusunya), dan tempoh menceraikan susunya ialah dalam masa dua tahun; (dengan yang demikian) bersyukurlah kepada- Ku dan kepada kedua ibu bapamu; dan (ingatlah), kepada Akulah jua tempat kembali (untuk menerima balasan). (QS. Luqman: 14).

3. Berbakti Kepada Kedua Ibu Bapa Selagi Mereka Tidak Memaksa Untuk Berbuat Perkara Syirik Dan Maksiat.

وَإِنْ جَاهَدَاكَ عَلَى أَنْ تُشْرِكَ بِي مَا لَيْسَ لَكَ بِهِ عِلْمٌ فَلَا تُطِعْهُمَا وَصَاحِبْهُمَا فِي الدُّنْيَا مَعْرُوفًا وَاتَّبِعْ سَبِيلَ مَنْ أَنَابَ إِلَىٰ ثُمَّ إِلَىٰ مَرْجِعِكُمْ فَأُنَبِّئُكُم بِمَا كُنتُمْ تَعْمَلُونَ

Dan jika mereka berdua mendesakmu supaya engkau mempersekutukan dengan- Ku sesuatu yang engkau- dengan fikiran sihatmu- tidak mengetahui sungguh adanya maka janganlah engkau taat kepada mereka; dan bergaullah dengan mereka di dunia dengan cara yang baik. Dan turutlah jalan orang- orang yang rujuk kembali kepada- Ku (dengan tauhid dan amal- amal yang soleh). Kemudian kepada Akulah tempat kembali kamu semuanya, maka Aku akan menerangkan kepada kamu segala yang kamu telah kerjakan. (QS. Luqman: 15).

4. Allah Maha Melihat Dan Maha Mengetahui.

يُبْنِيَّ إِنَّهَا إِنْ تَكُ مِثْقَالَ حَبَّةٍ مِنْ خَرْدَلٍ فَتَكُنْ فِي صَخْرَةٍ أَوْ فِي
السَّمَوَاتِ أَوْ فِي الْأَرْضِ يَأْتِ بِهَا اللَّهُ إِنَّ اللَّهَ لَطِيفٌ خَبِيرٌ ﴿١٦﴾

(Luqman menasihati anaknya dengan berkata): "Wahai anak kesayanganku, sesungguhnya jika ada sesuatu perkara (yang baik atau yang buruk) sekalipun seberat bijih sawi, serta ia tersembunyi di dalam batu besar atau di langit ataupun di bumi, sudah tetap akan dibawa oleh Allah (untuk dihakimi dan dibalas- Nya; kerana sesungguhnya Allah Maha Halus pengetahuan- Nya; lagi Maha Meliputi akan segala yang tersembunyi. (QS. Luqman: 16).

5. Nasihat Untuk Mengerjakan Solat, Mengajak Ke Arah Kebaikan Dan Meninggalkan Kemungkaran Serta Bersabar Atas Setiap Musibah.

يُبْنِيَّ أَقِمِ الصَّلَاةَ وَأْمُرْ بِالْمَعْرُوفِ وَانْهَ عَنِ الْمُنْكَرِ وَأَصْبِرْ
عَلَى مَا أَصَابَكَ إِنَّ ذَلِكَ مِنْ عَزْمِ الْأُمُورِ ﴿١٧﴾

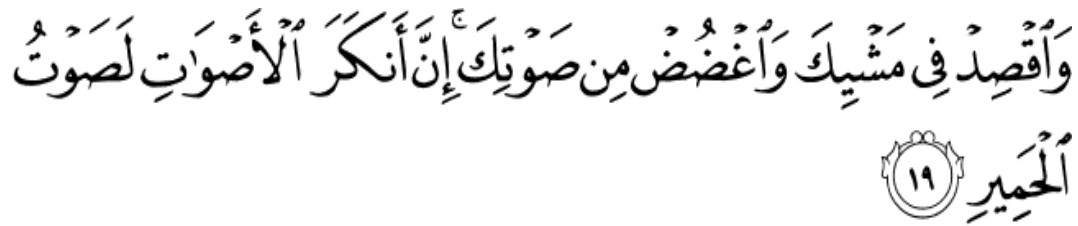
"Wahai anak kesayanganku, dirikanlah solat, dan suruhlah berbuat kebaikan, serta laranglah daripada melakukan perbuatan yang mungkar, dan bersabarlah atas segala bala bencana yang menimpamu. Sesungguhnya yang demikian itu adalah dari perkara- perkara yang dikehendaki diambil berat melakukannya." (QS. Luqman: 17).

6. Nasihat Untuk Tidak Bersifat Sombong.

وَلَا تُصَعِّرْ خَدَّكَ لِلنَّاسِ وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا إِنَّ اللَّهَ لَا يُحِبُّ كُلَّ
مُخْتَالٍ فَخُورٍ ﴿١٨﴾

"Dan janganlah engkau memalingkan mukamu (kerana memandang rendah) kepada manusia, dan janganlah engkau berjalan di bumi dengan berlagak sombong; sesungguhnya Allah tidak suka kepada tiap- tiap orang yang sombong takbur, lagi membangga diri." (QS. Luqman: 18)

7. Nasihat Untuk Bersifat Bersederhana (Mutawassith).



“Dan sederhanakanlah langkahmu semasa berjalan, juga rendahkanlah suaramu (semasa berkata-kata), sesungguhnya seburuk- buruk suara ialah suara keldai.” (QS. Luqman: 19). (<http://tafsirzilal.files.wordpress.com/2015/06/luqman-melayu.pdf>)

4.0 CARA LUQMAN MENDIDIK ANAK- ANAKNYA

Pendidikan luqman al-hakim diambil daripada ayat 13-19 yang banyak menekan mengenai pendidikan yang disampaikan oleh Luqman Al-Hakim kepada anaknya. Ia diasaskan di atas tiga prinsip yang kukuh iaitu akidah, ibadah, dan akhlak. prinsip ini begitu lengkap dan menyeluruh dengan menekankan tiga aspek penting. Hal ini kerana akidah merupakan perkara yang penting dalam kehidupan muslim. Dari sudut akidah, Luqman telah mengingatkan anak-anaknya supaya menjaga akidah mereka daripada sebarang perkara yang boleh menyebabkan mereka syirik kepada Allah ini adalah kerana syirik merupakan perbuatan yang tidak akan diampunkan oleh Allah kecuali dengan bertaubat. Akidah Islam juga bersumberkan wahyu yang mempunyai keistimewaan berbanding dengan kepercayaan agama-agama lain. (Wan Nurulhuda Wan Jusoh. 2011)

Hal akidah ini juga telah disebut di dalam surahNya ayat 13 :

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يُعْطِيهِ يَابْنِي لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ

“Dan ingatlah ketika Luqman berkata kepada anaknya, ketika dia memberi pengajaran kepadanya, “wahai anakku, janganlah engkau mempersekutukan Allah, sesungguhnya mempersekutukan (Allah) adalah benar-benar kezaliman yang besar.”(Luqman:[31] ayat 13)

Seterusnya, dalam ibadat pula, Luqman Al-Hakim menekankan tentang kewajipan solat yang merupakan tiang agama dan salah satu dalam rukun Islam. Solat ditunaikan bukan sekadar memenuhi tuntutan rukun Islam yang lima ia juga mampu untuk mendidikan manusia supaya sentiasa menjaga kebersihan, menepati masa dan mengeratkan hubungan sesama manusia dan anggota masyarakat. Luqman Al-Hakim menasihatkan anaknya agar melakukan kebaikan dan mencegah kemungkaran. Dalam ibadah Islam yang digunakan Luqman Al-Hakim ini terbukti bahawa cara pendidikannya bukan saja melibatkan hubungan manusia dengan Allah bahkan ia juga melibatkan hubungan manusia dengan Alam sekitar dan hubungan manusia sesama manusia kerana dalam ibadah terdapat ibadah khusus dan umum yang meliputi hubungan manusia dengan Allah, hubungan manusia dengan Alam sekitar dan hubungan manusia sesama manusia. (Wan Nurulhuda Wan Jusoh. 2011)

Ini juga telah di sebut di dalam surahNya melalui ayat 16 dan 17 iaitu firman-Nya :

يَابْنِي أَقِمِ الصَّلَاةَ وَأْمُرْ بِالْمَعْرُوفِ وَانْهَ عَنِ الْمُنْكَرِ وَأصْبِرْ عَلَىٰ مَا أَصَابَكَ إِنَّ ذَٰلِكَ مِنْ عَزْمِ الْأُمُورِ

“wahai anakku!, laksanakanlah solat dan suruhlah (manusia) melakukan ma’ruf dan cegahlah (mereka) dari kemungkaran dan bersabarlah terhadap apa yang menimpamu. Sesungguhnya yang demikian itu termasuk perkara yang penting”. (Lukman[31] ayat 17)

“يَابْنِي إِنَّهَا لَتَكُ مِنْ ثِقَالٍ حَبَّةٍ مِنْ خَرْدَلٍ فَتَكُنْ فِي صَخْرَةٍ أَوْ فِي السَّمَوَاتِ أَوْ فِي الْأَرْضِ يَأْتِ بِهَا اللَّهُ إِنَّ اللَّهَ لَطِيفٌ خَبِيرٌ”

wahai anakku, sesungguhnya jika ada (sesuatu perbuatan) seberat biji sawi, dan berada di dalam batu karang atau di langit atau di bumi, niscaya Allah akan memberinya (balasan) sesungguhnya Allah Maha Lembut lagi Maha Mengetahui.”(Q.S Luqman[31]:16)

Mengenai akhlak pula, Luqman Al-Hakim menasihatkan anaknya supaya menghayati sifat-sifat mahmudah seperti sabar, tawadhu', bersederhana dan menjauhi sifat takabur. Sifat-sifat yang di terangkan Luqman Al-Hakim adalah merupakan ciri-ciri untuk menjadi manusia yang cemerlang di dunia dan akhirat. Contohnya sabar dalam menghadapi sebarang rintangan dan dugaan, sentiasa rendah diri dan tidak sombong dan sentiasa menghayati keserdarhanaan dalam setiap tindakan dan tidak berlebih-lebihan kerana sifat-sifat yang bertentangan ini boleh memudaratkan diri kita sendiri. (Wan Nurulhuda Wan Jusoh. 2011)

Hal ini telah di sebut di dalam al-Quran melalui surah Luqman ayat 18 dan 19 iaitu firmanNya :

وَلَا تُصَعِّرْ خَدَّكَ لِلنَّاسِ وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا إِنَّ اللَّهَ لَا يُحِبُّ كُلَّ مُخْتَالٍ فَخُورٍ

“Dan janganlah kamu memalingkan wajahmu daripada manusia (karana sombong) dan janganlah berjalan di bumi dengan angkuh. Sesungguhnya Allah tidak menyukai orang-orang yang sombong lagi membanggakan diri.” (QS. Luqman[31]:18)

وَأَقْصِدْ فِي مَشْيِكَ وَاعْضُضْ مِنْ صَوْتِكَ إِنَّ أَنْكَرَ الْأَصْوَاتِ لَأَصْوَاتِ الْحَمِيرِ

“Dan sederhanalah kamu dalam berjalan dan lunakkanlah suaramu. Sesungguhnya seburuk-buruk suara ialah suara keldai”. (QS. Luqman[31]:19)

1. Luqman mendidik dengan penuh kasih sayang. Luqman memanggil anaknya dengan “ya bunayya” panggilan yang mengisyaratkan kasih sayang dan kemesraan.
2. Luqman mendidik dan menasehati anaknya tidak hanya sekali tetapi berkesinambungan dan terus menerus, sebagaimana dipahami dari bentuk kata kerja masa kini dan akan datang pada kata **عَظُّ**. Ini artinya Luqman selalu dan tidak pernah bosan dalam mendidik anaknya.
3. Setiap nasehat dan pesan yang diberikan oleh Lukman diiringi dengan argument. (a) Bersyukurlah kepada Allah; siapa yang bersyukur, sesungguhnya dia bersyukur untuk dirinya sendiri. (b) Jangan menyekutukan Allah; hal itu adalah kezaliman yang besar. (c) Berbuat baiklah dan bersyukur kepada orang tua; ibunya telah mengandung dan menyusunya. (d) Laksanakanlah shalat, amar ma'ruf nahi munkar dan sabar; hal itu merupakan perkara yang penting. (e) Jangan sombong; Allah tidak menyukai orang sombong. (Rahmi, 2015)

5.0 IMPLIKASI NASIHAT-NASIHAT DARIPADA LUQMAN AL-HAKIM

Luqman adalah contoh peribadi seorang bapa mithali yang dikurniakan hikmah oleh Allah SWT. Kaedah pendidikan Luqman merupakan panduan yang sangat baik kepada para ibu bapa. Hikmahnya juga merupakan satu pemberian yang sangat berharga daripada Allah SWT kepada hambaNya yang terpilih. Ia menjadi petunjuk kepada pengetahuan yang sebenar ke arah kebaikan dan kebenaran. Antara kesan yang boleh diperaktikkan dalam surah Luqman ini antaranya adalah:

Menjaukan dari perbuatan yang boleh menjaukan hubungan dengan Allah iaitu melibatkan pegangan tauhid sebagai Muslim iaitu syirik kepada Allah SWT seperti mematuhi perintah selain daripada Allah SWT, menyembah berhala dan menyekutukan Allah SWT dalam ibadat merupakan kezaliman yang besar. Perkataan syirik juga merupakan perkara-perkara buruk yang dilakukan oleh seseorang hamba terhadap penciptanya yang memberi rezeki dan kehidupan. (Akramul Wathan. 2013)

Surah ini juga boleh mengatur hidup dan kejiwaan manusia untuk lebih kembali kepada Allah SWT untuk diberi pembalasan ke atas segala hasil perbuatan mereka semasa hidup di dunia. (Abdul Rashid Ahmad, 2003) walaupun kebaikan dan kejahatan yang dilakukan sangat sedikit. Sesungguhnya Allah SWT akan menilai dan membalas segala perbuatan baik dan buruk, maksiat dan sebagainya walau sebesar biji sawi pada hari akhirat kelak. Ia merupakan peringatan Allah kepada kita agar kita sentiasa dekat denganNya walaupun di mana kita berada kerana Allah Maha Melihat dan Maha Mengetahui. Melalui peringatan ini, ia memberi kesan kepada kita agar sentiasa berfikir dengan setiap apa yang ingin di lakukan dan ia juga membuatkan manusia akan lebih berhati-hati dengan segala tindak tunduknya kerana setiap perbuatan diketahui dan akan dinilai oleh Allah SWT sama ada perbuatan yang zahir atau tersembunyi daripada pandangan manusia umum. Ia juga mengajar manusia agar kembali kepada Allah SWT selepas melakukan sesuatu kesalahan melalui taubat, menunaikan perkara taat dan ikhlas. (Akramul Wathan. 2013)

Seterusnya melalui surah ini dan pendekatan daripada Lukman ia boleh mengingatkan perkara-perkara yang wajib antaranya solat, berbuat baik kepada ibu bapa, jangan sombong dan bercakap dengan lembut dan berhemah. Hal ini kerana solat merupakan sesuatu yang sangat penting dalam kehidupan seseorang mukmin kerana ibadat solat yang sempurna mampu mendekatkan seseorang dengan Allah SWT dan mencegah daripada melakukan kemungkarannya. Ia juga boleh mengingatkan anak-anak agar berbuat baik kepada kedua ibu bapa dan mentaati di dalam perkara-perkara kebaikan dan bukan maksiat kerana ia merupakan kewajipan kepada setiap orang Islam. Suruhan Allah SWT supaya berbuat baik kepada kedua ibu bapa secara umum merangkumi ibu bapa yang Islam dan kafir. Ketaatan anak kepada kedua ibu bapa yang menganut sebarang agama adalah wajib. Ia akan mendapat ganjaran yang sangat besar di sisi Allah. Tetapi jika anak-anak perintah oleh ibu bapa untuk melakukan syirik kepada Allah SWT atau meninggalkan kewajipan seorang Islam, tidak dibenarkan untuk ditaati cukup sekadar menghormati mereka. (Akramul Wathan. 2013)

Ia juga memberi kesan dan menjelaskan konsep ketaatan, jika ketaatan kepada ibu melebihi daripada mentaati bapa ia adalah wajar, hal ini kerana tanggungjawab yang dipikul oleh seseorang ibu dalam membesarkan kita lebih besar iaitu pengorbanan ibu melebihi bapa kerana tiga perkara iaitu mengandung, menyusui dan mendidik. Ketiga-tiga tahap pengorbanan ini diiktirafkan Allah SWT sebagai pengorbanan penting yang melayakkan seseorang anak mentaati ibu melebihi bapa. Manakala ketaatan anak kepada bapa berada pada tempat yang keempat. (Akramul Wathan. 2013)

Akhir sekali nasihat dalam surah Luqman adalah sentiasa bersyukur kepada Allah SWT di atas segala nikmat iman dan kurniaannya merupakan anugerah yang sangat besar. Manakala syukur kepada ibu bapa pula memberi layanan yang baik semasa berinteraksi dengan keduanya seperti bercakap dengan sopan santun, memohon keampunan Allah SWT kepada keduanya dan memenuhi hajat yang dipinta mereka. Surah ini juga menyeru supaya bercakap dengan lembut agar tidak akan membuat orang di sekitar kita tidak selesa. Kita haruslah bercakap dengan kata-kata yang baik yang mana boleh menyenangkan orang sekeliling. (Nurfirin Sihotang. 2014)

6.0 PENUTUP

Implementasi nasihat Luqman Al-Hakim dalam ayat 14, 15, 16, 18 dan 19 tentang prinsip-prinsip Akhlak berbuat baik kepada orang tua, balasan akhirat, etika berjalan dan larangan berbuat sombong. Membimbing anak supaya dapat berbuat baik kepada orang tua sebagaimana nasihat Luqman al-Hakim yang ada dalam ayat ke- 14, 15 dan ayat 16 dapat dilakukan dengan cara mengajarkan sesuatu hal yang baik melalui contoh atau teladan. Ketika ibu bapanya mencium tangan datuk dan neneknya di hadapan anak sebagai tanda penghormatan dan ketaatannya, saat itu pula anak belajar menghormati dan meletakkan orang tuanya pada kedudukan yang paling tinggi.

Kemudian dengan cara memahamkan anak pada konsep *birrul wâ lidain*, kerana hal itu akan mendorong anak merasa takut menyakiti orang tuanya. Konsep tersebut akan tertanam dalam diri anak, bila ia mengetahui balasan dari Allah SWT tentang perbuatannya kepada orang tuanya bila ia berbuat baik maka Allah SWT akan memberikan pahala dan syurga sebaliknya bila ia berbuat jahat ia akan memperolehi murka Allah SWT dan neraka. Konsep ini akan menumbuhkan rasa harap dan cemas dalam diri anak atas perbuatan yang baik dan yang tidak baik. Jika kita perhatikan wasiat atau nasihat Luqman al-Hakim dalam surah Luqman ayat 17 yang berupa anjuran dan larangan (dakwah), maka akan didapati bahawa ia meletakkan di antara dua perintah yang didahului dengan anjuran mengerjakan solat dan anjuran untuk bersabar. Hal ini dimaksudkan bahawa solat akan melahirkan keinginan untuk menyeru kepada kebaikan dan sabar dalam setiap yang dikerjakan kerana sabar merupakan tuntutan dalam Islam.

Untuk membentuk anak yang berkeperibadian mulia cara mestilah dilakukan dengan cara mengimplementasikan nasihat Luqman al-Hakim yang terdapat dalam ayat 18-19, iaitu tentang etika berjalan dan larangan berbuat sombong. Ayat ke 18 dan 19, kedua-dua ayat menunjukkan etika pergaulan dalam hal perintah meninggalkan sifat sombong dan perintah untuk sederhana dalam berjalan serta menggunakan suara yang sesuai dengan keadaan. Berdasarkan surah Luqman ayat 13- 19 Allah telah merakamkan tentang nasihat Luqman di dalam al- Quran di mana kita digalakkan supaya mengamalkan sifat-sifat yang mulia yang telah dinyatakan di dalam ayat tersebut agar keperibadian manusia lebih cemerlang di dunia dan di akhirat serta boleh dijadikan panduan hidup ibu bapa dan anak-anak sepanjang zaman.

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PEDAGOGI INKLUSIF: MERAIKAN KEPELBAGAIAN MURID DI DALAM BILIK DARJAH

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ABSTRAK

Kajian ini dijalankan untuk mengenal pasti persepsi guru terhadap pelaksanaan Pedagogi Inklusif (PI) di bilik darjah. Kajian ini berbentuk kualitatif. Protokol temu bual telah disediakan untuk mengumpul data. Penentuan peserta kajian adalah dengan menggunakan kaedah persampelan secara bertujuan atau *purposive sampling*. Pemilihan kaedah ini adalah bertujuan untuk mendapatkan peserta kajian yang bersesuaian dan menyediakan maklumat yang bertepatan dengan persoalan kajian. Sehubungan itu, empat orang subjek kajian telah dipilih untuk ditemu bual. Mereka terdiri daripada dua orang guru Sekolah Kebangsaan Ulu Semenyih, dan dua orang guru Sekolah Kebangsaan Sungai Lui. Pengkaji telah mendengar dan mentranskripsi bahan temu bual secara verbatim dan seterusnya data dianalisis dengan menggunakan perisian Nvivo. Dapatan kajian menunjukkan bahawa faktor-faktor yang menentukan keberkesanan pelaksanaan pedagogi inklusif dapat dikategorikan kepada empat tema utama. Peserta-peserta kajian berpendapat bahawa "kepedulian", "keprihatinan", "keterampilan", dan "pengetahuan" pada guru adalah antara faktor-faktor yang memainkan peranan dominan terhadap pelaksanaan pedagogi inklusif di bilik darjah. Dapatan ini memberi implikasi bahawa guru-guru perlu meningkatkan amalan sifat "kepedulian", "keprihatinan", "keterampilan", dan "pengetahuan" demi merealisasikan hasrat Kementerian Pendidikan Malaysia untuk melaksanakan pedagogi inklusif di seluruh negara.

Kata kunci: Pedagogi Inklusif, jurang pembelajaran, kepedulian, keprihatinan

ABSTRACT

This study was conducted to identify teachers' perceptions on the implementation of Inclusive Pedagogy (PI) in the classroom. This study was conducted qualitatively. The interview protocol was prepared to collect data. The participants of the study were purposively sampling. The selection of this method is aimed at obtaining appropriate research participants and providing information that is in line with the research question. Accordingly, four subjects were selected for interview. They comprise two teachers of Sekolah Kebangsaan Ulu Semenyih, and two teachers of Sekolah Kebangsaan Sungai Lui. The researcher had listened and transcribed interviews verbatimly and then the data were analyzed using Nvivo software. The findings show that the factors that determine the effectiveness of the implementation of inclusive pedagogy can be categorized into four main themes. The participants of the study felt that "caring", "concern", "skill", and "knowledge" among teachers were among the factors that played a dominant role in the implementation of inclusive pedagogy in the classroom. This finding implies that teachers need to improve the practice of "caring", "concerns", "skills" and "knowledge" in order to realize the wishes of the Malaysian Ministry of Education to implement inclusive pedagogy throughout the country.

Keywords: Inclusive pedagogy, learning gap, caring, concern

1.0 PENGENALAN

Salah satu dasar dalam Pelan Pembangunan Pendidikan Malaysia (PPPM:2013-2025) ialah memberi penekanan terhadap kewujudan kumpulan murid yang berkeperluan khusus. Murid berkeperluan khusus ini meujuk kepada murid berkeperluan khas, murid peribumi, kumpulan minoriti seperti orang asli dan Penan, murid pintar cerdas dan murid di sekolah kurang murid (PPPM; 4-16). Justeru itu, kerajaan berhasrat untuk memberi ruang dan peluang pendidikan yang berkualiti tinggi serta relevan dengan keperluan mereka.

Justeru, pedagogi berbentuk inklusif perlu diaplikasikan di kelas-kelas arus perdana yang melibatkan murid-murid berkeperluan khusus supaya keperluan pelajar dari aspek sosial, kognitif dan psikomotor tidak diabaikan. Sekiranya keperluan murid berkeperluan khusus tidak diurus dengan baik, besar kemungkinan mereka akan tercicir daripada sistem pendidikan Negara, murid tidak dapat mengembangkan potensi diri mereka dengan sepenuhnya. Oleh itu hasrat Kementerian Pendidikan Malaysia untuk menyediakan pendidikan yang adil kepada semua kanak-kanak akan tergendala. Ini akan memberi impak kepada pembangunan modal insan negara.

2.0 LITERATUR

Pada umumnya, konsep inklusif dalam pendidikan memberi penekanan kepada keperluan untuk melibatkan semua kanak-kanak yang berbeza tahap untuk melakukan aktiviti berdasarkan kemampuan mereka yang selari dengan matlamat pengajaran dan pembelajaran (PdP) yang dihasratkan (Florian, 2013, Jordan & McGhie-Richmond, 2014). Setiap kanak-kanak dihargai dan diberi peluang untuk melibatkan diri secara aktif dalam proses pengajaran dan pembelajaran (Moriarty, 2007; Florian, 2013; Loreman, Forlin, Chambers, Sharma, & Deppeler, 2014). Guru perlu mewujudkan peluang-peluang pembelajaran yang mencukupi untuk semua murid dan bukannya mengecualikan mereka seperti apa yang lazimnya berlaku di dalam bilik darjah.

Menurut Milem (2007), Pedagogi Inklusif juga merupakan amalan pedagogi yang dapat memenuhi kepelbagaian tahap keupayaan kumpulan pelajar. Pedagogi Inklusif tidak mengambil kira ketaksamaan status sosial dan pelabelan. Manakala Corbett (2001), berpendapat Pedagogi Inklusif berupaya mewujudkan persekitaran yang tidak mengehadkan kepelbagaian murid-murid dari aspek tahap kognitif, sosial, latar belakang dan budaya. Menurut beliau, guru harus berkeyakinan bahawa mereka berkecukupan dan berkebolehan mengajar semua murid yang mempunyai kepelbagaian ini sama ada berada dalam aliran perdana atau pendidikan khas. Pendapat ini selaras dengan Reif & Heimborge (2006), di mana mereka menekankan bahawa elemen-elemen teras yang perlu diberi perhatian oleh guru dalam melaksanakan Pedagogi Inklusif ialah mewujudkan persekitaran pembelajaran inklusif, dan pendekatan multi sensori yang menggunakan pelbagai deria; seperti pendengaran, merasa, sentuhan dan menghidu.

Justeru, elemen Pedagogi Inklusif perlu ditekankan bagi memberi peluang kepada semua murid untuk melakukan aktiviti pembelajaran berdasarkan kemampuan mereka mencapai objektif pengajaran dan pembelajaran yang dihasratkan. Semua murid berpeluang untuk berkongsi idea dan boleh membuat keputusan dalam proses pengajaran dan pembelajaran mereka (Florian, 2013). Penglibatan semua murid tanpa mengira latar belakang dan kekurangan akan dapat mewujudkan persekitaran sosioemosi yang lebih kondusif (Booth, Ainscow, Black-Hawkins, Vaughan, M. & Shaw, 2000).

3.0 MASALAH KAJIAN

KPM telah cuba menyeimbangkan peluang-peluang pendidikan antara murid-murid berkeperluan khusus dengan murid-murid normal atau aliran perdana dalam pelbagai aspek seperti pembangunan fizikal dan pembelian peralatan khas, namun jurang pencapaian pendidikan masih ketara.

Guru sukar memberikan tumpuan kerana jurang pencapaian yang berbeza daripada pelajar normal daripada aliran perdana. Guru telah cuba mengajar sedaya upaya namun apabila terdapatnya golongan kelainan upaya ini di dalam kelas yang sama, ini menyebabkan guru perlu mengubah aras soalan daripada tinggi kepada aras soalan tahap rendah. Kesannya, telah mengganggu proses pengajaran dan pembelajaran kerana tahap kecerdasan pemikiran yang berbeza aras. Secara tidak langsung tumpuan terhadap murid yang berkeperluan khusus agak kurang memandangkan guru perlu menghabiskan sukatan pelajar dalam tempoh yang ditetapkan.

Oleh itu, kajian perlu dijalankan untuk mengenal pasti pedagogi yang dapat mengurangkan jurang perbezaan antara murid aliran dengan murid keperluan khusus.

4.0 OBJEKTIF KAJIAN

Secara khususnya objektif kajian ini adalah untuk mengenal pasti elemen-elemen inklusif yang diamalkan oleh guru semasa proses pengajaran dan pembelajaran di bilik darjah.

5.0 PERSOALAN KAJIAN

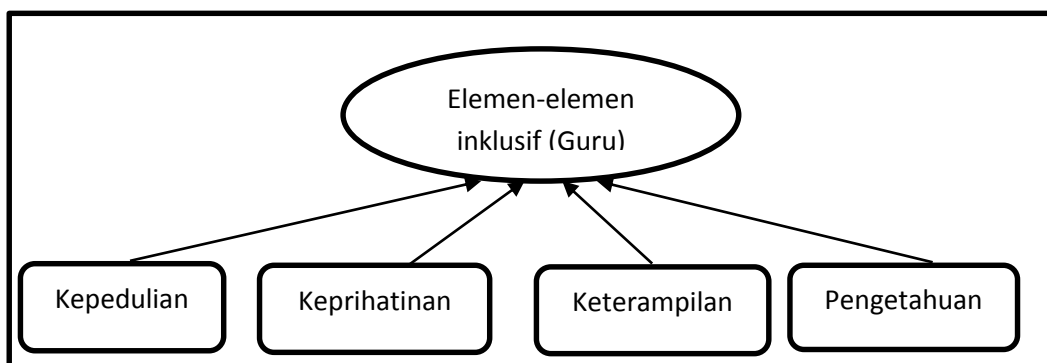
Berdasarkan objektif kajian tersebut, persoalan kajian yang hendak dijawab adalah seperti berikut: Sejauh manakah guru-guru dapat mengaplikasikan elemen-elemen inklusif dalam proses pengajaran dan pembelajaran di dalam bilik darjah?

6.0 METODOLOGI KAJIAN

Kajian tinjauan ini menggunakan kaedah kualitatif untuk mengumpul data. Protokol temu bual disediakan untuk meninjau persepsi guru terhadap pelaksanaan pedagogi inklusif di bilik darjah. Penentuan peserta kajian bagi kaedah temu bual adalah dengan menggunakan kaedah persampelan secara bertujuan atau *purposive sampling*. Pemilihan kaedah ini adalah bertujuan untuk mendapatkan peserta kajian yang bersesuaian dan menyediakan maklumat yang bertepatan dengan persolan kajian. Sehubungan itu, empat orang subjek kajian telah dipilih untuk ditemu bual. Mereka terdiri daripada dua orang guru Sekolah Kebangsaan Ulu Semenyih, dan dua orang guru Sekolah Kebangsaan Sungai Lui.

7.0 ANALISIS DAN DAPATAN KAJIAN

Dalam temu bual, pengkaji telah mengenal pasti apakah konstruk-construct faktor guru yang menyumbang kepada keberkesanan pelaksanaan PI di dalam proses pengajaran dan pembelajaran di bilik darjah. Daripada amalan dan maklum balas yang diberi, kajian ini telah mengkategorikan faktor guru tersebut kepada empat tema utama (Rajah 1). Peserta-peserta kajian berpendapat bahawa “kepedulian”, “keprihatinan”, “keterampilan”, dan “pengetahuan” adalah antara konstruk-construct yang menyumbang kepada keberkesanan pelaksanaan PI di dalam proses pengajaran dan pembelajaran di bilik darjah.



Rajah 1. Elemen-elemen inklusif guru yang menyumbang kepada keberkesanan PI di dalam bilik darjah

Kepedulian

Peserta kajian telah menunjukkan amalan menumpukan perhatian mereka terhadap anak murid mereka. Mereka sering melakukan tindakan-tindakan untuk memenuhi keperluan dan kehendak murid yang belum dipenuhi keperluannya baik dari segi akademik atau sosial emosi. Peserta-peserta kajian juga didapati cuba mengembangkan hubungan mesra dengan muridnya, mendengar pada muridnya, dan cuba mencipta satu suasana yang kondusif dalam proses pengajaran dan pembelajaran. Antara jawapan yang diberikan oleh peserta kajian R1 adalah seperti berikut:

“.....pada hari Sabtu, memang sekolah ada buat kelas tuition kan, tapi kadang-kadang kita dah buat...ah..itulah sedihnya tak datang....”

“kalau masa dia datang bagi dia duit bantuan, adalah unit bimbingan dan kaunseling akan bagi macam taklimatlah.....”

“Kita orang panitia Bahasa Inggeris, kita buat kelas hari Khamis, lepas sekolah cikgu BI akan duduk setempat akan buat kelas bimbingan untuk budak-budak yang masih lemah dan tak boleh menguasai LINUS”.

Peserta kajian R2 pula memberitahu seperti berikut:

“Banyak apa yang kita lakukan, kita buat, kita ajar berkaitan dengan PI,”

“Maknanya apabila kita nak mengatasi masalah-masalah ni kita terpaksa korbankan sesuatu. Macam selepas bulan enam, tahun enam dibuat sistem anjal, maknanya kita tambahkan waktu dia daripada empat saya minta jadikan enam. Terpaksa saya ambil mata pelajaran seni ke, saya top up kan untuk Sains”

Dapatan-dapatan tersebut selari dengan maklum balas yang diperoleh daripada peserta kajian R3 seperti berikut:

“Bila kita mengajar memang kita anggap anak murid macam anak kita sendiri”

“Dalam kelas, saya akan tanya siapa tak bawa duit belanja, ibu bapa tak bagi duit belanja, ini ke, apa ke, mesti ada murid yang angkat tangan, sebab mereka dah berani dengan kita. Kita pun memang kesian, memang ada perasaan kesian dan empati pada murid-muird ini kan.”

“saya terus ke rumah dia, saya cuba rapat dengan dia. macam ni, kalau ada masa cikgu panggil, cikgu free awak pun cikgu tak ada, cikgu relief masuk, jumpa cikgu.”

Peserta kajian R4 turut menyokong pandangan-pandangan R1, R2, dan R3. Antara jawapan yang telah diberikan oleh R4 adalah seperti berikut:

“.... saya bersama kaunselor terpaksa pergi ke rumah dia. Saya, kaunselor dan penolong kanan hal ehwal murid terpaksa pergi ke kampung orang asli tu tengok sendiri kenapa, apa, kenapa tak datang, kenapa tak beritahu.”

“Saya rapat, saya anggap macam anak saya lah. kalau kamu tak ada duit datang jumpa cikgulah. Seringgit semangkuk bubur nasi pun jadilah, ah.....”

“guru tu ada prihatinan, kalau dia datang sekolah, memang kita grab dia betul-betul, bagi tumpuam kat dia, bukan dia saja lah bagi semua sepatutnya lah. Budak asli tu kena lebih sikit, kena lebih, dia jarang datang dan cara approach kita kena betul lah. Kalau approach kita kasar sangat nanti dia tak datang lagi.”

“kita kena bagi peluang, bagi peluang ikut tahap dia.”

Keprihatinan

Peserta-peserta kajian menunjukkan pengamatan dan pemerhatian sosial, menzahirkan empati dan simpati terhadap kepelbagaian latar belakang murid. Mereka juga sentiasa mengambil kira keperluan murid yang pelbagai latar belakang keluarga, emosi, tahap kognitif, dan persekitaran fizikal. Peserta-peserta kajian juga sentiasa memastikan proses pengajaran dan pembelajaran dapat berlangsung dalam suasana yang harmonis, ceria, mudah difahami, disenangi dan memberi impak yang mendalam pada diri murid mereka. Antara maklumbalas yang diberikan oleh peserta kajian R1 adalah seperti berikut:

“sebenarnya budak asli tu boleh...tapi mereka tu kita kena bagi lebih. Lagi satu masalah besar bagi mereka suka ponteng, katakan dalam satu minggu mesti ada dua hari, tiga hari...”

“Ibu bapa kena pastikan anak mereka hadir ke sekolah la..sebab kalau tak hadir dia akan ketinggalan”.

“Bila pendidikan inklusif, murid pendidikan khas akan duduk bersama dengan budak normalkan...jadi murid murid boleh membina keyakinan diri, kerana mereka bercampur dengan murid normal ah...dengan itu dapat mengurangkan jurang perbezaannya juga dapat mengurangkan tanggapan negatif la..mengurangkan diskriminasi lah..oh, ini cacat, tapi apabila mereka duduk sama, maknanya dia dapat hak yang sama, dia dapat belajar dengan murid kelas yang biasa, jadi tiada rasa disisihkan, atau dibeza-bezakan”.

“Pada permulaannya kerajaan kena kuatkuasakanlah..kena jadikan dasarlah pendidikan inklusif ini. Barulah dapat turun ke cikgu kan...”

Peserta kajian R2 pula memberikan jawapan-jawapan seperti berikut:

“saya dah boleh faham dari segi kehidupan mereka dan saya boleh ambil berat mereka tentang mereka di dalam kelas”

“Pdp sama, kita jangan cari lemah budak. Kita cari yang kuat, mana dia kuat, dia bagus bahagian ni, kita bagi. kalau lima orang, seorang bagus cukup untuk cover empat orang kawan dia. Sebab tu dalam kumpulan kita tak boleh strimingkan. Ah..... dalam kelas kita tak boleh strimingkan, bagi sayalah..... sebab kita ada konsep kalau semua budak yang lemah duduk dalam yang lemah dia akan jadi makin lemah. Cikgu nak masuk mengajar lemah, alamak budak aku semua teruk-teruk. Kalau ada yang pandai, ada yang lemah, yang pandai ini boleh jadi pengubat. Kita masuk nak ajar dia, dia nak belajar, jadi kesan dia akan sampai kepada murid lain.”

“Mereka buat dari segi aktiviti, teknik soalan, keperihatinan. Keperihatinan terhadap murid yang paling jelas nampak ialah pada waktu PJ. Pj kita mesti tanya murid makan tak makan, siapa sihat, siapa sakit, siapa ada asma, itu semua kita perihatin.”

“Pentaksiran mesti berbeza.”

Peserta kajian R3 mempunyai pandangan yang selari dengan peserta kajian R1, dan R2. Maklum balas daripada peserta kajian R3 adalah seperti berikut:

“memang saya akan sama rata, takde orang cakap sikap pilih kasih, memang tak ada diri saya lah.”

“Insyah Allah setakat ni saya berlaku adil lah kat semua murid ada kat sini. Tak kesah lah dia anak buah ke, dia tu saudara ke tak saudara ke, orang asli ke, memang sama rata”

“bila saya buat, berlaku adil, tak bersikap pilih kasih, murid akan dekat dengan kita.”

“murid-murid lebih rapat dengan saya. dia rasa close dengan kita. Mereka ada masalah pun datang jumpa kita dulu”

“sepatutnya mereka ni diberi memang berhak untuk mendapatkan pendidikan yang sama dengan kawan dia, kesamarataan tadi kan, tapi itu lah, kalau boleh saya biar sama-sama naik, tak ada murid yang tercicir.”

Sementara itu, jawapan-jawapan yang telah dikemukakan oleh peserta kajian R4 menyokong sepenuhnya kepada pandangan-pandangan tersebut.

“kita menyelami, kalau kita berada di tempat tu kan, alah..... ada budak tak makan tengah hari tuan, hanya makan malam saja.”

“Walau pun kita dah merdeka lama ni, bila pemakanan dia, pembelajaran dia, persekitaran dia, ada yang balik rumah campak beg, bapa dia bekerja, anak ada yang kena.....”

“Sokongan pentadbir sekolah..... satu lagi sokongan ibu bapa. Dalam kelas ni sokongan ibi bapa kena ada juga sebenarnya. Maksud saya sokongan ibu bapa macam..... er..... anak-anak dia jangan sambil lewa je, datang tak datang pun, tu sokongan dia tu, suruh datang sekolah untuk kita dapat jayakan empat elemen ini, PI ini.”

Keterampilan

Hasil temu bual yang telah dijalankan ke atas empat orang peserta kajian menunjukkan bahawa mereka mempunyai keupayaan yang tinggi dalam melaksanakan sesuatu kerja atau menyelesaikan sesuatu masalah. Peserta –peserta kajian juga menunjukkan tret-tret perwatakan dan personaliti seperti tanggungjawab, empati dan profesionalisme. Antara jawapan yang telah dikemukakan oleh peserta kajian R2 adalah seperti berikut:

“Pentadbiran dengan orang kampung pun setakat ni dengan PIBG, er.....dengan ketua kampung, dengan imam semua tak ada problem, hubungan tu semua cantik. Semalam kita ada buat perjumpaan 100 tahun, ramai datang. Ramai datang bermaksud tak ada problem, hubungan tu bagus. Sekolah dengan PIBG pun tak ada masalah, kita ada prasarana dengan ibu bapa pun kita ok.”

“Dengan rakan sekerja setakat ni kita macam adik beradik.”

“sifat peribadi saya open, dan saya berkawan dengan semua orang. Rantainya hubungan saya luas, dengan guru, bukan guru sekolah ni saja, 60 buah sekolah di Ulu Langat semua saya

ada rakan, semua sekolah, bukan dari mata pelajaran Sains saja, prasekolah ada, matematik ada, ragbi ada. Kemudian hubungan saya dengan masyarakat, baik dengan pentadbiran, baik dengan ketua kampung, baik dengan imam, baik dengan ketua samseng, semua kita campur.

Manakala, peserta kajian R3 telah memberikan maklumbalas berciri keterampilan seperti berikut:

“Cabaran mengajar tu memang..... agak ni jugak lah. Kita nak mengajar murid asli, murid yang slow learner, lepas tu kita nak apa.... sekarang ni dengan KEBAT, kita nak selitkan KEBAT, i-think kepada murid ni. Guru kena banyak, menimba ilmu, sentiasa praktik lah benda tu dalam kelas”

“Saya rasa tugas tu tak membebankan saya sebab saya dah kenal sangat parent kat sini, kira enjoylah waktu tugas tu, takde beban, memang kita pun ada masalah kita terus berhubung dengan ibu bapa, sebab dia pun dah kenal kita, rapat, ah..... dah tak ada masalah tentang komunikasi.”

Peserta kajian R4 mempunyai pandangan yang selari dengan peserta kajian R2, dan R3. Beliau telah mengemukakan pandangan seperti berikut:

“Disiplin guru tu kena ada, kalau guru tu tak ada disiplin diri, agihan masanya, ketepatan masanya, kejujurannya, ah, kalau tak ada benda-benda ni, memang tak jadi. Disiplin mesti ada.”

“amanah yang dipegang, amanah oleh ibu bapa ni lah. Ibu bapa amanahkan hantar anak-anak ke sekolah..... apa, dalaman kita kena buat lah untuk menjayakan PI ni”

“... saya rasa sangat berharga pengalaman kat sini. Sangat berharga. Kawan-kawan lain pun, di negeri-negeri lain pun saya rasa tak akan dapat pengalaman yang berbagai di sini. Setiap hari macam ada benda baru, setiap hari saya rasa macam ada benda baru, seronok datang sekolah, nak dengar nak tengok, nak ajar nak tahu perkembangan kanak-kanak. Nampak macam simple saja, tapi sebenarnya dalaman dia ni.....”

“Memang saya rasa bertuah dan tak boleh dinilai dengan wang ringgit benda-denda ni. Pengalaman dengan ibu bapa, dengan guru, dengan anak murid. Cabaran tu yang sangat...”

Berpengetahuan

Dapatan kajian berdasarkan temu bual menunjukkan bahawa peserta-peserta kajian mempunyai tanggungjawab yang berat untuk mendidik anak-anak muridnya mencapai kejayaan yang cemerlang. Mereka mempunyai ilmu, kemahiran dan pengalaman yang komprehensif terhadap bidangnya dengan mendalam. Peserta-peserta kajian juga didapati serba tahu tentang isu-isu semasa dan berusaha untuk mencari penyelesaian. Antara jawapan-jawapan yang telah dikemukakan oleh peserta kajian R1 adalah seperti berikut:

“saya rasa guru tu dia kena didedahkan dengan bagaimana nak handle budak berkeperluan khas, contoh guru yang mengambil pendidikan khas, dia memang belajarkan bagaimana nak handle psikologi , jadi saya rasa guru mata pelajaran ini perlu didedahkan, maksudnya kena kursus”

“kawan saya guru pendidikan khas , bila kita share dengan dengan dia kita pergi kursus, dia ceritalah..macam budak yang palsy tu kan , dia ceritalah bagaimana nak handle budak macam ni”

Sementara itu, peserta kajian R2 memberi maklum balas seperti berikut sepanjang temu bual:

“pedagogi inklusif... itu pengajaran dalam kelas yang mengambil berat semua aspek yang melibatkan murid, isi kandungan dan juga persekitaran kita dengan murid tu sendiri. Kita kena tahu latar belakang dia, sosil ekonomi dia, barulah kita dapat ajar dengan semaksimum yang boleh, sebab kita dah tahu dia punya latar belakang. Maknanya keperihatin kita kepada murid tu mesti lebih, ah...kalau kita tak tahu maknanya kita akan buat tuduhan yang tak munasabah. Kadang-kadang murid tak bawa buku, kita marah dia, tapi sosial ekonominya kita tak tahu, ada yang tak mampu, macam ada murid asli yang problem keluarga. Maknanya kita kena tahulah barulah kita boleh jalankan pendidikan ataupun kita punya pengajaran tu dengan lebih baik.”

Peserta kajian R3 pula berpandangan bahawa guru perlu memahami konsep pedagogi inklusif, dan beliau yakin bahawa dengan kefahaman ini PI akan dapat membantu perkembangan aspek sosial murid di dalam bilik darjah.

“Yang saya faham PI ni, murid-murid berkeperluan khas ni belajar dengan murid-murid arus perdana, dalam satu kelas yang sama, mengguna method pdp yg sama, aktiviti yang sama, teknik yang sama bersama dengan murid normal.”

“sebab bila murid berkeperluan khas ni bercampur dengan murid-murid normal dalam satu kelas arus perdana ni, perkembangan sosial mereka ni pun terbuka. Perkembangan sosial dia, lepas tu mereka ni tak rasa diabaikan, tak rasa di anak tirikan, tak rasa kekurangan.”

Peserta kajian R4 juga mempunyai pengetahuan yang luas tentang konsep PI. Jawapan-jawapan yang dikemukakan oleh beliau adalah seperti berikut:

“Bagi saya PI ni, dia menyeluruh, melibatkan keempat-empat aspek yang saya terima semasa kursus kat IPGKIK, dia menyeluruh, segala detail-detail di dalam ni, intipati di dalam keempat-empat elemen tu memang..... kata orang lengkap, lengkap dan kalau betul-betul buat, dan dapat respon daripada murid-murid apa semua, memang budak akan menjadi nanti. Kemenjadian murid itu akan berlaku.”

“saya rasa PI ini perlu *diimplementkan* di dalam kelas dan perlu ditahu oleh semua guru. Semua guru kena tahu betapa pentingnya PI ini, dan perlu dijalankan supaya akhirnya kita nampak kemenjadian murid. Sama rata kepada semua, bukannya pilih kasih atau pun racis kan, ada yang racis. So, peluang sama rata kepada semua, apa penyampaian kita semua terima dan kita bagi peluang tapi mengikut tahap-tahap dia.”

8.0 PERBINCANGAN DAN CADANGAN KAJIAN

Dapatan kajian menunjukkan bahawa keempat-empat peserta kajian telah mengaplikasikan elemen-elemen pedagogi inklusif dengan jayanya mahu di dalam atau pun di luar bilik darjah. Misalnya, setiap kanak-kanak dihargai dan diberi peluang untuk melibatkan diri secara aktif dalam proses pengajaran dan pembelajaran. Guru telah mewujudkan peluang-peluang pembelajaran yang mencukupi untuk semua murid dengan adil dan saksama. Dapatan tersebut adalah selari dengan pandangan Florian (2013), Jordan & McGhie-Richmond (2014), Moriarty (2007), Loreman, Forlin, Chambers, Sharma, & Deppler (2014).

Peserta-peserta kajian juga mengamalkan pedagogi yang dapat memenuhi kepelbagaian tahap keupayaan murid dari aspek tahap kognitif, sosial, latar belakang dan budaya. Malahan mereka mewujudkan persekitaran pembelajaran inklusif, dan pendekatan multi sensori yang menggunakan pelbagai deria seperti pendengaran, merasa, sentuhan dan menghidu. Dapatan tersebut disokong oleh dapatan kajian yang telah dijalankan oleh Milem (2007), Corbett (2001), Reif & Heimburge (2006).

Amalan peserta-peserta kajian yang melibatkan semua murid tanpa mengira latar belakang dan kekurangan telah dapat mewujudkan persekitaran sosio emosi yang lebih kondusif (Booth, Ainscow, Black-Hawkins, Vaughan, M. & Shaw, 2000). Dapatan ini adalah selari dengan definisi yang diberikan oleh KPM (2013), Florian (2009) dan Colbert (2001) yang jelas menunjukkan Pedagogi Inklusif tidak hanya bertumpu kepada pedagogi yang digunakan dalam pendidikan khas sahaja.

Guru-guru memahami bahawa setiap murid mempunyai gaya pembelajaran dan keperluan yang berbeza. Oleh itu, mereka telah merancang pengajaran dan menggunakan strategi yang dapat memenuhi keperluan murid untuk maju dalam pendidikan. Usaha guru telah banyak memberi peluang kepada murid untuk memahami isi kandungan menerusi pelbagai aktiviti atau pelbagai pentaksiran. Dapatan kajian ini turut disokong oleh pandangan Levy (2008), Cox & Williams (2008), dan Tomlinson, Brighton, Hertberg, Callahan, Moon, Brimijoin, & Reynolds (2003).

Melalui dapatan yang diperolehi, maka dicadangkan perkara-perkara berikut untuk dilaksanakan dalam proses pengajaran dan pembelajaran demi memastikan keberkesanan pelaksanaan pedagogi inklusif.

- Guru perlu merancang objektif pengajaran yang jelas dan dapat dicapai oleh semua murid.
- Murid diberi kesamarataan tidak kira perbezaan dari segi JERI, perbezaan potensi, perbezaan latar belakang, perbezaan budaya.

- Guru memberi layanan yang sama kepada setiap murid dan lebih peka kepada perbezaan individu.
- Guru perlu memastikan penglibatan murid adalah aktif sepanjang proses pengajaran dan pembelajaran.
- Guru dapat merancang proses pembelajaran yang bermakna dan berhubung kait rapat dengan penyelesaian masalah dalam kehidupan harian.
- Guru harus merancang aktiviti pembelajaran yang dapat merapatkan jurang pembelajaran di kalangan murid dalam kelas inklusif.

9.0 RUMUSAN KAJIAN

Pedagogi Inklusif berupaya mewujudkan persekitaran yang tidak membataskan kepelbagaian murid dari aspek kognitif, sosial, latar belakang dan budaya. Guru harus berkeyakinan bahawa mereka berkelayakan dan berkebolehan mengajar semua murid yang mempunyai kepelbagaian ini sama ada dalam aliran perdana atau pendidikan khas. Elemen-elemen teras yang perlu diberi perhatian oleh guru dalam melaksanakan Pedagogi Inklusif ialah “kepedulian”, “keprihatinan”, “keterampilan”, dan “berpengetahuan”. Guru juga perlu sentiasa mewujudkan persekitaran pembelajaran inklusif dan memberi peluang kepada semua murid untuk melakukan aktiviti pembelajaran berdasarkan kemampuan mereka mencapai objektif pengajaran dan pembelajaran yang dihasratkan. Semua murid berpeluang untuk berkongsi idea dan boleh membuat keputusan dalam proses pengajaran dan pembelajaran mereka. Penglibatan semua murid tanpa mengira latar belakang dan kekurangan akan dapat mewujudkan persekitaran sosio emosi yang lebih kondusif.

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PENDEDAHAN MUZIKAL DAN KREATIVITI SISWA GURU PENDIDIKAN MUZIK INSTITUT PENDIDIKAN GURU

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ABSTRAK

Kajian ini melihat perhubungan antara pendedahan muzikal dengan kreativiti siswa guru jurusan pendidikan muzik daripada institut pendidikan guru di Malaysia. Pendedahan muzikal dikaji daripada empat aspek iaitu gred permainan kibod, penglibatan aktiviti muzikal, diskriminasi aural, dan penghargaan diri dalam keupayaan muzikal. Kreativiti dikaji dengan menggunakan dua konstruk iaitu kreativiti muzikal dan kreativiti umum. Seramai 159 orang siswa guru Pendidikan Muzik daripada tujuh institut pendidikan guru dipilih secara rawak untuk kajian ini. Data pendedahan muzikal dikutip dengan menggunakan soal selidik dan ujian. Data untuk mengukur kreativiti umum dan kreativiti muzikal dikutip dengan menggunakan instrumen *Torrance Test of Creative Thinking* dan Ujian Penciptaan Permainan Kibod. Statistik deskriptif dan statistik inferen digunakan untuk menjawab soalan kajian. Dapatan kajian menunjukkan terdapat perbezaan yang signifikan antara gred permainan kibod dengan kreativiti muzikal. Juga terdapat perhubungan yang signifikan antara diskriminasi aural, penglibatan dalam aktiviti muzikal dan penghargaan diri dalam keupayaan muzikal dengan kreativiti muzikal. Tetapi tidak terdapat perhubungan yang signifikan antara pendedahan muzikal dengan kreativiti umum.

Kata kunci: Kreativiti, Siswa Guru, Pendidikan Muzik, Institut Pendidikan Guru

ABSTRACT

The purpose of this study is to investigate the relationships between musical exposures and creativity among the pre-service music major trainee teachers from the teacher education institutions in Malaysia. Musical exposures were investigated by looking at four aspects namely keyboard grades, musical activity involvement, aural discrimination, and self-esteem of musical ability. Meanwhile, creativity was examined by using two constructs which were musical creativity and general creativity. The respondents of the study were 159 pre-service music major trainee teachers randomly selected from seven teacher education institutions. Data for musical exposures were collected from questionnaires and tests. Data for musical creativity and general creativity were collected from the Composition Test and the Torrance Test of Creative Thinking. Descriptive statistic and inferential statistic were used to answer the research questions. Based on the results of the study, it was concluded that there were significant differences between keyboard grades, aural discrimination abilities, musical activities involvement, self-esteem of musical ability, and musical creativity. However, musical exposures were not related to general creativity.

Keywords: Creativity, Pre-service trainee teachers, Music Education, Teacher Training Institution

I.0 PENGENALAN

Perubahan yang cepat dan persaingan yang pesat dalam pembangunan teknologi pada masa kini telah membawa ilmu pengetahuan dan kemahiran modal insan ke satu tahap yang tinggi. Adalah menjadi tanggungjawab pendidik untuk membentuk modal insan ke arah kemahiran berfikir yang tinggi (Kementerian Pendidikan Malaysia, September, 2012) supaya mereka dapat bersaing dalam dunia globalisasi ini. Kemahiran berfikir merupakan salah satu aspirasi dalam Pelan Pembangunan Pendidikan Malaysia 2013-2025 di mana semua murid diharapkan dapat menguasai kemahiran kognitif untuk inovasi, menjana peluang yang baharu dan mencipta idea serta ilmu.

Guru yang kreatif dan inovatif akan dapat menghasilkan murid yang kreatif dan inovatif juga. Untuk menjadi seorang guru yang kreatif, yang boleh memotivasikan pelajar serta mengembangkan potensi mereka, latihan dan bimbingan ke arah membentuk siswa guru yang kreatif menjadi tanggungjawab institut pendidikan guru. Institut Pendidikan Guru (IPG) merupakan institut yang melatih guru-guru untuk sekolah rendah di Malaysia. Siswa guru keluaran IPG seharusnya mempunyai ciri-ciri yang unggul yang boleh membina murid ke arah aspirasi negara.

Pernyataan Masalah

Kajian berkenaan kreativiti siswa guru kurang mendapat sambutan di kalangan para pendidik. Kajian berkenaan dengan kreativiti di Malaysia kebanyakannya dilaksanakan ke atas pelajar sekolah menengah (Yong, 1986; Palaniappan, 1994, Singh, 2011) dan sekolah rendah (Siti Rafiah, 2008). Hanya terdapat segelintir kajian berkenaan kreativiti yang dijalankan ke atas siswa guru dan kajian ini hanya melihat kreativiti umum sahaja.

Literatur berkenaan dengan kreativiti perlu sentiasa di kemaskini. Ini adalah kerana kreativiti sentiasa berkembang (Kozbelt, Beghetto & Runco, 2010). Kreativiti dipengaruhi oleh persekitaran sosial di mana perubahan dalam kurikulum, pengaruh teknologi, budaya dan persekitaran boleh mempengaruhi keupayaan kreativiti seseorang (Csikszentmihalyi, 2014). Dengan itu, kajian berkenaan dengan kreativiti perlu dilaksanakan selalu.

Objektif Kajian

Objektif kajian ini adalah untuk mengkaji perhubungan di antara kreativiti dan pendedahan muzikal siswa guru.

Persoalan Kajian

- a. Adakah terdapat perhubungan yang signifikan antara kreativiti muzikal dan pendedahan muzikal dalam kalangan siswa guru?
- b. Adakah terdapat perhubungan yang signifikan antara kreativiti umum dan pendedahan muzikal dalam kalangan siswa guru?

2.0 Literatur

Maksud kreativiti telah di definisi, konseptualisasi, dan dikaji dari pelbagai perspektif oleh pengkaji-pengkaji dalam literatur mereka. Menurut Parkhurst (1999), terdapat lebih daripada enam puluh definisi kreativiti telah wujud dalam literatur. Sehingga kini, tiada satu definisi kreativiti yang diterima oleh semua pengkaji.

Menurut Csikszentmihalyi (1996), kreativiti ialah satu aktiviti yang melibatkan pemikiran mental, satu wawasan yang berlaku di dalam kepala seseorang yang istimewa, dan definisi ini tidak boleh diterima tanpa rujukan kepada standard yang ditetapkan oleh sesuatu sosio budaya. Kreativiti boleh diperhati daripada tiga bahagian utama dalam sesuatu sistem iaitu *the domain, field and person*. *The Domain* mengandungi satu set peraturan dan prosedur yang simbolik, dan ianya berada dalam budaya di mana orang yang kreatif itu menetap. *Field* pula merupakan orang yang menjadi penjaga kepada *Domain*. Mereka menentukan samada idea yang baharu harus dimasukkan ke dalam *domain*. Bahagian yang ketiga ialah *person*. Menurut Csikszentmihalyi, kreativiti wujud apabila *person* mendapat satu idea yang baharu. Bila idea ini dipilih oleh *field* iaitu penjaga kepada *domain*, untuk di masukkan ke dalam *domain*, maka idea baharu ini dipertimbangkan sebagai kreatif. Dengan itu, Csikszentmihalyi mendefinisikan kreativiti sebagai satu tindakan, idea, atau produk yang mengubah *domain* sedia ada, menjadi *domain* yang baharu.

3.0 METODOLOGI

Reka bentuk kajian

Memandangkan kajian ini mengkaji tentang perhubungan antara pendedahan muzikal dengan kreativiti, maka reka bentuk korelasi digunakan. Data yang dikutip berbentuk kuantitatif dan kaedah ini telah digunakan dalam kajian-kajian berkenaan dengan kreativiti muzikal (Auh, 1995; Laycock, 1992).

Persampelan

Sampel kajian terdiri daripada 159 siswa guru jurusan Pendidikan Muzik yang mengikuti Program Ijazah Sarjana Muda Perguruan dengan Kepujian (Pendidikan Muzik Pendidikan Rendah) daripada tujuh buah institut pendidikan guru di Malaysia. Daripada 159 siswa guru ini, seramai 108 orang adalah perempuan dan 51 orang adalah lelaki. Sampel kajian ini dipilih secara rawak menggunakan Jadual Nombor Rawak (Chua, 2006, p.351) dan ditentukan bilangan dengan menggunakan jadual Krejcie dan Morgan (Chua, 2006).

Siswa guru yang mengikuti Program Ijazah Sarjana Perguruan dengan Kepujian perlu mengikuti kursus-kursus Pendidikan Muzik sebanyak 45 kredit selama empat tahun. Dengan itu, sampel kajian ini merangkumi siswa guru daripada tahun 1 hingga tahun 4. Jadual 1 menunjukkan agihan bilangan sampel kajian mengikut gender dan tahun pengajian.

Jadual 1
Sampel Kajian Mengikut Tahun Pengajian

Tahun Pengajian	Bilangan Sampel Kajian	
	Lelaki	Perempuan
Tahun 1	4	19
Tahun 2	13	16
Tahun 3	14	31
Tahun 4	20	42
Jumlah	51	108

Instrumen Kajian

Kajian ini menggunakan tiga soal selidik dan tiga ujian untuk mengutip data empirikal secara kuantitatif. Soal selidik yang pertama diguna untuk mendapatkan data demografik siswa guru seperti umur, jantina, tahun pengajian, dan gred kemahiran kibod. Soal selidik kedua diguna untuk mendapatkan data pengalaman muzikal siswa guru dengan menggunakan instrumen Penglibatan Aktiviti Muzikal yang diubahsuai daripada kajian Auh (1995). Schmitt (1979) telah mencipta soal selidik *Self-Esteem of Musical Ability* (SEMA) untuk mengukur penghargaan diri dalam keupayaan muzikal. Soal selidik ini telah diterjemah ke Bahasa Melayu untuk kegunaan kajian ini.

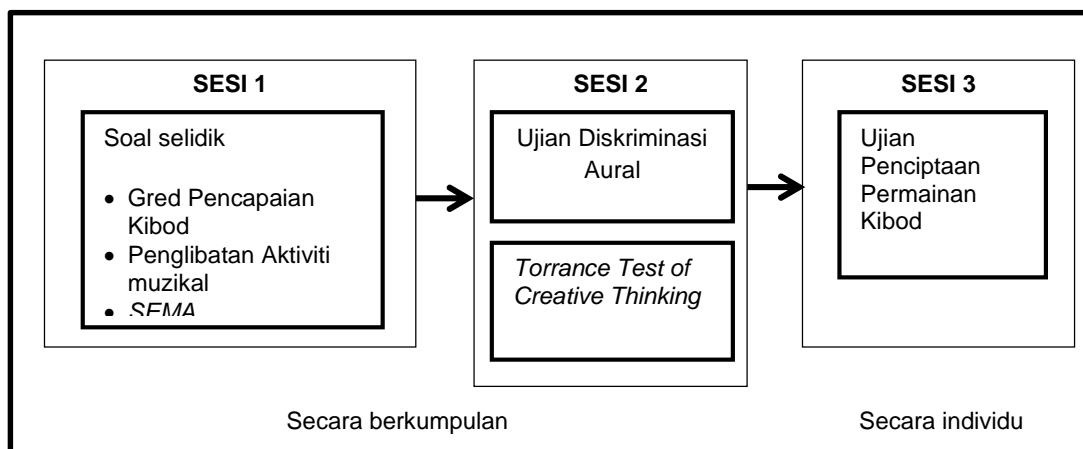
Ujian Diskriminasi Aural merupakan ujian yang diubah suai daripada ujian *Aural Discrimination* oleh Colwell (1970). Ujian ini digunakan untuk melihat kemahiran aural siswa guru. Ujian yang kedua ialah ujian Penciptaan Permainan Kibod untuk mengukur kreativiti muzikal. Dalam ujian ini, siswa guru diperuntukkan 20 minit untuk mencipta satu karya dan kemudian memainkan karya ini pada kibod. Ujian ini dibentuk oleh pengkaji berpandukan peraturan dan prosedur yang dikemukakan oleh Auh (1995) dan Laycock (1992). Dimensi kreativiti muzikal yang diuji adalah kelancaran hasil ciptaan, penghuraian idea atau motif ciptaan, keaslian ciptaan, ketahanan kepada penamatan awal dan keabstrakan tajuk.

Ujian ketiga ialah *Torrance Test of Creative Thinking* (TTCT). Menurut Baltzer (1988), penggunaan instrumen yang sesuai memainkan peranan yang penting dalam kajian-kajian berkaitan dengan kreativiti umum. Instrumen yang dibentuk oleh pengkaji kemungkinan kurang index kepercayaannya. Dengan itu, kajian ini telah menggunakan instrumen yang telah dicipta oleh Torrance iaitu *Torrance Test of Creative Thinking* untuk mengukur kreativiti umum. Dimensi kreativiti umum yang diuji adalah kelancaran (*fluency*), penghuraian (*elaboration*), keaslian (*originality*), ketahanan kepada penamatan awal (*resistance to premature closure*), dan keabstrakan tajuk (*abstractness of title*).

Prosedur Pengumpulan Data

Menurut Chua (2012), definisi kebolehpercayaan sesuatu instrumen bergantung kepada keupayaan kajian mendapat nilai yang sama bila pengukuran diulang. Untuk memastikan instrumen kajian ini mendapat nilai kebolehpercayaan yang tinggi, ujian rintis telah dilaksanakan kepada 21 siswa guru daripada jurusan Pendidikan Muzik. Untuk TTCT satu ujian dan ujian semula (*test retest*) telah dilaksanakan dan didapati indek korelasi berada dalam lingkungan 0.63 ke 0.84. Ini menunjukkan instrumen ini mempunyai kebolehpercayaan yang tinggi. Ujian rintis untuk SEMA dalam versi Bahasa Melayu telah dilaksanakan dan didapati indek korelasi berada antara .71 ke .90 dan nilai Cronbach Alpha .96. Ini menunjukkan instrumen ini sesuai digunakan dalam kajian ini. Ujian Diskriminasi Aural juga menunjukkan kebolehpercayaan yang tinggi dengan nilai kolerasi sebanyak .98.

Pengumpulan data kajian ini dilaksanakan dalam tiga sesi. Dalam sesi pertama, siswa guru diberi soal selidik demografik. Masa yang diperlukan selama 15 minit. Selepas itu, soal selidik Penglibatan Aktiviti Muzikal dilaksanakan yang juga mengambil masa selama 15 minit. Akhirnya, instrumen soal selidik SEMA dikendalikan. Dalam sesi kedua, siswa guru diberi ujian Diskriminasi Aural dan ujian TTCT. Ujian Diskriminasi Aural mengambil masa selama 45 minit. Siswa guru diberi kertas jawapan untuk menuliskan jawapan kepada not yang diperdengarkan pada kibod yang dimainkan oleh pengkaji. Terdapat enam bahagian dalam ujian ini menguji tentang diskriminasi pic, diskriminasi jeda, diskriminasi meter, pengenalan kaden, diskriminasi audio-visual dan diskriminasi mode. Ujian TTCT pula mempunyai tiga aktiviti dan dilaksanakan selama 40 minit. Ujian ini dilaksanakan mengikut panduan yang ditetapkan dalam Scholastic Testing Service (Torrance & Ball, 2008) di mana setiap aktiviti memerlukan masa selama 10 minit. Aktiviti 1 merupakan ujian pembinaan gambar, aktiviti 2 mempunyai sepuluh gambar yang perlu dilengkapkan, dan aktiviti 3 memerlukan siswa guru melengkapkan 30 garis pendek. Dalam sesi ketiga, siswa guru dikehendaki mencipta karya dengan menggunakan kibod. Masa ciptaan ialah 20 minit. Arahan penciptaan diberi sebelum ujian bermula dan ujian ini dijalankan secara individu. Permainan siswa guru dirakam untuk dianalisis. Rajah 1 menunjukkan prosedur pengumpulan data.



Rajah 1. Prosedur pengumpulan data

4.0 DAPATAN KAJIAN

Statistik deskriptif dan statistik inferensi diguna untuk menjawab persoalan kajian berkenaan dengan kreativiti muzikal dan kreativiti umum.

Persoalan kajian 1 - Adakah terdapat perhubungan yang signifikan antara kreativiti muzikal dan pendedahan muzikal dalam kalangan siswa guru?

Perhubungan kreativiti muzikal dengan gred pencapaian kibod

Untuk menentukan perhubungan antara kreativiti muzikal dengan gred pencapaian kibod, perbezaan min antara kreativiti muzikal dan gred pencapaian kibod dianalisis. Kemudian, *one-way ANOVA* diikuti

dengan Tukey HSD diguna juga. Analisis perbezaan min menunjukkan nilai min bagi skor kreativiti muzikal meningkat apabila gred pencapaian kibod meningkat.

Analisis dengan *one-way* ANOVA dalam Jadual 2 menunjukkan terdapat perbezaan yang signifikan antara gred pencapaian kibod dan kreativiti muzikal. Ini bermaksud, pencapaian gred kibod yang lebih tinggi kemungkinan mempengaruhi tahap kreativiti muzikal.

Jadual 2

Rumusan One-way ANOVA untuk Perbezaan Antara Gred Pencapaian Kibod dengan Kreativiti Muzikal

Source	Keyboard Grades	Sum of Squares	df	Mean Square	F	p
Musical Creativity	Between Groups	1982.10	4	495.52	3.68	.01**
	Within Groups	20747.58	154	134.73		
	Total	22729.67	158			

Perhubungan Kreativiti Muzikal dengan Penglibatan Aktiviti Muzikal

Pearson Product Moment Correlation digunakan untuk menganalisis perhubungan antara kreativiti muzikal dengan penglibatan aktiviti muzikal. Daripada analisis data didapati siswa guru yang melibatkan diri dengan aktif dalam aktiviti muzikal mempunyai kebolehan untuk membentuk idea yang asli, perincian idea, dan mempunyai ketahanan kepada penamatan awal. Tetapi penglibatan yang aktif ini tidak mempunyai perhubungan dengan keabstrakan tajuk, kebolehan teknikal, atau kepekaan muzikal.

Perhubungan Kreativiti Muzikal dengan Diskriminasi Aural

Pearson Product Moment Correlation digunakan untuk menganalisis perhubungan antara kreativiti muzikal dengan diskriminasi aural. Didapati kesemua komponen diskriminasi aural berkorelasi secara signifikan dan positif dengan kreativiti muzikal. Ini menunjukkan kemungkinan siswa guru yang mempunyai kebolehan diskriminasi aural yang tinggi akan juga mempunyai kebolehan yang tinggi dalam kreativiti muzikal.

Perhubungan Kreativiti Muzikal dengan Penghargaan Diri dalam Keupayaan Muzikal

Pearson Product Moment Correlation digunakan untuk menganalisis perhubungan antara kreativiti dengan penghargaan diri dalam keupayaan muzikal. Data menunjukkan terdapat perhubungan yang positif dan signifikan antara penghargaan diri dalam keupayaan muzik dengan kreativiti muzikal. Ini bermaksud, siswa guru yang mempunyai (a) persepsi diri yang tinggi, (b) sokongan dan pengiktirafan dari rakan tentang kebolehan muzikal, dan (c) minat dan mempunyai keinginan peribadi dalam muzik mungkin akan dapat (a) menghasilkan idea secara spontan, (b) menghasilkan idea yang asli, (c) menghuraikan idea, (d) ketahanan kepada penamatan awal, dan (e) menghasilkan tajuk yang abstrak dalam penciptaan.

Persoalan kajian 2 - Adakah terdapat perhubungan yang signifikan antara kreativiti umum dan pendedahan muzikal dalam kalangan siswa guru?

Analisis data menunjukkan tiada perbezaan yang signifikan antara kreativiti umum dengan mana-mana komponen dalam pendedahan muzikal. Ini bermaksud, siswa guru yang mempunyai gred pencapaian kibod yang tinggi, diskriminasi aural yang tinggi, penglibatan aktiviti muzikal yang aktif dan penghargaan diri dalam kebolehan muzikal yang tinggi tidak semestinya mempunyai kebolehan dalam kreativiti umum.

5.0 PERBINCANGAN DAN RUMUSAN

Kajian ini menunjukkan bahawa permainan kibod memainkan peranan dalam membentuk siswa guru yang kreatif secara muzikal. Siswa guru yang mempunyai latar belakang kibod atau piano mempunyai kecenderungan untuk mencapai kreativiti muzikal yang lebih tinggi (Webster, 1979). Kajian ini juga dapati penglibatan siswa guru dalam aktiviti muzikal dengan aktif mempunyai perhubungan dengan kreativiti

muzikal, walau bagaimana pun perhubungan ini agak lemah (Menard, 2009). Kemahiran diskriminasi aural dan kreativiti muzikal mempunyai perhubungan yang signifikan dan positif. Ini menunjukkan siswa guru yang mempunyai kebolehan aural yang tinggi berkemungkinan akan kreatif secara muzikal (Priest, 2001). Ini merupakan dapatan yang baharu dalam literatur kreativiti dalam konteks Malaysia. Kajian ini juga dapati siswa guru yang mempunyai penghargaan diri dalam kebolehan muzikal yang tinggi juga mempunyai keupayaan kreativiti muzikal yang tinggi. Dapatan ini seiring dengan dapatan Laycock (1992), Austin (1990), Hedden (1982) dan Schmidt (1979). Para pendidik muzik seharusnya menyedari bahawa kemahiran kibod dan aural memainkan peranan yang penting dalam meningkatkan kreativiti muzikal. Kemahiran ini seharusnya diajar pada usia yang muda. Dengan itu, kibod dan aural seharusnya didedahkan kepada murid-murid di peringkat sekolah rendah lagi.

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PENDIDIKAN SENI VISUAL DALAM KALANGAN PELAJAR ORANG ASLI

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ABSTRAK

Apabila membicarakan tentang pembelajaran pelajar Orang Asli yang terdiri dari berbilang suku kaum di sekolah, kita tidak dapat lari daripada isu pembangunan dan budaya pemikiran komuniti. Kelompok ini wujud disebabkan perbezaan budaya. Terdapat banyak faktor sosial yang mempengaruhi pembelajaran pelajar Orang Asli. Ini termasuk keseluruhan cara berfikir dan cara bertindak yang meliputi kepercayaan, agama, bahasa, adat resam dan lain-lain. Pelajar datang ke sekolah dipengaruhi oleh budaya, sosial dan persekitaran rumah, pengalaman masa lalu, kemampuan mewarisi dan pembangunan kemahiran. Budaya mempunyai hubungkait dengan gaya hidup seperti nilai masyarakat, kepercayaan, cara tingkah laku dan cara berkomunikasi. Faktor kepercayaan menjadi latar belakang penyelidikan kerana ada hubungan dengan sosio budaya komuniti Orang Asli itu sendiri. Ia mempunyai hubung kait dengan hasil karya pelajar Tingkatan 6 dalam kalangan Orang Asli. Secara tidak langsung membentuk sikap pelajar Orang Asli dalam pendidikan Seni Visual. Malahan dalam kehidupan masyarakat Orang Asli itu sendiri mempunyai nilai kesenian yang tinggi. Penyelidikan dilakukan di sekolah menengah di Perak dengan menggunakan pendekatan kualitatif dan Teori Pembelajaran Sosial oleh Albert Bandura. Kupasan berdasar dapatan maklumat yang dikumpul melalui temubual, pemerhatian, soal selidik serta contoh-contoh yang relevan.

Kata kunci: Pendidikan Seni Visual, Pelajar Orang Asli, Sosio Budaya

ABSTRACT

When we discuss about influence in the learning process among Orang Asli students, who comes from different ethnic among themselves, in schools, we cannot ignore about the issue of development and their way of thinking based on this unique background among Orang Asli community. These groups exist due to cultural differences. There are many social factors influence the Orang Asli student learning. This includes the entire way of thinking and acting that is a compendium of beliefs, religion, language, customs and others. Students come to school is influenced by cultural, social and home environment, past experience, the ability to inherit and skills development. Cultural relationship with lifestyle such as societal values, beliefs, ways of behaviour and ways of communicating. Beliefs factor into the background of my research because there are socio-cultural relations with Orang Asli community itself. The painting produced by Upper 6 Orang Asli students is influenced by their "belief" among the community. Indirectly shape the attitudes of Orang Asli students in Visual Arts education. Even in the livelihood of the Orang Asli, Art has a high value in their community. This research was conducted at secondary school in Perak using qualitative approaches and social learning theory by Albert Bandura. The description is based on the findings of the information collected through interviews, observations, questionnaires and relevant examples.

Key words: Visual Art Education, Orang Asli students, Socio-cultural

1.0 PENGENALAN

Pendidikan Seni Visual merupakan mata pelajaran yang berperanan besar dalam merentas kurikulum yang mana melibatkan proses penghasilan karya, bertujuan memberi peluang kepada murid dalam memupuk minat, memperkembangkan keperibadian, memberi kesedaran dan kepekaan terhadap alam sekitar serta berperanan memperkembangkan kreativiti melalui persepsi visual, imaginasi dan daya pemikiran. Pendidikan Seni Visual amat besat dalam memberi sumbangan dalam pembangunan negara seperti mana yang terkandung di dalam objektif Pendidikan Seni Visual itu sendiri, antaranya meningkatkan pengetahuan, daya kreativiti, inovasi, disiplin serta kemahiran dalam bidang seni visual

yang dapat diamalkan dalam kehidupan dan kerjaya, menjadikan bidang seni visual sebagai prospek kerjaya serta membina jati diri ke arah pembentukan negara bangsa. Ia juga seiring dengan konsep pembelajaran seumur hidup. Menurut Baharom Mohammad & Illyas Hashim (2010) menyatakan pembelajaran ialah proses yang dilalui setiap individu sejak dilahirkan sehingga akhir hayat individu itu. Pembelajaran dapat berlaku secara langsung atau tidak langsung walau dalam apa bentuk, situasi dan keadaan.

Dalam konteks di Malaysia, sudah tentu rakyatnya terdiri daripada pelbagai etnik. Masyarakat yang terdiri dari pelbagai etnik pastinya akan mewujudkan corak sosio budaya yang berbeza. Ini termasuk keseluruhan cara berfikir dan cara bertindak yang meliputi sistem politik, kepercayaan, agama, bahasa, adat resam dan lain-lain. Menurut Syed Ismail Syed Mustafa & Ahmad Subki Maskon (2010) menyatakan sebagai kesimpulannya etnik merupakan salah satu pecahan bagi suatu bangsa seperti Kaum Asli. Komposisi penduduk yang pelbagai etnik telah menjadi signifikan semenjak zaman kolonialisasi Inggeris. Peluang pendidikan adalah sama bagi setiap warga negara Malaysia termasuk Orang Asli, namun apabila membicarakan tentang pengaruh dalam pembelajaran pelajar Orang Asli yang terdiri dari berbilang suku kaum di sekolah, kita tidak dapat lari daripada isu pembangunan dan budaya pemikiran komuniti Orang Asli yang masih dibelenggu struktur persekitaran dan sosial masyarakat Orang Asli.

2.0 LITERATUR

Orang Asli ialah komuniti yang mempunyai ilmu pengetahuan dan kebijaksanaan tentang pengurusan alam semulajadi. Keserasian cara hidup yang begitu harmoni dengan alam sekitar membolehkan mereka mengenalpasti alam yang memberi sumbangan dalam kehidupan mereka (Rusli Zaenal,2002). Kehidupan Orang Asli tidak dapat dipisahkan daripada alam semulajadi. Hubungan erat yang terjalin sejak beratus tahun dahulu membolehkan Orang Asli terus hidup dalam keadaan yang harmoni dan menghormati alam sekitar. (Pulido & Bocco,2003). Dalam kepercayaan mereka, setiap alam hijau mempunyai roh dan spritual yang perlu dihormati. Justeru setiap objek di sekeliling mereka mempunyai makna yang tersirat dan tersurat. Secara tidak langsung dapat menambahkan pengetahuan tentang sosio-budaya masyarakat Orang Asli yang mempengaruhi kehidupan seharian serta sikap dan minda mereka.

Walaupun masyarakat Orang Asli kini sedang mengalami dinamisme selari dengan wawasan dan aspirasi negara dalam menuju ke arah kemajuan dan kemodenan dalam pelbagai aspek kehidupan, namun masyarakat Orang Asli ini masih tetap teguh memelihara warisan dalam mempertahankan tradisi nenek moyang mereka turun temurun. Antaranya persekitaran tempat tinggal dengan memilih untuk tinggal berdekatan dengan sumber alam semulajadi. Ini menjadikan masyarakat Orang Asli berlainan dengan etnik yang lain. Sumber alam banyak dijadikan oleh masyarakat Orang Asli sebagai sumber utama dalam kehidupan mereka. Ramle Abdullah (2001) dalam Ma'rof Redzuan & Sarjit S.Gill (2008) menyatakan Orang Asli dikenali sebagai masyarakat yang bergantung hidup kepada hutan dan persekitaran semula jadi luar bandar dengan menjalani kegiatan ekonomi sara diri, memburu dan mengumpul hasil hutan serta menangkap ikan. Di peringkat persekolahan pula, gambaran dan imej yang sering dipamerkan oleh pelajar adalah berbeza di antara satu sama lain. Ini dipengaruhi oleh pelbagai faktor sama ada dari aspek psikologi ataupun sosiologi pelajar. Pelajar Orang asli merupakan kelompok pelajar yang sering menampilkan hasil karya yang mempunyai elemen formalistik pelbagai.

3.0 METODOLOGI

Kaedah yang digunakan dalam kajian ini ialah kaedah kualitatif. Menurut Hassan Hamzah dalam Kamus Melayu Global (1997) iaitu ; "Kualitatif berdasarkan mutu. Dalam pengkajian ini merangkumi pendekatan multi disiplin yang merupakan ciri-ciri yang terkandung dalam metodologi kajian seperti sejarah, perkembangan, nilai estetika, sosial, agama, ekonomi dan geografi". Dalam aspek estetika seni, penyelidikan telah dijalankan di atas hasil karya catan pelajar Tingkatan 6 Orang Asli, ini termasuklah identiti masyarakat, unsur alam (kepercayaan-animisme) dan idea utama yang ingin disampaikan berdasar kehidupan persekitaran mereka. Penyelidikan telah dijalankan daripada pelbagai faktor yang mempengaruhi kepercayaan dalam pembentukan sikap pelajar Orang Asli dalam pendidikan Seni Visual. Penyelidikan dibuat di salah sebuah sekolah menengah di Daerah Batang Padang, Perak. Persampelan yang dipilih secara rawak yang terdiri daripada pelajar-pelajar Tingkatan

6 Atas Orang Asli yang menghasilkan catan. Penyelidikan dijalankan dengan menggunakan beberapa kaedah atau metodologi seperti pengumpulan data melalui pemerhatian, temubual, soal selidik dan rakaman visual.

4.0 DAPATAN KAJIAN

Daripada hasil soal selidik, pemerhatian, pengamatan serta temubual yang dilakukan data-data yang dapat dikumpulkan adalah berdasarkan analisis- analisis berkaitan yang telah dikenalpasti sebagai faktor yang mempengaruhi kepercayaan dalam pembentukan sikap pelajar Orang Asli dalam pembelajaran Seni Visual.

Analisis Berkaitan Faktor Kepercayaan Mempengaruhi Sikap Pelajar Orang Asli Dalam Pendidikan Seni Visual

Jadual 1

Rumusan Maklumat Personal Pelajar Semasa Proses Pengajaran Dan Pembelajaran (PdP) Berlangsung: Mata Pelajaran Seni Visual

Bil	Perkara	Bil % Pelajar
1	Mereka berminat dalam mata pelajaran Seni Visual kerana guru yang mengajar.	100%
2	Lebih menyukai aktiviti/gerakerja berkumpulan daripada individu.	90%
3	Cepat merasa bosan jika sesuatu gerakerja/aktiviti mengambil masa yang terlalu lama.	80%
4	Kurang berminat untuk belajar kerana faktor lapar dan dahaga kerana tiba ke sekolah pada awal pagi.	70%
5	Aktiviti/gerakerja perlu segera selesai tanpa perlu tangguh dan disambung semula pada hari berikutnya, justeru kerja dilakukan tidak kemas. (cincai)	70%
6	Tidak suka paksaan guru yang kerap menyuruh menyiapkan tugas/gerakerja yang diberi.	80%
7	Lebih berminat jika guru berbual-bual dengan mereka, terutama bercerita, mereka tahan beberapa jam jika dibandingkan belajar walaupun satu waktu.	90%
8	Tidak suka mewarna atau melukis kerana menganggap tidak pandai sebaliknya suka kepada aktiviti kraf.	80%
9	Suka aktiviti/gerakerja santai tanpa mematuhi disiplin ilmu mata pelajaran Pendidikan Seni Visual.	70%
10	Tidak suka diarah membawa peralatan dan bahan seni semasa aktiviti dilakukan.	70%

Maklumat personal pelajar diperolehi berdasarkan latar belakang pelajar meliputi tempat tinggal, struktur keluarga, pendapatan dan pekerjaan ibubapa, persekitaran, rakan sebaya dan aspirasi ibu bapa. Maklumat berkaitan sikap pelajar Orang Asli ini berdasarkan temubual tidak berstruktur dengan mereka. Dapatan menunjukkan faktor kelas sosial mempengaruhi kepercayaan atau sikap mereka dalam proses menerima pendidikan di sekolah.

Kaitan Tempat Tinggal Keluarga Dengan Kepercayaan/Sikap Pelajar Orang Asli

Jadual 2:

Kaitan tempat tinggal keluarga dengan kepercayaan pelajar

Kawasan Kediaman	Aspek kepercayaan			
	Kepercayaan kuasa pawang	Kepercayaan ghaib/mistik	Kepercayaan kuasa binatang	Menolak kepercayaan
Perkampungan Orang Asli (pendapatan rendah)	29%	21%	50%	0%
	4 pelajar	3 pelajar	7 pelajar	-
Quarters Kerajaan atau rumah sewa (pendapatan sederhana/tinggi)	10%	21%	29%	43%
	1 pelajar	3 pelajar	4 pelajar	6 pelajar

(Kajian berdasar 14 orang pelajar Orang Asli yang mengambil mata pelajaran Seni Visual Tingkatan 6) Berdasar dapatan penyelidikan, pelajar Orang Asli dipengaruhi oleh faktor kepercayaan yang sangat mendalam. Masyarakat Orang Asli yang tinggal di perkampungan Orang Asli mempunyai sikap yang sangat percaya kepada kuasa seorang pawang atau dukun. Biasanya rawatan tradisional mengambil masa yang agak lama, lebih kurang seminggu tidak dibenarkan keluar rumah, justeru masalah kehadiran ke sekolah menjadi masalah utama dalam pembelajaran Seni Visual. Berbeza dengan masyarakat Orang Asli yang tinggal di luar perkampungan yang lebih mempercayai perkhidmatan hospital atau klinik. Bahkan masyarakat Orang Asli yang tinggal di luar perkampungan menunjukkan peratus tidak percaya sama sekali lebih tinggi daripada yang tinggal di perkampungan Orang Asli itu sendiri iaitu sebanyak 40%. Pendek kata mereka yang tinggal di pekan kecil. Sebanyak 50% atau 7 orang pelajar Orang Asli sebagai responden menyatakan kepercayaan mereka terhadap kuasa binatang ini melebihi lain-lain peratusan kepercayaan. Mereka yakin benar jika menganiaya binatang, pasti akan menerima hukuman atau pembalasan sama ada ditimpa penyakit yang berpanjangan dan sukar diubati atau mengalami nasib yang sama dengan binatang yang dianiaya. Justeru mereka amat berhati-hati dalam tindakan mereka jika terserempak dengan binatang semasa berada di dalam hutan. Mereka yakin penyakit yang disebabkan oleh penganiayaan ke atas binatang ini sukar diubati walaupun berjumpa dengan pawang untuk mendapatkan rawatan. Sikap mereka yang percaya tentang perkara itu semakin menebal bagi pelajar yang tinggal di kawasan pedalaman perkampungan Orang Asli.

Analisis Bagaimana Faktor Kepercayaan Pelajar Orang Asli Mempengaruhi Pencapaian Pembelajaran Mata Pelajaran Seni Visual

Penyelidik telah membuat penyelidikan terhadap pelajar dari kelas Tingkatan 6 di sebuah sekolah menengah di Daerah Batang Padang, Perak sebagai sampel kajian. Penyelidikan dibuat kerana pencapaian markah Seni Visual yang rendah di kalangan pelajar tersebut. Penyelidik ingin membuktikan bahawa pencapaian pelajar turut dipengaruhi oleh kepercayaan melampau terhadap pantang larang, adab harian, serta beberapa perkara lain terhadap pencapaian yang kurang memberangsangkan dalam keputusan peperiksaan. Lazimnya kumpulan pelajar dari kumpulan status sosial yang sederhana ini lebih baik prestasi pembelajaran mereka berbanding kumpulan pelajar yang tinggal di pedalaman. Bahkan kehadiran mereka lebih baik berbanding pelajar yang tinggal di pedalaman. Ini disebabkan faktor motivasi yang diterima sama ada dari guru, keluarga atau rakan sebaya.

Analisis Berkaitan Faktor Kepercayaan Mempengaruhi Catan Pelajar Tingkatan 6 Orang Asli.

Untuk mendekati sesebuah masyarakat, kita perlu memahami bagaimana hasil kerja seni memberi kesan dalam kehidupan seharian terutama bagi masyarakat Orang Asli. Melalui hasil kerja seni juga boleh menyampaikan mesej tanpa komunikasi lisan kepada sesebuah masyarakat. Untuk membolehkan pelajar faham kaitan seni dengan pengaruh kepercayaan, pelajar perlu menghasilkan sendiri hasil kerja seni mereka berdasar pengalaman dan pengetahuan seharian. Kita akan melihat kesan pengaruh kepercayaan dalam catan pelajar Orang Asli yang dapat dikenalpasti.

Gambar 1: Karya pelajar yang mengambil alam persekitaran sebagai tema utama, di mana hutan menjadi gelanggang permainan mereka.



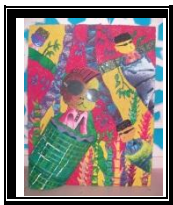
Penyelidik memerhati pelajar ini amat tekun menghasilkan kerja seni yang dianggap unik tetapi penuh makna. Berdasar gambar di atas, pelajar Orang Asli ini melihat cendawan sebagai sesuatu yang menarik dan simbolik sebagai pemakanan seharian mereka. Ibu bapa Orang Asli mencari makanan di dalam hutan dan sumber makanan mereka adalah hasil dari hutan. Cendawan merupakan satu daripada sumber makanan mereka. Tetapi memakan cendawan juga boleh menjadi musibah jika disembur dengan racun.

Gambar 2: Karya pelajar yang menggunakan 'subject-matter' binatang sebagai lambang kepercayaan dalam masyarakat Orang Asli.



Tema binatang seperti **kongkang** dijadikan idea utama untuk mengolah tema kasih sayang. "Subject matter" ini dipilih kerana ada kaitannya dalam kehidupan seharian mereka yang tinggal di perkampungan Orang Asli. Mereka percaya jika binatang yang dipelihara seperti **kongkang** hilang dari rumah mereka, itu membawa petanda akan ada keluarga terdekat yang disayangi akan meninggal. Mereka turut membela **burung serindit** yang membawa petanda jika burung serindit itu mati bermakna ilmu hitam yang mengenakan orang tersebut lebih kuat atau kebal dari ilmu tok pawang yang sedang melakukan rawatan. Oleh yang demikian, penyelidik bersetuju dengan kenyataan Feldman(1981) yang mengatakan seni berfungsi untuk masyarakat. Ia masih berperanan untuk menyampaikan aspek-aspek kehidupan dalam masyarakat. Justeru secara tidak langsung membentuk tingkah laku untuk menghayati dan menghargai budaya mereka sendiri.

Gambar 3: Karya pelajar yang menunjukkan tema pokok buluh.



Pokok buluh dipercayai oleh masyarakat Orang Asli mempunyai semangat atau roh yang dipercayai akan memberi kesejahteraan kepada kehidupan masyarakat Orang Asli. Pelajar Asli suka bermain di dalam hutan dan yakin tiada bencana menimpa mereka kerana ada roh atau semangat yang melindungi. Pokok buluh sebenarnya membawa pelbagai makna mengikut kepercayaan masing-masing. Menurut D'zul Haimi Md Zain (1992) simbol-simbol yang dilahirkan akan mendukung makna. Sebagai contoh pucuk rebung yang amat sinonim dengan kepercayaan masyarakat Orang Asli. Hasil dapatan penyelidikan, pelajar Orang Asli menyatakan buluh begitu bermakna dalam kehidupan mereka. Masyarakat Orang Asli juga sangat percaya kepada semangat buluh. Kebanyakan rumah masyarakat Orang Asli diperbuat daripada buluh. Melalui 'spritual' buluh ini dianggap mampu melindungi orang yang sedang melakukan perubatan tradisional.

Gambar 4: *Bunga padi dikatakan mempunyai semangat untuk menghalau hantu yang mengganggu*



Masyarakat Orang Asli percaya kepada kuasa misteri yang boleh menyembuhkan penyakit. Kesempitan pemikiran disebabkan kurang pendidikan menjadikan mereka percaya kuasa ghaib boleh membantu untuk merawat. Elemen-elemen misteri yang menjadi kepercayaan dalam kehidupan mereka diterjemahkan dalam bentuk objek-objek seperti yang terdapat dalam gambar catan salah seorang pelajar Orang Asli. Kepercayaan ini ada kaitannya dengan kelas sosial yang melingkungi mereka sejak sekian lama sehingga untuk merubah kepercayaan itu amat sukar sekali.

Gambar 5: Persekitaran dalam hutan dan menjadi tempat tinggal mereka mendorong mereka percaya kepada unsur-unsur animisme(semangat).



Pokok besar yang dikenali sebagai "pokok pulai" dikatakan adalah tempat hantu tinggal sama ada secara individu atau berkeluarga. Dalam masyarakat Orang Asli mereka percaya kepada semangat pokok yang dikatakan mempunyai hantu di dalamnya. Anak-anak Orang Asli ditegah datang menghampiri atau bermain berhampiran Pokok Pulai kerana hantu di dalamnya dikatakan akan mencari mangsa dengan memakan anak-anak Orang Asli tadi. Justeru mereka dilarang bermain di situ. Perasaan takut menyelubungi perasaan anak-anak Orang Asli menyebabkan mereka menjadi seorang yang tidak berani menghadapi cabaran luar. Mead (1972) menegaskan bahawa pendidikan menunjukkan dua fungsi utama iaitu melestarikan dan mengembangkan kebudayaan sesuai dengan keperluan individu, sosial dan budaya sesuatu masyarakat yang terjelma melalui cara berfikir, penghayatan, luahan rasa serta respon mereka terhadap sesuatu perkara.

5.0. PERBINCANGAN DAN RUMUSAN

Masyarakat Orang Asli sememangnya kaya dengan pelbagai kebudayaan dan kesenian. Kehidupan mereka penuh dengan mistik dan kepercayaan kepada alam sekeliling. Walaupun ada di antara kelompok mereka telah menerima arus pemodenan, namun seni dan budaya warisan nenek moyang tidak dilupakan. Seni yang dihasilkan ini, kebanyakannya melambangkan kepercayaan, daya imaginasi dan pandangan mereka terhadap alam ghaib dan sistem ketuhanan. Daya imaginasi ini ditonjolkan dengan hasil kraf, catan atau ukiran kayu yang diberikan pelbagai nama yang dihubungkan dengan unsur-unsur alam seperti tanah, pelangi, guruh, angin, lautan dan bumi. Melalui faktor kepercayaan ini dapat mempengaruhi sikap pelajar Orang Asli dalam pembelajaran Seni Visual, di mana mereka mempunyai motivasi yang rendah akibat kurang dorongan keluarga dan sekatan perubahan kerana kekurangan pendedahan akibat rasa rendah diri malahan pergaulan rakan sebaya dalam iklim persekitaran yang tidak mencabar minda menyebabkan pelajar Orang Asli ini terus kekal dengan kebolehan dan pengalaman sedia ada mereka. Hasil kerja seni mereka juga didorong oleh nilai kepercayaan yang diwarisi daripada nenek moyang mereka melalui simbol-simboll atau petanda-petanda yang menjadi petunjuk kepada sesuatu perkara sama ada kaitan dengan pantang larang, ketuhanan, unsur mistik, alam ghaib, perubahan tradisonal, alam dewa dewi dan sebagainya. Hasil daripada nilai kepercayaan ini mempengaruhi persembahan kerja seni mereka sehingga masih ketinggalan dalam kepompong masyarakat mereka. Tidak dinafikan bahawa faktor kepercayaan memberi kesan kepada proses pembelajaran Seni Visual di sekolah. Kesan daripada pengaruh kepercayaan ini ketara dilihat pada hasil catan pelajar Tingkatan 6 Orang Asli. Ini berdasar kepada tema atau pilihan 'subject matter' yang dipilih. Kebanyakan catan mereka melambangkan kepercayaan yang telah menjadi sebahagian daripada budaya kehidupan mereka, termasuklah isu-isu atau tema-tema yang berkaitan dengan alam fauna, flora, ketuhanan, dewa dewi dan sebagai. Hubungkait catan dengan mitos atau lagenda menunjukkan kepercayaan itu sudah sebatu dengan kehidupan mereka dan sikap ini wujud akibat pengaruh kepercayaan yang diterap dalam diri mereka sejak kecil.

Akhirnya dapat disimpulkan bahawa pelajar dari golongan bawahan agak mundur pencapaian atau prestasi dari segi pembelajaran disebabkan oleh faktor ekonomi, tiada dorongan atau motivasi dari ibu bapa, kesihatan, tempat tinggal, kepercayaan, sikap individu dan pengaruh rakan sebaya, sedangkan seseorang pelajar itu perlu mempunyai ciri-ciri berikut untuk menjadi pelajar yang dinamik dan berjaya. Ketidakeimbangan sosio ekonomi dalam masyarakat akibat pengaruh "kepercayaan" menimbulkan konflik sikap dalam kalangan ahlinya. Implikasinya sangat mempengaruhi gaya hidup pelajar dan pencapaian mereka dalam akademik. Jika keseluruhan sistem dalam masyarakat berfungsi dengan memainkan peranan masing masing seperti sekolah dan guru yang mempunyai aspirasi untuk memartabatkan sistem pendidikan dan memberi usaha yang terbaik dari aspek pendidikan kepada pelajar, ibubapa mempunyai interaksi yang baik untuk perkembangan akademik anak mereka dan pelajar tanpa mengira latar belakang dapat bergaul mesra antara satu sama lain, penyelidik yakin pelajar Orang Asli juga mempunyai peluang untuk mengubah corak kehidupan mereka ke arah yang lebih baik dan terjamin.

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PENGGUNAAN BAHAN BANTU MENGAJAR (BBM) DALAM PROGRAM LITERASI DAN NUMERASI (LINUS) DI SEKOLAH RENDAH

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ABSTRAK

Kajian deskriptif ini bertujuan untuk menilai penggunaan bahan bantu mengajar dan keberkesanan pelaksanaan program LINUS di Sekolah Kebangsaan berbantuan bahan bantu mengajar berdasarkan Model CIPP (Stufflebeam dan Skinfeld 1983). Reka bentuk kajian ini menggabungkan kaedah kuantitatif dan kualitatif yang melibatkan proses kaedah triangulasi. Kajian ini melibatkan 296 buah sekolah jenis kebangsaan di seluruh negara dengan menggunakan kaedah persampelan rawak berstrata dalam pemilihan sampel kajian yang terdiri daripada 296 guru yang menjalankan program LINUS. Tiga instrumen kajian telah dibina oleh penyelidik dan disahkan panelnya oleh panel rujukan pakar. Tahap nilai kebolehpercayaan alpha Cronbach yang diperolehi bagi semua bahagian dalam dua set soal selidik adalah tinggi (> 0.8). Temu bual dan pemerhatian berstruktur digunakan bagi memperoleh data kualitatif dalam penilaian proses untuk menghuraikan data kuantitatif. Data kuantitatif daripada dua set soal selidik LINUS dianalisa secara deskriptif menggunakan Statistical Package for Social Science (SPSS) untuk mendapatkan kekerapan, peratus, min dan sisihan piawai. Dapatan kajian menunjukkan elemen-elemen kandungan kemahiran LINUS dalam buku teks adalah sederhana tinggi manakala elemen bekal BBM berada pada tahap sederhana rendah. Dapatan penilaian proses juga mendapati penggunaan BBM dan kaedah penilaian kemahiran membaca dan menulis berada pada tahap sederhana rendah.

Kata kunci: bahan bantu mengajar, kemahiran membaca, kemahiran menulis

1.0 PENGENALAN

Kurikulum LINUS digubal bagi membantu menangani masalah tidak boleh membaca dan menulis dalam kalangan murid. Kurikulum LINUS meletakkan matlamat pengajaran bahasa untuk membolehkan murid menguasai kemahiran-kemahiran berbahasa iaitu mendengar, bertutur, membaca dan menulis. Matlamat ini memberikan penekanan fungsi bahasa sebagai media komunikasi selari dengan peranan asal bahasa itu sendiri untuk berinteraksi.

2.0 LITERATUR

Penguasaan kemahiran membaca dan menulis di kalangan murid sekolah aliran perdana masih belum mencapai tahap yang memuaskan. Malaysia telah melaporkan sebanyak 162,000 murid sekolah seluruh negara belum menguasai kemahiran membaca menulis dan mengira atau 3M. Daripada angka ini, sebanyak 120,000 adalah murid sekolah rendah dan 42,000 adalah murid sekolah menengah. Sehingga ke hari ini, pihak Kementerian masih berusaha untuk mengenal pasti punca sebenar pelajar tidak menguasai kemahiran asas itu. Kementerian Pelajaran masih dan sedang menjalankan kajian terperinci untuk menangani masalah ini dan menjadikan ia sebagai agenda penting dalam Rancangan Malaysia Kesembilan (RMK-9).

Kajian ini ingin melihat sejauh mana penggunaan bahan bantu mengajar membantu menjayakan program LINUS. Selain itu kajian ini juga bertujuan untuk mengenal pasti strategi pengajaran dan pembelajaran yang dijalankan bersesuaian dengan bahan bantu mengajar .

3.0 METODOLOGI KAJIAN

Kajian ini ialah kajian kuantitatif menggunakan borang soa selidik guru. Ia memerihalkan penggunaan BBM dalam pelaksanaan LINUS dalam kalangan guru Bahasa Malaysia (BM) sekolah kebangsaan (SK).

Kajian ini menggunakan sepenuhnya empat komponen penting yang terdapat dalam Model penilaian cipp Shufflebeam dan Shinkfield (1985). Model ini membolehkan pengumpulan data-data atau maklumat-maklumat mengikut empat penilaian iaitu konteks, input, proses dan produk serta laporan yang dibuat berdasarkan empat penilaian tersebut.

Pengkaji memilih reka bentuk kajian deskriptif kerana kajian ini dapat memberikan perihal fenomena dan keadaan pelaksanaan kurikulum yang mempunyai pelbagai penilaian dan faktor yang perlu diterokai. Selinger dan Shohamy (2000) mengatakan bahawa kajian deskriptif yang digunakan dalam kajian dapat menyediakan pemerhatian secara semula jadi tentang sesuatu fenomena. Best (2006) mengatakan kajian deskriptif memberikan penumpuan kepada keadaan atau hubungan antara sesuatu fenomena kajian, kebiasaan dalam sesuatu pelaksanaan, sikap, pandangan atau persepsi, sikap, proses yang sedang berlaku, kesan atau perkembangan aliran kecenderungan.

Sampel guru yang melaksanakan program LINUS diperoleh daripada enam negeri atau daerah yang telah terpilih. Pemilihan ini membolehkan pengkaji mendapatkan jumlah sampel guru LINUS yang lebih besar kerana jumlah sampel yang besar ini akan membawa kepada lengkung normal dan menjamin nilai-nilai populasi kajian. Ini menjadikan sampel guru semuanya adalah 296 orang. Jumlah sampel guru telah melebihi sepuluh peratus populasi yang dicadangkan oleh Gay (1981)

Jadual 1

Taburan Sampel Guru Mengikut Zon

Zon	Sampel Guru
Utara	57
Timur	59
Tengah	68
Selatan	49
Sabah/ Sarawak	63
Jumlah	296

Sebanyak tiga instrumen telah disediakan untuk menjalankan kajian ini. Setiap instrumen disediakan mengikut keperluan tertentu dan saling melengkapi antara satu sama lain iaitu:soal selidik jawapan terpilih,pemerhatian berstruktur, dan temu bual.

4.0 DAPATAN KAJIAN

BBM yang dibekalkan kepada guru menunjukkan papan tulis mencatatkan peratusan tertinggi (100%) 98.6% menyatakan bahawa mereka dibekalkan dengan buku teks sebagai bahan pengajaran dan 91.8% memperoleh buku kerja sebagai bahan pengajaran serta 84.9% dibekalkan dengan kad manila. Selain itu, 78.1% BBM berbentuk OHP dibekalkan, gambar 76.7%, kad imbasan 74%, televisyen 68.5%, LCD 64.4%, makmal bahasa 60.3%, filem BM 58.9%, radio 57.6% dan kaset rakaman BM 57.5%.

Jadual 2

Kekerapan dan peratusan BBM yang dibekalkan kepada guru LINUS

BBM	Ada	Tiada
Papan tulis	296 (100%)	0 (0%)
Buku Teks	292 (98.6%)	4 (1.4%)
Buku Kerja	272 (91.8%)	24(8.2%)
Manila kad	251 (84.9%)	45 (15.1%)
OHP	231 (78.1%)	65 (21.9%)
Gambar	227 (76.7%)	69(23.3%)
Kad imbasan	219 (74.0%)	77 (26%)
Komputer	219 (74.0%)	77 (26%)
Televisyen	203 (68.5%)	93(31.5%)
LCD	191 (64.4%)	105 (35.6%)
Makmal bahasa	178 (60.3%)	118 (39.7%)
Filem BM	174 (58.9%)	122 (41.1%)
Radio	170 (57.5%)	126 (42.5%)
Kaset rakaman BM	170 (57.5%)	126 (42.5%)
Jaringan Internet	154 (52.1%)	142(47.9%)
Courseware BM	126 (42.5%)	170 (57.5%)

Jadual 3

Bahan Bantu Mengajar dalam Pengajaran LINUS

BBM	STS	TS	TP	S	SS	Min	S.P	Interpretasi
BBM mencukupi	57	121	53	45	20	2.49	1.16	Sederhana Tinggi
	19.2%	41.1%	17.8%	15.1%	6.8%			
BBM dibekalkan oleh kementerian	73	97	53	57	16	2.47	1.21	Sederhana Tinggi
	24.7%	32.9%	17.8%	19.2%	5.5%			
BBM dibekalkan oleh pihak sekolah	73	77	45	93	8	2.61	1.24	Sederhana Tinggi
	24.7%	26.0%	15.1%	31.5%	2.7%			
BBM kemahiran bertutur disediakan sendiri	20	20	28	163	65	3.78	1.08	Tinggi
	6.8%	6.8%	9.6%	54.8%	21.9%			
Min Keseluruhan						2.84	0.82	Sederhana Tinggi

Jadual 3 menunjukkan empat item sumber BBM. Hanya satu item sumber BBM yang mencatatkan min yang berada pada tahap sederhana tinggi iaitu BBM disediakan sendiri oleh guru(min=3.78,sp=1.08) dengan peratus responden guru yang setuju dan sangat setuju 76.79%.

Jadual 4

ABM/BBM	TP	JJ	KK	K	AK	Min	S.P	Interpretasi
Buku Teks	0 0%	0 0%	0 0%	69 23.3%	277 76.7%	4.76	0.42	Tinggi
Buku Kerja	20 6.8%	4 1.4%	36 12.3%	126 42.5%	110 37.0%	4.01	1.08	Tinggi
Radio	162 54.8%	81 27.4%	37 12.3%	16 5.5%	0 0%	1.68	0.89	rendah
Kaset Rakaman	142 47.9%	85 28.8%	49 16.4%	20 6.8%	0 0%	1.82	0.94	rendah
Televisyen	154 52.1%	61 20.5%	61 20.5%	20 6.8%	0 0%	1.82	0.99	rendah
Filem B, Melayu	146 49.3%	77 26.0%	65 21.9%	8 2.7%	0 0%	1.78	0.88	rendah
Komputer	106 35.6%	65 21.9%	73 24.7%	36 12.3%	16 5.5%	2.30	1.23	sederhana rendah
Koswer B. Melayu	231 78.1%	41 13.7%	20 6.8%	4 1.4%	0 0%	1.31	0.66	rendah
Jaringan Internet	211 71.2%	45 15.1%	20 6.8%	16 5.5%	4 1.4%	1.50	0.94	rendah
LCD	142 47.9%	65 21.9%	57 19.2%	24 8.2%	8 2.7%	1.95	1.12	rendah
Gambar	61 20.5%	20 6.8%	81 27.4%	118 39.7%	16 5.5%	3.02	1.23	sederhana tinggi
Kad Imbasan	85 28.8%	33 11.0%	81 27.4%	89 30.1%	8 2.7%	2.67	1.25	sederhana rendah
Makmal Bahasa	110 37%	36 12.3%	85 28.8%	53 17.8%	12 4.1%	2.39	1.26	sederhana rendah
OHP	126 42.5%	33 11%	85 28.8%	36 12.3%	16 5.5%	2.27	1.28	sederhana rendah
Manila Kad	69 23.3%	28 9.6%	69 23.3%	114 38.4%	16 5.5%	2.93	1.28	sederhana rendah
Papan Tulis	0 0%	0 0%	0 0%	166 56.2%	130 43.8%	4.43	0.49	Tinggi
Min Keseluruhan						2.54	0.60	sederhana rendah

Min, Sisihan Piawai, Kekerapan, Peratusan dan Interpretasi Min penggunaan BBM daripada persepsi guru.

Jadual 4 menunjukkan min, sisihan piawai, kekerapan, peratusan dan interpretasi min item-item penggunaan BBM daripada persepsi guru. Min keseluruhan bagi semua item penggunaan BBM daripada soal persepsi guru berada pada tahap sederhana rendah (min=2.54, sp=0.60).

Dapatan ini menunjukkan penggunaan BBM dalam pengajaran kemahiran bertutur LINUS adalah sangat terhad. Guru hanya menggunakan dua BBM utama iaitu buku teks dan papan tulis dalam membantu pengajaran. Ini merupakan satu penilaian yang tidak memenuhi ciri-ciri pengajaran komunikatif penggunaan BBM dalam membentuk situasi sebenar dalam pengajaran.

Penggunaan BBM yang berorientasikan ICT tidak digunakan dalam pengajaran kemahiran bertutur LINUS. Ini merupakan satu perkara penting yang perlu diberikan perhatian kerana penggunaan BBM yang terhad akan menjadikan pengajaran lebih berpusatkan guru.

4.0 PERBINCANGAN DAN RUMUSAN

Tiga perkara boleh dirumuskan dalam penilaian input yang merangkumi peruntukan masa pengajaran, kandungan kemahiran menulis dan kemahiran membaca dalam buku teks dan BBM yang dibekalkan.

- i. Kajian juga mendapati kandungan LINUS dalam buku teks masih sederhana.
- ii. BBM yang dibekalkan kepada guru adalah sangat terhad terutama BBM yang berunsurkan ICT seperti course ware, jaringan internet, LCD, televisyen dan komputer.
- iii. Penggunaan BBM dalam pengajaran KIA2M adalah sangat lemah dan terlalu terhad.

Penggubalan yang dilakukan perlu mengambil kira keperluan masyarakat. Ia akan menjadikan matlamat dan objektif serta kandungan kurikulum akan lebih relevan dan dapat memenuhi keperluan masyarakat Malaysia dalam menempuh cabaran yang sentiasa berubah.

KPM perlu membekalkan BBM yang berorientasikan ICT sesuai dengan perkembangan semasa. Perisian khusus seperti 'course ware' BM perlu diusahakan segera dan diperbanyakkan. Ini akan membolehkan sumber pengajaran akan berpindah kepada ICT bukan lagi guru sebagai sumber utama dalam sistem yang sedia ada.

Keperluan seperti komputer, jaringan internet, LCD dan makmal bahasa yang berteraskan teknologi maklumat dan komunikasi perlu disediakan. BBM yang berteraskan ICT ini bukan sahaja dapat mempermudah guru tetapi akan menjamin produk yang dihasilkan dalam sesuatu kurikulum.

Penggubalan kurikulum yang dilakukan perlu mengambil kira keperluan masyarakat. Kelemahan yang kritikal dalam pelaksanaan kurikulum kemahiran bertutur dilihat kepada bekalan BBM dan penggunaannya. Kekurangan bahan pengajaran yang menjadi sumber pengajaran akan menimbulkan kesulitan dalam proses pelaksanaan kurikulum tersebut.

BBM yang terhad akan mengganggu proses pelaksanaan kurikulum. Produk yang dihasilkan yang tidak memenuhi objektif serta matlamat sesuatu kurikulum diperkenalkan akan menjadikan pelaksanaan kurikulum gagal. Justeru, KPM perlu lebih banyak menyediakan dan membekalkan BBM yang berorientasikan ICT sesuai dengan perkembangan semasa.

Kelengkapan ICT atau infrastruktur ICT yang perlu dibekalkan kepada pihak sekolah. Keperluan seperti komputer, jaringan internet, LCD dan makmal bahasa yang berteraskan teknologi maklumat dan komunikasi perlu disediakan. BBM yang berteraskan ICT ini bukan sahaja dapat mempermudah guru tetapi akan menjamin produk yang dihasilkan dalam sesuatu kurikulum.

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PENGUNAAN E-KOMIK MEMBANTU MURID TAHUN 5 MENJELASKAN ISI KANDUNGAN PIAGAM MADINAH

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ABSTRAK

Kajian tindakan ini bertujuan membantu murid tahun lima di sebuah sekolah di Bandar Baru Bangi bagi menjelaskan isi kandungan Piagam Madinah yang merupakan asas ketiga Pembentukan Madinah di samping mengubah amalan guru dalam pengajaran dan pembelajaran bidang Sirah. Dalam kajian ini seramai enam orang murid yang terdiri daripada tiga orang lelaki dan tiga orang perempuan yang telah dikenalpasti sebagai peserta kajian. Data kajian dikumpul melalui tiga jenis kaedah iaitu temu bual, pemerhatian, serta analisis dokumen melalui lembaran kerja dan jurnal refleksi guru. Proses kajian ini dilaksanakan berdasarkan kepada Model Kurt Lewin. Dapatan kajian menunjukkan bahawa guru berjaya menambah baik amalan guru dengan penggunaan e-Komik dan dapat membantu murid menjelaskan isi kandungan Piagam Madinah dan minat terhadap pembelajaran sirah meningkat. Hasil kajian mendapati seramai empat orang peserta kajian telah berjaya menjelaskan semua isi kandungan Piagam Madinah dengan betul.

Kata kunci: pengajaran dan pembelajaran, sirah, asas ketiga pembentukan Madinah, Piagam Madinah dan e-Komik.

This action research had been done at a primary school in Bandar Baru Bangi with the purpose of assisting 5 Anggerik pupils in elaborating their understanding about constitution of Medina contents, the third pillar in the development of Medina country enhance to change teacher teaching practices in Seerah. In this research, six pupils including three boys and three girls been selected as the participants of this research. Three methods have been applied in collecting data, through interviews, structured observations, and document analysis which were worksheet and teacher's reflection journal. This research process was implemented based on Kurt Lewin Model. The results from this action research have concluded that using e-comic creating added values for teachers then help pupils describing the topics more effective while their interest in learning increased. The result showed that four from six pupils been tested in this research are capable in describing the topics correctly.

Keywords: teaching and learning, seerah, third pillar of development of Medina country, constitution of Medina contents and e-Comic.

1.0 PENGENALAN

Bidang kajian yang dipilih ialah pembelajaran Sirah yang merupakan salah satu cabang di bawah bidang Asas Ulum Syariah. Sirah Nabawiyyah bermaksud perjalanan kehidupan atau kisah hidup Rasulullah SAW sama ada peristiwa atau kisah itu berlaku sebelum atau sepanjang tempoh masa kerasulan. Sehubungan dengan itu, pembelajaran Sirah dicadangkan mengimplimentasi kaedah pengajaran yang berkesan menerusi Teknologi Maklumat dan Komunikasi (TMK).

Mengimbas kembali pengalaman mengajar, saya telah diberi amanah untuk mengajar murid-murid Tahun 5 Anggerik di salah sebuah sekolah di kawasan Bandar Baru Bangi. Saya telah menjalankan pengajaran Pendidikan Islam dalam bidang Sirah bertajuk Asas Ketiga Pembentukan Negara Madinah iaitu Mewujudkan Piagam Madinah. Sesi pengajaran dan pembelajaran sirah ini telah berlangsung di dalam kelas dengan menggunakan kemudahan *Liquid Crystal Display* (LCD) bagi memudahkan saya untuk menjalankan sesi penerangan isi pembelajaran. Selain itu, saya mengandaikan dengan penggunaan LCD, saya dapat meningkatkan semangat dan minat murid untuk melibatkan diri dalam sesi pengajaran dan pembelajaran (P&P). Namun, berdasarkan pemerhatian tidak berstruktur yang

telah saya jalankan sepanjang proses P&P, saya mendapati murid menunjukkan tingkah laku yang negatif seperti tidak memberi tumpuan, mengganggu rakan lain dan bercakap-cakap semasa belajar.

Hasil daripada pemerhatian tersebut, saya membuat tindakan susulan dengan memberikan lembaran kerja bertulis berkaitan dengan isi pembelajaran dengan meminta murid mengisi tempat kosong dengan jawapan yang betul. Walau bagaimanapun, hasil lembaran kerja tidak memuaskan kerana murid-murid tidak dapat menjawab enam isi kandungan Piagam Madinah dengan betul dan mengikut turutan. Saya tidak berpuas hati dengan pencapaian yang ditunjukkan oleh murid-murid tersebut dan menyebabkan saya menyemak jurnal refleksi guru yang telah saya catatkan. Berdasarkan jurnal tersebut saya mengenalpasti enam daripada murid kelas tersebut menunjukkan pencapaian yang sangat lemah berbanding dengan murid-murid yang lain. Kemudian saya juga menjalankan analisis terhadap dokumen prestasi sirah dalam peperiksaan pertengahan tahun dan mendapati enam murid tersebut sememangnya lemah dalam pembelajaran sirah.

Secara fitrahnya, penggunaan LCD di dalam P&P mudah untuk menarik minat dan memahamkan murid dengan isi pembelajaran kerana selari dengan perkembangan teknologi masa kini. Namun begitu, murid-murid tersebut didapati masih tidak berminat dengan pendekatan yang digunakan. Hal ini telah menyebabkan saya berfikir untuk menjalankan P&P berbantuan bahan teknologi yang lebih canggih. Minat saya terhadap komik pembelajaran telah mencetuskan idea untuk menghasilkan sebuah e-Komik yang mengenengahkan dua watak utama iaitu 'Ahmad' dan 'Robot' bagi menyampaikan isi pembelajaran.

Menurut Scott McCloud (1993) komik ialah gabungan sesuatu yang bergambar bersama imej-imej lain dalam satu susunan yang bermakna, dengan tujuan penyampaian maklumat serta penghasilan mesej yang estetik dalam kalangan pembaca. Menerusi pendekatan teknologi, komik telah diadaptasi dalam bentuk yang lebih luas termasuklah komik digital yang dikenali sebagai e-Komik. Justeru itu, e-Komik memainkan peranan asas yang sama seperti komik fizikal, malah mempunyai kemampuan yang lebih jauh seperti integrasi multimedia meliputi elemen audio visual. Antara keberkesanan e-Komik adalah peranannya dalam membantu pembelajaran. Kajian perbandingan antara komik dan teks yang dilakukan oleh W.W.D. Sones (1944), profesor dari Universiti Pittsburgh, menemukan bahawa komik bersama persembahan visual yang berkualiti membantu meningkatkan keberkesanan pembelajaran. Beliau memperoleh pemerhatian bahawa pelajar yang lemah dan pertengahan sangat-sangat dibantu oleh komik.

2.0 FOKUS KAJIAN

Permasalahan yang dapat saya kenal pasti adalah murid sukar untuk mengingat isi kandungan Piagam Madinah. Murid yang bermasalah ini tidak dapat menyusun ayat tentang isi Piagam Madinah mengikut kefahaman mereka sendiri. Hal ini juga menyukarkan mereka untuk menjelaskan isi kandungan Piagam Madinah yang telah dipelajari. Masalah yang timbul ini kerana proses P&P yang telah saya jalankan sebelum ini kurang berkesan terhadap murid-murid. Keadaan ini mungkin berlaku kerana sesi P&P yang dijalankan adalah berpusatkan guru semata-mata. Murid hanya mendengar penerangan daripada saya berpandukan slaid yang dipaparkan kemudian membaca secara kelas isi-isi pembelajaran di dalam slaid tersebut. Selepas meneliti semula slaid yang telah digunakan, saya mendapati terdapat banyak kelemahan pada bahan *Power Point* yang disediakan dari aspek penyusunan ayat yang padat, grafik yang kurang menarik dan warna yang digunakan tidak bersesuaian.

Saya sepatutnya menggunakan strategi pengajaran yang berpusatkan murid supaya berlaku interaksi secara dua hala semasa proses P&P berlangsung yang melibatkan murid secara aktif. Selain itu, saya juga perlu menghasilkan bahan bantu belajar yang lebih menarik supaya dapat memudahkan murid mengingat dan menjelaskan isi kandungan Piagam Madinah.

3.0 OBJEKTIF KAJIAN

- a) Menghuraikan cara murid menjelaskan isi kandungan Piagam Madinah menggunakan e-Komik.
- b) Memperihalkan amalan penambahbaikan pedagogi guru dalam meningkatkan penguasaan menjelaskan isi kandungan Piagam Madinah menggunakan e-Komik.

4.0 SOALAN KAJIAN

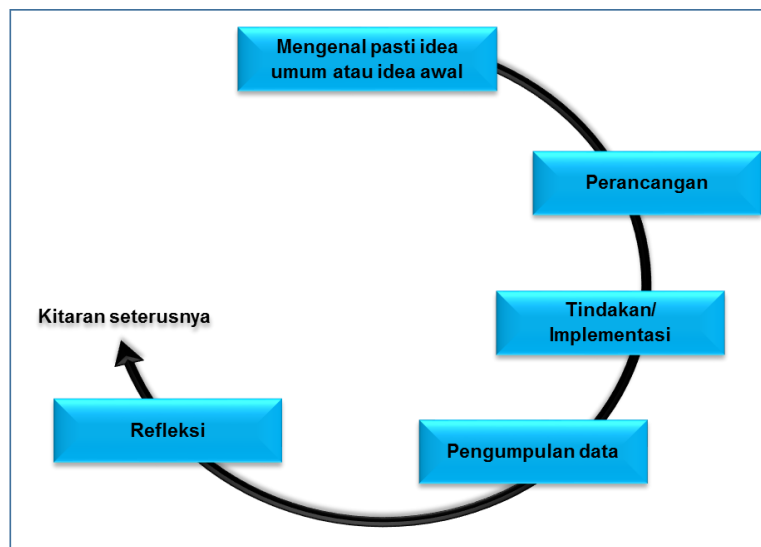
- a) Bagaimanakah murid dapat menjelaskan isi kandungann Piagam Madinah menggunakan e-Komik?
- b) Bagaimanakah guru menambah baik amalan pedagogi bagi meningkatkan penguasaan murid menjelaskan isi kandungan Piagam Madinah menggunakan e-Komik?

5.0 PESERTA KAJIAN

Kajian ini melibatkan enam orang murid daripada kelas 5 Anggerik yang terdiri daripada tiga orang murid lelaki dan tiga orang murid perempuan. Murid-murid ini telah dipilih berdasarkan pemerhatian tidak berstruktur, lembaran kerja, jurnal refleksi guru dan dokumen analisis peperiksaan dalam pembelajaran sirah. Murid-murid yang telah saya kenal pasti ini, mempunyai ciri-ciri khusus tersendiri seperti tiga daripada peserta kajian aktif dalam pembelajaran tetapi memberi jawapan yang salah, dua daripada mereka pula pasif sepanjang proses pembelajaran berlangsung dan seorang peserta kajian menunjukkan tingkah laku yang sangat aktif ketika P&P berlangsung.

6.0 TINDAKAN YANG DIJALANKAN

Dalam kajian ini, saya telah memilih Model Kurt Lewin (1946) sebagai panduan kajian tindakan yang telah dijalankan. Menurut T.L.Siong, (2013), Lewin menjelaskan kajian tindakan sebagai lingkaran beberapa tahap. Gelungan langkah penyelidikan tindakan melibatkan lima langkah asas dalam satu gelungan dan gelungan pertama akan diikuti oleh gelungan yang kedua dalam satu penyelidikan tindakan yang berterusan. Langkah-langkah dalam satu gelungan itu adalah seperti rajah berikut:



Rajah 1: Gelung asas Model Kurt Lewin (1946)

Dalam menjalankan kajian ini saya menggunakan dua kitaran dalam memastikan keberhasilan kajian yang saya jalankan.

6.1 Kitaran 1

Proses pelaksanaan tindakan kitaran pertama dimulai dengan mengenal pasti idea umum dimana saya mendapati murid tidak boleh mengingat dan seterusnya menjelaskan isi kandungan Piagam Madinah. Kemudian, saya melaksanakan tindakan dengan menyediakan sebuah ringkasan rancangan pengajaran harian serta menghasilkan bahan bantu belajar, e-Komik. Pada kitaran yang pertama,

bahan e-Komik ini lebih berfungsi sebagai bahan yang perlu dibaca oleh murid. Saya telah memuatkan dialog yang bertulisan jawi bagi menyampaikan isi kandungan Piagam Madinah. Dalam fasa merancang juga saya telah menyediakan instrumen bagi kaedah pengumpulan data seperti senarai semak pemerhatian berstruktur, soalan temu bual berstruktur dan lembaran kerja.

Fasa tindakan dimulai dengan peserta kajian diminta untuk berkumpul dan mendengar arahan tentang penggunaan e-Komik menggunakan oleh guru. Kemudian, peserta kajian diminta untuk membaca e-Komik tersebut sambil mendengar penceritaan yang disampaikan oleh guru tentang isi kandungan Piagam Madinah. Selesai membaca e-Komik, saya menjalankan sesi soal jawab secara rawak tentang isi pelajaran dan menyerahkan lembaran kerja untuk disiapkan oleh peserta kajian.

Fasa yang keempat ialah pengumpulan data. Saya telah menggunakan tiga kaedah pengumpulan data pada kitaran pertama iaitu saya menjalankan pemerhatian berstruktur terhadap tingkah laku peserta kajian, mengadakan sesi temu bual berstruktur secara individu dan menganalisis dokumen lembaran kerja serta jurnal refleksi guru.

Hasil refleksi bagi kitaran pertama saya mendapati keenam-enam peserta kajian tidak dapat memberikan isi kandungan Piagam Madinah dengan betul dan mengikut turutan. Di samping itu, peserta kajian juga menunjukkan tingkah laku yang negatif sepanjang proses P&P berjalan kerana terdapat peserta kajian yang sukar untuk membaca tulisan jawi pada dialog e-komik.

6.2 Kitaran Kedua

Hasil refleksi pada kitaran kedua yang kurang memuaskan telah menyebabkan saya menjalankan pelaksanaan tindakan bagi kitaran kedua. Saya mulai dengan perancangan ringkasan pengajaran harian yang baru diikuti dengan penambahbaikan terhadap bahan e-Komik. E-Komik pada kitaran kedua telah dibuat penambahbaikan dengan penambahan audio pada watak 'Ahmad' dan 'Robot'. Tujuan penambahan elemen audio ini adalah untuk memudahkan peserta kajian mudah untuk membaca tulisan jawi yang terdapat di dalam dialog e-Komik tersebut. Selain itu, pada fasa ini juga saya turut menyediakan instrumen pengumpulan seperti borang senarai semak pemerhatian, soalan temu bual dan lembaran kerja bagi proses pengumpulan data nanti.

Pada fasa tindakan, seperti di kitaran yang pertama saya mulai dengan sesi penerangan penggunaan e-Komik kepada peserta kajian. Kemudian saya meminta peserta kajian untuk memainkan audio e-Komik untuk proses penyampaian isi pembelajaran. Selesai menggunakan e-Komik, saya menjalankan sesi soal jawab dengan peserta kajian dan mengedarkan lembaran kerja bagi mengenalpasti tahap pencapaian peserta kajian selepas menggunakan e-Komik beraudio.

Fasa pengumpulan data pada kitaran kedua adalah sama seperti kitaran yang pertama. Saya telah menggunakan tiga kaedah pengumpulan data iaitu pemerhatian berstruktur terhadap tingkah laku peserta kajian, mengadakan sesi temu bual berstruktur secara individu dan menganalisis dokumen lembaran kerja serta jurnal refleksi guru.

Hasil refleksi pelaksanaan tindakan pada kitaran kedua menunjukkan empat daripada enam peserta kajian dapat memberikan isi kandungan Piagam Madinah dengan betul dan mengikut turutan. Tambahan pula, saya juga mendapati tingkah laku peserta kajian semakin positif semasa menggunakan bahan e-Komik beraudio.

7.0 DAPATAN KAJIAN

Soalan kajian 1: Bagaimana murid dapat menjelaskan isi kandungan Piagam Madinah menggunakan e-Komik?

Berdasarkan kepada soalan kajian di atas saya telah membuktikan e-Komik dapat membantu murid mengingat dan menjelaskan isi kandungan Piagam Madinah berdasarkan kepada beberapa bukti data yang telah dikumpul. Pertama, semua peserta kajian dapat menyatakan enam isi kandungan Piagam Madinah dengan betul selepas menggunakan e-komik pada kitaran kedua. Pada kitaran ini, e-Komik telah dibuat penambahbaikan dengan penambahan elemen audio pada watak 'Ahmad' dan 'Robot'.

Bukti ini dapat dilihat di dalam senarai semak borang pemerhatian kitaran kedua dan juga penulisan jurnal refleksi guru.

4.	Murid memberi maklum balas yang segera terhadap soalan guru. - Jawab dengan betul.	/	/	/	/	/	/	6
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Rajah 2 Potongan senarai semak borang pemerhatian kitaran 2.

Tarikh : 6 April 2016
 Kelas : 5 anggerik
 “.....Soalan yang ditujukan secara rawak kepada murid-murid dapat dijawab dengan betul dan tepat. Selain itu, lembaran kerja yang diberikan selepas sesi PdP juga menunjukkan hasil keputusan yang baik berbanding lembaran kerja pada kitaran yang pertama.”

Rajah 3 Potongan refleksi jurnal guru selepas tindakan kitaran 2.

Kedua, e-komik dikatakan dapat membantu murid menjelaskan isi kandungan Piagam Madinah melalui bukti data temubual kitaran pertama dan kitaran kedua. Berdasarkan analisis temubual pada kitaran pertama, peserta kajian yang kedua dan keempat menyatakan e-komik mudah untuk dibaca kerana mempunyai watak utama iaitu ‘Ahmad’ dan ‘Robot’ (rujuk rajah 4). Di samping itu, semua peserta kajian turut menyatakan e-komik pada kitaran kedua yang mempunyai audio sangat membantu mereka untuk mengingat dan menjelaskan isi kandungan Piagam Madinah dengan betul. Audio yang ditambah ke dalam e-Komik ini juga telah membantu peserta kajian untuk membaca dialog e-komik yang menggunakan tulisan jawi.

5. Guru: Adakah penggunaan E-Komik ini membantu anda menjelaskan isi Piagam Madinah? Bagaimana?

Peserta kajian	Jawapan
1	Tak boleh sebab saya tak boleh baca jawi pada dialog komik tersebut.
2	Ya, sebab mudah nak di baca tetapi saya cepat lupa.
3	Tak boleh sebab saya tak boleh baca jawi dengan mahir.
4	Ya. Melalui watak Ahmad dan Robot cuma saya cepat lupa
5	Tak, saya kurang pandai jawi.
6	Ya, cuma saya tak boleh baca jawi.

3. Guru: Adakah penggunaan E-Komik yang mempunyai audio ini membantu anda menjelaskan isi Piagam Madinah? Bagaimana?

Peserta kajian	Jawapan
1	Ya, <u>sebab suara watak Robot dan Ahmad lawak dan saya mudah untuk mengingat.</u>
2	Ya, <u>sebab ada suara.</u>
3	Ya, <u>sebab suara membantu saya untuk baca jawi.</u>
4	Ya, <u>lebih jelas denga nada suara bagi watak Robot dan Ahmad.</u>
5	Ya, <u>sebab ada suara.</u>
6	Ya, <u>sebab ada suara yang membantu saya membaca jawi.</u>

Rajah 5: Temu bual kitaran 2.

Seterusnya, data lain yang dapat menjawab soalan kajian yang pertama ialah data daripada lembaran kerja. Saya dapat lihat kualiti jawapan pada lembaran kerja semakin bagus dari ketaran pertama ke kitaran yang kedua. (rujuk jadual 1 dan 2). Peserta kajian dapat mengingat dan menulis dengan jelas enam isi kandungan Piagam Madinah dengan betul pada sesi lembaran kerja pada kitaran kedua.

Jadual 1 Data lembaran kerja kitaran 1.

Item soalan	Peserta kajian (PK)					
	PK1	PK2	PK3	PK4	PK5	PK6
Taat dan patuh kepada Nabi Muhammad selaku ketua negara.	/	/	/	/	/	/
Umat Islam umat yang saling melindungi dan bantu-membantu.						
Golongan bukan Islam diberi kebebasan mengamalkan agama mereka.						
Setiap perbalahan diadili mengikut ajaran islam.						
Jaminan keselamatan kepada penduduk Madinah.					/	
Bersatu dan bekerjasama memajukan ekonomi negara.	/	/				/

Jadual 2: Data lembaran kerja kitaran 2.

Item soalan	Peserta kajian (PK)					
	PK1	PK2	PK3	PK4	PK5	PK6
Taat dan patuh kepada Nabi Muhammad selaku ketua negara.	/	/	/	/	/	/
Umat Islam umat yang saling melindungi dan bantu-membantu.	/	/	/	/	/	/
Golongan bukan Islam diberi kebebasan mengamalkan agama mereka.	/	/	/	/	/	X
Setiap perbalahan diadili mengikut ajaran islam.	/	/	/	/	/	/
Jaminan keselamatan kepada penduduk Madinah.	/	/	/	/	X	/
Bersatu dan bekerjasama memajukan ekonomi negara.	/	/	/	/	/	/

Secara kesimpulannya, data-data yang telah dikumpul dan dianalisis di atas telah menjawab kepada soalan kajian yang pertama iaitu dengan e-Komik murid dapat mengingat dan menjelaskan isi kandungan Piagam Madinah dengan betul.

Soalan kajian 2: Bagaimanakah guru menambahbaik amalan pedagogi bagi meningkatkan penguasaan murid menjelaskan isi kandungan Piagam Madinah menggunakan e-Komik?

Berdasarkan kepada penambahbaikan yang telah saya lakukan pada pelaksanaan tindakan pada kitaran kedua, saya mendapati peserta kajian berjaya meningkatkan penguasaan dalam mengingat dan menjelaskan isi kandungan Piagam Madinah menggunakan e-Komik yang beraudio. Terdapat beberapa data yang boleh dijadikan sebagai bukti bagi menjawab soalan kajian di atas. Pertama, melalui kaedah pemerhatian sesi tindakan kitaran yang kedua. Melalui data pemerhatian yang saya peroleh, semua peserta kajian dilihat menumpukan perhatian semasa sesi P&P berlangsung dengan menggunakan bahan e-Komik yang mempunyai audio. (rujuk rajah 6)

BIL	ASPEK YANG DINILAI	R1	R2	R3	R4	R5	R6	KEKERAPAN
1.	Murid memberi perhatian semasa sesi pengajaran.	/	/	/	/	/	/	6

Kedua, penghasilan e-Komik telah menambah baik amalan guru serta membantu murid menjelaskan isi kandungan Piagam Madinah melalui data temu bual yang diperolehi. Berdasarkan Rajah 7, apabila disoal secara individu apakah perasaan peserta kajian apabila menggunakan e-komik semasa sesi tindakan, peserta kajian menyatakan 'suka' dan 'seronok' menggunakan e-Komik.

1. Guru: Adakah anda suka sesi pengajaran pada hari ini dengan menggunakan E-Komik yang mempunyai audio?

Peserta kajian	Jawapan
1	Suka sebab saya mudah ingat.
2	Suka. Saya tak perlu membaca.
3	Seronok.
4	Best.
5	Suka.
6	Suka.

Bukti data yang ketiga yang menjawab soalan kajian kedua ialah, berdasarkan jurnal refleksi guru yang ditulis pada sesi tindakan kitaran kedua. Hasil analisis penulisan jurnal refleksi guru tersebut peserta kajian telah menunjukkan tingkah laku yang positif dan melibatkan diri dalam sesi P&P dengan aktif dari awal hingga ke akhir pembelajaran. Malahan, soalan yang diajukan oleh guru secara rawak mengenai isi kandungan Piagam Madinah juga boleh dijawab dengan betul. (rujuk rajah 8)

Tarikh : 6 April 2016

Kelas : 5 anggerik

“Saya mendapati murid menunjukkan tingkah laku yang positif dan melibatkan diri dalam PdP dengan aktif dari awal pembelajaran hingga selesai sesi PdP. Soalan yang ditujukan secara rawak kepada murid-murid dapat dijawab dengan betul dan tepat. Selain itu, lembaran kerja yang diberikan selepas sesi PdP juga menunjukkan hasil keputusan vana baik berbandina lembaran kerja pada kitaran vana pertama.”

Rajah 8 Potongan jurnal refleksi guru pada kitaran 2

Secara kesimpulannya, data-data diatas merupakan bukti yang menjawab kepada solan kajian yang kedua iaitu penambahbaikan amalan pedagogi guru dapat meningkatkan penguasaan murid dalam mengingat dan menjelaskan isi kandungan Piagam Madinah menggunakan e-Komik.

8.0 REFLEKSI

Secara keseluruhannya, kajian ini telah mencapai objektif kajian yang telah ditetapkan. Kajian ini telah dimulakan dengan saya membuat tinjauan asal untuk mengenal pasti permasalahan yang dihadapi oleh murid dalam matapelajaran Sirah. Berdasarkan permasalahan ini saya telah membuat refleksi ke atas diri sendiri tentang amalan pengajaran yang telah saya gunakan sepanjang menjalankan P&P. Pada sesi pengajaran di dalam kelas, saya telah merancang sesi pengajaran menggunakan slaid *Power Point* dalam bidang Sirah bagi tajuk isi kandungan Piagam Madinah. Saya memilih slaid dan LCD sebagai bahan bantu kerana bahan ini merupakan bahan TMK yang terkini yang mampu menarik perhatian murid untuk melibatkan diri semasa sesi P&P.

Malangnya, menerusi P&P yang dijalankan menggunakan slaid tersebut, saya dapat mengenalpasti permasalahan ketara yang dihadapi oleh murid dalam tajuk berkenaan iaitu murid sukar menjelaskan isi kandungan Piagam Madinah. Oleh yang demikian, saya bertindak merefleksikan tindakan saya yang lepas dengan melakukan pengubahsuaian terhadap amalan pengajaran saya dengan memperkenalkan bahan bantu yang lain iaitu e-Komik bagi membantu murid mengingat dan menjelaskan isi kandungan Piagam Madinah dengan menerapkan elemen grafik dan warna. Kemudian, saya telah melaksanakan tindakan yang telah saya rancang sepanjang tempoh saya menjalani latihan mengajar di sekolah. Selain itu, melalui pengajaran yang dijalankan menggunakan e-Komik, saya dapat menceritakan isi pelajaran dengan mudah kerana isi pelajaran telah disusun dengan tersusun dalam bentuk penceritaan komik bagi memudahkan kefahaman murid dalam mengingat dan menjelaskan isi kandungan Piagam Madinah. Saya juga melihat peserta kajian kelihatan seronok menjalankan aktiviti pembelajaran dengan menggunakan bahan ini. Senarai tidak langsung tingkah laku negatif murid dapat dikurangkan dan dapat dikawal oleh guru dengan baik. Hal ini juga dapat melancarkan lagi proses P&P saya.

Amalan ini juga dapat mengubah P&P rutin guru kearah pengajaran yang lebih efektif dan berkesan. Bahan yang dibina juga sangat membantu murid untuk mengingat isi pelajaran dan menjelaskan isi kandungan Piagam Madinah dengan mudah apabila elemen seperti warna grafik dan audio diterapkan dalam bahan ini. Bahan ini menerapkan elemen audio yang dapat memudahkan murid untuk membaca dialog jawi yang terdapat didalam e-Komik. Manakala grafik pula diterapkan dalam bahan tersebut supaya murid dapat menghayati isi kandungan Piagam Madinah dengan jelas. Seterusnya, penggunaan e-Komik ini sebenarnya bukan sahaja mampu mengubah amalan dan kualiti pengajaran saya di dalam kelas malah ia dapat membantu meningkatkan prestasi akademik murid dalam mata pelajaran Pendidikan Islam. Buktinya, kita dapat lihat menerusi lembaran kerja yang diberikan semasa tindakan kitaran pertama dan kedua menggunakan e-Komik, jelas kelihatan peningkatan yang ketara terhadap kemahiran yang dikuasai oleh murid dalam tajuk isi kandungan Piagam Madinah.

Menerusi pendekatan yang dilaksanakan ini, sesuatu yang paling penting adalah nilai pendidikan yang terkandung di dalam pelaksanaannya. Ternyata e-Komik ini telah memberi kesan kefahaman yang lebih tinggi terhadap pelajar sekaligus meningkatkan tahap penghayatan mereka terhadap nilai-nilai di dalam sirah Rasulullah S.A.W. Hal ini memupuk semangat cintakan Rasulullah disulami peghayatan dari episod teladan serta perjuangan baginda. Kejayaan dalam menerapkan didikan cintakan rasul ini telah memberi impak yang lebih besar terhadap murid, yakni meningkatkan tahap keimanan terhadap rukun Iman yang kedua, iaitu percaya kepada rasul. Justeru, implimentasi e-Komik terhadap murid ini dikonklusikan sebagai sesuatu pendekatan yang memiliki nilai-nilai pendidikan yang tinggi, efektif, lagi berimpak.

Sebagai seorang guru Pendidikan Islam, guru seharusnya berusaha untuk memastikan murid-murid sentiasa bermotivasi untuk belajar dan menanam minat yang mendalam dalam mata pelajaran Pendidikan Islam terutamanya dalam bidang Sirah yang merupakan bidang yang mengkaji tentang sejarah nabawiyah. Hal ini lantaran, sekiranya ianya diabaikan, murid tidak akan menghayati pengorbanan Rasulullah SAW dalam menyebarkan dakwah islamiah dan mengenali Rasulullah merupakan rukun iman yang wajib dipercayai oleh seluruh umat islam.

Soalan-soalan kajian yang telah dibuat juga telah dapat dijawab dengan instrumen-instrumen yang telah dikemukakan dan data-data yang saling menyokong antara satu sama lain seperti yang terdapat dalam kajian. Saya mengharapkan supaya kajian ini dapat membantu saya untuk sentiasa membuat refleksi terhadap pengajaran di dalam bilik darjah dan seterusnya dapat melahirkan murid yang seimbang dari aspek jasmani, emosi, rohani dan inteleknya sesuai dengan kehendak Falsafah Pendidikan Kebangsaan.

Namun begitu, kajian ini perlu diteruskan lagi dengan membuat beberapa penambahbaikan terhadap e-Komik yang dihasilkan ini supaya penggunaannya boleh diperluaskan lagi agar lebih mengikut kesesuaian dari semasa ke semasa.

9.0 CADANGAN TINDAKAN SUSULAN

Pelaksanaan kajian ini dilihat mampu memperbaiki amalan pengajaran guru bagi mengatasi masalah mengingati dan menjelaskan isi kandungan Piagam Madinah dalam kalangan murid Tahun 5. Kajian ini sesuai digunakan oleh guru kepada semua murid yang mengalami masalah dalam mengingati dan menjelaskan isi kandungan Piagam Madinah. Walaubagaimanapun, pelaksanaan kajian tindakan yang dijalankan oleh pengkaji adalah berdasarkan kepada beberapa batasan kajian.

Berdasarkan batasan kajian tersebut, beberapa cadangan lanjutan yang dicadangkan oleh saya yang mana ianya boleh dijalankan dan dibuat penambahbaikan oleh para pengkaji lain pada masa akan datang. Antara cadangan penambahbaikan yang dapat dilaksanakan untuk kajian yang seterusnya ialah pertama saya mencadangkan supaya isi kandungan e-Komik ini ditambah dengan isi pelajaran asas pertama dan kedua pembentukan negara Madinah. Asas pertama ialah pembinaan Masjid Nabawi, manakala asas yang kedua ialah mempersaudarakan Muhajirin dan Ansar. Tujuannya adalah untuk menjadikan sebuah e-Komik yang lengkap bagi tajuk pertama sirah dalam Tahun 5 iaitu Pembentukan Negara Madinah. Penambahan dua lagi asas menjadikan e-Komik bagi tajuk Sirah Pembentukan Madinah ini lengkap dan murid dapat menghayati sekaligus mengambil iktibar daripada peristiwa pembentukan negara tersebut.

Cadangan kedua adalah menjadikan konsep e-Komik ini sebagai satu siri yang digunapakai dalam P&P bagi bidang sirah untuk pelajar tahun satu sehingga tahun enam. Hal ini dilihat sebagai satu pendekatan yang menyumbang nilai tambah terhadap bahan pembelajaran sirah di sekolah dalam jangka masa yang lebih panjang, di samping memperluas sasaran pelajar di semua tahun pengajian. Usaha ini juga boleh digagaskan secara lebih praktikal dengan mengaplikasikan metodologi e-Komik ini sebagai standard P&P di sekolah rendah bagi subjek Pendidikan Islam menerusi penetapan dasar.

Secara keseluruhannya, pelaksanaan e-komik daripada kajian tindakan ini sememangnya mempunyai potensi serta peranan yang boleh dikembangkan dengan lebih jauh. Beberapa penambahan cadangan tindakan seperti yang dibincangkan secara konklusinya dapat memberikan impak yang baik terhadap pengajar dan pelajar dalam jangkamasa panjang, dengan penambahbaikan masa kajian yang lebih lama, adaptasi terhadap perubahan teknologi serta integrasi matapelajaran- matapelajaran lain.

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PENGGUNAAN MODEL *STEP* UNTUK MENINGKATKAN PEMIKIRAN KRITIS SEMASA MERANCANG SESI PENGAJARAN DAN PEMBELAJARAN DALAM KALANGAN SISWA GURU PENDIDIKAN JASMANI

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ABSTRAK

Kajian ini bertujuan untuk meneroka aplikasi Model *STEP* dalam merancang pengajaran dan pembelajaran Pendidikan Jasmani di Institut Pendidikan Guru. Responden kajian terdiri daripada siswa guru major Pendidikan Jasmani yang telah mengikuti Program *TOP Sportsability* dengan kerjasama British Council Malaysia-United Kingdom. Data dianalisis secara induktif berasaskan tugas yang diberikan semasa program. Dapatan kajian menunjukkan bahawa siswa guru lebih kritis dan kreatif dalam merancang dan melaksanakan aktiviti untuk pengajaran dan pembelajaran Pendidikan Jasmani. Hasil kajian memberi implikasi bahawa Model *STEP* berperanan sebagai pemangkin dalam membantu dan menggalakkan kemahiran berfikir aras tinggi, kreatif, inovatif dan membina pemikiran sendiri dalam menggerakkan proses pembelajaran. Hal ini selari dengan keperluan kurikulum semasa yang bersifat koheren antara pengajaran berkesan dan pengalaman klinikal ertesesuaian dengan amalan profesionalisme keguruan.

Kata kunci: Model *STEP*, kritis, kreatif, pengajaran, pembelajaran

ABSTRACT

This research was carried out to explore the application of the *STEP* Model in the planning of teaching and learning of Physical Education. The respondents for this research were trainee teachers majoring in Physical Education who had attended the *TOP Sportsability* course conducted by British Council Malaysia-United Kingdom. The data was analysed inductively based on the task given during the programme. The results showed that the teacher trainees were more critical in terms of planning and implementing a teaching and learning lesson. This shows that the implication of the *STEP* Model to be a catalyst to help encourage higher order thinking skills, creativity, innovative and independent thoughts in learning. This is in line with the current curriculum needs which are coherent between effective learning and clinical experiences which are positive professional teaching practices.

Keywords: *STEP* Model, critical thinking, creativity, teaching, learning

PENGENALAN

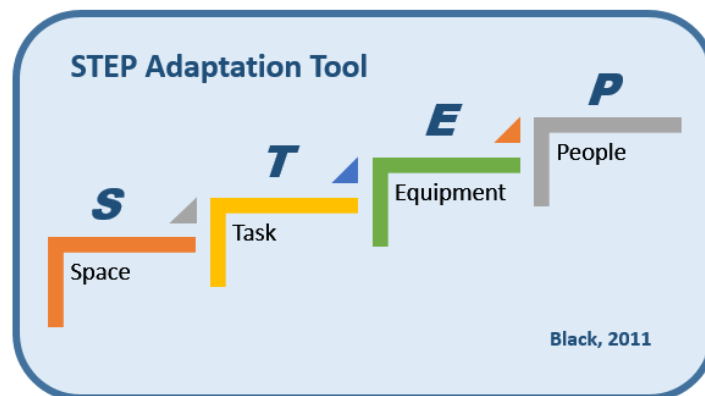
Kurikulum Pendidikan Guru di Malaysia merupakan suatu pelan yang memberi pengalaman pembelajaran untuk belajar dan pengalaman pembelajaran untuk mengajar bagi melahirkan insan guru yang profesional dan bersepadu, bersifat dinamik, relevan, futuristik, responsif dan holistik. Hal ini selari dengan konteks pembelajaran masa kini yang memerlukan siswa guru lebih kritis dan kreatif dalam berhadapan dengan sesuatu tugas (Kementerian Pendidikan Malaysia, 2013). Pendedahan siswa guru dengan pelbagai program di Institut Pendidikan Guru merupakan suatu nilai tambah di samping membekalkan siswa guru dengan pengalaman pembelajaran agar lebih bersedia dalam mengaplikasikan konsep teori ke praktis sebagai guru permulaan kelak.

Pelaksanaan Pendidikan Jasmani memerlukan guru bersifat kritis dan kreatif agar murid responsif terhadap pengajaran dan pembelajaran (Orlich, Hardee, Callahan, Trevisan & Brown, 2007). Mosston dan Ashworth (2002) menyarankan agar fasa-fasa yang terdiri dari fasa pra-impak, fasa impak dan fasa pasca-impak dirancang dengan bertujuan agar tahap kebolehan dan keupayaan murid dapat dioptimumkan. Hal ini juga memerlukan guru merancang, mengaplikasi dan membuat pentaksiran yang sistematik ke arah pencapaian matlamat yang dihasratkan.

Pendidikan Jasmani merupakan proses dalam pendidikan yang menggunakan aktiviti fizikal untuk membantu perkembangan otot, meningkatkan tahap kemahiran dan pengetahuan serta perkembangan sosial yang positif (Hannaford, 2008). Pendidikan Jasmani yang berkualiti boleh diperolehi dengan merancang pendidikan melalui pergerakan (*education through movement*) dan pendidikan untuk pergerakan (*education for movement*). Variasi aktiviti dalam pengajaran dan pembelajaran Pendidikan Jasmani merupakan salah satu elemen yang dapat menarik serta mengekalkan minat murid terhadap mata pelajaran ini. Guru Pendidikan Jasmani seharusnya mampu menggabungkan teori dan praktis dalam menyampaikan maklumat atau pengetahuan kepada murid (Kelly, Cavill & Foster, 2009). Guru juga perlu mengambil kira minat dan kecenderungan murid dalam merangka aktiviti pengajaran dan pembelajaran dengan tidak mengabaikan matlamat serta objektif yang ditetapkan. Hill dan Cleven (2015) berpendapat bahawa sekiranya murid berminat terhadap sesuatu aktiviti, mereka akan memberikan tumpuan dan penglibatan yang maksimum terhadap mata pelajaran tersebut. Minat murid yang tinggi juga membuatkan guru lebih bermotivasi dalam merancang untuk mempelbagaikan aktiviti pengajaran agar pembelajaran akan menjadi lebih bermakna (Razeghi, 2008).

KERANGKA KONSEPTUAL

Kerangka konseptual yang mendasari kajian ini datang daripada Model *STEP* (Black, 2011). *STEP* merupakan singkatan untuk *Space, Task, Equipment* dan *People*. Kerangka ini menyarankan bahawa elemen-elemen yang terdapat di dalam *STEP* adalah yang memerlukan siswa guru untuk melakukan aktiviti dengan membuat adaptasi dari segi ruang atau *space*, tugas atau *task* yang diberikan, alat atau *equipment* yang digunakan serta individu atau *people* yang terlibat dalam menjalankan aktiviti tersebut.



Rajah 1: Model *STEP*

PERNYATAAN MASALAH

Peranan guru dalam mengekalkan minat murid di bilik darjah merupakan elemen penting. Menurut Kelly, Cavill dan Foster (2009), minat murid boleh diperolehi sekiranya guru sentiasa kritis dan kreatif dalam merancang dan merangka aktiviti selain dari mewujudkan suasana pengajaran dan pembelajaran yang kondusif. Dewasa ini, terlalu banyak kajian melaporkan bahawa murid-murid kurang berminat dalam melibatkan diri semasa Pendidikan Jasmani. Isu global ini dikhuatiri berkekalan sekiranya tiada sebarang inisiatif ke arah menanganinya. Laporan penyelidikan di luar negara (Hill & Cleven, 2015) juga menunjukkan bahawa statistik murid tidak berminat menyertai Pendidikan Jasmani di sekolah amat membimbangkan. Keadaan yang sama turut berlaku di dalam negara di mana terdapat murid yang tidak langsung berminat dan mengambil berat untuk hadir ke kelas Pendidikan Jasmani. Namun, inisiatif guru-guru dalam mevariasikan aktiviti membuatkan murid-murid sering tertunggu waktu Pendidikan Jasmani di sekolah. Kajian yang dilaporkan oleh Aljughaiman dan Mowrer-Reynolds (2015) serta Black dan Williamson, (2011) menunjukkan bahawa murid-murid menunjukkan minat yang tinggi dan mendalam apabila guru kreatif dalam mempelbagaikan aktiviti.

TUJUAN

Kajian ini bertujuan untuk meneroka aplikasi Model *STEP* dalam pengajaran dan pembelajaran Pendidikan Jasmani di Institut Pendidikan Guru. Responden kajian terdiri daripada siswa guru opsyen Pendidikan Jasmani yang mengikuti Program *TOP Sportsability* dengan kerjasama British Council Malaysia-United Kingdom. Fokus kajian adalah terhadap aktiviti dan kreativiti yang direka cipta oleh responden berasaskan tugas yang diberikan.

METODOLOGI

Reka bentuk kajian yang digunakan bergantung kepada tujuan sesuatu kajian (Maxwell, 2005). Bersesuaian dengan tujuan kajian untuk meneroka aplikasi Model *STEP* dalam pengajaran dan pembelajaran Pendidikan Jasmani di Institut Pendidikan Guru, siswa guru diberikan latihan dan tugas menerusi Program *TOP Sportsability* dengan kerjasama British Council Malaysia-United Kingdom. Dalam konteks kajian, siswa guru diberikan intervensi berasaskan tugas yang terkandung dalam Model *STEP*. Intervensi tersebut memerlukan siswa guru melakukan penerokaan untuk merancang aktiviti-aktiviti yang dikhususkan.

Responden

Responden yang terlibat dalam kajian ini adalah seramai 40 orang siswa guru yang terdiri dalam kalangan pelajar-pelajar Program Ijazah Sarjana Muda Perguruan (PISMP) Semester 5 Ambilan Jun 2015 bagi sesi Januari-Mei 2017 yang mengikuti pengajian di salah sebuah Institut Pendidikan Guru, Kuala Lumpur (Jadual 1). Pemilihan responden adalah berdasarkan persampelan bertujuan iaitu siswa guru dari kumpulan pengkhususan Pendidikan Jasmani.

Jadual 1

Taburan Responden Kajian

Deskripsi		Bilangan	%
Jantina	Lelaki	24	60
	Perempuan	16	40

Jadual 1 di atas memaparkan tabiran responden yang mengikuti Program *TOP Sportsability* dengan kerjasama British Council Malaysia-United Kingdom. Menerusi program tersebut, tugas diberikan dan memerlukan siswa guru merancang dan melaksanakan pengajaran dan pembelajaran Pendidikan Jasmani dengan menggunakan Model *STEP* tersebut.

Instrumen dan Prosedur Pengumpulan Data

Kajian ini menggunakan kaedah pungutan data secara kualitatif di mana memerlukan pengkaji bertindak sebagai instrumen yang utama (Bogden & Biklen, 2007; Merriam, 2001). Hal ini bermakna pengkaji terlibat dalam kerja lapangan dan berada di tapak kajian bagi memerihai dan meneroka proses yang berlaku. Bersesuaian dengan tujuan kajian, pengkaji memainkan peranan sebagai pemerhati sepenuhnya iaitu memisahkan diri daripada perkara yang dikaji dengan menjalankan pemerhatian dari jauh (*non-participant observer*). Dalam konteks kajian, Model *STEP* diguna pakai semasa siswa guru menjalani Program *TOP Sportsability* dengan kerjasama British Council Malaysia-United Kingdom iaitu salah satu program usaha sama antara Institut Pendidikan Guru Malaysia dengan British Council Malaysia. Data dikumpul berasaskan tugas yang diberikan terhadap setiap kumpulan.

Tugasan Kumpulan

Kaedah pengumpulan data secara pemerhatian berstruktur memberi peluang kepada pengkaji mendapat maklumat secara langsung terhadap program, proses atau sesuatu perkara yang ingin dikaji dalam situasi semula jadi (Merriam, 2001). Bagi kajian ini, protokol pemerhatian digunakan di mana protokol tersebut bertindak sebagai panduan terhadap perkara yang ingin diperhatikan dan dirakamkan. Dalam konteks kajian, siswa guru diberikan tugas yang terdiri dari komponen yang terdapat di dalam *The Inclusion Spectrum* (Black, 2011) iaitu:

- i. *Open Game*
- ii. *Modified Game*

- iii. *Parallel Game*
- iv. *Disability Sports Game*

Siswa guru dikehendaki merancang serta mereka cipta aktiviti berasaskan komponen-komponen yang dinyatakan di atas dengan mengaplikasikan Model *STEP* tersebut.

DAPATAN dan PERBINCANGAN

Model *STEP* digunakan dalam merancang pengajaran dan pembelajaran Pendidikan Jasmani. Kajian yang dijalankan terhadap siswa guru memaparkan elemen-elemen seperti berikut:

Pembelajaran Bermakna

Pengalaman siswa guru apabila diperkenalkan dengan Model *STEP* membuatkan mereka lebih kritikal dalam berhadapan dengan tugas yang digariskan. Kebebasan yang diberikan dalam merancang, memilih dan mereka cipta aktiviti berasaskan kriteria tugas mendorong siswa guru “mewarnakan” aktiviti mereka secara kreatif (PM04_T04_Jan 17). Siswa guru membuat pelbagai adaptasi berasaskan ruang, tugas dan peralatan agar bersesuaian dengan tahap yang seharusnya murid kuasai (merujuk Dokumen Standard Kurikulum dan Pentaksiran).

Kajian juga mendapati bahawa siswa guru merasakan aktiviti yang dirancang mampu memberikan peluang kepada murid-murid untuk merasai kepuasan dan kejayaan dalam bidang Pendidikan Jasmani (PM05_T05_Jan 17). Berpandukan Model *STEP* juga, siswa guru mudah merangka penilaian sendiri dalam berhadapan dengan kepelbagaian aras tugas. Hal ini juga dapat membezakan antara latihan dan kejayaan dalam aktiviti yang mereka lalui.

Kritis dan Dinamik

Dapatan kajian memperlihatkan siswa guru merancang aktiviti kinestetik yang menarik dan berkesan. Siswa guru merancang dan mempamerkan aktiviti yang berasaskan konsep “*open game*”, “*modified game*”, “*parallel game*” serta “*disability sports game*”. Aplikasi Model *STEP* memperlihatkan bahawa siswa guru mereka aktiviti dengan mempamerkan unsur penggabungjalinan “*intra*” dan “*inter*”. Menerusi penggabungjalinan “*intra*”, siswa guru menggabungkan kemahiran-kemahiran yang terdapat dalam ruang lingkup Pendidikan Jasmani. Manakala penggabungjalinan “*inter*” pula menggabungkan kemahiran yang terdapat dalam Pendidikan Jasmani berserta mata pelajaran yang lain.

KESIMPULAN

Kajian ini bertujuan untuk meneroka aplikasi Model *STEP* dalam pengajaran dan pembelajaran Pendidikan Jasmani di Institut Pendidikan Guru. Dapatan kajian menunjukkan bahawa aplikasi Model *STEP* merupakan salah satu dari medium yang dapat meningkatkan elemen kritis dan kreatif dalam kalangan siswa guru. Kajian ini juga memperlihatkan bahawa siswa guru bersifat kritikal dalam mengeluarkan instrumen pentaksiran berserta cadangan soalan. Setiap elemen yang terdapat dalam Model *STEP* iaitu ruang, tugas, peralatan serta murid-murid yang terlibat dalam pengajaran dan pembelajaran membantu siswa guru lebih bersedia dan kreatif dalam merancang serta menghasilkan aktiviti pengajaran dan pembelajaran Pendidikan Jasmani.

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PENGUASAAN PERIBAHASA DAN MAKNA MENGGUNAKAN PISATUM: SATU KAJIAN TINDAKAN

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ABSTRAK

Model permainan pendidikan ini direka berdasarkan keprihatinan terhadap masalah yang dihadapi oleh murid-murid dalam menguasai peribahasa selain usaha kecil penyelidik dalam memelihara martabat Peribahasa Melayu sebagai Warisan Budaya Takketara Negara. Hasil daripada pemerhatian di dalam kelas, murid-murid amat lemah dalam menguasai peribahasa walaupun telah diajar kepada mereka sejak di bangku sekolah rendah. Banyak faktor yang menjadi penyebab kepada ketidakberkesanan pengajaran guru dan pembelajaran pelajar. Atas sebab itulah, sebuah model permainan pendidikan yang diinovasikan daripada permainan kad imbas diperkenalkan dengan menggunakan konsep pembelajaran koperatif untuk murid-murid belajar peribahasa cara baharu. Selain daripada menggunakan kaedah pemerhatian di dalam kelas, penyelidik juga menjalankan ujian pra dan pos untuk menguji keberkesanan model pembelajaran ini ke atas 41 orang murid-murid Tingkatan 1 Cepak. Hasil daripada menggunakan model permainan pendidikan ini di dalam kelas, selain daripada meningkatkan penguasaan pelajar dalam topik peribahasa, murid-murid juga boleh belajar sambil bermain. Ia menjadikan suasana PdPc lebih menyeronokkan dan yang paling penting ia merupakan kaedah pembelajaran yang lebih berkesan. Hal ini dikatakan demikian kerana dengan menggunakan permainan ini untuk belajar peribahasa, murid-murid telah dapat menguasai banyak peribahasa dalam tempoh masa yang singkat sahaja. Model permainan pendidikan ini dinamakan *Pisatum (Permainan Peribahasa)*.

Kata Kunci: Peribahasa, Inovasi, Kad Imbas, Pisatum

1.0 PENGENALAN

Peribahasa merupakan salah satu cabang sastera lama yang *tak lapuk di hujan dan tak lekang di panas*. Ia dikatakan wujud sama waktu dengan wujudnya bahasa dan peradaban sesuatu bangsa (Abdullah Hussain, 2016: vii). Masalah yang dihadapi oleh murid-murid saya sebenarnya merisaukan saya sebagai seorang guru. Peribahasa merupakan warisan negara. Martabatnya harus dijaga setaraf dengan kita memelihara kedudukan pantun, syair, gurindam, seloka, teromba dan warisan-warisan lain dalam masyarakat kita. Saya bimbang jika generasi muda sekarang tidak tahu apakah itu peribahasa. Sememangnya kerajaan dan pihak NGO telah merancang dan menjalankan pelbagai usaha untuk mempromosi dan mengekalkan kelangsungan warisan negara ini, tetapi pada pandangan saya, semua usaha ini haruslah berakar tunjang di bangku sekolah lagi. Jika tidak dimulakan sekarang, tidak mustahil suatu masa nanti warisan ini akan hilang lenyap begitu sahaja dalam jiwa anak negara walaupun ia dikatakan wujud dalam kalangan kita. Rahman Shaari (1993: 88) berpendapat, aspek peribahasa harus dianggap sama pentingnya dengan aspek-aspek lain dalam proses pengajaran dan pembelajaran (PdP yang kini disebut PdPc) bahasa Melayu. Ini kerana peribahasa hidup dan berkembang bersama-sama bahasa berkenaan secara keseluruhannya. Cuma kini masyarakat umum kurang memberi perhatian terhadap peribahasa sendiri pada hal ia merupakan kata-kata bijaksana yang mengandungi pengajaran dan teladan bagi diri dan kehidupan bermasyarakat.

1.1 PERNYATAAN MASALAH

Selama 5 tahun lebih bertugas di Tebedu, Sarawak, saya sangat faham sejauh mana penguasaan murid-murid saya dalam topik Peribahasa Melayu. Kebanyakan daripada mereka sememangnya kurang penguasaannya. Sama ada disuruh menyatakan beberapa peribahasa, berikan maksud, mengenal pasti dan pelbagai lagi jenis soalan, jawapannya pasti mengecewakan guru. Adakah kerana faktor perbezaan bangsa, (majoriti murid di sini berbangsa Bidayuh) murid kurang membaca, tidak ada

bahan rujukan, cara yang digunakan oleh guru untuk mengajar peribahasa membosankan atau kerana sememangnya mereka tidak ambil kisah, semua ini menjadi persoalan saya. Daripada kesemua permasalahan yang dihadapi oleh murid dan guru sendiri, saya cuba sedaya upaya untuk memikirkan apakah caranya yang boleh saya lakukan untuk menjadikan murid saya dapat belajar peribahasa dengan menarik dan yang paling penting ia haruslah berkesan. Oleh sebab itu, saya telah menginovasikan satu pendekatan untuk murid-murid belajar peribahasa dengan mudah dan berkesan. Melalui pendekatan yang diperkenalkan ini, murid-murid akan dapat mengingat banyak peribahasa dengan cara yang mudah dan singkat serta dapat menguasai maksud peribahasa yang dipelajarinya.

1.2 PERSOALAN KAJIAN

Persoalan kajian saya adalah seperti berikut:

- i. Adakah Pisatum dapat membantu murid mengingat lebih banyak peribahasa dengan mudah?
- ii. Adakah Pisatum dapat membantu murid menguasai makna peribahasa yang dipelajari dengan berkesan?

1.3 OBJEKTIF

1.3.1 Objektif Umum

Memperkenalkan Pisatum sebagai satu kaedah baharu untuk belajar peribahasa.

1.3.2 Objektif Khusus

- i. Murid-murid dapat mengingat lebih banyak Peribahasa Melayu dengan mudah.
- ii. Murid-murid dapat menguasai maksud peribahasa yang dipelajari dengan berkesan.
- iii. Murid-murid dapat memahami kosa kata baru melalui gambar.

2.0 PERMAINAN PISATUM

2.1 Pengenalan dan cara bermain

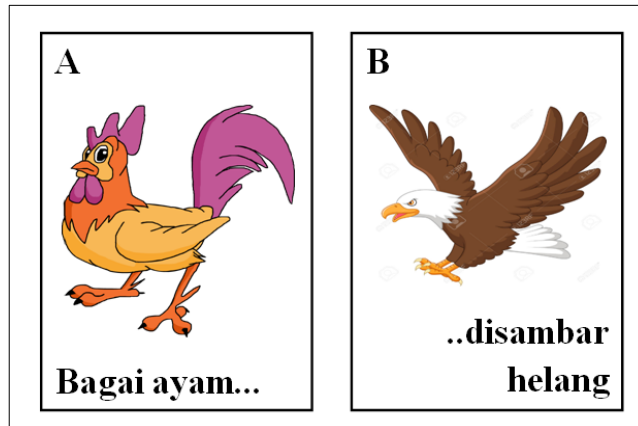
Permainan ini diberi nama "Pisatum" kerana bentuk kad permainan ini yang meletakkan satu peribahasa tersebut secara "terpisah" antara frasa hadapan dengan frasa belakang. Murid perlu mencari pasangan kad yang terpisah tersebut dan "mencantumkannya" untuk mendapatkan peribahasa yang lengkap. Jadi, perkataan Pisatum adalah asal daripada perkataan Pisah dan Cantum. Permainan ini boleh dimainkan oleh 3 hingga 6 orang pemain. Cara untuk bermain permainan ini ialah setiap pemain perlu menyatukan pasangan kad yang betul dengan mencabut kad tersebut daripada pihak lawan. Setiap satu pasangan peribahasa yang betul akan memberikan satu markah kepada pemain. Pemain juga perlu menyatakan maksud peribahasa yang disatukan dengan betul untuk mendapatkan markah tambahan. Pemain yang dapat mengumpul paling banyak markah dikira sebagai pemenang. Setiap pusingan permainan dikawal oleh seorang pengadil. Permainan perlu dimainkan beberapa pusingan untuk mendapatkan hasil yang terbaik.

2.2 Reka bentuk Pisatum

Pada setiap kad dicetak gambar yang berkaitan dengan frasa yang tertera untuk menjadikannya lebih senang difahami oleh pemain. Setiap kad juga dicetak dengan simbol "A" untuk frasa hadapan dan simbol "B" untuk frasa belakang. Pecahan-pecahan peribahasa ini akan disimpan di dalam sebuah kotak kecil yang direka khusus. Belakang kotak tersebut akan diletakkan penerangan cara-cara untuk bermain permainan kad ini. Di dalam setiap kotak terdapat 40 peribahasa yang terpilih (Peribahasa yang digunakan adalah yang terkandung dalam buku teks Bahasa Melayu Tingkatan 1 hingga 5 sekolah kerajaan). Jadi, di dalam setiap kotak mempunyai 80 kad peribahasa yang terpisah.

Selain itu, senarai peribahasa yang terpilih ini ada juga disertakan dalam bentuk 2 keping kad iaitu kad pertama peribahasa 1-20 dan kad kedua peribahasa 21-40 berserta maksudnya sekali menjadikan jumlah kesemua kad yang ada di dalam kotak ini adalah 82 keping. Tujuannya adalah untuk rujukan

pemain sebelum memulakan permainan. Ia juga adalah bertujuan untuk dipegang oleh pengadil semasa permainan ini berlangsung.



Rajah 1 Contoh pasangan kad

SENARAI PERIBAHASA DAN MAKSUD PERMAINAN PERIBAHASA PISATUM VOL. 1		
BIL.	PERIBAHASA	MAKSUD
1.	Air panas hendak ke dalam	Banyak bertakabir hendak tidak bertamam
2.	Alang-alang bermyiak biar lincin	Peribahasa bermula bergaduh
3.	Ada udang di belakang batu	Jika bertakabir sesuatu dengan separuh jalan
4.	Bagai ayam disambar helang	Ada maksud di belakang peribahasa baik
5.	Bagai cendawan tumbuh selepas hujan	Yang banyak
6.	Bagai cendawan tumbuh selepas hujan	Takut banyak ada sesuatu masa
7.	Bagai cendawan tumbuh selepas hujan	Peribahasa (peribahasa) yang ejaan
8.	Bagai layang layang putik kali	Isa beribadah, tidak beribadah
9.	Bagai mayat dibuai oleh angin	Suatu perkara yang tidak akan putus bergoyang
10.	Bagai mayat dengan air	Peribahasa yang ejaan
11.	Bagaimana acuan, begitulah bulunya	Peribahasa yang ejaan
12.	Bak membawa rezezi paili	Isa beribadah, tidak beribadah
13.	Berat mata memandang berat lagi bahu memikul	Peribahasa yang ejaan
14.	Berjagung-jagung dahulu sememinta paili masak	Beribadah dengan yang baik
15.	Biar mati anak jangan mati astak	Beribadah dengan yang baik
16.	Biar puak kutang jangan puak mata	Beribadah dengan yang baik
17.	Cantik-cantik bulu ayam, lama lama berbulam juga	Peribahasa yang ejaan
18.	Daun-daun di benut, di dalam benut berbulam	Peribahasa yang ejaan
19.	Gerangan bari api biar sempat jadi arang	Peribahasa yang ejaan
20.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
21.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
22.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
23.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
24.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
25.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
26.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
27.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
28.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
29.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
30.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
31.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
32.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
33.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
34.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
35.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
36.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
37.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
38.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
39.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
40.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan
41.	Helang malar menagap belalang, manusia malar menagap nama	Peribahasa yang ejaan

Rajah 2 Kad senarai peribahasa dan makna

3.0 PELAKSANAAN KAJIAN

3.1 Pemerhatian

Guru akan menjalankan pemerhatian di dalam kelas Tingkatan 1 Cekap melalui sesi PdPc. Beberapa soalan akan diajukan kepada murid-murid secara lisan untuk menguji pengetahuan mereka tentang beberapa peribahasa sebelum dan selepas Model Pembelajaran Permainan Pisatum diperkenalkan. Daripada jawapan-jawapan yang diberikan oleh murid-murid, saya akan mendapat maklumat yang dikehendaki untuk meneruskan kajian tindakan ini.

3.2 Perbandingan Ujian pra dan pos

Saya akan menggunakan kaedah perbandingan ujian pra dan pos untuk melihat impak dan keberkesannya. Saya akan menjalankan ujian kepada 41 orang sampel ini untuk melihat sejauh mana pengetahuan mereka tentang Peribahasa Melayu. Setelah mendapat keputusan ujian, guru akan memperkenalkan permainan peribahasa Pisatum ini kepada mereka. Selepas itu, ujian akan dijalankan semula kepada 41 orang murid ini untuk melihat sejauh mana impak dan keberkesannya.

3.3 Temu bual berkelompok

Temu bual berkelompok dijalankan selepas semua murid menggunakan Pisatum untuk belajar peribahasa di dalam bilik darjah. Soalan-soalan yang ditanya adalah berfokus kepada keberkesanan pendekatan ini terhadap murid-murid selepas menggunakan Pisatum untuk belajar peribahasa.

4.0 DAPATAN KAJIAN

4.1 Dapatan melalui pemerhatian

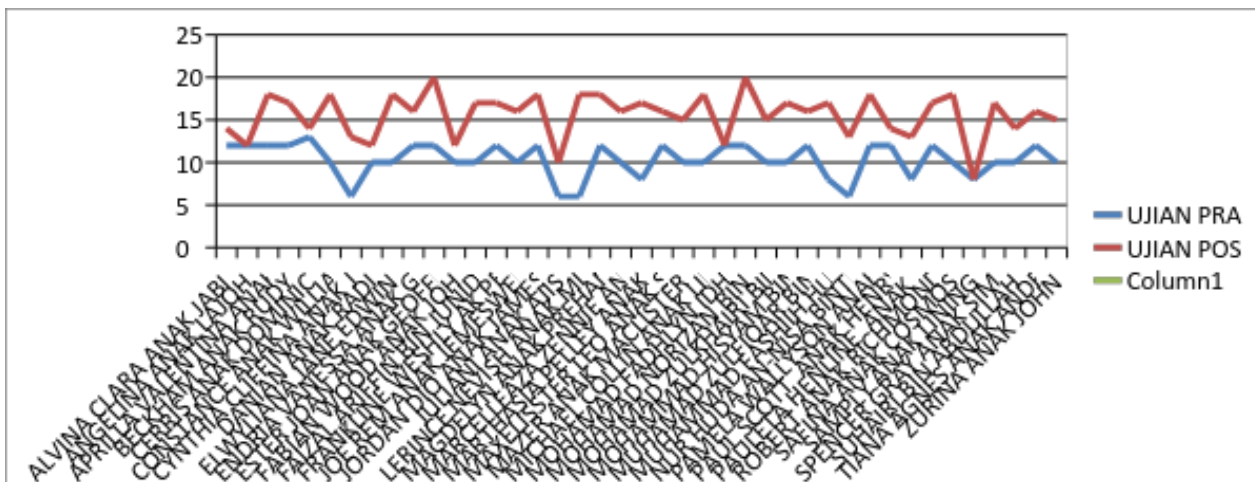
Jadual 1

Dapatan melalui pemerhatian

BIL.	SEBELUM MENGGUNAKAN PISATUM	SELEPAS MENGGUNAKAN PISATUM
1.	Murid hanya dapat menyatakan beberapa “peribahasa popular”.	Murid-murid dapat menyatakan lebih banyak peribahasa.
2.	Tidak dapat menyatakan maksud peribahasa.	Murid-murid dapat menyatakan peribahasa bersama maksud.
3.	Tidak yakin menjawab soalan guru dan menundukkan kepala apabila ditanya tentang makna peribahasa.	Murid-murid lebih yakin menjawab apabila ditanya oleh guru tentang peribahasa dan makna.
4.	Tidak dapat mengenal pasti peribahasa melalui gambar yang ditunjukkan.	Murid-murid lebih mudah mengenal pasti peribahasa melalui gambar-gambar yang ditunjukkan.
5.	Suasana PdPc di dalam kelas agak membosankan.	Suasana PdPc di dalam kelas lebih menyeronokkan.
6.	Murid tidak berminat topik Peribahasa.	Topik Peribahasa menjadi topik kegemaran semua murid.

4.2 Dapatan melalui ujian pra dan ujian pos

Selepas menyemak jawapan ujian pra murid-murid, saya memperkenalkan permainan Pisatum kepada murid-murid kelas 1 Cepak. Saya memperuntukkan 6 masa untuk murid-murid bermain di mana setiap sesi permainan diperuntukkan sebanyak 2 masa iaitu 60 minit. Jadi, murid-murid bermain permainan ini sebanyak 3 kali sahaja sebelum saya menguji tahap penguasaan mereka semula melalui ujian pos. Bagi soalan ujian pos, saya membina soalan yang sama bentuknya dengan ujian pra tetapi soalnya ada berbeza. Selepas menyemak jawapan daripada ujian pos murid-murid, keputusannya adalah seperti graf di bawah.



Rajah 3: Keputusan ujian pra dan pos

Melalui keputusan ujian pra dan pos, saya mendapati 93% (38 orang) murid-murid di dalam kelas 1 Cepak meningkat markahnya selepas menggunakan Pisatum. Manakala 7% (3 orang) tidak meningkat, dan 0% (0 orang) untuk penurunan markah. Oleh yang demikian, kesimpulan saya terhadap keputusan yang diperolehi ini menunjukkan bahawa penggunaan Pisatum terhadap murid-murid untuk menguasai peribahasa Melayu adalah sangat berkesan kerana peratus pelajar yang meningkat markahnya jauh lebih tinggi daripada peratus lain. Perbezaan bangsa dilihat tidak mempengaruhi penguasaan murid-murid. 3 orang murid tidak menunjukkan peningkatan adalah berkemungkinan kerana mereka mempunyai masalah khusus dan memerlukan bimbingan serta perhatian yang lebih daripada guru.

4.3 Dapatan daripada temu bual berkelompok

Selepas murid-murid menggunakan Pisatum untuk belajar peribahasa, saya mengambil peluang untuk menemu bual murid-murid secara berkelompok. Soalan yang ditanya ialah: “Adakah awak semua seronok belajar dengan menggunakan Pisatum?”. Kesemua murid menjawab “Ya!” secara serentak. Saya juga bertanya: “Adakah awak semua rasa Pisatum ini berkesan untuk menguasai peribahasa?”. Juga jawapan yang keluar daripada mulut mereka ialah “Ya cikgu!”. Daripada respon yang ditunjukkan oleh murid-murid, saya yakin bahawa mereka berasa seronok belajar menggunakan pendekatan ini dan menguatkan lagi bahawa Pisatum sangat berkesan dalam meningkatkan kemahiran murid untuk menguasai peribahasa dengan lebih cepat.

5.0 PERBINCANGAN DAN RUMUSAN

Sekolah merupakan sebuah institusi sosial yang penting dalam penerapan pengaruh sama ada positif atau sebaliknya kepada murid-murid. Guru pula bertindak sebagai agen perubahan yang akan memberi kesan kepada pembentukan dan kemenjadian murid-murid. Generasi muda sekarang perlulah dipersediakan bermula dari awal untuk menjadi pewaris bagi menjadi penyalur kepada ilmu dan warisan agar ia terus berkekalan sebagai budaya berbahasa yang bijaksana serta indah dan dijadikan amalan dalam kehidupan. Kenyataan inilah yang mendorong guru mencipta inovasi ini dan melihatnya dari sudut kepentingan menguasai peribahasa kepada generasi muda (murid-murid). Murid-murid juga dilihat sangat seronok apabila diberitahu topik pembelajaran pada hari ini ialah Peribahasa. Murid-murid dapat belajar sambil bermain manakala guru adalah sebagai pemudahcara proses pembelajaran.

Dalam proses pembelajaran menggunakan Pisatum, pelajar dapat berkomunikasi sesama mereka, bekerjasama, saling bergantung dan semua ahli kumpulan mempunyai peranannya masing-masing. Pendekatan yang digunakannya ini juga dilihat menepati aspek PAK21 iaitu konsep 4C: “Kritikal”, “Komunikasi”, “Kolaboratif”, dan “Kreatif+Inovasi”. Selain itu juga, guru dapat mempelbagaikan kaedah PdPc dengan menggunakan Pisatum seperti melakukan aktiviti kuiz, meminta pelajar memberikan maksud dengan menunjukkan kad, melekatkan kad di papan putih secara rawak dan meminta murid-murid memadankannya serta banyak lagi aktiviti lain. Hasil daripada keputusan kajian tindakan ini diharap dapat memberi manfaat kepada banyak pihak dari segi:

- i. Memberi sumbangan kepada bidang pendidikan di Malaysia dari sudut perkembangan ilmu.
- ii. Membantu guru-guru Bahasa Melayu di seluruh negara untuk mempelbagaikan teknik dan kaedah pengajaran di dalam bilik darjah.
- iii. Menyediakan bahan bantu mengajar (BBM) yang menepati kehendak KPM dalam konsep Pembelajaran Abad Ke-21.
- iv. Membantu murid-murid tidak mengira bangsa di sekolah (rendah dan menengah) untuk menguasai peribahasa Melayu dengan kaedah yang lebih menyeronokkan dan membantu dalam mengembangkan lagi potensi murid.
- v. Dapat membantu usaha kerajaan untuk memelihara dan mengekalkan jati peribahasa Melayu sebagai Warisan Budaya Takketara Negara dalam kalangan masyarakat terutama generasi muda.

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PENILAIAN TERHADAP ASPEK KONTEKS DAN INPUT BERKAITAN TAHAP PENGUASAAN HUKUM TAJWID ALIF LAM QAMARIAH DAN ALIF LAM SYAMSIYAH DI SEKOLAH KEBANGSAAN REMBANG PANAS, NEGERI SEMBILAN

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ABSTRAK

Tuntutan sebagai seorang muslim dalam membaca dan mempelajari al-Quran menjadi suatu perkara penting dalam kehidupan. Al-Quran adalah kitab yang menjadi asas pembinaan kehidupan manusia iaitu berkaitan dengan pembinaan personaliti, keimanan, cara hidup dan tingkah laku. (Yusuf Qaradawi 1985). Namun zaman yang serba moden kini, boleh dikatakan masyarakat menyisihkan diri mereka dari al-Quran. Menurut Meriam Ghazali (1999) al-Quran hanya dijadikan alat untuk dipertandingkan tanpa menitikberatkan intipatinya untuk diaplikasikan dalam kehidupan seharian. Oleh itu, Tujuan utama kajian ini dilaksanakan adalah untuk menganalisis tahap penguasaan hukum tajwid *alif lam qamariah* dan *alif lam syamsiyah* dalam kalangan murid tahun tiga Sekolah Kebangsaan Rembang Panas, Negeri Sembilan. Kajian ini menggunakan kaedah campuran (*mixed method*) berbentuk deskriptif iaitu metod kualitatif dan kuantitatif. Seramai 18 orang murid telah terpilih sebagai responden. Jenis instrumen yang digunakan dalam kajian ini adalah melalui soal selidik yang menggunakan Model CIPP, Stufflebeam, D.L. (2000) yang terdiri daripada empat komponen penilaian iaitu konteks, input, proses dan produk. Data kuantitatif dianalisis dengan menggunakan perisian *Statistical Package for the Social Sciences (SPSS)* dan analisis kuantitatif secara deskriptif. Manakala data kualitatif iaitu ujian pra dan pos dianalisis menggunakan perisian *Microsoft Office Excel*. Dapatan analisis ujian pra dan pos bagi ujian kefahaman dan juga ujian lisan menunjukkan tahap penguasaan murid tentang hukum tajwid *alif lam qamariah* dan *alif lam syamsiyah* kebanyakannya hanya berada di tahap sederhana dan baik iaitu murid boleh membaca dengan lancar tanpa bertajwid. Secara keseluruhannya, kajian mendapati keberkesanan pelaksanaan konteks dan input perlu ditambahbaik bagi mempertingkatkan keberkesanan pelaksanaan kurikulum tentang hukum tajwid yang dipelajari khususnya oleh murid-murid sekolah rendah. Penilaian terhadap proses dan produk didapati mencapai piawaian yang ditetapkan iaitu guru yang mengajar mengubah sikap dan murid menjadi lebih fokus. Penyelidik telah mengemukakan beberapa cadangan penambahbaikan yang boleh dibuat pada masa hadapan berkaitan penilaian hukum tajwid bagi membantu para pelajar mempertingkatkan pengetahuan, kemahiran dan minat dalam pembacaan al-Quran.

Kata kunci : tajwid, pendidikan, al-Quran

1.0 PENDAHULUAN

Al-Quran adalah ilmu utama yang mesti dipelajari oleh setiap individu beragama Islam. Al-Quran diturunkan kepada para nabi dan rasul, dengan perantaraan Malaikat Jibril, tertulis di dalam *mushaf*, diriwayatkan secara mutawatir, membacanya adalah satu ibadah, dimulai dengan surah al-fatihah dan diakhiri dengan surah an-Nas (Muhammad Ali Ash Shabuni, 1985). Al-Quran juga diturunkan untuk mendidik manusia khususnya masyarakat Islam dalam menjalani kehidupan di dunia dengan baik. Al-Quran mengajak manusia supaya sentiasa memerhati serta merenungi tanda-tanda kekuasaan Allah yang ada di langit dan di bumi. Ibnu Khaldun telah menyatakan bahawa mengajar anak-anak mendalami al-Quran merupakan suatu simbol dan pekerti Islam (Hassan Langgulung 1997). Ini dijelaskan oleh Ibnu Khaldun dalam kitabnya *muqqadim* (t.tarikh:507): "al-Quran itu perlu dibaca dan dipelajari pada peringkat awal kerana membaca al-Quran akan menanamkan benih-benih keimanan ke dalam jiwa kanak-kanak". Yusof Qaradhawi (2010) menegaskan di antara manfaat membaca dan menghafal al Quran pada masa kanak-kanak ialah dapat meluruskan lidah, membaca huruf dengan

tepat, dan mengucapkannya sesuai dengan makhrāj hurufnya. Membaca al-Quran dengan betul dari segi makhrāj dan tajwidnya supaya tidak terpesong pengertiannya adalah menjadi tuntutan agama ke atas orang Islam kerana membaca al-Quran dapat membentuk akidah dan akhlak individu (Abdul Halim, 1991:93). Membaca al-Quran adalah ibadah yang diberi pahala oleh Allah SWT kepada pembacanya jika dibaca dengan sebutan yang betul mengikut kaedah bacaan dan mengikut hukum-hukum tajwid (Mohd Ali Abu Bakar 1991, Haron Din 1992). Hukum mempelajari ilmu tajwid adalah fardu kifayah, manakala mengamalkannya adalah fardu ain bagi tiap-tiap kaum muslimin dan muslimat yang sudah mukallaf.

Dalam konteks membaca al-Quran dengan bertajwid, seseorang itu mestilah berusaha untuk mempelajari ilmu tajwid. Islam adalah agama yang amat mementingkan dan menggalakkan umatnya menuntut ilmu. Abu Mardhiyah telah menyatakan di dalam bukunya *Tajwid al-Quran Qiraat 'Aashim-Riwayat Hafsh Toriq al-Syatibi* (2007), orang yang membaca al-Quran terbahagi kepada tiga golongan iaitu *muhsin ma'jur*, *musi ma'jur* dan *musi ma'zur*. *Muhsin ma'jur* iaitu orang yang membaca al-Quran bertepatan dengan hukum tajwid. *Musi ma'jur* iaitu orang yang membaca al-Quran tidak bertepatan dengan hukum tajwid tetapi terus belajar dan berusaha memperbaiki bacaannya. Manakala *Musi ma'zur* pula iaitu orang yang membaca al-Quran tidak bertepatan dengan hukum tajwid tetapi tidak mahu belajar memperbaiki bacaannya. Oleh itu, seorang guru perlu sentiasa berusaha mempertingkatkan pengetahuannya khususnya di dalam bidang yang diajar kepada muridnya. Peranan guru pendidikan Islam bukan sahaja bertanggungjawab untuk menyampaikan ilmu-ilmu yang berkaitan dengan tilawah al-Quran semata-mata, malah menjadi *qudwah hasanah* dan mesti mempunyai sahsiah yang unggul supaya boleh dicontohi dan dihormati oleh murid-muridnya.

2.0 LATAR BELAKANG KAJIAN

Pembelajaran al-Quran di sekolah adalah bermatlamat melahirkan pelajar yang bukan sahaja mahir membaca, tetapi memahami dan menghayati ajarannya. Bidang tajwid al-Quran ini telah diajar bermula dari tahun satu sehingga tahun enam. Ibn Khaldun mengatakan pengajaran al-Quran adalah asas kepada semua pengajaran lain kerana ia merupakan syiar agama yang membawa kepada keteguhan akidah dan kekuatan iman (Abdullah Al-Nasih Ulwan, 1976:160). Seorang guru perlu mempunyai pelbagai ilmu pengetahuan termasuk pengetahuan yang mendalam terhadap mata pelajaran yang diajarnya. Malah menurut Al-Nahlawy (1983), seorang pendidik perlu sentiasa mempertingkatkan keilmuannya, pengetahuan yang mendalam terhadap mata pelajaran yang diajarnya serta menguasai ilmu pengetahuan lain seperti pengetahuan agama, sejarah, geografi, matematik, bahasa dan sebagainya. Pada masa ini, peranan guru berkesan akan sentiasa memerhatikan perkembangan penguasaan pelajar terhadap pengajaran dan pembelajaran para pelajar mereka. Kejayaan guru mengubah pelajar dalam bentuk perubahan jangka pendek dan perubahan jangka panjang merupakan kayu ukur kepada keberkesanan pengajaran guru (Kamarul Azmi Jasmi, Ab Halim Tamuri, & Mohd Izham Mohd Hamzah, 2012). Amalan ini penting kerana ia akan menentukan daya tarikan minat pelajar untuk menumpukan perhatian. Punca pelajar hilang tumpuan semasa belajar ialah disebabkan cara guru menerangkan dan menggunakan bahan pengajaran yang membosankan (Ngalim: 1998). Menurut Shulman (1987), terdapat dua perkara yang menjadi asas kepada guru iaitu pengetahuan isi kandungan subjek dan pengetahuan pedagogi subjek.

Dalam proses pengajaran pendidikan Islam, terdapat banyak teknik dan kaedah pengajaran yang boleh dilaksanakan dan digunakan. Pelbagai penggunaan alatan bantu mengajar, model-model tertentu, atau kepelbagaian kaedah yang berpusatkan murid telah banyak membantu untuk memudahkan proses P&P. Begitu juga dengan pendekatan modul atau kaedah seperti kaedah *talaqi musyafahah*, hafazan, latih tubi, amali serta kaedah soal jawab dan pelbagai teknik yang boleh digunakan mengikut kesesuaian tajuk yang diajar. Merujuk kepada hasil kajian Mohd Aderi & Rohani (2009) mendapati masih wujud dalam kalangan guru yang tidak menggunakan dan menekankan kaedah *talaqi musyafahah* dalam proses P&P. Inilah antara sebab utama yang memfokuskan tentang kelemahan penguasaan kemahiran membaca al-Quran dalam kalangan pelajar walaupun mereka telah melalui enam tahun pembelajaran di sekolah rendah. Oleh sebab itu, semua guru khususnya guru pendidikan tilawah al-Quran perlu menekankan juga dari aspek pemilihan dan penggunaan kaedah yang berkesan dalam proses P&P. Kaedah pengajaran serta cara penyampaian kaedah yang bersistematik sangat mempengaruhi proses penerimaan pelajar terhadap pengajaran guru. Dengan menggunakan kaedah yang baik dan sesuai, ia mampu membantu pelajar memperoleh ilmu pengetahuan, kemahiran dan membawa perubahan sikap dan tingkah laku, menanam minat dan nilai-nilai yang diingini (Kamarul

Azmi & Ab. Halim 2012). Dalam kajian ini, pengkaji akan memfokuskan kepada penggunaan kaedah *talaqi musyafahah* dalam memberi pemahaman dan menarik minat murid serta meningkatkan kemahiran membaca al-Quran khususnya tentang hukum tajwid *alif lam qamariah* dan *alif lam syamsiyah* kepada murid-murid tahun tiga di Sekolah Kebangsaan Rembang Panas, Kuala Pilah.

3.0 PENYATAAN MASALAH

Berdasarkan hasil kajian Mohd Aderi & Rohani (2009) mendapati masih wujud dalam kalangan guru yang tidak menggunakan dan menekankan kaedah *talaqi musyafahah* dalam proses P&P. Inilah antara sebab utama yang memfokuskan tentang kelemahan penguasaan kemahiran membaca al-Quran dalam kalangan pelajar walaupun mereka telah melalui enam tahun pembelajaran di sekolah rendah. Ramlan Ahmad (2000) dalam kajiannya menyatakan antara faktor yang menyebabkan pelajar-pelajar lemah dalam kemahiran al-Quran ialah sikap ibu bapa yang tidak mengambil berat tentang pendidikan al-Quran anak-anak mereka, malah tugas mengajar al-Quran diserahkan terus kepada guru pendidikan Islam di sekolah. Oleh itu, kelemahan pelajar dalam penguasaan al-Quran akan terus wujud sehinggalah mereka menamatkan pelajaran pada peringkat sekolah menengah sekiranya pengajaran al-Quran di sekolah tidak diberi penekanan. Kesibukan ibu bapa dengan profesion masing-masing juga menjadikan penyebab kurangnya pendidikan al-Quran ke atas anak-anak (Utusan Malaysia, 10 Januari 1995). Fenomena ini turut dijelaskan lagi hasil daripada temu bual pengkaji dengan Guru Pakar Pendidikan Islam iaitu Halijah Othman pada 15 Jun 2006 yang menjelaskan bahawa kelemahan pelaksanaan pengajaran tilawah al-Quran ini juga bertitik tolak daripada sikap guru terhadap pengajaran tilawah al-Quran itu sendiri. Hal ini disokong oleh dapatan kajian Ab. Halim et al. (2004) iaitu guru kurang melakukan aktiviti *talaqi musyafahah* semasa pengajaran Tilawah al-Quran. Kajian Mohd Aderi (2004) tentang celik al-Quran dalam kalangan pelajar Tingkatan satu di Kuala Lumpur mendapati bahawa 63% daripada responden kajian adalah mereka yang telah khatam al-Quran, namun tahap bacaan keseluruhan responden adalah pada tahap sederhana dan lemah.

Sehubungan dengan itu, terdapat juga ibu bapa sanggup berbelanja besar untuk anak-anak mereka mengikuti kelas tuisyen tetapi bersikap bakhil dalam belajar agama khususnya al-Quran. Penyataan ini disokong kerana terdapat lebih 200,000 umat Islam di Malaysia yang berumur antara 35-45 tahun dikenali tidak tahu membaca al-Quran. Ini disebabkan Akta Pendidikan 1961 lebih mementingkan pelajaran matematik dan sains di samping tindakan ibu bapa yang lebih menitikberatkan kedua-dua mata pelajaran tersebut dan tidak menyuruh anak mereka mengikuti kelas al-Quran (Berita Harian, 13 November 1995). Masalah ini sebenarnya telah dihadapi oleh pelajar dari sekolah rendah lagi dan berterusan ke sekolah menengah tanpa pemerhatian oleh ibu bapa. Menurut Ab Halim Ab Halim et al (2010)(Abdul Jamir, Ab. Halim, & A'dawiyah, 2012) penggunaan kaedah pengajaran yang efektif dapat memberi ruang kepada guru dalam memberi kefahaman dan mengawasi aktiviti pelajar, bahkan juga menggambarkan tahap kebijaksanaan guru dalam mewujudkan suasana pembelajaran yang positif dan kondusif seiring dengan hasrat sistem pendidikan pada abad ke-21 yang lebih menumpukan kepada penggunaan TMK dan pembelajaran berpusatkan pelajar. Berdasarkan prestasi pencapaian murid tahun tiga dalam peperiksaan pertengahan tahun bagi matapelajaran pendidikan Islam khususnya dalam bidang tilawah al-Quran kurang memberangsangkan. Oleh yang demikian itu, penyelidik ingin mengkaji tahap penguasaan hukum tajwid *alif lam qamariah* dan *alif lam syamsiyah*. Jadual 1 menunjukkan analisis bagi pencapaian murid tahun bagi murid tahun tiga SK Rembang Panas di dalam peperiksaan pertengahan.

Jadual 1
Analisis Pencapaian Markah Peperiksaan Pertengahan Tahun Bagi Murid Tahun Tiga Sekolah Kebangsaan Rembang Panas.

Gred	A	B	C	D	E
Bilangan Murid	1	6	6	3	2
Peratus	5.7%	33.3%	33.3%	16.6%	11.1

4.0 OBJEKTIF KAJIAN

Kajian ini secara umumnya bertujuan mengkaji tahap penguasaan murid dalam kemahiran membaca hukum *alif lam qamariah* dan *alif lam syamsiyah* di SK Rembang Panas. Bagi mencapai tujuan tersebut, beberapa objektif khusus ditetapkan dalam kajian ini iaitu:

1. Menilai tahap penguasaan murid dalam kemahiran membaca hukum *alif lam qamariah* dan *alif lam syamsiyah* dalam penilaian konteks yang mempunyai elemen-elemen di bawah:
 - a. Tahap pengetahuan murid tentang bacaan hukum *alif lam qamariah* dan *alif lam syamsiyah*.
 - b. Tahap bacaan murid tentang bacaan hukum *alif lam qamariah* dan *alif lam syamsiyah*.
2. Menilai tahap penguasaan murid dalam kemahiran membaca hukum *alif lam qamariah* dan *alif lam syamsiyah* dalam penilaian input yang mempunyai elemen-elemen di bawah:
 - a. Tahap kemahiran dan pengetahuan murid tentang hukum *alif lam qamariah* dan *alif lam syamsiyah*.
 - b. Tahap kemudahan prasarana di dalam kelas.
 - c. Tahap masa peruntukkan dalam kurikulum tilawah sekolah rendah.

5.0 PERSOALAN KAJIAN

Kajian yang dijalankan ini akan menjawab persoalan-persoalan kajian yang berkaitan tahap penilaian konteks penguasaan murid dalam kemahiran membaca hukum *alif lam qamariah* dan *alif lam syamsiyah* di SK Rembang Panas berdasarkan objektif kajian yang telah ditetapkan. Persoalan kajian yang ingin dijawab dalam kajian ini adalah seperti berikut:

- i. Sejauhmanakah tahap pengetahuan dan bacaan murid tentang bacaan hukum *alif lam qamariah* dan *alif lam syamsiyah*?
- ii. Sejauh manakah tahap kemahiran murid dalam bacaan hukum tajwid *alif lam qamariah* dan *alif lam syamsiyah*, penyediaan buku rujukan tajwid dan peruntukkan masa pengajaran?

6.0 BATASAN KAJIAN

Tumpuan kajian ini terbatas kepada penggunaan hukum tajwid *alif lam qamariah* dan *alif lam syamsiyah* dalam pengajaran dan pembelajaran tilawah al-Quran kepada murid-murid tahun tiga. Sampel kajian ini hanya melibatkan Sekolah Kebangsaan Rembang Panas, Juasseh, Kuala Pilah, Negeri Sembilan. Sekolah ini dikategorikan sebagai sekolah gred B yang merupakan sekolah kurang murid yang terletak di kawasan luar bandar. Murid-murid yang terlibat dalam kajian ini adalah kesemua murid tahun tiga iaitu seramai 18 orang pelajar yang terdiri 12 orang murid lelaki dan 6 orang murid perempuan. Ujian pra dan pos yang akan dilaksanakan merangkumi ujian kefahaman dan bacaan. Ianya terbatas kepada beberapa kalimah dan ayat pendek yang mengandungi hukum *alif lam qamariah* dan *alif lam syamsiyah*. Skor pencapaian responden akan dicatat dalam borang pemarkahan yang disediakan. Bagi penilaian ujian pos, ianya adalah soalan yang sama dengan ujian pra. Ujian pos diadakan setelah selesai sesi pengajaran bertujuan sebagai rawatan setelah selesai ujian pra diadakan.

7.0 METODOLOGI KAJIAN

Dalam kajian ini penyelidik memilih rekabentuk kajian yang berbentuk campuran (*mixed metode*) iaitu metod kualitatif dan kuantitatif. Data yang dikutip pula lazimnya merangkumi data deskriptif (kualitatif) dan maklumat statistik (kuantitatif). Melalui rekabentuk kajian tinjauan ini penyelidik akan dapat mengumpul maklumat dan mengutip data secara langsung dengan responden berkaitan sikap, pendapat, kepercayaan semasa dan lain-lain maklumat yang berkaitan dengan sekumpulan orang iaitu pelajar. Menurut Neuman (2000) kajian yang terbaik merupakan kajian yang sering menggabungkan ciri-ciri yang terdapat di dalam kajian berbentuk kuantitatif dan kualitatif kerana kekuatan dan kelemahan yang terdapat di dalam kedua-dua bentuk kajian tersebut saling akan menampung di antara satu sama lain (Azmil Hashim dan Ab. Halim Tamuri, 2012). Kajian ini juga dijalankan berlandaskan penggunaan Model CIPP (*Context, Input, Process dan Product*) Stufflebeam, D.L. (2000) bagi membuat penilaian yang lebih berkesan.

Pendekatan kuantitatif yang digunakan ialah soal selidik kerana ini bersesuaian dengan kaedah tinjauan (Robson, 1988). Soal selidik yang digunakan adalah soal selidik jawapan dipilih. Dalam kajian ini penyelidik telah memilih untuk menggunakan pemungutan data secara skala jawapan jenis Likert lima mata. Skala Likert adalah sesuai digunakan bagi mengukur pandangan yang diberikan oleh responden dalam ruang tertentu secara berterusan tentang suatu amalan persepsi dan sikap (Cohen et.al. 2000). Manakala pendekatan kualitatif digunakan untuk mendapatkan maklumat tentang tahap penguasaan murid dalam hukum tajwid *alif lam qamariah* dan *alif lam syamsiyah*. Melalui pendekatan ini satu kajian berbentuk eksperimen iaitu ujian pra dan ujian pos akan dijalankan. Melalui reka bentuk kajian ini penyelidik akan dapat mengumpul maklumat secara langsung daripada responden.

Dalam kajian ini, jumlah keseluruhan murid tahun tiga di Sekolah Kebangsaan Rembang Panas, Kuala Pilah, Negeri Sembilan adalah seramai 18 orang. Maka pengkaji memilih semua murid tersebut untuk dijadikan sampel kajian. Pemilihan sampel dibuat berdasarkan penentuan saiz sampel Krejcie dan Morgan (1970) yang telah menyenaraikan saiz sampel yang berpadanan dengan saiz populasi kajian. Menurut Mohd Najib (1998) menyatakan bahawa cara ini amat baik kerana lebih besar sampel yang digunakan oleh para penyelidik akan membantu para penyelidik mendapatkan kebolehppercayaan yang tinggi. Di samping itu, para penyelidik juga dapat mengurangi kesilapan keputusan atau masalah kebarangkalian.

7.1 Instrumen Kajian

Penyelidik akan menggunakan soal selidik dalam kajian ini. Soal selidik tersebut mengandungi dua bahagian iaitu bahagian A dan bahagian B. Soal selidik bahagian A mengandungi 5 soalan tentang latar belakang responden iaitu umur, jantina, tempat belajar al-Quran, kebolehan menguasai al-Quran dan tempat bersekolah agama (KAFA). Manakala soal selidik bahagian B pula mengandungi sebanyak 21 merangkumi item-item yang diklasifikasikan mengikut persoalan kajian berdasarkan konteks, input, proses dan produk. Komponen-komponen penilaian dalam item soal selidik berdasarkan CIPP dapat dilihat sebagaimana jadual di bawah;

Jadual 2

Komponen Penilaian Hukum Tajwid Alif Lam Qamariah dan Alif Lam Syamsiyah Mengikut Aspek Kajian

Item	Subitem	Jumlah Item
Konteks	<ul style="list-style-type: none"> Tahap Persepsi Murid Terhadap Hukum <i>Alif Lam Qamariah</i> dan <i>Alif Lam Syamsiyah</i> 	2
Input	<ul style="list-style-type: none"> Tahap Kemahiran dan Pengetahuan Hukum <i>Alif Lam Qamariah</i> dan <i>Alif Lam Syamsiyah</i> 	3
	<ul style="list-style-type: none"> Tahap Kemudahan/Prasarana 	2
	<ul style="list-style-type: none"> Tahap Kurikulum 	2
Proses	<ul style="list-style-type: none"> Tahap Sistem Penilaian Murid 	2
	<ul style="list-style-type: none"> Tahap Pendekatan/ Strategi/ Kaedah/ Teknik 	2
	<ul style="list-style-type: none"> Tahap Bimbingan dan Penyeliaan 	2
Produk	<ul style="list-style-type: none"> Tahap Prestasi Murid 	2
	<ul style="list-style-type: none"> Tahap Perubahan Sikap 	2
	<ul style="list-style-type: none"> Tahap Kepuasan Murid 	2
Jumlah		21

Soal selidik ini disediakan berdasarkan Skala Likert. Skor yang didapati dalam ujian soal selidik diberi markah seperti jadual di bawah:

Jadual 3
Skor Soal Selidik

Pilihan Jawapan	Kadar Skor
Sangat Setuju	5
Setuju	4
Kurang Setuju	3
Tidak Setuju	2
Sangat Tidak Setuju	1

Sumber: Kaedah Penyelidikan (Mahizer et al.)

Menurut Cronbach (1970), ujian ialah satu prosedur yang sistematik untuk memerhati perlakuan atau tingkah laku seseorang individu dan menghuraikan dengan bantuan skala bernombor, atau satu sistem yang berkategori. Ujian boleh dilakukan dalam pelbagai bentuk antaranya pemerhatian, ujian lisan mahupun ujian bertulis. Bagi penyelidikan tindakan ini, penyelidik menggunakan ujian pra dan ujian pos bagi peserta kajian. Ujian pra digunakan untuk mendapatkan data-data bagi mengesan murid-murid yang lemah agar dapat diberikan bantuan awal (Amanda Bangkok 2009.)

Responden akan diberikan dua set soalan bagi setiap item. Soalan pertama adalah soalan ujian pra (*pre-test questions*) iaitu untuk mengukur tahap kebolehan responden sebelum mengikuti pengajaran hukum *alif lam qamariah* dan *alif lam syamsiyah* menggunakan kaedah *talaqi musyafahah*. Soalan kedua berbentuk soalan ujian pos (*post-test questions*) yang bertujuan menilai kebolehan responden selepas menjalani sesi pengajaran hukum *alif lam qamariah* dan *alif lam syamsiyah* menggunakan kaedah *talaqi musyafahah*. Soalan ujian pra dan pos yang dibina oleh penyelidik adalah berbentuk ujian bertulis bagi set A dan ujian lisan bagi set B. Reka bentuk ini dipilih kerana ia dianggap antara yang paling sesuai untuk menilai perubahan dalam pengetahuan, kesedaran, kemahiran, sikap, keyakinan dan tingkahlaku responden (Rockwell and Kohn, 1989; Davis, 2003). Hasil perbandingan ujian pra dan ujian pos akan menentukan keberkesanan tahap pencapaian responden tentang hukum *alif lam qamariah* dan *alif lam syamsiyah* ke atas responden. Jadual 4 di bawah menunjukkan skor pemarkahan ujian bertulis dan jadual 5 menunjukkan ujian lisan yang digunakan dalam kajian ini.

Jadual 4
Skor Pemarkahan Ujian Bertulis (Set A) Pra dan Pos

Skala	Kategori Jawapan	Keputusan
1	Betul 8 -10 soalan	Cemerlang
2	Betul 6 – 7 soalan	Baik
3	Betul 5 soalan	Sederhana
4	Betul 3-4 soalan	Lemah
5	Betul 2-1 soalan	Amat Lemah

Jadual 5
Skor Pemarkahan Ujian Lisan (Set B) Pra dan Pos

Skala	Kategori Jawapan	Keputusan
1	Boleh membaca dengan lancar dan bertajwid	Cemerlang
2	Boleh membaca dengan lancar tanpa bertajwid	Baik
3	Boleh membaca tetapi tidak lancar dan tidak bertajwid	Sederhana
4	Tidak boleh membaca tetapi boleh mengenal huruf	Lemah
5	Tidak boleh membaca dan tidak kenal huruf	Amat Lemah

Ubahsuai daripada Model dan Modul Pengajaran & Pembelajaran j-QAF (2004)

7.2 Prosedur Pengumpulan Data

Data kajian ini dikumpulkan dengan menggabungkan data kaedah kuantitatif dan kualitatif. Pengumpulan data kuantitatif dilakukan melalui borang soal selidik diserahkan kepada responden untuk dijawab dan dikutip semula oleh penyelidik apabila selesai dijawab. Semua data yang diperolehi akan dikumpulkan dan dianalisis mengikut perisian *Statistical Package for Social Science (SPSS)* versi 20.0. Manakala pengumpulan data kualitatif dilaksanakan dengan menggunakan ujian pra dan ujian pos kepada semua responden bagi menilai kualiti bacaan. Data yang diperolehi akan memperkayakan lagi data kuantitatif yang melibatkan murid tahun tiga Sekolah Kebangsaan Rembang Panas.

7.3 Kaedah Analisis Data

Kajian ini mengaplikasikan analisis data secara kuantitatif dan kualitatif. Data kuantitatif yang telah diperolehi daripada soal selidik yang dijalankan telah ditukar dalam bentuk perangkaan dengan menggunakan *Statistical Package For the Social Science Version 20.0 (SPSS Ver.20.0)*. Perangkaan ini telah diproses dan dianalisis bagi mendapatkan keputusan kajian. Statistik deskriptif seperti frekuensi, peratusan, min dan sisihan piawai digunakan untuk menjelaskan profil responden dan menjawab persoalan kajian. Taksiran skor min dan kekerapan digunakan bagi menentukan tahap penguasaan murid terhadap hukum tajwid *alif lam qamariah* dan *alif lam syamsiyah*. Pembentukan jadual dan lakaran graf turut dihasilkan bagi memudahkan penyemakan dan pembacaan.

8.0 DAPATAN DATA KUANTITATIF KAJIAN BAGI TAHAP PENILAIAN KONTEKS

Penganalisan dilakukan berdasarkan jadual dan borang soal selidik yang dikemukakan kepada sampel-sampel terbabit. Skala Likert lima mata digunakan dalam kajian ini. Skor yang digunakan ialah Sangat Tidak Setuju dengan skor 1, Tidak Setuju dengan skor 2, Kurang Setuju bagi skor 3, Setuju bagi skor 4 dan Sangat Setuju bagi skor 5. Data yang diperolehi dianalisis dengan menggunakan statistik deskriptif yang melibatkan peratusan dan min. Soal selidik ini juga dibina berdasarkan skala Likert 1 hingga 5 yang telah dikategorikan dan diinterpretasikan kepada empat tahap seperti dalam jadual 6:

Jadual 6

Interpretasi Skor Purata (Skala Likert 5)

Skor purata	Interpretasi
1.0 hingga 2.00	Rendah
2.01 hingga 3.00	Sederhana rendah
3.01 hingga 4.00	Sederhana tinggi
4.01 hingga 5.00	Tinggi

Sumber: Azhar Ahmad (2006) dan Ahmad Munawwar (2009)

Jadual 7

Tahap Persepsi Murid Terhadap Hukum Alif Lam Qamariah dan Alif Lam Syamsiyah

Bi l	Item	1	2	3	4	5	Min	S.P	Interprestasi
1	Saya mempelajari hukum <i>alif lam qamariah</i> dan <i>alif lam syamsiyah</i> .	-	6 (33.3%)	10 (55.6%)	2 (11.1%)	-	2.2 7	0.6 5	Sederhana
2	Saya mengetahui cara bacaan hukum <i>alif lam qamariah</i> dan <i>alif lam syamsiyah</i> .	1 (5.6%)	9 (50.%)	7 (38.9%)	1 (5.6%)	-	2.4 4	0.7 0	Sederhana
Purata skor min							2.35		Sederhana

Jadual 7 menunjukkan bahawa setiap item dalam subkonstruk persepsi responden terhadap hukum *alif lam qamariah* dan *alif lam syamsiyah* dan cara bacaannya berada pada tahap sederhana iaitu (min = 2.44; SP = 0.70) dan (min = 2.27; SP = 0.65). Dari segi kekerapan dan peratusan menunjukkan pada

item satu seramai 10 orang responden (55.6%) kurang bersetuju dan hanya 2 orang bersetuju (11.1%). Pada item dua ramai responden yang kurang bersetuju dan tidak bersetuju. Hanya seorang sahaja (5.6%) bersetuju dengan item.

9.0 DAPATAN DATA KUANTITATIF KAJIAN BAGI TAHAP PENILAIAN INPUT

Penilaian input dinilai melalui kaedah dan skor yang sama iaitu dengan menggunakan Skala Likert. Penganalisisan Penilaian Input telah dipecahkan kepada 3 bahagian mengikut kemahiran, kemudahan dan kurikulum yang telah diperincikan dalam jadual berikut:

Jadual 8

Tahap Kemahiran dan Pengetahuan Hukum Alif Lam Qamariah dan Alif Lam Syamsiyah

Bil	Item	1	2	3	4	5	Min	S.P	Interprestasi
1	Saya mahir dalam bidang ilmu tajwid <i>alif lam qamariah</i> dan <i>alif lam syamsiyah</i> .	2 (11.1%)	9 (50.0%)	7 (38.9%)	-	-	2.2 7	0.6 6	Sederhana
2	Saya mengenal semua huruf <i>alif lam qamariah</i> dan <i>alif lam syamsiyah</i> .	-	11 (61.1%)	4 (22.2%)	3 (16.7%)	-	2.5 5	0.7 8	Sederhana
3	Saya sentiasa merujuk guru ketika sesi pengajaran di dalam kelas.	-	3 (16.7%)	9 (50.0%)	5 (27.8%)	1 (5.6%)	3.2 2	0.8 0	Tinggi
Purata skor min							2.68		Sederhana

Jadual 8 menunjukkan bahawa item satu dan dua dalam subkonstrunk kemahiran dan pengetahuan hukum *alif lam qamariah* dan *alif lam syamsiyah* berada pada tahap sederhana (min = 2.27; SP = 0.66) dan (min = 2.55; SP = 0.78) dan hanya item 3 mendapat skor yang tinggi (min = 3.22; SP = 0.80). Dari segi kekerapan dan peratusan menunjukkan item satu ramai responden berada pada tahap kurang bersetuju dan tidak bersetuju dengan item. Manakala pada item 2 seramai 3 orang (16.7%) bersetuju dan pada item 3 seramai 5 orang (27.8%) bersetuju dan seorang sahaja (5.6%) sangat bersetuju dengan item.

Jadual 9

Tahap Kemudahan/Prasarana

Bil	Item	1	2	3	4	5	Min	S.P	Interprestasi
1	Bahan rujukan pembelajaran disediakan di dalam kelas.	1 (5.6%)	17 (94.4%)	-	-	-	1.9 4	0.2 3	Rendah
2	Makmal komputer sangat diperlukan.	-	-	2 (11.1%)	13 (72.2%)	3 (16.7%)	4.0 5	0.5 3	Tinggi
Purata skor min							2.99		Sederhana

Jadual 9 menunjukkan bahawa setiap item dalam subkonstruk kemudahan/prasarana berada pada tahap sederhana. Item yang mempunyai min yang paling tinggi ialah makmal komputer sangat diperlukan (min = 4.05; SP = 0.53). Kekerapan dan peratusan menunjukkan bahawa seramai dua responden (11.1%) menyatakan sederhana setuju, seramai tiga responden (16.7%) menyatakan

sangat setuju dan yang paling ramai adalah setuju iaitu seramai 13 orang (72.2%) responden. Manakala item satu mempunyai min yang paling rendah iaitu (min = 1.94; SP = 0.23). Dari segi kekerapan dan peratusan menunjukkan bahawa hanya seorang (5.6%) sahaja responden yang menyatakan sangat tidak setuju, manakala selebihnya iaitu seramai 17 orang (94.4%) responden menyatakan tidak setuju.

Jadual 10
Tahap Kurikulum

Bil	Item	1	2	3	4	5	Mi n	S.P	Interprest asi
1	Buku-buku panduan tentang ilmu tajwid perlu diperbanyakkan.	-	-	-	5 (27.8 %)	13 (72.2 %)	4.7 2	0.4 6	Tinggi
2	Latihan yang diberikan oleh guru membantu meningkatkan kefahaman saya.	-	-	-	1 (5.6 %)	17 (94.4 %)	4.9 4	0.2 3	Tinggi
Purata skor min							4.83		Tinggi

Jadual 10 menunjukkan bahawa setiap item dalam subkonstruk kurikulum berada pada tahap tinggi. Item yang mempunyai min yang paling tinggi ialah pada item 2 iaitu (min = 4.94; SP = 0.23). Dari segi kekerapan dan peratusan menunjukkan bahawa hanya seorang sahaja responden (5.6%) yang menyatakan setuju. Manakala selebihnya seramai 17 orang (94.4%) menyatakan sangat setuju. Bagi item 1 menunjukkan dapatan (min = 4.72; SP = 0.46). Dari segi kekerapan dan peratusan menunjukkan bahawa seramai lima responden (27.8%) menyatakan setuju dan selebihnya iaitu seramai 13 orang responden (72.2%) menyatakan sangat setuju.

10.0 ANALISIS DATA KUALITATIF

Analisis data kualitatif diperolehi daripada ujian pra dan ujian pos set A dan B. Analisis ujian set A merupakan ujian kefahaman bertulis tentang hukum tajwid *alif lam qamariah* dan *alif lam syamsiyah*, manakala set B adalah ujian bacaan kalimah dan ayat pendek yang mengandungi hukum tajwid *alif lam qamariah* dan *alif lam syamsiyah*.

10.1 Ujian Pra dan Pos: Ujian Bertulis (Set A)

Dapatan responden melalui ujian pra dan ujian pos bertulis (set A) merangkumi tiga item adalah seperti berikut:

a. Analisis Pengetahuan Huruf *Alif Lam Qamariah* dan *Alif Lam Syamsiyah*

Jadual 11

Analisis Pengetahuan Huruf Alif Lam Qamariah dan Alif Lam Syamsiyah

Soalan	Ujian Pra		Ujian Pos	
	Bilangan responden yang menjawab betul	Peratus	Bilangan responden yang menjawab betul	Peratus
1. Bilangan huruf <i>alif lam syamsiyah</i> .	7 orang	38.8%	17 orang	94.4%
2. Jumlah huruf <i>alif lam qamariah</i> .	5 orang	27.7%	16 orang	88.8%
3. Dalam perkataan (بِالصَّبْرِ) <i>alif lam syamsiyah</i> bersambung dengan huruf.	12 orang	68.3%	17 orang	94.4%
4. Huruf <i>alif lam qamariah</i> dalam perkataan (الْحَمْدُ)	12 orang	68.3%	18 orang	100%
5. Huruf <i>qamariah</i> pada ayat (الْوَسْوَاسِ)	5 orang	27.7%	17 orang	94.4%

b. Analisis Pengetahuan Tanda Bacaan *Alif Lam Qamariah* dan *Alif Lam Syamsiyah*

Jadual 12

Analisis Pengetahuan Tanda Bacaan Alif Lam Qamariah dan Alif Lam Syamsiyah

Soalan	Ujian Pra		Ujian Pos	
	Bilangan responden yang menjawab betul	Peratus	Bilangan responden yang menjawab betul	Peratus
1. Tanda <i>alif lam syamsiyah</i>	10 orang	55.5%	17 orang	94.4%
2. Tanda <i>alif lam qamariah</i>	12 orang	68.3%	18 orang	100%

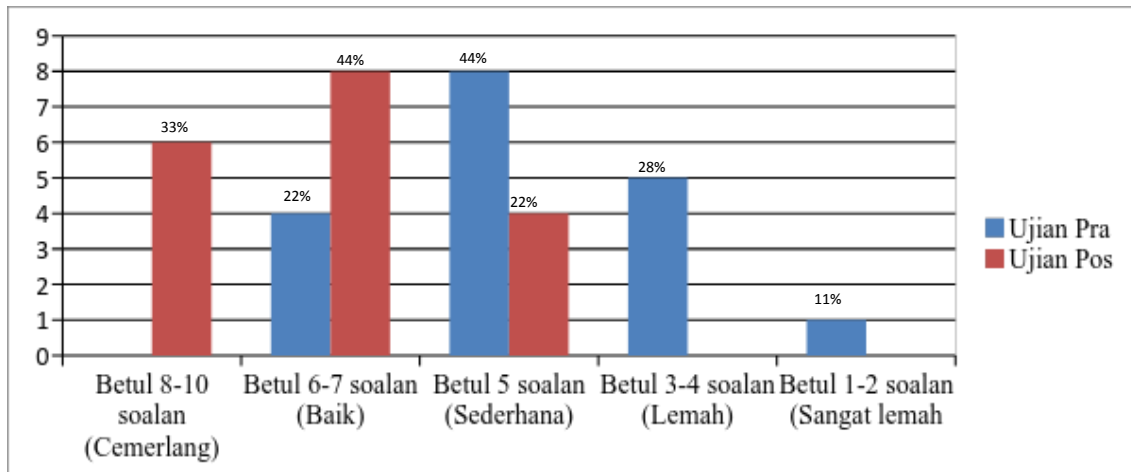
c. Analisis Pengetahuan Cara Bacaan *Alif Lam Qamariah* dan *Alif Lam Syamsiyah*

Jadual 13

Analisis Pengetahuan Cara Bacaan Alif Lam Qamariah dan Alif Lam Syamsiyah

Soalan	Ujian Pra		Ujian Pos	
	Bilangan responden yang menjawab betul.	Peratus	Bilangan responden yang menjawab betul.	Peratus
1. Cara membaca <i>alif lam syamsiyah</i> pada ayat (النَّاسِ)	7 orang	38.8%	15 orang	83.3%
2. Cara membaca <i>alif lam qamariah</i> pada ayat (مِنَ الْجَنَّةِ)	8 orang	44.4%	16 orang	88.8%
3. Hukum bacaan <i>alif lam qamariah</i> adalah	8 orang	44.4%	17 orang	94.4%

d. Analisis Keputusan Keseluruhan Ujian Pra dan Pos : Ujian Bertulis Set A



Rajah 1. Analisis Keputusan Keseluruhan Ujian Pra dan Pos (Set A)

10.2 Ujian Pra Dan Pos: Ujian Lisan (Set B)

a. Analisis Kalimah dan Ayat Alif Lam Qamariah

Jadual 14

Analisis Kalimah dan Ayat Alif Lam Qamariah

Kalimah/ Ayat	Ujian Pra		Ujian Pos	
	Keputusan	Bilangan responden	Keputusan	Bilangan responden
1. وَالْفَتْح	Cemerlang	5 (27.7 %)	Cemerlang	10 (55.5%)
	Baik	11 (61.1 %)	Baik	8 (44.5%)
	Sederhana	2 (11.2 %)	Sederhana	Tiada
2. مِنْ الْأُولَى	Cemerlang	5 (27.7 %)	Cemerlang	11 (61.1%)
	Baik	11 (61.1%)	Baik	7 (38.9%)
	Sederhana	2 (11.2%)	Sederhana	Tiada
3. وَالْقَمَرَ إِذَا تَلَّهَا	Cemerlang	4 (22.2%)	Cemerlang	10 (55.5%)
	Baik	12 (66.6%)	Baik	8 (44.5%)
	Sederhana	2 (11.2%)	Sederhana	Tiada
4. إِنَّا أَعْطَيْنَاكَ الْكَوْثَرَ	Cemerlang	10 (55.5%)	Cemerlang	16 (88.8%)
	Baik	8 (44.5%)	Baik	2 (11.2%)
	Sederhana	Tiada	Sederhana	Tiada

b. Analisis Kalimah dan Ayat Alif Lam Syamsiyah

Jadual 15

Analisis Kalimah Dan Ayat Alif Lam Syamsiyah

Kalimah/ Ayat	Ujian Pra		Ujian Pos	
	Keputusan	Bilangan responden	Keputusan	Bilangan responden
1. الصَّلِحَتِ	Cemerlang	4 (22.2%)	Cemerlang	10 (55.5%)
	Baik	12 (66.6%)	Baik	8 (44.5%)
	Sederhana	2 (11.2)	Sederhana	Tiada
2. وَالضَّالِّينَ	Cemerlang	3 (16.6%)	Cemerlang	7 (38.9%)
	Baik	13 (72.2%)	Baik	11 (61.1%)
	Sederhana	2 (11.2)	Sederhana	Tiada
3. لِسَّمَاءٍ وَمَا بَنَنَاهَا	Cemerlang	3 (16.6%)	Cemerlang	10 (55.5%)
	Baik	12 (66.8%)	Baik	8 (44.4%)
	Sederhana	3 (16.6%)	Sederhana	Tiada
4. وَالشَّمْسِ وَضُحَاهَا	Cemerlang	3 (16.6%)	Cemerlang	10 (55.5%)
	Baik	11 (61.1%)	Baik	8 (44.5%)
	Sederhana	4 (27.9%)	Sederhana	Tiada

11.0 PERBINCANGAN DAPATAN KAJIAN

Hasil dapatan kajian berdasarkan analisis deskriptif dapat dirumuskan seperti berikut;

- Dapatan kajian berdasarkan penilaian terhadap konteks iaitu tahap persepsi murid terhadap hukum *alif lam qamariah* dan *alif lam syamsiyah* adalah sederhana rendah.
- Dapatan kajian penilaian terhadap input iaitu tahap kemahiran dan pengetahuan hukum *alif lam qamariah* dan *alif lam syamsiyah* adalah sederhana rendah.
- Dapatan kajian berdasarkan penilaian terhadap input iaitu tahap kemudahan/prasarana adalah sederhana rendah .
- Dapatan kajian menunjukkan penilaian terhadap input iaitu kurikulum adalah tinggi.

Hasil dapatan data kuantitatif dan kualitatif telah menjawab persoalan-persoalan kajian seperti berikut;

- Sejauhmanakah tahap pengetahuan dan bacaan murid tentang bacaan hukum *alif lam qamariah* dan *alif lam syamsiyah*?

Tahap pengetahuan murid tentang hukum *alif lam qamariah* dan *alif lam syamsiyah*, dapat dilihat melalui keputusan ujian bertulis kefahaman set A. Pada keputusan ujian pra, didapati tahap penguasaan murid yang paling ramai adalah pencapaian sederhana iaitu sebanyak 44.4%. Malah terdapat murid berada pada pencapaian yang sangat lemah iaitu 11.1% dan tiada murid yang mencapai pencapaian cemerlang. Manakala bagi tahap bacaan murid tentang hukum *alif lam qamariah* dan *alif lam syamsiyah* dapat dilihat berdasarkan ujian lisan set B. Pencapaian lisan murid adalah pada tahap sederhana iaitu murid boleh membaca tetapi tidak lancar dan tidak bertajwid.

- b. Sejauh manakah tahap kemahiran murid dalam bacaan hukum tajwid *alif lam qamariah* dan *alif lam syamsiyah*, penyediaan buku rujukan tajwid dan peruntukkan masa pengajaran?

Kemahiran murid dalam hukum tajwid *alif lam qamariah* dan *alif lam syamsiyah* juga telah diukur melalui ujian kefahaman bertulis set A. Kefahaman pengetahuan murid diukur berdasarkan item pengetahuan tentang huruf, tanda baca dan bacaan *alif lam qamariah* dan *alif lam syamsiyah*. Penyelidik mendapati hampir semua murid dapat menjawab soalan yang berkaitan huruf *alif lam syamsiyah* atau *alif lam qamariah* apabila dinyatakan kalimah. Ini kerana murid dapat melihat huruf yang terdapat selepas huruf *alif* dan *lam* (ﻻ). Manakala apabila soalan yang berkaitan dengan jumlah huruf *alif lam qamariah* dan *alif lam syamsiyah* kebanyakan murid tidak dapat menjawab dengan tepat. Bagi soalan yang berkaitan dengan tanda bacaan *alif lam qamariah* dan *alif lam syamsiyah* didapati pencapaian murid menunjukkan agak memberangsangkan ini kerana murid mencapai tahap 100% di dalam ujian pos. Soalan yang berkaitan bacaan *alif lam qamariah* dan *alif lam syamsiyah* di dalam ujian pra hanyalah sebanyak 44% sahaja, namun keputusan itu telah meningkat sehingga 88.8% setelah murid menjawab soalan ujian pos. Persoalan yang berkaitan dengan prasarana buku rujukan tajwid disediakan di dalam kelas didapati menunjukkan min yang rendah. Ini bermaksud di dalam kelas, tidak terdapat buku rujukan tajwid disediakan. Tiada bahan rujukan seperti buku-buku tajwid dan kurang mencari bahan rujukan di internet juga merupakan faktor murid kurang pengetahuan tentang sesuatu hukum tajwid khususnya tentang hukum tajwid yang dikaji. Seterusnya bagi peruntukkan masa yang telah ditentukan di dalam kurikulum tilawah sekolah rendah bersesuaian berada pada pencapaian yang sederhana. Ini menunjukkan murid dapat menerima peruntukkan masa yang telah ditentukan oleh KPM.

12.0 CADANGAN

Beberapa cadangan yang boleh ditambahbaik bagi jangka masa pendek dan panjang telah dirangka berikutan hasil dapatan kajian berdasarkan analisis deskriptif soal selidik kebanyakannya yang hanya mencapai tahap interpretasi sederhana rendah dan juga sederhana tinggi. Cadangannya adalah seperti berikut;

12.1 Dari Aspek Penilaian Aspek Konteks

- a. Penekanan kepada pengetahuan sedia ada murid, kenalpasti murid-murid yang keciciran melalui ujian khas atau maklumat daripada guru yang mengajar sebelum memulakan sesi pengajaran perlu dititikberatkan oleh guru. Ianya bertujuan agar guru dapat mengajar murid mengikut tahap kebolehan bacaan al-Quran berdasarkan rekod tasmik murid.
- b. Penekanan terhadap bahan-bahan keperluan untuk pengajaran tilawah al-Quran juga perlu diambil berat oleh guru. Ini kerana, terdapat murid yang tiada buku lqra' di rumah. Sekaligus menyukarkan murid tersebut membuat ulangkaji di rumah. Oleh itu, pihak sekolah hendaklah memberikan bantuan pinjaman buku lqra' seperti pinjaman buku teks.
- c. Isi kandungan ilmu tajwid yang terdapat di dalam buku teks yang sedia ada perlu disemak semula dan ditambahbaik supaya lebih mudah difahami dan dapat menarik minat murid oleh Pusat Perkembangan Kurikulum (PPK).

12.2 Dari Aspek Penilaian Aspek Input

- a. Penyediaan buku-buku, bahan-bahan rujukan tajwid dan al-Quran hendaklah di letakkan di dalam kelas bagi menggalakkan murid melakukan rujukan sendiri dalam proses pembelajaran tilawah al-Quran di dalam kelas. Oleh itu, setiap kelas digalakkan mengadakan mini perpustakaan.
- b. Pihak-pihak yang bertanggungjawab perlu menyediakan dan memperbanyakkan bahan bantu mengajar seperti cakera padat berunsurkan bacaan al-Quran bertajwid yang boleh digunakan oleh guru dan murid ketika sesi pengajaran.
- c. Perlu penambahan dan penambahbaikan dari aspek prasarana dengan menyediakan kemudahan seperti makmal komputer, bilik tayang serta bilik simpanan bahan bantu mengajar. Ini kerana pengajaran yang menggunakan komputer dapat menarik minat murid dan memberi pemahaman yang jelas.

Berikut adalah cadangan-cadangan bagi kajian atau penambahbaikan yang boleh dibuat pada masa hadapan berkaitan penilaian hukum tajwid bagi memastikan keberkesanan dan penambahbaikan yang berterusan agar kualiti bacaan al-Quran terjamin. Cadangan-cadangan adalah seperti berikut:

- i. Komunikasi dua hala yang berkesan antara guru disekolah, guru mengaji dan juga ibubapa perlulah diperkasakan.
- ii. Sikap kebertanggungjawaban daripada semua pihak.
- iii. Kajian juga boleh dilakukan terhadap sampel yang lebih besar. Contohnya sampel dari keseluruhan sekolah rendah di daerah Kuala Pilah, Negeri Sembilan.
- iv. Penekanan perlu diberikan kepada keperluan kemahiran pedagogi khususnya bagi guru yang mengajar tilawah al-Quran.
- v. Pejabat Pendidikan Daerah hendaklah mengadakan serta memperbanyakkan keperluan bengkel dan kursus bagi murid untuk meningkatkan mutu bacaan al-Quran dan juga untuk guru bagi meningkatkan serta mendalami pengetahuan yang berkaitan hukum tajwid secara khusus.
- vi. Penilaian terhadap keberkesanan pengajaran guru dalam bidang tilawah yang dijalankan oleh pihak JPN dan PPD boleh dikaji bagi melihat perbezaan, kekuatan dan kelemahan yang berpuca dari tenaga pengajar.

13.0 RUMUSAN

Dapatan kajian menunjukkan tahap penguasaan hukum tajwid *alif lam qamariah* dan *alif lam syamsiyah* kini berada pada tahap cemerlang dan baik setelah murid melalui ujian pra dan pos bagi murid-murid tahun tiga Sekolah Kebangsaan Rembang Panas. Penyelidik juga berpendapat, pengajaran tentang setiap hukum tajwid mestilah selalu dibuat ulangkaji seperti bacaan sifir matematik, barulah ilmu yang dipelajari tidak mudah dilupai oleh murid-murid. Ini kerana penguasaan ilmu tajwid adalah salah satu cabang ilmu yang wajib dipelajari oleh seseorang yang bergelar Islam. Kemahiran ilmu tajwid bukanlah berdasarkan ilmu pengetahuan semata-mata. Ianya mestilah dikuasai dengan pengetahuan dan praktikal bacaan secara *talaqi musyafahah* dengan guru mengaji. Secara keseluruhannya, kajian mendapati keberkesanan pelaksanaan konteks dan input perlu ditambahbaik bagi mempertingkatkan keberkesanan pelaksanaan kurikulum tentang hukum tajwid yang mesti dipelajari oleh murid-murid sekolah rendah.

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**PENINGKATAN PENGKONSEPSIAN GEOMETRI OPTIK MURID TINGKATAN 4
DENGAN KETIDAKUPAYAAN PENGLIHATAN MENGGUNAKAN KIT
PEMBELAJARAN *KoNar* ENHANCING CONCEPTUALIZATION OF FORM 4
STUDENTS (VISUALLY IMPAIRED) IN
OPTIC GEOMETRY USING *KoNar* LEARNING KIT**

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ABSTRAK

Semasa proses PdP kepada murid ketidakupayaan penglihatan, guru perlu menjadi fasilitator kepada setiap murid mengikut keperluan dan tahap ketidakupayaan individu murid. Keadaan ini memerlukan lebih masa diperuntukkan dalam perancangan dan pelaksanaan PdP berbanding murid normal. Kajian ini bertujuan untuk meningkatkan pengkonsepsian geometri optik murid dengan ketidakupayaan penglihatan menggunakan kit pembelajaran *KoNar*. Responden terdiri daripada lapan orang murid Tingkatan 4 di sebuah sekolah menengah pendidikan khas (masalah penglihatan). Kajian ini menggunakan reka bentuk kajian tindakan. Kajian tindakan ini menggunakan Model Kemmis yang mengandungi fasa refleksi PdP, merancang tindakan, bertindak, mengutip data dan refleksi terhadap tindakan yang dijalankan. Data dikutip melalui pemerhatian, temu bual dan senarai semak. Data ini dianalisis untuk mencari tema dan kategori yang diperolehi. Dapatan kajian menunjukkan semua responden dapat mengkonsepsikan geometri optik asas iaitu cahaya merambat dalam garis lurus dan, perambatan sinar cahaya selari yang melalui kanta cembung dan kanta cekung dengan menggunakan kit pembelajaran *KoNar* ini. Kit pembelajaran *KoNar* ini juga berupaya membantu murid mengkonsepsikan titik fokus dan jarak fokus suatu kanta cembung melalui perkaitan antara titik persilangan benang dengan kedudukan kanta. Penggunaan kit pembelajaran *KoNar* yang dapat menggambarkan sinar cahaya dalam dimensi 3D ini juga berupaya meningkatkan motivasi murid untuk belajar berbanding dengan penggunaan gambarajah timbul berbentuk 2D. Pengkaji mencadangkan kit pembelajaran *KoNar* dikomersilkan dan dijadikan kit pembelajaran di sekolah untuk membantu murid dengan ketidakupayaan penglihatan mengkonsepsikan geometri optik dalam mata pelajaran Sains.

Kata kunci: murid ketidakupayaan penglihatan, geometri optik, kanta cembung, kanta cekung, sifat cahaya

1.0 PENDAHULUAN

Murid ketidakupayaan penglihatan perlu terlibat secara langsung dalam sistem pendidikan di Malaysia. Keterlibatan mereka menjadi komponen penting untuk mencapai matlamat persekolahan dan pendidikan (Marks, 2000). Keterlibatan murid ini di sekolah boleh dijadikan petunjuk kepada pencapaian akademik dan seterusnya, menyumbang kepada perkembangan sosial dan kognitif murid berkenaan. Kajian Amla, Mazdalina dan Ramlah (2013) menegaskan bahawa sekolah merupakan tempat murid memperoleh pengalaman, pengetahuan dan membina personaliti.

Dalam kurikulum sains di Malaysia, geometri optik asas telah diperkenalkan kepada murid Tahun 5 dalam Huraian Sukatan KBSR Tahun 5 (KPM, 2003), manakala, diperkenalkan kepada murid sekolah menengah di Tingkatan 1 melalui Dokumen Standard Kurikulum dan Pentaksiran (DSKP) Sains KSSM Tingkatan 1 (KPM, 2015). Semasa menjalankan proses pengajaran dan pembelajaran (PdP) dicadangkan agar penguasaan konsep geometri optik dijalankan melalui aktiviti *hands-on* dan *minds-on* menggunakan kaedah eksperimen (KPM, 2015). Semasa PdP di makmal sains untuk murid normal, guru akan menggunakan kit cahaya atau kotak cahaya yang terdapat dalam pasaran iaitu yang mengumpulkan sebilangan besar radas dan peralatan yang berkaitan dengan penyiasatan melibatkan geometri optik untuk menjalankan aktiviti PdP. Walau bagaimanapun, kit atau kotak cahaya ini kurang mengambil kira keperluan murid berkeperluan khas dengan ketidakupayaan penglihatan. Oleh itu, guru sains perlu menyediakan persekitaran pembelajaran fizikal untuk penguasaan konsep geometri optik

kepada murid berkeperluan khas ini. Kekurangan peralatan dan radas yang sesuai kepada keperluan mereka akan menyebabkan pencapaian akademik mereka akan berada pada tahap yang sama dengan murid normal yang berprestasi rendah (Bardin dan Lewis, 2011). Maka, murid dengan ketidakupayaan penglihatan perlu diberi pengalaman yang seoptimum mungkin semasa mereka menjalankan penyiasatan di makmal. Jika mereka tidak diberi tumpuan semasa proses pembelajaran, mereka akan tertinggal dalam pembelajaran.

Aktiviti yang dijalankan semasa proses PdP perlu berupaya mengembangkan kemahiran saintifik iaitu kemahiran proses sains (KPS) dan kemahiran manipulatif serta kemahiran berfikir aras tinggi (KBAT) murid. Pengembangan kemahiran saintifik dan KBAT boleh dilakukan melalui kaedah inkuiri penemuan (KPM, 2015). Jika murid dengan ketidakupayaan penglihatan ini diberi ruang dan peluang menggunakan kit pembelajaran yang sesuai, maka ketidakterbatasan aktiviti inkuiri penemuan dapat dikurangkan.

Kajian menunjukkan murid dengan ketidakupayaan penglihatan menghadapi halangan dalam aspek akademik dan sosial disebabkan keadaan ketidakupayaan penglihatan mereka itu. Murid didapati bosan, tidak bermotivasi dan tidak melibatkan diri dengan aktiviti dalam persekitaran sekolah (Appleton *et al.* 2008; Reschly *et al.* 2008). Oleh itu, guru mempunyai peranan yang besar dalam meningkatkan keterlibatan mereka dalam bidang akademik (Manisah Mohd Ali & Noorfazihah Hassan, 2014). Guru ini juga berperanan menjadi guru pendamping dan guru resos serta berupaya berinteraksi dengan murid yang mempunyai masalah ini (Wolffe *et al.*, 2002) semasa menjalankan aktiviti di dalam bilik darjah. Kebanyakan murid yang memberi perhatian yang positif semasa proses PdP, mengambil bahagian dalam aktiviti kurikulum, menunjukkan usaha yang gigih serta membina rasa kekitaan sepanjang tempoh pembelajaran akan menunjukkan sikap dan tingkah laku yang positif di sekolah (Sirin & Sirin-Roger 2005; Smith *et al.* 2010) serta mereka cenderung untuk berjaya apabila tamat persekolahan (Archambault *et al.* 2009).

2.0 PERNYATAAN MASALAH

Semasa proses PdP, kit pembelajaran memainkan peranan yang penting. Buku atau kit pembelajaran yang dihasilkan perlu berorientasikan kepada murid samada keupayaan dan keadaan fizikalnya (Kulm, Roseman & Treistman, 1999). Buku dan kit pembelajaran ini akan menjadi sumber rujukan utama apabila ketiadaan guru semasa proses PdP. Oleh itu, kit pembelajaran dan buku ini perlu berupaya menggalakkan dan membantu proses pembelajaran sendiri. Kit pembelajaran yang dihasilkan perlu berupaya membolehkan murid untuk belajar sendiri sesuai dengan kemampuan dan mengikut masa mereka sendiri. Selain itu, buku dan kit pembelajaran yang baik juga mempunyai aktiviti dan latihan yang membolehkan murid untuk meningkatkan penguasaan terhadap sesuatu topik. Mengikut Roseman *et al.* (1999), setiap buku harus mempunyai dan menerangkan objektif setiap topik ataupun bab bagi membolehkan murid menentukan apa yang sepatutnya mereka fahami di akhir setiap bab. Selain daripada itu, kit pembelajaran yang dibina perlu sesuai dengan keadaan fizikal murid dan perlu disimpan dalam ruangan yang sesuai (Mohd Hanafi Mohd Yasin *et al.*, 2013).

Berdasarkan kepada kajian lalu terhadap murid dengan ketidakupayaan penglihatan seperti kekangan terhadap proses pengajaran (Mohd Hanafi Mohd Yasin *et al.* 2013), buku dan kit pembelajaran (Kulm, Roseman & Treistman, 1999), aktiviti dan latihan (Roseman *et al.* 1999), sikap dan tingkah laku positif (Sirin & Sirin-Roger 2005; Smith *et al.* 2010, Archambault *et al.* 2009), tahap akademik (Bardin dan Lewis, 2011), perkembangan sosial dan kognitif (Amla, Mazdalina & Ramlah, 2013), halangan dalam akademik dan sosial (Appleton *et al.* 2008; Reschly *et al.* 2008). pengkaji mendapati kajian berkaitan dengan peningkatan pengkonsepsian geometri optik belum dijalankan. Oleh itu, kajian ini bertujuan untuk melihat peningkatan pengkonsepsian geometri optik murid tingkatan 4 dengan ketidakupayaan penglihatan menggunakan **kit pembelajaran KoNar**

3.0 METODOLOGI

Kajian ini menggunakan penyelidikan tindakan sebagai reka bentuk kajian. Kajian tindakan ini menggunakan Model Kemmis yang mengandungi empat fasa utama iaitu refleksi, merancang, bertindak dan mengutip data. Subjek kajian terdiri daripada lapan orang murid Tingkatan 4 yang mengalami ketidakupayaan penglihatan di sebuah sekolah menengah pendidikan khas.

a. Refleksi Pengajaran dan Pembelajaran

Berdasarkan pengalaman pengkaji sebagai guru mata mata pelajaran Fizik dan Sains Teras di sekolah dan institut latihan perguruan, penggunaan kotak cahaya sebagai bahan bantu mengajar dalam proses pengajaran geometri optik adalah amat penting. Penggunaan kotak cahaya ini adalah untuk membolehkan murid memerhati pergerakan sinar cahaya dan mengkaji sifat cahaya. Kotak cahaya yang lengkap adalah bahan bantu mengajar yang utama dalam menjalankan penyiasatan di makmal untuk murid normal di sekolah arus perdana. Satu kotak cahaya akan diedarkan untuk digunakan oleh setiap kumpulan murid di makmal. Pengkaji juga mendapati kotak cahaya yang terdapat dalam pasaran akan mengandungi peralatan asas seperti lampu, celahan, pelbagai penuras warna, kanta cembung, kanta cekung dan blok. Kanta dan blok diperbuat samada daripada kaca atau perspeks. Kanta yang disediakan juga biasanya dengan pelbagai ketebalan iaitu dengan jarak fokus, f , yang pelbagai.

Aktiviti penyiasatan menggunakan kotak cahaya memerlukan murid memerhati dan seterusnya, melakar pergerakan sinar cahaya yang diperhatikan. Untuk meningkatkan kemahiran mengkonsepsikan sifat cahaya melalui kanta, murid normal akan memerhati pergerakan sinar cahaya melalui kanta dengan pelbagai ketebalan (pelbagai jarak fokus, f). Ini akan membantu murid untuk membuat pengitlakan bagi membina kefahaman tentang sifat kanta cembung dan kanta cekung berdasarkan ciri spesifik sepunya. Melalui pemerhatian, murid juga dapat membuat perbandingan pergerakan sinar cahaya yang melalui kedua-dua kanta tersebut. Semasa proses PdP di IPG Kampus Ilmu Khas, pengkaji menyedari bahawa proses pengajaran Fizik atau Sains untuk menguasai konsep asas geometri optik dalam kalangan murid berkeperluan khas dengan ketidakupayaan penglihatan memerlukan bahan bantu mengajar atau kit pembelajaran yang khusus. Kit pembelajaran ini perlu dapat meningkatkan kemahiran mereka mengkonsepsi pergerakan sinar cahaya melalui kanta cembung dan kanta cekung dengan membolehkan mereka "melihat" sinar cahaya. Kit pembelajaran ini juga perlu memberi ruang dan peluang kepada murid berkeperluan khas ini menjalankan aktiviti *hands-on* dan *minds-on* untuk pengembangan kemahiran saintifik (kemahiran proses sains dan kemahiran manipulatif) dan KBAT.

Di IPG Kampus Ilmu Khas, terdapat sejumlah 8 orang siswa guru program Ijazah Sarjana Muda Perguruan (PISMP) yang mengikuti kursus Pendidikan Khas (Masalah Penglihatan). Bukan semua siswa guru PISMP Pendidikan Khas (Masalah Penglihatan) menghadapi ketidakupayaan penglihatan tetapi hanya seorang sahaja siswa guru yang menghadapi ketidakupayaan penglihatan. Pengkaji telah menemubual siswa guru berkenaan dan seorang siswa guru PISMP Pendidikan Khas (Masalah Pendengaran) untuk mengetahui pengalaman pembelajaran mata pelajaran Sains beliau semasa di sekolah dan seterusnya, mengesahkan ramalan pengkaji tentang proses pengajaran mata pelajaran Sains. Siswa guru berkenaan telah belajar di sebuah sekolah arus perdana dalam program inklusif. Seperti yang pengkaji ramalkan, semasa di sekolah, siswa guru berkenaan tidak menjalankan penyiasatan melalui aktiviti *hands-on* semasa proses pembelajaran topik cahaya sebaliknya hanya mendengar perbincangan rakan dan penerangan guru sahaja. Oleh itu, tanpa kit pembelajaran yang khusus untuk memenuhi keperluannya, siswa gur tersebut hanya bergantung kepada deria pendengaran untuk mengkonsepsi pergerakan sinar cahaya melalui kanta cembung dan kanta cekung dengan pelbagai ketebalan.

Dapatan awal yang diperolehi daripada cuba uji dan temubual mendapati bahawa siswa guru yang bermasalah penglihatan (SG B) lebih mudah mengkonsepsi proses perambatan sinar cahaya melalui jenis kanta yang berlainan berbanding dengan siswa guru PISMP Masalah Pendengaran (SG A). Kit pembelajaran *KoNar* telah dibina dengan tujuan utama untuk membantu murid dengan ketidakupayaan penglihatan justeru memberi penekanan kepada rangsangan melalui sentuhan iaitu deria sentuhan untuk menggantikan deria penglihatan. Kajian ini bertujuan untuk melihat peningkatan pengkonsepsian geometri optik murid tingkatan 4 dengan ketidakupayaan penglihatan menggunakan **kit pembelajaran *KoNar***.

b. Perancangan Tindakan

Cahaya merupakan medium abstrak yang boleh dilihat tetapi tidak boleh disentuh. Di sekolah aliran perdana, guru akan menggunakan menggunakan kotak sinar yang menggunakan laser atau mentol sebagai punca cahaya untuk menunjukkan sinar cahaya kepada murid normal semasa mengajar tajuk cahaya. Walau bagaimanapun, cahaya sukar dan kadang kala tidak boleh diperkenalkan kepada murid

berkeperluan khas, terutamanya yang mempunyai masalah penglihatan (Azevedo, Vieira, Aguiar & Santos, 2014). Oleh itu, guru yang mengajar murid dengan ketidakupayaan penglihatan akan menggunakan gambar rajah timbul untuk membantu murid dengan ketidakupayaan penglihatan mengkonsepsikan sifat dan perambatan sinar cahaya. Walaupun gambar rajah timbul yang bersifat dua dimensi ini membantu murid mengkonsepsi geometri optik asas tetapi proses perancangan dan pelaksanaan PdP mengambil masa yang lama. Guru perlu menyediakan bilangan gambar rajah timbul yang banyak bagi setiap sesi pengajaran untuk menunjukkan setiap situasi yang berbeza dalam sifat dan proses perambatan sinar cahaya melalui kanta. Proses penghasilan gambar rajah timbul ini juga melibatkan kos yang tinggi kerana gambar rajah timbul ini hanya boleh dihasilkan menggunakan mesin dan kertas khas yang mahal. Selain dari itu, gambar rajah timbul ini masih mempunyai kekurangan kerana ia hanya membolehkan murid dengan ketidakupayaan penglihatan menggunakan deria sentuhan pada satah dua dimensi sahaja. Keadaan ini kurang membantu murid mengkonsepsikan sifat dan perambatan sinar cahaya dalam satah tiga dimensi. Oleh itu, kekurangan dan kekangan gambar rajah timbul dua dimensi ini akan mempengaruhi proses pelaksanaan pengajaran geometri optik asas di bilik darjah. Walaupun, aktiviti PdP yang melibatkan *hands-on* dan *minds-on* menggunakan gambar rajah timbul dua dimensi ini masih boleh dijalankan tetapi dengan pengalaman pembelajaran yang kurang autentik tentang sifat cahaya dan perambatan sinar cahaya. Oleh itu, guru menghadapi masalah untuk mengembangkan kemahiran saintifik dan KBAT murid. Gambar rajah timbul dua dimensi yang digunakan kurang berjaya mengambil kira keperluan murid dengan ketidakupayaan penglihatan dan menyebabkan ketidakterbatasan aktiviti inkuri penemuan yang dirancang oleh guru. Menurut Kulm, Roseman & Treistman (1999), buku dan kit pembelajaran perlu berorientasikan kepada keupayaan dan fizikal murid. Masa proses pelaksanaan PdP juga bertambah kerana murid perlu mengambil masa yang lebih lama untuk mengkonsepsikan sifat cahaya dan perambatan sinar cahaya dengan hanya menggunakan gambar rajah timbul dua dimensi.

Oleh itu, penggunaan gambar rajah timbul dua dimensi untuk membantu murid dengan ketidakupayaan penglihatan mengkonsepsikan sifat cahaya dan perambatan sinar cahaya menimbulkan masalah kepada guru semasa proses perancangan dan pelaksanaan PdP. Seterusnya, kekurangan peralatan dan radas yang sesuai kepada keperluan murid ini menyumbang kepada halangan dalam aspek perkembangan akademik dan sosial mereka disebabkan keadaan ketidakupayaan penglihatan mereka itu. Menurut Appleton et al. (2008) dan Reschly et al. (2008), ini menyebabkan mereka didapati bosan, tidak bermotivasi dan tidak melibatkan diri dengan aktiviti dalam persekitaran sekolah.

Kit pembelajaran **KoNar (Kotak Sinar)** direka cipta untuk cuba menyelesaikan keterbatasan proses PdP murid dengan ketidakupayaan penglihatan bagi geometri optik asas di bilik darjah. *KoNar* adalah satu kit pembelajaran yang terdiri daripada sebuah kotak kit beserta manual pengguna yang lengkap. Kotak kit *KoNar* mempunyai slot kecil untuk memasukkan benang di bahagian sisi kotak, model kanta yang diperbuat daripada perspeks yang boleh menggelangsar dan benang seperti yang ditunjukkan pada Lampiran 1.

Kit pembelajaran *KoNar* mempunyai dua mod penggunaan seperti yang ditunjukkan dalam Rajah 1 iaitu mod kanta cembung dan kanta cekung. Benang (tiga warna benang yang berlainan) disusun selari dalam kit *KoNar* mewakili sinar cahaya yang dihasilkan pada kotak sinar dengan menggunakan celahan. Disebabkan reka bentuk lubang benang yang terdapat pada kanta, kanta akan bebas bergerak ke kiri dan kanan di sepanjang gelangсар. Gelangсар ini bertujuan untuk memudahkan pengguna mengubah kedudukan kanta selain daripada mengelakkan kanta tersebut daripada bergerak terlalu bebas. *KoNar* juga dilengkapi dengan pembaris Braille di sepanjang gelangсар untuk membolehkan pengguna mengukur jarak dengan tepat.

Kit pembelajaran *KoNar* digunakan sebagai kit pembelajaran untuk penguasaan pengetahuan dan pengembangan kemahiran berikut:

Jadual 1

Kemahiran Proses Sains yang mewakili Pengetahuan Sains

Pengetahuan sains	Kemahiran
1. Cahaya bergerak dalam garis lurus	KPS: memerhati, membuat inferens, mentafsir data, mendefinisi secara operasi, berkomunikasi KBAT: membanding dan membezakan, membuat gambaran mental, menganalisis, menaakul, mengitlak, menganalogikan, mengkonsepsikan
2. Sinar cahaya dari objek jauh adalah selari	KPS: memerhati, membuat inferens, mentafsir data, mendefinisi secara operasi, berkomunikasi, KBAT: menghubungkan, membuat gambaran mental, menaakul, mengitlak, menganalogikan, menkonsepsikan
3. Terdapat 2 jenis kanta iaitu cembung (lebih tebal di bahagian tengah) dan cekung (lebih nipis di bahagian tengah)	KPS: memerhati, membuat inferens, mentafsir data, mendefinisi secara operasi, berkomunikasi KBAT: mencirikan, menghubungkan, menganalisis, membanding dan membezakan, membuat gambaran mental, menaakul, mengitlak, menganalogikan, menkonsepsikan
4. Sinar tuju yang selari dengan paksi prinsipal akan ditumpukan di titik fokus, F selepas melalui kanta cembung	KPS: memerhati, mengelas, membuat inferens, mentafsir data, mendefinisi secara operasi, berkomunikasi KBAT: mencirikan, menghubungkan, menganalisis, membanding dan membezakan, membuat gambaran mental, menaakul, mengitlak, menganalogikan, menkonsepsikan
5. Sinar tuju yang selari dengan paksi prinsipal akan dicapahkan seolah-olah semua sinaran berpunca dari titik fokus, F, selepas melalui kanta cekung	KPS: memerhati, mengelas, membuat inferens, mentafsir data, mendefinisi secara operasi, berkomunikasi KBAT: mencirikan, menghubungkan, menganalisis, membanding dan membezakan, membuat gambaran mental, menaakul, mengitlak, menganalogikan, menkonsepsikan

Inkuiri menggunakan aktiviti *hands-on* dan *minds-on* yang sesuai dirancang menggunakan kit *KoNar* untuk penguasaan pengetahuan dan pengembangan kemahiran seperti dalam Rajah 1 di atas. Aktiviti *hands-on* dan *minds-on* untuk mengkonsepsikan geometri optik asas melalui pembelajaran aktif dapat dilaksanakan walaupun untuk murid berkeperluan khas.

c. Pelaksanaan Tindakan

Aktiviti inkuiri menggunakan prototaip awal kit *KoNar* untuk penguasaan pengetahuan dan pengembangan kemahiran yang telah dikenal pasti telah dilaksanakan kepada dua orang siswa guru program PISMP yang mengikuti kursus Pendidikan Khas (Masalah Penglihatan dan Masalah Pendengaran) di IPG Kampus Ilmu Khas. Dapatan dari cuba uji ini telah digunakan untuk menambahbaik prototaip awal kit *KoNar* tersebut. Aktiviti PdP menggunakan prototaip kit pembelajaran *KoNar* yang telah dimurnikan ini seterusnya dilaksanakan di sebuah Sekolah Menengah Pendidikan Khas (SMPK) (Masalah Penglihatan) di Kuala Lumpur. Tindakan tertumpu kepada penggunaan Kit Pembelajaran *KoNar* untuk penguasaan pengetahuan sains berikut:

- 3.1 Mengkonsepsikan sinar cahaya bergerak dalam garis lurus
- 3.2 Mengkonsepsikan sinar cahaya dari objek jauh adalah selari
- 3.3 Membezakan dua jenis kanta iaitu cembung (lebih tebal di bahagian tengah) dan cekung (lebih nipis di bahagian tengah) berdasarkan ciri-cirinya.
- 3.4 Mengkonsepsikan perambatan sinar tuju yang selari dengan paksi prinsipal selepas melalui kanta cembung
- 3.5 Mengkonsepsikan perambatan sinar tuju yang selari dengan paksi prinsipal selepas melalui kanta cekung

Sejumlah 8 orang murid Tingkatan 4 yang mengambil mata pelajaran Sains Teras telah menjadi responden dalam kajian ini. Tindakan ke atas setiap murid melibatkan penggunaan kit pembelajaran *KoNar* dalam 5 aktiviti inkuiri bagi penguasaan pengetahuan sains yang telah dikenal pasti. Lembaran kerja aktiviti inkuiri telah disediakan dan 4 orang pengkaji telah diberi taklimat tentang pelaksanaan tindakan. Setiap murid telah menjalankan aktiviti inkuiri dengan dibimbing oleh seorang pengkaji. Dua sesi tindakan telah dilaksanakan dengan 4 orang murid bagi setiap sesi. Masa bagi setiap sesi inkuiri tidak ditetapkan, sebaliknya, bergantung kepada tempoh masa yang diperlukan oleh murid berkaitan untuk menguasai pengetahuan sains pada setiap aktiviti. Data telah dikutip melalui pemerhatian dan temu bual oleh setiap pengkaji. Data juga telah dikutip melalui temu bual dengan guru yang mengajar mata pelajaran sains. Data ini kemudiannya dianalisis untuk mencari tema dan kategori yang diperolehi.

4.0 DAPATAN KAJIAN

Data dikutip melalui pemerhatian setiap pengkaji terhadap aktiviti inkuiri semasa murid menjalankan aktiviti *hands-on* dan *minds-on* di makmal sains serta temu bual dengan murid dan guru selepas menjalankan aktiviti. Data juga dikutip menggunakan senarai semak aktiviti yang dijalankan. Data yang dikutip ini dianalisis dengan mencari kategori dan tema yang diperolehi berdasarkan ketiga-tiga kaedah mengutip data berkenaan.

Beberapa kategori dan tema yang telah diperolehi adalah perancangan dan pelaksanaan PdP, masa, dan kos. Dapatan daripada pemerhatian dan senarai semak menunjukkan kesemua responden berupaya mengkonsepsikan geometri optik asas iaitu cahaya merambat dalam garis lurus dan, perambatan sinar cahaya selari yang melalui kanta cembung dan kanta cekung dengan menggunakan kit pembelajaran *KoNar*. Kit *KoNar* ini juga berupaya membantu murid mengkonsepsikan titik fokus dan jarak fokus suatu kanta cembung melalui perkaitan di antara titik persilangan benang dengan kedudukan kanta. Kit *KoNar* yang digunakan semasa aktiviti *hands-on* dan *minds-on* juga dapat mempercepatkan masa untuk murid menguasai suatu pengetahuan sains. Penggunaan kit pembelajaran *KoNar* yang dapat menggambarkan sinar cahaya dalam tiga dimensi juga berupaya meningkatkan motivasi murid untuk terus belajar berbanding dengan semasa penggunaan gambar rajah timbul dalam dua dimensi.

Masa pembelajaran dan kos penyediaan juga dapat dijitamkan kerana kit pembelajaran *KoNar* membolehkan penyiasatan kepada beberapa kedudukan kanta yang berbeza tanpa perlu guru menyediakan gambar rajah yang berbeza bagi setiap kedudukan kanta.

Antara dapatan daripada temu bual yang mengukuhkan dapatan daripada pemerhatian dan senarai semak adalah:

4.1 Guru Sains SMPK (Masalah Penglihatan)

“...sangat berbeza bila mengajar di sekolah pendidikan khas masalah penglihatan ini. Saya terpaksa ***membina sendiri gambarajah biasa dan kemudiannya ditransform kepada gambarajah timbul***. Buat satu gambarajah biasa memakan masa selama 30 minit. Kemudian transform kepada gambarajah timbul. Pernah berlaku saya terpaksa membina 98 gambarajah timbul untuk seorang apabila ujian dijalankan. Boleh bayangkan jika dalam kelas ada 20 orang.saya sangat ***teruja menggunakan kit tiga dimensi ini dan saya melihat murid lebih mudah memahami konsep yang diajar....***”

4.2 Murid SMPK 1

“...sebelum ini, saya belajar berdasarkan penerangan guru sahaja. ***Guru menerangkan konsep dan saya membayangkan konsep berkenaan***. Menggunakan kit ini dapat ***membantu belajar sains dengan lebih baik melalui aktiviti secara praktikal....***”

4.3 Siswa Guru PISMP 1: Buta

“.....dulu kami menggunakan ***gambarajah timbul dan penerangan*** daripada guru sahaja. Kami hanya berupaya membayangkan sahaja. Apa yang berlaku, kadang kala bayangan yang digambarkan tidak sama dengan konsep yang diajar. Melalui kit ini, saya ***rasa gembira***

kerana membantu saya memahami konsep yang diajar dalam masa yang singkat hanya melalui aktiviti meraba.....”

4.4 Siswa Guru PISMP 3: Normal

‘....semasa belajar topik cahaya, guru mengajar hanya menggunakan gambarajah seperti yang terdapat dalam buku teks. Melalui kit ini dapat **menjelaskan pergerakan cahaya dengan menggunakan tali yang pelbagai berwarna**. Kit ini sangat berguna bukan hanya kepada murid berkeperluan khas tetapi juga kepada murid aliran perdana kerana **sangat efektif, ringan dan menjimatkan kos**. Pihak sekolah juga tidak perlu mengeluarkan kos yang tinggi untuk memilikinya....’

4.5 Wakil Persatuan Bagi Orang Buta Malaysia (MAB)

“....dengan adanya kit pembelajaran KoNar ini, pembelajaran boleh dijalankan secara interaktif. Kit ini perlu dipunyai oleh sekolah pendidikan khas. Kit ini perlu disebar luas bukan hanya kepada murid berkeperluan khas tetapi kepada murid normal juga.....”

Berdasarkan kepentingan kit *KoNar* ini kepada murid berkeperluan khas (masalah penglihatan) ini, pengkaji mencadangkan agar kit pembelajaran *KoNar* ini dikomersilkan dan dijadikan kit pembelajaran di sekolah untuk membantu murid dengan ketidakupayaan penglihatan mengkonsepsikan geometri optik dalam mata pelajaran Sains. Kit pembelajaran *KoNar* ini boleh juga digunakan untuk murid normal dan di sekolah yang mempunyai masalah dengan bekalan elektrik.

5.0 KESIMPULAN DAN PERBINCANGAN (Refleksi)

Prototaip awal kit pembelajaran *KoNar* telah direka cipta berdasarkan refleksi pengajaran dan pembelajaran ahli kumpulan. Data yang dikumpul melalui senarai semak aktiviti, temu bual dan pemerhatian terhadap responden kajian memberi *input* yang bermakna untuk membuat penambahbaikan kepada prototaip awal kit *KoNar*. Penambahbaikan dan pemurnian dibuat berdasarkan saiz, kefungsiannya dan kemasan supaya kit pembelajaran ini lebih mesra pengguna.

Guru memerlukan peruntukan masa yang lebih semasa membuat perancangan dan pelaksanaan PdP murid dengan ketidakupayaan penglihatan berbanding dengan murid normal. Penyediaan gambar rajah timbul dua dimensi yang digunakan oleh guru dalam proses PdP memerlukan kos yang tinggi dan masa yang lama. Gambar rajah timbul dua dimensi ini juga tidak luwes dan menyukarkan murid menguasai pengetahuan sains yang dikehendaki. Kit pembelajaran *KoNar* ini direka cipta bertujuan untuk membantu meningkatkan pengkonsepsian geometri optik murid dengan ketidakupayaan penglihatan. Geometri optik diperkenalkan dalam DSKP KSSM Sains Tingkatan 1 dan Sains Teras KBSM Tingkatan 4. Inovasi kit pembelajaran *KoNar* ini telah dicuba uji dan kajian tentang penggunaannya telah juga dijalankan.

- a. Penggunaan kit pembelajaran *KoNar* oleh seorang murid melalui aktiviti *hands-on* akan memberi pengalaman bermakna kepada murid berkenaan. Pengalaman ini akan mengukuhkan teori yang dipelajari. Ini selari dengan pandangan daripada Abdul Samad Hanif (2016) yang menyatakan mempelajari teori sahaja tidak mencukupi bagi seseorang individu untuk menjadi kompeten atau mahir tetapi perlu disertakan dengan aktiviti berbentuk *hands-on skills* (Abdul Samad Hanif, 2016). Murid dengan ketidakupayaan penglihatan ini perlu diberi pengalaman pembelajaran yang sepenuhnya. Ini akan membolehkan mereka menceburkan diri dalam pasaran sumber manusia negara nanti kerana permintaan industri terhadap tenaga kerja mahir pada masa kini bukan hanya kepada murid yang menguasai teori semata-mata, tetapi kepada murid yang lebih menguasai kemahiran dalam bidang-bidang tertentu (Mohamad, Razali & Jalil, 2009). Oleh itu, perkembang kemahiran beserta dengan penguasaan pengetahuan melalui aktiviti pembelajarannya aktif seperti ini perlu dilaksanakan bukan hanya kepada murid normal tetapi juga kepada murid berkeperluan khas (seperti masalah penglihatan).
- b. Selain daripada penguasaan pengetahuan dan pengembangan kemahiran, kurikulum sains juga fokus kepada penerapan sikap saintifik dan nilai. Penggunaan kit pembelajaran *KoNar* ini berupaya mendorong murid menjadi lebih yakin dan memberi motivasi apabila mereka berjaya

melakukan aktiviti inkuiri dengan menggunakan kaedah yang betul dan sistematik melalui deria sentuhan (meraba). Penggunaan bahan bantu mengajar (BBM) yang sedia ada sekarang (gambarajah timbul dua dimensi) atau dengan hanya menggunakan penerangan secara verbal untuk menguasai pengetahuan kurang berjaya menerapkan sikap saintifik dan nilai mengikut kehendak dokumen kurikulum.

- c. Set kit pembelajaran KoNar ini juga termasuk dengan manual pengguna dan pembaris *Braille*. Kit pembelajaran ini sesuai digunakan kepada kedua-dua kumpulan murid iaitu samada murid normal atau murid dengan ketidakupayaan penglihatan.
- d. Cahaya dan warna tidak dapat dilihat dan dikonsepsikan oleh murid dengan ketidakupayaan penglihatan. Reka bentuk kit pembelajaran *KoNar* ini membolehkan murid dengan ketidakupayaan penglihatan menikmati keindahan pembelajaran tentang cahaya melalui deria sentuhan dengan cara meraba. Dapatan ini selari dengan saranan oleh Laksmi Kusuma Wardani (2010) dan Laurens (2004) yang menyatakan bahawa reka bentuk suatu rekaan yang dibina itu perlu menunjukkan bahawa murid dengan ketidakupayaan penglihatan mampu untuk terus belajar kerana keadaan fizikal mereka dan fungsi suatu bahan yang dihasilkan telah dipertimbangkan semasa proses mereka bentuk bahan yang dihasilkan itu.
- e. Ciri fizikal kit pembelajaran *KoNar* yang ringan, luwes dan mudah alih menyebabkan murid dengan ketidakupayaan penglihatan juga berupaya menguruskan kit ini dengan meletakkannya di ruang penyimpanan yang telah disediakan tanpa bantuan rakan lain. Ini berupaya melatih murid untuk mematuhi peraturan dan langkah keselamatan dengan penggunaan kit berkenaan di makmal. Ini selari dengan saranan daripada Mohd Hanafi Mohd Yasin *et al.* (2013) yang menyarankan supaya bilik darjah pendidikan khas (PK) sepatutnya dibina secara terancang serta memenuhi ciri-ciri sebuah ruang pembelajaran bagi murid berkeperluan khas. Sebagai contoh, bilik yang dibina perlu mempunyai perabot dan ruang penyimpanan bahan bantu mengajar yang bersesuaian.

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PENJAJARAN KONSTRUKTIF: ANALISIS PROSES PDPC SISWA GURU PISMP

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ABSTRAK

Guru perlu memastikan komponen kurikulum dan hasil pembelajaran yang hendak dicapai, kaedah pengajaran yang digunakan serta tugas pentaksiran adalah sejajar antara satu sama lain (Biggs, 1999). Justeru guru perlu membantu murid membina pengetahuan dan kemahiran melalui aktiviti-aktiviti pembelajaran yang relevan supaya murid mendapat peluang untuk belajar dengan bermakna berdasarkan pengalaman dan persekitaran yang sesuai untuk mencapai hasil pembelajaran yang dikehendaki. Kajian ini bertujuan untuk melihat kebolehan siswa guru menterjemahkan proses penjajaran konstruktif melalui Rancangan Pengajaran Harian (RPH) semasa mereka menjalani praktikum di sekolah. Subjek kajian terdiri daripada siswa guru PISMP Semester 1 Tahun 4 2017 di Institut Pendidikan Guru Kampus Ilmu Khas. Data diperolehi melalui penelitian ke atas RPH yang disediakan dengan menganalisis kebolehan siswa guru menajarkan kurikulum (hasil pembelajaran) yang terkandung di dalam Dokumen Standard Kurikulum dan Pentaksiran (DSKP) dengan aktiviti Pembelajaran dan Pemudahcaraan (PdPc) yang dirancang serta kebolehan di dalam menyediakan tugas dan bahan bukti pentaksiran. Hasil kajian dapat memberikan gambaran mengenai kebolehan siswa guru di dalam merancang aktiviti PdPc yang sejajar dengan hasil pembelajaran seterusnya menyediakan tugas dan bahan bukti pentaksiran bagi mengukur hasil pembelajaran yang ingin dicapai.

Kata kunci:- penjajaran konstruktif, PdPc, pentaksiran

ABSTRACT

Teachers need to ensure the curriculum component and the learning outcomes to be achieved, the teaching methods used and assessment task are aligned with each other (Biggs, 1999). Teachers need to help students develop their knowledge and skills through relevant learning activities so that students get the opportunity to learn meaningfully based on the experience and the appropriate environment to achieve the desired learning outcomes. The purpose of this study is to see the ability of the student to translate the constructive alignment process through the Daily Teaching Plan (RPH) as they undergo practicum. Respondents of the study consisted of PISMP trainee teachers Semester 1 Year 4 2017 at the Institut Pendidikan Guru Kampus Ilmu Khas. The data were obtained through elaboration on the RPH provided by analyzing the ability of the teacher to align the curriculum (learning outcomes) contained in the Curriculum and Assessment Standard Documents (DSKP) with planned Learning and Facilitating (PdPc) activities as well as the ability to provide task and evidence of the assessment. The results of the study can give an overview of the ability of the students in the planning of PdPc activities in line with the learning outcomes in order to provide tasks and assessment materials to measure the outcome of the learning to be achieved.

Keywords: - constructive alignment, PdPc, assessment

1.0 PENGENALAN

Lazimnya, guru merancang pengajaran mereka dengan bertanya soalan seperti: Apakah topik atau kandungan yang akan diajar? Apakah kaedah pengajaran yang saya akan gunakan? Bagaimana saya menilai untuk melihat apakah yang telah dipelajari oleh murid? Inilah yang berlaku dalam pengajaran secara tradisional. Pengajaran secara tradisional merupakan penyampaian isi kandungan kepada murid secara sehalu. Justeru, kaedah pengajaran cenderung kepada ekspositori manakala pentaksirannya pula berbentuk peperiksaan dan latihan yang hanya melaporkan sejauh mana murid telah menerima ilmu yang disampaikan oleh guru.

Namun pada masa kini, pembelajaran adalah berasaskan hasil. Pengajaran dan pembelajaran berasaskan hasil merujuk kepada pertanyaan guru seperti: Apakah yang murid dapat lakukan selepas pengajaran saya? Bagaimanakah saya menyediakan aktiviti pembelajaran yang akan membantu mereka mencapai hasil tersebut? Bagaimanakah saya menilai mereka untuk melihat sejauh mana mereka mencapainya?

Justeru daripada sinilah bermulanya proses penjajaran konstruktif. Penjajaran konstruktif bermula dengan pertanyaan yang jelas iaitu apakah hasil daripada pengajaran yang hendak disampaikan, bukan apa yang guru akan mengajar. Ini dinamakan sebagai hasil pembelajaran yang merupakan pernyataan tentang apa yang seharusnya dilakukan oleh murid sesuai dengan standard yang hendak dicapai. Dalam pengajaran tradisional apabila murid menghadiri kelas, aktiviti utama mereka adalah menerima, bukan melakukan. Oleh itu, kini guru perlu merangka aktiviti PdPc yang memerlukan murid untuk mengaplikasi, mencipta, menjana idea baharu, mendiagnosis dan menyelesaikan masalah. Guru juga perlu menyediakan tugas pentaksiran untuk mengetahui bagaimana murid menggunakan kemahiran seperti kemahiran menyelesaikan masalah, mereka bentuk eksperimen atau berkomunikasi, bukannya sebanyak mana murid telah menerima pengetahuan.

Proses penjajaran konstruktif dapat meningkatkan kesahan dan kebolehpercayaan pentaksiran kerana guru akan sentiasa memastikan perkara yang diajar akan diukur serta maklumat yang diperoleh daripada pentaksiran digunakan untuk meningkatkan pengajaran guru dan pembelajaran murid. Secara tidak langsung bukti pentaksiran dapat diwujudkan bagi memenuhi elemen pentaksiran bilik darjah.

2.0 TINJAUAN LITERATUR

Penjajaran adalah satu proses untuk memastikan persekitaran pembelajaran dan pentaksiran adalah sesuai dan selari dengan objektif pembelajaran (Lembaga Peperiksaan, 2016). Konstruktif pula adalah pendekatan yang memberikan peluang untuk murid belajar dengan membina makna dan kefahaman dalam minda masing-masing berdasarkan pengalaman dan persekitaran pembelajaran (Boon Pong Ying, Lee Leh Hong dan Lawrence Aloysius Aeria, 2017). Apa yang murid berpeluang lakukan adalah lebih penting daripada apa yang guru buat semasa mengajar. Penjajaran konstruktif direka untuk memupuk pengetahuan praktikal dan pembelajaran bermakna. Murid menjadi lebih progresif, manakala guru bertindak sebagai mentor atau fasilitator kepada murid dalam persekitaran pembelajaran mereka. Dengan itu, bentuk pentaksiran beralih dari penilaian rujukan norma kepada penilaian rujukan kriteria (Biggs & Tang, 2007).

Dalam proses penjajaran konstruktif, guru perlu menentukan hasil pembelajaran yang ingin dicapai berdasarkan kurikulum yang ditetapkan. Kemudian guru menyediakan persekitaran yang memaksimumkan penglibatan murid dalam aktiviti-aktiviti yang dirancang untuk mencapai hasil pembelajaran yang dikehendaki. Seterusnya, guru memilih tugas pentaksiran yang sesuai bagi mengukur hasil pembelajaran tersebut. Hakikatnya guru perlu memastikan bahawa komponen-komponen seperti kurikulum, kaedah pembelajaran yang digunakan serta tugas pentaksiran adalah sejajar antara satu sama lain (Biggs, 1999). Langkah seterusnya ialah guru perlu memberikan gred atau membuat pertimbangan mengenai kualiti murid dalam melaksanakan tugas ataupun memberikan maklum balas bagi menilai keberkesanan PdPc mereka. Langkah penggredan dan maklum balas ini dapat ditunjukkan melalui bahan bukti pentaksiran yang disediakan seperti kriteria pemarkahan ataupun melalui senarai semak pemerhatian yang disediakan bagi mentaksir tugas atau aktiviti murid.

Siswa guru boleh menggunakan penjajaran konstruktif untuk merangka aktiviti pengajaran, pembelajaran dan pentaksiran untuk mencapai hasil pembelajaran yang dikehendaki. Penjajaran adalah penting untuk pentaksiran yang efektif. Terdapat empat langkah utama dalam penjajaran konstruktif iaitu menterjemah hasil pembelajaran yang dikehendaki, memilih aktiviti-aktiviti PdPc yang sesuai untuk mencapai hasil pembelajaran, mentaksir hasil pembelajaran sebenar murid untuk melihat pencapaiannya serta menentukan gred akhir dan memberikan maklum balas untuk meningkatkan pembelajaran murid. Sekiranya keempat-empat langkah ini difahami dengan jelas, maka proses penjajaran konstruktif telah berjaya dilakukan.

3.0 METODOLOGI

Kumpulan sasaran untuk kajian ini terdiri daripada 6 orang siswa guru PISMP Semester 1 Tahun 4 2017 pengkhususan Muzik dan Pendidikan Jasmani di Institut Pendidikan Guru Kampus Ilmu Khas. Dua instrumen kajian telah digunakan untuk mengumpul data. Salah satu data diperolehi melalui penelitian ke atas RPH yang disediakan oleh siswa guru semasa menjalani praktikum. Kebolehan siswa guru menjajarkan kurikulum (hasil pembelajaran) yang terkandung di dalam Dokumen Standard Kurikulum dan Pentaksiran (DSKP) dengan aktiviti Pembelajaran dan Pemudahcaraan (PdPc) yang dirancang serta kebolehan di dalam menyediakan tugas dan bahan bukti pentaksiran dianalisis. Untuk menyokong data analisis dokumen, temubual berstruktur telah dijalankan ke atas 3 orang pensyarah penyelia praktikum.

4.0 DAPATAN KAJIAN

Pengkaji menganalisis dokumen yang terdiri daripada RPH siswa guru dan temubual berstruktur kepada pensyarah penyelia praktikum bagi melaporkan dapatan kajian.

4.1 Analisis Dokumen

Berdasarkan penelitian daripada RPH siswa guru praktikum (Jadual 1), semua subjek dapat menterjemah standard pembelajaran yang terkandung di dalam DSKP dengan baik. Mereka dapat merancang dan menulis objektif pembelajaran/ hasil pembelajaran sejajar dengan standard pembelajaran yang ditetapkan. Begitu juga dengan aktiviti PdPc yang dirancang, semua subjek kajian boleh merancang aktiviti selari dengan hasil pembelajaran yang dirancang. Subjek kajian juga dapat menyediakan tugas pentaksiran sesuai dengan hasil pembelajaran yang dikehendaki dan aktiviti yang dijalankan. Namun begitu, tidak ditunjukkan di dalam RPH mereka bagaimana penggredan dan maklum balas pencapaian murid direkodkan dengan jelas. Dalam erti kata lain subjek kajian tidak menyediakan bahan bukti pentaksiran sebagai bukti kepada pencapaian tahap prestasi murid di dalam aktiviti yang disediakan seperti senarai semak dan rubrik penilaian. Contohnya, subjek S1 dan S2 telah membuat penilaian ke atas persembahan tetapi tiada bukti pentaksiran seperti borang penilaian untuk menilai persembahan murid. S3 pula tidak menampakkan dengan jelas bagaimana beliau menilai kemahiran murid memainkan corak irama. S4, S5 dan S6 ada menilai kemahiran murid mereka dengan bertanyakan soalan pada akhir sesi PdPc. Namun soalan yang dikemukakan S4, S5 dan S6 adalah bagi menilai hasil pembelajaran domain kognitif sahaja. Tiada bukti atau catatan pemerhatian bagi mencatatkan keterlibatan murid dalam aktiviti-aktiviti yang telah dijalankan bagi merekod pencapaian murid.

Jadual 1

Penjajaran Konstruktif berdasarkan RPH siswa guru praktikum

Subjek Kajian	Standard Pembelajaran	Objektif / Hasil Pembelajaran	Aktiviti	Tugas Pentaksiran	Bahan bukti pentaksiran
S1	1.4.1 Memainkan not G,A,B,C' dan D' dengan ton yang baik	1. Menepuk corak irama dengan betul 2. Memainkan not B,A,G pada rekorder dengan pernafasan berdasarkan skor lagu "onde-onde" 3. Memainkan rekorder dengan pernafasan yang betul berdasarkan	1. Menepuk corak irama mengikut bar demi bar dengan bimbingan guru 2. Murid menyebut huruf not mengikut corak irama 3. Meniup rekorder mengikut skor lagu "onde-onde" 4. Murid mencipta melodi baharu sepanjang 2 bar di atas baluk 5. Murid membuat persembahan melodi baharu	Mencipta melodi baharu Membuat Persembahan	Tiada

		melodi yang dicipta sepanjang 2 bar	6. Guru membuat penilaian ke atas persembahan		
S2	1.2.2 Memainkan alat perkusi dalam pelbagai tempo	1. Memainkan alat perkusi mengikut corak irama bagi meter 2_4 sepanjang 4 bar mengikut tempo dengan betul 2. Memainkan alat perkusi mengikut skor corak irama yang dicipta dalam kumpulan sebagai iringan lagu "lenggang kangkong" mengikut tempo cepat dan lambat dengan betul	1. Murid menyebut dan menepuk corak irama dengan tempo yang betul 2. Murid diminta memainkan alat perkusi mengikut corak irama 3. Murid diminta mencipta satu corak irama bagi meter 2_4 sepanjang 4 bar 4. Murid membuat persembahan memainkan corak irama yang dicipta dengan alat perkusi	Mencipta irama Membuat persembahan	Tiada
S3	1.2.1 Memainkan corak irama berdasarkan skor : meter 2_4 , 3_4 dan 2	1. Membuat tepukan irama berdasarkan skor meter 2_4 sepanjang dua bar dengan betul 2. Memainkan perkusi mengukur corak irama meter 2_4 sepanjang dua bar dengan betul	1. Murid ditunjukkan Teknik permainan alat perkusi yang betul : loceng, kastanet 2. Murid memainkan corak irama menggunakan alat perkusi dengan bimbingan guru 3. Murid diminta mengisi bar tersebut dengan not yang sesuai 4. Murid memainkan corak irama yang dicipta menggunakan alat perkusi	Mengisi bar not Memainkan corak irama	Tiada
S4	1.6.7 Menjaring dengan melepasi pengadang 2.6.6 Mengenal pasti situasi yang sesuai untuk menjaring	1. Murid berpasangan melakukan jaringan di kawasan yang ditetapkan 2. Mengaplikasi kemahiran menjaring dalam permainan 3. Bermain dalam kumpulan kecil 4. Penutup	1. Murid berlatih kemahiran menjaring secara berpasangan 2. Permainan menjaring dalam kumpulan kecil 3. Soal jawab: Bilakah waktu yang sesuai untuk menjaring	Latihan menjaring Permainan kecil	Tiada
S5	1.6.5 Memintas dan menguasai	1. Murid dapat melakukan pergerakan	1. Murid cuba memintas bola yang dibaling oleh rakan	Latihan memintas bola	

	<p>bola dari pihak lawan 2.6.5 Mengenal pasti pemsasaan (timing) yang sesuai untuk memintas dan takel</p>	<p>memintas dan menguasai bola dari pihak lawan sekurang-kurangnya 2 kali percubaan 2. Murid dapat menyatakan pemsasaan yang sesuai untuk memintas bola pihak lawan 3. Murid mempamerkan semangat berpasukan</p>	<p>kepada rakan yang lain. Akan bertukar peranan monyet apabila dapat memintas dan menguasai bola 2. Permainan kecil 3. Penutup: Soal jawab a. Berikan posisi memintas yang dipelajari? b. Apakah tindakan pemain apabila menerima bola daripada dipintas?</p>	<p>Permainan kecil</p>	<p>Tiada</p>
S6	<p>1.8.4 Menangkap bola dari pelbagai aras dan kelajuan 2.8.5 Menerangkan penggunaan serap daya semasa menangkap bola 5.2.2 Bertanggung jawab melakukan aktiviti fizikal dalam Pendidikan jasmani sebagai satu cara meningkatkan tahap kecergasan</p>	<p>1. Menangkap bola dari pelbagai aras iaitu rendah, sederhana dan tinggi sekurang-kurangnya 2 daripada 3 kali pada jarak 10meter 2. Menangkap bola dari pelbagai kelajuan iaitu lambat, sederhana dan laju sekurang-kurangnya 2 daripada 3 kali pada jarak 10 meter 3. Menyatakan 2 kepentingan penggunaan serap daya semasa menangkap bola yang dibaling 4. Bertanggung jawab semasa aktiviti.</p>	<p>1. <u>Aktiviti Relay catch:</u> Membuat balingan sisi jarak jauh / jarak dekat dari pelbagai aras dan kelajuan 2. <u>Aktiviti Bolos saja gol itu: kump kecil</u> Menggunakan pelbagai teknik balingan dan menangkap bola 3. <u>Aktiviti Permainan kecil:</u> 4. <u>Penutup:Sesi soal jawab:</u> Apakah 2 kepentingan penggunaan sarap daya semasa menangkap bola yang dibaling?</p>	<p>Latihan membaling dan menangkap bola pelbagai aras dan kelajuan Permainan kecil</p>	<p>Tiada</p>

4.2 Analisis Temubual Berstruktur

Jadual 2 adalah temubual berstruktur ke atas 3 orang pensyarah penyelia praktikum. Berdasarkan jawapan pensyarah kepada Soalan 1, ketiga-tiga pensyarah bersetuju siswa guru dapat menterjemah standard pembelajaran berdasarkan DSKP ke dalam objektif pembelajaran dan juga aktiviti PdPc. Namun daripada jawapan pensyarah kepada soalan 2, mereka bersetuju semua siswa guru tidak mempunyai bukti penilaian walaupun mereka ada membuat penilaian secara lisan.

Jadual 2
Temubual Berstruktur

Soalan	Adakah siswa guru dapat menterjemah standard pembelajaran berdasarkan DSKP ke dalam objektif pembelajaran dan juga aktiviti PdP?	Adakah siswa guru di bawah penyeliaan anda membuat pentaksiran semasa PdP?
Subjek		
Pensyarah 1	Ok... setakat yang saya lihat mereka dapat menulis objektif pembelajaran berdasarkan standard pembelajaran. Cuma..kadang-kadang penulisan objektif tidak eksplisit. Aktiviti tidak kreatif.	Hmm.. setakat yang saya lihat penilaian dibuat bukan pada setiap kali PdP.
Pensyarah 2	Selalunya objektif pembelajaran sesuai dengan standard pembelajaran dalam DSKP tu.	Ada jugak... tetapi secara lisan sahaja pada penutup PdP.
Pensyarah 3	Keseluruhan siswa guru saya dapat padankan antara objektif dan aktiviti dengan standard pembelajaran yang mereka rancang.	Kadang-kadang buat ...kadang-kadang tak buat.

5.0 PERBINCANGAN DAN RUMUSAN

Analisis ke atas RPH dan hasil temubual menunjukkan siswa guru telah melakukan proses penjajaran konstruktif dengan baik. Mereka dapat menjajarkan hasil pembelajaran dengan aktiviti yang dirancang serta menyediakan tugas pentaksiran yang bersesuaian. Namun siswa guru didapati masih kurang memahami akan keperluan menyediakan bahan bukti pentaksiran di dalam bilik darjah. Mereka tidak menyediakan bahan bukti pentaksiran sebagai bahan bukti pencapaian prestasi atau kemahiran yang telah dipamerkan murid melalui aktiviti yang telah dijalankan. Bahan bukti pentaksiran boleh terdiri daripada dua bentuk iaitu bahan bukti murid yang merujuk kepada keupayaan murid tentang apa yang murid tahu dan boleh buat secara lisan atau pun perlakuan semasa proses PdPc serta bahan bukti produk yang merujuk kepada apa-apa bukti bahan seperti foto, grafik, laporan dan hasil tugas lain yang dihasilkan oleh murid dalam melaksanakan aktiviti PdPc. Bahan bukti pentaksiran inilah sebenarnya boleh digunakan guru untuk tujuan penggredan dan menyediakan maklum balas mengenai pencapaian murid kepada pihak-pihak berkepentingan mengenai prestasi murid. Di samping itu siswa guru dapat menjadikan maklum balas mengenai pencapaian murid ini sebagai penilaian sendiri mereka bagi meningkatkan lagi kualiti pengajaran mereka sekiranya mereka mendapati pencapaian murid mereka masih tidak memenuhi hasil pembelajaran yang ditetapkan, (Edström, 2008).

Memandangkan siswa guru masih kurang memahami mengenai keperluan menyediakan bahan bukti pentaksiran, maka mereka perlu didedahkan kepada pelbagai jenis bahan bukti pentaksiran seperti bahan cetakan, laporan, grafik, produk, rakaman, dan senarai semak. Siswa guru harus ditegaskan bahawa penyediaan bahan bukti pentaksiran harus dapat mengukur hasil pembelajaran yang ingin dicapai supaya pengetahuan dan kemahiran yang diterima murid dapat diukur sebaiknya. Tuntasnya, siswa guru masih perlu bimbingan untuk menjalankan pentaksiran di dalam bilik darjah terutama dalam aspek penyediaan bahan bukti pentaksiran sebagai memenuhi elemen Pentaksiran Berasaskan Sekolah.

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STRATEGI PENGINTEGRASIAN ILMU NAQLI DAN AQLI MENGGUNAKAN PENDEKATAN '*LESSON STUDY*' DALAM PENGAJARAN GURU SYARIAH ISLAMIAH

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ABSTRAK

Pengintegrasian ilmu dilihat sebagai salah satu langkah penting bagi melahirkan pelajar yang seimbang dari semua segi yang bertepatan dengan ciri-ciri yang ingin diterapkan dalam Falsafah Pendidikan Negara (FPN). Bagi mendepani cabaran dari segi kekurangan ilmu bidang berkaitan, pendekatan "*Lesson Study*" telah diketengahkan yang sememangnya menuntut komitmen untuk guru-guru berkolaborasi antara mereka dalam pengajaran dan pembelajaran. Namun demikian, proses pengintegrasian ilmu khususnya melibatkan kombinasi antara ilmu naqli dan aqli memerlukan kepada strategi yang mantap supaya dapat menghasilkan dapatan yang berkesan. Oleh itu, artikel ini akan memfokuskan kepada dapatan kajian yang meneliti secara khusus strategi pengintegrasian dalam Sukatan Kurikulum Syariah Islamiyah Tingkatan Lima yang disepadukan dengan ilmu naqli dan aqli menggunakan pendekatan "*Lesson Study*". Kajian ini menggunakan pendekatan kaedah kualitatif dengan menggunakan kaedah temu bual, pemerhatian dan analisis dokumen untuk meneroka pengintegrasian ilmu naqli dan aqli guru Pendidikan Syariah Islamiyah. Analisis NVIVO 11 telah digunakan untuk menganalisis data temu bual dan pemerhatian kelas terbuka guru Biologi dan Pendidikan Islam. Hasil dapatan kajian mendapati, strategi pengintegrasian ilmu naqli dan aqli menggunakan pendekatan "*Lesson Study*" dalam pengajaran guru syariah Islamiah yang terancang dan sistematik memudahkan pelajar memahami isi pengajaran dan berkesan kepada mereka. Pemilihan strategi pengajaran yang baik juga akan lebih berpusatkan pelajar dan penglibatan pelajar juga turut berlaku secara aktif dan menyeluruh.

Keyword: Pengintegrasian, *Lesson Study*. Syariah Islamiyah.

1.0 PENDAHULUAN

Bagi merealisasikan sumber-sumber ilmu-ilmu Islam berdasarkan dalil-dalil naqli dan aqli serta ilmu-ilmu konvensional, perkara utama yang perlu diberi perhatian ialah peranan guru sebagai penyampai kandungan kurikulum supaya lebih berkesan. Hal ini kerana, guru bertindak sebagai pemudahcara yang paling hampir dengan murid. Pembangunan model rancangan pengajaran yang berkualiti diperlukan dalam usaha untuk memantapkan strategi guru untuk memberi kefahaman kepada pelajar. Disamping itu, pengajaran juga dirancang oleh guru secara sistematik dengan menggunakan kaedah dan teknik yang sesuai bagi mencipta lingkungan yang memungkinkan terjadinya proses belajar. Oleh itu, pendekatan "*Lesson Study*" yang sistematik akan membantu guru mengintegrasikan ilmu Naqli dan Aqli dalam pengajaran matapelajaran Syariah Islamiyah.

2.0 PENGENALAN KONSEP PENGINTEGRASIAN ILMU NAQLI DAN AQLI MELALUI '*LESSON STUDY*'

Konsep integrasi atau holistik yang biasa berlegar dalam dunia pendidikan sebenarnya sangat berbeza sama sekali antara pengertian Islam dan Barat. Dalam Islam, konsep integrasi ini berpaksikan prinsip

tauhid sebagai asas tertinggi dan terulung, manakala konsep integrasi Barat pula berpaksikan perspektif sekular dan materialis.

Pengintegrasian ilmu menurut Syed Naquib Al-Attas (1981) pula dikenali sebagai konsep pendidikan bersepadu apabila beliau mula memperkenalkan konsep 'pengislaman ilmu'. Menurut al-Attas, ilmu terbahagi kepada dua bahagian iaitu ilmu yang diberi oleh Allah S.W.T dan ilmu yang diperolehi oleh insan berdasarkan kepada usaha aqliahnya sendiri. Nor Hayati (2005) menyatakan bahawa proses pengislaman ilmu ini amat diperlukan kerana kebanyakan ilmu yang diterapkan kepada murid masa kini merupakan ilmu yang terhasil daripada wadah pemikiran Barat yang bercanggah dengan Islam.

Namun demikian, kekuatan guru untuk menguasai ilmu yang pelbagai dilihat sukar dilakukan memandangkan bebanan kerja, kesuntukan masa dan beberapa faktor lain turut membantutkan proses integrasi ilmu berlaku. Oleh yang demikian, cadangan penggunaan 'Lesson Study' sebagai idea yang bernas khususnya untuk dunia pendidikan hari ini. Hal ini kerana melalui 'lesson study', guru hanya yang bertindak dan bekerja secara kolaboratif sahaja berupaya menterjemahkan tujuan dan standard pendidikan ke suasana sebenar di dalam kelas. Mereka yang berupaya merancang pembelajaran yang sistematik secara langsung akan menjadikan suasana pengajaran dan pemudahcaraan yang efektif.

Oleh yang demikian, disimpulkan bahawa "lesson study" dapat dijadikan satu alternatif untuk merungkaikan permasalahan profesionalisme guru terutama apabila berkaitan dengan peranan dan guru yang tidak efisien di dalam kelas. Program peningkatan mutu profesionalisme guru melalui pendekatan 'lesson study' perlu ditingkatkan dan dijayakan sebaik mungkin. Selain itu, isu kesukaran untuk mengintegrasikan ilmu naqli dan aqli dalam pengajaran dan pembelajaran juga dapat diminimalkan sepenuhnya.

3.0 STRATEGI PENGINTEGRASIAN ILMU NAQLI DAN AQLI DALAM PENGAJARAN GURU SYARIAH ISLAMIYAH

Kajian ini juga meneroka strategi pengintegrasian ilmu naqli dan aqli dalam mata pelajaran Syariah Islamiah di bawah tajuk perkahwinan. Tajuk ini dibahagikan kepada empat sub-tajuk iaitu:

- i) Pengertian perkahwinan,
- ii) Hukum perkahwinan,
- iii) Dalil pensyariaan dan
- iv) Hikmah perkahwinan dalam Islam.

Bagi mencapai objektif pembelajaran tersebut, Ustaz Sulaiman telah membahagikan pelajar kepada empat kumpulan iaitu dua kumpulan pelajar lelaki dan dua kumpulan pelajar perempuan. Setiap kumpulan telah diberikan salah satu sub-tajuk di atas untuk dibincangkan dalam kumpulan dan dibentangkan.

Berdasarkan analisis sepanjang proses pengajaran dan pemudahcaraan bagi tajuk ini, didapati terdapat beberapa strategi pengintegrasian ilmu naqli dalam proses pengajaran dan pemudahcaraan pendidikan Islam bagi tajuk perkahwinan. Pada peringkat permulaan sesi pengajaran dan pemudahcaraan Ustaz Sulaiman terus memulakan kelas tanpa membaca doa. Menurut pemerhatian pengkaji Ustaz Sulaiman seolah-olah gementar sehingga lupa untuk membaca doa. Sejurus memulakan kelas dengan lafaz Bismillah beliau menunjukkan video berkaitan dengan kejadian manusia menurut perspektif Islam. Strategi yang dapat dikenalpasti ialah:

a) Set Induksi- Menunjukkan video

Video yang berdurasi dua minit yang berada dalam langkah set induksi ini memaparkan tentang proses kejadian manusia. Pelajar memerhatikan video tersebut dengan penuh khusyuk. Setelah itu Ustaz Sulaiman memperdengarkan bacaan al-Quran surah An-Nur ayat 32 yang bermaksud:

"Dan nikahkanlah orang-orang yang masih bujang di antara kamu, dan juga orang-orang yang layak (berkahwin) dari kalangan hamba-hamba sahayamu yang lelaki dan perempuan. Jika mereka miskin, Allah akan memberikan kemampuan kepada mereka dengan kurnia-Nya. Dan Allah Maha Luas (pemberian-Nya) lagi Maha Mengetahui."

(An-Nur : 32)

Dapatan ini menunjukkan bahawa tayangan video itu mempunyai peranan yang besar dalam proses pengintegrasian ilmu. Tajuk ini menceritakan tentang perkahwinan dan Ustaz Sulaiman mengaitkan dengan proses kejadian manusia. Terdapat kupasan yang menunjukkan kebesaran Allah Taala turut diperjelaskan. Ayat yang diperdengarkan oleh Ustaz Sulaiman mempunyai kaitan dengan tajuk yang diajar. Hasil penilaian dapatan juga mendapati bahawa Ustaz Sulaiman telah menerapkan unsur-unsur sains dengan diperkukuhkan dengan petikan ayat al-Quran. Hal ini menjadikan tahap kepercayaan dan keyakinan pelajar terhadap alam semulajadi khususnya sains al-Quran adalah berkait rapat antara satu dengan yang lain.

b) Menerang- Definisi perkahwinan

Pada peringkat permulaan pengajaran Ustaz Sulaiman memberikan definisi perkahwinan dengan lebih jelas kepada pelajar. Ustaz Sulaiman memaparkan slide berkaitan dengan definisi perkahwinan dan menjelaskan kepentingannya dalam kehidupan seseorang. Pernyataan di bawah menunjukkan kenyataan Ustaz Sulaiman:

G: *Ok pertama pengertian perkahwinan. Perkahwinan adalaaah dari sudut bahasanya bahawa melayu lah, dari sudut bahasanya adalah cantum/himpun. Macam-macam kita boleh gunakan perkataan perkahwinan ni, kahwinkan pokok boleh, kahwinkan. Kahwinkan binatang atau haiwan.*

(US-PM1-210217:20-23)

G: *Ok istilah syaraknya akad yang menggunakan lafaz nikah atau bahasa yang membawa maksud nikah untuk menghalalkan persetubuhan lelaki dan perempuan. (ustaz membaca slide). Ini maksudnya istilah syarak, so himpun ataupun cantum itu maksudnya adalah dari pada istilah syaraknya adalah adanya ikatan. Adanya ikatan yang tak nampak tu sebenarnya ada. (ustaz memerhati slide) Boleh? Faham?*

(US-PM1-210217: 24-28)

Berdasarkan dapatan ini Ustaz Sulaiman menerangkan dengan lebih terperinci berkaitan dengan konsep perkahwinan dan kepentingannya kepada pelajar. Ustaz Sulaiman juga memberikan contoh jenis-jenis lafaz akad nikah. Pernyataan adalah seperti berikut:

“ok akan menggunakan lafaz nikah ataupun bahasa yg membawa maksud nikah yang menghalalkan supaya lelaki maksudnya kalau ada orang tu bisu maknanya bahasa yang membawa maksud. Bisu (ustaz buat isyarat bisu, pelajar ketawa) kalau ada ni (ustaz buat isyarat badan besar murid juga senyum). ok.. Kalau sengau bahasanya, kalau orang terengganu bahasa terengganu la asalkan orang faham la, aku nikahkan kalau terengganu paling simple, kalau terengganu diaa aa aku nikahkan kau dengan dia, setuju dak? Setuju?

(US-PM-210217:32-37)

Bagi sesi ini, Ustaz Sulaiman telah mengingteraskan kemahiran dan pengalaman beliau berhadapan dengan pelajar dengan memberikan penerangan yang lebih santai dan bersahaja. Namun demikian, input yang diperolehi oleh pelajar amat berkesan. Tindakan yang dilaksanakan ini sebagai menurut Tajul Ariffin dan Nor 'Aini (2002) bermatlamatkan diakhir pengajaran adalah mewujudkan insan yang berintelek, multiskill, serta bersikap proaktif dan positif terhadap ilmu pengetahuan.

c) Perbincangan kumpulan - buat peta minda

Berdasarkan pemerhatian, didapati pelajar dapat membuat perkaitan dan menghayati keagungan dan kebesaran Allah S.W.T apabila mereka dapat menguasai ilmu yang telah dipelajari. Strategi perbincangan kumpulan dilakukan dengan cara setiap kumpulan membincangkan satu sub-topik yang berkaitan. Mereka akan sedaya upaya berbincang dan memahami proses yang berlaku kerana mereka perlu membentangkan kepada pelajar yang lain di dalam kelas. Dalam hal ini guru berperanan sebagai fasilitator dengan berjalan dari satu meja ke meja untuk memberi peluang kepada setiap kumpulan bertanya dan menerangkan perkara yang mungkin menjadi kemuskilan mereka. Guru mengedarkan kertas putih kepada pelajar dan membuat peta minda hukum perkahwinan berdasarkan dalil-dalil al-Quran.

Pernyataan pemerhatian adalah :

“Duduk dalam kumpulan, aa satu kump 5 atau 6. jangan kurang. kemudian buat peta minda, dari peta minda tu kamu keluarkan hukum tu hukum perkahwinan yng aa yg berdasarkan ayat ni ataupun kamu boleh kaitkan dengan kajian yg kamu hafal dlm alquran, kamu kan penghafaz!”

(US-PM-210217:60:63)

Pelajar-pelajar membincangkan secara berkumpulan tentang hukum-hukum perkahwinan seperti berikut:

i. Hukum pernikahan Menjadi Sunnah

Menikah menjadi sebuah hukum sunnah dijatuhkan kepada para pemuda atau pemudi yang sudah cukup umur atau baligh namun masih boleh menahan keinginan dan hawa nafsunya sehingga tidak jatuh pada perbuatan zina. Mereka yang dinyatakan telah mampu untuk menikah dijatuhkan hukum sunnah jika ia merasa tidak akan terjerumus ke dalam lubang yang diharamkan oleh Allah S.W.T. Tentu saja ketika ia menikah kelak akan mendapatkan pahala dan keutamaan dari menikah yang tidak diperolehi sewaktu masih menjadi bujang. Walaupun anda merasa boleh menahan diri dari hawa nafsu, janganlah anda berkeinginan untuk menjadi bujang selamanya, kerana berkahwin adalah salah satu dari tuntutan dan ajaran agama Islam.

ii. Hukum pernikahan menjadi wajib

Jika dalam hukum Islam, berkahwin adalah sunnah, maka mengapa sebuah pernikahan dihukumkan menjadi wajib? Kewajiban untuk menikah akan dibebankan oleh seseorang yang telah mampu untuk menikah, baik secara kewangan mahupun secara mental namun sekiranya seseorang individu tidak dapat menahan diri dan hawa nafsunya dari terjerumus ke dalam lembah penzinaan yang telah diharamkan oleh Allah S.W.T. terdapat beberapa cara yang boleh dilakukan untuk menahan diri dari terikut dengan hawa nafsu syahwat iaitu dengan berpuasa. Akan tetapi terdapat keadaan dan ketika apabila ibadat puasa juga tidak dapat menahan diri dari keinginan tersebut, maka hukum berkahwin ketika ini telah menjadi wajib. Hal ini telah termaktub dalam Al Qur'an pada surat An-Nur ayat 23.

iii. Hukum pernikahan menjadi haram

Bagaimana pula dengan hukum pernikahan yang menjadi haram? Sebagaimana yang sedia maklum, hukum haram bermaksud apabila seseorang yang aqil baligh melakukan sesuatu perkara yang dilarang oleh Allah SWT maka ia dianggap sebagai haram dan berdosa, dan apabila kita meninggalkannya ia dikira mendapat ganjaran pahala. Bagaimana pula sebuah pernikahan yang suci akan menjadi sebuah dosa jika kita melakukannya. Terdapat beberapa keadaan yang menyebabkan sebuah pernikahan menjadi haram, antaranya ialah. Pernikahan yang didasari atas niat untuk menzalimi isteri, atau sebuah perkahwinan yang berlangsung sedangkan si suami tidak mampu akan memberikan nafkah zahir dan batin. Dalam masa yang sama si suami tidak berterus terang pada calon isteri atau walinya. Selain itu, sebuah perkahwinan juga akan menjadi haram dan berdosa sekiranya menikahi wanita yang menjadi muhrimnya, wanita muslimah yang menikah dengan lelaki berlainan agama, haram menikahi wanita yang sedang masa iddah dan wanita yang telah memiliki suami.

iv. Hukum pernikahan menjadi makruh

Hukum nikah dalam Islam menjadi makruh apabila seseorang tidak memiliki pendapatan tetap atau memiliki kekurangan secara fizikal contohnya kemampuan untuk melayan isteri. Hal ini seharusnya perlu diiringi dengan pengakuan kepada calon isteri bahawa beliau memiliki kekurangan. Dalam masa yang sama sekiranya isteri tetap mahu menerima calon tersebut maka Islam memperbolehkan untuk berkahwin.

v. Hukum pernikahan menjadi mubah

Seseorang dibolehkan untuk berkahwin apabila telah memiliki kemampuan menikah dan berada dalam keadaan antara harus berkahwin dengan hal yang mencegah dirinya untuk menikah.

d) Guru mengaitkan isi pelajaran dengan sains

“Berdasarkan dengan hukum perkahwinan yang ada yang nak tanya berkaitan dengan hukum, sebab itu ustaz kata jangan berpandukan ini sangat, berpandukan pada hukum dan dalil yang ada dalam Quran, banyak dalil, ada? Ada, kak? Tak de, ada? Yg tadi hukumnya harus ye. Silakan duduk, HIV kahwin dengan suami dia yang HIV atau suami dia yang HIV harus berkahwin, tapi kena jagalah pantang larang dia, xtahulah apa pantang larangnya bergantung kepada persetujuan, kalau salah seorang je yg setuju seorang lagi tak setuju. Ok seterusnya aa hikmah, duduk dlm kump juga, tentang hikmah tu, ok hikmah perkahwinan, apa yang kamu dapat daripada aa sudut sainsnya dan sudut Islamnya, kebaikan yang kamu dapat apabila berkahwin, kamu belajar Biologi kan? Biologi, bila berkahwin sel-sel bersambung”.

(US-PM-210217:273-281)

Sesi pembentangan pelajar berjalan dengan lancar. Sejurus selepas itu guru memberi penerangan dengan lebih jelas. Selain guru, guru juga meminta pelajar untuk membentangkan hasil kerja berkenaan dengan hikmah perkahwinan.

e) Menjelaskan hikmah perkahwinan

i) Mengagungkan kebesaran Allah

Semasa proses pembelajaran, perasaan mengagungkan kebesaran Tuhan dapat dilihat melalui perkataan pujian yang keluar dari murid yang dapat merasai keagungan Tuhan. Perkara ini dibincangkan oleh Cikgu Taib semasa sesi temubual:

“Ye lah kalau berkahwin, kalau macam binatang kalau hubungan mungkin dia ada merembeskan hormon-hormon yang ada. Maknanya kebaikan perkahwinan tu”

(US-PM-210217:286-287)

ii) Menjelaskan hikmah perkahwinan- kehidupan berpasangan

Hikmah dia kebaikan dia. Jadi kita dah dah nampak dah dalil ke dia dia dah ada dalil yang menunjukkan Allah S.W.T menyuruh kita berkahwin. Allah S.W.T menjadikan manusia ni berpasang pasangankan, bulan pasangannya?

iii) Menjelaskan hikmah perkahwinan- mengelakkan penyakit

Hikmah berkahwin yang pertama jalan terbaik untuk aa melepaskan nafsu shahwat,

*“ok
Aa yg keduanya bertambahnya orang Islam
ok
Aa ketiga kurangnya gejala sosial
Ok, dengan berkahwin itu kurangnya gejala sosial?
Kurang masalah seperti HIV,
Ok, lagi!
Aa rezeki bertambah
Apa yang kamu faham rezeki!
Rezeki anak
Kesihatan tu rezeki?”*

(US-PM-210217:332-361)

“bila dia berkahwin ni mengelakkan kita gejala sosial dan seterusnya dapat mengelakkan gejala AIDS ni sebab punca-punca masalah AIDS nipun sebab pergaulan bebas”

(US-PM-210217:359-361)

iv) Menjelaskan hikmah perkahwinan- mengeratkan silaturrahim

*“Ok seterusnya yg ketiga untuk mengeratkan silaturrahim
Contohnya?
Seterusnya kalau dia berkahwin, akan berbesan-besan”*

(US-PM-210217:389-392)

- v) Menjelaskan hikmah perkahwinan- memperbanyakkan umat Islam

“Ok seterusnya untuk memperbanyakkan umat Islam”

(US-PM-210217:404)

“So hikmah perkahwinan adalah ketenangan tu kemudian dia balik kepada keharmonian balik kepada keharmonian tu, dah tenang harmoni lah lepas tu meramaikan menambahkan umat Islam. Nabi suka umat dia ramai sebab tu nabi suka nabi kahwin”

(US-PM-210217:457-459)

- vi) Menjelaskan hikmah perkahwinan – tenang

“Ok satu lagi perkara ni kalau dalam sains ada orang panggil merembeskan, merembeskan apa maksudnya ea aa melepaskan aa dia melepaskan hormon2 tenang sikit, aa dia tenaaang. Isteri dia balik macam mana muka isteri dia masa dia balik dia tenang, rambut ke atas ke.. dia tenaaang, dia balik isteri dia rambut ke atas sotong apa bau sotong ke xkisah, cuba kamu tengok kalau macam ustaz adik beradik ustaz ada berapa?”

(US-PM-210217:407-411)

- vii) Menjelaskan hikmah perkahwinan – murahkan rezeki

“so dalam perkahwinan ini still Allah bagi rezeki kesihatan, dan bertambahnya rezeki sekiranya kamu berkahwin seorang, rezeki kamu seorang bila kamu berkahwin rezeki kamu jadi berdua lipat dua, sekiranya kamu kahwin 3 kamu dapat.”

(US-PM-210217:389-392)

- viii) Penutup- memberi salam

Pada sesi penutup pengajaran dan pemudahcaraan guru menutup kelas dengan memberikan salam kepada pelajar kemudian pelajar menyatakan ungkapan berikut:

“maafkan kami ustaz, halalkan ilmu kami ustaz, doakan kami ustaz, kami sayang ustaz.”

(US-PM-210217:504)

Daripada isi pembelajaran yang dilaksanakan oleh guru tersebut jelas menunjukkan bahawa strategi guru dalam mengintegrasikan aqli dan naqli dalam mata pelajaran Syariah Islamiyyah amat berkait rapat. Perancangan yang strategi yang berkesan akan melahirkan iklim pengajaran yang efeksyen. Di sini, dapat dijelaskan bahawa guru memainkan peranan yang besar dalam menyampaikan isi kandungan kurikulum sepadu. Guru perlu mempunyai kesediaan yang mantap dalam berfikir serta beradab dalam pada memahami ilmu – ilmu dalam kurikulum sejelas-jelasnya kepada pelajar.

4.0 KESIMPULAN

Kesimpulannya, pengintegrasian ilmu wahyu iaitu ilmu naqli dalam proses pengajaran dan pembelajaran matapelajaran Pendidikan Syariah Islamiah sebahagian besar terpengaruh hasil dari strategi pengajaran guru yang tersusun dan teratur. Walaupun, kebanyakan pelajar telah menghafal sebahagian daripada ayat al-Quran, malah ada di antara mereka yang telah menghafal keseluruhan al-Quran namun sokongan bagi proses mentadabbur al-Quran memerlukan kepada bantuan pengajar yang terbaik. Strategi pengintegrasian ini ternyata tidak merugikan mereka, sebaliknya menggalakkan mereka mengingat ayat al-Quran yang telah dihafal dan juga menggalakkan mereka berfikir dalam masa yang sama merasakan diri takjub dengan kebesaran Allah S.W.T.

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TAHAP KEFAHAMAN DUA PENDEKATAN PENGAJARAN BAHASA MELAYU UNTUK MURID-MURID MASALAH PENDENGARAN

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ABSTRAK

Kajian ini bertujuan untuk mengetahui tahap kefahaman dua pendekatan pengajaran Bahasa Melayu untuk murid-murid masalah pendengaran. Bagi murid-murid masalah pendengaran, mereka menerima maklumat melalui deria penglihatan untuk membentuk persepsi terhadap alam persekitaran. Kerosakan deria pendengaran menyebabkan mereka sukar untuk belajar bahasa dan maklumat dengan sempurna. Mereka tidak dapat menerima maklumat secara verbal dengan kebolehan yang mungkin ada padanya seperti kanak-kanak normal. Masalah penguasaan bahasa ini membawa kepada kesukaran kepada golongan masalah pendengaran menerima ilmu. Kebanyakan ilmu yang disampaikan melalui bahasa lisan dan tulisan memerlukan pentafsiran sebagaimana struktur bahasa manusia yang dapat mendengar. Pelbagai kaedah pengajaran telah digunakan untuk meningkatkan prestasi akademik murid-murid masalah pendengaran terutama di dalam mata pelajaran Bahasa Melayu. Oleh sebab itu, kajian ini dijalankan untuk melihat tahap kefahaman penggunaan pendekatan Dwibahasa dari aspek tatabahasa dan seterusnya memastikan agar pencapaian tatabahasa mereka di dalam mata pelajaran Bahasa Melayu berada di tahap yang baik. Kajian ini menggunakan reka bentuk Pra Ujian-Pasca Ujian Satu Kumpulan. Kajian ini menggunakan peserta kajian dari masalah pendengaran yang belajar di Program Pendidikan Khas Integrasi (Pendengaran) di Malaysia. Bagi mengukur peningkatan pencapaian dengan menggunakan kaedah pengajaran Dwibahasa, Ujian Pra dan Ujian Pasca digunakan. Data yang dikumpulkan dianalisis secara deskriptif dengan membandingkan bezakan skor yang diperolehi dalam Ujian Pra dan Ujian Pasca dalam bentuk peratusan. Hasil dapatan kajian telah membuktikan bahawa pendekatan pengajaran menggunakan Dwibahasa dapat meningkatkan kefahaman murid-murid masalah pendengaran untuk memahami soalan tatabahasa dan seterusnya dapat meningkatkan pencapaian tatabahasa pelajar mereka di dalam mata pelajaran Bahasa Melayu.

Kata Kunci : murid masalah pendengaran, Program Pendidikan Khas Integrasi (Pendengaran), Dwibahasa

ABSTRACT

Hearing impaired pupils, they receive information through the senses of vision to shape the perception of the environment. Hearing damage make it difficult to learn the language and with perfect information. They can't accept verbal information with the ability may have it as a normal child. Poor command of this language make it difficult to receive knowledge of the hearing impaired. Most of the knowledge conveyed through oral and written language-interpreted as the structure of human language that can be heard. A variety of teaching methods have been used to improve the academic performance of students with hearing loss, especially in the Malay Language. Therefore, this study was undertaken to observe the effectiveness of the approach bilingual in daily teaching to enhance pupils understanding with hearing problems in understanding the grammar and hence improve the performance of their grammar in Malay Language. This study used were the pre-post design Test A Group. This study uses a samples of hearing impaired pupils learn in a Special Education Program Integration (Hearing). To measure the performance improvement by using the bilingual teaching, pre and post test was used. The data were analyzed descriptively by comparing the contrast scores obtained in the pre and post test in percentage. Findings of the study have shown that the approach using the bilingual teaching can increase pupils understanding with hearing loss to understand grammar questions and in increasing the achievement of pupils with hearing loss grammar in Malay Language.

Keywords : hearing impaired pupils, Special Education Program Integration (Hearing), bilingual

PENGENALAN

Penyataan Rancangan Pembangunan Pendidikan 2001-2010, telah menyatakan peluang pendidikan untuk semua merupakan matlamat pendidikan Malaysia, termasuk pembelajaran pelajar berkeperluan khas (Kementerian Pelajaran Malaysia, 2010). Pelaksanaan pendidikan wajib dan penetapan Akta Orang Kurang Upaya 2008 telah menggalakkan usaha untuk meningkatkan penyertaan pelajar dalam sekolah, termasuk pelajar berkeperluan khas, melalui sekolah khas serta Program Pendidikan Khas Integrasi. Berdasarkan Akta Pendidikan (1996) pindaan 2002 telah mewajibkan semua kanak-kanak berusia 6 tahun ke atas untuk berada dalam alam persekolahan. Selain itu, Akta Orang Kurang Upaya (2008) juga menetapkan bahawa peluang pendidikan untuk orang kurang upaya tidak boleh dikecualikan. Usaha kerajaan dalam menampung keperluan pendidikan khas adalah jelas. Berdasarkan data daripada Bahagian Pendidikan Khas, Kementerian Pelajaran Malaysia (2016) terdapat 153 buah sekolah rendah, Program Pendidikan Khas Integrasi (PPKI) telah ditubuhkan untuk menampung seramai 666 orang pelajar.

Gunasegaran (2004) menyatakan pendidikan khas di Malaysia merupakan pendidikan yang diikuti oleh pelajar kurang upaya yang terdiri daripada pelajar bermasalah pendengaran, penglihatan dan pembelajaran (yang boleh mengurus diri tanpa bantuan orang lain). Murid-murid masalah pendengaran dan murid-murid masalah penglihatan mengikut pendidikan yang sama seperti murid tipikal, manakala kurikulum pendidikan yang diikuti oleh murid-murid masalah pembelajaran adalah kurikulum yang diubahsuai di Malaysia. Oleh sebab murid-murid masalah pendengaran mengikut kurikulum yang sama dengan murid tipikal maka mereka juga menduduki UPSR (Ujian Pencapaian Sekolah Rendah), Pentaksiran Tingkatan Tiga (PT3) dan SPM (Sijil Pelajaran Malaysia).

Di Malaysia, murid-murid masalah pendengaran, penglihatan dan pembelajaran menerima pendidikan melalui tiga jenis persekolahan iaitu sama ada belajar di program percantuman, program inklusif atau sekolah khas. Program percantuman atau integrasi merupakan satu program di mana murid-murid pendidikan khas ditempatkan dalam bilik darjah khas di sekolah-sekolah harian biasa. Melalui program inklusif, murid pendidikan khas belajar bersama-sama dengan murid-murid tipikal dalam satu kelas yang sama dan diajar oleh guru tipikal yang sama serta dibantu oleh guru pendidikan khas. Sekolah pendidikan khas hanya untuk murid-murid dengan berkeperluan khas seperti masalah pendengaran atau penglihatan. Pelajar-pelajar bermasalah pendengaran diajar menggunakan bahasa isyarat dan menggunakan alat bantu pendengaran bagi mereka yang berupaya menggunakannya (Peraturan-peraturan Pendidikan (Pendidikan Khas) 1997).

PENYATAAN MASALAH

Bahasa Melayu adalah bahasa tersendiri yang sukar dikuasai dan difahami. Menurut Abdullah Yusoff dan Che Rabiaah (2004), bagi murid-murid masalah pendengaran, kata akar yang lazim diguna pakai tidak begitu sukar dikuasai. Namun jika sesuatu perkataan mengalami proses 'pengimbuhan', 'pemajmukan' dan pengandaan' kata tersebut sangat sukar dikuasai. Hal ini mengelirukan kefahaman dan penggunaan mereka kerana sifat Bahasa Melayu yang boleh mengubah makna dan kelas sesuatu kata apabila mengalami proses tersebut. Misalnya setelah mengalami pengimbuhan, kata 'ajar' (kata kerja), makna asal kata 'ajar' berubah dan sesetengahnya mengalami perubahan kelas kata (Kata Kerja kepada Kata Nama) yang mana sangat sukar untuk difahami oleh murid-murid masalah pendengaran. Kajian ini disokong oleh Nik Safiah (1978) yang menyatakan dari aspek linguistik, Bahasa Melayu merupakan satu bentuk bahasa yang dikelaskan sebagai alqutinatif yang membawa maksud bahawa pembentukan katanya mengalami proses yang boleh mengubah makna dan kelas sesuatu kata. Oleh itu, kajian ini dijalankan adalah ingin melihat kesan dua pendekatan pengajaran Bahasa Melayu untuk murid-murid masalah pendengaran.

Menurut Abdullah Yusoff dan Zamri Mahamad (2004), bagi kanak-kanak masalah pendengaran, bagi mempelajari Bahasa Melayu merupakan satu perkara yang amat sukar kerana Bahasa Melayu merupakan bahasa kedua mereka. Bahasa Melayu ialah bahasa ilmu persekolahan dan tanpa menguasainya, teks yang dibaca sukar difahami dan tulisan tidak dapat dihasilkan dengan betul dan harapan mereka untuk berjaya dalam akademik adalah tipis. Kesukaran ini berkaitan dengan konsep pemerolehan dan pembelajaran bahasa, ciri-ciri Bahasa Melayu yang kompleks, kecelaruan tentang

penggunaan Kod Tangan Bahasa Melayu (KTBM) dan Bahasa Isyarat Malaysia (BIM). Oleh itu, kaedah pengajaran yang digunakan ingin melihat pencapaian tatabahasa pelajar bermasalah pendengaran.

Murid-murid masalah pendengaran mengalami masalah kemahiran bahasa yang mempengaruhi pencapaian akademik. Mereka dikenal pasti sukar mempelajari bahasa sepantas rakan mereka yang mendengar (Reed 1994; Hallahan et. al. 1997). Kemahiran bahasa dikatakan mempunyai hubungan yang sangat rapat dengan kemahiran membaca. Ketiadaan kemahiran tersebut boleh menjejaskan keupayaan seseorang menjawab soalan peperiksaan. Ini ialah kerana jika seseorang itu tidak mahir dalam bacaan, maka bahasanya juga kurang lancar.

Perbendaharaan kata dan tatabahasa murid-murid masalah pendengaran berkembang sangat perlahan jika dibandingkan dengan rakan-rakan mereka yang mendengar (Cooper & Rosenstein 1966; Paul 1984; Walter 1978). Ini termasuklah dalam hal-hal memahami bahan bercetak, penerimaan dan ekspresi. Menurut Paul, (1984), pelajar murid-murid masalah pendengaran yang mendengar sering menghadapi kesukaran memahami perkataan yang mempunyai lebih daripada satu makna. Ini menjadi satu masalah sekiranya perkataan seperti ini digunakan dalam bahan yang mereka baca. Murid-murid masalah pendengaran juga didapati sering menghadapi masalah memahami abstrak dan perkataan yang mempunyai banyak makna. Lazimnya perkataan tersebut sering digunakan dalam penulisan sajak, simpulan bahasa, pantun dan lain-lain penulisan sastera (Sadock 1979; Conley 1976; Giorcelli 1982; Payne 1982).

Secara keseluruhan, tahap kemahiran bacaan murid-murid masalah pendengaran yang berumur 18 hingga 19 tahun adalah lebih rendah daripada kanak-kanak yang mendengar yang berumur 8 atau 9 tahun (Babbini & Quigley 1970; Pintner & Paterson 1916, 1917). Dalam hubungan ini, kesukaran yang dialami oleh murid-murid masalah pendengaran dalam bidang bahasa juga adalah disebabkan oleh kekurangan pengalaman seperti pengetahuan tentang kelemahan kognitif dalam perkara membanding dan linguistik (tatabahasa dan perbendaharaan kata).

Murid-murid masalah pendengaran di Malaysia, menggunakan bahasa isyarat dalam proses pengajaran dan pembelajaran. Kebanyakan mata pelajaran dalam peperiksaan mengkehendaki calon masalah pendengaran menjawab soalan-soalan yang diberi dalam peperiksaan awam berbentuk tulisan sahaja seperti dikehendaki oleh Lembaga Peperiksaan Malaysia (2000). Penggunaan Kod Tangan Bahasa Melayu (KTBM) sering digunakan untuk pendidikan murid-murid masalah pendengaran di Malaysia. Dalam peperiksaan lazimnya, murid-murid masalah pendengaran diberikan petikan untuk dibaca dan difahami. Kemudian diikuti dengan soalan yang perlu dijawab. Petikan yang mudah difahami oleh murid-murid masalah pendengaran ialah petikan yang ada kaitan seperti latar belakang pengetahuan dan kebiasaan pengetahuan mereka. Persembahan petikan pula mestilah berserta dengan grafik seperti gambar rajah dan peta. Murid-murid masalah pendengaran didapati lemah dalam pencapaian akademik disebabkan oleh format peperiksaan yang kurang sesuai dengan mereka.

Bahasa isyarat Kod Tangan Bahasa Melayu (KTBM) mempunyai kod perbendaharaan kata yang terhad dan boleh menjadikan bahasa penggunaannya turut terhad (Mohd Hanafi dan Noraini, 2004). Ketidacukupan kod merujuk kepada situasi yang mana kod tidak ada bagi merujuk kata dalam Bahasa Melayu terutamanya berkaitan dengan ilmu atau istilah-istilah tertentu. Jika dilihat daripada jumlah entri kata dalam Bahasa Melayu yang sekitar 37 ribu kata dasar (Kamus Dewan, 2010), kod yang dibukukan dianggarkan sekitar 15% daripadanya. Hal ini menyukarkan guru dan pelajar dalam memahami kurikulum persekolahan (Abdullah Yusoff dan Zamri Mahamad, 2004).

Objektif Kajian

Kajian ini adalah bertujuan untuk:

1. Mengetahui tahap kefahaman murid-murid masalah pendengaran bagi memahami soalan tatabahasa dengan menggunakan pendekatan pengajaran Kod Tangan Bahasa Melayu (KTBM).
2. Mengetahui tahap kefahaman murid-murid masalah pendengaran bagi memahami soalan tatabahasa dengan menggunakan pendekatan pengajaran Dwibahasa.

3. Mengenal pasti tahap pencapaian tatabahasa pencapaian murid-murid masalah pendengaran di dalam mata pelajaran Bahasa Melayu dengan menggunakan pendekatan pengajaran Kod Tangan Bahasa Melayu (KTBM).
4. Mengenal pasti tahap pencapaian tatabahasa pencapaian murid-murid masalah pendengaran di dalam mata pelajaran Bahasa Melayu dengan menggunakan pendekatan pengajaran Dwibahasa.

METODOLOGI KAJIAN

Bagi menjalankan kajian ini, pengkaji menggunakan kaedah eksperimental untuk menjawab segala persoalan kajian. Antara tatacara-tatacara kajian yang akan dibicarakan di dalam bab ini adalah reka bentuk kajian, peserta kajian, instrumen kajian, prosedur mengumpul data, fokus kajian, tinjauan awal, analisis tinjauan awal, perancangan pendekatan pengajaran, pelaksanaan pendekatan pengajaran Kod Tangan Bahasa Melayu (KTBM), pelaksanaan pendekatan pengajaran Dwibahasa, analisa data dan rumusan.

Peserta Kajian

Kajian ini dijalankan di sebuah sekolah rendah yang mempunyai Program Pendidikan Khas Integrasi (PPKI) masalah pendengaran. Pengkaji telah memilih peserta kajian dari murid tahap II iaitu murid kelas Tahun 4 yang terdiri daripada 4 orang murid lelaki dan seorang murid perempuan. Mereka terdiri daripada 2 orang murid berbangsa Melayu, 2 orang murid Cina dan seorang berbangsa India. Berdasarkan analisis dokumen, pengkaji mendapati 4 orang murid menghadapi masalah pendengaran pada tahap yang sangat teruk kecuali seorang murid pada tahap ringan. Peserta kajian berkomunikasi dengan menggunakan bahasa isyarat dan komunikasi seluruh. Pemerhatian yang dilakukan bahawa semua pelajar memakai alat bantu pendengaran. Melalui hasil analisis ujian Pra-PKSR bagi mata pelajaran Bahasa Melayu (Pemahaman), semua peserta kajian tidak lulus dan markah tertinggi yang dapat dicapai hanyalah 33% sahaja. Di sini dapat dilihat, pencapaian peserta kajian di dalam mata pelajaran Bahasa Melayu (Pemahaman) adalah sangat lemah.

Instrumen Pengumpulan Data

Instrumen yang digunakan dalam kajian ini adalah Ujian Pos dan Ujian Pra yang diubahsuai oleh pengkaji berdasarkan Penilaian Pertengahan dan Penilaian Akhir Tahun yang digubal dan disahkan oleh Majlis Guru Besar daerah masing-masing untuk dijawab oleh semua peserta kajian secara bertulis. Soalan Pra Ujian dan Ujian Pos adalah merupakan ujian yang sama iaitu mengenai tatabahasa. Sebelum Ujian Pra diberi kepada semua peserta kajian, guru A telah mengajar semua peserta kajian masing-masing dengan menggunakan kaedah pengajaran Kod Tangan Bahasa Melayu (KTBM). Setelah 6 sesi pengajaran yang menggunakan kaedah pengajaran menggunakan Kod Tangan Bahasa Melayu (KTBM), semua peserta kajian diberi Ujian Pra. Begitu juga dengan Ujian Pos telah diberi kepada semua peserta kajian setelah guru B mengajar sampel dengan menggunakan kaedah pengajaran Dwibahasa di dalam 6 sesi pengajaran. Ujian Pra dan Pos dijalankan berlainan tarikh kerana semua peserta kajian merupakan satu kumpulan eksperimen sahaja. Peserta kajian perlu menghabiskan sesi pembelajaran dengan menggunakan 6 pengajaran yang menggunakan kaedah pengajaran Kod Tangan Bahasa Melayu (KTBM) dan 6 sesi pengajaran yang menggunakan kaedah pengajaran menggunakan Dwibahasa.

Analisis Data

Kajian ini merupakan kajian eksperimen berbentuk kuasi. Data yang diperolehi daripada Ujian Pra dan Ujian Pos yang dijalankan terhadap satu kumpulan eksperimen sahaja. Data yang dikumpulkan dianalisis secara deskriptif dengan membanding bezakan skor yang diperolehi dalam Ujian Pra dan Ujian Pos dalam bentuk peratusan.

DAPATAN KAJIAN

Dapatan kajian di bawah ini akan dibincangkan satu persatu berdasarkan objektif kajian yang telah dinyatakan sebelum ini. Perbincangan akan berfokus kepada persoalan berikut:

1. Adakah pendekatan pengajaran Kod Tangan Bahasa Melayu (KTBM) dapat meningkatkan kefahaman murid-murid masalah pendengaran untuk memahami soalan tatabahasa?
2. Adakah pendekatan pengajaran Dwibahasa dapat meningkatkan kefahaman murid-murid masalah pendengaran untuk memahami soalan tatabahasa?
3. Adakah pendekatan pengajaran Kod Tangan Bahasa Melayu (KTBM) meningkatkan pencapaian tatabahasa murid-murid masalah pendengaran di dalam mata pelajaran Bahasa Melayu?
4. Adakah pendekatan pengajaran Dwibahasa meningkatkan pencapaian tatabahasa murid-murid masalah pendengaran di dalam mata pelajaran Bahasa Melayu?

Jadual 1
Markah Bagi Ujian Pra 1 dan Ujian Pos 1 Dalam Kumpulan

Peserta Kajian	Ujian Pra 1	Peratusan (%)	Ujian Pos 1	Peratusan (%)	Beza Skor	Beza Peratus
PK1	7/20	35%	8/20	40%	1	5%
PK2	8/20	40%	12/20	60%	4	20%
PK3	10/20	50%	11/20	55%	1	5%
PK4	9/20	45%	10/20	50%	1	5%
PK5	11/20	55%	14/20	70%	3	15%

Jadual 1 menunjukkan markah bagi ujian pra dan pos dalam kumpulan. Jadual tersebut juga menunjukkan beza skor dan beza peratusan markah semua peserta kajian yang menggunakan kaedah pengajaran Kod Tangan Bahasa Melayu (KTBM) dalam ujian pra dan kaedah pengajaran Dwibahasa bagi ujian pos.

Setelah dijalankan ujian pra 1 yang menggunakan Kod Tangan Bahasa Melayu (KTBM), didapati PK1 berjaya mendapat 35%, PK2 mendapat 40%, PK3 mendapat 50%, PK4 mendapat 45% dan PK5 mendapat 55%. Markah tertinggi sekali diperolehi oleh PK5 iaitu sebanyak 55 % manakala markah terendah yang diperolehi PK1 sebanyak 35 %.

Selain itu, berdasarkan Jadual 1, kita juga dapat melihat jumlah markah bagi ujian pos yang menggunakan kaedah Dwibahasa. Pada ujian pos yang dilakukan kepada semua peserta kajian didapati berlaku sedikit peningkatan peratusan dalam kalangan peserta kajian. Bagi PK1 berjaya mendapat 40%, PK2 mendapat 60%, PK3 mendapat 55%, PK4 mendapat 50% dan PK5 mendapat 70%. Peratusan yang tertinggi berjaya diperolehi oleh PK5 sebanyak 70% dan peratusan terendah diperolehi oleh PK3 sebanyak 40%.

Jadual 2:
Markah Bagi Ujian Pra 2 dan Ujian Pos 2 Dalam Kumpulan

Peserta Kajian	Ujian Pra 2	Peratusan (%)	Ujian Pos 2	Peratusan (%)	Beza Skor	Beza Peratus
PK1	7/20	35%	9/20	45%	2	10%
PK2	12/20	60%	14/20	70%	2	10%
PK3	8/20	40%	13/20	65%	5	25%
PK4	8/20	40%	17/20	85%	9	45%
PK5	8/20	40%	16/20	80%	8	40%

Setelah dijalankan ujian pra 2 yang menggunakan Kod Tangan Bahasa Melayu (KTBM), didapati PK1 mendapat 35%, PK2 mendapat 60%, PK3, 4 dan PK5 telah mendapat peratusan yang sama iaitu sebanyak 40%. Markah tertinggi diperolehi oleh PK2 iaitu sebanyak 55 % manakala markah terendah yang diperolehi PK1 sebanyak 35 %.

Selain itu, berdasarkan Jadual 2, kita juga dapat melihat jumlah markah bagi ujian pos yang menggunakan kaedah Dwibahasa. Pada ujian pos yang dilakukan kepada semua peserta kajian didapati berlaku peningkatan peratusan dalam kalangan mereka. Bagi PK1 berjaya mendapat 45%, PK2 mendapat 70%, PK3 mendapat 65%, PK4 mendapat 85% dan PK5 mendapat 80%. Peratusan yang tertinggi berjaya diperolehi oleh PK4 sebanyak 85% dan peratusan terendah diperolehi oleh PK1 sebanyak 45%.

Jadual 3:
Markah Bagi Ujian Pra 3 dan Ujian Pos 3 Dalam Kumpulan

Peserta Beza Kajian	Ujian Pra 3	Peratusan (%)	Ujian Pos 3	Peratusan (%)	Beza Skor	Beza Peratus
S1	9/20	45%	10/20	50%	1	5%
S2	15/20	75%	16/20	80%	1	5%
S3	13/20	65%	15/20	75%	2	10%
S4	8/20	40%	17/20	85%	9	45%
S5	11/20	45%	18/20	90%	7	45%

Setelah dijalankan ujian pra 3 yang menggunakan Kod Tangan Bahasa Melayu (KTBM), didapati PK1 mendapat 35%, PK2 mendapat 75%, PK3 mendapat 65%, PK4 mendapat 40% dan PK5 sebanyak 45%. Markah tertinggi diperolehi oleh PK2 iaitu sebanyak 75 % manakala markah terendah yang diperolehi PK1 sebanyak 35 %.

Selain itu, berdasarkan Jadual 3, kita juga dapat melihat jumlah markah bagi ujian pos yang menggunakan kaedah Dwibahasa. Pada ujian pos yang dilakukan kepada semua peserta kajian didapati berlaku peningkatan peratusan dalam kalangan mereka. Bagi PK1 berjaya mendapat 50%, PK2 mendapat 80%, PK3 mendapat 75%, PK4 mendapat 85% dan PK5 mendapat 90%. Peratusan yang tertinggi berjaya diperolehi oleh PK5 sebanyak 90% dan peratusan terendah diperolehi oleh PK1 sebanyak 50%.

Jadual 4:
Markah Bagi Ujian Pra 4 dan Ujian Pos 4 Dalam Kumpulan

Peserta Kajian	Ujian Pra 4	Peratusan (%)	Ujian Pos 4	Peratusan (%)	Beza Skor	Beza Peratus
PK1	9/20	45%	15/20	75%	6	30%
PK2	16/20	80%	18/20	90%	2	10%
PK3	13/20	65%	17/20	85%	4	20%
PK4	10/20	50%	13/20	65%	3	15%
PK5	14/20	70%	18/20	90%	4	20%

Setelah dijalankan ujian pra 4 yang menggunakan Kod Tangan Bahasa Melayu (KTBM), didapati PK1 mendapat 45%, PK2 mendapat 80%, PK3 mendapat 65%, PK4 mendapat 50% dan PK5 sebanyak 70%. Markah tertinggi diperolehi oleh PK2 iaitu sebanyak 80 % manakala markah terendah yang diperolehi PK1 sebanyak 45 %.

Selain itu, berdasarkan Jadual 4, kita juga dapat melihat jumlah markah bagi ujian pos yang menggunakan kaedah Dwibahasa. Pada ujian pos yang dilakukan kepada semua peserta kajian didapati berlaku peningkatan peratusan dalam kalangan mereka. Bagi PK1 berjaya mendapat 75%, PK 2 mendapat 90%, PK3 mendapat 85%, PK4 mendapat 65% dan PK5 mendapat 90%. Peratusan yang tertinggi berjaya diperolehi oleh dua orang sampel iaitu PK2 dan PK5 iaitu sebanyak 90% dan peratusan terendah diperolehi oleh PK4 sebanyak 65%.

Jadual 5:
Markah Bagi Ujian Pra 5 dan Ujian Pos 5 Dalam Kumpulan

Peserta Kajian	Ujian Pra 5	Peratusan (%)	Ujian Pos 5	Peratusan (%)	Beza Skor	Beza Peratus
PK1	16/20	80%	18/20	90%	2	10%
PK2	14/20	70%	18/20	90%	4	20%
PK3	17/20	85%	19/20	95%	2	10%
PK4	12/20	60%	17/20	85%	5	25%
PK5	16/20	80%	18/20	90%	2	10%

Setelah dijalankan ujian pra 5 yang menggunakan Kod Tangan Bahasa Melayu (KTBM), didapati PK1 mendapat 80%, PK2 mendapat 70%, PK3 mendapat 85%, PK4 mendapat 60% dan PK5 sebanyak 80%. Markah tertinggi diperolehi oleh PK3 iaitu sebanyak 85 % manakala markah terendah yang diperolehi PK4 sebanyak 60 %.

Selain itu, berdasarkan Jadual 5, kita juga dapat melihat jumlah markah bagi ujian pos yang menggunakan kaedah Dwibahasa. Pada ujian pos yang dilakukan kepada semua peserta kajian didapati banyak berlaku peningkatan peratusan dalam kalangan mereka. Terdapat 3 orang peserta kajian yang mendapat peratusan 90% iaitu PK1, PK2 dan PK5 manakala PK3 mendapat 95%, dan PK4 mendapat 85%. Peratusan yang tertinggi berjaya diperolehi oleh PK3 sebanyak 95% dan peratusan terendah diperolehi oleh PK4 sebanyak 85%.

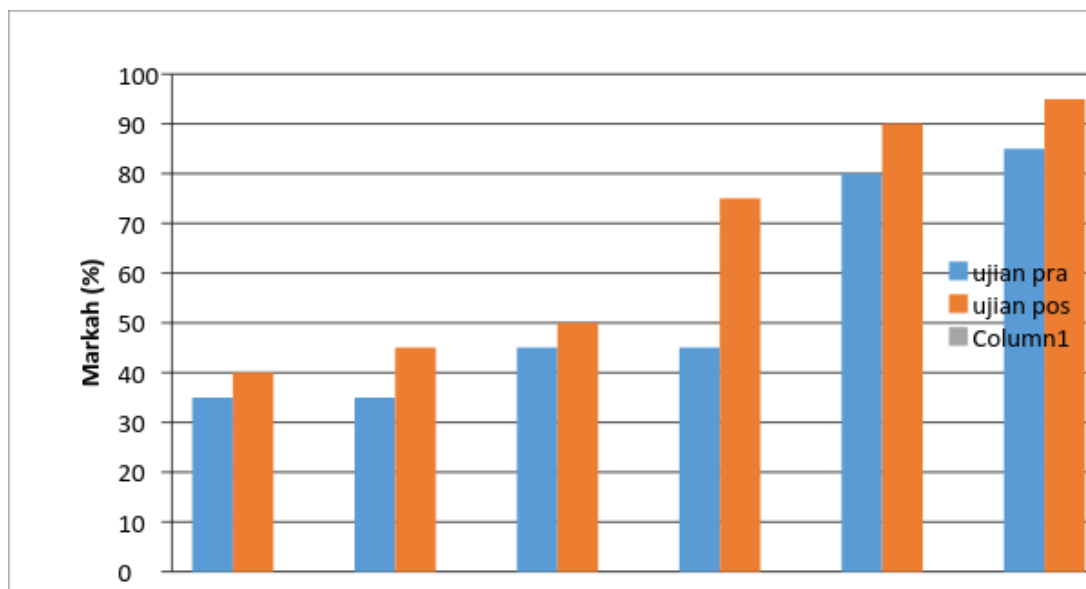
Jadual 6:
Markah Bagi Ujian Pra 6 dan Ujian Pos 6 Dalam Kumpulan

Peserta Kajian	Ujian Pra 6	Peratusan (%)	Ujian Pos 6	Peratusan (%)	Beza Skor	Beza Peratus
PK1	17/20	85%	19/20	95%	2	10%
PK2	15/20	75%	17/20	90%	2	15%
PK3	18/20	90%	20/20	100%	2	10%
PK4	15/20	75%	18/20	90%	3	15%
PK5	17/20	85%	19/20	90%	5	10%

Setelah dijalankan ujian pra 6 yang menggunakan Kod Tangan Bahasa Melayu (KTBM), didapati PK1 mendapat 85%, PK2 mendapat 75%, PK3 mendapat 90%, PK4 mendapat 75% dan PK5 sebanyak 85%. Markah tertinggi diperolehi oleh PK3 iaitu sebanyak 90 % manakala markah terendah telah diperolehi oleh PK2 dan PK4 sebanyak 75 %.

Selain itu, berdasarkan Jadual 6, kita juga dapat melihat jumlah markah bagi ujian pos yang menggunakan kaedah Dwibahasa. Pada ujian pos yang dilakukan kepada peserta kajian didapati berlaku banyak peningkatan peratusan dalam kalangan mereka. Bagi PK1 berjaya mendapat 95%, PK2 mendapat 80%, PK3 berjaya mendapat 100%, PK4 dan PK5 mendapat 90%. Peratusan yang tertinggi berjaya diperolehi oleh PK3 iaitu sebanyak 100% dan peratusan terendah diperolehi oleh PK4 dan PK5 sebanyak 90%.

Keputusan ujian pra dan ujian pos berdasarkan jadual 1 hingga jadual 6 telah dikemukakan oleh pengkaji dan pengkaji juga menyatakan bahawa semua peserta kajian lebih memahami dan menguasai kemahiran pembelajaran dengan menggunakan kaedah pengajaran Dwibahasa berbanding dengan kaedah pengajaran Kod Tangan Bahasa Melayu (KTBM). Di samping itu juga, hasil kajian ini telah mendapati bahawa kaedah Dwibahasa juga dapat meningkatkan kefahaman murid-murid masalah pendengaran untuk memahami soalan tatabahasa dan seterusnya meningkatkan pencapaian tatabahasa mereka di dalam mata pelajaran Bahasa Melayu.



Rajah 1: Graf Markah Bagi Ujian Pra dan Ujian Pos Dalam Kumpulan (Peserta kajian1)

Setelah dianalisis markah PK1 yang dikaji berdasarkan ujian pra 1 dan ujian pos 1 yang dijalankan, pengkaji mendapati bahawa terdapat peningkatan pencapaian yang sedikit bagi PK1. Hal ini jelas dapat dilihat berdasarkan graf pada Rajah 1 semasa ujian pra 1 dijalankan, PK1 hanya berjaya memperoleh

markah sebanyak 35%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK1 telah berjaya memperoleh markah sebanyak 40%. Oleh itu, kita dapat melihat perbezaan skor bagi PK1 adalah sebanyak 1 markah dan beza peratusan markah pula adalah sebanyak 5%.

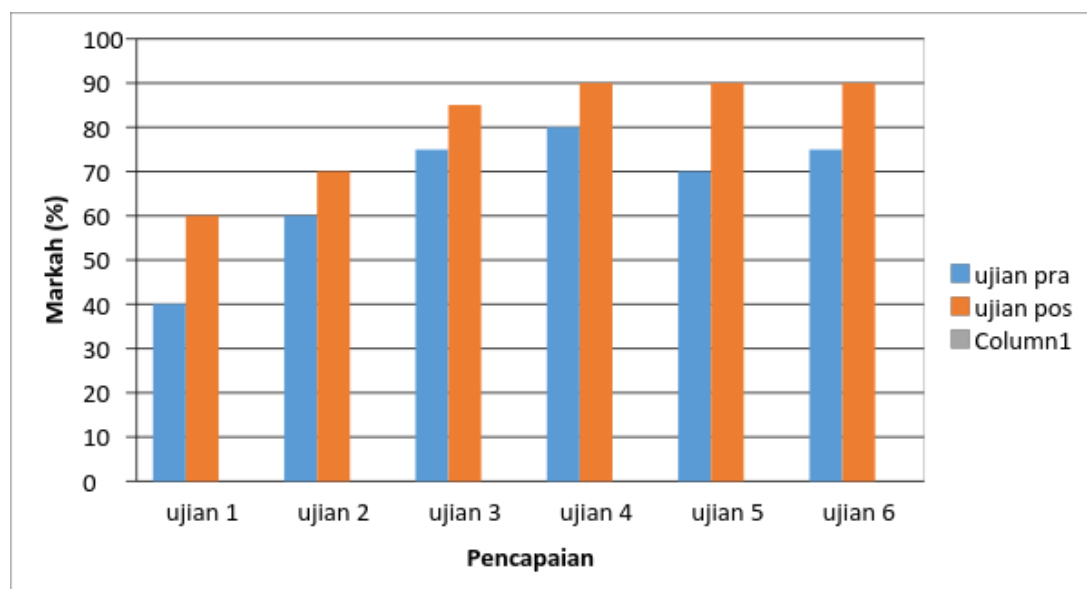
Bagi ujian pra 2 , PK1 hanya berjaya memperoleh markah sebanyak 35%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK1 telah berjaya memperoleh markah sebanyak 45%. Oleh itu, kita dapat melihat perbezaan skor bagi PK1 adalah sebanyak 2 markah dan beza peratusan markah pula adalah sebanyak 10%.

Bagi ujian pra 3, PK1 telah berjaya memperoleh markah sebanyak 45%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK1 telah berjaya memperoleh markah sebanyak 50%. Oleh itu, kita dapat melihat perbezaan skor bagi PK1 adalah sebanyak 1 markah dan beza peratusan markah pula adalah sebanyak 5%.

Bagi ujian pra 4 dijalankan, PK1 telah berjaya memperoleh markah sebanyak 45%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK1 telah berjaya memperoleh markah sebanyak 75%. Oleh itu, kita dapat melihat perbezaan skor yang semakin meningkat bagi PK1 adalah sebanyak 6 markah dan beza peratusan markah pula adalah sebanyak 30%.

Bagi ujian pra 5 dijalankan, PK1 telah berjaya memperoleh markah sebanyak 80%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK1 telah berjaya memperoleh markah sebanyak 90%. Oleh itu, kita dapat melihat perbezaan skor yang semakin meningkat bagi PK1 adalah sebanyak 2 markah dan beza peratusan markah pula adalah sebanyak 10%.

Bagi ujian pra 6 dijalankan, PK1 telah berjaya memperoleh markah sebanyak 85%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK1 telah berjaya memperoleh markah sebanyak 95%. Oleh itu, kita dapat melihat perbezaan skor yang semakin meningkat bagi PK1 adalah sebanyak 2 markah dan beza peratusan markah pula adalah sebanyak 10 %.



Rajah 2: Graf Markah Bagi Ujian Pra dan Ujian Pos Dalam Kumpulan (Peserta Kajian 2)

Setelah dianalisis markah PK2 yang dikaji berdasarkan ujian pra 1 dan ujian pos 1 yang dijalankan, pengkaji mendapati bahawa terdapat peningkatan pencapaian bagi PK2. Hal ini jelas dapat dilihat

berdasarkan graf pada Rajah 2. Semasa ujian pra 1 dijalankan, PK2 berjaya memperoleh markah sebanyak 40%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK2 telah berjaya memperolehi markah sebanyak 60%. Oleh itu, kita dapat melihat perbezaan skor bagi PK2 adalah sebanyak 4 markah dan beza peratusan markah pula adalah sebanyak 20%.

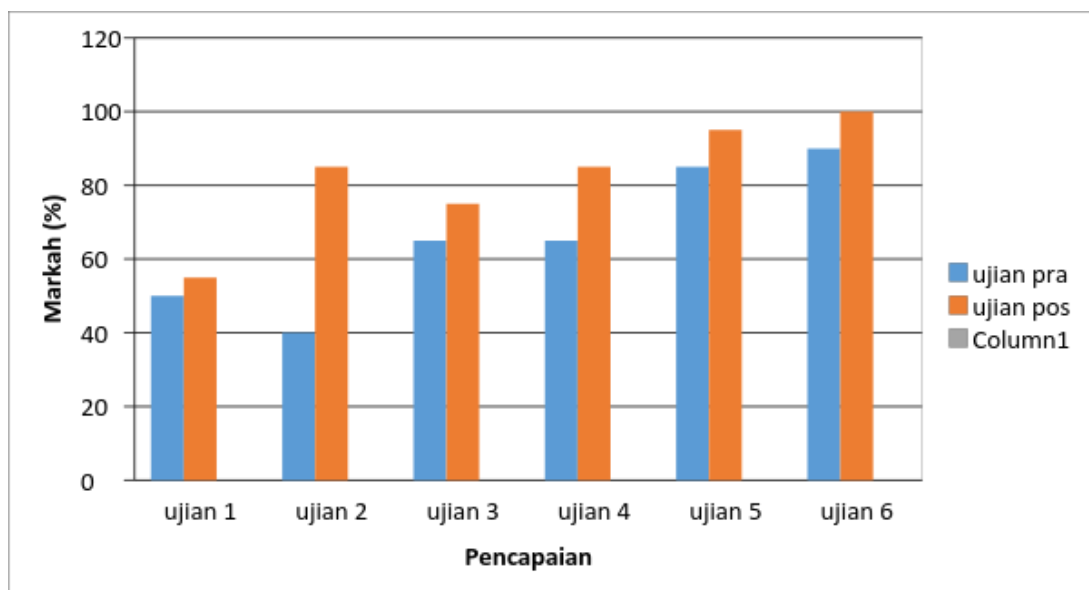
Bagi ujian pra 2, PK2 berjaya memperoleh markah sebanyak 60%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK2 telah berjaya memperoleh markah sebanyak 70%. Oleh itu, kita dapat melihat perbezaan skor bagi PK2 meningkat sebanyak 2 markah dan beza peratusan markah pula adalah sebanyak 10 %.

Bagi ujian pra 3, PK2 telah berjaya memperoleh markah sebanyak 75%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK2 telah berjaya memperoleh markah sebanyak 80%. Oleh itu, kita dapat melihat perbezaan skor bagi PK2 adalah sebanyak 1 markah dan beza peratusan markah pula adalah sebanyak 5%.

Bagi ujian pra 4 dijalankan, sampel 2 telah berjaya memperoleh markah sebanyak 80%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK2 telah berjaya memperoleh markah sebanyak 90%. Oleh itu, kita dapat melihat perbezaan skor yang semakin meningkat bagi PK2 adalah sebanyak 2 markah dan beza peratusan markah pula adalah sebanyak 10%.

Bagi ujian pra 5 dijalankan, PK2 telah berjaya memperoleh markah sebanyak 70%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK2 telah berjaya memperoleh markah sebanyak 90%. Oleh itu, kita dapat melihat perbezaan skor yang semakin meningkat bagi PK2 adalah sebanyak 4 markah dan beza peratusan markah pula adalah sebanyak 20%.

Bagi ujian pra 6 dijalankan, PK2 telah berjaya memperoleh markah sebanyak 75%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK2 telah berjaya memperoleh markah sebanyak 90%. Oleh itu, kita dapat melihat perbezaan skor yang semakin meningkat bagi PK2 adalah sebanyak 2 markah dan beza peratusan markah pula adalah sebanyak 15%.



Rajah 3: Graf Markah Bagi Ujian Pra dan Ujian Pos Dalam Kumpulan (Peserta Kajian 3)

Setelah dianalisis markah PK3 yang dikaji berdasarkan ujian pra 1 dan ujian pos 1 yang dijalankan, pengkaji mendapati bahawa terdapat peningkatan pencapaian bagi PK3. Hal ini jelas dapat dilihat berdasarkan graf pada Rajah 3. Semasa ujian pra 1 dijalankan, PK3 berjaya memperoleh markah sebanyak 50%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK3 telah berjaya memperolehi markah sebanyak 55%. Oleh itu kita dapat melihat perbezaan skor bagi PK3 adalah sebanyak 1 markah dan beza peratusan markah pula adalah sebanyak 5%.

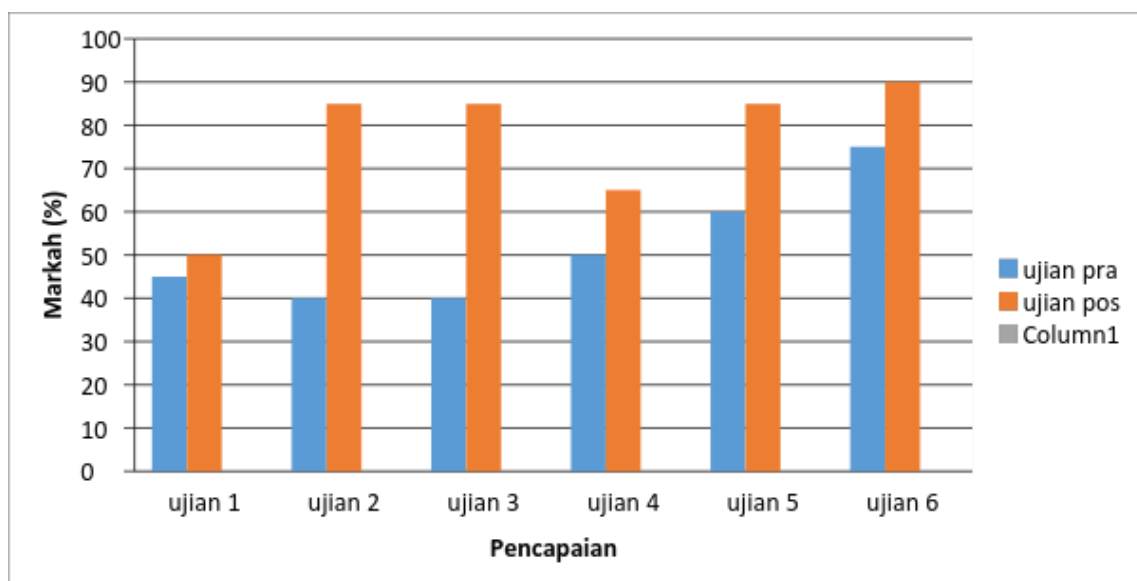
Bagi ujian pra 2, PK3 berjaya memperoleh markah sebanyak 40%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK3 telah berjaya memperoleh markah sebanyak 65%. Oleh itu, kita dapat melihat perbezaan skor bagi PK3 meningkat sebanyak 5 markah dan beza peratusan markah pula adalah sebanyak 25%.

Bagi ujian pra 3, PK3 telah berjaya memperoleh markah sebanyak 65%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK3 telah berjaya memperoleh markah sebanyak 65%. Oleh itu, kita dapat melihat perbezaan skor bagi PK3 adalah sebanyak 2 markah dan beza peratusan markah pula adalah sebanyak 10%.

Bagi ujian pra 4 dijalankan, PK3 telah berjaya memperoleh markah sebanyak 65%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK3 telah berjaya memperoleh markah sebanyak 85%. Oleh itu, kita dapat melihat perbezaan skor yang semakin meningkat bagi PK3 adalah sebanyak 4 markah dan beza peratusan markah pula adalah sebanyak 20%.

Bagi ujian pra 5 dijalankan, PK3 telah berjaya memperoleh markah sebanyak 85%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK3 telah berjaya memperoleh markah sebanyak 95%. Oleh itu, kita dapat melihat perbezaan skor yang semakin meningkat bagi PK3 adalah sebanyak 2 markah dan beza peratusan markah pula adalah sebanyak 10%.

Bagi ujian pra 6 dijalankan, PK3 telah berjaya memperoleh markah sebanyak 90%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK3 telah berjaya memperoleh markah sebanyak 100%. Oleh itu, kita dapat melihat perbezaan skor yang semakin meningkat bagi PK3 adalah sebanyak 2 markah dan beza peratusan markah pula adalah sebanyak 10%.



Rajah 4: Graf Markah Bagi Ujian Pra dan Ujian Pos Dalam Kumpulan (Peserta 4)

Setelah dianalisis markah PK4 yang dikaji berdasarkan ujian pra 1 dan ujian pos 1 yang dijalankan, pengkaji mendapati bahawa terdapat peningkatan pencapaian bagi PK4. Hal ini jelas dapat dilihat berdasarkan graf pada Rajah 4. Semasa ujian pra 1 dijalankan, PK4 berjaya memperoleh markah sebanyak 45%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK4 telah berjaya memperolehi markah sebanyak 50%. Oleh itu, kita dapat melihat perbezaan skor bagi PK4 adalah sebanyak 1 markah dan beza peratusan markah pula adalah sebanyak 5 %.

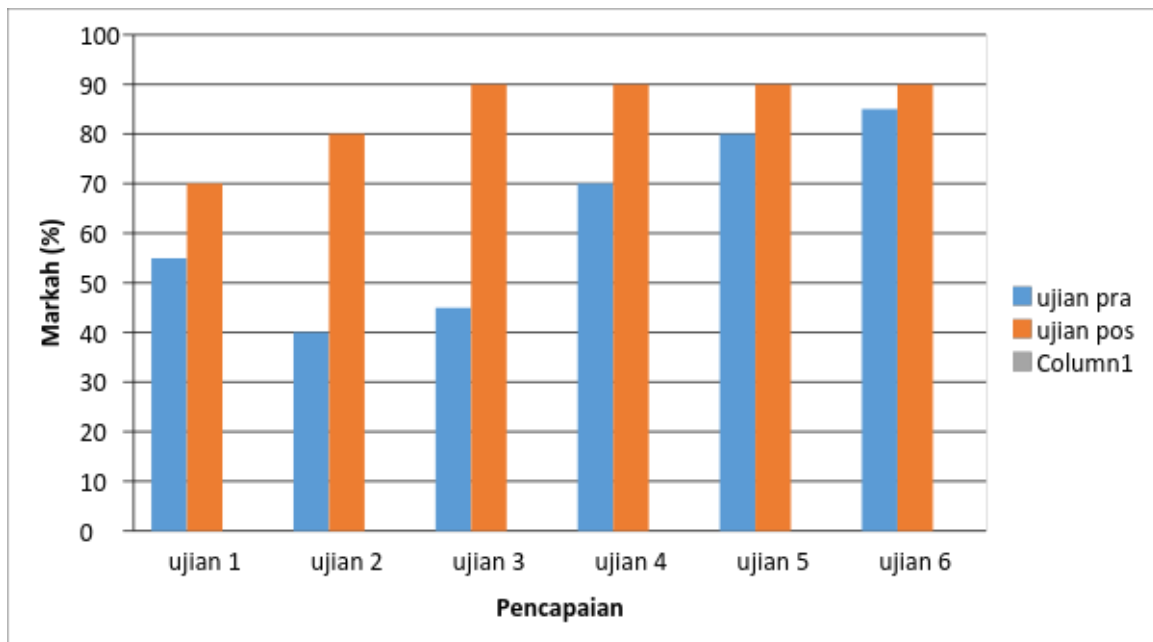
Bagi ujian pra 2, PK4 berjaya memperoleh markah sebanyak 40%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK4 telah berjaya memperoleh markah sebanyak 85%. Oleh itu, kita dapat melihat perbezaan skor bagi PK4 meningkat sebanyak 9 markah dan beza peratusan markah pula adalah sebanyak 45%.

Bagi ujian pra 3, PK4 telah berjaya memperoleh markah sebanyak 40%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK4 telah berjaya memperoleh markah sebanyak 45%. Oleh itu, kita dapat melihat perbezaan skor bagi PK4 adalah sebanyak 9 markah dan beza peratusan markah pula adalah sebanyak 45%.

Bagi ujian pra 4 dijalankan, PK4 telah berjaya memperoleh markah sebanyak 50%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK4 telah berjaya memperoleh markah sebanyak 65%. Oleh itu, kita dapat melihat perbezaan skor yang semakin meningkat bagi PK4 adalah sebanyak 3 markah dan beza peratusan markah pula adalah sebanyak 15%.

Bagi ujian pra 5 dijalankan, PK4 telah berjaya memperoleh markah sebanyak 60%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK4 telah berjaya memperoleh markah sebanyak 85%. Oleh itu, kita dapat melihat perbezaan skor yang semakin meningkat bagi PK4 adalah sebanyak 5 markah dan beza peratusan markah pula adalah sebanyak 25%.

Bagi ujian pra 6 dijalankan, PK4 telah berjaya memperoleh markah sebanyak 75%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK4 telah berjaya memperoleh markah sebanyak 90%. Jadi kita dapat melihat perbezaan skor yang semakin meningkat bagi PK4 adalah sebanyak 3 markah dan beza peratusan markah pula adalah sebanyak 15%.



Rajah 5: Graf Markah Bagi Ujian Pra dan Ujian Pos Dalam Kumpulan (Peserta 5)

Setelah dianalisis markah PK5 yang dikaji berdasarkan ujian pra 1 dan ujian pos 1 yang dijalankan, pengkaji mendapati bahawa terdapat peningkatan pencapaian bagi PK5. Hal ini jelas dapat dilihat berdasarkan graf pada Rajah 5. Semasa ujian pra 1 dijalankan, PK5 berjaya memperoleh markah sebanyak 55%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK5 telah berjaya memperoleh markah sebanyak 70%. Oleh itu, kita dapat melihat perbezaan skor bagi PK5 adalah sebanyak 3 markah dan beza peratusan markah pula adalah sebanyak 15%.

Bagi ujian pra 2, PK5 berjaya memperoleh markah sebanyak 40%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK5 telah berjaya memperoleh markah sebanyak 80%. Oleh itu, kita dapat melihat perbezaan skor bagi PK5 meningkat sebanyak 8 markah dan beza peratusan markah pula adalah sebanyak 40%.

Bagi ujian pra 3, PK5 telah berjaya memperoleh markah sebanyak 45%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK5 telah berjaya memperoleh markah sebanyak 90%. Oleh itu, kita dapat melihat perbezaan skor bagi PK5 adalah sebanyak 7 markah dan beza peratusan markah pula adalah sebanyak 45%.

Bagi ujian pra 4 dijalankan, PK5 telah berjaya memperoleh markah sebanyak 70%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK5 telah berjaya memperoleh markah sebanyak 90%. Oleh itu, kita dapat melihat perbezaan skor yang semakin meningkat bagi PK5 adalah sebanyak 4 markah dan beza peratusan markah pula adalah sebanyak 20%.

Bagi ujian pra 5 dijalankan, PK5 telah berjaya memperoleh markah sebanyak 80%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK5 telah berjaya memperoleh markah sebanyak 90%. Oleh itu, kita dapat melihat perbezaan skor yang semakin meningkat bagi PK5 adalah sebanyak 2 markah dan beza peratusan markah pula adalah sebanyak 10%.

Bagi ujian pra 6 dijalankan, PK5 telah berjaya memperoleh markah sebanyak 85%. Kaedah pengajaran yang dijalankan bagi ujian pra adalah kaedah Kod Tangan Bahasa Melayu (KTBM). Namun, setelah menggunakan kaedah pengajaran Dwibahasa, PK5 telah berjaya memperoleh markah sebanyak 90%. Oleh itu, kita dapat melihat perbezaan skor yang semakin meningkat bagi PK5 adalah sebanyak 5 markah dan beza peratusan markah pula adalah sebanyak 10%.

Pengubahsuaian Teks Pemahaman

Di bahagian ini, pengkaji telah membuat pengubahsuaian teks pemahaman sewaktu menggunakan kaedah pengajaran Dwibahasa.

Nom. Teks	Teks Asal	Teks diubahsuai
Teks 1	1. Taman Burung ini memberi peluang kepada pengunjung-pengunjung untuk mengkaji tabiat burung dan persekitarannya.	<ol style="list-style-type: none"> 1. Isyarat tabiat dipinjam dari BIK Jilid 2 2. Beri contoh situasi berkaitan dengan tabiat. 3. Gerak badan menerangkan tabiat.
	2. Taman ini adalah satu kawasan yang indah dan pasti memikat hati pengunjung.	<ol style="list-style-type: none"> 1. Hanya terangkan kata dasar pikat, gugurkan imbuhan. 2. Beri contoh situasi berkaitan dengan memikat hati. 3. Gerak badan menerangkan menarik hati.
Teks 2	1. Otak yang cerdas datangnya daripada badan yang cergas .	<ol style="list-style-type: none"> 1. Beri contoh situasi berkaitan otak yang cerdas dan badan yang cergas. 2. Gerak badan menerangkan otak yang cerdas dan badan yang cergas.
	2. Sehingga berjumpa lagi, sambutlah salam mesra saya buat saudara sekeluarga.	<ol style="list-style-type: none"> 1. Hanya terangkan kata dasar sambut salam, gugurkan imbuhan. 2. Beri contoh situasi berkaitan sambut salam. 3. Gerak badan menerangkan sambut salam.
Teks 3	1. Keadaan ini membuatkan sistem imun atau pertahanan tubuh menjadi lemah dan menyebabkan tubuh selalu sakit.	<ol style="list-style-type: none"> 1. Gunakan ejaan jari. 2. Gerak badan menerangkan sistem imun. 3. Beri contoh situasi berkaitan sistem imun.
	2. Selain itu, sistem saraf turut terjejas, sehinggakan kita berasa cepat marah dan berasa jengkel .	<ol style="list-style-type: none"> 1. Gunakan ejaan jari. 2. Gerak badan dan mimik muka menerangkan jengkel. 3. Beri contoh situasi berkaitan jengkel.

Teks 4

1. Dalam **keheningan** subuh, Pak Mat melangkah ke ruang tamunya untuk berehat sekejap selepas solat subuh.
2. Kini, Aidid sudah pandai **berpelesiran** dengan kawan-kawannya di bandar.

1. Hanya terangkan kata dasar **hening**, gugurkan imbuhan.
2. Gunakan ejaan jari.
3. Beri contoh situasi berkaitan **hening**.

1. Gunakan ejaan jari.
2. Gerak badan menerangkan **berpelesiran**.
3. Beri contoh situasi berkaitan **berpelesiran**.

Teks 5

1. Beberapa orang guru berpengalaman telah dilantik untuk menjayakan **pertunjukan pentas**.
2. Majlis perasmian tersebut berjalan dengan **lancar**.

1. Gunakan ejaan jari untuk **pentas**.
2. Lukis gambar **pentas**.
3. Beri contoh **pertunjukan pentas**.

1. Isyarat **lancar** dipinjam dari BIK Jilid 2.
2. Beri contoh situasi berkaitan **lancar**.

Teks 6

1. Memang teras **teruja** benar.

1. Ejaan jari.
2. Beri contoh situasi berkaitan **teruja**.
3. Gerak badan dan mimik muka menerangkan **teruja**.

2. Rupa-rupanya, Pak Salleh sedang menanti mereka untuk menjaring ikan di **hilir** sungai.

1. Ejaan jari.
2. Melukis gambar **hilir** sungai.

Guru membuat pengubahsuaian di dalam teks 1 ayat pertama pada isyarat **tabiat**. Isyarat **tabiat** telah dipinjam dari buku Bahasa Isyarat Malaysia (BIM) Jilid 2 kerana tiada isyarat **tabiat** bagi Kod Tangan Bahasa Melayu (KTBM). Pengubahsuaian kedua, guru memberi contoh situasi yang berkaitan dengan **tabiat** kerana murid-murid masalah pendengaran lebih memahami situasi yang terjadi di persekitarannya dengan menggunakan pergerakan badan.

Pengubahsuaian pada ayat kedua pada perkataan **memikat hati**. Guru hanya menerangkan kata dasar iaitu **pikat**. Walaupun Kod Tangan Bahasa Melayu mempunyai isyarat **pikat**, murid-murid masalah pendengaran tidak memahami apabila perkataan **pikat** digunakan di dalam konteks ayat. Guru telah memberi contoh situasi berkaitan dengan **memikat hati** mengikut teks dengan menggunakan pergerakan badan.

Bagi pengubahsuaian teks 2, ayat pertama pada **ayat otak yang cerdas** dan **badan yang cergas**. Guru memberi contoh situasi berkaitan dengan **otak yang cerdas** dan **badan yang cergas** dengan menggunakan pergerakan badan. Pengubahsuaian pada ayat kedua pada perkataan **sambutlah salam**. Guru hanya menerangkan kata dasar iaitu **sambut**. Walaupun Kod Tangan Bahasa Melayu mempunyai isyarat **sambut**, murid-murid masalah pendengaran tidak memahami apabila perkataan **sambut** digunakan di dalam konteks ayat kerana mereka memahami **sambut** adalah bermakna perlakuan yang menyambut sesuatu barang. Kedua, guru memberi contoh situasi berkaitan dengan **sambut salam**. Pengubahsuaian ketiga, guru menggunakan pergerakan badan untuk menerangkan perkataan **sambut salam**.

Bagi pengubahsuaian teks 3 ayat pertama, pada perkataan **sistem imun** guru menggunakan ejaan jari kerana tiada isyarat **sistem imun** bagi Kod Tangan Bahasa Melayu (KTBM). Guru memberi contoh situasi **sistem imun** dengan menggunakan pergerakan badan. Pengubahsuaian pada ayat kedua pada perkataan **jengkel**. Guru menggunakan ejaan jari kerana tiada isyarat **jengkel** bagi Kod Tangan Bahasa Melayu (KTBM). Guru memberi contoh situasi **jengkel** dengan menggunakan pergerakan badan dan mimik muka.

Bagi pengubahsuaian teks 4 ayat pertama, pada perkataan **keheningan** guru menerangkan hanya kata **hening** dan menggunakan ejaan jari kerana tiada isyarat **hening** bagi Kod Tangan Bahasa Melayu (KTBM). Guru memberi contoh situasi yang menunjukkan **hening**. Pengubahsuaian pada ayat kedua pada perkataan **berpelesiran**. Guru menggunakan ejaan jari kerana tiada isyarat **berpelesiran** bagi Kod Tangan Bahasa Melayu (KTBM). Guru memberi contoh situasi **berpelesiran** dengan menggunakan pergerakan badan.

Bagi pengubahsuaian teks 5 ayat pertama, pada perkataan **pentas** guru dan menggunakan ejaan jari. Guru juga melukis gambar **pentas** bagi murid-murid mendapat gambaran apakah objek yang diberi nama **pentas** dan memberi contoh **pertunjukan pentas** mengikut konteks ayat di dalam teks. Pengubahsuaian pada ayat kedua pada perkataan **lancar**. Perkataan **lancar** dipinjam dari Bahasa Isyarat Malaysia (BIM) kerana tiada isyarat **lancar** bagi Kod Tangan Bahasa Melayu (KTBM) dan beri contoh situasi yang berkaitan dengan **lancar**.

Bagi pengubahsuaian teks 6 ayat pertama, pada perkataan **teruja** guru menggunakan ejaan jari kerana tiada isyarat **teruja** bagi Kod Tangan Bahasa Melayu (KTBM). Guru memberi contoh situasi **teruja** dengan menggunakan pergerakan badan dan mimik muka. Pengubahsuaian pada ayat kedua pada perkataan **hilir**. Guru menggunakan ejaan jari kerana tiada isyarat **hilir** bagi Kod Tangan Bahasa Melayu (KTBM) dan melukis gambar **hilir** sungai agar murid-murid masalah pendengaran mengetahui bagaimana kedudukan **hilir** sungai.

PERBINCANGAN

Secara keseluruhannya, hasil dapatan kajian tersebut menunjukkan bahawa penggunaan kaedah pengajaran Dwibahasa dapat meningkatkan kefahaman murid-murid masalah pendengaran untuk memahami soalan tatabahasa dan seterusnya meningkatkan pencapaian tatabahasa mereka di dalam mata pelajaran Bahasa Melayu. Pengubahsuaian teks pemahaman sewaktu pengajaran guru telah memberi impak yang besar kepada mereka dari aspek meningkatkan kefahaman bagi memahami teks. Oleh hal yang demikian, melalui dapatan kajian ini diharapkan sedikit sebanyak dapat membantu para guru untuk meningkatkan kefahaman mereka untuk memahami soalan tatabahasa dan seterusnya dapat mempertingkatkan pencapaian bahagian tatabahasa mereka di dalam mata pelajaran Bahasa Melayu.

Dapatan markah yang diperolehi daripada perbandingan keputusan ujian pra dan ujian pos mereka telah menunjukkan peningkatan markah yang memuaskan dan telah menjawab persoalan iaitu murid-murid masalah pendengaran telah dapat meningkatkan kefahaman mereka dalam memahami soalan tatabahasa dan seterusnya telah dapat meningkatkan pencapaian tatabahasa mereka di dalam mata pelajaran Bahasa Melayu dengan menggunakan kaedah pengajaran Dwibahasa.

Hasil kajian ini dapat dibuktikan apabila PK3 telah berjaya memperolehi markah 100% di dalam ujian pos 5, markah kedua tertinggi pula berjaya diperolehi oleh PK1 dengan markah 95% di dalam ujian pos 5 manakala ketiga-tiga peserta kajian iaitu PK2, PK4 dan PK5 pula telah berjaya memperolehi markah 90% di dalam ujian pos 5. Setelah enam rancangan harian dirancang dan dijalankan dengan menggunakan kaedah pengajaran Dwibahasa secara latih tubi, hasil yang diperolehi telah membuktikan bahawa kaedah pengajaran menggunakan Dwibahasa merupakan satu kaedah pengajaran yang bersesuaian dengan murid-murid masalah pendengaran bagi mengatasi kelemahan mereka di dalam penguasaan kemahiran tatabahasa di dalam mata pelajaran Bahasa Melayu.

Kelemahan penguasaan Bahasa Melayu (tatabahasa) menyebabkan kefahaman murid bagi memahami sesuatu yang diajar terjejas dan seterusnya kaedah pengajaran Dwibahasa tidak dapat dilaksanakan dengan berkesan di dalam pengajaran yang dirancang di dalam pengajaran dan menyebabkan pencapaian akademik mereka rendah di dalam mata pelajaran Bahasa Melayu.

Kelemahan dalam pencapaian akademik berkait rapat dengan kelemahan mereka dalam menafsir bahasa tulisan atau bacaan. Ini menunjukkan bahawa kelemahan penguasaan Bahasa Melayu telah menyukarkan proses menafsir bahasa tulisan atau bacaan dengan baik. Seterusnya pencapaian akademik turut terjejas. Ini selaras dengan kenyataan Abdullah (2004) iaitu Bahasa Melayu ialah bahasa ilmu persekolahan dan tanpa menguasainya teks yang dibaca sukar difahami dan tulisan tidak dapat dihasilkan dengan betul. Harapan untuk mereka berjaya dalam akademik adalah tipis.

Kemahiran untuk menguasai tatabahasa Bahasa Melayu sukar dipelajari oleh pelajar bermasalah pendengaran. Ini juga dibuktikan dari kajian yang dijalankan oleh Abdullah Yusuf (1993a) yang memperlihatkan bahawa 12 ayat yang dihasilkan hanya 3 ayat sahaja yang menepati nahu Bahasa Melayu. Hal ini memperlihatkan bahawa mereka sukar menguasai nahu Bahasa Melayu. Bagi murid-murid masalah pendengaran, penggunaan perkataan yang mengandungi imbuhan atau penggandaan serta perkataan abstrak, simpulan bahasa dan peribahasa hendaklah diperbanyakkan. Maksud sesuatu perkataan selepas pengimbuhan atau penggandaan hendaklah diterangkan dengan jelas dengan menggunakan kaedah Komunikasi Seluruh (KS) yang melibatkan mimik muka, lakonan, pertuturan dan sebagainya digunakan (Abdullah Yusof 2002) bukan cuma mengisyarat kata imbuhan dan kata dasar sahaja. Ini selaras dengan kenyataan Abdullah (2004) iaitu bagi murid-murid masalah pendengaran kata akar yang lazim diguna pakai tidak sukar dikuasai. Namun, jika sesuatu kata mengalami proses pengimbuhan, pemajmukan dan penggandaan, kata tersebut sangat sukar dikuasai. Hal ini menggelirukan kefahaman dan penggunaan mereka. Hal ini demikian kerana sifat Bahasa Melayu yang boleh mengubah makna dan kelas sesua-tu kata apabila mengalami proses tersebut.

Murid-murid masalah pendengaran hendaklah mendapat pendedahan awal dalam mempelajari tentang Bahasa Melayu sejak lahir hingga bersekolah. Mereka digalakkan membaca buku secara intensif. Intervensi awal Bahasa Melayu untuk pelajar bermasalah pendengaran boleh membentuk kesediaan untuk belajar kemahiran asas dalam akademik. Mohd Mokhtar dan Norma (2004) menyatakan kelewatan membaca tidak dapat menyediakan kanak-kanak prasekolah ke arah perbualan dan seterusnya kaya bahasa kerana jambatan untuk mendapatkan ilmu yang lebih meluas. Kanak-kanak yang dikesan lewat membaca ini jika diberikan bimbingan dan strategi tertentu akan meningkat penguasaan mereka.

Untuk mengajar sesuatu perkataan abstrak, simpulan bahasa dan peribahasa juga dijelaskan seperti dengan penerangan perkataan selepas pengimbuhan. Guru perlu memastikan proses pengajaran dan pembelajaran Bahasa Melayu berjalan dengan berkesan agar mereka dapat menguasai Bahasa Melayu. Abdullah (1995) menyatakan persepsi yang berbentuk fizikal mempengaruhi penulisan pelajar bermasalah pendengaran. Mereka hanya akan memperkatakan perkara-perkara yang dapat dilihat sahaja tetapi tidak berupaya untuk membuat huraian ataupun penjelasan yang lebih berbentuk abstrak yang memerlukan daya berfikir dan daya imaginasi. Latihan menggunakan struktur-struktur ayat yang betul hendaklah ditingkatkan.

Memandangkan soalan-soalan peperiksaan bagi calon bermasalah pendengaran perlu dijawab dengan bahasa tulisan, maka sistem peperiksaan untuk pelajar-pelajar bermasalah pendengaran perlu ada modifikasi peperiksaan seperti menyediakan jurubahasa isyarat. Mohd Hanafi (2004) mencadangkan sistem peperiksaan bagi calon-calon bermasalah pendengaran mestilah ditadbir dengan meminimumkan atau mengabaikan kesan-kesan faktor kecacatan (kepekakan). Dengan adanya khidmat jurubahasa isyarat, soalan peperiksaan dapatlah diisyaratkan dengan menggunakan kaedah Dwibahasa dan setiap jawapan yang dijawab oleh pelajar bermasalah pendengaran diberi markah mengikut ketepatan jawapan yang diberi dengan menggunakan kaedah Dwibahasa. Bagi setiap item penulisan yang diuji hendaklah disemak berdasarkan bahasa utama calon bermasalah pendengaran dan bukannya bahasa calon biasa (normal).

Guru-guru yang kurang kemahiran menggunakan kaedah Dwibahasa perlulah diberi pendedahan seperti menyediakan kursus pendedahan tentang pendekatan Dwibahasa agar guru-guru mendapat ilmu cara untuk menyediakan diri dan alatan yang bersesuaian bagi menjalankan kaedah pengajaran Dwibahasa bagi murid-murid masalah pendengaran.

Ibu bapa yang mempunyai anak-anak masalah pendengaran perlu di beri pendedahan tentang bagaimana membimbing anak mereka belajar di rumah kerana ada segelintir ibu bapa yang tidak mengambil berat tentang pembelajaran anak mereka di rumah. Menurut Carlisle et al. (2006), penglibatan ibu bapa menjanjikan pelbagai jenis kebaikan kepada anak seperti meningkatkan pencapaian akademik (Shahrul Arba'iah 2007), menyiapkan tugasan sekolah (Tozer, Senese & Violas

2006), memperbaiki keyakinan diri (Berger 2000), kehadiran penuh ke sekolah, sikap positif terhadap sekolah, bertingkah laku positif dan meningkatkan interaksi positif dengan rakan sebaya (Koonce & Harper 2005).

CADANGAN PADA MASA AKAN DATANG

Hasil dapatan kajian yang diperolehi menunjukkan bahawa kaedah pengajaran menggunakan Dwibahasa dapat membantu meningkatkan kefahaman murid-murid masalah pendengaran untuk memahami soalan tatabahasa dan seterusnya meningkatkan pencapaian tatabahasa di dalam mata pelajaran Bahasa Melayu. Namun, terdapat beberapa penambahbaikan yang boleh dilakukan untuk memastikan kajian akan datang dapat dipertingkatkan dengan lebih baik lagi. Bagi kajian akan datang, pengkaji akan cuba menggunakan kaedah pengajaran Dwibahasa dalam penulisan Bahasa Melayu dan melibatkan murid-murid masalah pendengaran di program Sekolah Pendidikan Khas dan Program Pendidikan Khas Integrasi (Pendengaran). Kajian ini hanya tertumpu kepada pelajar bermasalah pendengaran Tahun 4 sahaja. Oleh itu, pengkaji berharap agar kajian akan datang melibatkan murid-murid masalah pendengaran yang belajar di Tahun 1, 2 dan 3, 5 dan 6.

RUMUSAN

Hasil dapatan kajian ini dapat melihat keberkesanan penggunaan pengajaran kaedah Dwibahasa dapat membantu meningkatkan kefahaman murid-murid masalah pendengaran untuk memahami soalan tatabahasa dan seterusnya meningkatkan pencapaian tatabahasa mereka di dalam mata pelajaran Bahasa Melayu. Hasil kajian tersebut telah disokong dengan dapatan-dapatan kajian oleh penyelidik di negara ini dan di luar negara. Penyelidik juga mengemukakan beberapa cadangan untuk mengatasi kekangan bagi menjalankan kaedah pengajaran Dwibahasa bagi meningkatkan pencapaian akademik Bahasa Melayu murid-murid masalah pendengaran. Semoga cadangan-cadangan tersebut boleh digunakan oleh semua pihak yang terlibat dan memberi manfaat kepada semua.

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APLIKASI KBAT DALAM PENGAJARAN DAN PEMBELAJARAN MATA PELAJARAN PENDIDIKAN MORAL DI INSTITUT PENDIDIKAN GURU KAMPUS ILMU KHAS, KUALA LUMPUR

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ABSTRAK

Kajian ini bertujuan untuk mengkaji pengaplikasian Kemahiran Berfikir Aras Tinggi (KBAT) dalam pengajaran dan pembelajaran (pdp) kursus Pendidikan Moral di IPGKIK. Temu bual melibatkan seramai enam orang pelajar PISMP Semester 6, Ambilan Jun 2014 yang terdiri daripada tiga orang lelaki dan tiga orang perempuan. Kaedah yang digunakan dalam kajian ini ialah kajian kes. Fokus kajian ini berdasarkan kepada dua objektif kajian iaitu alat berfikir KBAT dan pengaplikasian KBAT oleh pensyarah dalam pengajaran dan pembelajaran mata pelajaran kursus Pendidikan Moral di IPGKIK. Hasil temu bual di antara pengkaji dengan subjek kajian akan dianalisis berdasarkan tema-tema bagi menjawab dua objektif kajian yang ditetapkan. Dapatan kajian yang diperolehi dapat menjadi panduan kepada para pendidik untuk mengaplikasi KBAT dalam mata pelajaran Pendidikan Moral khususnya dan mata pelajaran yang lain amnya.

Kata Kunci: Pendidikan Moral, aplikasi KBAT dan pengajaran dan pembelajaran.

ABSTRACT

This study aims to assess the application of higher order thinking skills (HOTS) in the teaching and learning of Morale Education in IPGKIK. Interviews involving six students of PISMP Semester 6, Intake of June 2014 consisting of three men and three women. The method used in this study is a case study. The focus of this study is based on two objectives, namely the study and application of instruments HOTS by lecturers in the teaching and learning of Morale Education in IPGKIK. The results of the interview between the researcher and the research subjects will be analyzed according to themes and to answer two research objectives set. The results obtained can be a guide for educators to apply HOTS in the subject of Morale Education in particular and other subjects in general.

Keywords: Morale Educational, application HOTS and teaching and learning.

1. PENGENALAN

Definisi kemahiran berfikir ialah proses menggunakan minda untuk mencari makna dan pemahaman terhadap sesuatu, menerokai pelbagai kemungkinan idea atau ciptaan, membuat keputusan dan menyelesaikan masalah dan seterusnya membuat refleksi dan metakognitif terhadap proses yang dialami. Terdapat dua peringkat kemahiran berfikir iaitu Kemahiran Berfikir Aras Rendah (KBAR) dan Kemahiran Berfikir Aras Tinggi (KBAT), (Lembaga Peperiksaan, Kementerian Pendidikan Malaysia, 2013). Para sarjana telah mendefinisikan tentang KBAT, antaranya menurut Quellmalz (1985) yang menjelaskan "bahawa murid akan menggunakan KBAT seperti menganalisis, bandingbeza, merumus, mentafsir, menilai dan menjana idea apabila diberikan sesuatu tugas untuk diselesaikan." KBAT di Malaysia merujuk kepada empat aras teratas taksonomi Bloom iaitu mengaplikasi, menganalisis, menilai dan mencipta (Kementerian Pendidikan Malaysia, 2013). Sehubungan dengan itu melalui Pelan Pembangunan Pendidikan Malaysia (2013-2025), Kementerian Pendidikan Malaysia telah mempergiatkan sokongan kepada guru bagi memurnikan sistem penyampaian dan pentaksiran untuk tumpuan kepada KBAT bagi meningkatkan kualiti pendidikan bertaraf antarabangsa. Malahan,

kemahiran berfikir adalah antara enam ciri utama murid yang menjadi aspirasi Kementerian Pendidikan Malaysia untuk berjaya di peringkat global (Kementerian Pendidikan Malaysia, 2013).

Terdapat beberapa alat berfikir KBAT yang boleh diaplikasi dengan pelbagai cara dalam proses pengajaran dan pembelajaran. Antaranya ialah peta pemikiran i-THINK, Habits of Mind, kemahiran teknik penyoalan, 6 Topi Berfikir dan Cognitive Research Trust 1(CoRT1). Hal ini bertepatan dengan pendapat Vishalache Balakrishnan (2014) yang menyatakan “transformasi pendidikan di Malaysia, pelbagai pendekatan telah diambil untuk memastikan murid dibekalkan dengan kemahiran, pengetahuan dan nilai yang sesuai dengan keperluan semasa bagi menghadapi peluang dan cabaran abad ke-21. Oleh itu, beberapa aspek yang perlu berterusan dan berubah mengikut keperluan semasa iaitu kaedah mengajar, kurikulum, pendidikan dan latihan guru, sokongan kepada guru dan bahan mengajar.”

1.1 Pernyataan Masalah

Berdasarkan keputusan kajian TIMSS 2007 dan PISA 2009 yang kurang memberangsangkan adalah disebabkan kelemahan murid di Malaysia dalam KBAT. Laporan kajian keperluan oleh Perunding *Kestrel Education (UK)* dan *21st Century Schools (USA)* yang dibentangkan pada 2 November 2011 juga mendapati bahawa pemikiran aras tinggi dalam kalangan guru dan murid di Malaysia amat rendah. Sehubungan dengan itu, pada 11 September 2012, pelancaran Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2015 telah disempurnakan oleh Perdana menteri Malaysia, sebagai usaha menganjatkan pendidikan di Malaysia bertaraf dunia. Rentetan daripada itu, pentaksiran pada tahun 2016 memberi tumpuan kepada soalan yang menguji KBAT sebanyak 80 peratus soalan KBAT dalam peperiksaan Ujian Penilaian Sekolah Rendah (UPSR) dan Penilaian Menengah Rendah (PMR) manakala 75 peratus soalan KBAT bagi mata pelajaran teras Sijil Pelajaran Malaysia (SPM) dan 50 peratus soalan dalam mata pelajaran elektif SPM, (Sektor Dasar, Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia, 2016).

Untuk menjayakan hasrat PPPM semua pihak dalam Kementerian Pendidikan Malaysia (KPM) bersama-sama di bawah satu agenda untuk meningkatkan prestasi dan kecemerlangan pendidikan. Begitu juga warga KPM seperti IPG dan Kolej Matrikulasi hendaklah berfikir lebih strategik dengan melihat kekuatan yang ada pada institusi masing-masing, (Majalah Pendidik, 2016).

Justeru itu, pengkaji bertanggungjawab untuk mengkaji pengaplikasian KBAT dalam salah satu mata pelajaran yang diajar iaitu mata pelajaran Pendidikan Moral. Pendidikan Moral merupakan mata pelajaran yang wajib dipelajari oleh siswa guru yang bukan beragama Islam di Institut Pendidikan Guru pada semester dua bagi Program Persediaan Ijazah Sarjana Muda Perguruan (PPISMP), semester empat bagi Program Ijazah Sarjana Muda Perguruan (PISMP) dan semester satu bagi *Diploma Pendidikan Lepas Ijazah (DPLI)*. Kursus ini dikendalikan selama dua jam seminggu berjumlah 30 jam bersamaan dua kredit bagi Pendidikan Moral dalam DPLI dan PISMP manakala Pendidikan Moral bagi PPISMP dan PISMP selama tiga jam seminggu berjumlah 45 jam bersamaan tiga kredit. Terdapat juga mata pelajaran Pendidikan Moral elektif untuk siswa guru yang memilih Pendidikan Moral sebagai mata pelajaran minor.

Vishalache Balakrishnan (2014) menyatakan sejak tahun 2011, sukatan pelajaran pendidikan moral sekolah rendah telah mengalami transformasi yang sealiran dengan keperluan semasa. Pedagogi pengajaran dan pembelajaran adalah mengikut keperluan era ke-21. Pendidikan moral membolehkan murid memahami dan menghayati nilai-nilai universal, menghayati dan mengamalkan budi pekerti mulia, melaksanakan tanggungjawab moral dan sosial bagi mengekalkan kesejahteraan diri dan keluarga, sekolah, jiran, masyarakat dan negara serta mengembangkan dan mengaplikasikan penaakulan moral, perasaan moral dan perlakuan moral dalam membuat pertimbangan dan keputusan.

Untuk menggalakkan para pelajar berfikir, pensyarah seharusnya mengaplikasi KBAT dalam proses pengajaran dan pembelajaran. Hal ini bertepatan dengan pendapat Nisbet (1993) yang menyatakan KBAT menggalakkan peningkatan pemikiran, perkembangan dalam metakognisi merupakan usaha yang berterusan.

Kajian yang berkaitan dengan aplikasi KBAT dalam Pendidikan Moral amat bertepatan dengan isu yang dibincangkan agar dapat melahirkan guru Pendidikan Moral yang mempunyai pemikiran yang jauh ke

hadapan. Sehubungan dengan itu, kajian ini bertujuan untuk mengkaji pemilihan instrumen KBAT dan cara mengaplikasi KBAT dalam proses pengajaran dan pembelajaran kursus elektif Pendidikan Moral iaitu Pentaksiran dan Pengurusan Pendidikan Moral di Sekolah.

1.2 Objektif Kajian

Kajian ini dijalankan bertujuan untuk :

- a. menyelidik alat berfikir KBAT yang digunakan dalam proses pengajaran dan pembelajaran mata pelajaran Pendidikan Moral di IPGKIK.
- b. meneroka pengaplikasian KBAT dalam proses pengajaran dan pembelajaran mata pelajaran Pendidikan Moral di IPGKIK.

2. METODOLOGI KAJIAN

Kajian ini merupakan kajian kualitatif dengan menggunakan kaedah kajian kes. Tujuan kaedah kajian kes digunakan untuk mengkaji dan menjelaskan satu kelompok yang kecil secara mendalam. Menurut Meriam, 1998, kaedah kajian kes ini dipilih kerana bersesuaian dengan objektif kajian dan untuk mendapatkan kefahaman mendalam tentang sesuatu situasi yang terlibat. Hal ini disokong oleh Creswell, 2003 yang menyatakan kajian kes juga merupakan strategi reka bentuk kajian yang paling berkesan kerana memiliki ciri-ciri kesahan yang tinggi. Sabitha Marican, 2009 pula menegaskan, kajian kes melibatkan pengumpulan maklumat yang ektensif untuk memahamkan sesuatu entiti yang dikaji. Maklumat yang dikumpulkan mungkin tentang seseorang individu, organisasi, dan situasi. Contohnya, kajian kes klinikal ataupun sekumpulan manusia yang mempunyai ciri-ciri yang sama ataupun tentang sesuatu situasi, iaitu tingkah laku yang tidak dijangka atau tidak jelas dijadikan sebagai fokus kajian. Seterusnya Guba dan Lincoln, 1981 pula menyatakan kajian kes bertujuan memahami hal-hal yang sebenar, realiti sosial dan persepsi guru yang wujud, tanpa diganggu oleh pengukuran formal atau soalan-soalan yang ditentukan terlebih awal. Burns, 2000 pula merumuskan kajian kes juga memiliki kekuatan berbanding dengan metodologi kajian lain kerana berasaskan realiti sebenar. Sehubungan dengan itu, kajian ini menggunakan kaedah kajian kes untuk mengkaji instrumen KBAT yang digunakan dan pengaplikasian KBAT dalam proses pengajaran dan pembelajaran Pendidikan Moral di IPGKIK.

2.1 Sampel Kajian

Persampelan kajian ini ialah sampel bertujuan (*purposive sampling*) yang melibatkan enam orang pelajar ambilan Jun 2014, iaitu tiga orang lelaki dan tiga orang perempuan yang merupakan pelajar bagi mata pelajaran elektif Pendidikan Moral iaitu Pentaksiran dan Pengurusan Pendidikan Moral di sekolah. Mereka mempelajari kursus ini dalam semester 6.

2.2 Instrumen Pengumpulan Data

Instrumen kajian ini menggunakan protokol temu bual separa berstruktur berasaskan kepada objektif kajian. Satu set protokol telah disediakan untuk mendapatkan maklumat. Kaedah pengumpulan data kajian ini adalah dengan menemu bual enam orang pelajar ambilan Jun 2014 yang mempelajari mata pelajaran elektif Pendidikan Moral iaitu Pentaksiran dan Pengurusan Pendidikan Moral di sekolah.

2.3 Analisis Data

Seterusnya pengkaji menganalisis hasil temu bual secara kualitatif untuk mengenal pasti tema-tema yang wujud daripada persoalan-persoalan kajian tersebut.

3. DAPATAN KAJIAN

Dapatan kajian di bawah ini akan dibincangkan satu persatu berdasarkan objektif kajian yang telah dinyatakan sebelum ini.

3.1 Alat berfikir KBAT yang digunakan dalam proses pengajaran dan pembelajaran mata pelajaran Pendidikan Moral di IPGKIK.

Terdapat lima alat berfikir KBAT yang digunakan dalam proses pengajaran dan pembelajaran mata pelajaran Pendidikan Moral di IPGKIK. Alat berfikir pertama ialah peta minda. Hal ini jelas melalui kata-kata subjek kajian 2 yang menyatakan, “ ... alat berfikir KBAT yang kerap digunakan dalam pdp pendidikan moral ialah peta minda, peta pokok, carta alir.” (SK2) Begitu juga bagi subjek kajian 3 ada menyatakan, “ ... biasanya alat berfikir yang digunakan adalah peta pemikiran iaitu 8 peta pemikiran seperti peta bulat, peta buih, peta buih berganda dan satu lagi iaitu peta minda. . ” (SK3) Seterusnya bagi subjek kajian 6 turut menyatakan, “..... saya rasa ada banyak alat berfikir KBAT ni. Contohnya, peta pemikiran I-think, 6 Topi Pemikiran, pengurusan grafik, alat CoRT, peta minda dan banyak lagilah... ” (SK6)

Seterusnya alat berfikir kedua ialah peta pemikiran. Perkara ini dapat difahami berdasarkan kata-kata subjek kajian 2, “ ... alat berfikir KBAT yang kerap digunakan dalam pdp Pendidikan Moral ialah peta minda, peta pokok, carta alir.” (SK2) Bagi subjek kajian 3 pula, mengatakan, “biasanya alat berfikir yang digunakan adalah peta pemikiran iaitu 8 peta pemikiran seperti peta bulat, peta buih, peta buih berganda.” (SK3). Subjek kajian 4 pula menjelaskan, “...alat berfikir KBAT yang kerap digunakan adalah peta pemikiran i-think. Peta pemikiran i-think adalah peta pemikiran yang membantu dalam menghubungkan kait idea yang terdapat dalam sesuatu topik. Penggunaan peta i-think membantu saya dalam memahami konsep atau idea yang ingin diterangkan. Contohnya penggunaan peta buih berganda dalam menerangkan topik peranan dan tanggungjawab guru Pendidikan Moral”(SK4). Manakala bagi subjek kajian 5 turut mengatakan, “..... terdapat banyak alat berfikir KBAT yang digunakan dalam pdp Pendidikan Moral. Alat berfikir ini dilaksanakan dalam pdp dengan betul berkesan dan sesuai dengan aras kognitif murid. Contoh alat berfikir yang boleh digunakan dalam pdp Pendidikan Moral adalah peta pemikiran..”(SK5). Subjek kajian 6 pula mengatakan,tapi, yang kerap digunakan dalam pdp Pendidikan Moral rasanya peta minda i-Think. ..” (SK6).

Seterusnya alat berfikir ketiga ialah 6 Topi Pemikiran. Hal ini jelas seperti kata-kata subjek kajian 6 yang mengatakan “.....Saya rasa ada banyak alat berfikir KBAT ni. Contohnya, peta pemikiran I-think, 6 Topi Pemikiran (SK6).

Alat berfikir yang keempat ialah pengurusan grafik. Hal ini dapat dilihat pada subjek kajian 6 yang berkata “ ... Saya rasa ada banyak alat berfikir KBAT ni. Contohnya, peta pemikiran i-think, 6 Topi Pemikiran, pengurusan grafik, alat CoRT. . ” (SK6).

Terakhir, alat berfikir kelima ialah alat CoRT. Subjek kajian 6, beliau menyatakan, “... Saya rasa ada banyak alat berfikir KBAT ni. Contohnya, peta pemikiran I-think, 6 Topi Pemikiran, pengurusan grafik, alat CoRT.” (SK6).

Berdasarkan dapatan kajian objektif pertama yang telah dibincangkan di atas, rumusannya terdapat lima alat berfikir KBAT yang digunakan dalam proses pengajaran dan pembelajaran mata pelajaran Pendidikan Moral di IPGKIK iaitu peta minda, peta pemikiran, 6 Topi Pemikiran, pengurusan grafik dan alat CoRT.

3.2 Pengaplikasian KBAT dalam proses pengajaran dan pembelajaran mata pelajaran Pendidikan Moral di IPGKIK

Terdapat lapan cara yang diaplikasikan oleh pensyarah berkenaan pengaplikasian Kemahiran Berfikir Aras Tinggi dalam proses pengajaran dan pembelajaran mata pelajaran Pendidikan Moral di IPGKIK. Terdapat lapan aplikasi yang digunakan iaitu berbentuk soalan-soalan yang mencabar. Hal ini jelas melalui kata-kata subjek kajian 1 yang menyatakan, “ ... pensyarah menyediakan soalan-soalan yang mencabar dan mampu meningkatkan tahap pemikiran pelajar.”(SK1). Begitu juga bagi subjek kajian 2 ada menyatakan, “...pensyarah banyak memberikan soalan yang beraras tinggi kepada pelajar untuk membuka minda pelajar.”(SK2). Bagi subjek kajian 3 pula, mengatakan, “...di samping itu, pensyarah juga bertanyakan soalan-soalan yang pada saya mempunyai aras yang tinggi untuk merangsang pemikiran kami sebagai contoh mencari kelemahan perlembagaan negara dan dibentangkan kepada rakan-rakan.”(SK3). Manakala bagi subjek kajian 6 pula, Kalau dalam kelas, pensyarah banyak gunakan teknik penyoalan. Setiap kali pembentangan oleh rakan-rakan, pensyarah akan minta seseorang untuk buat refleksi, atau pun rumuskan apa yang telah dibentangkan .”(SK6)

Aplikasi yang kedua ialah memberi tugas. Hal ini berdasarkan kata-kata subjek kajian 1 yang berkata “*Ada juga pensyarah memberi tugas macam pensyarah beri tajuk dan kami perlu bentang.*”(SK1). Begitulah juga dengan subjek kajian 4, menyatakan bahawa, “*Ada kebanyakan aktiviti yang dijalankan adalah berasaskan aktiviti berkumpulan dan berasaskan pelajar khususnya dalam membuat pembentangan...*”(SK4).

Seterusnya aplikasi yang ketiga ialah membuat kerja secara berkumpulan. Perkara ini sejajar dengan kata-kata subjek kajian 2 “*... selain itu pensyarah juga kerap meminta pelajar untuk membuat kerja dalam kumpulan dan kemudiannya dibentangkan kepada pelajar-pelajar lain.*”(SK2)

Aplikasi yang keempat ialah mencatat nota. Cadangan ini bertepatan dengan pandangan subjek kajian 3 yang menyatakan, “*... lazimnya pensyarah akan menggunakan alat berfikir KBAT dalam menyelesaikan tugas. Antara tugas adalah seperti mencatat nota .*”(SK3)

Seterusnya aplikasi yang kelima ialah tugas bertulis sebagai contoh membuat perbandingan. Kata-kata tersebut merujuk kata-kata subjek kajian 3 “*..... Selain itu, melalui pelaksanaan tugas bertulis sebagai contoh membuat perbandingan di antara perbandingan dan perbezaan tugas dan tanggungjawab guru Pendidikan Moral.*”(SK3).

Aplikasi keenam ialah pengaplikasian aktiviti mencipta pantun atau soalan berasaskan taksonomi Bloom. Ini berdasarkan kata-kata subjek kajian 4 yang mengatakan, “*...terdapat juga aktiviti yang menjurus kepada tahap mencipta seperti aktiviti mencipta pantun atau soalan berasaskan taksonomi Bloom. Ini secara tidak langsung membantu guru pelatih dalam merangsang dan melatih kemahiran KBAT mereka.*”(SK4).

Ketujuh ialah pendekatan berpusatkan murid pihak yang menganjurkan kursus sepatutnya menambah baik penggunaan alat siar raya dalam mengendalikan kursus yang memerlukan alat tersebut. Subjek kajian 6 menyatakan bahawa, “*Pada pendapat saya, pensyarah boleh mengaplikasikan KBAT dalam pdp pendidikan moral dengan melalui pendekatan berpusatkan murid. Berdasarkan instrumen-instrumen KBAT , guru mengarahkan murid untuk terlibat secara aktif di dalam bilik darjah. Selain itu, guru juga boleh menggunakan pelbagai kaedah lain yang menjurus kepada KBAT. Contohnya kaedah pembentangan, perbincangan , teknik penyoalan dan sebagainya.*”(SK6).

Seterusnya aplikasi yang terakhir yang kelapan ialah analisis dan aplikasi pengalaman-pengalaman lalu pensyarah yang pernah diceritakan. Kata-kata tersebut merujuk kata-kata subjek kajian 6 “*Selain tu, setiap kali kelas, pengalaman-pengalaman lalu pensyarah yang pernah diceritakan, kalau sayalah, saya akan kaitkan dengan nilai-nilai yang ada. Contohnya, ada guru yang terpaksa mengajar di pedalaman, dari situ saya belajar guru ni perlu cekal. Jadi, saya pun perlu begitu walaupun tak mengajar di pedalaman.*”(SK6).

Rumusan bagi dapatan kajian objektif kedua ialah lapan cara pengaplikasian KBAT dalam proses pengajaran dan pembelajaran iaitu mengemukakan soalan yang mencabar, memberi tugas, membuat kerja secara berkumpulan, mencatat nota, membuat perbandingan, mencipta pantun dan soalan, pendekatan berpusatkan murid dengan menganalisis dan mengaplikasi cerita pengalaman guru-guru lain.

4. PERBINCANGAN DAN IMPLIKASI

Subtopik ini menjelaskan perbincangan dapatan kajian dan beberapa implikasi terhadap kajian ini.

4.1 Perbincangan

Lima alat berfikir KBAT yang digunakan dalam proses pengajaran dan pembelajaran mata pelajaran Pendidikan Moral di IPGKIK iaitu peta minda, peta pemikiran, 6 Topi Pemikiran, pengurusan grafik dan alat CoRT. Hal ini bertepatan dan menyokong usaha kerajaan iaitu pada 27 Julai 2011 KPM dan Agensi Inovasi Malaysia di bawah Jabatan Perdana Menteri telah bersetuju melaksanakan program *i-Think*. “*Program i-Think merupakan satu program yang bertujuan mempertingkatkan dan membudayakan kemahiran berfikir dalam kalangan murid ke arah menghasilkan murid berinovatif. Guru dan murid menggunakan alat berfikir ini dalam pengajaran dan pembelajaran di samping melaksanakan aktiviti*

KBAT.”, (Sektor Dasar, Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia, 2016).

Terdapat lapan cara pengaplikasian KBAT dalam proses pengajaran dan pembelajaran Pendidikan Moral di IPGKIK iaitu mengemukakan soalan yang mencabar, memberi tugas, membuat kerja secara berkumpulan, mencatat nota, membuat perbandingan, mencipta pantun dan soalan, pendekatan berpusatkan murid dengan menganalisis dan mengaplikasi cerita pengalaman guru-guru lain. Cara pengaplikasian ini menyokong kehendak KPM yang mengharapkan guru pelatih di Institut Pendidikan Guru dapat merealisasikan pembudayaan KBAT dalam proses pengajaran dan pembelajaran agar dapat melahirkan guru pada masa akan datang yang mengoptimumkan kemampuan berfikir, (Sektor Dasar, Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia, 2016). Pengaplikasian KBAT juga dapat “melahirkan modal insan yang cerdas, kreatif dan inovatif bagi memenuhi cabaran abad ke-21 agar negara mampu bersaing di persada dunia”, (Haslina Hanapi, 2014).

4.2 Implikasi

Berdasarkan dapatan kajian ini terdapat beberapa implikasi yang sepatutnya diberikan perhatian iaitu:

- a. pihak pentadbir di semua IPG disarankan untuk menggalakkan semua pensyarah mengaplikasi KBAT dengan pelbagai alat berfikir dan cara dalam proses pengajaran dan pembelajaran.
- b. pihak pentadbir di semua IPG juga hendaklah memberikan perhatian kepada infrastruktur seperti kemudahan internet, bahan bacaan terkini di pusat sumber, komputer dan LCD di dalam semua kelas.
- c. para pensyarah hendaklah mengaplikasi pelbagai alat berfikir KBAT dalam proses pengajaran dan pembelajaran agar para pelajar dapat menguasai pelajaran yang diajar lebih menarik, faham dan berfikiran aras tinggi.

5. RUMUSAN

Secara keseluruhannya, rumusan kajian ini mendapati aplikasi KBAT dalam proses pengajaran dan pembelajaran adalah penting supaya pelajar berupaya untuk mengaplikasi pengetahuan, kemahiran dan nilai dalam membuat penaaakulan dan refleksi bagi menyelesaikan masalah.

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APLIKASI PENGAMALAN SPA-21 (SISTEM PENDIDIKAN ABAD KE-21) DALAM MENTRANSFORMASIKAN PEDAGOGI GURU SECARA EFEKTIF.

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ABSTRAK

Kajian ini bertujuan mengkaji keberkesanan Program Pembangunan Profesionalisme Guru berasaskan Modul Sistem Pendidikan Abad Ke-21 terhadap transformasi pedagogi guru. Kajian dilakukan terhadap 120 orang guru yang melibatkan dua belas buah sekolah di Daerah Petaling Utama, Selangor.. Secara khususnya, kajian ini dilakukan untuk melihat transformasi pengamalan pedagogi dalam kalangan guru dibimbing (GDB) oleh Pembimbing Pakar Peningkatan Sekolah setelah mereka diberikan tiga fasa latihan melibatkan CPD, lawatan penandaarasan ke sekolah amanah dan PLC. Bagi mendapatkan data, satu instrumen Rubrik Tujuh Kekuatan Pedagogi Kompetensi Pengajaran telah dibina yang merupakan olahan dan inovasi daripada Borang Standard Kualiti Pendidikan Malaysia (SKPM), Rubrik 7 Teras Pedagogi Sekolah Amanah dan Borang Matrik Bimbingan Guru. Pencerapan pengukuran (*Baseline*) dan pencerapan pengajaran (*Learning Observation*) telah dilakukan untuk melihat perbezaan pedagogi guru sebelum dan selepas bimbingan. Dapatan kajian menunjukkan berlaku senario transformasi yang ketara dari aspek perubahan minda dan anjakan pedagogi guru di antara kedua-dua penilaian. Implikasi kajian terhadap sampel kajian menunjukkan kesediaan menerima perubahan untuk melaksanakan konsep SPA-21 dan menjadi model terbaik kepada guru-guru lain. Diharap dengan keberkesanan pelaksanaan Projek SPA-21 ini menjadi satu cetusan transformasi minda kepada guru-guru untuk menerima inovasi ini dan diperluaskan ke seluruh negara.

Kata Kunci : SPA-21, SISC+, GDB, Transformasi, Inovasi.

ABSTRACT

This study is aim to examine the effectiveness of Teacher Professional Development Program based on a module on 21st Century Education known as (SPA-21) against the transformation of teacher's pedagogy. The study was carried out against the teachers involving six secondary schools and six primary schools in the district of Petaling Utama, Selangor. 120 teachers from selected schools were made the pilot samples. In particular, this study was done to see the transformation of pedagogical practice among teachers after a pilot phase involving training given in three professional development courses (CPD), benchmarking visits to trust schools and Professional Learning Community (PLC). To obtain the data, one instrument Rubric based on the Seven Pedagogical Teaching Competency Strengths have been built which is adapted and innovated from the Higher Education Quality Standards (SKPM), and SISC+ Teacher Coaching Tools (TCT). Baseline observation and learning observation were conducted to see/study the difference in teacher's pedagogy before and after the coaching session by School Improvement Specialist Coach Plus (SISC+). The finding show significant transformation occurs in terms of changes in the teachers mindset and the improvement of teachers pedagogy from the two assessment conducted. The implications of the research on the pilot teachers show that they are ready to accept changes to impliment the concept of SPA-21 and be the best model to other teachers. It is with hope that with the effectiveness of the implimentation of SPA-21, it will be on outburst of transformation to the mind of the teachers to accept this innovation positively and to further spread it to all over the state in year 2017.

PENGENALAN

Dasawarsa ini, sistem pendidikan negara semakin pesat membangun dan merentasi sempadan teknologi serta pemikiran manusia. Gagasan pemikiran dan hala tuju pendidikan negara bukan lagi bersifat konvensional sebaliknya semakin pesat menuntut pemikiran yang menjangkau kebiasaan serta perluasan horizon pemikiran inovatif, kreatif dan proaktif.

Pewujudan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 yang merangkumi tiga gelombang anjakan ialah bukti jelas kesungguhan pihak kerajaan dalam merealisasikan hasrat dan cita-cita besar ini. Seiring dengan visi dan misi ini, **Modul Sistem Pendidikan Abad Ke-21 (SPA-21)** diwujudkan sebagai satu rujukan terarah untuk melaksanakan projek rintis ini di PPD Petaling Utama khususnya.

Melalui pelaksanaan SPA-21 ini, pihak Pejabat Pendidikan Daerah Petaling Utama mengharapkan agar sekolah-sekolah rintis dapat :

- 1.0 melaksana dan mewujudkan landskap PdP berteraskan SPA-21 di sekolah.
- 2.0 mengaitkan PPPM dengan SPA-21 sebagai suatu program penting dalam Program Transformasi Daerah (DTP).
- 3.0 menerima idea dan melaksanakan amalan SPA-21 secara terbuka dan positif.
- 4.0 memahami dan melaksanakan SPKT & Tujuh Teras Pedagogi dalam PdP SPA-21 melalui bimbingan terancang dan berterusan pihak PPD.

LITERATUR

Wagner (2008), mencadangkan pelajar perlu tujuh kemahiran hidup untuk bersedia menghadapi abad ke-21 antaranya memiliki pemikiran kritikal dan dapat menyelesaikan masalah, sentiasa bekerjasama dan mempunyai daya kepimpinan, sifat ketangkasan dan berkeupayaan menyesuaikan diri, sentiasa inisiatif dan bersifat keusahawanan, memiliki komunikasi secara lisan dan bertulis dengan berkesan, dapat mengakses dan menganalisis maklumat serta mempunyai rasa ingin tahu dan berimajinatif.

Begitu juga kajian mendapati Singapura menghadapi cabaran untuk membangunkan guru model pendidikan abad ke-21 yang menggunakan TE21. Singapura melaksanakan perubahan kritikal dari segi kurikulum, pedagogi, penilaian, aspek teori-amalan hubungan, infrastruktur fizikal untuk menangani kebimbangan bahawa guru mereka perlu mempunyai 21 kemahiran seperti yang dinyatakan oleh Lee (2012) sebagai "Addressing the concern that teachers themselves need to have 21st century skills to teach those skills, the first of two pedagogical shifts is to increase "emphasis on selfdirected, inquiry-based, realworld learning".

Friedman (2006) dalam bukunya *The world is flat : a brief history of the twenty-first century*, menyatakan pendidikan turut memainkan peranan penting dan menjadi kunci utama kepada kejayaan ekonomi dan kelestarian dunia dalam abad ke-21 ini. Begitu juga Toffler (1990) pula dalam bukunya *Power shift: Knowledge, wealth and power at the edge of the 21st century* menyatakan bahawa 'the illiterate of the 21st century are not those that cannot read or write, but those that cannot learn, unlearn and relearn.' Sehubungan dengan itu, kemahiran-kemahiran yang diperlukan dalam abad ke-21 dapat membantu negara menangani cabaran dalaman serta luaran akibat daripada kesan globalisasi, liberalisasi dan perkembangan teknologi maklumat dan komunikasi (information and communications technology).

Antara cabaran negara Jurnal Penyelidikan Dedikasi Jilid 10, 2016 adalah untuk membangunkan satu sistem ekonomi yang berasaskan pengetahuan atau K-ekonomi bagi menghadapi persaingan dengan negara lain. K-ekonomi ini memerlukan sokongan padu daripada sektor pendidikan untuk melahirkan rakyat Malaysia yang berpengetahuan tinggi dalam pelbagai bidang.

METODOLOGI

Subjek Kajian

Subjek Kajian ialah 120 orang guru subjek Bahasa Melayu, Bahasa Inggeris dan Matematik sekolah rintis SPA-21 di Daerah Petaling Utama, Selangor. Terdiri daripada 98 orang guru wanita dan 22 guru lelaki. Sebanyak 6 buah sekolah rendah dan 6 buah sekolah menengah telah dijadikan sebagai sekolah

rintis, iaitu SMK Kelana Jaya, SMK Sri Permata, SMK Katholik, SMK Seksyen 8 Kota Damansara, SMK(L) Bukit Bintang, SMK Damansara Utama, SK Bukit Lanjan, SK Bandar Utama Damansara, SK Petaling Jaya, SK Sri Damai, SJKC Puay Chai 2 dan SJKT Seaport.

Reka Bentuk Kajian

Kajian ini merupakan kajian luar dan dalam yang merangkumi dua aspek utama iaitu kajian luar untuk melihat persepsi awal terhadap pelaksanaan SPA-21 dan kajian dalam untuk melihat transformasi yang berlaku dalam pedagogi guru setelah bimbingan dilakukan berasaskan Modul SPA-21 yang telah dibina oleh Pasukan Pembimbing Pakar Peningkatan Sekolah (SISC+) PPD Petaling Utama.

Guru-guru telah diminta mengisi borang soal selidik kesediaan terlebih dahulu sebelum kajian dilakukan. Grid yang dihasilkan adalah seperti Jadual 1.

ARAHAN : Borang kaji selidik ini mengandungi 3 Bahagian iaitu Bahagian Pengetahuan Sedia Ada, Kemudahan Prasarana dan Pedagogi. Sila tandakan pada setiap ruangan yang disediakan berdasarkan skala 1 hingga 5.

PANDUAN SKALA

- Sangat tidak bersetuju
- Tidak bersetuju
- Tidak pasti
- Setuju
- Sangat Setuju

Jadual 1

Grid Pengetahuan Sedia Ada dan Kesediaan Guru

BAHAGIAN A : PENGETAHUAN SEDIA ADA 1 2 3 4 5

1. Saya mempunyai pengetahuan berkaitan SPA-21.
2. Pelaksanaan SPA-21 sangat bertepatan dengan keperluan transformasi pendidikan semasa.
3. Saya akan dibebani dengan lebih tugas apabila melaksanakan SPA-21

BAHAGIAN B : KEMUDAHAN PRASARANA 1 2 3 4 5

4. Teknologi maklumat dan kemudahan akses internet adalah keperluan utama dalam melaksanakan SPA-21.
5. Susun atur kelas memainkan peranan penting dalam mewujudkan persekitaran pembelajaran yang berkesan.
6. Penyediaan persekitaran bilik darjah SPA-21 memerlukan peruntukan kewangan yang tinggi.

BAHAGIAN C : PEDAGOGI 1 2 3 4 5

7. Saya memahami dan bersedia melaksanakan 7 teras pedagogi abad ke-21.
8. Inovasi, kreativiti dan Kemahiran Berfikir Aras Tinggi memainkan peranan penting dalam mewujudkan landskap PdP yang efektif dan berkesan.
9. Kaedah pembelajaran koperatif dan kolaboratif akan memberikan impak yang lebih berkesan kepada kemenjadian murid.
10. Pedagogi abad ke-21 bukan merupakan suatu perkara yang baharu dan telah lama dipraktikkan dalam sistem pendidikan Negara.

JUMLAH SKOR

Keputusan

Melalui analisis persekitaran dan borang kaji selidik, telah dapat dibuat kesimpulan berdasarkan tiga komponen iaitu kesediaan guru, prasarana sekolah dan sokongan pentadbiran, komuniti dan agensi luar.

Kesediaan Guru

- Rata-rata guru berada dalam 'Zon Selesa' dan kurang bersedia menerima perubahan.
- Guru-guru kurang berinovasi dan kreativiti.
- Guru-guru kurang mendapat pendedahan dan input berkaitan SPKT SPA-21.
- Kurang keyakinan untuk melakukan transformasi.
- Terlalu berkeyakinan dan tidak mahu menerima bimbingan.

Prasarana Sekolah

- Bilangan murid yang terlalu ramai dan padat .
- Struktur bangunan sekolah yang agak lama dan kurang kondusif.
- Sekolah tidak mempunyai kemudahan akses Internet yang mencukupi.

Sokongan Pentadbiran, Komuniti dan Agensi Luar

- Pentadbiran dan komuniti yang kurang menyokong dan negatif.
- Tiada jalinan pintar antara sekolah dengan pihak luar.
- Sekolah kurang bijak mengeksploitasi hubungan strategik bersama pihak luar.

STRATEGI, PENDEKATAN, KAEDAH, TEKNIK

Dalam sesi latihan pembangunan profesionalisme yang telah dijalankan, guru-guru rintis yang dikenali sebagai guru dibimbing (GDB) telah didedahkan tentang beberapa aspek penting dalam pelaksanaan SPA-21 untuk dilaksanakan di dalam pedagogi iaitu SPKT SPA-21 (Strategi, Pendekatan, Kaedah, Teknik SPA-21) dan 7 Teras Pedagogi yang merupakan tunggak utama keberkesanan SPA-21.

Sewaktu berhadapan dengan pelajar di dalam bilik darjah, guru mempunyai pelbagai pilihan untuk memilih SPKT yang sesuai. Ini kerana terdapat pelbagai latar belakang dan tahap kognitif pelajar di dalam kelas. Sesuatu pendekatan yang dipilih dan strategi yang dirancang mungkin tidak sesuai kepada kesemua pelajar, tetapi sekelompok sahaja. Kemahiran guru menggunakan sesuatu pendekatan juga bergantung kepada jenis teori pembelajaran yang didokong dan diaplikasi. Justeru itulah, setiap guru perlu menguasai strategi, pendekatan, kaedah dan teknik yang bersesuaian dalam pelaksanaan pembelajaran abad ke-21.

Perbezaan antara strategi, pendekatan, kaedah dan teknik SPA-21 dapat dilihat berdasarkan Rajah 2.

Jadual 2
SPKT SPA-21

STRATEGI	PENDEKATAN
<ul style="list-style-type: none"> - Kebijaksanaan memilih pendekatan, kaedah dan teknik berdasarkan OP. - Mengambil kira OP jangka panjang. - Mengambil kira segala aspek perancangan dan pelaksanaan P&P. - Contoh : Berpusatkan guru, berpusatkan murid dan berpusatkan bahan. 	<ul style="list-style-type: none"> - Cara mengajar berdasarkan OP yang ditentukan. - Berlandaskan teori, prinsip, model P&P. - Contoh : Induktif, Deduktif, Infusion/sebati, eklektik dan Tematik
KAEDAH	TEKNIK

<ul style="list-style-type: none"> - Tindakan guru yang sistematik untuk mencapai OP . - Bercorak jangka masa pendek (KK) - Prosedur tersusun berdasarkan pendekatan yang dipilih. - Contoh : Koperatif, Kolaboratif, Didik Hibur, Modul, Permainan, Projek, Lawatan, dan Penyelesaian Masalah 	<ul style="list-style-type: none"> - Kemahiran guru mengelola dan melaksanakan kaedah mengajar. - Pengendalian langkah pengajaran. (AKTIVITI) - Mengambil kira faktor latar belakang pelajar/murid. - Contoh : Jelajah Minda, Aju- Tunggu-Lontar-Lantun (Pose-Pause-Pounce-Bounce), Fikir-Pasangan-Kongsi (Think-Pair-Share), All-Write-Round-Robin, Kad Isyarat (Traffic Light), Tulis dan Papar, 2 stars and a wish, Kiosk Pembelajaran, Pohon Rendang, Jigsaw dan Burger Maklum Balas.
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Selain itu GDB juga telah didedahkan tentang aspek 7 teras pedagogi yang menjadi tunggak asas dalam pelaksanaan pedagogi SPA-21 iaitu :

1. Perancangan Pengajaran, Kandungan dan Penyampaian
2. Mencipta Persekitaran Pengajaran yang Positif
3. Pentaksiran Untuk Pembelajaran
4. Pembelajaran Kolaboratif dan Koperatif
5. Kemahiran Penyoalan dan Berfikir
6. Pembezaan
7. Pengetahuan Profesional dan refleksi

DAPATAN KAJIAN

Setelah bimbingan dilakukan terhadap GDB, kajian perbandingan telah dibuat antara pencerapan pengukuran (Baseline) dan pencerapan pengajaran (Learning Observation) untuk melihat perbezaan pedagogi guru sebelum dan selepas sesi bimbingan.

Satu instrumen kajian telah dibina untuk melihat transformasi guru-guru rintis tersebut dengan menggabungkan instrumen Rubrik 7 Teras Pedagogi SPA-21, SKPM4, Matrik Bimbingan Guru SISC+ dan rubrik Sekolah Amanah. Instrumen ini kelihatan lebih menyeluruh dan berkesan untuk menilai tahap kompetensi guru. Hasil dapatan ditunjukkan melalui Rajah 3.

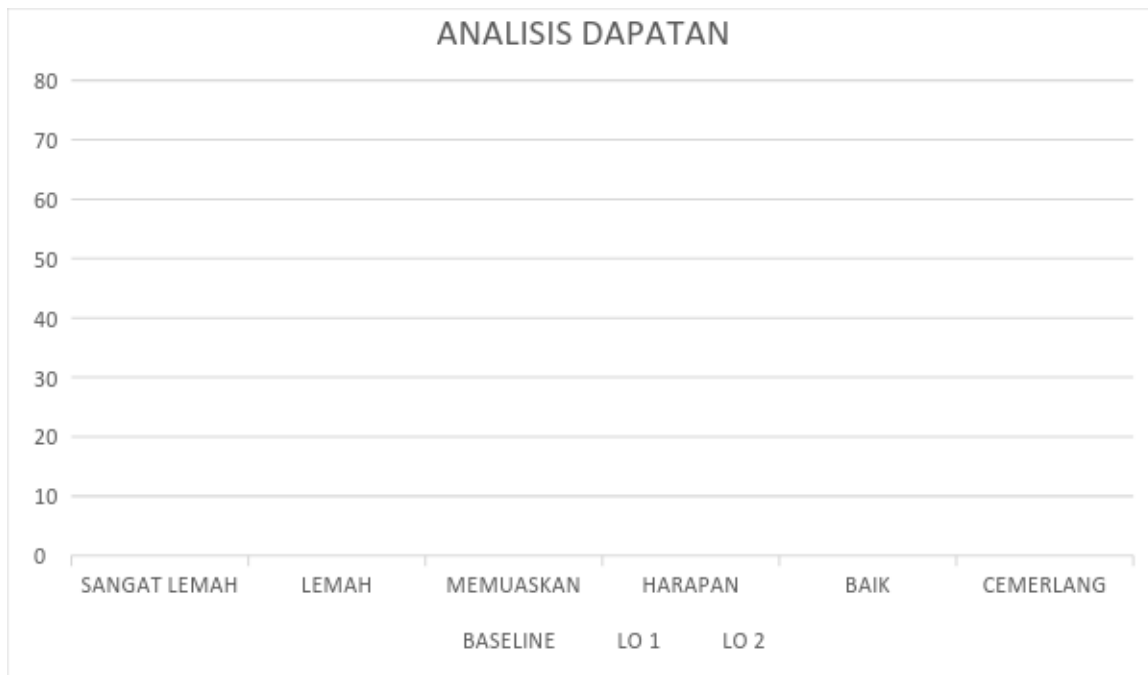
Jadual 3
Analisis Dapatan Data

BL (Baseline)	SKOR	LO1	SKOR	LO2	SKOR
CEMERLANG	0	CEMERLANG	8	CEMERLANG	35
BAIK	5	BAIK	30	BAIK	55
HARAPAN	10	HARAPAN	45	HARAPAN	30
MEMUASKAN	70	MEMUASKAN	35	MEMUASKAN	0
LEMAH	35	LEMAH	2	LEMAH	0
SANGAT LEMAH	0	SANGAT LEMAH	0	SANGAT LEMAH	0

Berdasarkan Rajah 3 menunjukkan semasa 'baseline' dilakukan seramai 5 orang guru berjaya mendapat skor baik mewakili hanya 4.16% dari jumlah keseluruhan. Harapan seramai 10 orang mencatatkan peratusan sebanyak 8.33 % dan skor memuaskan mencatatkan bilangan tertinggi iaitu 70 guru yang mewakili 58.3% dari jumlah keseluruhan. 35 orang guru pula mencatatkan skor lemah yang mewakili 2.91% dari jumlah keseluruhan. Perbezaan yang amat ketara ditunjukkan setelah 'Learning Observation' 1 dan 2 dilakukan hasil daripada bimbingan. Dapatan akhir menunjukkan tiada guru yang mendapat skor sangat lemah, lemah, memuaskan dan harapan. 30 orang guru berada pada tahap harapan yang mewakili 25% dan seramai 55 orang guru berada pada tahap baik yang mencatatkan peratusan sebanyak 45.8%. Taraf pencapaian cemerlang menunjukkan peningkatan ketara dengan mencatatkan bilangan seramai 35 guru yang mewakili 29.2% dari jumlah keseluruhan.

Analisis dapatan juga boleh dilihat berdasarkan carta di dalam Rajah 4 di bawah.

PERATUS PENCAPAIAN	TARAF PENCAPAIAN
90-100	CEMERLANG
80-89	BAIK
60-79	HARAPAN
40-59	MEMUASKAN
20-39	LEMAH
0-19	SANGAT LEMAH



Rajah 4 : Analisis Dapatan

PERBINCANGAN DAN RUMUSAN

Berdasarkan hasil dapatan kajian, terdapat beberapa kesimpulan boleh dibuat:

Berlakunya senario ketara dari aspek anjakan dimensi minda dan transformasi pedagogi guru. DNA pedagogi berjaya diterapkan dengan berkesan ke dalam jiwa pendidik. GDB dilihat bersedia menerima perubahan dan menjadi agen perubahan kepada guru-guru yang lain sebagai Jurulatih Utama SPA-21. SPKT SPA-21 juga difahami dan berjaya dilaksanakan dengan tuntas dan berkesan sebagai pemangkin pembelajaran dan pengajaran secara efektif. Sekolah Rintis SPA-21 menjadi contoh transformasi untuk perluasan pelaksanaan pada tahun 2017 yang akan dilaksanakan di setiap sekolah dalam daerah. SPA-21 menjadi kerangka asas yang cukup rasionalistik dan efektif ke arah pembinaan landskap P&P abad ke-21 PPDPU dan Negeri Selangor.

Kajian ini menunjukkan berlaku transformasi yang ketara di dalam pedagogi guru setelah latihan dan bimbingan diberikan kepada mereka. Guru-guru juga dilihat berjaya menghasilkan suasana pengajaran dan pembelajaran yang bersesuaian dengan kehendak pendidikan abad ke-21. Mereka dilihat lebih berkeyakinan dan tidak lagi terikat kepada gaya konvensional yang berpusatkan murid. Susun atur bilik darjah juga dibina secara berkumpulan untuk memudahkan aktiviti kolaboratif dan koperatif dijalankan secara aktif. Bahan-bahan asas seperti *Traffic Light*, pakir komunikasi dan carta ganjaran digunakan dengan berkesan di dalam kelas untuk merangsang persekitaran fizikal dan emosi murid.

Besarliah harapan kami agar penggunaan Modul SPA-21 ini diterima dan diguna pakai ke seluruh negeri Selangor khususnya. 7 Teras Pedagogi sewajarnya dikongsi dan dilaksanakan oleh semua murid. Minda guru-guru juga seharusnya berubah dan tidak lagi berada di takuk sama. SPKT SPA-21 seharusnya diamalkan dan disebar luaskan untuk menghasilkan pedagogi secara efektif dan berkesan. Kesemua guru harus menerima dengan terbuka perubahan dalam dunia pendidikan ini. Hal inilah yang akan membezakan individu yang memiliki tahap resiliensi yang rendah atau tidak.

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KEBOLEHGUNAAN E-PEMBELAJARAN TERADUN FOTOGRAFI (e-DuFoto) DI INSTITUT PENDIDIKAN GURU: TINJAUAN DARI PERSPEKTIF SISWA GURU

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ABSTRAK

Kajian ini bertujuan untuk menilai kebolehgunaan e-Pembelajaran Teradun Fotografi (e-DuFoto) terhadap pemahaman siswa guru ke atas konsep asas topik Fotografi. Responden bagi kajian ini adalah seramai 37 orang siswa guru Program Ijazah Sarjana Muda Perguruan (PISMP) semester 4 Ambilan Jun 2014 di Institut Pendidikan Guru. Aplikasi e-DuFoto dibangunkan dengan gabungan pendekatan pembelajaran menggunakan Web blog, LMS dan nota digital. Antara aspek penting yang diterapkan dalam aplikasi ini ialah konstruk pembelajaran bermakna iaitu pembelajaran secara aktif, koperatif, autentik, konstruktif dan objektif. Aplikasi ini mendasari Teori Konstruktivisme, Teori Connectivisme dan Teori Minimalis. Kebolehgunaan e-Pembelajaran Teradun Fotografi (e-DuFoto) dinilai dari aspek rekabentuk, pedagogi, kualiti kandungan, kefungisian, akses kendiri dan hasil pembelajaran. Data ujian kebolehgunaan diukur secara deskriptif menggunakan min dan sisihan piawai untuk melihat maklumbalas siswa guru terhadap kebolehgunaan aplikasi e-DuFoto. Dapatan kajian menunjukkan min bagi semua aspek yang dinilai berada pada skor min tahap tinggi iaitu melebihi nilai 4.50. Konstruk kefungisian (min 4.73) dan konstruk kualiti kandungan (min 4.70) menunjukkan antara skor yang paling tinggi. Pendekatan hibrid menggunakan e-DuFoto telah meningkatkan pemerolehan pengetahuan dan kefahaman siswa guru terhadap topik Fotografi. Keseluruhan dapatan menunjukkan e-Pembelajaran Teradun Fotografi (e-DuFoto) berpotensi digunakan sebagai sokongan pembelajaran di IPG.

ABSTRACT

This study aims to assess the usability of Photography Blended e-Learning (e-DuFoto) on students' understanding of the basic concepts of Photography topics. The respondents of this study were 37 teachers in the 4th semester of the Program Ijazah Sarjana Muda Perguruan (PISMP) intake June 2014 at Institut Pendidikan Guru (IPG) Kampus Ilmu Khas. The e-DuFoto application was developed with a combination of learning approaches using Web blogs, LMS and digital notes. Among the important aspects applied in this application are the meaningful learning constructs of active, cooperative, authentic, constructive and objective learning. This application is based on Constructivism Theory, Connectivism Theory and Minimalist Theory. The usability of e-DuFoto Photography is assessed in terms of design, pedagogy, content quality, functionality, self-access and learning outcomes. Usability test data is measured descriptively using mean and standard deviation to see student feedback on e-DuFoto application usability. The findings show the mean of all aspects assessed to be at the higher than 4.50. Function constructs (mean 4.73) and content quality constructs (mean 4.70) show among the highest scores. E-DuFoto has improved the acquisition of knowledge and understanding of teachers' students towards the topic of Photography. The overall findings show that Photography Blended e-Learning (e-DuFoto) has the potential to be used as a learning support in IPG.

Keyword: e-Pembelajaran Teradun, Fotografi, LMS, Web blog dan kefungisian

1.0 PENGENALAN

e-Pembelajaran Teradun ialah satu kaedah pembelajaran baharu di IPG yang dilaksanakan dalam bentuk inovasi pembelajaran secara dalam talian. Pelaksanaan pembelajaran dalam talian adalah

sejajar dengan lonjakan ke lapan Pelan Pembangunan Pendidikan Malaysia (PT) (2015-2025) iaitu memberi penekanan kepada Pembelajaran dalam Talian Secara Global. Kombinasi e-Pembelajaran dan pembelajaran teradun menghasilkan e-Pembelajaran Teradun. e-Pembelajaran Teradun merangkumi penyediaan sumber pembelajaran sokongan secara dalam talian dan penggunaan pembelajaran berasaskan web untuk mengendalikan kursus (Sharpe, 2006). Pembelajaran Teradun sering dirujuk sebagai pembelajaran hibrid dan *blended learning*. Kajian lepas menunjukkan terdapat pelbagai definisi bagi mentakrifkan pembelajaran teradun. Pembelajaran Teradun ialah gabungan pembelajaran dalam talian dan interaksi bersemuka (Nikalaos Vernadakis 2011; Moebis & Weibelzahl 2006; Akkoyunlu & Soylu 2006), pengajaran yang menggunakan interaksi teknologi dan komputer, gabungan pembelajaran yang meliputi pembelajaran kadar sendiri selain pengajaran dalam kelas dan pengajaran menggunakan Internet (Din 2009; Graham 2005).

Dalam kajian ini, e-Pembelajaran Teradun Fotografi (E-DuFoto) telah dilaksanakan melalui gabungan pendekatan aplikasi web blog, sistem pengurusan pembelajaran dan nota digital. Web blog dibangunkan menggunakan pelantar Wordpress. Schoology telah diaplikasikan sebagai Sistem Pengurusan Pembelajaran dan nota digital dibangunkan bagi membantu siswa guru mendapat bimbingan secara akses sendiri. Kesemua aplikasi ini telah digunakan sebagai sokongan bagi melengkapkan interaksi bersemuka. E-DuFoto adalah aplikasi pembelajaran yang menggabungkan interaksi bersemuka dan pembelajaran dalam talian menggunakan pendekatan pembelajaran hibrid dan pembelajaran bermakna.

1.1 Objektif Kajian

Kajian ini adalah bertujuan untuk

1. mengenal pasti tahap kebolegunaan e-DuFoto dari perspektif siswa guru
2. mengenal pasti tahap pemerolehan pengetahuan dan kefahaman siswa guru terhadap topik Fotografi dengan menggunakan e-DuFoto

1.2 Persoalan Kajian

1. Apakah tahap kebolegunaan e-DuFoto dari perspektif siswa guru?
2. Apakah tahap pemerolehan pengetahuan dan kefahaman siswa guru terhadap topik Fotografi dengan menggunakan e-DuFoto?

2.0 Literatur

Fotografi adalah media grafik yang diperlukan untuk menggambarkan situasi sebenar dan juga untuk mendokumentasikan sesuatu peristiwa (Noriati et.al 2009). Dalam aspek pendidikan, Fotografi merupakan media pembelajaran yang berkesan untuk merakamkan objek sebenar mengikut situasi. Dalam konteks latihan perguruan pula, kemahiran Fotografi bukan sahaja perlu dikuasai oleh guru pelatih bagi menjawab soalan peperiksaan tetapi juga membantu guru bagi menghasilkan foto yang boleh digunakan untuk tujuan pengajaran dan pembelajaran. Masalah utama yang dihadapi siswa guru dalam pembelajaran Fotografi adalah kekurangan peralatan, pendekatan pengajaran yang tidak fleksibel, kekurangan sumber pembelajaran berbentuk modul dan kekurangan masa interaksi dan amali (Aliza, Rosseni dan Zahiah, 2015). e-Pembelajaran Teradun Fotografi (e-DuFoto) telah dibangunkan sebagai sokongan pembelajaran bagi melengkapkan kekurangan yang terdapat pendekatan pengajaran dan pembelajaran secara konvensional.

e-Pembelajaran Teradun Fotografi (e-DuFoto) dibangunkan berdasarkan model reka bentuk ADDIE dengan mengaplikasikan elemen pembelajaran bermakna iaitu pembelajaran secara aktif, koperatif, autentik, konstruktif dan objektif. Reka bentuk e-DuFoto mendasari Teori Konstruktivisme, Teori Connectivisme dan Teori Minimalis. Penilaian kebolegunaan adalah satu pendekatan untuk menilai keberkesanan sistem atau aplikasi yang dibangunkan. Kebolegunaan digunakan untuk menilai sejauh mana peralatan teknologi yang digunakan berfungsi kepada pengguna (Al-Khalifa 2010). Kebolegunaan merupakan salah satu faktor yang digunakan untuk mengukur sejauh mana penerimaan pengguna terhadap suatu sistem. Kebolegunaan suatu antaramuka pengguna merupakan satu isu penting. Namun, ukuran kebolegunaan suatu sistem adalah suatu yang subjektif. Terdapat beberapa faktor yang menentukan bahawa suatu sistem itu "boleh digunakan" (*usable*).

Antara faktor-faktor yang selalu digunakan sebagai ukuran kebolehgunaan adalah seperti berikut: i) Pembelajaran (*learnability*) ii) Keberkesanan (*efficiency*) iii) Kebolehingatan (*memorability*) iv) Kadar ralat (*errors*) v) Kepuasan (*satisfaction*) vi) Persembahan (*presentation*) vii) Susun-atur skrin (*screen layouts*) viii) Istilah yang digunakan dan maklumat yang disediakan oleh sistem ix) Keupayaan sistem (*system capabilities*). Ujian kebolehgunaan adalah teknik yang digunakan untuk menilai produk dari pandangan pengguna akhir yang akan menggunakan produk.

Dalam pembangunan laman web, penilaian *heuristics* adalah penting bagi menguji kesesuaian dan kefungsiannya antaramuka. Menurut Jakob Nielsen (1994) penilaian *heuristics* perlu dilaksanakan kerana penilaian ini boleh mendedahkan kualiti produk serta kekurangan fungsi semasa fasa reka bentuk. Dalam kajian ini, penilaian *heuristics* telah dilaksanakan oleh pakar dalam bidang pembelajaran teradun, teknologi maklumat dan komunikasi dan Fotografi. Kebolehgunaan e-DuFoto dilaksanakan pada fasa pembangunan untuk mendapat maklum balas bagaimana pengguna akhir berinteraksi dengan sistem sebagai sumber pembelajaran alternatif untuk topik Fotografi. Kebolehgunaan dinilai daripada aspek reka bentuk kosmetik, pedagogi/strategi, kualiti kandungan, kefungsiannya, akses sendiri dan hasil pembelajaran (e-DuFoto). Data soal selidik dianalisis secara deskriptif untuk melihat taburan maklum balas peserta kajian terhadap kesemua aspek dalam penilaian kebolehgunaan e-DuFoto berdasarkan skor min dan sisihan piawai.

3.0 Metodologi

Kajian ini merupakan kajian tinjauan dengan menggunakan pendekatan kuantitatif. Soal selidik telah diedarkan kepada siswa guru selepas penggunaan pendekatan e-Pembelajaran Teradun Fotografi. Soal selidik mempunyai item yang mengukur konstruk rekabentuk, pedagogi, kualiti kandungan, kefungsiannya, akses sendiri dan kefungsiannya. Responden bagi kajian ini adalah siswa guru PISMP Ambilan Jun 2014 seramai 37 orang. Responden telah melalui sesi pembelajaran dengan menggunakan pendekatan *blended learning* di Institut Pendidikan Guru Kampus Ilmu Khas. Data telah dianalisis secara deskriptif menggunakan perisian SPSS 20. Data ujian kebolehgunaan diukur secara deskriptif untuk melihat maklumbalas siswa guru terhadap kebolehgunaan e-Pembelajaran Teradun Fotografi (e-DuFoto). Data dianalisis menggunakan skor min. Tahap persetujuan siswa guru terhadap kebolehgunaan e-DuFoto ditafsir mengikut klasifikasi skor min seperti Jadual 1 di bawah.

Jadual 1
Interpretasi Skor Min

Skor Min	Interpretasi
1.00-1.89	Sangat Rendah
1.90-2.69	Sederhana
2.70-3.49	Rendah
3.50-4.29	Tinggi
4.30-5.00	Sangat tinggi

Sumber: Nunnally, J. C. & Bernstein (1994); Alias Baba (1997), BPPDP (2006)

4.0 DAPATAN KAJIAN

Dapatan kajian akan dibincangkan satu persatu berdasarkan objektif kajian yang telah dinyatakan.

4.1 Tahap Kebolehgunaan E-Dufoto Dari Perspektif Siswa Guru

Penilaian terhadap kebolehgunaan e-DuFoto diukur melalui konstruk reka bentuk kosmetik, pedagogi/strategi, kualiti kandungan, kefungsiannya, akses sendiri dan hasil pembelajaran. Dapatan kajian mengenai tahap kebolehgunaan e-DuFoto adalah seperti yang ditunjukkan dalam Jadual 2.

Jadual 2

Rumusan Dapatan Kebolegunaan e-DuFoto

Faktor/Konstruk	Bilangan indikator/item	Purata Skor Min	Tafsiran
Rekabentuk Kosmetik	5	4.55	sangat tinggi
Pedagogi/Strategi	5	4.54	sangat tinggi
Kualiti Kandungan	6	4.70	sangat tinggi
Kefungsian	5	4.73	sangat tinggi
Akses Kendiri	6	4.59	sangat tinggi
Hasil Pembelajaran	11	4.57	sangat tinggi

Berdasarkan Jadual 2 di atas, konstruk kefungsian menunjukkan skor min tertinggi (4.73) diikuti dengan konstruk kualiti kandungan (4.70) dan akses sendiri (4.59). Skor paling rendah ialah pada konstruk pedagogi/strategi (4.54). Secara keseluruhan kesemua konstruk mempunyai skor min dengan pada tahap sangat tinggi dengan skor min melebihi 4.30. Perincian item bagi setiap konstruk adalah seperti yang ditunjukkan dalam Jadual 3 hingga Jadual 8.

Jadual 3

Penilaian Kebolegunaan-Rekabentuk

Reka Bentuk Kosmetik				
Item		Min	Sisihan Piawai	Tafsiran
1	Warna dalam e-Pembelajaran Teradun Fotografi(e-DuFoto) menarik.	3.89	.393	tinggi
2	Paparan skrin e-Pembelajaran Teradun Fotografi(e-DuFoto) sesuai untuk pembelajaran	4.68	.475	sangat tinggi
3	Teks yang digunakan dalam e-Pembelajaran Teradun Fotografi(e-DuFoto) sesuai dan mudah dibaca	4.73	.450	sangat tinggi
4	Menu dalam e-Pembelajaran Teradun Fotografi(e-DuFoto) memudahkan akses maklumat	4.68	.475	sangat tinggi
5	Visual grafik yang dipaparkan dalam e-Pembelajaran Teradun Fotografi(e-DuFoto) jelas	4.76	.435	sangat tinggi
Purata Responden = 37 orang		4.55	0.45	sangat tinggi

Berdasarkan dapatan dalam Jadual 3, penilaian terhadap reka bentuk kosmetik e-DuFoto menunjukkan min tertinggi iaitu (4.76) dengan sisihan piawai (0.435) untuk item visual grafik. Nilai min terendah adalah (3.89) untuk item warna. Purata bagi min untuk aspek reka bentuk ialah (4.55) dan sisihan piawai (0.45). Keseluruhannya keputusan menunjukkan siswa guru memberi persetujuan tinggi pada reka bentuk warna dan persetujuan sangat tinggi kepada reka bentuk skrin, teks, grafik dan menu.

Jadual 4

Penilaian Kebolehgunaan-Rekabentuk -Pedagogi/Strategi e-DuFoto

Pedagogi/Strategi e-Pembelajaran Teradun Fotografi(e-DuFoto) merujuk kepada gabungan nota digital, platform Schoology dan Web e-Pembelajaran (Kenali Fotografi)			
Item	Min	Sisihan Piawai	Tafsiran
1 Penggunaan e-Pembelajaran Teradun Fotografi(e-DuFoto) menggalakkan pembentukan konsep pembelajaran	4.59	.551	sangat tinggi
2 Penggunaan e-Pembelajaran Teradun Fotografi(e-DuFoto) melengkapkan pembelajaran bersemuka	4.78	.417	sangat tinggi
3 Pendekatan pembelajaran dalam e-Pembelajaran Teradun Fotografi(e-DuFoto) sesuai untuk pembelajaran dalam talian	4.76	.435	sangat tinggi
4 Penggunaan e-Pembelajaran Teradun Fotografi(e-DuFoto) dapat meningkatkan pengetahuan Fotografi	4.62	.545	sangat tinggi
5 Penggunaan e-Pembelajaran Teradun Fotografi(e-DuFoto) dapat meningkatkan kemahiran dalam Fotografi	3.92	.277	tinggi
Purata Responden = 37 orang	4.54	0.45	sangat tinggi

Berdasarkan dapatan dalam Jadual 4, penilaian terhadap pedagogi/strategi e-DuFoto menunjukkan min tertinggi iaitu (4.78) dengan sisihan piawai (0.417) untuk item pendekatan e-DuFoto dapat melengkapkan pembelajaran bersemuka tetapi min terendah (3.89) dengan sisihan piawai (0.277) untuk item e-DuFoto dapat meningkatkan kemahiran Fotografi. Purata bagi min untuk aspek reka bentuk ialah (4.54) dan sisihan piawai (0.45).

Jadual 5

Penilaian Kebolehgunaan - Kualiti Kandungan e-DuFoto

Kualiti Kandungan e-Pembelajaran Teradun Fotografi(e-DuFoto) merujuk kepada gabungan nota digital, platform Schoology dan Web e-Pembelajaran (Kenali Fotografi)			
Item	Min	Sisihan Piawai	Tafsiran
1 Kandungan pembelajaran dalam Sistem e-DuFoto adalah mudah difahami	4.59	.498	sangat tinggi
2 Kandungan Sistem e-DuFoto bersesuaian dengan topik kandungan pembelajaran	4.73	.450	sangat tinggi
3 Isi kandungan Sistem e-DuFoto fleksibel dan dan boleh dirujuk berulang kali	4.70	.520	sangat tinggi
4 Sistem e-DuFoto mempunyai pautan video yang bersesuaian dengan topik	4.73	.450	sangat tinggi
5 Sistem e-DuFoto mempunyai pautan ke laman web yang bersesuaian	4.65	.538	sangat tinggi
6 Saya mudah mendapatkan bahan sumber pembelajaran yang disediakan pensyarah	4.78	.417	sangat tinggi
Purata Responden = 37 orang	4.70	.48	sangat tinggi

Dapatan dari Jadual 5, menunjukkan min tertinggi iaitu (4.78) dengan sisihan piawai (0.417) untuk item mudah mendapat bahan sumber pembelajaran. Kesemua enam item menilai kualiti kandungan menunjukkan min melebihi (4.50). Purata bagi min untuk aspek kualiti kandungan ialah (4.70) dan sisihan piawai (0.48). Keseluruhannya keputusan menunjukkan semua siswa guru memberi persetujuan sangat tinggi kepada kualiti kandungan.

Jadual 6

Penilaian Kebolehgunaan - Kefungsian e-DuFoto

Kefungsian Item	Min	Sisihan Piawai	Tafsiran
1 Saya mudah mengakses tapak kursus Fotografi menerusi platform Schoology dalam e-Pembelajaran Teradun Fotografi(e-DuFoto)	4.65	.484	sangat tinggi
2 Pautan menu e-Pembelajaran Teradun Fotografi(e-DuFoto) berfungsi dengan baik	4.76	.435	sangat tinggi
3 Organisasi bahan dalam e-Pembelajaran Teradun Fotografi(e-DuFoto) sistematik	4.73	.508	sangat tinggi
4 Saya mudah memuat turun bahan pembelajaran dari e-Pembelajaran Teradun Fotografi(e-DuFoto)	4.73	.450	sangat tinggi
5 Saya mudah mengakses Web Kenali Fotografi dalam e-Pembelajaran Teradun Fotografi(e-DuFoto)	4.78	.417	sangat tinggi
Purata Responden = 37 orang	4.73	.46	Sangat tinggi

Penilaian terhadap kefungsian e-DuFoto menunjukkan min tertinggi iaitu (4.78) dengan sisihan piawai (0.417) untuk mudah mengakses sistem e-DuFoto. Kesemua lima item menilai kefungsian menunjukkan min melebihi (4.50). Purata bagi min untuk aspek kefungsian ialah (4.73) dan sisihan piawai (0.46). Keseluruhannya keputusan menunjukkan semua siswa guru memberi persetujuan sangat tinggi kepada elemen kefungsian e-DuFoto.

Jadual 7

Penilaian Kebolehgunaan - Akses Kendiri e-DuFoto

Akses Kendiri Item	Min	Sisihan Piawai	Tafsiran
e-Pembelajaran Teradun Fotografi(e-DuFoto) merujuk kepada gabungan nota digital, platform Schoology dan Web e-Pembelajaran (Kenali Fotografi)			
1 Penggunaan Sistem e-DuFoto dapat meningkatkan akses pembelajaran saya secara sendiri	4.70	.618	sangat tinggi
2 Saya berminat untuk meneroka lebih maklumat tentang apa yang disiswa guru	4.68	.475	sangat tinggi
3 Saya dapat mengikuti perkembangan pembelajaran di dalam kelas pada bila bila masa.	4.68	.475	sangat tinggi
4 Saya mudah belajar mengikut kesesuaian masa saya	4.81	.397	sangat tinggi
5 Saya mudah belajar secara peribadi (personalized learning)	4.84	.374	sangat tinggi
6 Penggunaan Sistem e-DuFoto dapat meningkatkan pengawalan pembelajaran saya secara regulasi sendiri	3.81	.397	tinggi
Purata Responden = 37 orang	4.59	.46	sangat tinggi

Penilaian terhadap akses sendiri e-DuFoto dari Jadual 7 menunjukkan min tertinggi iaitu (4.84) dengan sisihan piawai (0.374) untuk pendekatan e-DuFoto sesuai untuk pembelajaran secara peribadi. Min terendah adalah (3.81) untuk item e-DuFoto dapat meningkatkan pembelajaran secara regulasi sendiri. Purata keseluruhan bagi min untuk aspek akses sendiri ialah (4.59) dan sisihan piawai (0.46).

Jadual 8

Penilaian Kebolehgunaan - Hasil Pembelajaran e-DuFoto

Hasil Pembelajaran				
e-Pembelajaran Teradun Fotografi(e-DuFoto) merujuk kepada gabungan nota digital, platform Schoology dan Web e-Pembelajaran (Kenali Fotografi)				
Item		Min	Sisihan Piawai	Tafsiran
1	Saya telah mendapat lebih pengetahuan mengenai kemahiran fotografi dengan penggunaan e-Pembelajaran Teradun Fotografi(e-DuFoto)	4.65	.484	sangat tinggi
2	Saya telah memperolehi kemahiran mengendalikan kamera dengan penggunaan Sistem e-DuFoto	4.65	.538	sangat tinggi
3	Saya telah memperolehi kemahiran mengenai komposisi penggambaran dengan penggunaan Sistem e-DuFoto	4.59	.498	sangat tinggi
4	Saya telah memperolehi kemahiran mengenai teknik penggambaran dengan penggunaan Sistem e-DuFoto	4.62	.545	sangat tinggi
5	Saya mendapat bimbingan untuk menyempurnakan tugas dan amali fotografi	4.65	.538	sangat tinggi
6	Saya mendapat bimbingan untuk menjawab soalan peperiksaan	4.38	.681	sangat tinggi
7	Aplikasi <i>camera simulator</i> dalam Sistem e-DuFoto memudahkan kefahaman saya tentang fungsi <i>shutter speed</i> dan <i>aperture</i>	4.81	.462	sangat tinggi
8	Aplikasi <i>camera simulator</i> dalam Sistem e-DuFoto memberi pendedahan awal mengenai pengendalian <i>shutter speed</i> dan <i>aperture</i>	4.76	.435	sangat tinggi
9	Saya dapat melihat efek pada foto apabila <i>shutter speed</i> dan <i>aperture</i> diubahsuai dalam aplikasi <i>camera simulator</i> dalam Sistem e-DuFoto	4.73	.450	sangat tinggi
10	Saya dapat berinteraksi dengan pensyarah menggunakan forum dalam talian.	3.84	.553	tinggi
11	Saya dapat berbincang dengan dengan siswa guru lain menggunakan forum dalam talian	4.65	.588	sangat tinggi
Purata Responden = 37 orang		4.57	.52	Sangat tinggi

4.2 Tahap Pemerolehan Pengetahuan Dan Kefahaman Siswa Guru Terhadap Topik Fotografi Dengan Menggunakan e-Dufoto

Konstruk hasil pembelajaran mengukur pemerolehan pengetahuan dan kefahaman siswa guru terhadap topik Fotografi. Terdapat 11 item digunakan untuk mengukur pemerolehan pengetahuan dan kefahaman siswa guru. Dapatan menunjukkan purata min keseluruhan bagi konstruk hasil pembelajaran adalah 4.53, iaitu sangat tinggi. Skor min tertinggi (4.81) adalah untuk item “Aplikasi *camera simulator* dalam e-DuFoto memudahkan kefahaman saya tentang fungsi *shutter speed* dan *aperture*” diikuti dengan min kedua tertinggi (4.76) bagi pernyataan “Aplikasi *camera simulator* dalam e-DuFoto memberi pendedahan awal mengenai pengendalian *shutter speed dan aperture*” dan min (4.73) bagi item “Saya dapat melihat efek pada foto apabila *shutter speed dan aperture* diubahsuai dalam aplikasi *camera simulator* dalam e-DuFoto”. Skor min (4.65) diperolehi bagi item “Saya telah mendapat lebih pengetahuan mengenai kemahiran fotografi dengan penggunaan e-DuFoto”, “Saya mendapat bimbingan untuk menyempurnakan tugas dan amali fotografi” dan “Saya dapat berbincang dengan dengan siswa guru lain menggunakan forum dalam talian”. Dapatan menunjukkan aplikasi pembelajaran berasaskan internet iaitu *camera simulator* telah meningkatkan kefahaman siswa guru terhadap pengendalian kamera. Siswa guru dapat memahami dengan lebih baik pengaturan nilai *aperture*, *shutter speed*, dan ISO yang merupakan komponen penting dalam Fotografi. Min skor paling rendah bagi konstruk hasil pembelajaran adalah sebanyak 3.84 iaitu bagi item “Saya dapat berinteraksi dengan pensyarah menggunakan forum dalam talian”. Item ini memberi gambaran penggunaan forum dalam talian untuk berinteraksi dengan pensyarah masih belum menjadi budaya dalam kalangan siswa guru dan pensyarah.

5.0 PERBINCANGAN DAN RUMUSAN

Pembinaan sesebuah aplikasi e-pembelajaran memerlukan penelitian yang tinggi terhadap penilaian kebolehgunaan kerana ia boleh membantu pengguna menggunakan portal dengan baik. Penerapan model instruksional dalam sesebuah pembinaan e-pembelajaran juga dapat membantu pembangun untuk mencapai objektif yang telah digariskan (Alif Nawi & Gamal Abdul Nasir Zakaria, 2016). e-Pembelajaran Teradun Fotografi (e-DuFoto) telah dibangunkan untuk memberi sokongan pembelajaran bagi meningkat pemerolehan kefahaman dan kemahiran siswa guru terhadap topik Fotografi melalui gabungan pendekatan secara dalam talian dan bersemuka. Dapatan kajian menunjukkan kesemua konstruk yang mengukur kebolehgunaan e-Dufoto mencapai tahap sangat tinggi terutama sekali pada konstruk kefungasian, kualiti kandungan dan akses sendiri. Kekuatan yang terdapat dalam semua elemen ini telah membantu siswa guru memperoleh kefahaman dan kemahiran Fotografi melalui penggunaan e-DuFoto. Gabungan pendekatan teradun melalui aplikasi pembelajaran dalam talian dan pembelajaran berasaskan web telah mempelbagai sumber pembelajaran dan mendorong siswa guru untuk belajar secara akses sendiri. Aspek kebolehgunaan merupakan penilaian asas yang perlu dilaksanakan apabila menghasilkan sesuatu bahan dalam pendidikan. Dapatan penilaian kebolehgunaan e-DuFoto menunjukkan aplikasi e-Pembelajaran Teradun Fotografi (e-DuFoto) berpotensi digunakan sebagai sokongan pembelajaran di IPG bagi mendepani keperluan pembelajaran dalam talian secara global.

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**PERSEPSI PELAJAR PROGRAM IJAZAH SARJANA MUDA PENDIDIKAN
TERHADAP KEBERKESANAN AKTIVITI PEMBELAJARAN ABAD KE 21 DALAM
PENGAJARAN DAN PEMBELAJARAN KURSUS PENDIDIKAN ISLAM
(MPU3092)**

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ABSTRAK

Kajian ini bertujuan untuk melihat persepsi pelajar Program Ijazah Sarjana Muda Pendidikan (PISMP) terhadap keberkesanan aktiviti pembelajaran abad ke 21 dalam pengajaran dan pembelajaran Pendidikan Islam di Institut Pendidikan Guru Kampus Ilmu Khas (IPGKIK). Kajian melibatkan temu bual seramai enam orang pelajar PISMP Semester 4 Ambilan Jun 2015 yang terdiri daripada 3 orang pelajar lelaki dan 3 orang pelajar perempuan. Responden adalah terdiri daripada pelajar yang mengikuti kursus Pendidikan Islam (MPU3092). Data dianalisis secara kualitatif dengan menggunakan kaedah kajian kes. Hasil kajian mendapati terdapat lima keberkesanan aktiviti pembelajaran abad ke 21 dalam P&P MPU3092, iaitu pelajar lebih mudah memahami pengajaran pensyarah melalui aktiviti yang dijalankan, berupaya meningkatkan kemahiran berfikir dan penyelesaian masalah, aktiviti pembelajaran menyeronokkan, pelajar bebas memberikan pendapat melalui aktiviti kumpulan, dan dapat menambah idea. Kajian ini mencadangkan supaya para pendidik menguasai dan menerapkan aktiviti pengajaran dan pembelajaran abad ke-21 supaya dapat diaplikasikan dengan lebih baik dan sistematik. Para pelajar juga dicadangkan supaya sentiasa cakna dengan perubahan yang berlaku dalam sistem pendidikan terkini terutama kemahiran pembelajaran abad ke-21 dengan menguasai aspek ciri-ciri, kaedah pelaksanaan, dan sebagainya.

Kata Kunci : *Persepsi, Program Ijazah Sarjana Muda Pendidikan (PISMP), Pembelajaran Abad Ke 21, Pengajaran Dan Pembelajaran, Pendidikan Islam*

PENGENALAN

Pelan Pembangunan Pendidikan Malaysia 2013-2025, telah menggariskan enam ciri utama yang diperlukan oleh setiap murid untuk berupaya bersaing pada peringkat global. Salah satu ciri tersebut ialah setiap murid akan mempunyai kemahiran berfikir, yang mana hasrat ini adalah sejajar dengan Falsafah Pendidikan Kebangsaan (Kementerian Pendidikan Malaysia, 2013).

Menyedari kepentingan guru memahami dan bersedia melakukan perubahan dalam pengajaran dan pembelajaran sesuai dengan pembelajaran abad ke-21, Kementerian Pendidikan Malaysia telah melancarkan inisiatif pembelajaran abad ke-21 secara rintis pada tahun 2014 dan meluaskan pelaksanaan keseluruh negara mulai tahun 2015. Guru yang berkualiti dan bersedia menghadapi cabaran menjadi sandaran Kementerian Pendidikan untuk merealisasikan transformasi pendidikan negara seperti dihasrat melalui Pelan Pembangunan Pendidikan Malaysia 2013 – 2025 (Buletin Anjakan, 2015).

Di peringkat Institut Pendidikan Guru (IPG) yang berperanan melatih bakal guru, pihak institut juga telah menyambut baik usaha ini dengan menerapkan pembelajaran abad ke-21 dalam proses pengajaran dan pembelajaran dalam kelas. Ini bagi memastikan siswa guru mendapat pendedahan berkaitan pembelajaran abad ke-21 melalui aktiviti yang dijalankan dalam bentuk kuliah dan tutorial.

KAJIAN LITERATUR

Pendidikan dalam abad ke-21 merupakan satu usaha yang seharusnya mengarah kepada pembangunan modal insan yang berdaya saing di peringkat global, berkebolehan untuk berfikir secara kritis dan kreatif, serta berkeupayaan untuk menyelesaikan masalah (McCrae, 2011)

Di Malaysia, kementerian telah mengenal pasti kemahiran abad ke 21 yang sesuai dengan konteks tempatan dan dapat menyediakan warga Malaysia untuk bersaing pada peringkat antarabangsa. Pendidikan kelas abad ke-21 memfokuskan tiga komponen utama, iaitu pengetahuan teknologi, pengetahuan pedagogi dan pengetahuan kandungan atau kurikulum.

Tujuan pembelajaran Abad Ke-21 adalah untuk melahirkan murid yang produktif tinggi, mahir dalam komunikasi, mempunyai kemahiran berfikir aras tinggi serta mahir dalam penggunaan teknologi maklumat dan komunikasi (ICT). Oleh yang demikian bagi memastikan objektif pengajaran dapat dicapai, guru-guru perlu terlebih dahulu melengkapkan diri dengan kemahiran-kemahiran tersebut sebelum dalam melaksanakan pengajaran dengan berkesan (Buletin Anjakan 5/2015).

Di Institut Pendidikan Guru, pembelajaran abad ke-21 sememangnya telah diaplikasikan dalam kelas. Namun, banyak aspek yang perlu diperbaiki bagi meningkatkan kualiti pengajaran dan pembelajaran. Kajian Badul & Nasruddin (2016) mendapati amalan pengajaran dan pembelajaran yang menggunakan kemahiran komunikasi mencatatkan min tertinggi iaitu 3.59, manakala amalan pengajaran dan pembelajaran yang menggunakan kemahiran pemikiran kritikal seperti kemahiran berfikir aras tinggi (KBAT) mencatatkan min terendah iaitu 3.32. Ini menunjukkan bahawa amalan pengajaran dan pembelajaran berasaskan kemahiran pemikiran kritikal perlu ditingkatkan lagi dari semasa ke semasa. Cara berfikir pendidik guru dalam amalan pedagogi abad ke-21 perlu lebih kreatif, inovatif, berfikir kritikal, penyelesaian masalah dan keupayaan membuat keputusan (Badrul & Nasruddin, 2016)

Di Institut Pendidikan Guru Kampus Ilmu Khas, kursus Pendidikan Islam ditawarkan bagi program PISMP dengan kod kursus MPU3092. Kursus ini adalah termasuk dalam bidang generik iaitu kursus yang wajib diambil oleh semua pelajar PISMP beragama Islam di semester 7. Kursus ini mempunyai 2 kredit dengan jam pembelajaran sebanyak 30 jam. Kuliah bagi kursus ini dijalankan dalam bentuk *mass lecture*, manakala sesi tutorial dijalankan secara kelas dengan mengaplikasikan sepenuhnya aktiviti pembelajaran abad ke-21.

PERNYATAAN MASALAH

Menurut Azalya (2003), penekanan dalam menguasai kemahiran abad ke-21 dalam proses pengajaran dan pembelajaran haruslah bermula dengan menerapkan pelbagai kemahiran abad ke-21 dalam proses pengajaran dan pembelajaran. Walaupun bentuk pengajaran dan pembelajaran (PdP) pada abad ke-21 masih tetap berpusatkan guru, tetapi guru memainkan peranan lebih penting untuk melibatkan murid secara aktif dalam aktiviti pembelajaran (Zamri, 2012).

Di peringkat institut pendidikan tinggi juga, para pensyarah disarankan supaya mewujudkan pengajaran dan pembelajaran abad ke-21 melalui aktiviti kuliah dan tutorial. Namun kajian Badrul & Nasruddin, (2016) mendapati amalan pengajaran dan pembelajaran pensyarah yang menggunakan kemahiran komunikasi mencatatkan min tertinggi iaitu 3.59, manakala amalan pengajaran dan pembelajaran yang menggunakan kemahiran pemikiran kritikal seperti kemahiran berfikir aras tinggi (KBAT) mencatatkan min terendah iaitu 3.32. ini menunjukkan amalan pengajaran yang menerapkan kemahiran berfikir dalam kalangan pelajar masih kurang, sedangkan ini merupakan amalan penting dalam merealisasikan pengajaran abad ke-21.

Oleh itu, melalui kajian ini, penyelidik akan merungkai persoalan apakah persepsi pelajar terhadap keberkesanan pembelajaran abad ke-21 yang telah dijalankan sepanjang mengikuti kursus MPU3092 melalui pelbagai aktiviti pengajaran dan pembelajaran yang menerapkan pembelajaran abad ke -21

OBJEKTIF KAJIAN

Objektif kajian ini adalah untuk mengenal pasti persepsi pelajar Program Ijazah Sarjana Muda Pendidikan (PISMP) terhadap keberkesanan aktiviti pembelajaran abad ke 21 dalam pengajaran dan pembelajaran Pendidikan Islam (MPU3092) di Institut Pendidikan Guru Kampus Ilmu Khas (IPGKIK).

PERSOALAN KAJIAN

Persoalan kajian yang telah dikenal pasti berdasarkan objektif kajian ialah; apakah persepsi pelajar Program Ijazah Sarjana Muda Pendidikan (PISMP) terhadap keberkesanan aktiviti pembelajaran abad ke 21 dalam pengajaran dan pembelajaran Pendidikan Islam (MPU3092) di Institut Pendidikan Guru Kampus Ilmu Khas (IPGKIK)?

METODOLOGI KAJIAN

Kajian ini menggunakan reka bentuk kualitatif dengan menggunakan kaedah kajian kes untuk pengumpulan data. Kajian ini melibatkan enam orang pelajar PISMP Semester 4 Ambilan Jun 2015 yang terdiri daripada 3 orang pelajar lelaki dan 3 orang pelajar perempuan. Kesemua enam orang responden yang terlibat adalah terdiri daripada pelajar yang mengikuti kursus Pendidikan Islam (MPU3092).

Instrumen kajian ini menggunakan protokol temu bual separa berstruktur berasaskan objektif kajian. Satu set protokol telah disediakan untuk mendapatkan maklumat. Kaedah pengumpulan data kajian ini adalah dengan menemu bual enam orang siswa guru. Penyelidik juga menjalankan pemerhatian dengan berpandukan senarai semak pemerhatian. Selain itu, penyelidik juga menganalisis dokumen berkaitan untuk menyokong dapatan kajian berpandukan senarai semak analisis dokumen. Data temu bual telah dianalisis secara kualitatif untuk mengenal pasti tema-tema yang wujud daripada persoalan kajian. Seterusnya penyelidik membuat triangulasi dengan dapatan kajian daripada pemerhatian dan analisis dokumen untuk mendapatkan kesahan dan kebolehpercayaan.

DAPATAN KAJIAN

Dapatan kajian di bawah ini akan dibincangkan satu persatu bagi berdasarkan objektif kajian yang telah dinyatakan sebelum ini iaitu ;

Mengenalpasti persepsi pelajar Program Ijazah Sarjana Muda Pendidikan (PISMP) terhadap keberkesanan aktiviti pembelajaran abad ke 21 dalam pengajaran dan pembelajaran Pendidikan Islam (MPU3092) di Institut Pendidikan Guru Kampus Ilmu Khas (IPGKIK).

Dapatan kajian mendapati semua pelajar bersetuju aktiviti pembelajaran abad ke 21 dalam pengajaran dan pembelajaran Pendidikan Islam (MPU3092) adalah berkesan dan terdapat 5 keberkesanan yang telah dikenal pasti oleh pelajar. Pernyataan tentang keberkesanan aktiviti pembelajaran abad ke 21 (PAK21) dalam pengajaran dan pembelajaran Pendidikan Islam (MPU3092) dapat difahami melalui kata-kata beberapa subjek kajian (SK) yang ditemu bual.

Antara keberkesanan PAK-21 ialah, pelajar lebih mudah memahami pengajaran pensyarah melalui aktiviti yang PAK-21 dijalankan. Ini kerana pembelajaran abad ke-21 banyak melibatkan aktiviti yang disertai sepenuhnya oleh pelajar. Aktiviti yang pelbagai membantu mereka cepat ingat dan faham apa yang telah dipelajari dalam sesi kuliah. Ini dijelaskan melalui temu bual dengan subjek kajian;

- *"..... saya lagi cepat faham kalau belajar guna aktiviti PAK21" (SK 1).*
- *"aktiviti PAK21 ni banyak bantu saya faham apa pensyarah ajar" (SK 3).*
- *"..... PAK21 ni banyak aktiviti.. so bila buat aktiviti kita lagi cepat faham apa pensyarah dah ajar" (SK 4).*
- *"PAK21 lebih banyak aktiviti dari kuliah, bila buat aktiviti dalam kelas, saya lebih mudah ingat dan faham apa pensyarah dah ajar masa kuliah." (SK 6)*

Selain itu, pembelajaran abad ke-21 juga berupaya meningkatkan kemahiran berfikir dan penyelesaian masalah dalam kalangan pelajar yang ditemu bual. Hal ini demikian kerana, kebiasaannya pensyarah akan memberikan tugas berbentuk penyelesaian masalah untuk difikirkan dan dibincangkan secara berkumpulan atau individu yang mana pelajar perlu mengingat kembali pengajaran dan fakta yang telah mereka pelajari. Ini dinyatakan oleh beberapa subjek kajian, iaitu ;

- *"bila buat aktiviti PAK21, kita kene banyak berfikir secara aktif dan ingat balik apa pensyarah dah ajar" (SK 2)*

- *"kalau pensyarah bagi task selesaikan masalah, kami kene fikir secara kreatif nak selesaikan masalah tu". (SK 3)*
- *"... banyak bantu kami berfikir, dan ingat fakta untuk selesaikan masalah walaupun susah sebab kene jawab soalan, contohnya aktiviti hot seat" (SK 5)*

Pelajar juga seronok mengikuti pembelajaran abad ke-21. Pelajar menyatakan bahawa pembelajaran abad ke-21 adalah berbentuk pembelajaran aktif yang tidak membosankan dan dapat menaikkan semangat mereka untuk belajar, selain tidak mengantuk sepanjang aktiviti dijalankan. Pelajar juga sangat menyukai aktiviti PAK21 yang melibatkan mereka berkolaborasi dengan rakan-rakan. Ini berdasarkan pernyataan subjek kajian;

- *"saya suka lah buat aktiviti kumpulan PAK21 ni... seronok" (SK 1)*
- *"..... kalau buat aktiviti PAK21 saya seronok sebab tak mengantuk" (SK 2)*
- *"saya rasa PAK21 ni kelebihan dia boleh menimbulkan keseronokan sebab banyak aktiviti boleh buat" (SK 4)*
- *"saya kurang suka kalau buat aktiviti individu, tapi kalau kolaborasi dengan kawan-kawan lebih seronok, tak bosan". (SK 5)*
- *"kebanyakkan aktiviti dalam PAK21 ni menyeronokkan, aktif, dan naikkan semangat saya nak belajar" (SK 6)*

Pembelajaran abad ke-21 juga memberi kesan kepada yang mana pelajar bebas memberikan pendapat melalui aktiviti kumpulan. contohnya, dalam aktiviti 6 topi pemikiran, pelajar berpendapat aktiviti ini membolehkan mereka bagi pendapat secara bergilir-gilir mengikut peranan dan warna topi yang mereka gunakan dan pelajar sukakan aktiviti ini. Selain itu, pembelajaran abad ke-21 juga mampu memberi peluang kepada pelajar supaya berani dan bebas memberi pendapat terutama dalam aktiviti yang dibuat secara berkumpulan. Pernyataan ini adalah berdasarkan hasil temu bual dengan pelajar yang merupakan subjek kajian, iaitu ;

- *"selalu aktiviti kita buat dalam kumpulan... so kita boleh bagi pendapat masing-masing dalam kumpulan" (SK 3)*
- *"saya suka aktiviti 6 Thinking Hat sebab boleh bagi pendapat secara bergilir-gilir ikut peranan dan warna topi kita" (SK 4)*
- *"aktiviti PAK21 beri peluang kepada pelajar supaya berani dan bebas bagi pendapat terutama dalam aktiviti kumpulan". (SK 6)*

Selain itu, pembelajaran abad ke-21 juga dapat menambah idea pelajar terutama melibatkan aktiviti berkumpulan. Ini dinyatakan oleh beberapa subjek kajian yang bersetuju *aktiviti pembelajaran abad ke-21 boleh menambahkan idea mereka kerana melalui sesi perbincangan dan sumbangsaran dengan rakan-rakan, mereka dapat bertukar-tukar pendapat dan berkongsi idea. Pelajar juga suka aktiviti pembelajaran abad ke-21 yang melibatkan penggunaan ICT kerana pelajar dapat meneroka pelbagai maklumat baru.* Ini berdasarkan pernyataan subjek kajian, iaitu;

- *"Aktiviti PAK21 ni boleh tambahkan idea sebab kita bincang dengan kawan-kawan sambil tukar-tukar pendapat" (SK 1)*
- *"... suka buat aktiviti PAK21 guna ICT sebab seronok dapat explore maklumat baru"(SK 2)*
- *".....PAK21 ni banyak aktiviti sumbangsaran, so banyaklah idea boleh dikongsi" (SK 5)*

PERBINCANGAN DAPATAN

Hasil daripada kajian mendapati PISMP Semester 4 Ambilan Jun 2015 yang mengikuti kursus Pendidikan Islam (MPU3092) bersetuju terhadap keberkesanan aktiviti pembelajaran abad ke 21 dalam pengajaran dan pembelajaran Pendidikan Islam (MPU3092).

Antara keberkesanan yang telah dikenalpasti oleh pelajar dalam pembelajaran abad ke 21 ialah, pelajar mudah memahami pengajaran pensyarah melalui aktiviti yang dijalankan. Dapatan ini selari dengan kajian Sabaria Juremi (2003) iaitu, semakin kerap pelajar melakukan penyelesaian masalah, maka semakin keraplah pelajar melakukan proses berfikir tentang subjek yang dipelajari, dan kekerapan berfikir sebegini seterusnya dapat menyumbang kepada pencapaian dan kefahaman pada tahap yang lebih tinggi dalam pembelajaran subjek tersebut

Pembelajaran abad ke-21 juga didapati berupaya meningkatkan kemahiran berfikir dan penyelesaian masalah pelajar. Ini menyokong kajian Umi Kalthom & Ahmad (2014), pembelajaran koperatif boleh

membantu seseorang menjadi penyelesaian masalah yang baik kerana melalui perbincangan seseorang itu akan mendapat pelbagai perspektif dalam penyelesaian masalah. Lazimnya dalam perbincangan berkumpulan, peajar akan bertanya kepada rakan-rakan mereka untuk memastikan kefahaman mereka adalah selari dengan rakan-rakan yang lain dan mereka boleh membuat perubahan. Dapatan ini disokong kajian Badrul & Nasruddin (2016) yang mencadangkan bahawa pendidik dan siswa guru perlu berkeupayaan meningkat hasil daripada penggunaan elemen KBAT yang membantu kepada kemahiran belajar, kemahiran berfikir kreatif dan kritis untuk menyelesaikan masalah, membuat sesuatu keputusan atau memberi idea.

Pelajar juga bersetuju bahawa aktiviti pembelajaran abad ke-21 menjadikan aktiviti pembelajaran menyeronokkan. Ini selari dengan kajian Nik Nor (2015), iaitu aktiviti kumpulan sewajarnya diamalkan setiap masa. Pengajaran guru yang memberi muridnya peluang untuk kolaboratif antara satu sama lain sememangnya dinanti-nantikan oleh murid pascamerdeka. Oleh itu adalah penting mengenal pasti teknik pengajaran yang disukai pelajar bagi meningkatkan minat mereka dalam pembelajaran. (Whitney & Katrina, 2012)

Antara keberkesanan pembelajaran abad ke-21 yang dikenal pasti melalui temubual pelajar ialah, pelajar bebas memberikan pendapat melalui aktiviti kumpulan. Ini jelas menunjukkan pelajar lebih suka diberi peluang menyuarakan pendapat mereka. Ini selari dengan kajian Nik Nor (2015) yang menyatakan pelajar pada alaf baharu ini tidak gemar dikongkong pergerakan mereka di dalam kelas. Dalam hal ini, amalan pengajaran konvensional melalui cara '*chalk and talk*' tidak relevan lagi. Murid-murid mudah berasa bosan apabila pengajaran sehala oleh guru yang tidak memberikan peluang kepada murid untuk menyuarakan pendapat mereka

Selain itu, melalui pembelajaran abad ke-21, pelajar dapat menambah idea. Dapatan ini menyokong cadangan agar pensyarah sebagai pembimbing mempunyai peranan untuk membantu pelajar mengaitkan maklumat baru yang diperolehi dari usaha kolaborasi dengan pengalaman dan pemindahan kepada situasi baru. Kewujudan personaliti dan harga diri positif diperolehi hasil perkongsian maklumat sesama rakan sebaya dan guru (Badrul & Nasruddin).

IMPLIKASI DAN RUMUSAN KAJIAN

Berdasarkan kajian yang telah dibuat, jelaslah pelajar PISMP Semester 4 Ambilan Jun 2015 yang mengikuti kursus Pendidikan Islam (MPU3092) bersetuju terhadap keberkesanan aktiviti pembelajaran abad ke 21 dalam pengajaran dan pembelajaran Pendidikan Islam (MPU3092).

Oleh yang demikian, kajian mencadangkan supaya para pendidik menerapkan aktiviti pengajaran dan pembelajaran abad ke-21 dalam kuliah dan tutorial kerana kaedah ini berkesan meningkatkan pemahaman pelajar terhadap kursus, kemahiran pelajar dalam penyelesaian masalah dan berupaya menimbulkan keseronokan belajar. Pensyarah juga perlu menyediakan diri dengan pembelajaran abad ke-21 supaya konsep pembelajaran abad ke-21 dapat diaplikasikan dengan lebih baik dan sistematik. Di samping itu, pesyarah perlu menggalakkan pelajar mengaplikasi pembelajaran abad ke-21 supaya pelajar lebih bersedia dan dapat mengaplikasikannya dalam bilik darjah mereka apabila bergelar guru kelak

Para pelajar juga dicadangkan supaya sentiasa cakna dengan perubahan yang berlaku dalam sistem pendidikan, terutama berkaitan pengajaran dan pembelajaran dalam bilik darjah. Pelajar juga perlu meningkatkan pengetahuan tentang kaedah pengajaran terkini terutama kemahiran pembelajaran abad ke-21 dengan menguasai aspek ciri-ciri, kaedah pelaksanaan, dan sebagainya.

Oleh kerana kajian tertumpu kepada pelajar PISMP di Institut Pendidikan Guru Kampus Ilmu Khas, adalah dicadangkan penyelidik lain meluaskan lagi kajian dengan melibatkan pelajar program lain dan institusi pendidikan lain. Kajian juga boleh melibatkan bilangan responden yang lebih ramai, dan menggunakan kaedah kuantitatif bagi mendapatkan hasil kajian yang lebih baik serta memberi impak kepada keberkesanan pembelajaran abad ke-21, khususnya di Institut Pendidikan Guru Malaysia (IPGM).

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SIKAP TERHADAP MATEMATIK DAN KEMAHIRAN ABAD KE-21 DALAM KALANGAN GURU

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ABSTRAK

Kajian ini bertujuan untuk mengkaji hubungan sikap guru terhadap Matematik dengan kemahiran abad ke-21. Terdapat lima komponen utama dalam domain kemahiran abad ke-21 iaitu kemahiran literasi era digital, kemahiran pemikiran inventif, kemahiran komunikasi berkesan, penghasilan produktiviti tinggi serta norma dan nilai kerohanian. Instrumen yang digunakan untuk mengutip data diubahsuai daripada kajian Masyuniza (2015) dan Tuan Mastura et al. (2012) yang mengandungi lima konstruk. Kajian ini melibatkan seramai 145 orang guru Matematik sekolah rendah dan menengah. Instrumen dianalisis dengan menggunakan SPSS versi 23. Secara keseluruhan dapatan kajian, sikap guru terhadap Matematik dengan kemahiran abad ke-21 mempunyai korelasi yang kuat ($r=0.649$). Hal ini menunjukkan bahawa kemahiran abad ke-21 banyak diaplikasikan dalam sesi pengajaran dan pembelajaran di dalam bilik darjah.

Katakunci; Sikap; guru; Matematik, kemahiran abad ke-21

ABSTRACT

This study aimed to investigate the relationship between teachers' attitudes toward Mathematics with 21st century skills. There are five components in 21st century skills domain such as digital-age literacy skills, inventive thinking skills, effective communication skills, high productivity skills and norms and spiritual values. The instrument to collect data were modified from Masyuniza (2015) dan Tuan Mastura et al. (2012) that consist five constructs. This study involved 145 mathematics teachers from primary and secondary schools. The instrument were analyzed using SPSS version 23. The result showed that there is a strong relationship between teachers' attitudes toward mathematics with 21st century skills ($r=0.649$). This study show that 21st century skills are widely applied in teaching and learning session in the classroom.

Keywords; Attitudes, teachers; mathematics, 21st century skills

1.0 PENGENALAN

Sistem pendidikan merupakan elemen yang penting dalam menentukan halatuju pembangunan sesebuah negara. Oleh yang demikian, kualiti guru itu terutamanya dari aspek komitmen dan kompetensi perlu dipertingkatkan bagi memastikan kualiti sistem pendidikan yang dirangka dan dibangunkan dapat memberi makna kepada semua pihak. Hampir keseluruhan negara di dunia pada hari ni melakukan perubahan terhadap sistem pendidikan di negara mereka seiring dengan perkembangan teknologi maklumat dan dunia globalisasi. Objektif pembelajaran abad ke-21 adalah untuk melahirkan masyarakat berintelekt, berinovatif dan kreatif untuk berdaya saing diperingkat global serta bersedia mengharungi cabaran dan perubahan yang sering berlaku dalam kehidupan moden.

Kementerian Pendidikan Malaysia (KPM) melalui Pelan Pembangunan Pendidikan Malaysia 2013-2025 (PPPM) telah merancang satu inisiatif untuk memperkasakan sistem pendidikan. Kesedaran terhadap kemajuan sistem pendidikan dunia telah diterjemahkan oleh KPM dengan mengenal pasti kemahiran abad ke-21 yang sesuai dengan konteks nasional supaya ia dapat melahirkan rakyat Malaysia yang mampu bersaing di peringkat antarabangsa. Pelaksanaan PdP kemahiran abad ke-21 bertujuan untuk melahirkan modal insan minda kelas pertama yang produktif, mahir dalam komunikasi, mempunyai kemahiran berfikir aras tinggi serta mahir dalam penggunaan teknologi maklumat dan komunikasi (ICT) serta boleh berhadapan dengan pelbagai cabaran dan halangan (Wan Nor Fadzilah et al. 2016; Kementerian Pendidikan Malaysia 2015; Maimunah & Hashimah 2017; Noor Erma & Eu 2014; Rufaizal & Azuin 2015).

Keberhasilan penyepaduan kemahiran abad ke-21 dalam sistem pendidikan bakal diterjemahkan dengan melahirkan modal insan yang berkualiti. Berdasarkan pada Noor Azlan dan Norhasnida (2008) guru berperanan untuk menyampaikan isi pembelajaran kepada murid-murid dengan menggunakan pendekatan yang seiring dengan kemajuan teknologi pada masa kini. Semua warga pendidik terutamanya guru-guru di sekolah rendah dan menengah mendukung sepenuhnya tanggungjawab tersebut. Tetapi apakah maksud PdP abad ke-21 dari perspektif guru? Berapa ramai guru Matematik hari ini yang memahami kemahiran abad ke-21 dan pembelajaran yang berkualiti? Pembelajaran yang berkualiti tinggi merupakan hasil daripada pengajaran yang berkualiti tinggi (Arsaythamby 2010; Hargreaves, & Fullan 2016).

Fallis (2013) menyatakan bahawa kaedah pembelajaran Matematik abad ke-20 dijalankan dengan menggunakan teknik pengulangan dan penghafalan di mana murid akan mendapatkan jawapan secara automatik tanpa berfikir panjang. Kaedah pembelajaran berpusatkan guru bakal melahirkan murid yang pasif, tidak berupaya mengeluarkan pendapat, tidak menguasai ilmu sesuatu bidang dan tidak berupaya menangani sesuatu perubahan (Kamisah et al. 2007). Oleh itu, guru perlu menjadi lebih kreatif dalam mempelbagaikan teknik pengajaran bagi menarik minat murid untuk memahami isi pembelajaran. Guru tidak boleh menggunakan teknik pengajaran tradisional dan perlu menyesuaikan diri dengan transformasi teknologi pada masa kini. Penyepaduan kemahiran abad ke-21 dalam PdP merupakan pendekatan dan teknik yang terbaik dalam melahirkan murid yang memenuhi kehendak industri di peringkat global. Di samping itu juga, Rufaizal dan Azuin (2015) menyatakan bahawa ianya merupakan satu kaedah untuk memberikan kesegaran, pembaharuan, pengukuhan dan penyusunan semula sistem pendidikan di Malaysia.

Generasi abad ke-21 mengalami perubahan kaedah pembelajaran yang ketara ekoran daripada perkembangan teknologi yang semakin maju. Seharusnya guru sebagai ejen penyampai ilmu perlu bersedia menghadapi transformasi dalam sistem pendidikan bagi merealisasikan objektif pendidikan negara. Adalah sangat penting bagi guru menganalisis dan menilai perkembangan sistem pendidikan terkini untuk membuat keputusan mengenai kaedah pengajaran yang sesuai (Maimunah & Hashimah 2017). Oleh yang demikian, para guru harus mengaplikasikan penggunaan teknologi dalam proses PdP disamping memahami konsep dan kaedah penggunaan teknologi yang dibawa dalam bidang pendidikan seperti yang dinyatakan oleh Md Nor dan Rashita (2011). Selain itu juga, guru perlu mengemaskini ilmu pengetahuan dan kompetensi supaya kekal relevan dengan keperluan semasa dengan mempelbagaikan sumber sokongan dan maklumat bagi melaksanakan PdP yang efektif dan berkualiti (Kementerian Pendidikan Malaysia 2015)

2.0 OBJEKTIF KAJIAN

Mengkaji hubungan sikap guru terhadap Matematik dengan kemahiran abad ke-21.

3.0 PERSOALAN KAJIAN

Adakah terdapat hubungan yang signifikan antara sikap guru terhadap Matematik dengan kemahiran abad ke-21?

4.0 HIPOTESIS KAJIAN

HO : Tidak terdapat hubungan yang signifikan antara sikap guru terhadap Matematik dengan kemahiran abad ke-21

5.0 TINJAUAN LITERATUR

Teknologi telah menjadi komponen yang penting dalam sistem pendidikan. Adalah menjadi kemestian untuk memastikan guru-guru bersedia untuk menggunakan teknologi bagi menjadikan PdP lebih berkesan. Pertubuhan-pertubuhan seperti *Asia-Pacific Economic Cooperation (APEC)*, *International Society for Technology in Education (ISTE)*, *Partnership for 21st Century Skil (P21)*, *United Nations Educational and Cultural Organization (UNESCO)*, *North Central Regional Educational Laboratory*

(NCREL) dan *Metiri Group* telah menghasilkan rangka kerja yang bertujuan untuk memberi panduan pengajaran dan pembangunan profesional di persekitaran pembelajaran yang mengaplikasikan teknologi dalam sistem pendidikan. Dalam rangka kerja pendidikan abad ke-21 yang dibentuk oleh NCREL dan *Metiri Group* (2003) iaitu *enGauge 21st Century Skills*, terdapat empat kemahiran yang perlu dipertimbangkan untuk menghasilkan generasi yang dapat menangani cabaran abad ke-21. Empat kemahiran tersebut adalah 1) literasi era digital, 2) pemikiran inventif, 3) komunikasi berkesan dan 4) produktiviti tinggi.

Pertama sekali, literasi era digital merujuk kepada keupayaan menguasai pengetahuan dan pemahaman yang mendalam terhadap bidang sains, budaya dan ekonomi dengan menggunakan teknologi secara arif untuk membuat keputusan seterusnya mencapai matlamat tertentu. Keduanya, pemikiran inventif merupakan kemahiran kognitif yang melibatkan proses analisis, perbandingan, penilaian, mentafsir, sintesis dan menyelesaikan masalah dengan tujuan untuk merancang matlamat, menguruskan masa dan usaha bagi menghasilkan produk yang tulen dan asli. Seterusnya, komunikasi berkesan adalah kemahiran intrapersonal dengan melibatkan penggunaan teknologi untuk berkolaborasi secara interaktif bagi mencapai keseimbangan, integriti, dan kualiti hidup sebagai individu yang menggalakkan kebaikan awam, melindungi masyarakat, alam sekitar dan cita-cita demokrasi. Akhir sekali, produktiviti tinggi memberi makna keupayaan menghasilkan sesuatu produk, maklumat atau objek yang relevan dan berkualiti tinggi menggunakan perkakasan, perisian, rangkaian, dan peranti dengan kerjasama ahli kumpulan yang bertujuan untuk menyelesaikan masalah dunia sebenar dengan efisien (NCREL & *Metiri Group* 2003).

Elemen norma dan kerohanian ditambah pada rangka kerja *enGauge 21st Century Skills* bertujuan untuk disesuaikan dengan Falsafah Pendidikan Kebangsaan yang diamalkan di Malaysia (Kamisah & Marimuthu 2010; Masyuniza 2015; Tuan Mastura et al. 2012). Masuriyati & Che Zarrina (2015) menyatakan bahawa cabaran globalisasi merupakan antara cabaran terbesar yang memberikan impak kepada pemikiran dan pembentukan akhlak. Justeru, elemen norma dan kerohanian perlu turut diperlu disertakan dalam kemahiran abad ke-21 dalam konteks masyarakat di Malaysia supaya murid-murid memiliki ketahanan mental, fizikal dan spiritual supaya tidak mudah terpengaruh dengan unsur-unsur negatif yang berpunca dari arus perkembangan globalisasi.

Seharusnya murid bukan sekadar memperoleh pengetahuan melalui subjek Matematik malah secara tidak langsung boleh dididik melalui nilai-nilai yang terkandung di dalamnya (Norziah et al. 2014). Di samping itu juga, nilai perlu difahami dengan lebih mendalam bagi meningkatkan kualiti pendidikan Matematik (Dede 2014; Lim 2012; Seah 2011). Kemahiran berfikir perlu berdasarkan kepada nilai yang ada dalam diri murid itu sendiri untuk menyelesaikan masalah seterusnya membuat keputusan yang tepat. Murid yang berupaya mengamalkan nilai-nilai murni mampu untuk mempamerkan perwatakan yang mulia, berkeperibadian tinggi dan melaksanakan tanggungjawab serta memberi sumbangan yang bermakna kepada keluarga, masyarakat dan negara (Bahagian Pembangunan Kurikulum 2014).

Oleh itu, adalah penting untuk kita mengetahui sejauh mana pendidikan Matematik di Malaysia berupaya untuk melahirkan murid yang mempunyai kemahiran abad ke-21 memandangkan kebanyakan industri dan kehidupan seharian kita tidak dapat dipisahkan lagi dengan kemajuan teknologi. Jika murid-murid didedahkan dengan kemahiran abad ke-21 di peringkat awal, maka sudah pastinya kemahiran-kemahiran tersebut akan dikuasai dan digunakan oleh mereka dengan berkesan pada peringkat pengajian yang lebih tinggi mahupun ketika mereka menceburkan diri dalam pasaran kerja dunia.

6.0 METODOLOGI

Kajian ini dijalankan dengan menggunakan pendekatan kuantitatif dan rekabentuk kajian tinjauan. Rekabentuk ini dijalankan dengan menggunakan instrumen soal selidik kemahiran abad ke-21 bagi mendapatkan maklumat mengenai sikap guru terhadap Matematik dan kemahiran abad ke-21 dalam kalangan guru.

Kajian ini melibatkan instrumen kajian berbentuk soal selidik. Instrumen yang digunakan diubahsuai daripada kajian Masyuniza (2015) dan Tuan Mastura et al. (2012) untuk disesuaikan dengan kajian yang dilaksanakan. Instrumen mengandungi 4 bahagian utama iaitu bahagian A) Demografi guru, B) Sikap guru terhadap Matematik 10 item, C) Persepsi guru terhadap pengajaran dan pembelajaran

Matematik 10 item dan D) Kemahiran-kemahiran Abad Ke-21 yang mempunyai 5 sub-bahagian iaitu 1) Literasi era digital 10 item, 2) Pemikiran inventif 10 item, 3) Komunikasi berkesan 10 item, 4) Produktiviti tinggi 10 item, dan 5) Norma dan kerohanian 10 item. Instrumen yang terdiri daripada 70 item ini menggunakan skala likert lima. Instrumen soal selidik ini menggunakan Skala Likert lima. Setiap Skala Likert lima mata yang digunakan adalah STS (sangat tidak setuju) diberi skor 1, TS (tidak setuju) diberi skor 2, KS (kurang setuju) diberi skor 3, S (setuju) diberi skor 4 dan SS (sangat setuju) diberi skor 5. Instrumen soal selidik ini telah melalui kesahan pakar dan mempunyai nilai kebolehpercayaan *cronbach alpha*, $\alpha=0.964$. Dalam kajian ini pengkaji menggunakan nilai *cronbach alpha* dengan merujuk kepada Pallant (2013).

Populasi kajian ini terdiri daripada guru-guru Matematik di sekitar Lembah Klang. Sampel kajian telah dipilih dengan menggunakan prosedur persampelan bukan kebarangkalian iaitu prosedur persampelan mudah. Sampel yang dipilih dengan menggunakan prosedur persampelan mudah terdiri daripada individu yang mudah didapati atau senang dipilih mengikut keselesaan pengkaji. Sampel kajian terdiri daripada 145 orang guru Matematik di sekolah rendah dan menengah di sekitar Lembah Klang.

7.0 DAPATAN KAJIAN

Ujian yang dilaksanakan bagi menganalisis data-data kajian adalah analisis deskriptif dan ujian korelasi Spearman Rho. Analisis korelasi Spearman Rho dijalankan kerana ianya direkabentuk bagi menyatakan hubungan antara data yang tidak bertabur secara normal dan berskala ordinal. Jadual 1 dibawah menunjukkan jadual interpretasi pekali korelasi Cohen (1992).

Jadual 1

Interpretasi Pekali Korelasi Cohen (1992)

Julat Korelasi	Interpretasi
$\pm 0.1 - 0.29$	Lemah
$\pm 0.3 - 0.49$	Sederhana
$\pm 0.5 - 1.00$	Kuat

Jadual 2 merupakan hasil analisis korelasi Spearman Rho antara sikap guru terhadap Matematik dengan kemahiran abad ke-21. Keputusan analisis bagi sikap guru terhadap Matematik menunjukkan bahawa nilai pekali korelasi ialah ($r=0.649$, $p<0.05$). Nilai korelasi yang terhasil ini adalah korelasi yang kuat. Sehubungan dengan itu, dapatan menunjukkan bahawa sikap guru terhadap Matematik dengan kemahiran abad ke-21 mempunyai hubungan yang positif dan signifikan. Oleh itu, hipotesis nol adalah ditolak. Kesimpulannya terdapat hubungan yang signifikan antara sikap guru terhadap subjek Matematik dan kemahiran abad ke-21.

Jadual 2

Analisis korelasi Spearman Rho antara sikap guru terhadap Matematik dan Kemahiran Abad ke-21

Pembolehubah	Kemahiran Abad ke-21		
	N	r	P
Sikap terhadap Matematik	145	0.649	0.000

Seterusnya, kajian ini membincangkan secara terperinci dapatan bagi sikap guru terhadap subjek Matematik dengan setiap kemahiran abad ke-21, iaitu literasi era digital, pemikiran inventif, komunikasi berkesan, produktiviti tinggi serta norma dan kerohanian. Jadual 3 merupakan hasil analisis korelasi Spearman Rho antara sikap guru terhadap subjek Matematik dengan setiap kemahiran abad ke-21.

Jadual 3

Analisis korelasi Spearman Rho antara sikap guru terhadap Matematik dan Kemahiran Abad ke-21

Pembolehubah	Kemahiran abad ke-21	N	r	P
Sikap terhadap Matematik	Literasi era digital	145	0.553	0.000
	Pemikiran inventif	145	0.650	0.000
	Komunikasi berkesan	145	0.252	0.000
	Produktiviti tinggi	145	0.620	0.000
	Norma dan kerohanian	145	0.612	0.000

Keputusan analisis bagi sikap guru terhadap Matematik dan kemahiran literasi era digital menunjukkan bahawa nilai pekali korelasi ialah ($r=0.553$, $p<0.05$). Nilai korelasi yang terhasil ini adalah korelasi yang kuat. Sehubungan dengan itu, dapatan menunjukkan bahawa sikap guru terhadap PdP Matematik mempunyai hubungan yang positif dan signifikan dengan kemahiran literasi era digital.

Keputusan analisis bagi sikap guru terhadap Matematik dengan kemahiran pemikiran inventif pula menunjukkan bahawa nilai pekali korelasi ialah ($r=0.650$, $p<0.05$). Nilai korelasi yang terhasil ini adalah korelasi yang kuat. Sehubungan itu, dapatan menunjukkan bahawa sikap guru terhadap PdP Matematik dengan kemahiran pemikiran inventif mempunyai hubungan yang positif dan signifikan.

Seterusnya, keputusan analisis bagi sikap guru terhadap Matematik dengan kemahiran komunikasi berkesan menunjukkan bahawa nilai pekali korelasi ialah ($r=0.252$, $p<0.05$). Nilai korelasi yang terhasil ini adalah korelasi yang lemah. Sehubungan dengan itu, dapatan menunjukkan bahawa sikap guru terhadap subjek Matematik mempunyai hubungan yang positif dan signifikan dengan kemahiran komunikasi berkesan.

Bagi keputusan analisis sikap guru terhadap Matematik dengan kemahiran produktiviti tinggi pula menunjukkan bahawa nilai pekali korelasi ialah ($r=0.620$, $p<0.05$). Nilai korelasi yang terhasil ini adalah korelasi yang kuat. Sehubungan itu, dapatan menunjukkan bahawa sikap terhadap subjek Matematik dengan kemahiran produktiviti tinggi mempunyai hubungan yang positif dan signifikan.

Akhir sekali, analisis bagi sikap guru terhadap Matematik dengan kemahiran norma dan kerohanian pula menunjukkan bahawa nilai pekali korelasi ialah ($r=0.612$, $p<0.05$). Nilai korelasi yang terhasil ini adalah korelasi yang kuat. Sehubungan itu, dapatan menunjukkan bahawa sikap guru terhadap subjek Matematik mempunyai hubungan yang positif dan signifikan dengan kemahiran norma dan kerohanian.

8.0 PERBINCANGAN

Dapatan kajian mendapati bahawa sikap guru terhadap subjek Matematik mempunyai hubungan yang positif dan signifikan terhadap kemahiran abad ke-21. Hasil analisis kajian yang dijalankan turut menunjukkan bahawa sikap guru terhadap subjek Matematik dengan kemahiran abad ke-21 mempunyai hubungan yang kuat. Azhari dan Zaleha (2013) menyatakan perkara yang sama bahawa sikap guru terhadap Matematik mempengaruhi cara dan pendekatan mereka dalam pengajaran. Adalah sukar untuk melaksanakan amalan kreatif dalam pengajaran sekiranya guru sendiri bersikap negatif.

Sementara itu juga, guru abad ke-21 perlu melengkapkan diri untuk menguasai kemahiran literasi era digital ia berperanan untuk memperkembangkan idea dan kreativiti guru dalam proses PdP (Munirah Husna et al. 2015; Ting & Woo 2005). Walau bagaimanapun, wujud kajian lepas yang menyatakan bahawa guru Matematik gagal untuk mengaplikasikan penggunaan ICT dalam proses PdP walaupun sudah menerima kemudahan ICT. Dua faktor guru Matematik tidak menggunakan ICT dalam PdP adalah 1) guru terikat untuk menghabiskan sukatan pelajaran dan 2) guru hanya menguasai kemahiran asas ICT (Md Nor & Rashita 2011). Selain itu, Siti Faizzatul dan Razali (2011) menyatakan bahawa guru yang mengintegrasikan penggunaan ICT dalam PdP masih mengamalkan kaedah pengajaran tradisional di mana pembelajaran pembelajaran sendiri tidak berlaku.

Selain daripada perlu menguasai kemahiran literasi era digital, pemikiran inventif turut tersenarai sebagai salah satu kemahiran abad ke-21 yang perlu ada pada setiap warga dunia dalam setiap bidang.

pekerjaan lebih-lebih lagi dalam bidang pendidikan. Pemikiran inventif dalam pengajaran adalah keupayaan guru untuk mengubahsuaikan pemikiran, sikap dan tingkahlaku, mencapai matlamat dalam PdP, menghasilkan kaedah atau suasana pembelajaran yang baru, bersedia menangani masalah tanpa jalan penyelesaian yang jelas dan membuat penilaian cadangan penyelesaian sebelum ia dilaksanakan (Ali 2014; Maria & Kamisah 2010; NCREL & Metiri Group 2003). Kemahiran pemikiran inventif dan penyelesaian masalah saling berkait rapat antara satu sama lain. Oleh yang demikian, guru yang mempunyai daya pemikiran inventif yang tinggi mampu untuk menunjukkan sikap positif ketika menghadapi masalah seterusnya berupaya untuk mengatasi masalah tersebut. Contoh aplikasi pemikiran inventif yang dilaksanakan dalam PdP adalah pembelajaran berasaskan masalah.

Guru turut perlu mempunyai kemahiran komunikasi berkesan untuk menyampaikan maklumat kepada murid. Kemahiran komunikasi lisan dan bukan lisan merupakan alat penyampai untuk menghasilkan proses PdP yang berkesan. Dapatan kajian ini didapati selari dengan dapatan kajian yang dijalankan oleh Siti Raihana et al. (2015) yang mendapati bahawa amalan komunikasi guru berada pada tahap sederhana bagi aspek mencabar, memberi galakan dan pujian, sokongan bukan verbal, memahami dan peramah serta mengawal. Khairul Anuar (2012) menyatakan bahawa komunikasi berkesan adalah pemilihan kata-kata dan bahasa tubuh yang sesuai serta mampu menyuntik unsur-unsur kecedikan dalam proses PdP supaya menjadi satu aktiviti yang menyeronokkan. Penerangan yang disertakan dengan bahasa tubuh yang bermakna mampu memberi kesan yang positif dimana ianya mampu membantu murid untuk menyimpan isi-isi pembelajaran untuk jangka masa yang panjang.

PdP yang bermakna merupakan salah satu ciri produktiviti guru yang berkualiti. Kementerian Pelajaran Malaysia (KPM) telah melaksanakan pelbagai usaha untuk melahirkan guru yang berkualiti dan kekal berkualiti sepanjang tempoh perkhidmatan. Standard Guru Malaysia yang dikeluarkan oleh Bahagian Pendidikan Guru (2009) menyatakan bahawa guru yang berkualiti perlu mempunyai pengetahuan dan kefahaman yang mendalam tentang proses perkembangan potensi murid. Di samping menyediakan pelbagai peluang bagi mengenalpasti dan mengembangkan potensi murid yang berbeza, guru perlu merancang dan melaksanakan PdP serta aktiviti pendidikan dengan lebih berkesan secara menyeluruh dan bersepadu. Guru harus memberi contoh-contoh isi pengajaran yang berhubung dengan aktiviti seharian agar murid menyedari tentang kepentingan aplikasinya dalam kehidupan.

Para guru perlu menyelitikan atau menggabungkan contoh-contoh isi pengajaran dengan kemahiran norma dan kerohanian kerana ia memainkan peranan yang penting dalam pembentukan modal insan. Penerapan nilai-nilai universal dalam pengajaran Matematik yang diterima oleh semua agama merupakan kualiti afektif dalaman yang membabitkan kepiawaian seseorang individu berfikir dan bertindak dalam pengajaran Matematik (Mohd Uzi 2012). Setiap guru profesional yang berintegriti dan berkredibiliti bertanggungjawab untuk melahirkan murid yang sentiasa mengamalkan nilai-nilai murni selain mempunyai sikap yang boleh diteladani. Peranan guru bukan hanya untuk menyampaikan ilmu pengetahuan dan maklumat tetapi juga berperanan dalam membimbing dan mendidik murid-murid supaya menjadi insan yang berpekererti mulia. Dengan ini secara tidak langsung memenuhi fungsi sekolah sebagai tempat pembentukan warga yang akan menunjangi pembentukan modal insan.

9.0 RUMUSAN

Berdasarkan perbincangan dan huraian yang dikemukakan, pendidikan Matematik kini sedang melalui fasa perubahan. Dengan arus perkembangan teknologi yang berlaku di seluruh dunia, Malaysia turut berusaha untuk terus kekal berdaya saing dan tidak ketinggalan dengan perkembangan semasa. Langkah yang diambil oleh KPM untuk meningkatkan kualiti sistem pendidikan adalah relevan dengan perkembangan antarabangsa. Pendekatan kemahiran abad ke-21 merupakan lanskap yang masih baru dalam sistem pendidikan negara. Kini, guru-guru tidak lagi menjalankan kaedah pengajaran tradisional sepenuhnya malah cuba untuk menerapkan elemen-elemen kemahiran abad ke-21 ke dalam sesi PdP. Guru adalah penggerak bagi merealisasikan perubahan pada sistem pendidikan negara. Bagi menghadapi cabaran tersebut, perancangan yang teliti perlu dilakukan supaya manfaat daripadanya dapat diterima oleh guru dan murid. Menghadapi cabaran pendidikan abad ke-21 memerlukan usaha, pengorbanan dan komitmen yang tinggi daripada guru bagi memastikan segala perancangan dapat dijalankan dan matlamat dapat dicapai. Pendidikan abad ke-21 yang diterapkan adalah selari dengan konteks nasional supaya dapat melahirkan murid yang mempunyai jati diri seterusnya menjadi warganegara yang efektif.

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TAHAP KEMAHIRAN PEDAGOGI ABAD KE 21 DALAM PENGAJARAN DAN PEMBELAJARAN BAHASA MELAYU

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ABSTRAK

Kajian ini bertujuan melihat tahap kemahiran Pedagogi Abad Ke 21 dalam pengajaran dan pembelajaran Bahasa Melayu. Kajian kuantitatif ini menggunakan kajian tinjauan sebagai reka bentuk. Data dipungut dengan menggunakan 49 item soal selidik lima skala (1-STs, 2-TS, 3-KS, 4-S, 5-SS) yang mempunyai nilai Alfa Cronbach 0.942 digunakan untuk menjadi pilihan sampel dan digunakan untuk mengukur lapan konstruk iaitu media dan teknologi, pengajaran kontekstual, merentas bidang ilmu, pembelajaran secara kolaboratif, pembelajaran berasaskan projek, kemahiran penyelesaian masalah, pentaksiran telus dan kemahiran berfikir. Data dianalisis secara deskriptif dan inferen. Data dianalisis secara deskriptif menggunakan nilai min, nilai peratus, dan sisihan piawai. Selain itu, ujian-*t* dan ANOVA juga digunakan untuk melihat perbandingan antara jantina, gred jawatan, kategori, lokasi dan jenis sekolah. Sampel terdiri daripada 30 orang yang mempunyai pengalaman mengajar melebihi 21 tahun. Dapatan menunjukkan kelapan-lapan kemahiran berada pada tahap yang tinggi iaitu kaedah pembelajaran secara kolaboratif (min=4.65), kemahiran berfikir (min=4.62), merentas bidang ilmu (min=4.50) dan kemahiran penyelesaian masalah (min=4.50) berada di atas min keseluruhannya (min=4.46) berbanding pembelajaran berasaskan projek (4.45), pengajaran kontekstual (4.43), pentaksiran telus (4.43) dan media dan teknologi (4.15). Berdasarkan ujian-*t*, faktor jantina ($P=.002$, $df=28$) memberi kesan yang signifikan kepada tahap kemahiran pedagogi abad ke 21 dalam pengajaran dan pembelajaran bahasa melayu tetapi kategori guru ($P=.329$, $df=28$), gred jawatan ($P=.84$, $df=28$), lokasi tempat mengajar ($P=.641$, $df=28$) dan jenis sekolah yang diajar ($P=.467$, $df=28$) tidak memberi kesan pada aras kesignifikan 5%. Pengkaji mencadangkan supaya pendekatan pengajaran kolaboratif dan koperatif dilaksanakan sepenuhnya oleh guru bagi meningkatkan kemahiran berfikir aras tinggi yang menjadi nadi utama dalam kemahiran pedagogi Abad 21.

Kata kunci: kemahiran, aplikasi pedagogi Abad 21

1.0 PENGENALAN

Kejayaan pelaksanaan pengajaran dan pembelajaran adalah dipengaruhi oleh kualiti yang terdapat dalam individu guru. Shulman dan Grossman (1987) menggariskan bahawa pengetahuan yang ada pada seseorang guru berserta kaedah penyampaian mereka merupakan integrasi dominan dalam memastikan murid-murid menerima pembelajaran yang dinamik dan responsif.

Pedagogi merupakan satu proses pengajaran dan pembelajaran yang bersifat seni dan sains dalam penyampaian isi kandungan. Proses pengajaran dan pembelajaran yang berlaku adalah melalui interaksi antara guru dan murid, isi kandungan serta objektif pembelajaran. Proses pengajaran dan pembelajaran juga memerlukan guru mengaplikasikan strategi, kaedah, teknik dan aktiviti sebagai medium bertujuan untuk memudahkan murid-murid menerima dan memahami isi pelajaran yang disampaikan.

Pengajaran Abad 21 memerlukan para pendidik membuat anjakan paradigma terhadap kaedah penyampaian mereka di bilik darjah. Kemahiran pembelajaran abad 21 adalah kemahiran pembelajaran yang diperlukan oleh murid untuk berdaya saing pada alaf baru. Pengajaran dan pembelajaran abad 21 juga menuntut agar guru lebih komited dan kompeten dalam pelaksanaan kurikulum di sekolah. Antara komitmen dan kompetensi yang perlu ada pada seseorang guru adalah:

- i Menguasai Isi Kandungan: Berpengetahuan, berkemahiran, dan berpengalaman mengintegrasikan serta membina satu pengajaran yang mantap dalam proses pengajaran dan pembelajaran yang lebih berkesan.
- ii Mengesan Perkembangan Murid: Berkemahiran merancang program bagi menyokong dan membantu perkembangan murid melalui strategi *sharply focused*, *deep dive*, analisis data, mempelbagai kaedah dan aktiviti untuk murid mencari ilmu di luar bilik darjah.
- iii Menguasai Kemahiran Psikologi Pembelajaran: Berkemahiran memahami bertingkah laku setiap murid bagi memahami ciri-ciri pertumbuhan dan perkembangan murid-murid seperti meramal tingkah laku, memberi motivasi serta menghubungkaitkan dengan proses pengajaran dan pembelajaran di bilik darjah.

Kemahiran Pedagogi Abad 21 memerlukan para guru menguasai pelbagai bidang, berpengetahuan terhadap dasar dan isu pendidikan semasa, mahir dalam pedagogi, mahir dalam menggunakan teknologi terkini, serta berkeupayaan memupuk nilai-nilai murni bagi tujuan pembentukan intelek, jasmani, emosi dan sahsiah yang cemerlang dalam kalangan murid-murid. Hal ini bertujuan untuk melahirkan murid-murid yang produktif, mampu berkolaboratif dan berkomunikasi, bersifat kreatif dan mempunyai kemahiran berfikir aras tinggi, serta mahir dalam penggunaan teknologi maklumat dan komunikasi. Sehubungan dengan itu, bagi mencapai hasrat negara dalam membangunkan generasi yang mempunyai kemahiran abad 21, medium pengajaran dan pembelajaran yang dinyatakan tersebut merupakan medium yang selari dengan keperluan pengajaran dan pembelajaran masa kini.

2.0 PENYATAAN MASALAH

Sarimah Ismail *et al.* (2012) dan Azizi Yahaya *et al.* (2007) membuat tinjauan keangan yang dihadapi dalam melaksanakan pembelajaran koperatif. Kekangan utama merupakan masa. Guru tidak mempunyai masa yang mencukupi untuk membuat persediaan pembelajaran koperatif kerana dibebani dengan kerja bukan akademik termasuklah kerja-kerja pengkeranian, pengurusan murid, kokurikulum dan tugas tambahan lain yang perlu disiapkan mengikut masa yang ditetapkan. Pendapat ini disokong oleh Phang *et al.* (2010) menyatakan faktor masa merupakan halangan utama mereka dalam melaksanakan pembangunan profesional dan membawa kesan yang besar ke atas profesionalisme keguruan mereka. Selain itu, laporan Pelaksanaan Projek Rintis *Project Based Learning* Bahagian Teknologi Pendidikan Negeri Sabah turut mengemukakan kekangan pelaksanaan kaedah pembelajaran dari sudut masa. PdP menggunakan kaedah pembelajaran berasaskan projek memakan tempoh masa yang lama. Masa dua waktu iaitu waktu maksimum satu sesi PdP tidak dapat menyiapkan satu-satu projek dengan sempurna.

Berdasarkan tinjauan dan temu bual yang dijalankan, kekangan seterusnya berpunca daripada sikap murid. Terdapat murid yang tidak mengikut arahan guru ketika aktiviti kumpulan dijalankan; mengambil kesempatan dengan bermain dan membuang masa, membuat bising, bertindak bebas sehingga kesukaran kawalan kelas dan mengganggu kumpulan lain. Selain itu, murid tidak memberi kerjasama seperti murid yang cerdas tidak membantu murid yang lemah dan murid tidak memainkan peranan seperti yang diarahkan oleh guru.

Selain itu terdapat rungutan daripada para guru bahawa mereka terpaksa menghabiskan sukatan pelajaran dalam masa yang ditetapkan dan ini merupakan masalah utama guru di sekolah. Dalam melaksanakan pembelajaran abad ke-21, pembelajaran secara individu atau kumpulan perlu dirancang secara fleksibel. Dalam hal ini murid perlu diberi peluang dan masa yang mencukupi untuk menyelesaikan tugas yang diberi untuk mencapai objektif yang ditetapkan oleh guru. Akhirnya, guru tidak dapat melaksanakan amalan pedagogi abad 21 dengan jayanya. Sukreni Ismail dan Mohd Isha Awang mendapati guru juga menjadi faktor kepada kekangan amalan pembelajaran kolaboratif. Guru sendiri kurang mahir walaupun mendapat pendedahan tentang pembelajaran kolaboratif ini. Pendedahan melalui kursus dalaman mahu pun anjuran Kementerian Pendidikan Malaysia (KPM), jabatan pendidikan negeri atau pejabat pendidikan daerah memberi guru pengetahuan dari segi teori tetapi tidak secara praktikal. Pelbagai teknik atau strategi dalam pengajaran dan pembelajaran kolaboratif. Kursus atau bengkel yang diadakan pada satu hari tidak mampu memberi banyak pendedahan tentang strategi kolaboratif yang pelbagai.

Menjadi kebiasaan setiap bilik darjah, murid akan duduk dalam barisan di meja masing-masing menghadap guru. Susunan sebegini dibuat bagi menyenangkan guru menyampaikan maklumat secara berkesan kepada sekumpulan murid. Keadaan ini sesuai apabila guru merupakan sumber utama kepada murid. Namun, keperluan kemahiran abad ke-21 seperti penyelesaian masalah secara kolaboratif, teknologi maklumat, literasi maklumat dan ekonomi, memerlukan kaedah pengajaran yang baru. Peranan guru bukan lagi sebagai penyampai maklumat tetapi membimbing, berbincang, dan mentaksir perkembangan seseorang murid dan seterusnya memberi sokongan. Oleh itu, konsep sesebuah bilik darjah lebih kepada bilik sumber di mana maklumat senang diakses dan mempamerkan hasil-hasil kerja murid. Susunan meja dan kerusi bilik darjah perlu sesuai untuk aktiviti berkumpulan seperti perbincangan, eksperimen dan kajian. Berdasarkan masalah-masalah yang dihadapi, tujuan kajian ini adalah untuk mengenal pasti tahap kemahiran Pedagogi Abad 21 dalam kalangan guru bahasa Melayu.

5.0 METODOLOGI

Kajian ini bertujuan untuk mengenalpasti tahap penguasaan kemahiran pedagogi abad ke 21 dalam pengajaran dan pembelajaran bahasa melayu dalam kalangan guru yang mengajar mata pelajaran Bahasa Melayu. Sampel kajian terdiri daripada 30 orang guru SISC+ dan guru cemerlang dari Kelantan, Terengganu dan Pahang. Daripada sampel berkenaan, seramai 18 orang lelaki (60.0%) dan 12 orang perempuan (40%). Kajian ini menggunakan reka bentuk kajian tinjauan dan pendekatan kuantitatif. Data dipungut dengan menggunakan soal selidik lima skala (1-STS, 2-TS, 3-KS, 4-S, 5-SS) digunakan untuk menjadi pilihan kepada sampel kajian. Instrumen soal selidik yang digunapakai terdiri daripada 49 item yang mana item-item berkenaan telah dikumpulkan mengikut lapan konstruk utama aspek dalam kemahiran pedagogi abad ke 21. Sebelum menjalankan kajian, instrumen dan item yang dibina telah diuji kesahan dan kebolehpercayaan. Ujian rintis yang telah dijalankan terhadap setiap item dan Nilai Alpha Cronbach bagi setiap konstruk seperti dalam Jadual 1;

Jadual 1
Nilai Alfa Cronbach bagi setiap konstruk

	Konstruk	Bilangan item	Nilai Alfa Cronbach	Tafsiran
1	Berasaskan media dan teknologi	9	.862	Diterima
2	Pengajaran kontekstual	4	.741	Diterima
3	Merentas bidang ilmu	5	.755	Diterima
4	Pembelajaran secara kolaboratif	5	.873	Diterima
5	Pembelajaran berasaskan projek	8	.876	Diterima
6	Kemahiran penyelesaian masalah	6	.895	Diterima
7	Pentaksiran telus	6	.821	Diterima
8	Kemahiran berfikir	6	.807	Diterima
	Keseluruhan	49	.942	Diterima

Setelah menguji kebolehpercayaan instrumen, pengkaji mendapati bahawa nilai kebolehpercayaan secara keseluruhan item dengan menggunakan nilai *alpha Cronbach* adalah 0.942 yang merangkumi 49 item ini memberi gambaran bahawa semua item sesuai dan mempunyai kebolehpercayaan yang tinggi dan boleh digunakan dalam kajian ini (Devellis, 1991).

Data dianalisis secara deskriptif dan inferen. Analisis deskriptif diperolehi berdasarkan nilai min, nilai peratus, dan sisihan piawai. Selain itu ujian-*t* untuk melihat perbezaan jantina dan *Analysis of Varian* (ANOVA) juga digunakan untuk melihat perbezaan mengikut gred jawatan, lokasi sekolah dan jenis sekolah. Data-data yang diperolehi dianalisis dengan berpandukan program *Statistical Package for the Social Science (SPSS) Version 22.0*. Penginterpretasian data min bagi setiap konstruk yang dianalisis akan dikategorikan mengikut tahap-tahap tertentu berdasarkan kepada Jadual 2.

Jadual 2

Interpretasi skor min

Skor Min	Interpretasi
1.00 - 2.00	Tahap rendah
2.01 - 3.00	Tahap sederhana rendah
3.01 - 4.00	Tahap sederhana tinggi
4.01 - 5.00	Tahap tinggi

Sumber: Nunnally, J. C. & Bernstein (1994); Alias Baba (1997)

6.0 DAPATAN KAJIAN

Sampel terdiri daripada 30 orang yang mana 18 orang lelaki (60.0 %) dan 12 orang perempuan (40.0%) yang mengikuti kursus kemahiran pedagogi abad ke-21. Sampel terdiri daripada tiga (11.0%) bergred DG54, 43.3% (13 orang) bergred DG48, 46.7% (14 orang) bergred DG48. 13 orang (43.3%) berjawatan SISC+, 2 orang (6.7%) berjawatan GC, 15 orang (50.00 %) berjawatan guru penolong. Seramai 24 orang (80.0%) Siswazah dan 6 orang (20.0%) bukan siswazah. 15 orang mengajar di Bandar (50%) dan 15 orang lagi (50%) mengajar di luar bandar. 9 orang (30%) mengajar di SMK, 13 orang (43.3%) di SK, seorang di SJK Cina (3.3%) dan 7 orang (23.3%) bertugas di PPD. Purata pengalaman mengajar samada di sekolah rendah dan menengah ialah 21.57 tahun (sP=7.09)

Jadual 3

	Parameter	N	Min	SP	Tahap
1	Pembelajaran secara kolaboratif	30	4.65	0.44	Tinggi
2	Kemahiran berfikir	30	4.62	0.47	Tinggi
3	Merentas bidang ilmu (disiplin)	30	4.50	0.37	Tinggi
4	Kemahiran penyelesaian masalah	30	4.50	0.49	Tinggi
5	Pembelajaran berasaskan projek	30	4.45	0.42	Tinggi
6	Pengajaran kontekstual	30	4.43	0.41	Tinggi
7	Pentaksiran telus	30	4.43	0.43	Tinggi
8	Berasaskan media dan teknologi	30	4.15	0.44	Tinggi
	Keseluruhan	30	4.46	0.29	Tinggi

Berdasarkan Jadual 3, skor min dan sisihan piawai tahap kemahiran pedagogi Abad 21 dalam pengajaran dan pembelajaran Bahasa Melayu secara keseluruhan adalah 4.46 dengan sisihan piawai adalah 0.29. Skor ini menunjukkan bahawa tahap kemahiran pedagogi Abad 21 dalam kalangan peserta kursus berada pada tahap tinggi. Aspek pembelajaran secara kolaboratif, kemahiran berfikir, merentas bidang ilmu dan kemahiran penyelesaian masalah menunjukkan pencapaiannya melebihi nilai min sebanyak 4.50. Manakala pembelajaran berasaskan projek, pengajaran kontekstual, pentaksiran telus dan berasaskan media dan teknologi menunjukkan pencapaian nilai min kurang daripada 4.50. Walau bagaimanapun, kelapan-lapan konstruk yang diuji menunjukkan tahap min melebihi 4.0. Dapatan kajian ini jelas menunjukkan bahawa peserta kursus telah menguasai keseluruhan konstruk yang diuji pada tahap tinggi.

Jadual 4

B1. Media dan teknologi

No	Item	Min	SP	Tahap
1	Menggunakan maklumat yang dicapai untuk menjana maklumat baharu	4.33	0.61	Tinggi
2	Memahami etika maklumat yang dicapai di atas talian.	4.27	0.58	Tinggi
3	Berupaya memilih media yang bersesuaian.	4.24	0.74	Tinggi
4	Menggunakan maklumat yang dicapai secara berkesan bagi menyelesaikan masalah.	4.20	0.55	Tinggi
5	Berupaya memilih maklumat yang bersesuaian untuk digunakan	4.17	0.59	Tinggi
6	Berupaya menggunakan teknologi untuk menganalisis maklumat.	4.17	0.59	Tinggi
7	Keupayaan menilai kebolehpercayaan maklumat yang diperoleh secara kritikal	4.03	0.49	Tinggi
8	menggunakan teknologi dalam perkongsian maklumat (<i>multi-media presentations using sound or video, presentation software, blogs, podcasts, etc</i>).	4.00	0.69	Tinggi
9	Keupayaan untuk mengakses maklumat secara berkesan.	3.97	0.56	Sederhana tinggi

Jadual 4 menunjukkan skor min dan sisihan piawai konstruk media dan teknologi dalam pengajaran dan pembelajaran Bahasa Melayu secara keseluruhan adalah 4.15 dengan sisihan piawai adalah 0.44. Berdasarkan 9 item yang diuji didapati bahawa 4 item iaitu menggunakan maklumat yang dicapai untuk menjana maklumat baharu, Memahami etika maklumat yang dicapai di atas talian, Berupaya memilih media yang bersesuaian dan Menggunakan maklumat yang dicapai secara berkesan bagi menyelesaikan masalah menunjukkan pencapaian min melebihi 4.2.

Manakala 5 item yang diuji seperti Berupaya memilih maklumat yang bersesuaian untuk digunakan, Berupaya menggunakan teknologi untuk menganalisis maklumat, Keupayaan menilai kebolehpercayaan maklumat yang diperoleh secara kritikal, menggunakan teknologi dalam perkongsian maklumat menunjukkan nilai min di bawah 4.2. Walau bagaimanapun hanya item keupayaan untuk mengakses maklumat secara berkesan menunjukkan nilai min di bawah 4.0 iaitu 3.79 dan sisihan piawai 0.56. iaitu pada tahap sederhana tinggi. Dapatan kajian ini jelas menunjukkan bahawa peserta kursus telah menguasai konstruk media dan teknologi pada tahap sederhana tinggi dan tinggi.

Jadual 5

B2. Pengajaran Kontekstual

No	Item	Min	SP	Tahap
1	Menjadikan pengalaman sedia ada sebahagian daripada proses pengajaran dan pembelajaran.	4.50	0.51	Tinggi
2	Melaksanakan aktiviti yang ada kaitan dengan pengalaman murid sebagai sebahagian daripada proses pengajaran dan pembelajaran.	4.40	0.50	Tinggi
3	Berupaya menggunakan kaedah <i>hands-on</i> dalam pengajaran dan pembelajaran.	4.37	0.56	Tinggi
4	Berupaya menghubungkan pengalaman sedia ada dalam pengajaran dan pembelajaran.	4.37	0.49	Tinggi

Jadual 5 menunjukkan konstruk pengajaran kontekstual yang terdiri daripada 4 item yang diuji. Terdapat 2 item yang diuji menunjukkan nilai min 4.40 keatas iaitu menjadikan pengalaman sedia ada sebahagian daripada proses pengajaran dan pembelajaran dan melaksanakan aktiviti yang ada kaitan dengan pengalaman murid sebagai sebahagian daripada proses pengajaran dan pembelajaran. Manakala item berupaya menggunakan kaedah *hands-on* dalam pengajaran dan pembelajaran dan menghubungkan pengalaman sedia ada dalam pengajaran dan pembelajaran menunjukkan nilai min yang sama iaitu 4.37. Walau bagaimanapun sisihan piawai masih menunjukkan perbezaan 0.07. Dapatan kajian menunjukkan bahawa peserta kursus telah menguasai dan melaksanakan pengajaran secara kontekstual dalam pengajaran dan pembelajaran bahasa Melayu secara berkesan.

Jadual 6

B3. Merentas Bidang Ilmu (Disiplin)

No	Item	Min	SP	Tahap
1	Berminat untuk mempelajari pelbagai bidang ilmu untuk meningkatkan kepakaran diri.	4.57	0.50	Tinggi
2	Berbincang dengan rakan yang terdiri daripada pelbagai bidang ilmu.	4.57	0.50	Tinggi
3	Menghargai pendapat ahli pasukan dari pelbagai bidang ilmu.	4.47	0.57	Tinggi
4	Merancang aktiviti dengan menggabungkan pelbagai bidang ilmu.	4.43	0.50	Tinggi
5	Melaksanakan tugas dengan menggabungkan pelbagai bidang ilmu.	4.30	0.53	Tinggi

Jadual 6 menunjukkan sebanyak 5 item yang diuji dalam konstruk merentas bidang ilmu. Terdapat 2 item yang menunjukkan nilai min yang sama iaitu 4.57 dan sisihann piawai 0.50. Manakala item menghargai pendapat ahli pasukan dari pelbagai bidang ilmu nilai min sebanyak 4.47. Item merancang aktiviti dengan menggabungkan pelbagai bidang ilmu pula mencapai nilai min 4.43 dan melaksanakan tugas dengan menggabungkan pelbagai bidang ilmu menunjukkan min yang rendah iaitu 4.30. Walau bagaimanapun semua item yang diuji mencapai tahap tinggi berdasarkan interpretasi skor oleh Alias Baba (1997).

Jadual 7

B4. Pembelajaran Secara Kolaboratif

No	Item	Min	SP	Tahap
1	Mudah difahami apabila rakan memberi penerangan dalam kumpulan.	4.73	0.45	Tinggi
2	Menggalakkan untuk berkomunikasi dengan berkesan.	4.70	0.47	Tinggi
3	Menggalakkan untuk berinteraksi dengan rakan-rakan.	4.63	0.49	Tinggi
4	Meningkatkan semangat kerjasama dalam kalangan ahli kumpulan.	4.60	0.56	Tinggi
5	Membantu melibatkan diri secara aktif dalam pembelajaran.	4.60	0.50	Tinggi

Jadual 7 menunjukkan pembelajaran secara kolaboratif yang mengandungi 5 item. Didapati bahawa kelima-lima item yang diuji menunjukkan nilai min melebihi 4.60. Dapatan ini jelas menunjukkan bahawa pembelajaran secara kolaboratif berjaya menggalakkann komunikasi dan interaksi serta meningkatkan semangat kerjasama secara aktif dalam pengajaran dan pembelajaran bahasa Melayu dalam kalangan peserta kursus.

Jadual 8

B5. Pembelajaran Berasaskan Projek (PBP)

No	Item	Min	SP	Tahap
1	Membantu membuat keputusan sendiri dalam menyiapkan PBP.	4.47	0.57	Tinggi
2	Memberi peluang secara <i>hands-on</i> yang mencukupi untuk meningkatkan kemahiran	4.43	0.57	Tinggi
3	Menggalakkan untuk berfikir secara mendalam.	4.43	0.57	Tinggi
4	Membantu mendapatkan maklum balas untuk memperbaiki proses dan produk PBP.	4.40	0.62	Tinggi
5	Membantu dalam meningkatkan pembelajaran sendiri.	4.40	0.62	Tinggi
6	Membantu membuat refleksi terhadap kualiti penghasilan PBP.	4.37	0.61	Tinggi
7	Projek yang diberi mengambil kira kemampuan diri.	4.37	0.61	Tinggi
8	Memperuntukkan tempoh masa yang sesuai untuk menyiapkannya	4.27	0.58	Tinggi

Jadual 8 menunjukkan sebanyak 8 item yang diuji dalam konstruk pembelajaran berasaskan projek. Kelapan-lapan item tersebut menunjukkan nilai min di bawah 4.50. Nilai min 4.47 dan sisihan piawai 0.57 merupakan nilai tertinggi berasaskan pembelajaran berasaskan projek. Item tersebut merujuk kepada membuat keputusan sendiri manakala item memperuntukkan tempoh masa yang sesuai untuk menyiapkan pembelajaran berasaskan projek mempunyai nilai min sebanyak 4.27 dan sisihan piawai 0.58. Dapatan ini menunjukkan bahawa 8 item yang diuji iaitu pembelajaran berasaskan projek

menunjukkan perbezaan yang tidak ketara. Ini jelas menunjukkan bahawa tahap penguasaan kemahiran pedagogi Abad 21 masih pada tahap tinggi.

Jadual 9

B6. Kemahiran Penyelesaian Masalah

No	Item	Min	SP	Tahap
1	Menggalakkan untuk meneroka sesuatu isu dengan mendalam.	4.60	0.50	Tinggi
2	Memerlukan mengaplikasikan pengetahuan teori dan konsep.	4.57	0.50	Tinggi
3	Memerlukan untuk berfikir secara kritis dan analitik.	4.57	0.57	Tinggi
4	Menggalakkan perbincangan secara konstruktif dengan rakan-rakan.	4.50	0.63	Tinggi
5	Mencabar pemikiran diri.	4.47	0.57	Tinggi
6	Mencabar diri membuat pilihan keputusan yang terbaik.	4.43	0.57	Tinggi

Jadual 9 menunjukkan konstruk yang diuji meliputi kemahiran penyelesaian masalah. Sebanyak 6 item diuji menunjukkan nilai min masih berada pada tahap tinggi. Terdapat 4 item menunjukkan nilai min melebihi 4.50. Manakala 2 item lagi menunjukkan nilai min di bawah 4.50. Ini menunjukkan bahawa peserta kursus mempunyai kemahiran penyelesaian masalah yang tinggi. Walau bagaimanapun kemahiran ini memerlukan para peserta membuat pilihan yang terbaik dalam membuat penyelesaian masalah secara konstruktif, berfikir secara kritikal dan bersifat analitikal.

Jadual 10

B7. Pentaksiran Telus

No	Item	Min	SP	Tahap
1	Berupaya menjelaskan hasil pembelajaran yang perlu dicapai dalam pengajaran dan pembelajaran.	4.50	0.57	Tinggi
2	Tugasan yang diberikan adalah sesuai dengan kandungan mata pelajaran.	4.50	0.51	Tinggi
3	Saya mendapat maklum balas untuk memajukan diri.	4.50	0.51	Tinggi
4	Saya membuat penilaian rakan sebaya dalam kumpulan untuk memajukan diri.	4.47	0.57	Tinggi
5	Saya berbincang tentang keputusan penilaian untuk penambahbaikan pembelajaran.	4.37	0.56	Tinggi
6	Saya membuat penilaian sendiri untuk mengesan kemajuan diri.	4.37	0.56	Tinggi

Jadual 10 Menunjukkan konstruk pentaksiran telus yang mencakupi 6 item yang diuji. Tiga item dalam konstruk tersebut menunjukkan pencapaian nilai min yang sama iaitu 4.50. Nilai min untuk item membuat penilaian rakan sebaya dalam kumpulan menunjukkan nilai min 4.47. Manakala 2 item penilaian penambahbaikan dan penilaian sendiri menunjukkan min yang sama iaitu 4.37. Dapatan kajian jelas menunjukkan bahawa peserta kursus dapat membuat pentaksiran secara telus dalam hasil pembelajaran yang perlu dicapai dalam PdP.

Jadual 11

B8. Kemahiran Berfikir

No	Item	Min	SP	Tahap
	Aktiviti yang diberikan memerlukan untuk berfikir secara inovatif dan kreatif.	4.70	0.47	Tinggi
2	Aktiviti yang diberi mencabar minda.	4.67	0.48	Tinggi
3	Stimulus yang digunakan memerlukan untuk berfikir dengan kritis.	4.67	0.48	Tinggi
4	Perlu diberi peluang untuk mengemukakan pendapat.	4.63	0.56	Tinggi
5	Diberi peluang untuk mengemukakan idea baharu.	4.60	0.62	Tinggi
6	Aktiviti yang diberi memerlukan untuk membuat penerokaan.	4.57	0.50	Tinggi

Jadual 11 menunjukkan bahawa keenam-enam item yang diuji dalam konstruk kemahiran berfikir menunjukkan pencapaian nilai min pada tahap tinggi iaitu melebihi 4.57. Dapatan ini jelas menunjukkan para peserta kursus telah menguasai kemahiran berfikir dalam pedagogi Abad 21 dengan baik dan berkesan.

7.0 PERBINCANGAN

Berdasarkan hasil dapatan kajian, menunjukkan bahawa tahap pengetahuan peserta kursus secara keseluruhannya berada pada tahap tinggi. Dapatan kajian menunjukkan peserta kursus ini kompeten dalam menguasai kandungan dan pelaksanaan Kemahiran Pedagogi Abad 21 berdasarkan konstruk iaitu media dan teknologi, pembelajaran secara kolaboratif, kemahiran berfikir, merentas bidang ilmu (disiplin), pembelajaran secara kolaboratif, pembelajaran berasaskan projek, dan pentaksiran telus dalam menguasai kemahiran pedagogi Abad 21 secara terperinci khususnya dalam melaksanakan aktiviti pengajaran dan pembelajaran. Peserta kursus peka kepada perubahan yang dalam pendidikan abad ke-21 terutama yang melibatkan dasar dan pelaksanaan amalan pedagogi yang boleh diaplikasikan di dalam kelas. Ini dibuktikan dengan hasil dapatan kajian yang menunjukkan bahawa peserta kursus telah menguasai dan mengaplikasikan kemahiran amalan Pedagogi Abad 21 dalam kemahiran bahasa. Kompetensi guru dalam pedagogi Abad 21 ini dapat memantapkan pelaksanaan pengajaran dan pembelajaran serta pengurusan kelas agar lebih bermakna.

Pelaksanaan pedagogi Abad 21 di sekolah-sekolah amat bergantung kepada pendedahan melalui kursus, latihan, perbengkelan dan seminar yang dihadiri. Dalam hal ini, pihak Kementerian pendidikan, Pejabat Pendidikan Negeri dan Daerah telah mengambil inisiatif awal untuk mendedahkan kemahiran pedagogi Abad 21 kepada peserta kursus di bawah anjuran Unit Latihan Bahagian Pendidikan Guru. Peserta kursus 'Peningkatan Profesionalisme Keguruan Bahasa Melayu Sekolah Menengah dan Rendah' di bawah Pelan Pembangunan Pendidikan Malaysia 2013-2025 menjadi fasilitator kepada guru-guru di dalam negeri dan daerah masing-masing. Sebagai fasilitator yang efektif mereka perlu melaksanakan program latihan dalaman untuk membangunkan dan meningkatkan pengetahuan amalan pedagogi Abad 21 yang merangkumi pelbagai bidang mengikut kesesuaian, keperluan serta kehendak pihak sekolah. Mengikut Mokshein, Ahmad & Vongalis-Macrow (2009) menyatakan bahawa KPM telah memperuntukan bajet untuk latihan dalam perkhidmatan sejumlah 200 juta pada tahun 2008. Ini menunjukkan bahawa pembangunan profesionalisme berterusan (CDP) dan latihan dalam perkhidmatan penting untuk mengekalkan professional guru di Malaysia. Peranan yang telah diambil oleh peserta kursus yang terdiri daripada pegawai-pegawai SISC+ dan guru cemerlang boleh membantu dan memberi bimbingan yang berterusan kepada guru-guru secara kumpulan atau perseorangan. Hal ini dapat menjamin kesinambungan usaha untuk menjadikan guru-guru kompeten dalam pelaksanaan pedagogi Abad 21.

Berdasarkan dapatan di atas, kemahiran pedagogi Abad 21 merujuk kepada lapan konstruk yang merangkumi media dan teknologi, pembelajaran secara kolaboratif, kemahiran berfikir, merentas bidang ilmu (disiplin), pembelajaran berasaskan projek, dan pentaksiran telus. Dalam konteks media dan teknologi, perkembangan teknologi membawa perubahan dalam pendidikan abad 21. Keupayaan para peserta mengakses maklumat dalam pelbagai media seperti *Google*, *Youtube*, *Twitter*, blog dan sebagainya mampu menjadikan maklumat baharu yang diakses ini dapat dianalisis dengan berkesan. Dapatan ini disokong oleh Amran dan Roslina Rosli yang menyatakan bahawa penggunaan teknologi mampu menyokong pembelajaran pelajar dengan menggabungkan pelbagai elemen media serta dapat mampu menjana idea dalam melibatkan pemikiran kritikal dan penyelesaian masalah menggunakan teknologi.

Pembelajaran secara kolaboratif, menggalakkan pelajar berkomunikasi dan berinteraksi dengan rakan-rakan serta meningkatkan semangat kerjasama secara aktif dalam melaksanakan pelbagai aktiviti. Budaya kolaboratif ini akan melahirkan murid yang mempunyai semangat dan daya saing dalam menyelesaikan tugas di samping dapat belajar dalam suasana yang menyeronokkan.

Berdasarkan ujian-t, factor jantina ($P=.002$, $df=28$) memberi kesan yang signifikan kepada tahap kemahiran pedagogi abad ke 21 dalam pengajaran dan pembelajaran bahasa melayu tetapi kategori guru ($P=.329$, $df=28$), gred jawatan ($P=.84$, $df=28$), lokasi tempat mengajar ($P=.641$, $df=28$) dan jenis sekolah yang diajar ($P=.467$, $df=28$) tidak memberi kesan pada aras kesignifikanan 5%. Ini kerana guru yang komited boleh melaksanakan PdP secara berkesan tidak kira di mana mereka mengajar, tempoh mengajar dan pengalaman mengajar asalkan pengajaran yang dilakukan ikhlas dan penuh integriti.

8.0 KESIMPULAN

Kajian ini merupakan gambaran tentang tahap pengetahuan peserta kursus dalam melaksanakan amalan kemahiran pedagogi Abad 21 sewaktu proses pengajaran dan pembelajaran. Ini adalah antara usaha KPM untuk mendepani corak pendidikan negara ke arah melahirkan generasi berpengetahuan, mampu berfikir secara kritis dan kreatif, berinovatif, berupaya mencipta sesuatu dan bersaing di peringkat antarabangsa. Kajian ini menunjukkan guru-guru berkenaan secara keseluruhannya positif melaksanakan dimensi baharu pedagogi ini namun akan lebih bersedia sekiranya diberikan kursus dan latihan yang sesuai serta bahan sokongan yang lain. Perlu diakui bahawa setiap perubahan yang dihasratkan bukanlah sesuatu perkara yang mudah dilakukan oleh guru-guru tanpa usaha yang gigih lagi berterusan serta komitmen yang tinggi.

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PENILAIAN REFLEKSI JURULATIH MUDA KBAT TERHADAP BENGKEL PEMANTAPAN JU MUDA KBAT 2017

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ABSTRAK

Kajian ini dijalankan untuk mengkaji penilaian refleksi Jurulatih Muda KBAT (Kemahiran Berfikir Aras Tinggi) terhadap Bengkel Pemantapan Jurulatih Muda KBAT IPGKIK (Institut Pendidikan Guru Kampus Ilmu Khas) yang dijalankan pada 25 Februari dan 8 April 2017. Peserta kajian ini terdiri daripada 48 orang Jurulatih Muda yang pernah menghadiri kursus awal tentang penggunaan peta pemikiran i-THINK tetapi tidak pernah menghadiri kursus pembentukan soalan berdasarkan KBAT. Mereka adalah Jurulatih KBAT yang dilantik dalam kalangan pelajar PPISMP(Pra) semester 2, PISMP semester 2 dan semester 4. Fasilitator kursus pula terdiri dari 10 orang Jurulatih Utama Muda (JU Muda) KBAT yang terdiri daripada siswa guru PISMP yang telah dilatih oleh Biro JU Muda KBAT semenjak 2013 yang lebih berkemahiran dan berpengalaman. Kajian ini menggunakan pendekatan kualitatif dengan menggunakan kaedah catatan refleksi dan temubual selepas kursus diadakan sebagai instrumen pengumpulan data. Melalui catatan refleksi yang dilaksanakan terhadap 48 Jurulatih Muda KBAT mengenai fasilitator bengkel ini, antaranya telah mencatatkan fasilitator bengkel ini mempunyai pengetahuan yang baik dan sangat membimbing para Jurulatih Muda KBAT dalam memahami konsep peta iTHINK. Fasilitator juga berusaha memberi penjelasan yang lebih lanjut untuk mendapatkan fakta dengan tepat dan teori yang betul. Melalui catatan refleksi juga ada yang menjelaskan bahawa fasilitator JU Muda mempunyai keterampilan yang agak baik, sikap yang pro aktif kerana sentiasa memberi kerjasama serta sentiasa peka terhadap masalah yang dihadapi oleh Jurulatih Muda. Selain itu, temubual mendapati peserta menyatakan bahawa kursus ini telah berjaya dikendalikan oleh Biro JU Muda IPGKIK untuk semua Jurulatih Muda dengan jayanya dan berkesan. Mereka menganggap kursus ini adalah penting untuk mereka sebagai pendidik pada masa hadapan.

Kata Kunci: Kemahiran Berfikir Aras Tinggi (KBAT), Jurulatih Utama Muda (JU Muda), Institut Pendidikan Guru Kampus Ilmu Khas (IPGKIK)

ABSTRACT

This study was conducted to gauge the reflection of junior trainers towards the course on Higher Order Thinking Skills (HOTS) which was held on 25 February 2017. The participants of this study comprised 48 junior trainers from Specialist Teachers Training Institute Kuala Lumpur. Those junior trainers who attended the course earlier regarding the use of i-THINK maps but did not attend the course of construction of questions based on HOTS were invited to attend this course. These junior trainers comprise of students from PPISMP semester 2, PISMP semester 2 and semester 4. The experienced facilitators of this course were 10 junior trainers of HOTS who were trained by the Biro junior trainers of HOTS since 2013. This study employed a qualitative approach using reflections and interviews as the data gathering instruments. The opinions of 48 participants towards the facilitators of the course were positive. The facilitators had knowledge of construction of questions based on HOTS. They helped and guided the participants to understand the concept of i-THINK maps and the understanding of facts and theories on HOTS. Besides, the facilitators were pro active with positive attitude to help the 48 participants. The findings of this study indicated that the participants perceived the course on Higher Order Thinking Skills (HOTS) as vital to all present and future educators. Besides, all participants unanimously agreed that the course was indeed conducted successfully.

Key words: Higher Order Thinking Skill (HOTS), Junior trainers, Institut Pendidikan Guru Kampus Ilmu Khas (IPGKIK)

1. PENGENALAN

Selaras dengan anjakan ke-4 Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013 – 2025 adalah untuk melahirkan murid yang berfikiran aras tinggi dan berdaya saing di peringkat global (Kementerian Pendidikan Malaysia, 2013). Usaha untuk membudayakan Kemahiran Berfikir Aras Tinggi (KBAT) dalam kalangan guru dan murid perlu diberi penekanan khususnya dalam proses pengajaran dan pembelajaran (PdP). Kajian-kajian juga telah menunjukkan kepentingan penerapan aktiviti kemahiran berfikir dalam implementasi PdP juga menerusi bahan kurikulum yang perlu diberi perhatian serius ke arah mengasuh, membimbing, membentuk dan menghasilkan murid yang mempunyai daya kebolehan berfikir dengan berkesan (Hugo, 1989).

Mulai tahun 1994, pendekatan pedagogi yang melibatkan murid berfikir melalui Kemahiran Berfikir Kritis dan Kreatif (KBKK) serta Inovasi (KBKKI) telah dilaksanakan di sekolah. Pada tahun 2010, KBKK diperluaskan dengan memperkenalkan elemen merentas kurikulum kreativiti dan inovasi. Usaha ini diteruskan dan dimantapkan dengan pengenalan KBAT seperti yang disarankan dalam PPPM (2013–2025).

KBAT membawa maksud keupayaan untuk mengaplikasikan pengetahuan, kemahiran dan nilai dalam membuat penaaakulan dan refleksi bagi menyelesaikan masalah, membuat keputusan, berinovasi serta berupaya untuk mencipta sesuatu (KPM, 2013). Bagi melaksanakan KBAT di sekolah terdapat tujuh elemen iaitu kurikulum, pedagogi, pentaksiran, sumber, sokongan masyarakat, kokurikulum dan bina upaya guru (KPM, 2013). PdP KBAT yang efektif perlu menggunakan pelbagai alat berfikir dan penyualan aras tinggi. KBAT di dalam bilik darjah boleh diperkukuhkan melalui Program i-THINK, suatu program untuk mempertingkatkan dan membudayakan kemahiran berfikir dalam proses PdP ke arah menghasilkan murid berfikiran kreatif dan kritis (KPM, 2013)

Sesungguhnya, KBAT sesuai untuk diaplikasikan oleh guru di dalam PdP mereka kerana bukan sahaja dapat membantu menjana idea murid secara tersusun dan sistematik tetapi yang paling utama ialah murid dapat menggunakan minda untuk berfikir secara kritis, kreatif dan inovatif. Murid diberi peluang untuk menilai sesuatu perkara secara rasional dan dalam pelbagai sudut supaya mereka dapat melihat sesuatu perkara itu secara menyeluruh dan objektif. Sehubungan dengan itu, kajian telah membuktikan hal tentang penerapan aspek kemahiran berfikir mempunyai hubungan yang signifikan dengan pencapaian akademik di sekolah (Hugo, 1989 dan Siti Hawa Munji, 1992).

Sebagai usaha untuk menerapkan KBAT dalam PdP di sekolah maka adalah menjadi tanggungjawab warga IPG khususnya para pensyarah untuk merealisasikannya iaitu dengan memberikan pendedahan terlebih dahulu dalam kalangan guru pelatih. Institut Perguruan Kampus Ilmu Khas (IPGKIK) berjaya membentuk satu pasukan pemandu yang dinamakan Jurulatih Muda (JU Muda) KBAT. Antara peranan mereka ialah menyebarkan kepada rakan-rakan di IPGKIK dan institut pendidikan guru yang lain tentang peta pemikiran dan kemahiran berfikir. Mereka juga berperanan sebagai fasilitator di dalam beberapa program i-THINK dirancang pensyarah yang terlibat. Thomas (2008) menyatakan memudahkan cara melibatkan tindakan memberikan sokongan, membimbing dan menggalakkan serta membenarkan ahli menggunakan potensi dirinya. Untuk menjadi fasilitator yang berkebolehan, seseorang itu perlulah mempunyai pengalaman menjadi ahli kelompok dan mendapat latihan bagaimana menjadi fasilitator.

Oleh yang demikian penekanan aspek yang penting dalam kursus KBAT ialah perlu ada sesi *hands-on* yang cukup untuk guru merancang, mencuba, menilai dan menerapkan aktiviti KBAT dalam PdP. Tempoh kursus yang dikendalikan perlu cukup masa untuk guru-guru mendapat pengetahuan, kemahiran pedagogi dan sikap menggunakan KBAT. Kursus Pemantapan JU Muda KBAT 2017 yang dikendalikan oleh 10 orang fasilitator JUM KBAT IPGKIK yang terdiri daripada siswa guru JU Muda KBAT yang telah dilantik sebagai juru latih semenjak 2013.

2. PERNYATAAN MASALAH

Menurut Rajendran (2008), hanya 10 peratus soalan yang dikemukakan dalam bilik darjah adalah pada aras tinggi. Walaupun dapatan kajian menunjukkan bahawa soalan aras tinggi boleh menghasilkan pelajar berfikir kritis dan kreatif tetapi 90 peratus soalan masih pada aras rendah. Guru-guru masih terikat dengan cara pengajaran lama yang menjurus kepada kurikulum yang padat dan peperiksaan pusat. Lantaran itu, Rajendran (2008) berpendapat bahawa kursus-kursus yang dikendalikan untuk

melatih guru untuk mengajar KBAT perlu dikendalikan secara profesional dan teliti dengan mengambil kira dapatan kajian-kajian yang lepas.

Kementerian Pendidikan Malaysia (KPM) telah memperkenalkan beberapa program untuk meningkatkan kemahiran berfikir dalam kalangan pelajar. Salah satu program tersebut ialah i-THINK di mana para guru merentas kesemua mata pelajaran merupakan pelaksana program tersebut. Seajar dengan usaha KPM ini, maka program i-THINK juga diperkenalkan kepada semua siswa guru di Institut Pendidikan Guru Malaysia (IPGM) dengan harapan agar mereka dapat menerapkan kemahiran berfikir dalam mata pelajaran yang diajar di sekolah nanti. Namun, terdapat pelbagai masalah dihadapi oleh siswa guru IPG dalam PdP telah dikenal pasti. Antaranya adalah pembentukan soalan KBAT yang berunsurkan KBAT. Selain itu, siswa guru kurang jelas tentang penggunaan peta pemikiran i-THINK dalam PdP. Sehubungan itu, timbulnya satu keperluan untuk mewujudkan satu barisan Jurulatih Utama (JU) dalam usaha untuk memastikan para siswa guru di Institut Pendidikan Guru memperoleh pengetahuan dan kemahiran tentang penerapan kemahiran berfikir, khasnya dalam penerapan dan penggunaan i-THINK dalam pembentukan soalan KBAT dalam pengajaran dan pembelajaran.

3. TINJAUAN LITERATUR

Dalam konteks kajian ini, fasilitator JUM KBAT adalah guru pelatih yang bertanggungjawab untuk menyampaikan elemen-elemen KBAT yang merangkumi teknik penyediaan dan lapan peta pemikiran i-Think serta aplikasinya dalam PdP kepada peserta kursus. Dalam kursus orientasi ini fasilitator juga menyampaikan konsep Taksonomi Bloom serta mengaitkannya dalam pembinaan soalan mengikut aras Pemikiran Bloom: pengetahuan, kefahaman, aplikasi, analisis, sintesis, dan penilaian. Untuk memastikan semua peserta Kursus Orientasi Pelapis JU Muda mendapat input yang betul, fasilitator telah didedahkan kepada lapan peta pemikiran dan teknik membina soalan aras pemikiran Bloom terlebih dahulu oleh pensyarah.

Maka peranan 10 fasilitator dalam kursus Orientasi Pelapis JU Muda tersebut ialah menjadi sumber yang baik untuk peta pemikiran dan pembinaan soalan berasaskan Taksonomi Bloom. Untuk memupuk keyakinan mereka dalam kalangan peserta kursus, fasilitator perlu proaktif dan mengamalkan kemahiran insaniah seperti berdaya berkomunikasi secara berkesan, mempunyai tahap kesabaran yang tinggi, bersikap optimis dan berfikir terbuka menerima penyediaan (Modul Pembangunan KEMAHIRAN Insaniah (Soft Skills) untuk IPT, 2006). Seseorang fasilitator perlu berpengetahuan kukuh dan terlatih dalam mengendalikan kursus dengan berkesan.

Beliau juga bertanggungjawab untuk memastikan bahawa segalanya berjalan lancar, mampu menguruskan aktiviti berkumpulan serta menetapkan masa dan tempat yang sesuai untuk perbincangan. Seterusnya merancang dan menyelia '*hands-on activity*' yang akan dijalankan dalam pembelajaran yang hendak disampaikan melalui peta pemikiran dan pembinaan soalan Taksonomi Bloom. Dalam perbincangan kumpulan, fasilitator merupakan pakar rujuk yang akan memberi tunjuk ajar dan membetulkan kesilapan sekiranya berlaku dalam pembentangan aplikasi isi kandungan kursus.

Dalam pembinaan soalan berasaskan Taksonomi Bloom, Tofade, T. Elsner, J.M.S, & Haines, S.T. (2013), menyatakan bahawa soalan telah lama digunakan sebagai alat mengajar oleh guru untuk menilai pengetahuan pelajar, menggalakkan kefahaman, dan merangsang pemikiran kritikal. Soalan juga direka untuk menjana perbincangan, dan menggalakkan penerokaan menyeluruh dalam PdP. Dapatan kajiannya menyatakan bahawa guru sering mengemukakan soalan aras rendah iaitu soalan konvergen. Soalan aras rendah memerlukan ingatan fakta pelajar terhadap pengetahuan sedia ada, sementara soalan aras tinggi menggalakkan pemikiran yang mendalam dan pelajar perlu menganalisis dan menilai konsep. Kajian itu meringkaskan soalan Taksonomi Bloom, menyediakan strategi untuk merangka soalan yang berkesan supaya menggalakkan pemikiran kritikal dan mendalam. Oleh itu, pengajar digalakkan untuk bertanya soalan dalam domain ini. Tetapi ini tidak bermakna bahawa soalan-soalan yang lebih rendah aras tidak boleh ditanya. Ia adalah sesuai untuk bertanya soalan untuk semua domain kognitif untuk mencapai hasil pembelajaran yang dikehendaki.

Dalam kajian literatur KBAT Zohar (2013) seperti dinyatakan dalam Shin Yen Tan dan Siti Hajar Halili (2015), meringkaskan pengetahuan mengajar KBAT sebagai pengetahuan tentang unsur-unsur pemikiran dan dibahagikan kepada empat kategori. Pertama ialah pengetahuan strategi pemikiran

individu yang perlu membuat perbandingan, menggubal hujah wajar, dan membuat kesimpulan yang sah. Kedua ialah pengetahuan genre pemikiran, murid perlu membuat hujah sendiri, pembelajaran inkuiri, penyelesaian masalah, pemikiran kritis, pemikiran saintifik, kreatif dan lain-lain. Ketiga ialah pengetahuan metakognisi iaitu mengenai pemikiran sendiri. Keempat ialah pengetahuan isu-isu tambahan iaitu mengenai tabiat minda dan budaya pemikiran. Zohar (2013), dalam Shin Yen Tan dan Siti Hajar Halili (2015), menunjukkan bahawa guru perlu menguasai keempat-empat elemen pengetahuan tersebut untuk mengajar KBAT.

4. OBJEKTIF UMUM

Kajian ini bertujuan untuk mengkaji penilaian refleksi JU Muda KBAT terhadap kursus pementapan JU Muda KBAT yang telah dilaksanakan oleh 10 fasilitator JU Muda KBAT IPGKIK 2017.

4.1 Objektif Khusus

Kajian ini bertujuan untuk mengetahui penilaian refleksi 48 orang JU Muda KBAT terhadap fasilitator dan kursus pementapan JU Muda KBAT IPGKIK 2017.

4.2 Persoalan Kajian

Apakah penilaian refleksi 48 JU Muda KBAT terhadap fasilitator dan kursus pementapan JU Muda KBAT?

5. METODOLOGI KAJIAN

Kajian ini menggunakan kaedah refleksi dan temubual. Borang refleksi dan hasil temuduga daripada 48 JU Muda KBAT selepas kursus pementapan JU Muda. Data dianalisis melalui borang refleksi dan hasil temubual untuk mendapatkan tahap penilaian refleksi JU Muda KBAT terhadap kursus pementapan JU Muda KBAT secara kualitatif.

6. PESERTA KAJIAN

Terdapat 48 peserta kajian telah menghadiri kursus pementapan JU Muda KBAT. Daripada 48 peserta kajian, 30 adalah peserta perempuan dan 18 adalah peserta lelaki. Semua peserta kajian pernah pernah didedahkan tentang penggunaan peta pemikiran i-THINK semasa fasa 1 2016 tetapi belum didedahkan tentang pembentukan soalan berdasarkan KBAT secara formal atau kursus. Peserta kajian terdiri daripada pelajar-pelajar dari PPISMP semester 2, PISMP semester 2 dan PISMP semester 4.

7. ANALISIS CATATAN REFLEKSI

7.1 Pendapat Tentang Fasilitator Kursus pementapan JU Muda KBAT

Melalui data refleksi yang dilaksanakan terhadap 48 JU Muda KBAT mengenai peranan fasilitator kursus ini, hampir semua peserta telah mencatatkan fasilitator kursus ini sangat membimbing para JU Muda KBAT dalam memahami konsep peta iTHINK dan teknik penyoalan pada aras KBAT dan berusaha memberi penjelasan yang lebih lanjut untuk mendapatkan fakta dengan tepat dan teori yang betul. Selain itu, peserta juga berpersepsi bahawa fasilitator sentiasa menjawab soalan dengan baik dan setiap persoalan yang dikemukakan direspon sambil diberi penjelasan yang terperinci. Penerangan yang diberikan tersebut, mengikut peserta kursus, menunjukkan fasilitator sangat berpengetahuan dalam bidang i-THINK serta sentiasa memastikan peserta kursus faham tentang peta i-THINK dan juga memahami cara penghasilan soalan KBAT dengan betul melalui bimbingan fasilitator dalam kalangan JU Muda dan pensyarah.

Sahsiah merupakan satu sikap atau penampilan yang ditonjolkan oleh seseorang. Dalam kajian ini juga 48 JU Muda KBAT berpendapat bahawa 10 orang fasilitator JU Muda mempunyai keterampilan yang agak baik kerana sentiasa memberi kerjasama serta sentiasa peka terhadap masalah yang dihadapi

oleh JU Muda. Selain itu, sikap yang proaktif fasilitator juga penting dalam menarik minat JU Muda untuk memberi tumpuan atau fokus sepanjang program berlangsung. Sekiranya sesuatu program mempunyai fasilitator yang berketerampilan dan bijak memainkan peranan dengan sempurna, secara tidak langsung ia dapat memotivasikan JU Muda dalam mengorak langkah menjadi JU Muda KBAT IPG Kampus Ilmu Khas.

Aspek pengetahuan dan kemahiran mengenai kandungan kursus amat penting pada fasilitator JU Muda KBAT. Pengetahuan dan kemahiran yang disampaikan oleh fasilitator merupakan tunjang utama keberkesanan sesuatu kursus. Pencairan maklumat dan kemahiran perlu dimantapkan agar penyebar luasnya akan lebih memberi kesan jangka masa panjang terhadap kumpulan sasaran. Oleh itu 48 JU Muda KBAT berpendapat fasilitator amat membantu dalam memberi penerangan kepada mereka sambil memberi tunjuk ajar dengan sedaya upaya tentang Taksonomi Bloom dalam penyediaan soalan KBAT mengikut aras yang berlainan dengan efektif. Di samping itu, peserta JU Muda berpandangan bahawa mereka memahami peta iTHINK dan berkebolehan untuk membina soalan KBAT berdasarkan Taksonomi Bloom.

Teknik penyampaian merupakan bagaimana sesuatu ilmu atau kemahiran disampaikan. Teknik penyampaian sangatlah penting dalam membantu memahami sesuatu ilmu atau kemahiran. 48 orang JU Muda KBAT berpendapat bahawa fasilitator berjaya menyampaikan pengisian program dengan baik serta sentiasa memantau tugas JU Muda sepanjang program berlangsung. Selain itu, fasilitator yang dipilih dapat mewujudkan suasana kolaboratif antara fasilitator dengan peserta bengkel.

7.2 Para Pensyarah Biro JU Muda KBAT Memainkan Peranan Dalam Bengkel

Melalui temubual yang telah dikutip, dapatan mendapati banyak peranan yang dimainkan oleh pensyarah dalam menjayakan kursus pemantapan JU Muda ini. Antaranya ialah membimbing dan membantu 10 fasilitator dan 48 JU Muda untuk menguasai lapan peta pemikiran dan aplikasi KBAT dalam pembentukan soalan KBAT dalam pengajaran dan Pembelajaran (PdP). Selain itu, peranan yang amat penting adalah sebagai penasihat kepada 48 JU Muda jika terdapat masalah atau soalan yang tidak dapat diselesaikan. Peranan ini penting kerana pensyarah merupakan pakar rujuk tentang keseluruhan kursus seperti pengurusan, persediaan bahan-bahan, tempat berkursus, pengurusan makanan dan minuman, peralatan, *Information and Communications Technology* (ICT) dan sebagainya.

Selain itu, pensyarah juga memainkan peranan sebagai pembimbing kepada 48 JU Muda KBAT untuk mencapai objektif dengan mengadakan perbincangan tentang cara melaksana atau mengendalikan bengkel dengan lebih menarik dan berkesan. Peranan utama pensyarah adalah untuk merancang dengan menghasilkan kertas kerja untuk diluluskan oleh pihak IPGKIK sebelum kursus dikendalikan. Hasil temubual juga telah mendapati banyak peranan pensyarah dalam merancang, melaksana dan mengurus kursus sehingga berjaya ke akhir. Oleh itu, pensyarah memainkan banyak peranan sebelum dan selepas kursus ini. Antaranya adalah mengadakan mesyuarat untuk mengendalikan kursus dengan baik sebelum tarikh kursus diadakan, menyediakan video dan dokumentasi untuk rujukan, menyediakan sijil kehadiran untuk semua peserta kursus dan akhir sekali mengadakan perbincangan *postmortem* selepas kursus ini untuk penambahbaikan pada masa yang akan datang.

8. RUMUSAN DAN CADANGAN

Kursus pemantapan JU Muda KBAT IPGKIK telah berjaya dikendalikan pada 25 Februari dan 18 April 2017. Semua JU Muda berasa sangat seronok untuk mengikuti kursus ini. Mereka dapat memperoleh pengetahuan dan kemahiran yang mantap selepas kursus ini. Mereka memahami segala maklumat yang disampaikan dalam kursus ini. Mereka boleh mengaplikasikan maklumat yang mereka pelajari untuk membentuk soalan KBAT. Mereka menyatakan bahawa maklumat dalam bengkel ini adalah bermanfaat dan mereka akan sentiasa menggunakan peta pemikiran i-THINK dengan betul dalam penyediaan PdP mereka. Selain itu, mereka berhasrat memperkenalkan peta pemikiran i-THINK kepada rakan-rakan mereka yang belum tahu menggunakannya dari semasa ke semasa. Mereka menganggap kursus ini adalah penting untuk mereka sebagai pendidik pada masa hadapan.

Dicadangkan bahawa kursus ini boleh dikendalikan di sekolah-sekolah rendah dan sekolah-sekolah menengah pada masa hadapan. Selain itu, kursus ini boleh juga dikendalikan di IPG lain di negara kita

supaya lebih ramai guru pelatih peka tentang penggunaan peta pemikiran i-THINK yang betul dan pembentukan soalan KBAT yang cemerlang.

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BUDAYA BELAJAR DALAM KALANGAN SISWA GURU IPG KAMPUS ILMU KHAS, KUALA LUMPUR

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ABSTRAK

Kajian ini bertujuan untuk mengenal pasti tahap budaya belajar dalam kalangan siswa guru yang mengikuti Program Ijazah Sarjana Muda Perguruan (PISMP), di IPG Kampus Ilmu Khas. Peserta kajian terdiri daripada 82 orang siswa guru iaitu 34 orang siswa guru Melayu, 23 orang siswa guru Cina, 17 orang siswa guru India dan 8 orang siswa guru dan kaum-kaum lain yang mengikuti pelbagai pengkhususan pengajian. Kajian ini menggunakan pendekatan kuantitatif dengan kajian tinjauan sebagai reka bentuknya. Data dipungut dengan menggunakan soal selidik lima skala (1-ST, 2-TS, 3-KS, 4-S, 5-SS). Lima aspek yang melibatkan budaya belajar siswa guru telah diuji iaitu gaya belajar, pendekatan belajar, bahan rujukan, peruntukan kewangan dan amalan pemakanan. Dapatan kajian menunjukkan budaya belajar siswa guru berada pada tahap sederhana tinggi dengan min 3.57 ($sp=0.63$). Dapatan kajian juga menunjukkan bahawa budaya belajar siswa guru kaum India dalam aspek gaya belajar berada pada tahap tinggi dengan min 4.04 ($sp=0.47$). Seterusnya dapatan kajian menunjukkan bahawa semua lima aspek budaya belajar bagi semua kaum berada pada tahap sederhana tinggi dengan catatan min antara 3.01-4.00. Dapatan juga menunjukkan bahawa amalan belajar yang paling disukai oleh semua siswa guru adalah membuat nota ringkas dan mencari maklumat dari internet. Pengkaji mencadangkan agar siswa guru mengadakan kumpulan perbincangan yang terdiri daripada pelbagai kaum bagi mempertingkatkan pencapaian akademik dan mewujudkan budaya pelajar yang positif di sepanjang pengajian di IPG.

Kata Kunci: siswa guru; budaya belajar; pendekatan belajar

1.0 PENGENALAN

Pendidikan adalah suatu proses berterusan dan perkembangan berlaku secara bersepadu. Dalam kehidupan yang mencabar pada masa kini, pendidikan memainkan peranan yang sangat penting bagi menyediakan ahli masyarakat untuk menghadapi cabaran kehidupan dan pembaharuan serta membuat pengubahsuaian demi memberikan sumbangan untuk pembangunan masyarakat dan negara. Institut Pendidikan Guru (IPG) yang juga merupakan institusi pendidikan tinggi memainkan peranan untuk membentuk dan mencorakkan struktur sosial yang berperanan sebagai tempat transmisi ilmu pengetahuan, kemahiran dan nilai yang akan digunakan oleh siswa guru dalam melaksanakan tugas sebagai pendidik di sekolah kelak.

Proses pembelajaran merupakan proses yang penting dalam kehidupan kita khususnya dalam bidang pendidikan. Pembelajaran hanya boleh bermula apabila wujudnya tindak balas terhadap sesuatu rangsangan yang ada. Dalam proses pembelajaran, faktor persekitaran turut memainkan peranan yang penting dan menjadi penggerak, perangsang dan motivasi yang mendorong seseorang individu untuk mencapai kecemerlangan. Antara faktor persekitaran yang juga perlu diberikan perhatian adalah rakan-rakan individu berkenaan yang pastinya mempunyai budaya dan gaya pembelajaran mereka yang tersendiri dan berbeza antara satu sama lain.

Menurut Mansor Mohd. Noor dan rakan-rakan (2006), tahap atau darjah etnik seseorang individu itu akan menentukan tingkahlakunya dipengaruhi oleh perkiraan etnik atau tidak. Individu yang tebal batas etniknya akan mengutamakan perkiraan etnik di dalam tingkahlakunya. Berbeza dengan individu yang nipis atau pupus batas etniknya akan mengutamakan perkiraan bersifat non-etnik hingga dan boleh berhubungan dengan individu-individu lain berdasarkan silang budaya. Dalam konteks di IPG, suasana sosial seperti ini telah mencorakkan siswa guru untuk lebih bersifat bersatu padu dan harmoni.

Walaupun berbeza etnik, setiap individu terus berhubungan dengan individu lain berdasarkan persamaan etnik hingga wujud masyarakat plural, tidak terpisah, terasing dan masing-masing berada dalam konteks dan nilai yang dikongsi bersama, termasuk juga dalam aspek budaya dan gaya belajar.

Peluang untuk belajar dalam kumpulan yang pelbagai adalah satu faktor penting untuk siswa guru memperkembang dan meningkatkan profesionalisme mereka. Menurut Laiken (2001), keberkesanan kerja dan produktiviti secara keseluruhan meningkat sekiranya setiap individu diberi galakan untuk bekerja secara kolektif. Sementara itu menurut Armour dan Makapoulu (2012), juga peluang pembelajaran interaktif dan penglibatan secara kolektif adalah faktor positif yang dapat meningkatkan profesionalisme seseorang guru. Selain itu, sikap saling membantu dalam pasukan dapat memudahkan tugas guru. Oleh yang demikian, sewajarnya juga siswa guru dapat belajar secara kolektif bersama rakan-rakan yang dari pelbagai kaum ini agar mereka turut dapat menjana kecemerlangan dalam pembelajaran di IPG ke arah membentuk diri menjadi siswa guru yang berkualiti.

1.1 Pernyataan Masalah

Falsafah Pendidikan Kebangsaan telah menjelaskan hasrat pendidikan di Malaysia dalam mementingkan perkembangan potensi individu secara optimum dan menyeluruh. Dalam konteks IPG, siswa guru datangnya dari pelbagai kaum dan mereka belajar dalam satu sistem yang sama. Walaupun berbeza kaum, namun mereka mempunyai matlamat yang sama untuk mencari pengalaman dan ilmu yang boleh mencorakkan mereka untuk menjadi pendidik yang kompeten. Mengikut kajian tokoh-tokoh mazhab kognitif, pembelajaran hanya boleh berlaku jika pelajar mempunyai cukup pengalaman yang berkaitan untuk mempelajari pengalaman baharu, di samping mempunyai motif serta rela mengambil inisiatif diri sendiri untuk menjalankan aktiviti pembelajaran.

Budaya dan gaya pembelajaran yang diamalkan oleh setiap siswa guru adalah tidak sama antara satu dengan yang lain. Ini kerana tahap penerimaan dan tahap kecerdasan mereka adalah berbeza. Dalam konteks semasa, kita dapati ada siswa guru yang suka belajar secara sendirian, ada yang suka belajar bersama rakan karib atau secara berkumpulan, ada yang suka belajar melalui syarahan atau perbincangan, ada yang suka belajar melalui pemerhatian, kajian atau rujukan bahan dan pelbagai gaya belajar yang lain lagi. Budaya dan gaya pembelajaran yang diamalkan oleh siswa guru ini akan mempengaruhi pencapaian akademik mereka. Lantaran itulah ada kumpulan tertentu yang mendapat kecemerlangan akademik dan menerima anugerah sepanjang pengajian mereka, dan sebaliknya ada yang berada pada tahap lulus biasa sahaja.

Ketidakmampuan siswa guru untuk memperlihatkan prestasi yang cemerlang dalam tugas kerja kursus secara proses, keputusan peperiksaan dan interaksi semasa kuliah menggambarkan terdapatnya kelemahan dalam proses pemindahan pembelajaran kepada siswa guru. Kelemahan ini mungkin ada kaitan dengan kegagalan siswa guru untuk mengambil kira perbezaan-perbezaan dalam budaya dan gaya pembelajaran mereka. Oleh yang demikian, siswa guru perlu mengetahui kekuatan dan kelemahan diri untuk membolehkan mereka berupaya mencapai kecemerlangan dalam pembelajaran. Siswa guru hendaklah berusaha mencungkil serta mengilap kekuatan yang ada pada diri selain berusaha memperbaiki kelemahan yang dikesan. Melalui kajian ini, pengkaji ingin mengenalpasti budaya belajar dalam kalangan siswa guru IPG Kampus Ilmu Khas, Kuala Lumpur. Fokus budaya belajar yang dikaji dalam kajian ini adalah dalam aspek gaya belajar, pendekatan belajar, bahan rujukan, peruntukan kewangan dan amalan pemakanan mengikut kaum dalam kalangan siswa guru di Institut Pendidikan Guru Kampus Ilmu Khas.

2.0 TINJAUAN LITERATUR

Kajian oleh Thoonan, Slegers, Oort, Peetsma dan Geijssel (2011) mendapati penglibatan guru dalam aktiviti pembelajaran profesional memberikan kesan yang besar kepada amalan pengajarannya. Dapatan kajian tersebut selaras dengan pandangan Hargreaves (2011) yang menyatakan bahawa pembelajaran dan pembangunan guru adalah aspek kritikal dan paling berpotensi bagi meningkatkan pengetahuan dan kemahiran yang seterusnya akan mendorong ke arah peningkatan komitmen individu dan pasukan kepada matlamat sekolah. Ini menunjukkan bahawa setiap individu perlu melibatkan ahli komuniti dan rakan sekeliling untuk menjana kecemerlangan pembelajaran.

Keupayaan guru untuk mengaplikasikan pengetahuan dan mengimplementasikan penambahbaikan adalah sangat penting. Kenyataan ini diperteguhkan oleh Harris (2011) yang menyatakan bahawa perkara paling utama dalam melakukan penambahbaikan yang berkekalan adalah meningkatkan kualiti pengajaran dan pembelajaran guru. Oleh yang demikian, setiap siswa guru haruslah berusaha untuk meningkatkan kualiti pembelajaran mereka, khususnya ketika masih belajar di IPG. Kajian oleh Postholm (2011) berkaitan pembelajaran guru melalui aktiviti di sekolah mendapati, guru mahu diberi peluang membuat pemerhatian ke atas amalan pengajaran guru lain dan menggunakan hasil pembelajaran dari pemerhatian tersebut untuk membuat refleksi dan menambahbaik amalan pengajaran mereka. Kajian oleh Henze, Van Driel dan Verloop (2009) berkaitan pembelajaran guru yang berpengalaman dalam konteks inovasi pendidikan mendapati guru belajar secara individu dan kolaboratif melalui beberapa kaedah seperti daripada guru lain, bertukar-tukar cerita, bantuan peralatan, idea dan amalan baik. Justeru, Jamaliah Abdul Hamid (2008) merumuskan bahawa peningkatan tahap pengetahuan individu guru melalui aktiviti membaca, membuat refleksi sendiri, mencatat dan menyimpan maklumat penting serta berbincang bersama-sama rakan akan meningkatkan kualiti kerja guru. Aspek yang sama juga perlu boleh diaplikasikan oleh siswa guru dalam proses pembelajaran dan interaksi bersama rakan yang berbeza budaya dan gaya belajar.

Kajian Zuraidah (2009) telah memperincikan amalan pembelajaran berpasukan guru di sekolah sebagai perkongsian maklumat, membuat perancangan dan menyelesaikan masalah secara kolektif dan menambah baik peluang pembelajaran mereka dan murid serta mengaplikasi kemahiran, strategi dan amalan pengajaran baharu dalam kerja seharian. Konsep pembelajaran yang sama boleh diaplikasikan oleh siswa guru dalam proses pembelajaran mereka. Seterusnya kajian Gurmit Kaur (2004) mendapati 85.8% pelajar lebih memfokuskan kepada isi penting semasa membaca. Pelajar mengamalkan teknik '*scanning*' untuk mencari isi penting, pelajar mengimbas untuk mendapatkan maklumat atau isi penting di dalam sesuatu teks. Dapatan kajian Kamaruddin Mat Rejab (2000) menunjukkan kemahiran membaca pelajar hanya mencapai tahap sederhana sahaja dengan skor 58%. Dapatan kajiannya juga menunjukkan responden dapat menganalisis maklumat, membuat rumusan, kesimpulan dan menyokong idea.

Kajian oleh Saliha Said (2004) mendapati pelajar mencapai tahap tinggi bagi kategori Kemahiran Mencatat Nota. Mencatat nota penting dalam proses pembelajaran kerana ia dapat membantu pelajar mengingat semula isi-isi penting yang dicatat. Dapatan kajian oleh Gurmit Kaur (2004) menunjukkan sebanyak 90.6% responden menyatakan mereka menggariskan isi-isi penting semasa membaca. Cara ini akan memudahkan pelajar semasa mengulangkaji pada masa akan datang. Pelajar boleh terus membaca kepada isi-isi penting yang telah ditanda atau digariskan. Pelajar boleh menjimatkan lebih banyak masa tanpa perlu membaca teks sekali lagi. Di samping itu, dapatan kajiannya melaporkan bahawa terdapat 88.2% peratus pelajar menyatakan penting untuk mencatat nota yang disampaikan oleh pensyarah.

3.0 TUJUAN KAJIAN

Secara umumnya kajian ini dilaksanakan untuk mengkaji budaya belajar dalam kalangan siswa guru IPG Kampus Ilmu Khas, Kuala Lumpur. Fokus budaya belajar yang dikaji dalam kajian ini adalah dalam aspek gaya belajar, pendekatan belajar, bahan rujukan, peruntukan kewangan dan amalan pemakanan mengikut kaum dalam kalangan siswa guru di Institut Pendidikan Guru Kampus Ilmu Khas.

4.0 OBJEKTIF KAJIAN

- i. mengenal pasti tahap budaya belajar dalam kalangan siswa guru di Institut Pendidikan Guru Kampus Ilmu Khas;
- ii. mengkaji budaya belajar dalam aspek gaya belajar, pendekatan belajar, bahan rujukan, peruntukan kewangan dan amalan pemakanan mengikut kaum dalam kalangan siswa guru di Institut Pendidikan Guru Kampus Ilmu Khas;
- iii. mengenal pasti amalan budaya belajar yang paling disukai mengikut kaum dalam kalangan siswa guru di Institut Pendidikan Guru Kampus Ilmu Khas.

5.0 METODOLOGI

Kajian ini bertujuan untuk mengenalpasti tahap budaya belajar siswa guru mengikut kaum iaitu Melayu, Cina, India dan lain-lain yang mengikuti Program Ijazah Sarjana Muda Perguruan (PISMP) di IPG Kampus Ilmu Khas, Kuala Lumpur. Responden kajian terdiri daripada siswa guru dari Pengkhususan Pendidikan Khas Masalah Penglihatan (PKML), Pendidikan Khas Masalah Pendengaran (PKMD), Pendidikan Khas Pemulihan (PKP), Pendidikan Jasmani dan Kesihatan, dan Pendidikan Muzik. Pengkaji menggunakan pendekatan kajian kuantitatif sebagai kaedah kajian. Data diperoleh melalui instrumen soal selidik yang diperoleh daripada 82 orang siswa guru yang terlibat dalam kajian ini.

6.0 INSTRUMEN KAJIAN

Dalam kajian ini, instrumen soal selidik yang digunakan terdiri daripada 30 item yang mana item-item berkenaan telah dikumpulkan mengikut mengikut aspek kajian. Aspek kajian tersebut adalah gaya belajar, pendekatan belajar, bahan rujukan, peruntukan kewangan dan amalan pemakanan Terdapat 6 item bagi setiap elemen yang berkenaan.

7.0 KESAHAN DAN KEBOLEHPERCAYAAN

Sebelum menjalankan kajian, instrumen yang dibina telah diuji kesahan dan kebolehpercayaan setiap item yang diuji. Bagi tujuan kesahan, pengkaji telah menjalankan kesahan kandungan dengan merujuk instrumen tersebut kepada 4 orang pensyarah dari pelbagai kaum yang bertujuan untuk memantapkan isi kandungan item yang dibina. Teguran dan pandangan daripada 4 orang pensyarah ini telah diambil kira dalam pemurnian dari segi penggunaan bahasa, kejelasan maksud dan isi kandungan setiap item yang dibina. Instrumen yang telah diuji kesahannya itu diuji pula kepada 30 orang siswa guru semester 4 untuk menguji kebolehpercayaan item yang dibina.

Pengkaji telah menjalankan ujian pada 2 September 2016. Setelah menguji kebolehpercayaan instrumen kajian ini, pengkaji mendapati bahawa reabiliti instrumen adalah 0.7351. Oleh yang demikian, item yang dibina telah digunakan untuk tujuan kajian ini. Setelah diperbaiki dari segi struktur ayat dan bahasa, pada 16 September 2016 iaitu dua minggu selepas kajian rintis, pengkaji telah menjalankan uji semula instrumen tersebut yang dijawab oleh kumpulan siswa guru yang sama. Setelah diuji semula 30 item bagi instrumen berkenaan, didapati cronbach's alpha adalah pada 0.839. Pengkaji mendapati bahawa cronbach's alpha tersebut menghampiri 1.00 dan ini bermakna kesemua item tersebut boleh digunakan oleh pengkaji untuk mengukur setiap konstruk yang terdapat dalam kajian ini.

8.0 ANALISIS DATA DAN PERBINCANGAN HASIL KAJIAN

Data-data yang diperoleh dianalisis dengan berpandukan program `Statistical Package for the Social Science (SPSS) Version 22.0. Pengkaji melaksanakan pentaksiran skor min berasaskan pentaksiran oleh Nunnally & Bernstein (1994) dan Alias Baba (1997) dengan menginterpretasikan min kemahiran insaniah siswa guru dalam kajian ini seperti yang berikut;

Jadual 1

Jadual penentuan min

BIL	NILAI MIN	ARAS
1	4.01 hingga 5.00	Tinggi
2	3.01 hingga 4.00	Sederhana Tinggi
3	2.01 hingga 3.00	Sederhana Rendah
4	1.00 hingga 2.00	Rendah

Sumber: Nunnally, J. C. & Bernstein (1994); Alias Baba (1997)

Analisis deskriptif yang melibatkan min, peratus dan sisihan piawai telah digunakan untuk menganalisis; 1) mengenal pasti tahap budaya belajar dalam kalangan siswa guru di Institut Pendidikan Guru Kampus Ilmu Khas; 2) mengkaji budaya belajar dalam aspek gaya belajar, pendekatan belajar, bahan rujukan, peruntukan kewangan dan amalan pemakanan mengikut kaum dalam kalangan siswa

guru di Institut Pendidikan Guru Kampus Ilmu Khas; dan mengenal pasti amalan budaya belajar yang paling disukai mengikut kaum dalam kalangan siswa guru di Institut Pendidikan Guru Kampus Ilmu Khas.

Jadual 2

Bilangan Sampel Mengikut Kaum

Bil	Bidang Pengkhususan	N	Peratus
1	Pendidikan Khas Masalah Penglihatan	7	13.7
2	Pendidikan Khas Masalah Pendengaran	23	45.1
3	Pendidikan Khas Pemulihan	21	41.2
Keseluruhan		51	100.0

Berdasarkan Jadual 2, bilangan sampel paling ramai adalah yang mengikuti opsyen Pendidikan Khas Masalah Pendengaran iaitu 45.1% (23 orang), manakala yang kedua terbanyak adalah yang mengikuti opsyen Pendidikan Khas Pemulihan dengan catatan 41.2% (21 orang). Sementara itu sampel yang mengikuti opsyen Pendidikan Khas Masalah Penglihatan merupakan yang paling sedikit dengan catatan sebanyak 13.7% (7 orang). Jumlah keseluruhan sampel yang terlibat adalah sebanyak 51 orang sahaja.

Data-data yang diperoleh dianalisis dengan berpandukan program `Statistical Package for the Social Science (SPSS) Version 22.0.

Jadual 3

Sampel Kajian Mengikut Kaum

Bil	Kaum	Lelaki (N=25)		Perempuan (N=57)		Keseluruhan (N=82)	
		n	%	n	%	n	%
1	Melayu	15	18.3	19	23.2	34	41.5
2	Cina	4	4.9	19	23.2	23	28.0
3	India	2	2.4	15	18.3	17	20.7
4	Lain-lain	4	4.9	4	4.9	8	9.8
5	Keseluruhan	25	30.5	57	69.5	82	100

Berdasarkan Jadual 3, bilangan sampel paling ramai adalah siswa guru dari kaum melayu iaitu 41.5% (34 orang), manakala yang kedua terbanyak adalah siswa guru dari kaum cina dengan catatan 28.0% (23 orang). Sementara itu sampel dari kaum india dengan catatan sebanyak 20.7% (17 orang). Siswa guru dari lain-lain pula adalah sebanyak 9.8% (17). Jumlah keseluruhan sampel yang terlibat adalah sebanyak 82 orang.

Bagi menjawab tujuan pertama kajian iaitu untuk mengenal pasti tahap budaya belajar dalam kalangan siswa guru di Institut Pendidikan Guru Kampus Ilmu Khas, dapatan kajian dirumuskan seperti dalam Jadual 4 di bawah;

Jadual 4

Tahap budaya belajar dalam kalangan siswa guru

Kaum / Tahap	Melayu	Cina	India	Lain-lain	Keseluruhan
min	3.57	3.40	3.83	3.43	3.57
sp	0.71	0.56	0.46	0.48	0.63

Berdasarkan Jadual 4, dapatan kajian menunjukkan bahawa tahap budaya belajar dalam kalangan siswa guru di Institut Pendidikan Guru Kampus Ilmu Khas berada pada tahap sederhana tinggi dengan catatan min 4.01 (sp=.63) Dapatan kajian menunjukkan bahawa budaya belajar siswa guru dari kaum India berada pada tahap tertinggi dengan min mencapai tahap kemahiran insaniah yang tertinggi berbanding dengan dua opsyen yang lain dengan min 4.42 (sp=.32). Sementara itu bagi siswa guru yang mengikuti opsyen Pendidikan Khas Masalah Pendengaran dan opsyen Pendidikan Khas Masalah Penglihatan turut berada pada tahap yang tinggi dengan masing-masing mencatatkan min yang sama iaitu 4.23. Jika diteliti kepada min keseluruhan, didapati bahawa tahap kemahiran insaniah siswa guru bagi ketiga-tiga opsyen juga berada pada tahap tinggi dengan min 4.31 (sp=.36).

Seterusnya untuk menjawab tujuan kedua kajian iaitu mengkaji budaya belajar dalam aspek gaya belajar, pendekatan belajar, bahan rujukan, peruntukan kewangan dan amalan pemakanan mengikut kaum dalam kalangan siswa guru di Institut Pendidikan Guru Kampus Ilmu Khas, analisis deskriptif dinyatakan dalam Jadual 5 di bawah;

Jadual 5
Budaya belajar dalam kalangan siswa guru

Bil	Budaya Belajar	Melayu		Cina		India		Lain-lain		Keseluruhan	
		Min	sp	Min	sp	Min	sp	Min	sp	Min	sp
1	Gaya Belajar	3.99	0.14	3.69	0.57	4.04	0.47	3.75	0.41	3.89	0.84
2	Pendekatan Belajar	3.51	0.63	3.09	0.53	3.85	0.42	3.23	0.44	3.44	0.60
3	Bahan Rujukan	3.64	0.56	3.54	0.62	3.89	0.40	3.35	0.59	3.64	0.57
4	Peruntukan Kewangan	3.56	0.57	3.33	0.47	3.81	0.44	3.67	0.36	3.56	0.52
5	Amalan Pemakanan	3.18	0.62	3.37	0.63	3.57	0.55	3.13	0.60	3.31	0.62
6	Keseluruhan	3.57	0.71	3.40	0.56	3.83	0.46	3.43	0.48	3.57	0.63

Berdasarkan Jadual 5, dapatan kajian menunjukkan bahawa budaya belajar mengikut kaum dalam aspek gaya belajar menunjukkan bahawa siswa guru dari kaum melayu mencatatkan min tertinggi dan berada pada tahap sederhana tinggi dengan catatan min 3.99 (sp=.14). Seterusnya dapatan kajian budaya belajar dalam aspek pendekatan belajar, menunjukkan bahawa siswa guru dari kaum India mencatatkan min tertinggi dan berada pada tahap sederhana tinggi dengan catatan min 3.85 (sp=.42). Dapatan kajian gaya belajar dalam aspek bahan rujukan pula menunjukkan bahawa siswa guru dari kaum India juga mencatatkan min tertinggi dan berada pada tahap sederhana tinggi dengan catatan min 3.89 (sp=.40). Dapatan kajian juga seterusnya menunjukkan bahawa dalam aspek peruntukan kewangan, siswa guru dari kaum India masih mencatatkan min tertinggi dan berada pada tahap sederhana tinggi dengan catatan min 3.81 (sp=.44). Akhirnya dapatan kajian menunjukkan bahawa dalam aspek amalan pemakanan, menunjukkan bahawa siswa guru dari kaum India mencatatkan min tertinggi dan berada pada tahap sederhana tinggi dengan catatan min 3.57 (sp=.46).

Seterusnya untuk menjawab tujuan ketiga kajian iaitu mengenal pasti amalan budaya belajar yang paling disukai mengikut kaum dalam kalangan siswa guru di Institut Pendidikan Guru Kampus Ilmu Khas menunjukkan menunjukkan bahawa melalui soalan respon terbuka, siswa guru kaum Melayu lebih suka membuat nota ringkas. Selain itu mereka juga belajar sendiri secara berfokus dan belajar secara kumpulan dengan membuat perbincangan bersama rakan. Selain itu mereka juga menggunakan teknik-teknik belajar tertentu seperti menggambarkan isi-isi penting dalam bentuk penceritaan, pengurusan masa, dan lukisan grafik. Bagi mencari maklumat lain mereka juga melayari internet. Berdoa juga mereka amalkan untuk memperoleh ketenangan ketika belajar.

Bagi siswa guru dari kaum Cina pula mereka lebih gemar menggunakan kaedah belajar dan mengulang kaji sendiri disertai nota-nota ringkas. Mereka juga menggunakan internet sebagai salah satu sumber pembelajaran. Selain itu mereka juga menitikberatkan tempat pembelajaran yang kondusif ketika mereka belajar. Sementara itu siswa guru dari kaum India pula lebih suka mengamalkan kerja kumpulan dengan membuat nota bersama, bertukar nota dan mengulang kaji. Mereka juga akan merujuk pensyarah dan menggunakan kemahiran belajar seperti mewarnakan kata kunci.

KESIMPULAN DAN PENUTUP

Daripada hasil kajian dapat dirumuskan tahap budaya belajar dalam kalangan siswa guru di Institut Pendidikan Guru Kampus Ilmu Khas berada pada tahap sederhana tingi. Dapatan kajian ini juga dapat dirumuskan dalam aspek gaya belajar, pendekatan belajar, bahan rujukan, peruntukan kewangan dan amalan pemakanan mengikut kaum juga berada pada sederhana tinggi. Keproaktifan siswa guru sangat penting dalam membentuk amalan budaya belajar yang berkesan dan mampu mencapai kecemerlangan. Walaupun kajian ini cuba melihat perbezaan budaya dan amalan pembelajaran tetapi

secara keseluruhannya tidak mempunyai perbezaan antara kaum. Kajian juga menunjukkan bagi meningkatkan kecemerlangan ketiga-tiga siswa guru mengikut kaum sering merujuk pensyarah jika mempunyai kemusykilan dalam pembelajaran mereka. Oleh itu sangat penting para pensyarah meningkatkan ciri-ciri profesionalisme mereka terutama kemahiran mereka dalam menggunakan sumber pengajaran yang pelbagai dan strategi pengajaran yang terkini.

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CABARAN MENJADIKAN PENGUASAAN BAHASA ARAB SEBAGAI NILAI TAMBAH TERHADAP GURU PENDIDIKAN ISLAM

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ABSTRAK

Tujuan utama kertas kerja ini adalah untuk membincangkan mengenai cabaran yang terpaksa dihadapi oleh guru Pendidikan Islam untuk menjadikan Bahasa Arab sebagai nilai tambah bagi meningkatkan keberkesanan sebagai seorang pendidik. Oleh itu soal selidik telah diedarkan kepada seramai 142 orang guru Pendidikan Islam dari 33 buah Sekolah Rendah Agama Jabatan Agama Islam Selangor (JAIS) di sekitar daerah Hulu Langat untuk menentukan tahap penguasaan Bahasa Arab dan cabaran yang terpaksa guru hadapi untuk menguasai bahasa ini. Dapatan kajian menunjukkan kebanyakan guru Pendidikan Islam berhadapan dengan beberapa cabaran ketika melaksanakan pengajaran bahasa Arab dengan baik. Dapatan kajian mengenai pengajaran bahasa Arab dalam kalangan guru Pendidikan Islam berada pada tahap sederhana tinggi dengan min keseluruhan mencatatkan ($M=3.546$, $sp=0.596$). Daripada 12 item yang digunakan, sebanyak 6 item menunjukkan tahap yang agak sederhana, iaitu kurang mempunyai kosa kata bahasa Arab mencatat nilai ($M=3.204$), tiada asas bahasa Arab yang kukuh ($M=3.261$), tidak menguasai bahasa Arab dengan baik ($M=3.331$), persepsi bahawa bahasa Arab adalah bahasa yang susah ($M=3.380$), kurang berinteraksi dalam bahasa Arab ($M=3.387$) dan tidak mempunyai keyakinan yang tinggi dalam pengajaran bahasa Arab ($M=3.409$). Cabaran-cabaran yang menjadi faktor penghalang menjadikan penguasaan bahasa Arab sebagai nilai tambah bagi membantu guru mencapai status guru cemerlang perlu diketengahkan. Justeru, isu penguasaan bahasa Arab dalam kalangan guru Pendidikan Islam perlu diberi perhatian serius kerana mereka perlu mengajar mata pelajaran bahasa Arab di sekolah walaupun bahasa Arab bukan bidang guru tersebut. Beberapa cadangan telah dikemukakan dalam kajian ini bagi membantu guru Pendidikan Islam untuk menguasai Bahasa Arab sebagai nilai tambah kepada mereka.

Kata Kunci : Penguasaan Bahasa Arab, Nilai Tambah, Guru Pendidikan Islam

ABSTRACT

The main purpose of this paper is to discuss the challenges faced by Islamic Education teachers to make Arabic language an added value in order to enhance effectiveness as an educator. Hence, the questionnaires were distributed to 142 Islamic Education teachers from 33 Islamic Primary School of the Islamic Affairs Department of Selangor (JAIS) around Hulu Langat district to determine the level of Arabic proficiency and the challenges faced by teachers to master the language. The finding has shown that most Islamic Education teachers are faced with a number of challenges when conducting Arabic language teaching process. The finding has also found that the Arabic language teaching among Islamic Education teachers were moderately high with the overall mean ($M = 3.546$, $sp = 0.596$). Out of the 12 items used, 6 items showed moderate levels, as less Arabic vocabulary acquisition recorded the value ($M = 3.204$), no basis in Arabic ($M = 3.261$), not fluent in Arabic communication ($M = 3.331$), the perception that Arabic is a difficult language ($M = 3.380$), incompetence of interaction in Arabic ($M = 3.387$) and low confidence in Arabic language teaching ($M = 3.409$). Challenges that become barrier factors which make Arabic language proficiency as an added value should be highlighted to help those teachers achieve the so called "outstanding teacher" status in the future. Therefore, the issue of Arabic language proficiency among Islamic Education teachers should be taken into consideration because they need to teach Arabic Language subjects in their schools even the subject is not their expertise. Some suggestions have been put in this study to help Islamic Education teachers to master Arabic as a value-added to them.

Keywords: Arabic Language Proficiency, Value-Added, Islamic Education Teacher

PENGENALAN

Sebagai seorang guru, penguasaan ilmu dan kemahiran yang mantap merupakan dua elemen yang sangat penting bagi memastikan mutu pengajaran guru tidak berada pada tahap yang mengecewakan. Menurut Isjoni (2005), guru perlu menunjukkan satu keterampilan, kemampuan dan sikap penyampaian bahan pengajaran yang baik di dalam bilik darjah yang bertujuan membantu guru dalam penyampaian kepada pelajar.

Guru adalah penentu kejayaan atau kegagalan kegiatan pembelajaran manakala kejayaan para pelajar pula ditentukan oleh kemampuan dan ketrampilan guru dalam suatu pertemuan di dalam bilik darjah. Ini bermakna melalui penguasaan ilmu dan kemahiran yang baik, maka sesi pengajaran dan pembelajaran akan menjadi lebih berkesan.

Perkembangan pendidikan bahasa Arab juga memerlukan kualiti pengajaran guru kerana keperluan semasa dalam sektor pendidikan semakin hari semakin berkembang selari dengan teknologi dan kehendak masyarakat. Berdasarkan kajian terkini oleh Nazri Atoh et al. (2014), menyatakan bahawa ciri-ciri guru bahasa Arab yang berkualiti adalah opsyen pengajian mereka mestilah dalam bahasa Arab sama ada di peringkat sijil, diploma, sarjana muda, sarjana atau Phd. Hal ini disebabkan guru yang memahami sesuatu perkara itu yang selayaknya menyampaikan ilmu berkenaan. Ini menunjukkan betapa pentingnya guru bahasa Arab dalam kalangan mereka yang mendapat latihan khusus dalam bahasa Arab.

Walaupun demikian, daripada aspek pelaksanaan masih terdapat guru-guru yang mengajar terdiri daripada guru yang bukan daripada bidang pengajian mereka. Dalam kajian rintis yang dijalankan oleh pengkaji pada tahun 2015 terhadap guru-guru yang mengajar bahasa Arab di Sekolah Rendah Agama (SRA) di daerah Hulu Langat mendapati kebanyakan guru bahasa Arab tidak mempunyai iktisad dalam bahasa Arab. Hal ini kerana ramai yang berpandangan bahawa apabila seseorang itu bergelar ustaz atau ustazah dan berkelulusan bidang agama, maka dianggap boleh mengajar bahasa Arab, Ali Muda (2012).

Di Selangor, terdapat situasi di mana kebanyakan sekolah mempunyai ramai guru Pendidikan Islam yang mengajar subjek bahasa Arab seperti yang berlaku di beberapa SRA di bawah Jabatan Agama Islam Selangor (JAIS). Justeru, guru-guru tersebut perlu mempunyai inisiatif bagi meningkatkan mutu pengajaran mereka supaya segala maklumat yang disampaikan kepada pelajar adalah tepat dan betul. Guru Pendidikan Islam mesti mempunyai 'nilai tambah' bagi dirinya apabila pada yang sama bergelar guru bahasa Arab. Inisiatif sendiri dan nilai tambah sangat penting bagi membantu guru-guru berasa yakin ketika melaksanakan pengajaran bahasa Arab.

Nilai mengikut Kamus Dewan Edisi Keempat ialah darjat, kualiti, mutu atau taraf. Manakala Kamus Pelajar Edisi Kedua pula mendefinisikan makna tambah sebagai sesuatu yang ditokok pada sesuatu yang lain supaya menjadi lebih banyak, lebih besar dan lain-lain. Menurut definisi tersebut, nilai tambah yang perlu ada pada guru ialah tambahan kualiti ilmu bahasa Arab, pedagogi dan kemahiran asas dalam pendidikan dalam kalangan guru kepada satu tahap yang boleh digelar cemerlang dalam kerjaya. Dari sudut pendidikan, nilai tambah memberi makna menambahkan sesuatu ilmu atau kemahiran bagi membantu para guru melaksanakan pengajaran dengan cekap dan berkesan. Malah, nilai tambah tersebut dapat meningkatkan ilmu pengetahuan dan kepakaran dalam bidang pendidikan.

Oleh yang demikian, tujuan utama kertas kerja ini adalah untuk membincangkan mengenai cabaran untuk menjadikan penguasaan bahasa Arab sebagai nilai tambah terhadap guru Pendidikan Islam.

KEPENTINGAN KAJIAN

1. Meningkatkan kefahaman dalam kalangan guru Pendidikan Islam di sekolah tentang kepentingan penguasaan bahasa Arab yang baik.
2. Memperkukuhkan keyakinan guru Pendidikan Islam terhadap pengajaran dan pembelajaran dalam bahasa Arab.
3. Memberi idea dan cadangan kepada guru Pendidikan Islam tentang kaedah pengajaran bahasa Arab dengan lebih berkesan.

4. Memberi maklumat kepada pihak sekolah bagi menyediakan latihan yang bersesuaian untuk membantu guru Pendidikan Islam dalam pengajaran bahasa Arab dengan lebih berkesan.

PERNYATAAN MASALAH

Di dalam bidang pendidikan, guru yang profesional ialah guru yang berilmu, guru yang mempunyai kemahiran dalam proses pengajaran dan pembelajaran serta guru yang mempunyai sahsiah yang boleh menjadi contoh dan ikutan kepada pelajarannya. Ini dipersetujui oleh Azizah Lebai Nordin (1999) yang mengatakan bahawa untuk menjadi guru yang berkesan, seorang guru perlu menguasai ilmu supaya guru dapat mengajar dengan berkesan dan mempelbagaikan kaedah dan strategi pengajarannya.

Perkembangan pendidikan bahasa Arab juga memerlukan kualiti pengajaran guru kerana keperluan semasa dalam sektor pendidikan semakin hari semakin berkembang dan keperluan memenuhi kehendak masyarakat. Walaupun demikian, daripada aspek pelaksanaan masih terdapat guru-guru yang mengajar bahasa Arab masih kurang mampu untuk mengajar bahasa Arab dengan berkesan (Noor Shamshinar, et al. 2015). Kajian telah mendapati guru-guru yang ditugaskan untuk mengajar bahasa Arab bukan daripada opsyen pilihan.

Pelbagai masalah yang timbul akibat daripada kurangnya tahap penguasaan ilmu bahasa Arab dan kemahiran pedagogi bahasa Arab yang mantap. Sebagai contoh, terdapat beberapa kesilapan ejaan dan tatabahasa bahasa Arab yang terdapat dalam buku teks bahasa Arab JAIS yang tidak disedari oleh guru yang mengajar mata pelajaran tersebut (Redzauddin Ghazali, et al. 2015). Persoalannya, sejauhmanakah guru-guru Pendidikan Islam yang mengajar mata pelajaran bahasa Arab mempunyai penguasaan bahasa Arab yang baik dan berpengetahuan dalam pengajaran bahasa Arab?

Oleh yang demikian, kajian ini dijalankan untuk membincangkan mengenai penguasaan bahasa Arab sebagai nilai tambah terhadap guru Pendidikan Islam dan sebagai satu agenda yang relevan untuk diberi perhatian. Setiap guru mesti mempunyai 'nilai tambah' bagi membantu diri mereka mencapai status guru yang berkesan.

OBJEKTIF KAJIAN

Meninjau sejauhmana tahap penguasaan bahasa Arab dalam kalangan guru Pendidikan Islam untuk dijadikan nilai tambah bagi meningkatkan keberkesanan sebagai seorang pendidik.

SOALAN KAJIAN

Sejauhmanakah tahap penguasaan bahasa Arab dalam kalangan guru Pendidikan Islam?

METODOLOGI KAJIAN

Dalam kajian ini, pengkaji menggunakan kaedah penyelidikan berbentuk kuantitatif dengan satu set borang soal selidik disediakan untuk memperoleh data kajian. Kajian ini melibatkan kuantiti responden yang ramai dan amat bersesuaian menggunakan bentuk kajian kuantitatif bagi mendapatkan data. Kajian ini menjadikan guru Pendidikan Islam sebagai responden berikutan kebanyakan sekolah rendah agama (SRA) di Selangor mengambil guru Pendidikan Islam untuk mengajar mata pelajaran bahasa Arab. Seramai 142 orang guru Pendidikan Islam dari 33 buah Sekolah Rendah Agama Jabatan Agama Islam Selangor (JAIS) di sekitar daerah Hulu Langat yang terlibat dalam kajian ini. Proses pengumpulan data kajian ini menggunakan persampelan rawak mudah.

DAPATAN KAJIAN

Dapatan kajian mengenai penguasaan bahasa Arab dalam kalangan guru Pendidikan Islam dan cabaran dalam pengajaran bahasa Arab berada pada tahap sederhana tinggi dengan min keseluruhan

mencatatkan (min=3.546, sp=0.596). Rajah di bawah menunjukkan data-data yang diperolehi daripada soal selidik yang diedarkan kepada guru pendidikan Islam.

Penguasaan bahasa Arab Guru Pendidikan Islam Dalam Pengajaran Bahasa Arab

Jadual 4.10
Cabaran Daripada Aspek Guru Sendiri

Bil	Item	Kekerapan & peratus (N=142)					Min	SP	INT
		STS	TS	KS	S	SS			
CA1	Saya berasa pengajaran bahasa Arab adalah satu perkara yang mudah.	3 (2.1%)	16 (11.3%)	59 (41.5%)	52 (36.6%)	12 (8.5%)	3.380	0.873	ST
CA2	Saya mempunyai penguasaan bahasa Arab yang baik.	1 (0.7%)	19 (13.4%)	61 (43.0%)	54 (38.0%)	7 (4.9%)	3.331	0.796	ST
CA3	Saya mempunyai keyakinan yang tinggi dalam pengajaran bahasa Arab.	2 (1.4%)	21 (14.8%)	44 (31.0%)	67 (47.2%)	8 (5.6%)	3.409	0.864	ST
CA4	Saya mempunyai asas bahasa Arab yang kukuh.	2 (1.4%)	24 (16.9%)	60 (42.3%)	47 (33.1%)	9 (6.3%)	3.261	0.860	ST
CA5	Saya mempunyai banyak kosa kata bahasa Arab dalam pengajaran bahasa Arab.	2 (1.4%)	26 (18.3%)	63 (44.4%)	43 (30.3%)	8 (5.6%)	3.204	0.855	ST
CA6	Saya sentiasa melakukan persediaan dalam pengajaran bahasa Arab.	2 (1.4%)	6 (4.2%)	35 (24.6%)	88 (62.0%)	11 (7.7%)	3.704	0.732	ST
CA7	Saya memperuntukkan masa yang banyak dalam pengajaran bahasa Arab.	2 (1.4%)	8 (5.6%)	29 (20.4%)	87 (61.3%)	16 (11.3%)	3.754	0.783	ST
CA8	Saya melakukan ulangkaji terlebih dahulu sebelum pengajaran bahasa Arab.	2 (1.4%)	2 (1.4%)	7 (4.9%)	104 (73.2%)	27 (19.0%)	4.070	0.648	T
CA9	Saya berinteraksi dalam bahasa Arab ketika pengajaran bahasa Arab.	3 (2.1%)	16 (11.3%)	58 (40.8%)	53 (37.3%)	12 (8.5%)	3.387	0.874	ST
CA10	Saya tidak mempunyai halangan dalam melaksanakan	1 (0.7%)	16 (11.3%)	37 (26.1%)	74 (52.1%)	14 (9.9%)	3.592	0.843	ST

CA11	pengajaran bahasa Arab. Saya mempelbagaikan aktiviti dalam pengajaran bahasa Arab.	1 (0.7%)	9 (6.3%)	25 (17.6%)	92 (64.8%)	15 (10.6%)	3.782	0.745	ST
CA12	Saya memperbanyakkan kosa kata bahasa Arab selain yang terdapat di dalam buku teks bahasa Arab.	1 (0.7%)	12 (8.5%)	29 (20.4%)	88 (62.0%)	12 (8.5%)	3.690	0.774	ST
Min keseluruhan Cabaran Guru Sendiri							3.546	0.596	ST

Sumber: Kajian Lapangan, 2015

Jadual di atas memperincikan dapatan kajian berkenaan penguasaan bahasa Arab dalam kalangan guru Pendidikan Islam ketika melaksanakan pengajaran bahasa Arab. Daripada 12 item yang digunakan, sebanyak 6 item menunjukkan tahap yang agak sederhana, iaitu CA5 "Saya mempunyai banyak kosa kata bahasa Arab dalam pengajaran bahasa Arab" dengan nilai (min=3.204), CA4 "Saya mempunyai asas bahasa Arab yang kukuh" (min=3.261), CA2 "Saya mempunyai penguasaan bahasa Arab yang baik" (min=3.331), CA1 "Saya berasa pengajaran bahasa Arab adalah satu perkara yang mudah" (min=3.380), CA9 "Saya berinteraksi dalam bahasa Arab ketika pengajaran bahasa Arab" (min=3.387) dan CA3 "Saya mempunyai keyakinan yang tinggi dalam pengajaran bahasa Arab" (min=3.409).

Analisis dapatan menunjukkan bahawa kebanyakan guru Pendidikan Islam mengakui mengajar bahasa Arab merupakan cabaran besar bagi mereka jika dibandingkan dengan tahap pengetahuan bahasa Arab yang mereka kuasai. Mereka juga bersetuju tidak mempunyai banyak kosa kata bahasa Arab ketika pengajaran dan menjadikan buku teks sebagai bahan utama pengajaran. Selain itu, dapatan ini juga membuktikan bahawa guru Pendidikan Islam mempunyai kelemahan serta berasa sukar dalam aspek berinteraksi dalam bahasa Arab dengan baik ketika mengajar. Hal ini menyebabkan mereka berasa kurang yakin apabila mengajar bahasa Arab terutama apabila sesi penyeliaan dilakukan terhadap mereka.

Namun, kajian ini juga mendapati walaupun guru Pendidikan Islam ini mempunyai beberapa kelemahan dari sudut penguasaan asas bahasa Arab dan kekurangan kosa kata tetapi mereka sangat bermotivasi untuk melaksanakan tugas mengajar bahasa Arab tersebut. Ada dalam kalangan guru Pendidikan Islam yang melaksanakan pelbagai aktiviti dalam pengajaran bahasa Arab, memperuntukkan masa yang banyak sebagai persediaan dalam pengajaran bahasa Arab dan sentiasa melakukan ulangkaji terlebih dahulu sebelum pengajaran bahasa Arab.

PERBINCANGAN DAN RUMUSAN

Kebijaksanaan guru mengurus pengajaran adalah penting di samping menggalas tanggungjawab yang besar bagi memastikan pengajaran berjalan dalam keadaan yang dinamik dan aktif. Secara tidak langsung, dapat memberi impak yang maksimum kepada para pelajar. Seharusnya kesemua ini memerlukan kepada perhatian dan kesungguhan daripada guru walaupun mereka tidak mempunyai opsyen dalam bidang tersebut.

Bahagian ini akan membincangkan mengenai dapatan kajian berdasarkan kepada objektif kajian yang telah dikemukakan, iaitu :

- (a) **Meninjau sejauhmana tahap penguasaan bahasa Arab dalam kalangan guru Pendidikan Islam.**

Berdasarkan kajian ini, tahap penguasaan bahasa Arab oleh guru Pendidikan Islam masih berada pada tahap sederhana. Aspek yang paling ketara ialah kebanyakan guru Pendidikan Islam tersebut kurang mengambil perhatian tentang kepentingan mempunyai kosa kata bahasa Arab dan masih tidak mempunyai asas bahasa Arab yang kukuh. Sebagai seorang guru yang perlu mengajar mata pelajaran bahasa Arab walaupun pengajaran bahasa Arab bukan opsyen, kedua-dua aspek tersebut perlu dikuasai dengan baik oleh guru kerana amanah dan tanggungjawab terhadap tugas pengajaran dan pembelajaran bahasa tersebut.

Guru tidak seharusnya berasa cukup terhadap ilmu bahasa Arab yang telah dipelajarinya sejak di bangku sekolah dahulu tanpa berusaha untuk menambah pengetahuannya dan kosa kata bahasa Arab. Guru seharusnya berusaha untuk kelihatan kuat dan mandiri dalam meningkatkan profesionalisme keguruan. Fenomena hari ini memperlihatkan kebanyakan institusi agama di Malaysia menjadikan bahasa Arab sebagai bahasa utama dan bahasa pengantar di dalam kitaran hidup harian guru dan pelajar di sekolah (Baharuddin & Shahman (2012). Oleh itu, mata pelajaran bahasa Arab bukan sahaja dipikul oleh guru bahasa Arab malah turut dimainkan oleh guru Pendidikan Islam. Menurut Ali Muda (2012), ramai yang berpandangan bahawa apabila seseorang itu bergelar ustaz atau ustazah dan berkelulusan bidang agama, maka mereka dianggap boleh mengajar bahasa Arab. Kedua-dua kenyataan tersebut menunjukkan betapa pentingnya penguasaan bahasa Arab dalam kalangan guru Pendidikan Islam kerana tanggungjawab mengajar mata pelajaran bahasa Arab juga terletak di bawah tugas hakiki guru Pendidikan Islam.

Menurut Rosni Samah (2009), proses pembelajaran bahasa Arab pada hari ini kurang berjaya disebabkan guru kurang menguasai ilmu bahasa Arab dan kosa kata Arab. Beliau turut berpandangan bahawa penguasaan ilmu bahasa Arab yang baik penting untuk mendalami ilmu-ilmu Islam. Oleh itu, penguasaan bahasa Arab yang baik serta mempunyai kosa kata Arab yang banyak sangat penting dalam pengajaran bahasa Arab.

Penguasaan bahasa Arab yang baik dapat diperolehi sekiranya semangat, pengetahuan dan pengalaman orang lain diletakkan sebagai panduan untuk lebih aktif dan sentiasa dahagakan pengetahuan. Menurut Wan Zah Wan Ali (1998) mengenai ciri-ciri guru yang berkesan ialah guru bukan insan yang pasif yang berminda kosong dan sentiasa mengharapkan sesuatu dari luar untuk mengisi kekosongan itu. Guru perlu berfikiran positif dan sentiasa mencari nilai tambah untuk keselesaan dirinya yang dapat membantu guru mencapai tahap yang cemerlang dalam pengajaran dan pembelajaran.

Bagi meningkatkan penguasaan bahasa Arab adalah dengan mencari jalan penyelesaian kepada masalah yang dihadapi. Guru Pendidikan Islam sendiri perlu mengatasi cabaran-cabaran dalam pengajaran bahasa Arab. Mereka perlu berusaha menguasai bahasa Arab dengan apa cara sekalipun bagi membolehkan mereka berinteraksi dalam arus perdana pendidikan dan pasaran kerja. Mereka juga perlu meneroka tentang kemahiran-kemahiran pengajaran bahasa Arab seperti penerangan yang dibuat oleh guru mesti jelas dan selaras dengan keperluan pelajar. Sementara bahasa yang guru gunakan hendaklah mudah difahami dan guru juga perlu bijak dalam menggunakan nada dan intonasi suara supaya pelajar dapat mendengar dengan jelas lalu memfokuskan perhatian kepada pelajaran yang guru sampaikan. Azizah Lebai Nordin (1999) menegaskan kreativiti seseorang guru adalah penting untuk menjadikan suasana pengajaran dan pembelajaran dalam bilik darjah menarik dan hidup kerana cara pengajaran guru yang rutin atau sama setiap hari akan membosankan pelajar. Manakala Rosni Samah (2009) turut menyatakan tidak setuju cara pendekatan terjemahan yang sering digunakan oleh kebanyakan guru bahasa Arab kerana ia tidak membantu pelajar untuk aktif serta berinteraksi di dalam kelas. Ini lebih menyumbang kepada bersikap pasif.

Tahap penguasaan yang rendah terhadap bahasa Arab serta kemahiran-kemahiran bahasa yang menjadi cabaran utama guru Pendidikan Islam juga dapat diatasi sekiranya guru mempunyai minat dan iltizam yang tinggi dan mantap untuk mengatasi kelemahan-kelemahan tersebut. Dengan sifat ini, guru-guru tanpa dipaksa akan terus belajar, mencari, menerokai, mendalami dan mengajar ilmu dengan lebih berkesan (IKIM : t.t). Di samping itu, dengan adanya usaha yang berterusan segala kelemahan yang dialami tersebut dapat diatasi dan dapatlah guru membina keyakinan diri dalam pengajaran bahasa Arab.

(b) Membincangkan cadangan yang dapat membantu guru-guru Pendidikan Islam untuk mengajar bahasa Arab dengan lebih berkesan.

Antara cadangan-cadangan yang dapat membantu guru Pendidikan Islam untuk mengajar bahasa Arab dengan lebih berkesan ialah melalui tiga aspek yang berikut :

(i) Aspek Guru Sendiri

Guru yang berkesan adalah seorang guru yang menguasai ilmu pengetahuan, guru yang mempunyai kemahiran dalam proses pengajaran dan pembelajaran serta guru yang mempunyai sahsiah yang boleh menjadi contoh dan ikutan kepada pelajarannya. Oleh itu, guru hendaklah memantapkan dirinya melalui :

1. Guru perlu mempunyai inisiatif diri yang tinggi untuk mendalami ilmu asas bahasa Arab seperti menghadiri kelas-kelas tuisyen bagi menguasai ilmu bahasa Arab dengan lebih baik.
2. Guru perlu mempunyai kesedaran dan tindakan yang proaktif kerana ia bukan sahaja dapat memenuhi aspirasi mencapai kecemerlangan diri atau pembangunan potensi guru bahkan turut memberi faedah yang besar kepada para pelajar.
3. Guru perlu rajin membaca untuk melengkapkan diri dengan maklumat serta perkembangan terbaru dalam pelbagai pengetahuan untuk membolehkannya lebih cekap dan berwibawa untuk mengatasi dan menangani tuntutan perubahan dalam dunia pendidikan.
4. Guru perlu menghadiri seminar-seminar dan bengkel yang berkaitan untuk meningkatkan kepakarannya.
5. Guru perlu peka dengan pengetahuan-pengetahuan am yang boleh membantunya menjalankan tugas dan tanggungjawab dengan lebih berkesan di sekolah.
6. Guru perlu mendapatkan pendedahan tentang kaedah pengajaran bahasa Arab sebagai bahasa asing kerana kaedah pengajaran bahasa Arab agak berbeza dengan kaedah pengajaran mata pelajaran Pendidikan Islam..
7. Guru perlu mengelak diri daripada berada di dalam 'zon selesa' iaitu berasa cukup dengan ilmu yang ada atau hanya bergantung kepada buku teks semata-mata sedangkan mereka masih perlu mempelajari selok belok pengajaran bahasa Arab yang sebenar.
8. Guru perlu mempunyai 'nilai tambah' yang lain juga bagi meningkatkan profesionalisme keguruannya seperti keyakinan diri, keterampilan diri dan darjat dalam ilmu pengetahuan dan kepakaran.

(ii) Aspek Peranan Pentadbir Sekolah

Pentadbir sekolah merupakan salah satu golongan yang perlu berusaha melaksanakan segala keperluan yang diperlukan oleh guru terutama dalam melaksanakan sesi pengajaran dan pembelajaran. Sudah semestinya mereka mewujudkan kerjasama dengan pihak guru seperti :

1. Cuti persekolahan yang panjang perlu digunakan sebaik mungkin bagi mengadakan bengkel pemerkasaan dan penguasaan bahasa Arab supaya kualiti pengajaran tidak terganggu dengan masalah kelemahan bahasa Arab dalam kalangan guru.
2. Memberi pendedahan tentang teknik pengajaran yang berkesan dengan cara menghantar guru-guru mengikuti kursus, latihan dan seminar berkaitan bahasa Arab.
3. Menyediakan buku-buku rujukan sebagai rujukan kepada guru bagi aktiviti pengukuhan semasa pengajaran dan pembelajaran.
4. Menggalakkan guru menggunakan bahasa Arab dalam kalangan guru pada peringkat permulaan dan seterusnya bersama para pelajar di sekolah.
5. Menyediakan buku-buku yang sesuai untuk menimbulkan minat guru Pendidikan Islam terhadap bahasa Arab.
6. Latihan dalam perkhidmatan (LADAP) perlu disediakan bagi memantapkan guru yang mengajar mata pelajaran bahasa Arab.

(iii) Aspek Peranan Pihak Berwajib

Tahap penguasaan bahasa Arab yang sederhana yang dikenal pasti dalam kalangan guru Pendidikan Islam dalam pengajaran bahasa Arab di sekolah dapat membantu pihak berwajib seperti Jabatan Pendidikan Negeri (JPN), Bahagian Pendidikan Islam, Jabatan Agama Islam Selangor (JAIS), Institut Pendidikan Guru (IPG), Institut Latihan Islam Malaysia (ILIM) dan Pusat Pendidikan Serantau Asia Tenggara (ISESCO) :

1. Merancang dan merangka latihan yang dapat mengatasi permasalahan dan kelemahan guru-guru berkenaan terutama dari aspek bahasa dan pengajaran bahasa Arab.
2. Mempertingkatkan kajian-kajian terhadap isu pengajaran dan pembelajaran bahasa Arab terutama membabitkan guru bukan opsyen.
3. Menubuhkan pusat-pusat latihan bahasa Arab dan mengadakan bengkel berkala bagi setiap tenaga guru di Malaysia.
4. Menambah dan memastikan bilangan guru opsyen bahasa Arab ke sekolah-sekolah cukup bagi mengatasi kelemahan sedia ada.
5. Menerbitkan buku-buku teks, bahan rujukan, cadangan aktiviti dan permainan bahasa sama ada bercetak, atas talian, perisian komputer ataupun aplikasi di telefon pintar bagi memudahkan PdP bahasa Arab.

KESIMPULAN

Dapatan kajian ini menunjukkan bahawa guru-guru Pendidikan Islam masih mempunyai kelemahan dan kekurangan dalam melaksanakan pengajaran bahasa Arab terutamanya dari aspek penguasaan bahasa Arab yang kurang memuaskan, asas bahasa Arab yang tidak kukuh dan kekurangan kosa kata Arab. Oleh itu, penguasaan bahasa Arab yang baik dan pengetahuan asas bahasa Arab yang kukuh perlu dijadikan nilai tambah dalam kalangan guru Pendidikan Islam bagi membantu guru-guru melaksanakan pengajaran bahasa Arab dengan berkesan. Selain daripada inisiatif diri daripada guru-guru sendiri, inisiatif dan sokongan daripada pentadbiran sekolah serta pihak-pihak yang terlibat amat diperlukan dalam menyelesaikan isu kelemahan penguasaan bahasa Arab dalam kalangan guru Pendidikan Islam agar ia menjadi nilai tambah ke arah keberkesanan sebagai seorang pendidik.

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KEBIMBANGAN PELAJAR TINGKATAN 4 TERHADAP MATEMATIK

(*Anxiety of students Form 4 toward Matematics*)

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ABSTRAK

Tujuan utama kajian ini ialah untuk menentukan perkaitan antara kebimbangan matematik dengan jantina disekolah. Di samping itu, kajian ini juga turut menentukan perkaitan antara status pendapatan ekonomi keluarga dengan kebimbangan matematik. Kajian ini telah dilaksanakan dengan menggunakan kajian tinjauan di 2 buah sekolah di daerah ampang. Responden kajian terdiri daripada 60 orang murid tingkatan 4 di sekolah menengah kebangsaan. Seramai 29 orang adalah lelaki dan 31 orang adalah perempuan. Reka bentuk kajian tinjauan, Soal selidik Skala Kebimbangan Matematik Pelajar (SKMP) digunakan untuk mengukur skor kebimbangan matematik yang diperoleh daripada dua set soal selidik yang dibina penyelidik. Data dianalisis dengan bantuan Pakej Statistik Untuk Sains Sosial (SPSS), menggunakan ujian -T dan ANOVA sehalu. Kesahan dan kebolehpercayaan diperoleh dengan menggunakan "*Reliability Analisis*" untuk menentukan kebolehpercayaan setiap dimensi. Hasil kajian telah menunjukkan tidak terdapat perbezaan yang signifikan kebimbangan matematik dengan jantina dan pendapatan keluarga. Maka kepada warga pendidik dicadangkan supaya usaha untuk meningkatkan pembelajaran dan pemudahcaraan di kelas tidak perlu mendiskriminasi mengikut jantina dan sosioekonomi murid.

Kata kunci: kebimbangan matematik, jantina, pendapatan ekonomi

ABSTRACT

The main purpose of this study was to determine the differences between math anxiety and gender in school. In addition, this study also attempted to determine the differences between family economic income status with math anxiety. The study was undertaken with a survey in two schools in the district in defeat. The respondents consisted of 60 students of form 4 in secondary school. About 29 were men and 31 were women. Survey design, questionnaire (SKMP) is used to measure mathematics anxiety scores obtained from two sets of questionnaires which researchers built. Data were analyzed using Statistikal Package for Social Sciences (SPSS), using the -T test and ANOVA. Validity and reliability obtained by using the "Reliability Analysis" to determine the reliability of each dimension. The result indicates that there is no significances mathematics anxiety with gender and family income. So the teachers suggested that efforts on maximizing and facilitating learning in the classroom should not discriminate by gender and socio-economic students.

Key words: mathematics anxiety, gender, family economic income status

PENGENALAN

Pengajaran dan pembelajaran matematik memerlukan kemahiran dan strategi pengajaran yang berkesan bagi menghasilkan pendidikan yang sempurna dan boleh menarik minat pelajar. Matematik adalah satu mata pelajaran yang menakutkan pelajar dan seringkali pelajar mengeluh mengatakan bahawa mereka amat risau dan takut dengan mata pelajaran matematik (Shahahir,1982). Pelbagai kajian telah dibuat terhadap kebimbangan matematik sama ada di luar atau dalam negara seperti kajian oleh Siti Zaleha(2014), Fulya(2008), Elenchoty (2007), Marzita (2002), Tuan Salwani (2001), Arem (1993) dan Tobias (1980). Hasil daripada kajian tersebut didapati bahawa wujud faktor-faktor yang mendorong terhadap kebimbangan matematik seperti kelemahan kurikulum, pengalaman negatif terhadap matematik, tekanan dan harapan keluarga, personaliti guru dan gaya pengajarannya, impian dan harapan keluarga, pengaruh rakan sebaya (Arem, 1993; Marzita, 2002)

Trends in International Mathematics and Science Study (TIMSS, 2015). Bagi subjek Matematik, Malaysia merupakan antara 18 negara yang menunjukkan peningkatan pencapaian dengan

mencatatkan skor 465 mata untuk menduduki tempat ke-22, naik empat anak tangga dengan 440 mata pada 2011. Namun masih di bawah negara yang membangun seperti negara jiran Singapura. Keputusan tidak memberangsangkan juga dicatatkan oleh pelajar Malaysia dalam keputusan pada kitaran pentaksiran untuk 2015 PISA (PISA 2015), penyertaan kali kedua Malaysia, yang mana kedudukan negara terletak di kelompok ketiga terbawah dalam kalangan 72 negara peserta, iaitu di bawah pencapaian purata antarabangsa dan Pertubuhan Kerjasama dan Pembangunan Ekonomi (OECD). Pencapaian pelajar dalam matematik tidak hanya bergantung kepada intelektual sahaja tetapi juga turut dipengaruhi oleh faktor-faktor lain seperti keyakinan diri dan daya ingatan seseorang individu itu (Tobias 1978; Marzita: 2002).

PERMASALAHAN KAJIAN

Sorotan kajian lepas menunjukkan bahawa dimensi yang mempengaruhi pencapaian matematik pelajar terbahagi kepada dua kriteria iaitu dimensi-dimensi demografi pelajar iaitu dari aspek jantina dan aliran pengajian. Kriteria yang kedua adalah dimensi-dimensi konstruk kebimbangan matematik dan kebimbangan terhadap ujian matematik. Dapatan kajian lepas adalah tidak konsisten berkaitan dengan hubungan kebimbangan matematik dengan jantina. Terdapat dapatan yang mengatakan bahawa pelajar perempuan mempunyai kebimbangan matematik yang lebih tinggi berbanding dengan pelajar lelaki dan ada juga yang merumuskan sebaliknya. Tuan Salwani (2001), menjalankan kajian kebimbangan matematik di IPT swasta di Selangor menunjukkan bahawa pelajar perempuan mempunyai tahap kebimbangan matematik yang lebih tinggi berbanding dengan pelajar lelaki. Dapatan ini selari dengan dapatan kajian oleh Siti Zaleha (2014), Fuson (2007), Elenchonthy & Marzita (2007) dan Betz (1978). Namun kajian oleh Teo (1997), dan Kor (1997), menunjukkan tidak wujud hubungan yang signifikan di antara faktor jantina dengan tahap kebimbangan matematik pelajar.

Kajian ini dijalankan adalah untuk mengenal pasti tahap kebimbangan matematik dalam kalangan pelajar Tahun empat dengan menggunakan dua pemboleh ubah iaitu pemboleh ubah tidak bersandar, jantina dan pemboleh ubah bersandar iaitu kebimbangan matematik. Seterusnya pengkaji mengkaji hubungan tahap kebimbangan matematik dengan kekerapan melakukan pengiraan mental dalam kehidupan seharian. Hubungan tanda-tanda fizikal semasa menghadapi matematik dan pandangan mengenai matematik dengan kebimbangan matematik juga telah dikenal pasti untuk menyelidik masalah ini dari sudut pengalaman dan pandangan pelajar. Selain daripada itu, penyelidik juga ingin mengenal pasti jenis soalan yang menyumbang kepada kebimbangan matematik ketika pelajar membuat matematik (*doing mathematics*).

OBJEKTIF KAJIAN

Secara umum kajian ini bertujuan untuk mengenal pasti tahap kebimbangan matematik dan hubungannya dengan pengiraan mental. Secara khususnya kajian ini akan:

- i. Menentukan samada terdapat perbezaan yang signifikan antara kebimbangan matematik dengan jantina.
- ii. Menentukan samada terdapat perbezaan yang signifikan antara tahap kebimbangan dan pendapatan keluarga.

PERSOALAN KAJIAN

Untuk mencapai objektif kajian beberapa persoalan dijawab, iaitu:

- i. Adakah terdapat perbezaan yang signifikan antara kebimbangan matematik dengan jantina?
- ii. Adakah terdapat perbezaan yang signifikan antara tahap kebimbangan dan pendapatan keluarga?

TINJAUAN LITERATUR

Tahap kebimbangan matematik

Istilah tahap kebimbangan matematik dalam kajian ini merujuk tiga kategori julat skor yang diukur menggunakan skala kebimbangan matematik pelajar (SKMP) yang dibina oleh pengkaji berpandukan item-item MARS (Richardson & Suinn 1971), Fennemasherman Mathematics Anxiety Scale (Fennema & Sherman 1976), dan Mathematics Anxiety Questionnaires, MAQ (meece 1981). Indikator julat skor diguna sebagai panduan untuk menentukan tahap rendah, tahap sederhana dan tahap tinggi mengikut kontinum skor iaitu, skor tertinggi menunjukkan tahap kebimbangan matematik yang tinggi dan skor rendah menunjukkan tahap kebimbangan rendah. Skor-skor tersebut diukur berdasarkan dimensi-dimensi iklim kelas matematik, ketidakcekapan dalam matematik, keabstrakan matematik, ujian matematik dan tanda-tanda fizikal yang dialami berhubung dengan situasi bermatematik.

Kebimbangan Matematik Berdasarkan Jantina

Awal tahun 1970-an, apabila arus pergerakan wanita ke arah kemajuan melanda dunia, teori kebimbangan matematik dikaji berdasarkan faktor jantina. Miller (1994), isu ini dipandang dari sudut hak wanita yang secara tradisinya dinafikan peluang mendapat pendidikan sains dan matematik. Kajian Sells (1978), Fennema dan Sherman (1978), Buxton (1981) dan Tobias (1978) mula mempersoalkan serta mendedahkan bukti bahawa wanita telah disosialisasikan secara sistematik untuk menghindari matematik.

Sehingga awal tahun 1980-an teori-teori kebimbangan matematik yang dikemukakan telah mengkaji perbezaan kognitif antara murid perempuan dan murid lelaki pada umur 13 tahun dan 17 tahun untuk melihat faktor jantina terhadap tahap kebimbangan matematik. Walaupun Fennema dan Sherman (1976) merupakan orang pertama yang menimbulkan isu wanita dalam pendidikan, namun Tobias (1978) merupakan orang yang optimis terhadap masalah kebimbangan matematik untuk menarik perhatian warga pendidik mengenai mitos-mitos mengenai keupayaan matematik murid perempuan. Menurutnya mitos bahawa keupayaan matematik sebagai suatu anugerah sejak lahir adalah suatu mitos masyarakat yang perlu dihapuskan. Tobias (1993), menyatakan bahawa kebimbangan matematik bersandar pada jantina dan mendapati penghindaran matematik sebagai kegagalan sistem saraf dan bukannya kegagalan intelek. Menurut beliau masalah ini adalah masalah bukan kognitif dan setiap murid mempunyai keupayaan matematik.

Zaslaysky (1994), turut mendapati murid perempuan mula meragui akan keupayaan matematik apabila mereka memasuki gred kelapan. Pandangan masyarakat atau mitos bahawa lelaki berakal tinggi dan perempuan tidak boleh menjadi pandai dalam matematik yang didengari daripada ibu bapa, kawan-kawan, media, guru-guru, dan sosialisasi kehidupan stereotaip bahawa "matematik untuk lelaki" didapati mempengaruhi keyakinan murid perempuan secara tidak langsung. Oleh itu murid perempuan mula membentuk konsep bahawa mereka tidak boleh berjaya dalam matapelajaran yang melibatkan matematik kerana jantainya (Resnick, et. al., 1982; Richardson 1972; Zaslaysky 1994).

Kimball (1995), turut sependapat dengan dapatan ini. Katanya bidang matematik umumnya didominasi oleh murid lelaki. Beliau mendapati sebahagian besar murid perempuan di Institusi Pengajian Tinggi memilih untuk tidak mempelajari matematik sekiranya kursus ini ditawarkan secara elektif. Manakala Chong (1994) dan Fiore (1999), juga memperoleh dapatan yang sama iaitu, murid perempuan dalam aliran sains mempunyai tahap kebimbangan yang tinggi berbanding lelaki.

Apabila memerihal dua subjek kajiannya yang terdiri daripada murid perempuan Fiore (1999), menerangkan seperti berikut:

"Terry memberitahu saya bahawa dia takut akan matematik dan menyebabkan dia gelisah dan terganggu dalam kelas matematik. Lenor menjadi panik dan kaku apabila disoal dalam kelas matematik, sehingga memandang kosong dan apa yang didengari cuma kata-kata merepek" (terjemahan daripada Elenchothy, dalam Tesisnya)

Di Malaysia keputusan ini turut disokong oleh kajian Kor Liew Kee (1997) yang melibatkan murid tingkatan Empat di negeri Pulau Pinang. Menurutnya, murid perempuan aliran sains tulen menunjukkan kebimbangan yang tinggi berbanding dengan murid lelaki aliran pengajian yang sama.

METODOLOGI

Kajian ini adalah menggunakan pendekatan tinjauan. Statistik deskriptif digunakan supaya segala maklumat yang diperolehi melalui instrumen soal selidik dapat dibentangkan dalam bentuk yang lebih ringkas, terperinci dan bermakna untuk memudahkan pemahaman.

Soal selidik (SKMP) digunakan untuk mengukur skor kebimbangan matematik. Soal selidik merupakan alat kajian yang bersifat logik, saintifik, khusus, dan meliputi populasi yang luas dengan sampel yang kecil. Kajian ini juga akan meninjau tahap kebimbangan matematik dalam kalangan pelajar dari aspek pendapatan keluarga, dan jantina pelajar iaitu aspek yang kurang dikaji di Malaysia.

Lokasi Kajian

Kajian telah dijalankan di daerah Ampang, Selangor. Pemilihan lokasi kajian ini adalah kerana daerah ini mempunyai sistem perhubungan yang maju yang melicinkan proses pengumpulan data kajian. Ini adalah penting bagi pengkaji bagi menguruskan masa untuk penyelidikan di samping tugas hariannya.

Pemilihan Lokasi Sekolah

Pensampelan berstrata digunakan bagi menentukan peratus populasi mengikut lokasi sekolah berdasarkan bandar dan luar bandar bagi memastikan bilangan sampel bagi setiap kategori sekolah. Dengan pensampelan berstrata, pengkaji dapat membahagikan populasi dalam tiga strata berasaskan kategori jantina dan pendapatan keluarga.

Instrumen Kajian

Objektif utama kajian ini ialah meninjau tahap kebimbangan matematik dalam kalangan pelajar sekolah menengah tingkatan empat dan melihat perbezaannya dengan jantina dan pendapatan keluarga. Untuk mencapai objektif ini penyelidik menggunakan Skala Kebimbangan Matematik Pelajar (SKMP) untuk pelajar-pelajar tingkatan empat yang diubah suai berpandukan penterjemahan item-item MARS (Richardson & Suinn, 1972) oleh Kit Yuen (1995), (dari Shortened Form of the Mathematics Anxiety Rating Scale Translated Version) dan Kor Liew Kee (1997) (dalam instrumen Skala Kebimbangan Matematik Remaja) dan penterjemahan penyelidik sendiri ke atas "Instrument to assess Mathematics Anxiety and apprehension", (Ikegulu 2003) Mathematic Anxiety Scale, Mas (Fennema & Sherman 1976) dan Mathematics Anxiety Questionnaires, MAQ (Meec, 1981).

Kebanyakan item dalam instrumen-instrumen konstruk yang sama atau menghampiri maksud yang sama. Hanya item-item yang sesuai bagi pelajar dan mengikut sukatan pelajaran tahun Empat dalam sistem pendidikan Malaysia dipilih dan diubah suai. Pengubahsuaian dilakukan dari aspek istilah-istilah. Contohnya "kursus" ditukar kepada "mata pelajaran", istilah "kampus" kepada "sekolah" dan bersedia memasuki kelas". Item-item seperti "mendaftar untuk sesuatu kursus statistik", "memasuki kampus dan memikirkan tentang kursus matematik" (Kit Han Yuen 1995). Dan "Dikehendaki menggunakan sifir daripada buku matematik" (Kor Liew Kee 1997) telah dikeluarkan. Items-item yang menguji konstruk kebimbangan matematik diasingkan daripada konstruk kebimbangan pandangan matematik

Inventori Skala Kebimbangan Matematik Pelajar (SKMP)

Berikut adalah perincian mengenai bahagian soal selidik SKMP:

a. Demografi Responden (Bahagian I)

Bahagian 1 memperincikan maklumat demografi murid iaitu nama sekolah, jantina dan pendapatan ibu bapa. Maklumat ini adalah penting untuk menganalisis responden mengikut kategori lokasi sekolah, jantina dan pendapatan ibu bapa untuk menjawab objektif kajian serta sebagai maklumat tambahan untuk mengukuhkan dapatan kajian. Untuk kesemua maklumat demografi murid hanya memilih jawapan di ruang pilihan yang disediakan.

b. Konstruk Kebimbangan Matematik (Bahagian ii)

Item-item soal selidik dalam bahagian ii terdiri daripada item-item pengukuran tahap kebimbangan matematik murid melalui skor kekerapan pengalaman yang perlu dipilih oleh responden. Item-item di dalam instrumen penyelidikan ini direka bentuk tanpa pilihan respons "tidak pasti- untuk mengelakkan murid memilih respons yang neutral (Saigh & Khouri, 1983). Skor 5 adalah untuk kekerapan paling tinggi, skor 4 untuk kekerapan sederhana, 3 untuk kadang-kadang, 2 untuk sekali-sekala, dan 1 untuk keadaan tidak pernah. Jumlah skor bagi keseluruhan ujian menandakan tahap kebimbangan dan skor yang tinggi mewakili tahap kebimbangan yang tinggi.

Tahap kebimbangan ditentukan dengan membahagikan jumlah skor (iaitu 240) kepada tiga tahap, iaitu tahap rendah, tahap sederhana, tahap tinggi. Sebanyak 20% skor terkecil dinilai sebagai tahap rendah (skor 0-48 atau min 0-1), diikuti oleh 60% skor seterusnya dinilai sebagai tahap sederhana (skor 49-191 atau min 1.01-3.99) dan 20% skor yang tertinggi sebagai (skor 192-240 atau min skala 4-5) tahap tinggi. (Richardson & Suinn, 1972; Rahmah Murshidi, 1999). Menurut Nugent, Sieppert, dan Hudson (2001) skor—skor ini mewakili magnitud kontinum, iaitu skor tertinggi menunjukkan nilai magnitud yang besar dan skor rendah menunjukkan nilai magnitud terkecil (dalam Aida Suraya Md Yunus et al., 2006).

Kesahan & Kebolehpercayaan Instrumen

Soal selidik SKMP ini akan diuji kesahan dan kebolehpercayaan. Kesahan didefinisikan sebagai pembentuk akal budi sesuatu yang meyakinkan dan kelihatan betul pada pembaca (Lacity & jansen 1994). Kesahan konstruk pula adalah perlu untuk mencerminkan kelakuan bagi sesuatu tret psikologikal (Alias Baba 1997). Items-item SKMP ini akan disemak juga oleh beberapa orang guru pakar dalam bidang matematik dan Bahasa Melayu bagi memastikan kesesuaian item-item terjemahan ke dalam Bahasa Melayu dengan susunan ayat dan tatabahasa yang tepat sebelum disahkan. Item-item SKMP ini telah disemak oleh dua orang guru bahasa Melayu yang berpengalaman dan seorang guru kanan sains dan matematik dan Sekolah Kebangsaan Taman Rinting 2, Masai Pasir Gudang, untuk memastikan kesesuaian item-item terjemahan bahasa Melayu dengan nahu dan susunan ayat yang mudah sebelum disahkan. Kandungan setiap item akan disemak oleh tiga orang pakar penilai instrumen dari Fakulti Pendidikan Matematik dan Institut Penyelidikan Matematik, Universiti Putra Malaysia.

Kebolehpercayaan merupakan ukuran keupayaan sesuatu pengkaji dalam mengukur permasalahan kajian secara konsisten setiap kali ia digunakan pada masa, tempat, dan sampel yang berlainan (Mohd.Salleh Abu dan Zaidatun Tasir, 2001). Kebolehpercayaan bermaksud konsisten dan boleh dijangkakan. Selain itu, kebolehpercayaan juga adalah darjah pengukuran yang diukur oleh sesuatu penilai terhadap apa yang perlu diukur (Zeemeister 2000). Skor yang diambil daripada sesuatu ujian dipengaruhi oleh ralat yang disebabkan oleh beberapa faktor. Ralat ini mungkin berlaku disebabkan keadaan sesuatu penilaian ditadbirkan (contoh pelajar tidak mengikut arahan dengan betul atau tidak menepati masa, lalai dan sebagainya) atau keadaan semasa peserta (contohnya kepenatan, tidak bermotivasi atau bimbang). Kebolehpercayaan juga dipengaruhi masa (lama) ujian dan objektif skor (Burn 2000).

Instrumen ini akan diuji semasa ujian rintis dijalankan untuk mengukur kebolehpercayaan instrument SKMP. Data yang dipungut daripada kajian rintis akan diproses menggunakan program SPSS (*Statistikal Packages for Social Science*) versi 14. Data akan dianalisis dengan "*Reliability Analisis*" untuk menentukan kebolehpercayaan setiap dimensi. Dalam kajian ini model analisis kebolehpercayaan nilai *alpha* akan digunakan kerana model ini amat sesuai untuk data berskala (Mohd.Salleh Abu & Saidatun Tasir 2001). Oleh kerana kesemua item tersebut akan mempamerkan nilai *alpha* yang akan membolehkan ditafsirkan baik dan sangat baik maka tiada pengubahsuaian dilakukan pada item-item ini. Namun sekiranya sebaliknya, maka akan dilakukan pengubahsuaian item ini.

DAPATAN KAJIAN

Analisis Data Kajian

Data skor respons bagi setiap item SKMP yang akan dikumpulkan, diproses dan dianalisis secara statistik deskriptif dan statistik inferensi menggunakan program 'Statistikal Packages for Social Science

(SPSS). Untuk menjawab persoalan kajian, pengkaji kajian ini akan menggunakan ujian statistik ujian-t bagi sampel tidak bersandar dan ujian ANOVA.

Ujian-t bagi sampel tidak bersandar telah digunakan untuk menjawab persoalan iaitu untuk melihat sama ada terdapat perbezaan yang signifikan dalam tahap kebimbangan matematik antara responden lelaki dan perempuan. Aras signifikan (dua arah) nilai $\alpha = 0.05$ digunakan dengan selang keyakinan 95%.

Prosedur ANOVA sehalu digunakan untuk membandingkan signifikan diantara kebimbangan dengan pendapatan ibubapa.

Profil Responden

Responden kajian terdiri daripada 60 orang pelajar tingkatan 4 di Sekolah Menengah kawasan Ampang.

Jadual 1
Profil Responden Kajian

	LATAR BELAKANG SAMPEL	BILANGAN SAMPEL	PERATUSAN (%)
JANTINA	LELAKI	29	48.3
	PEREMPUAN	31	51.7
	JUMLAH	60	100
PENDAPATAN	<RM1000	8	13.3
	RM1000-RM1500	19	31.7
	RM1500-RM2000	16	26.7
	>RM2000	17	28.3
	JUMLAH	60	100

Seramai 29 orang (48.3%) adalah pelajar lelaki dan 31 orang (51.7%) adalah pelajar perempuan. Melihat kepada pendapatan keluarga, iaitu seramai 8 orang (13.3%) adalah berpendapatan bawah RM1000, 19 orang (31.7%) adalah berpendapatan antara RM1000-RM1500, 16 orang (26.7%) adalah berpendapatan antara RM1500-RM2000 dan 17 orang (28.3%) adalah berpendapatan lebih RM2000.

Analisis deskriptif

1. Kebimbangan Matematik Mengikut Jantina

Kebimbangan Matematik pelajar telah dianalisis mengikut jantina. Nilai min dan sisihan piawai seperti dalam jadual 2.

Jadual 2
Min dan sisihan piawai kebimbangan matematik pelajar mengikut jantina (Lelaki, $n=29$; Perempuan, $n=31$)

	JANTINA	N	Min	Sisihan piawai	interpretasi
kebimbangan matematik	LELAKI	29	2.5057	0.77398	sederhana
	PEREMPUAN	31	2.5848	0.47396	sederhana

Perbandingan mengikut jantina didapati sampel lelaki dan perempuan mempunyai tahap kebimbangan Matematik yang sederhana.

2. Kebimbangan Matematik Mengikut Pendapatan Keluarga

Kebimbangan Matematik pelajar juga telah dianalisis mengikut pendapatan keluarga. Nilai min dan sisihan piawai seperti dalam jadual 3.

Jadual 3

Min dan sisihan piawai kebimbangan matematik pelajar mengikut pendapatan keluarga

pendapatan	N	Min	Sisihan piawai	interpretasi
<RM1000	8	2.1574	0.43946	rendah
RM1000-RM1500	19	2.5253	0.56988	sederhana
RM1500-RM2000	16	2.4352	0.58318	sederhana
>RM2000	17	2.8584	0.71743	sederhana
Jumlah	60	2.5466	0.63254	sederhana

Perbandingan mengikut pendapatan keluarga didapati bahawa kebimbangan matematik berada pada tahap sederhana secara keseluruhannya.

Analisis Inferensi

Prosedur statistik inferensi telah digunakan bagi menjawab persoalan kajian. Dapatan kajian dalam dua bahagin utama iaitu bahagian ujian t bebas, dan ujian Anova.

1. Ujian T Tidak Bersandar

Adakah terdapat perbezaan yang signifikan bagi skor kebimbangan Matematik pelajar berdasarkan jantina?

Jadual 4

Jadual equality of variance dan ujian t bebas bagi skor keyakinan Matematik pelajar berdasarkan jantina

Skor	Jantina	N	Mean	Std. Dev	Levene's Test for Equality of Variances		t-test for Equality of Means	
					F	Sig.	t	Sig. (2-tailed)
kebimbangan matematik	Lelaki	29	2.5057	0.77398	6.413	0.014	-	0.473
	Perempuan	31	2.5848	0.47396				

H₀ 1: tidak terdapat perbezaan yang signifikan antara skor kebimbangan matematik pelajar berdasarkan jantina pelajar.

Jadual 4 menunjukkan tidak terdapat perbezaan yang signifikan skor keyakinan Matematik pelajar berdasarkan jantina lelaki (min=2.5057, s.d = 0.77398) dan perempuan (min=2.5848, s.d = 0.47396); (t = -0.473, p = 0.638).

2. Ujian Anova

Adakah terdapat perbezaan yang signifikan bagi skor kebimbangan Matematik pelajar berdasarkan pendapatan keluarga?

Bagi menjawab persoalan kajian ini, ujian ANOVA sehala perlu dijalankan. Sebelum analisis ANOVA dijalankan, ujian *homogeneity of variance* perlu dibuat untuk menguji samada varians dalam skor adalah sama bagi kelima – lima pendapatan keluarga yang diuji. Maka, nilai signifikan (sig) bagi ujian Levene test perlu diperiksa. Didapati nilai p bagi kelima – lima pendapatan keluarga dengan skor kebimbangan Matematik pelajar adalah p=0.629 adalah lebih daripada 0.05. Hal ini menunjukkan andaian kehomogenan varians adalah dipatuhi (Pallant 2011).

Jadual 5:

Jadual homogeneity of variance bagi skor kebimbangan Matematik pelajar berdasarkan pendapatan keluarga

Levene Statistik	df1	df2	Sig.
0.582	3	56	0.629

H₀ 2: tidak terdapat perbezaan yang signifikan antara skor kebimbangan matematik pelajar berdasarkan pendapatan keluarga pelajar.

Ujian analisis ANOVA Sehalu dijalankan untuk mengenal pasti impak pendapatan keluarga ke atas skor kebimbangan matematik pelajar. Pelajar telah dbahagi kepada lima kumpulan mengikut pendapatan keluarga. Berpandukan kepada jadual 6 dan 7, didapati terdapat perbezaan yang signifikan secara statistik pada nilai $p < 0.05$ terhadap skor kebimbangan matematik pelajar mengikut pendapatan keluarga pelajar tersebut ($F(3, 56) = 2.792$; $p < 0.05$). Dengan itu, hipotesis nul adalah ditolak.

Jadual 6

Min dan sisihan piawai bagi skor kebimbangan Matematik terhadap pendapatan keluarga pelajar.

	pendapatan keluarga pelajar	Min	Sisihan Piawai
kebimbangan matematik	<RM1000	2.1574	0.43946
	RM1000-RM1500	2.5253	0.56988
	RM1500-RM2000	2.4352	0.58318
	>RM2000	2.8584	0.71743
	Jumlah	2.5466	0.63254

Jadual 7

Analisis Anova bagi skor kebimbangan Matematik terhadap pendapatan keluarga pelajar.

	Jumlah Kuasa dua	df	Min Kuasa Dua	F	Sig.
Antara kumpulan	3.072	3	1.024	2.792	0.049
Dalam kumpulan	20.534	56	0.367		
Jumlah	23.606	59			

PERBINCANGAN DAN IMPLIKASI KAJIAN

Dapatan deskriptif menunjukkan bahawa tahap kebimbangan Matematik pelajar berada pada tahap sederhana secara keseluruhannya. Bilangan jantina lelaki dan perempuan menunjukkan keseimbangan dalam tahap kebimbangan mereka. Hal ini menyifatkan bahawa kebimbangan pelajar terhadap Matematik bukan menjadi faktor yang sangat serius dalam menangani masalah pencapaian Matematik pelajar. Namun begitu, tahap kebimbangan ini perlu dikawal dan juga diberi perhatian agar pelajar tidak akan gusar akan pembelajaran Matematik yang semakin ke hadapan apabila di peringkat yang lebih tinggi. Jika diperhatikan bagi faktor pendapatan keluarga, tahap kebimbangan menunjukkan sederhana bagi keseluruhannya. Namun, tahap kebimbangan yang cukup rendah bagi pelajar yang mempunyai pendapatan pelajar bawah RM1000. Hal ini berkemungkinan pelajar – pelajar ini berkeyakinan dalam mempelajari Matematik bagi membantu keluarga dan meringankan beban ibu bapa pada masa akan datang dengan belajar bersungguh – sungguh. Faktor kemiskinan bukan mejadi penghalang bagi mereka untuk berjaya, namun lebih bersemangat dan berkeyakinan dalam menghadapi pembelajaran Matematik.

Kajian ini membuktikan bahawa tidak terdapat perbezaan antara skor kebimbangan matematik murid di sekolah sekitar Ampang berdasarkan jantina lelaki dan perempuan. Maka kajian ini menunjukkan keputusan ia bertentangan dengan Tobias (1993), menyatakan bahawa terdapat perbezaan yang

signifikan antara kebimbangan matematik pada jantina. Data ini juga menolak kajian Tuan Salwani (2001), menjalankan kajian kebimbangan matematik di IPT swasta di Selangor menunjukkan bahawa pelajar perempuan mempunyai tahap kebimbangan matematik yang lebih tinggi berbanding dengan pelajar lelaki. Namun, kajian ini seiring dengan pengkaji lain seperti Kor (1997), menunjukkan tidak terdapat perbezaan yang signifikan di antara faktor jantina dengan tahap kebimbangan matematik pelajar. Selain itu, data kajian ini menunjukkan terdapat perbezaan yang signifikan diantara kebimbangan matematik dengan pendapatan. Ini menampakkan data ini menjelaskan faktor sosioekonomi mempengaruhi kebimbangan matematik murid. Data ini seiring dengan kenyataan yang mengatakan faktor latar belakang keluarga yang tidak berpendidikan tinggi turut menyumbang terbentuknya konsep sendiri negatif dalam diri anak mereka dan pandangan buruk keluarga yang tidak mempunyai asas matematik menjejaskan keyakinan para murid untuk mempelajari matematik (Arem, 2003; Hadjield dan McNeil, 1999; Marzita Puteh, 2002).

Hasil kajian telah menunjukkan tidak terdapat perbezaan yang signifikan kebimbangan matematik dengan jantina manakala terdapat perbezaan yang signifikan antara kebimbangan matematik dengan pendapatan keluarga. Hal ini menunjukkan bahawa pendapatan ekonomi keluarga menjadi penyebab perbezaan terhadap skor kebimbangan matematik khususnya kepada anak – anak mereka. Justeru itu, peranan ibu bapa perlu diberi perhatian dalam pendidikan pelajar agar keyakinan mereka dalam menghadapi subjek matematik berada pada tahap yang baik. Kerjasama yang perlu dianjurkan diantara guru dan ibu bapa perlu dititikberatkan dalam meningkatkan keyakinan pelajar bukan hanya di sekolah malah, bimbingan dan tunjuk ajar juga perlu diberi penekanan ketika mana di luar sekolah khususnya di rumah. Selain itu, warga pendidik juga dicadangkan supaya usaha untuk meningkatkan pembelajaran dan pemudahcaraan di kelas tidak perlu mendiskriminasi mengikut jantina dan sosioekonomi murid. Tambahan lagi, pihak berkuasa di peringkat Kementerian Pendidikan Malaysia dan jabatan sudah boleh mengiatkan usaha meningkat pencapaian subjek matematik di peringkat sekolah tanpa mengira jantina dan sosioekonomi murid di kawasan tertentu.

KESIMPULAN

Kajian ini telah menunjukkan bahawa tahap kebimbangan murid tingkatan 4 pada tahap yang sederhana. Oleh itu, usaha pengajaran dan pemudahcaraan perlu lebih lagi giat dijalankan dan digembeleng bersama bagi memajukan pendidikan di Malaysia terutama bagi subjek matematik demi kemajuan Malaysia yang tercinta. Dengan itu, usaha ini mampu merialisasikan pendidikan yang koheran dan holistik selaras TN50.

Harapan semua warga pendidik mahupun pihak kementerian untuk menjadikan Matematik bukan lagi menjadi subjek yang membimbangkan dalam kalangan pelajar malah, menjadi salah satu subjek yang menyeronokkan dalam mengaplikasikan dalam kehidupan seharian.

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KEMATANGAN KERJAYA SISWA GURU: SATU KORELASI DENGAN KURSUS PERKEMBANGAN KANAK-KANAK (EDUP 3023)

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ABSTRAK

Kajian ini bertujuan untuk melihat korelasi Kursus Perkembangan Kanak-kanak (EDUP3023) dengan kematangan siswa guru semester satu Ambilan Jun 2016 di IPG Kampus Ilmu Khas dari domain kecekapan. Kajian ini juga cuba meninjau faktor peramal EDUP3023 terhadap kematangan dalam kalangan siswa guru semester 1. Sampel kajian terdiri dari 60 siswa guru yang dipilih dengan kaedah persampelan rawak. Kajian yang dijalankan secara tinjauan deskriptif dengan menggunakan instrumen soal selidik Inventori Kematangan Kerjaya Siswa Guru (IKKS: 25 item) dan Survey Pelaksanaan Kursus EDUP3023 (20 item). Data yang diperolehi dianalisis dengan berpandukan program *Statistical Package for Social Science (SPSS) Version 21.0*. Semua pemboleh ubah bebas didapati mempunyai korelasi yang kuat antara konsep, prinsip perkembangan kanak-kanak ($r=.325$, $p<.05$), teori-teori perkembangan kanak-kanak ($r=.325$, $p<.05$) terhadap domain kecekapan. Keseluruhan hubungan yang signifikan dan positif ini menjelaskan bahawa semakin tinggi pengetahuan tentang konsep, prinsip perkembangan kanak-kanak, teori perkembangan, personaliti dan konsep sendiri maka semakin meningkat kematangan domain kecekapan dalam kalangan responden. Teori-teori perkembangan menyumbang sebanyak 26.1% [$F(1,58) = 14.79$; $p<.05$] varians dalam kematangan responden. Ini menjelaskan bahawa Kursus EDUP3023 dapat menolong siswa guru dalam meningkatkan profesionalisme keguruan khususnya domain kecekapan pedagogi sebelum mereka keluar menjadi guru.

Kata kunci: Kematangan, Perkembangan Kanak-kanak, Kecekapan Pedagogi

ABSTRACT

The purpose of this study is to examine the correlation of the Child Development Course (EDUP3023) with the maturity of the first semester teacher of June 2016 at the IPG of Campus Ilmu Khas from the competency domain. This study also attempted to examine EDUP3023 predictor factors to maturity among students of semester 1. The sample of the study consisted of 60 teachers selected by random sampling method. The study was conducted using a descriptive survey using the Instructional Instrumentation of Teacher Student Maturity Inventory (IKKS: 25 items) and EDUP3023 Course Implementation Survey (20 items). The data obtained were analyzed based on the Statistical Package for Social Science (SPSS) Version 21.0 program. All independent variables were found to have strong correlation between the concepts, the developmental principles of children ($r = .325$, $p < .05$), the children's developmental theories ($r = .325$, $p < .05$) to the domain of competence. This whole significant and positive relationship explains that the higher knowledge of the concepts, the principles of child development, the developmental theory, the personality and the self-concept, the growing maturity of the domain of competence among respondents. Developmental theories accounted for 26.1% [$F(1,58) = 14.79$; $P < .05$] variance in maturity of respondents. This explains that EDUP3023 courses can help teachers in improving professionalism in pedagogical competence domain before they become teachers.

Keywords: Maturity, Child Development, Pedagogical Skill

1. PENGENALAN

Institut Pendidikan Guru (IPG), Kementerian Pelajaran Malaysia bertanggungjawab menyediakan latihan keguruan yang berkualiti untuk menghasilkan insan guru yang mempunyai kompetensi, integriti dan kredibiliti yang boleh diteladani. IPG berhasrat menghasilkan modal insan dan masyarakat berpengetahuan sebagai persediaan Malaysia menjadi negara industri menjelang tahun 2020. Justeru itu, kurikulum dan kokurikulum IPG sangat penting untuk meningkatkan kematangan para siswa guru dalam usaha melahirkan dan membentuk guru yang kompeten dalam profesion keguruan selaras dengan aspirasi Falsafah Pendidikan Kebangsaan dan Falsafah Pendidikan Guru.

Kematangan kerjaya merupakan keupayaan seseorang dalam membuat keputusan terhadap kerjaya dan bidang pengajian yang sesuai untuk dirinya pada masa hadapan. Semakin hampir kesesuaian di antara tingkah laku yang dijangkakan atau dirasakan maka, semakin matanglah seseorang itu dari segi perkembangan kerjayanya (Super, 1957). Justeru itu, siswa guru perlu memahami, menunjukkan kesungguhan, dan mempunyai iltizam yang tinggi dalam melaksanakan daya usaha dan pendekatan baru ke arah usaha untuk meningkatkan kualiti pendidikan. Semoga hasil daripada peranan yang dimainkan oleh IPG, dapat melahirkan sumber tenaga manusia atau modal insan yang mempunyai kematangan kerjaya.

2. TINJAUAN LITERATUR

Kajian ini melibatkan istilah kematangan kerjaya. Mengikut Kamus Dewan (2000), 'kematangan' bermaksud kesempurnaan fikiran dan pengalaman dan sebagainya. Manakala, kerjaya pula dinyatakan sebagai perjalanan atau kemajuan seseorang dalam sesuatu lapangan kehidupan yang berkaitan dengan dunia pekerjaan. Kerjaya mempunyai erti yang amat luas, merangkumi seluruh bidang yang diceburi oleh setiap individu yang mencakupi etika, panduan dan bimbingan profesion. Kematangan kerjaya merupakan satu konsep yang telah dikemukakan oleh Donald Super dalam teorinya. Mengikut Super (1957), golongan remaja yang berjaya menyelesaikan tugas-tugas perkembangan pada peringkat penerokaan ini biasanya akan mencapai kematangan yang lebih optimum pada masa akan datang. Kematangan kerjaya ini boleh dijelaskan dalam dimensi sikap dan kecekapan.

Rohany Nasir (2009) menjelaskan bahawa kematangan kerjaya adalah tertakluk kepada keselarian antara tingkah laku kerjaya seseorang dengan tingkah laku kerjaya yang dijangkakan bagi tahap umurnya. Dapatan kajian beliau menunjukkan apabila konsep sendiri dan kerjaya selaras, seseorang individu itu dapat menunjukkan rasa kepuasan kerja. Dalam kajian Osipow (1996) membuktikan bahawa kematangan kerjaya melibatkan psikologi perkembangan sendiri, keperbezaan, dan konsep sendiri individu. Ciri-ciri ini mencakupi perkembangan keperluan, nilai minat, IQ, kecekapan dan sikap.

Hasil dapatan kajian Mohd Sani Ismail (2011) pula mendapati bahawa tahap kematangan kerjaya dan tahap efikasi sendiri kerjaya pelajar dipengaruhi faktor jantina, aliran atau jurusan pengajian, pencapaian akademik dan status sosio ekonomi keluarga. Dapatan kajian beliau mempunyai implikasi penting ke atas usaha pembangunan kurikulum pendidikan. Dapatan beliau disokong oleh hasil kajian Habibah Alias (1991), Mohd Ali Jaamat dan Side Mohd Noah (2000), dan Sharifah Alwiah Alsagoff (1981) telah membuktikan bahawa pelajar yang kesedaran kerjayanya rendah, kursus latihan sangat membantu mereka meningkatkan kematangan kerjaya.

Natijahnya, program latihan keguruan penting dalam meningkatkan kematangan kerjaya siswa guru dari aspek pengetahuan, kompetensi, personaliti, dan kepemimpinan mereka dalam profesion keguruan.

3. METODOLOGI

Tujuan utama kajian ini adalah untuk mengetahui hubungan di antara pelaksanaan kursus EDUP3023 dengan tahap kematangan kerjaya siswa guru semester 1 dari domain kecekapan serta faktor yang menyumbang kepada kematangan tersebut. Sehubungan itu, reka bentuk kajian yang telah dipilih adalah tinjauan deskriptif. Kajian tinjauan mampu menghurai isu-isu dan masalah dalam pelbagai perspektif terutamanya yang melibatkan sikap, pandangan, kepercayaan, perasaan, tingkah laku dan persepsi (Creswell 2005).

3.1 Sampel Kajian

Bagi tujuan kajian ini, kaedah persampelan yang digunakan ialah persampelan rawak. Kajian ini melibatkan 60 siswa guru semester stau Ambilan Jun 2016 yang berumur di antara 18-21 tahun di IPGKIK.

3.2 Instrumen Kajian

Kajian ini menggunakan soal selidik, maka dapatan kajian ini bergantung sepenuhnya kepada keikhlasan responden semasa menjawab setiap item yang diberikan dalam soal selidik (Chua, 2006). Soal selidik yang akan digunakan dalam kajian ini ialah Inventori Kematangan Kerjaya Siswa Guru (IKKS) dan Survey Pelaksanaan Kursus EDUP3023.

3.2.1 Inventori Kematangan Kerjaya

Instrumen ini diadaptasi daripada instrumen soal selidik *Career Maturity Inventory-Revised* (CMI-R) atau Inventori Kematangan Kerjaya – Semakan oleh John O Crites dan Savickas (1995) untuk mengukur kematangan kerjaya dari domain kecekapan. Instrumen ini terdiri daripada lima konstruk utama yang mengandungi 25 item seperti yang dipaparkan dalam Jadual 1.

Jadual 1

Inventori Kematangan Siswa Guru

Domain Kecekapan Kematangan Kerjaya	Item Positif	Item Negatif	Bilangan item
Budaya Ilmu/ Pengetahuan Kurikulum	1, 3, 4, 5	3	
Pembelajaran Sepanjang Hayat	6, 7, 9, 10	8	
Kepimpinan	11, 14, 15	12, 13	
Kemahiran Penyelesaian Masalah	16, 17, 19, 20	18	
Kemahiran Teknologi Maklumat dan Komunikasi	21, 22, 24, 25	23	25

3.2.2 Survey Pelaksanaan EDUP3023

Instrumen ini dibina oleh pengkaji kajian dengan merujuk kepada pakar bidang perkembangan kanak-kanak dan keesahan kandungan daripada pensyarah yang mempunyai kepakaran dalam perkembangan kanak-kanak. Item dalam instrumen ini adalah selaras dengan topik-topik dalam ringkasan maklumat kursus (semakan Nov 2016). Kebolehpercayaan *cronbach's alpha* instrumen ini ialah .92.

Instrumen ini mengandungi empat konstruk mencakupi topik dalam ringkasan maklumat kursus EDUP3023 dan mengandungi 20 item. Empat konstruk adalah konsep, prinsip perkembangan kanak-kanak, teori-teori perkembangan, personaliti dan konsep sendiri dan kanak-kanak berkeperluan khas. Terdapat 5 item dalam setiap konstruk.

Julat maklum balas adalah antara 1 (sangat tidak setuju) hingga 5 (sangat bersetuju). Bagi menentukan tahap pencapaian responden terhadap pelaksanaan kursus EDUP3023, interpretasi dibuat berdasarkan pengiraan skala jeda dan kedudukan responden dibahagikan kepada empat tahap berdasarkan julat min. Kedudukan tahap kematangan kerjaya dalam domain sikap, domain kecekapan dan persepsi siswa guru terhadap pelaksanaan kursus EDUP3023 adalah berdasarkan julat skor min seperti dalam Jadual 2.

Jadual 2

Permarkatan dan Interpretasi untuk Tahap Kematangan Kerjaya Siswa Guru dan Pelaksanaan EDUP3023

Julat min	Interpretasi tahap kematangan kerjaya
4.0-5.0	Sangat tinggi
3.0-3.999	Tinggi
2.0-2.999	Rendah
1.0-1.999	Sangat rendah

4.0 ANALISIS DATA

Statistik deskriptif digunakan untuk mendapatkan maklumat tentang taburan jantina, dan umur siswa guru. Untuk tujuan itu, kekerapan min dan sisihan piawai digunakan. Analisis deskriptif dalam min dan sisihan piawai juga digunakan untuk mengenal pasti tahap kematangan siswa guru.

Statistik inferensi digunakan untuk membuat generalisasi keputusan kajian yang diperoleh daripada sampel kajian kepada populasi kajian (Chua, 2006). Dua jenis statistik inferensi terlibat dalam kajian ini, iaitu (i) Analisis Kolerasi Bivariat Pearson bagi melihat hubungan antara kesemua pemboleh ubah terlibat, (ii) Analis Regresi Pelbagai (*Multiple Regression*) bagi membuat inferensi tentang faktor-faktor penyumbang kepada tahap kematangan kerjaya siswa guru semester 1. Untuk tujuan data, data yang diperolehi dianalisis dengan berpandukan program *Statistical Package for Social Science (SPSS)* Version 21.0.

5.0 DAPATAN KAJIAN

Dapatan kajian dibincangkan satu persatu berdasarkan objektif kajian yang telah dinyatakan sebelum ini.

Jadual 3
Profil Demografi Siswa Guru

	Demografi	Kekerapan	Peratus (%)
Jantina	Lelaki	30	50.0
	Perempuan	30	50.0
Umur	18	1	1.7
	19	33	55.0
	20	19	31.7
	21	7	11.7

Analisis ke atas demografi responden dibuat menggunakan petunjuk kekerapan dan peratusan. Berdasarkan dapatan yang diperoleh seperti paparan dalam Jadual 3, bilangan siswa guru perempuan (N=30; 50.0%) dan guru lelaki (N=30; 50.0%). Daripada segi umur pula majoriti responden berumur 19 tahun (N=33; 55.0%) diikuti dengan mereka yang berumur 20 tahun (N=19; 31.7%), 21 tahun (N=7; 11.7%) dan 18 tahun (N=1; 1.7%). Dapatan ini menunjukkan kebanyakan siswa guru semester 1 di IPG KIK berada dalam lingkungan umur 19 tahun – 20 tahun.

5.1 Tahap Kematangan Kerjaya dari Domain Kecekapan Responden

Perbincangan pada bahagian ini bertujuan untuk menjawab objektif kajian 1 iaitu mengenal pasti tahap kematangan kerjaya dari domain kecekapan dalam kalangan siswa guru semester 1.

Jadual 4
Tahap Kematangan Kerjaya dari Dimensi Domain Kecekapan Responden

Domain Kecekapan	Min	Sisihan Piawai	Tahap
Budaya Ilmu/ Pengetahuan Kurikulum	3.80	.45	Tinggi
Pembelajaran Sepanjang Hayat	3.72	.52	
Kepimpinan	3.17	.48	
Kemahiran Penyelesaian Masalah	3.39	.55	
Kemahiran Teknologi Maklumat dan Komunikasi	3.53	.59	

***Nota: Sangat rendah 1.0-1.999, Rendah 2.0-2.999, Tinggi 3.0-3.999, Sangat tinggi 4.0-5.0**

Jadual 4 di atas menjelaskan analisis dapatan kajian tentang taburan min dan sisihan piawai kematangan kerjaya dari aspek domain kecekapan responden. Secara amnya, dapatan menunjukkan min dimensi domain kecekapan responden berada pada tahap tinggi dengan min antara 3.80 hingga 3.17. Dimensi budaya ilmu/ pengetahuan kurikulum ($M=3.80$; $SP=.45$), paling tinggi diikuti dengan pembelajaran sepanjang hayat ($M=3.72$; $SP=.52$), kemahiran teknologi dan maklumat ($M=3.53$; $SP=.59$), kemahiran penyelesaian masalah ($M=3.39$; $SP=.55$) dan kepimpinan ($M=3.17$; $SP=.48$). Dapatan menunjukkan responden tidak begitu matang dalam kemahiran penyelesaian masalah dan kepimpinan.

5.2 Tahap Pelaksanaan Kursus EDUP3023

Perbincangan pada bahagian ini bertujuan untuk menjawab objektif kajian 2 iaitu mengenal pasti tahap pelaksanaan kursus EDUP3023 dalam kalangan siswa guru semester 1.

Merujuk Jadual 5, analisis dapatan kajian menunjukkan min pelaksanaan kursus EDUP3023 adalah sangat tinggi keseluruhannya. Aspek-aspek dalam kursus EDUP3023 adalah kanak-kanak berkeperluan pendidikan khas paling tinggi ($M=4.48$; $SP=.48$), diikuti dengan aspek konsep, prinsip perkembangan kanak-kanak ($M=4.45$; $SP=.44$), teori-teori perkembangan kanak-kanak ($M=4.40$; $SP=.42$), dan personaliti dan konsep sendiri ($M=4.33$; $SP=.44$). Dapatan ini sangat memberangsangkan dan menunjukkan matlamat dan objektif kursus EDUP3023 tercapai dengan cemerlang.

Jadual 5

Tahap Pelaksanaan Kursus EDUP3023

Aspek EDUP3023	Min	Sisihan Piawai	Tahap
Kursus EDUP3023	4.41	.38	
Konsep, Prinsip perkembangan kanak-kanak	4.45	.44	
Teori-teori perkembangan kanak-kanak	4.40	.42	
Personaliti dan Konsep sendiri	4.33	.44	Sangat Tinggi
Kanak-kanak berkeperluan pendidikan Khas	4.48	.48	

***Nota: Sangat rendah 1.0-1.999, Rendah 2.0-2.999, Tinggi 3.0-3.999, Sangat tinggi 4.0-5.0**

5.3 Hubungan Antara Pelaksanaan EDUP3023 Dengan Kematangan Kerjaya

Perbincangan pada bahagian ini bertujuan untuk menjawab objektif kajian 3 iaitu menentukan sama ada terdapat hubungan yang signifikan antara pelaksanaan Kursus EDUP3023 dengan kematangan kerjaya siswa guru Semester 1.

Kekuatan hubungan antara pemboleh ubah ditafsir berdasarkan cadangan Healey et al., (1997) seperti yang ditunjukkan dalam Jadual 6.

Jadual 6

Pengelasan Tafsiran Pekali Korelasi Mengikut Healey (1997)

Nilai Kolerasi (r)	Kekuatan Hubungan
> 0.30	Kuat
0.10 -0.30	Sederhana
<0.10	Lemah

Pemboleh ubah bebas Kursus EDUP3023 terdiri daripada aspek prinsip, teori perkembangan, personaliti dan murid-murid berkeperluan khas. Bagi mengenal pasti hubungan antara pemboleh ubah EDUP3023 dengan kematangan kerjaya siswa guru, Ujian Kolerasi Pearson telah dijalankan. Jadual 7 memaparkan dapatan analisis korelasi bivariat yang menjelaskan hubungan antara kesemua pemboleh ubah kajian.

Jadual 7

Hubungan antara pemboleh ubah bersandar dengan pemboleh ubah bebas

Pemboleh ubah bebas EDUP3023	Pemboleh ubah bersandar Kematangan Kerjaya	
	r	p
Konsep, Prinsip perkembangan kanak-kanak	.325*	.011
Teori-teori perkembangan kanak-kanak	.321*	.012
Personaliti dan Konsep sendiri	.278*	.032
Kanak-kanak berkeperluan pendidikan Khas	.103	.434

* $p<0.05$ ** $p<0.01$

Hasil analisis menunjukkan hampir semua pemboleh ubah bebas mempunyai hubungan yang signifikan dan positif dengan pemboleh ubah domain kematangan kerjaya kecuali pemboleh ubah kanak-kanak berkeperluan pendidikan khas. Berdasarkan nilai r, didapati wujud hubungan yang kuat antara konsep, prinsip perkembangan kanak-kanak ($r=.325$, $p<.05$), teori-teori perkembangan kanak-

kanak ($r=.321$, $p < .05$) terhadap domain kematangan kerjaya. Sementara bagi pemboleh ubah personaliti dan konsep sendiri, hubungannya dengan domain kematangan kerjaya adalah positif dan sederhana ($r=.278^*$, $p < .05$). Keseluruhan hubungan yang signifikan dan positif ini menjelaskan bahawa semakin tinggi pengetahuan tentang konsep, prinsip perkembangan kanak-kanak, teori perkembangan, personaliti dan konsep sendiri maka semakin meningkat kematangan kerjaya dalam kalangan responden.

5.4 Faktor penyumbang kepada kematangan kerjaya.

Perbincangan pada bahagian ini bertujuan untuk menjawab objektif kajian 4 iaitu menentukan sumbangan faktor peramal EDUP3023 terhadap kematangan kerjaya dalam kalangan siswa guru semester 1. Analisis regresi pelbagai digunakan untuk menganalisis objektif kajian ini, dan dapatannya dipaparkan dalam jadual 8 dan 9.

Jadual 8

Analisis Varians Regresi Pelbagai Kematangan Kerjaya Dan EDUP3023

Punca Variasi	Jumlah Kuasa Dua	Darjah Kebebasan	Min kuasa Dua	F	p
Regressi	2598.98	1	2598.98	14.79	.000 ^b
Reja	10193.86	58	175.75		
Jumlah	12792.85	59			

a. Pemboleh ubah bersandar: Kematangan kerjaya
b. Peramal: Teori-teori perkembangan kanak-kanak

Dapatan analisis data dalam Jadual 8 menunjukkan hanya pemboleh ubah teor-teori perkembangan kanak-kanak menyumbang secara signifikan terhadap kematangan kerjaya responden [$F(1,58) = 14.79$; $p < .05$]. Pemboleh ubah teori-teori perkembangan menyumbang sebanyak 26.1% varians dalam kematangan kerjaya responden. Dapatan juga menunjukkan pemboleh ubah konsep, prinsip perkembangan kanak-kanak, personaliti dan konsep sendiri, serta kanak-kanak berkeperluan pendidikan khas bukan merupakan faktor penyumbang walaupun mempunyai hubungan yang signifikan dengan kematangan kerjaya.

Jadual 9

Koefisien Anggaran Bagi Kematangan Kerjaya Dan Pemboleh Ubah Bebas Dengan Menggunakan Kaedah Stepwise

	Pekali tidak piawai (β)	Pekali piawai (β)	t	R ²	p
Pemalar	100.03				
Teori perkembangan kanak-kanak	20.72	.59	2.38	.261	.021
Catatan: $R=511^a$ $Adj. R^2 = .20$, Ralat piawai=13.11 Durbin-Watson=1.24					

Berdasarkan Jadual 9, didapati pemboleh ubah teori-teori perkembangan kanak-kanak adalah penyumbang utama ($\beta=.59$, $t=2.38$, $p < .05$) bagi kematangan kerjaya dalam kalangan responden. Ini bermakna bagi setiap satu unit pertambahan dalam teori-teori perkembangan, kematangan kerjaya responden akan meningkat sebanyak 0.59 unit. Pemboleh ubah teori-teori perkembangan kanak-kanak didapati menyumbang sebanyak 26% sahaja varians kematangan kerjaya responden.

6.0 PERBINCANGAN DAN RUMUSAN

Kajian ini bertujuan untuk meninjau hubungan di antara EDUP 3023 dengan Tahap Kematangan Kerjaya Siswa Guru Semester Satu Ambilan Jun 2016 di IPG Kampus Ilmu Khas yang melibatkan 60 responden. Dapatan kajian menunjukkan bahawa Kursus EDUP 3023 ini dapat meningkatkan kecekapan siswa guru dari aspek budaya ilmu/ pengetahuan, kemahiran Teknologi Maklumat dan Komunikasi, penyelesaian masalah dan sikap kepedulian tinggi terhadap kanak-kanak. Persepsi siswa guru terhadap kursus ini adalah sangat tinggi dan mereka dapat menguasai hasil pembelajaran yang ditentukan. Implikasinya, kursus EDUP 3023 dapat menolong siswa guru dalam meningkatkan profesionalisme keguruan sebelum mereka tamat latihan.

Seterusnya, dapatan kajian menunjukkan bahawa domain kematangan kerjaya adalah pada tahap tinggi selepas mengikuti pra-pismp selama satu tahun sebelum masuk semester 1. Dengan merujuk definisi kematangan kerjaya oleh Super, ini bermakna siswa guru telah mencapai kematangan kerjaya untuk menceburi bidang pekerjaan. Ini membuktikan bahawa keselarasan di antara tingkah laku siswa guru dan tingkah laku kerjaya yang dijangkakan bagi tahap kristalisasi dan pengkhususan jelas dalam kalangan siswa guru.

Pengetahuan tentang teori-teori perkembangan kanak-kanak adalah faktor penyumbang kepada kematangan kerjaya. Dapatan ini selaras dengan kajian Berk (2012) yang menekankan kepentingan teori-teori perkembangan, membolehkan guru lebih faham perkembangan setiap peringkat kanak-kanak dari aspek perkembangan kognitif, bahasa, sosio emosi, moral dan personaliti. Implikasinya, siswa guru berupaya merancang pelbagai strategi pengajaran dan pemudahcaraan (PdPc) khususnya *differentiate learning* untuk memenuhi keperluan murid dari pelbagai tahap.

Kesimpulannya, domain kematangan kerjaya siswa guru merupakan penyumbang penting kepada kompetensi keguruan. Siswa guru yang matang bergantung kepada latihan keguruan berkualiti; yang dapat menghasilkan individu yang mempunyai jati diri yang kukuh, berketerampilan, berkeperibadian mulia, berpengetahuan dan berkemahiran tinggi bagi mengisi keperluan negara maju. Pendidikan juga perlu membentuk modal insan yang mampu berfikir kritis dan kreatif, berkemahiran menyelesaikan masalah, berkeupayaan mencipta peluang baru, mempunyai resilen serta kebolehan untuk berhadapan dengan persekitaran global yang sering berubah. Kurikulum dan kokurikulum di IPG perlu sejajar dengan implementasi pembelajaran abad 21 dan pembelajaran sepanjang hayat (*long life learning*) agar siswa guru mencapai standard kompetensi pendidikan bertaraf dunia.

7.0 CADANGAN

Pengkaji mencadangkan supaya penyemakan semula kurikulum di peringkat IPG KPM dapat mengambil kira penerapan subjek Kepemimpinan Keguruan dalam program PPISMP dan PISMP. Guru perlu bertindak melangkaui orientasi tugas dan pengurusan kepemimpinan (Mohd Sani Ismail, 2011). Mereka perlu memberi perhatian dalam aspek pengurusan kepemimpinan pendidikan sekolah seperti kurikulum, kokurikulum, Hal Ehwal Murid, Program Sekolah, Sumber, dan Organisasi (Ahmad Foa'ad 2009). Ini bermakna siswa guru perlu diberi kepercayaan untuk membina ciri-ciri kepemimpinan sendiri dengan mewujudkan peluang yang formal dan tidak formal untuk bekerja dalam pasukan dan mengamalkan ciri kepemimpinan bermula dari semester satu supaya mereka lebih mantap dalam profesionalisme keguruan menerusi penyediaan hasil tugas yang menjurus kepada pengalaman masteri kepemimpinan. Pengalaman kejayaan dalam mengurus dapat menjana resilen dan kepuasan kerja yang membawa kepada peningkatan kematangan dan efikasi kepemimpinan.

Selain itu, pembinaan kualiti kepemimpinan juga boleh diterapkan menerusi tugas semasa siswa guru menjalani Pengalaman Berasaskan Sekolah (PBS). Tugas berbentuk pemerhatian terhadap kejayaan personalia guru dalam mengurus dan memimpin tanggungjawab boleh membangkit atau merangsang keyakinan siswa guru untuk mencontohi kejayaan kepemimpinan personalia guru berkenaan. Ini selaras dengan konsep *vicarious learning* (Bandura 2003) yang dikaitkan dengan pengalaman melalui imiginasi atau hasil pemerhatian terhadap kejayaan orang lain dalam melaksanakan sesuatu aktiviti. Pengalaman vikarius merupakan satu cara membentuk dan memperkasa kepercayaan efikasi sendiri (Bandura 2003). Pengalaman ini disediakan oleh model-model sosial dengan memperlihatkan kejayaan melalui usaha yang berkekalan untuk meningkatkan kepercayaan diri. Justeru, latihan atau tugas yang disediakan untuk siswa guru sama ada dalam kurikulum, kokurikulum dan latihan praktikum perlu berfokus kepada aspek pembinaan pengalaman masteri khususnya aspek kepemimpinan.

Seterusnya, dicadangkan agar siswa guru diberi kerja kursus pendek atau projek berbentuk kajian dalam bidang pendidikan terutama dalam pengajaran dan pemudahcaraan (PdPc) di dalam bilik darjah. Siswa guru digalakkan menyertai seminar untuk membentangkan hasil penyelidikan mereka. Penglibatan ini sangat membantu meningkatkan kematangan kerjaya siswa guru dari aspek kecekapan dan sikap.

Dicadangkan juga, Ringkasan Maklumat Kurikulum (RMK) setiap kursus yang ditawarkan di IPG perlu mengambil kira cabaran masa kini untuk membangunkan siswa guru menghadapi dan menangani

cabaran-cabaran baru terutama tuntutan-tuntutan sebagai "knowledge worker" dalam era revolusi informasi abad 21. Oleh itu, sewajarnya penerapan A Rich Seam: *Deep Learning* (Fullan, 2014) di IPG diambil perhatian serius oleh semua pihak yang terlibat. Rich Seam menyarankan pelaksanaan pedagogi baru berfokus kepada pembelajaran yang lebih terlibat dengan kehidupan sebenar, pembelajaran di luar bilik darjah; dan kepemimpinan perubahan baru di mana siswa guru dan pensyarah menolak antara satu sama lain untuk memandu kemajuan dalam perkongsian. Seterusnya, keprihatinan terhadap perkembangan kematangan kerjaya siswa guru ini mampu menjadi pemangkin untuk kembali memartabatkan profesion perguruan dan meletakkannya sebaris dengan profesion-profesion lain.

8.0 PENUTUP

Secara keseluruhannya, kajian ini telah dapat menilai hubungan di antara EDUP 3023 dengan Tahap Kematangan Kerjaya Siswa semester satu IPGKIK dari aspek domain kecekapan. Di samping itu juga, kajian ini cuba melihat perbezaan signifikan antara siswa guru lelaki dan siswa guru perempuan terhadap kematangan kerjaya. Dapatan kajian menunjukkan bahawa tahap kematangan kerjaya domain kecekapan siswa guru adalah tinggi. Namun, dimensi kepemimpinan dari domain kecekapan memperolehi dapatan agak rendah. Dapatan kajian juga mendapati bahawa terdapat perbezaan yang signifikan antara siswa guru lelaki dan perempuan terhadap kematangan kerjaya. Semoga hasil dapatan kajian ini memberi manfaat yang besar dalam dunia pendidikan khususnya institut latihan keguruan.

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KONSEP PEMIKIRAN SEJARAH UNTUK KE ARAH MENCAPI KEMAHIRAN BERFIKIR DALAM KALANGAN MURID-MURID TENTANG PEMAHAMAN PERISTIWA SEJARAH

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ABTSRAK

Kemahiran berfikir merupakan satu isu yang menarik minat dalam kalangan pendidik khususnya yang mengajara matapelajaran sejarah di sekolah rendah dan menengah. Perkembangan yang berlaku kini sememangnya memerlukan pengajaran yang bermatlamatkan untuk meningkatkan kemahiran berfikir. Tambahan pula, situasi keadaan masyarakat yang berorientasikan maklumat, ilmu pengetahuan yang semakin berkembang, persaingan yang hebat dalam kehidupan serta keperluan menghasilkan tenaga manusia yang berkualiti untuk menangani segala cabaran. Dengan itu memerlukan seseorang yang mampu dan berkebolehan untuk menyelesaikan masalah serta membuat keputusan yang tepat. Guru perlu membangunkan potensi intelektual pelajar dengan menekankan kemahiran berfikir dalam proses pengajaran dan pembelajaran. Penekanan dan tumpuan kepada penguasaan fakta sahaja tidak memadai tanpa melibatkan pendekatan kemahiran berfikir. Pelajar perlu dilatih supaya mampu menilai dari pelbagai sudut pandangan bagi menjadikan pembelajaran lebih bermakna dan memberi kesan yang mendalam dalam kehidupan mereka. Kemahiran pemikiran sejarah pula adalah merupakan satu bentuk proses kognitif yang memerlukan murid-murid meneroka idea yang kompleks dan abstrak. Justeru murid-murid dapat memahami secara kritis dan imaginatif tentang segala aspek kehidupan manusia silam sehingga ke hari ini. Kemahiran pemikiran sejarah perlu dipupuk dalam kalangan murid bagi membolehkan mereka memahami bagaimana ahli sejarah menginterpretasi peristiwa lalu dengan menggunakan sumber yang menjadi bukti untuk menentukan signifikan sesuatu tarikh, tokoh, peristiwa, lokasi dan aktiviti manusia masa lalu.

1.0 PENGENALAN

Pendidikan Sejarah merupakan satu mata pelajaran yang diterapkan dalam murid sekolah rendah bagi melahirkan para pelajar yang bukan sahaja memahami proses perkembangan peristiwa sejarah malah juga untuk merangsang pemikiran murid. Pengimplementasian matapelajaran sejarah di sekolah rendah tidak harus tertumpu kepada faktan tentang proses peristiwa sejarah sahaja. Pengajaran dan pembelajaran sejarah perlu ke arah membawa murid berfikir secara kritis, mampu membuat perkaitan antara satu peristiwa dengan satu peristiwa yang lain, mencari bukti, membuat pertimbangan dan ramalan serta imaginasi. Kemampuan murid untuk berfikir semasa memahami proses peristiwa sejarah akan membolehkan murid melihat kepentingan peristiwa sejarah tersebut.

2.0 PEMIKIRAN SEJARAH

Sejarahwan terkenal iaitu Carr (1961) mentakrifkan sejarah adalah satu proses yang saling berkait antara fakta, masa kini dan masa lampau. Collingwood (1966) pula menegaskan sejarah adalah untuk mengkaji sesuatu tindakan manusia pada masa lampau yang memberikan kesan kepada sesuatu peristiwa yang bermakna. Bagi Walsh (2008) menyatakan sejarah merupakan disiplin kepada inkuiri, penyiasatan dan analitikal.

Menurut Guilford (1967) pemikiran sejarah membolehkan individu kemahiran mengingat, membuat kognisi dan membuat penilaian berdasarkan fakta sejarah. Manakala Muhd. Yusof Ibrahim, (1986) menyatakan bahawa semua sejarah itu adalah sejarah pemikiran yang tidak dapat ditulis secara saintifik kecuali sejarah itu dapat menggambarkan kembali di dalam akal nya pengalaman manusia yang dikaji tindakannya oleh sejarawan.

Maharom (1998) pula menyatakan sejarah adalah satu mata pelajaran yang dapat merangsang pemikiran dan proses pemikiran secara kritis dan analitiis. Guru sejarah mempunyai peranan untuk menerapkan pemikiran sejarah melalui aktiviti-aktiviti pengajaran dan pembelajaran yang menggalakkan pelajar berfikir. Para pelajar pula perlu difahamkan bahawa setiap permasalahan yang berlaku pada masa kini atau masa akan datang hanya boleh diketahui melalui peristiwa-peristiwa masa lalu. (Crabtree 1989).

3.0 KEMAHIRAN BERFIKIR SECARA KRITIS DAN KREATIF (KBKK)

Kemahiran berfikir yang lebih dikenali sebagai Kemahiran Berfikir secara Kritis dan Kreatif (KBKK) diperkenalkan secara langsung dalam semua mata pelajaran mulai tahun 1993 (Pusat Perkembangan Kurikulum, 2002 dan Lee,1993). Pusat Perkembangan Kurikulum (2002) mendefinisikan kemahiran berfikir sebagai proses menggunakan minda sama ada untuk mencari makna dan pemahaman terhadap sesuatu, membuat pertimbangan dan keputusan atau menyelesaikan masalah mengikut situasi tertentu. Kemahiran berfikir kritis pula ditakrifkan sebagai proses secara sedar untuk mentafsirkan maklumat dan pengalaman dengan keyakinan (Lee,1993).

S.W Schiever dan W. Shirley(1991) menekankan kemahiran berfikir kreatif merupakan keupayaan menghasilkan ciptaan dan idea yang baru atau pemikiran yang membina. Manakala Pusat Perkembangan Kurikulum (2002) mentakrifkan kemahiran berfikir kreatif ialah kebolehan untuk mencerna dan menghasilkan ideaasli dan bersifat generatif. Idea baru terhasil melalui ilham atau gabungan idea-idea yang ada.

Pendidikan Sejarah diperkenalkan di sekolah rendah pada tahun 2014 bertujuan untuk melahirkan generasi baru yang mempunyai pemikiran tinggi, beretika, bermoral dan berupaya mengatasi cabaran masa depan melalui pengajaran Kemahiran Berfikir Atas Tinggi (KBAT) (Pelan Pembangunan Pendidikan Malaysia 2012-2025, Kementerian Pendidikan Malaysia, 2012). Sebelum kemunculan KBAT, Kemahiran Berfikir Kreatif dan Kritis (KBKK)telah diperkenalkan pada tahun 1993 dengan pelbagai cadangan alat berfikir yang membantu guru mengaplikasikan KBKK . Walaupun telah diperkenalkan sejak tahun 1990-an, hasil kajian oleh Kementerian Pendidikan Malaysia (2005) menunjukkan tahap pelaksanaan masih pada tahap rendah.

Kajian oleh Abd Rahim Abd Rashid (2000); Russell (2008);Renuka Ramakrishnan dan Siti Hawa Abdullah (2012) menunjukkan terdapat pelbagai punca kegagalan menerapkan kemahiran berfikir dalam PdP Sejarah. Antaranya kesukaran mendapatkan sumber sejarah, kekangan masa guru mencari sumber yang sahih, kos yang tinggi mencari sumber dan tuntutan menghabiskan sukatan pelajaran. Kesukaran untuk mendapatkan sumber menjadi penghalang guru menggalakkan kemahiran berfikir dalam pengajaran dan lebih cenderung menggunakan kaedah tradisional di dalam kelas. Situasi akan menyebabkan generasi yang dilahirkan pada zaman abad 21 ini tidak mampu untuk mengaplikasikan ilmu sejarah dalam perubahan persekitaran.

4.0 KONSEP PEMIKIRAN SEJARAH

Kemahiran Pemikiran Sejarah merupakan sebahagian daripada proses kemahiran berfikir yang penting dan perlu diterapkan kepada para pelajar. Modul Latihan dan Pembelajaran Sejarah (KPM 2001) merumuskan bahawa Kemahiran Pemikiran Sejarah adalah satu proses yang melibatkan kepada pemikiran kritis dan kreatif, dan guru adalah sebagai fasilitator yang membimbing para pelajar meneroka perkara abstrak dan kompleks dalam mata pelajaran Sejarah.

Marzona *et all.* (1998) menjelaskan pemikiran sejarah merangkumi pembentukan konsep, pembentukan prinsip, kefahaman, penyelesaian masalah, membuat keputusan, penyiasaan dan penggabungan yang melibatkan kemahiran berfikir. Proses pemikiran di peringkat awal adalah pemerolehan pengetahuan manakala pada peringkat akhir adalah kepada pengaplikasian ilmu. Pemikiran Sejarah merupakan satu kecenderungan untuk berfikir tentang masa lalu dengan cara mengenal pasti perubahan yang berkaitan dengan perkara-perkara asas seperti masa, tempat dan tokoh (Wineburg & Fournier, 1994). Menurut Seixes (1996), pemikiran Sejarah adalah berdasarkan bukti dan keupayaan mengkritik bukti, memahami perubahan dari masa ke masa.

Pemikiran Sejarah berdasarkan Huraikan Sukatan Pelajaran Kurikulum Bersepadu Sekolah Menengah (2002), merupakan satu bentuk proses kognitif yang murid-murid meneroka idea yang kompleks dan abstrak dengan bimbingan guru. Kenyataan ini selari dengan takrifan pemikiran sejarah yang dibuat oleh Wineburg (2001) ialah satu cara berfikir yang unik. Manakala Furet (1983), menyatakan bahawa sejarah merupakan satu bidang ilmu yang memerlukan interpretasi dari semasa ke semasa. Guru tidak harus menyediakan pelajar dengan segala fakta tetapi lebih ke arah mengasah intelek pelajar secara kritikal dan analitikal (Jenkins, 1992).

Kandungan mata pelajaran sejarah membolehkan murid dapat mempertingkatkan daya pemikiran dan kematangan dengan kemahiran menganalisis, merumus dan menilai fakta Sejarah (Siti Hawa Abdullah, 2007; Kementerian Pendidikan Malaysia, 2000). Pengetahuan ini akan menghasilkan murid yang berfikir secara kreatif dan kritis serta mampu bertindak secara rasional (Kementerian Pendidikan Malaysia, 2012).

5.0 ELEMEN- ELEMEN DALAM KONSEP PEMIKIRAN SEJARAH

Kemahiran Pemikiran Sejarah merujuk kepada proses berfikir secara analitis, kritis dan kreatif bertujuan memahami peristiwa yang berlaku pada masa lalu untuk dihubungkan dengan masa kini dan sebagai persediaan untuk masa akan datang (Siti Hawa Abdullah, 2007). Dalam kajian ini, pemikiran Sejarah dikesan iaitu kemahiran memahami kronologi, menerokai bukti, membuat interpretasi, membuat imaginasi dan membuat rasionalisasi.

John Dewey (1966) yang menyatakan pembelajaran merupakan satu proses yang bermakna dan ini bermaksud dapat membantu pelajar berfikir dan membentuk kefahaman tentang sesuatu permasalahan. Kenyataan John Dewey ini bertepatan dengan konsep pemikiran sejarah yang memerlukan pelajar untuk meneroka, membuat inferens, interpretasi, dan sebagainya.

Memahami kronologi: Bermaksud memahami kronologi masa lalu, kini dan masa akan datang mengikut urutan tentang sesuatu peristiwa sejarah yang berlaku (Pusat Perkembangan Kurikulum, 2002). Takrifan ini turut dijelaskan oleh Kementerian Pendidikan Malaysi (2003) sebagai kemahiran memahami konsep masa mengikut kemajuan sesuatu tamadun, memahami peristiwa mengikut zaman tanpa menyatakan tahunnya. Kronologi bermaksud memahami urutan atau perkembangan peristiwa sejarah yang berlaku. Sebagai contoh pelajar belajar tentang zaman pra sejarah dapat melakar carta masa yang menunjukkan kehidupan zaman pra sejarah seperti Paleolitik, Neolitik dan Logam.

Melalui pemahaman kronologi ini para pelajar dapat membuat perkaitan antara masa lalu dengan masa kini. Para pelajar dapat menyusun fakta-fakta secara sistematik bagi membolehkan mereka dapat melihat kesinambungan sesuatu proses peristiwa sejarah. Dengan itu kemahiran berfikir dapat diterapkan melalui elemen kronologi iaitu para pelajar dapat mengkaji secara mendalam perubahan-perubahan yang berlaku dalam kronologi tersebut. Secara lansung para pelajar diterapkan dengan kemahiran memahami dan melihat masa lalu, kini dan masa akan datang mengikut urutan peristiwa dan membuat perbandingan dan perkaitan dalam kehidupan seharian.

Menerokai bukti: Pusat Perkembangan Kurikulum (2002) mendefinisikan menerokai bukti sebagai kemahiran mengenal pasti sumber pertama dan kedua, membuat perbandingan antara sumber dan mendapatkan maklumat daripadanya. Dalam kajian ini menerokai bukti ke arah mencari tokoh sejarah, lokasi, tarikh dan sebab berlaku sesuatu peristiwa melalui sumber pertama atau kedua untuk menyokong fakta tentang proses peristiwa sejarah.

Menurut Holt (1994) guru perlu mengambil bahagian secara aktif untuk membimbing murid menerokai bukti melalui kajian gambar, dokumen sejarah dan surat khabar dan seterusnya menggunakan akal fikiran mengesahkan sesuatu pernyataan atau sebab sesuatu peristiwa Sejarah berdasarkan kepada bukti yang sedia ada. Dengan itu kemahiran berfikir dalam kalangan pelajar dapat dipertingkatkan dan pelajar mampu menganalisis sesuatu peristiwa secara rasional. Pelajar mampu membuat tafsiran terhadap sesuatu peristiwa dengan memberi ulasan yang konkrit.

Antara aktiviti yang boleh dijalankan oleh guru bagi menerapkan kemahiran meneroka bukti ialah dengan mengarahkan pelajar berfikir dan meneroka bukti tentang proses untuk mendapatkan

kemerdekaan untuk Tanah Melayu. Pelajar akan mencari bukti-bukti yang relevan berdasarkan kepada kemahiran berfikir mereka dan guru hanya perlu menjadi fasilitator sahaja.

Penerokaan bukti ini akan melibatkan pemahaman bagaimana kita mengetahui peristiwa sejarah yang telah berlaku. Apakah bukti yang kita ada dan sejauhmana bukti tersebut boleh dipercayai? Bagaimana kita boleh menjelaskan tentang kewujudan tafsiran sejarah yang berbeza dan bertentangan. Sebagai contoh para pelajar dideahkan dengan pelbagai bukti bagaimana Melaka dapat nama. Dengan pendedahan pelbagai bukti berdasarkan sumber sejarah yang sedia ada maka pelajar akan meneroka untuk mengkaji kerelevanan bukti tersebut dalam proses peristiwa sejarah tersebut. Dalam situasi ini para pelajar kan menggunakan pemikiran mereka untuk menganalisis bukti tersebut untuk mencari kebenaran dalam proses peristiwa sejarah tersebut. Oleh itu para pelajar tidak sepatutnya dibiarkan dengan pandangan bahawa hanya ada satu kisah benar sahaja pada masa lampau. Para pelajar akan digerakkan untuk mencari kerelevanan bukti tersebut dalam konteks berlakunya peristiwa sejarah tersebut dan mengaitkan kerelevanan masa kini.

Membuat interpretasi: Pusat Perkembangan Kurikulum (2002) mendefinisikan membuat tafsiran bermaksud kemahiran membuat ulasan dan kupasan terhadap sesuatu peristiwa sejarah supaya memahami perkaitan antara fakta sejarah dan tafsiran sejarah. Kemahiran membuat interpretasi ini juga bermakna masa lalu difahami melalui pemerhatian dan interpretasi yang sistematik sehingga dapat membantu individu hidup dengan lebih baik pada masa hadapan (Paul & Elder, 2006). Interpretasi ini sangat penting bagi membolehkan pelajar memahami sebab berlakunya sesuatu peristiwa sejarah. Dalam lain perkataan pelajar akan meneroka bukti yang konkrit dan mengaitkan bukti-bukti tersebut untuk mencari sebab berlakunya sesesuatu proses peristiwa sejarah tersebut.

Interpretasi berdasarkan bukti sejarah amat penting bagi pelajar memahami proses peristiwa sejarah telah berlaku dalam situasi persekitaran mereka. Interpretasi merupakan satu kaedah yang terbaik dalam mengasah para pelajar untuk mengaplikasikan kemahiran berfikir aras tinggi. Para pelajar perlu menganalisis bukti yang diteroka secara mendalam sebelum memberikan satu huraian yang menyakinkan. Dengan itu pelajar akan menggunakan kemahiran berfikir untuk menginterpretasikan bukti-bukti yang dikumpulkan oleh mereka untuk memberikan satu justifikasi terhadap proses peristiwa sejarah tersebut.

Melalui proses interpretasi maka pelajar akan mampu mengaplikasikan bukti sejarah dalam peristiwa yang berlaku masa kini dan masa akan datang. Sebagai contohnya pelajar dapat membuat interpretasi tentang sebab berlakunya pembentukan Malaysia. Proses interpretasi ini akan membolehkan penglibatan secara aktif dalam kalangan pelajar untuk mengemukakan pandangan dan pendapat yang jitu tentang proses peristiwa sejarah tersebut dan dapat mengaitkan dalam situasi yang berlaku dalam masa kini dan masa akan datang. Kematangan para peajar dalam kemahiran berfikir dapat dinilai dalam kemahiran interpretasi ini.

Membuat imaginasi: Pusat Perkembangan Kurikulum (2002) mendefinisikan membuat imaginasi sebagai kemahiran menghayati secara visual dan empati sesuatu situasi dalam peristiwa silam Sejarah. Dalam kajian ini, membuat imaginasi bermaksud menghayati peristiwa sejarah, menyatakan perasaan, memainkan peranan watak dan membayangkan diri berada dalam peristiwa sejarah.

Kemahiran imaginasi ialah secara visual dan empati. Empati merujuk kepada seseorang yang menilai sejarah menurut kaca mata sumber atau subjek sejarah yang terlibat. Sebagai contohnya menilai kepimpinan yang dimiliki oleh pemimpin pemimpin yang menerajui institusi Kesultanan Melayu Melaka. Dengan itu murid dapat membuat imaginasi dengan meletakkan diri mereka sebagai seorang pemimpin Melaka. Pelajar dapat memberikan satu jawapan yang relevan dan munasabah tentang kepimpinan yang dimiliki oleh para pemimpi Melaka. Situasi ini hanya akan berlaku melalui proses kemahiran berfikir secara kritis dan juga melalui perbincangan dalam kalangan ahli kumpulan. Secara langsung pelajar dapat melakukan pembelajaran sendiri melalui penerapan membuat imaginasi ini.

Melalui daya imagnisasi para pelajar tidak berasa asing tentang proses peristiwa sejarah. Para pelajar akan cuba merasai proses peristiwa sejarah tersebut berdasarkan kepada ruang yang perlu dikaji oleh mereka. Dengan itu kemahiran berfikir dalam kalangan para pelajar dapat diterapkan dengan melibatkan diri pelajar tersebut dalam proses peristiwa sejarah tersebut. Secara langsung kognitif para

pelajar dapat dicungkil apabila para pelajar memberikan jawapan berdasarkan kepada permasalahan dan persoalan yang ditimbulkan oleh guru dalam situasi peristiwa sejarah tersebut.

Membuat rasionalisasi: Pusat Perkembangan Kurikulum (2002) mendefinisikan membuat rasionalisasi sebagai penggunaan akal dalam membuat pertimbangan yang wajar bagi menyelesaikan sesuatu permasalahan. Paul & Elder,(2006) berpendapat rasionalisasi ialah proses mengumpul data, membuat hipotesis, menentukan signifikan bukti dan membuat inferens daripada data yang di kumpul dan juga dapat membimbing dalam untuk membuat keputusan yang lebih baik pada masa hadapan.

Dalam mpenerapan elemen membuat rasionalisasi ini maka para pelajar akan membuat pertimbangan yang sewajarnya dalam menyelesaikan masalah, menjelaskan sebab-sebab sesuatu peristiwa sejarah, kesan, dan akibat sesuatu peristiwa sejarah. Dalam hal ini para akan menggunakan akal dalam membuat pertimbangan yang wajar dalam menyelesaikan sesuatu permasalahan. Para pelajar perlu mempunyai kemahiran untuk membuat hipotesis, menentukan signifikan bukti dan membuat rasionalisasi yang tepat. Dalam membuat rasionalisasi ini para pelajar perlu mengambil kira faktor membuat interpretasi dalam mengkaji proses peristiwa sejarah tersebut. Dalam hal ini kemahiran berfikir dapat diterapkan dengan mengaitkan bukti dengan interpretasi dan rasional untuk mendapat interpretasi tersebut. Dengan itu proses kematangan dapat ditingkatkan dalam kalangan para pelajar dengan menwujudkan soalan seperti mengapa, bagaimana, kesan jangka panjang dan tindakan uyang dilakukan oleh pelaku sejarah. Contoh yang boleh diambil untuk membuat rasionalisasi ialah mengarahkan pelajar untuk membincangkan tentang Darurat 1948 yang dilaksanakan di Tanah Melayu.

Peringkat rasionalisasi ini melibatkan kemahiran berfikir aras tinggi yan akan mengasah cara para pelajar menganalisis proses peristiwa sejarah secara sistematik. Dengan itu para pelajar perlu melakukan kajian yang mendalam untuk mencari bukti yang kukuh dan relevan di samping mendapatkan interpretasi yang tepat dan signifikan terhadap proses peristiwa sejarah tersebut. Melalui rasionalisasi ini para pelajar dapat memberikan pendapat dan pandangan yang jitu berdasarkan kepada bukti dan interpretasi yang mereka dapat hasikan berdasarkan kajian sumber pertama dan sumber kedua.

6.0 PENUTUP

Guru perlu mempunyai pengetahuan yang tinggi dan mendalam sama ada tentang isi kandungan pelajaran sejarah dan juga kemahiran pemikiran sejarah agar guru dapat menerapkan pemikiran ini dalam kalangan pelajar pula. Penerapan Kemahiran Pemikiran Sejarah (KPS) dalam kalangan pelajar akan berhadapan dengan masalah sekiranya guru sejarah kurang berpengetahuan dan pengajarannya tertumpu kepada penyediaan para pelajar untuk menghadapi peperiksaan awam.. Keupayaan Kemahiran Pemikiran Sejarah dilihat mampu membolehkan pelajar berfikir secara kritis, membuat perkaitan antara satu peristiwa dengan peristiwa yang lain, membuat interpretasi, meneroka bukti, membuat pertimbangan, dan ramalan serta imaginasi

Penekanan terhadap peranan guru dalam mengembangkan kemahiran berfikir dalam kalangan pelajar yang sememangnya harus diberi perhatian. Menurut Abdul Razak (1999) menyatakan cara mendekati pelajar dengan mata pelajaran Sejarah haruslah bermula daripada kejelasan konsep, kemudian menilai sebab musabab, kronologi peristiwa dan membuat interpretasi dengan memberi contoh-contoh yang dekat dengan pengetahuan sedia ada dan pengalaman pelajar.

Kemahiran Pemikiran Sejarah (KPS) masih kurang diaplikasikan oleh guru-guru ketika dalam proses pengajaran dan pembelajaran kerana menganggap kemahiran ini merupakan kemahiran tahap tinggi yang belum dikuasai oleh pelajar malahan pelajar dianggap sukar untuk mentafsir dan menganalisa kejadian masa lalu. Para guru beranggapan bahawa pelajar mereka tidak berkeupayaan melibatkan diri dalam pemikiran sejarah adalah disebabkan guru hanya bersandarkan kepada kognitif para pelajar. Perkara ini harus dielakkan dalam guru sudah mengorak langkah ke arah Pendidikan Abad 21.

Para guru perlu memahami cara untuk mengaplikasikan konsep pemikiran sejarah. Dalam arus pendidikan secara gobal kemahiran berfikir aras tinggi harus diterapkan dalam sesi pembelajaran alam kelas. Kemahiran berfir aras tinggi dapat dicapai apabila para guru dapat mengaplikasikan konsep pemikiran sejarah dalam setiap proses peristiwa sejarah yang dikaji oleh para pelajar, Dalam hal ini

guru boleh mengajukan pelbagai soalan kemahiran berfikir aras tinggi berdasarkan kepada elemen-elemen yang terdapat dalam konsep pemikiran sejarah. Keberkesanan guru dalam mengaplikasikan kemahiran pemikiran sejarah bergantung kepada pemahaman guru tentang cara pengaplikasian kemahiran pemikiran sejarah berdasarkan kepada pedagogi terbaik dan sesuai yang dipilih oleh guru sejarah.

Bagi pihak pelajar, penapaian Kemahiran Pemikiran Sejarah (KPS) ini akan mengalamikesukaran terutamanya di dalam kelas yang mempunyai pelbagai tahap pelajar. Misalnya adalah sukar untuk menerapkan Kemahiran Pemikiran Sejarah (KPS) ini terhadap pelajar yang mempunyai masalah pembelajaran, kerana sukar bagi pelajar kumpulan ini untuk memahami dan berfikir isu-isu yang kompleks seperti buku Sejarah, bias dan sumber-sumber sejarah. Kemahiran Pemikiran Sejarah (KPS) memerlukan pelajar-pelajar serba boleh. Mereka perlu meneroka, menyelidiki, menganalisis dan menginterpretasi sumber, membuat perkaitan tentang sebab dan akibat berdasarkan peristiwa Sejarah. Ini bermakna pelajar-pelajar perlu memiliki pemikiran yang kritis dan kreatif, serta memenuhi kriteria-kriteria pemikiran Sejarah.

Menurut Zahara & Nurliah (2009) apabila pelajar meninggalkan alam persekolahan dan menjejak alaf baru, mereka akan lebih rasa yakin dan berinisiatif dalam menyelesaikan masalah dan berfikiran kritis dan kreatif. Sekiranya konsep pemikiran sejarah ini dapat difahami dan diaplikasikan dalam kehidupan pelajar ia seterusnya dapat melahirkan semangat setia negara dan jati diri sebagai warganegara Malaysia.

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MAKLUM BALAS PELAKSANAAN MODUL 10 MINIT PERHIMPUNAN

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ABSTRAK

Kajian ini bertujuan melihat maklum balas pelaksanaan awal Modul 10 Minit Perhimpunan yang dilaksanakan di seluruh negara. Kajian kuantitatif ini menggunakan kajian tinjauan sebagai reka bentuk. Data dipungut dengan menggunakan soal selidik lima skala (1-STS, 2-TS, 3-KS, 4-S, 5-SS) untuk menjadi pilihan sampel dan digunakan untuk mengukur enam konstruk iaitu Objektif Program, Isi Kandungan Modul, Potensi Keberkesanan: Kebergunaan, Potensi Keberkesanan : Fleksibiliti, Potensi Keberkesanan : Persembahan, dan Potensi Keberkesanan : Kepuasan Keseluruhan. Data dianalisis secara deskriptif dan inferen. Analisis deskriptif digunakan untuk mencari nilai min, nilai peratus, dan sisihan piawai. Selain itu, ujian-*t* juga digunakan untuk melihat perbezaan mengikut jantina, bangsa, zon, lokasi sekolah dan jenis sekolah. Seramai 51 orang terlibat dalam kajian yang terdiri daripada 16 responden guru Zon Utara, 15 responden guru Zon Selatan, 13 responden guru Zon Tengah, 6 responden guru Sabah, dan 1 responden guru Zon Timur. Mereka yang terlibat adalah guru yang telah melaksanakan Modul 10 Minit Perhimpunan di sekolah. Sampel kajian terdiri daripada 18 orang lelaki (35.3%), 33 perempuan (64.7%). Dapatan kajian menunjukkan Objektif Program 10 Minit Perhimpunan mencapai tahap tinggi (min =4.68, sp=0.51) dan Isi Kandungan (min=4.67, sp=0.49). Potensi Keberkesanan : Kebergunaan juga menunjukkan tahap tinggi (min= 4.62, sp=0.51) dan potensi keberkesanan : Fleksibiliti (min=4.61, sp=0.48), potensi keberkesanan: persembahan (min=4.55, sp=0.50). Pada keseluruhannya potensi kebergunaan: kepuasan keseluruhan menunjukkan tahap tinggi (min=4.70, sp=0.44). Ini bermakna Modul 10 Minit Perhimpunan diterima secara positif oleh guru-guru dan memberikan wajah baharu pelaksanaan perhimpunan mingguan sekolah sekali gus menyemarakkan pembelajaran abad ke-21.

Kata kunci: Maklum balas, 10 Minit Perhimpunan, Keberkesanan, Fleksibiliti

1.0 PENGENALAN

Modul 10 Minit Perhimpunan ialah set aktiviti *unpack curriculum* yang dibangunkan bagi membudayakan pembelajaran abad ke-21 dalam kalangan guru dan murid sekolah. Pelaksanaan modul ini merupakan satu daripada medium bagi menjayakan program penjenamaan Isnin Hari Pembelajaran Abad Ke-21 (PAK21) yang akan dilaksanakan oleh Kementerian Pendidikan dengan kerjasama Utusan Malaysia bermula Januari 2017.

Sebanyak 42 aktiviti yang merentas subjek dan tahap persekolahan - rendah dan menengah dibangunkan untuk dilaksanakan oleh pihak pentadbiran sekolah mengikut tema yang boleh disesuaikan dengan hari perayaan atau acara tertentu seperti Minggu Sains, Keusahawanan, Alam Sekitar, Hari Orang Kelainan Upaya dan sebagainya sewaktu perhimpunan mingguan dalam tempoh 10 minit.

Modul ini sebagai pencetus dalam mewujudkan elemen keseronokan kepada murid bagi mengikuti PAK21 di samping menyediakan persekitaran yang menyokong keperluan mereka untuk melaksanakannya. PAK21 yang berfokuskan murid ini menerapkan nilai murni, memberi peluang mereka mengembangkan potensi diri dan menjadi pemikir, mengaplikasi dan mencipta melalui tugas berasaskan projek di samping menggalakkan mereka berdamping dengan masyarakat setempat.

Aktiviti mingguan dan panduan lengkap berserta skrip disediakan bagi memudahkan guru mengaplikasikan modul ini. Antara aktiviti termasuklah gerak kerja serentak, lakon peranan, persembahan, pertandingan dan simulasi agar dapat memberikan impak positif yang berkekalan kepada semua murid secara inklusif tanpa mengira latar belakang sosial, tahap kognitif, aliran perdana atau pendidikan khas dan juga orang Asli.

Sudut Refleksi turut dicadangkan sebaik sahaja selesai melaksanakan aktiviti dalam modul ini. Dokumentasi aktiviti juga dipaparkan melalui Sudut PAK21. Kini, Modul 10 Minit Perhimpunan diperluaskan di dalam Utusan Pelajar dan digunakan oleh warga pendidik di seluruh negara.

2.0 LITERATUR

Perhimpunan sekolah telah menjadi satu rutin biasa dalam jadual persekolahan harian di kebanyakan negara. Rutin ini mula diperkenalkan dan diamalkan ke dalam sistem persekolahan melalui pergerakan progresif yang disuarakan oleh John Dewey pada 1890-an dan beliau menyasarkan pembaharuan dalam sistem pendidikan (Bowles and Gintis, 1976). Falsafah Pendidikan Progresif juga melaksanakan amalan sekolah konvensional komprehensif termasuk ujian pendidikan, kelab dan persatuan, perhimpunan sekolah (Bowles dan Gintis, 1976).

Di Malaysia, Surat Pekeliling Perbendaharaan (KP (BS) 8591/Jld 11(24) bertarikh 14 Jun 1984 telah memaklumkan bahawa semua sekolah kerajaan wajib melaksanakan perhimpunan formal pada setiap minggu. (Kementerian Pendidikan Malaysia, 1984). Perhimpunan mingguan ini penting untuk pengurusan sekolah menyampaikan agenda dan perancangan secara profesional, pelaporan peristiwa di samping merangsang perkembangan kognitif pelajar. Halpin dan Coft (1963) menyatakan kepentingan iklim sekolah yang positif berpunca daripada perancangan rapi dan hal ini akan memberikan motivasi kepada pelajar untuk belajar. Maka, selain pembelajaran di dalam kelas, perhimpunan mingguan di sekolah sebagai salah satu platform untuk mencapai matlamat ini.

Terdapat kajian yang menitikberatkan akan kepentingan perhimpunan sekolah. Hawkes (2000) menyatakan perhimpunan di sekolah gagal memperincikan bagaimana merancang satu perhimpunan yang cekap. Perancangan kegiatan yang lemah selain daripada prosedur operasi perhimpunan yang tetap kurang mencapai tujuan utamanya untuk membangunkan suasana positif sekali gus membangunkan potensi pelajar. Rata-rata perhimpunan mingguan di sekolah hari ini lebih kepada menyampaikan amanat, laporan dan syarahan. Akibatnya, perhimpunan mingguan kini bukanlah sesuatu acara yang menyeronokkan semua pelajar. Ini bertentangan dengan pandangan Hromek dan Roffey (2009) yang menitikberatkan tentang pentingnya aktiviti menyeronokkan di luar standard kurikulum untuk menggalakkan persekitaran pembelajaran sosial dan emosional pelajar di sekolah.

Maka Modul 10 Minit Perhimpunan dibangunkan untuk memberikan satu lagi aktiviti alternatif yang membudayakan proses berfikir melalui perhimpunan di sekolah. Modul ini menjadi pemangkin untuk menjentik pemikiran murid melalui aktiviti yang dirancang secara teliti. *Unpack curriculum* diperkenalkan bagi memvariasi dan membezakan kurikulum yang disampaikan di dalam kelas mahupun di tapak perhimpunan atau di pusat sumber sekolah. Sebagai inisiatif evolusi pembelajaran abad ke-21, inisiatif diambil untuk penjenamaan semula perhimpunan Isnin bersesuaian dengan dinamik dunia pendidikan semasa. Dalam kunjungan Ketua Pengarah Pelajaran Malaysia ke IPGKIK pada 24 Januari 2017, beliau telah menekankan *unpack curriculum* yang kurang diberikan perhatian tetapi di dalamnya mempunyai pengisian yang relevan tetapi dibuat secara santai dan menarik. Pembelajaran secara modular disaran sebagai alternatif kepada kurikulum sedia ada yang dilaksanakan di dalam kelas mahupun kokurikulum.

Idea melaksanakan Modul 10 minit diintegrasikan sebagai sebahagian daripada slot dalam perhimpunan mingguan sekolah. Penglibatan para pelajar dalam kegiatan semasa perhimpunan ini ialah satu pendekatan untuk membina suasana sekolah positif dan boleh sebagai satu pendirian saling melengkapi ke arah Abad Ke-21 mengajar (Griffin, 2014). Tempoh 10 minit ini dipilih berdasarkan kajian Carver, Blaney dan Scheier (1979) yang menyatakan tempoh perhatian dan tumpuan paling berkesan kepada pelajar adalah 10 minit pertama. Ini bermakna, tumpuan penuh pelajar dalam sebarang kegiatan boleh ditetapkan jika kegiatan akan dikendalikan dalam tempoh 10 minit. Selepas tempoh itu, mereka akan berasa tidak selesa dan tidak fokus dengan apa yang didengar dan dilihat.

3.0 METODOLOGI

Kajian ini bertujuan melihat maklum balas pelaksanaan awal Modul 10 Minit Perhimpunan yang dilaksanakan di seluruh negara. Kajian kuantitatif ini menggunakan kajian tinjauan sebagai reka bentuk. Data dipungut dengan menggunakan soal selidik lima skala (1-STS, 2-TS, 3-KS, 4-S, 5-SS) untuk

menjadi pilihan sampel dan digunakan untuk mengukur enam konstruk iaitu Objektif Program, Isi Kandungan Modul, Potensi Keberkesanan: Kebergunaan, Potensi Keberkesanan : Fleksibiliti, Potensi Keberkesanan : Persembahan, dan Potensi Keberkesanan : Kepuasan Keseluruhan. Data dianalisis secara deskriptif dan inferen. Analisis deskriptif digunakan untuk mencari nilai min, nilai peratus, dan sisihan piawai. Selain itu, ujian-*t* juga digunakan untuk melihat perbezaan mengikut jantina, bangsa, zon, lokasi sekolah dan jenis sekolah. Sampel terdiri daripada 51 orang yang terdiri daripada 16 guru Zon Utara, 15 guru Zon Selatan, 13 guru Zon Tengah, 6 guru Sabah, dan 1 guru Zon Timur.

Instrumen dan item yang dibina telah diuji kesahan dan kebolehpercayaan. Bagi tujuan kesahan, pengkaji telah menjalankan kesahan yang bertujuan untuk memantapkan isi kandungan item yang dibina. Nilai Alpha Cronbach bagi setiap konstruk seperti dalam Jadual 1;

Jadual 1

Nilai Alfa Cronbach bagi setiap konstruk

Bil	Konstruk	Nilai Alfa Cronbach	Bilangan item	Tafsiran
1	Objektif Program	.951	5	Diterima
2	Isi Kandungan Modul	.936	5	Diterima
3	Potensi Keberkesanan: Kebergunaan	.939	5	Diterima
4	Potensi Keberkesanan : Fleksibiliti,	.915	5	Diterima
5	Potensi Keberkesanan : Persembahan	.857	5	Diterima
6	Potensi Keberkesanan : Kepuasan Keseluruhan	.971	13	Diterima
	Keseluruhan	.985	38	Diterima

Setelah menguji kebolehpercayaan instrumen, pengkaji mendapati bahawa nilai kebolehpercayaan secara keseluruhan item dengan menggunakan nilai *alpha Cronbach* adalah 0.985 yang merangkumi 38 item ini memberi gambaran bahawa semua item sesuai dan mempunyai kebolehpercayaan yang tinggi dan boleh digunakan dalam kajian ini (Devellis, 1991).

Data dianalisis secara deskriptif dan inferen. Analisis deskriptif diperoleh berdasarkan nilai min, nilai peratus, dan sisihan piawai. Selain itu ujian-*t* untuk melihat perbezaan jantina dan *Analysis of Varian* ANOVA Analisis deskriptif digunakan untuk mencari nilai min, nilai peratus, dan sisihan piawai.

Selain itu, ujian-*t* juga digunakan untuk melihat perbezaan mengikut jantina, bangsa, zon, lokasi sekolah dan jenis sekolah. Penginterpretasian data min bagi setiap konstruk yang dianalisis akan dikategorikan mengikut tahap-tahap tertentu berdasarkan kepada Jadual 2.

Jadual 2

Interpretasi skor min

Skor Min	Interpretasi
1.00 – 1.89	Sangat Rendah
1.90 – 2.69	Sederhana
2.70 – 3.49	Rendah
3.50 – 4.29	Tinggi
4.30 – 5.00	Sangat Tinggi

Sumber: Nunnally, J. C. & Bernstein (1994); Alias Baba (1997), BPPDP (2006)

Data-data yang diperoleh dianalisis dengan berpandukan program *Statistical Package for the Social Science (SPSS) Version 22.0*.

4.0 DAPATAN KAJIAN

Jadual 3

Keseluruhan Maklum Balas Mengikut Konstruk

Bil	Konstruk	Bil responden	Min	SP
1	Objektif Program	51	4.68	0.51
2	Isi Kandungan Modul	51	4.67	0.49
3	Potensi Keberkesanan: Kebergunaan	51	4.62	0.51
4	Potensi Keberkesanan : Fleksibiliti	51	4.61	0.48
5	Potensi Keberkesanan : Persembahan	51	4.55	0.50
6	Potensi Keberkesanan : Kepuasan Keseluruhan	51	4.70	0.44
	Keseluruhan	51	4.65	0.44

Berdasarkan data di atas, 6 konstruk maklum balas telah diperolehi daripada 51 responden yang menggunakan Modul 10 Minit Perhimpunan. Dapatan kajian menunjukkan konstruk Potensi Keberkesanan:Kepuasan Keseluruhan merupakan maklum balas yang mencapai tahap tinggi (min 4.70, sp=0.44), diikuti konstruk Objektif Program (min 4.68, sp=0.51) dan isi kandungan modul (min=4.67, sp=0.49). Seterusnya adalah Potensi Keberkesanan: Kebergunaan (min=4.62, sp=0.51) dan Potensi Keberkesanan:Fleksibiliti (min=4.61, sp=0.48), manakala konstruk Potensi Keberkesanan:Persembahan mencapai tahap rendah (min 4.55, sp=0.50).

Dapatan kajian ini telah menunjukkan guru-guru berpandangan positif dan bersetuju bahawa Modul 10 Minit Perhimpunan telah memberikan kepuasan keseluruhan dalam aspek objektif, isi kandungan, kebergunaan, fleksibiliti dan persembahan.

Jadual 4

Objektif Program

Bil	Item	Min	SP
b5	Mencetus idea untuk menggalakkan proses berfikir	4.75	0.48
b3	Transformasi wajah baharu perhimpunan	4.73	0.57
b4	Menyuntik elemen 4C PAK21	4.71	0.58
b2	Bentuk tingkah laku murid terlibat boleh diukur	4.63	0.53
b1	Dapat mencapai objektif program	4.61	0.60

Jadual 4 menunjukkan skor min dan sisihan piawai untuk item objektif program. Terdapat 5 item untuk objektif program. Dapatan kajian menunjukkan item mencetus idea untuk menggalakkan proses berfikir (b5) mencapai tahap tinggi (min=4.75, sp=0.48), diikuti item transformasi wajah baharu perhimpunan (b3), (min 4.73, sp=0.57). Seterusnya, item menyuntik elemen 4C PAK21 (b4) (min 4.71, sp=0.58) dan item bentuk tingkah laku (b2) (min 4.63, sp=0.53). Item dapat mencapai objektif program (b1) mencapai tahap rendah (min 4.61, sp=0.60).

Dapatan kajian ini telah menunjukkan bahawa item mencetus idea untuk menggalakkan proses berfikir (b5) mencapai tahap tinggi (min=4.75, sp=0.48) manakala item dapat mencapai objektif program (b1) mencapai tahap rendah (min 4.61, sp=0.60). Dapatan ini menjelaskan bahawa objektif Program Modul 10 Minit Perhimpunan dapat mencetus idea untuk menggalakkan proses berfikir berbanding dapat mencapai objektif program.

Jadual 5

Isi Kandungan Modul

Bil	Item	Min	SP
c1	Mengutamakan kreativiti dalam setiap aktiviti	4.73	0.57
c5	Murid mampu untuk berkomunikasi dengan yakin	4.73	0.49
c4	Murid berkolaboratif melaksanakan tugas	4.71	0.50
c2	Mencetus pemikiran kritis murid berdasarkan PAK21	4.69	0.51
c3	Mengambil kira kepelbagaian latar belakang murid	4.49	0.64

Jadual 5 menunjukkan skor min dan sisihan piawai untuk item isi kandungan modul. Dapatan kajian menunjukkan item mengutamakan kreativiti dalam setiap aktiviti (c1) dan item murid mampu untuk berkomunikasi dengan yakin (c5) mencapai tahap tinggi (min 4.73) yang sama dan (sp=0.57 dan 0.49) masing-masing. Diikuti pula item murid berkolaboratif melaksanakan tugas (c4) (min 4.71, sp=0.50) serta item mencetus pemikiran kritis murid berdasarkan PAK21 (c2) (min 4.69, sp=0.51). Item mengambilkira kepelbagaian latar belakang murid (c3) mencapai tahap rendah (min 4.49, sp=0.64).

Dapatan kajian ini telah menunjukkan bahawa item mengutamakan kreativiti dalam setiap aktiviti (c1) dan item murid mampu untuk berkomunikasi dengan yakin (c5) mencapai tahap tinggi (min 4.73) yang sama dan (sp=0.57 dan 0.49) masing-masing manakala item mengambilkira kepelbagaian latar belakang murid (c3) mencapai tahap rendah (min 4.49, sp=0.64). Dapatan ini menjelaskan bahawa isi kandungan aktiviti dalam Modul 10 Minit Perhimpunan lebih mengutamakan kreativiti dalam setiap aktiviti dan murid mampu untuk berkomunikasi dengan yakin sebaliknya kurang mengambilkira kepelbagaian latar belakang murid.

Jadual 6

Potensi Keberkesanan: Kebergunaan

Bil	Item	Min	SP
d14	Aktiviti dalam modul menarik penyertaan aktif murid	4.71	0.58
d11	Teknik yang digunakan diaplikasi dengan berkesan	4.65	0.59
d15	Modul memudahkan persediaan guru untuk melaksanakan aktiviti	4.63	0.60
d12	Kandungan modul merentas kurikulum	4.61	0.53
d13	Isi kandungan modul disesuaikan mengikut keperluan murid	4.53	0.54

Jadual 6 menunjukkan skor min dan sisihan piawai untuk item Potensi Keberkesanan:Kebergunaan. Dapatan kajian menunjukkan item aktiviti dalam modul menarik penyertaan aktif murid (d14) mencapai tahap tinggi (min 4.71, sp=0.58), diikuti item teknik yang digunakan diaplikasi dengan berkesan (d11) (min 4.65, sp=0.59). Seterusnya, item modul memudahkan persediaan guru untuk melaksanakan aktiviti (d15) (min 4.63, sp=0.60) serta item kandungan modul merentas kurikulum (d12) (min 4.61, sp=0.53). Item isi kandungan modul disesuaikan mengikut keperluan murid (d13) mencapai tahap rendah (min 4.53, sp=0.54).

Dapatan kajian ini telah menunjukkan bahawa item aktiviti dalam modul menarik penyertaan aktif murid (d14) mencapai tahap tinggi (min 4.71, sp=0.58) manakala item isi kandungan modul disesuaikan mengikut keperluan murid (d13) mencapai tahap rendah (min 4.53, sp=0.54). Dapatan ini menjelaskan bahawa Potensi Keberkesanan:Kebergunaan menggunakan Modul 10 Minit Perhimpunan lebih menggalakkan penyertaan aktif murid tetapi kurang sesuai mengikut keperluan murid.

Jadual 7

Potensi Keberkesanan :Fleksibiliti

Bil	Item	Min	SP
d25	Boleh diubahsuai mengikut kesesuaian murid dan kemudahan sekolah	4.69	0.51
	Sesuai digunakan untuk pelbagai lokasi (tapak perhimpunan, bilik darjah,	4.67	0.52
d21	pusat sumber, padang		
d22	Boleh digunapakai oleh semua guru untuk melaksanakan aktiviti	4.65	0.59
d24	Menggunakan pelbagai aktiviti menarik semasa melaksanakan program ini	4.63	0.60
	Aras kesukaran isi kandungan modul boleh disesuaikan dengan keupayaan	4.41	0.57
d23	kognitif murid		

Jadual 7 menunjukkan skor min dan sisihan piawai untuk item Potensi Keberkesanan : Fleksibiliti. Dapatan kajian menunjukkan item boleh diubahsuai mengikut kesesuaian murid dan kemudahan sekolah (d25) mencapai tahap tinggi (min 4.69, sp=0.51), diikuti item sesuai digunakan untuk pelbagai lokasi (tapak perhimpunan, bilik darjah, pusat sumber, padang (d21) (min 4.67, sp=0.52). Seterusnya, item boleh digunapakai oleh semua guru untuk melaksanakan aktiviti (d22) (min 4.65, sp=0.59) serta item menggunakan pelbagai aktiviti menarik semasa melaksanakan program ini (d24) (min 4.63, sp=0.60). Item aras kesukaran isi kandungan modul boleh disesuaikan dengan keupayaan kognitif murid (d23) mencapai tahap rendah (min 4.41, sp=0.57).

Dapatan kajian ini telah menunjukkan bahawa item boleh diubahsuai mengikut kesesuaian murid dan kemudahan sekolah (d25) mencapai tahap tinggi (min 4.69, $sp=0.51$) manakala item aras kesukaran isi kandungan modul boleh disesuaikan dengan keupayaan kognitif murid (d23) mencapai tahap rendah (min 4.41, $sp=0.57$). Dapatan ini menjelaskan bahawa Potensi Keberkesanan:Kebergunaan menggunakan Modul 10 Minit Perhimpunan lebih fokus kepada penyertaan aktif murid tetapi kurang sesuai mengikut keperluan murid.

Jadual 8

Potensi Keberkesanan : Persembahan

Bil	Item	Min	SP
d31	Tajuk aktiviti modul menarik	4.73	0.49
d35	Istilah yang diguna dalam modul mudah difahami	4.65	0.59
d32	Setiap tajuk disusun mengikut tema yang sesuai	4.63	0.53
d33	Tempoh masa 10 minit mencukupi	4.47	0.70
d34	Grafik sesuai dan menarik	4.25	0.77

Jadual 8 menunjukkan skor min dan sisihan piawai untuk item Potensi Keberkesanan : Persembahan . Dapatan kajian menunjukkan item tajuk aktiviti modul menarik (d31) mencapai tahap tinggi (min 4.73, $sp=0.49$), diikuti item istilah yang diguna dalam modul mudah difahami (d35) (min 4.65, $sp=0.59$). Seterusnya, item setiap tajuk disusun mengikut tema yang sesuai (d32) (min 4.63, $sp=0.53$) serta item tempoh masa 10 minit mencukupi (d33) (min 4.47, $sp=0.70$). Item grafik sesuai dan menarik (d34) mencapai tahap rendah (min 4.25, $sp=0.77$).

Dapatan kajian ini telah menunjukkan bahawa item tajuk aktiviti modul menarik (d31) mencapai tahap tinggi (min 4.73, $sp=0.49$) manakala item grafik sesuai dan menarik (d34) mencapai tahap rendah (min 4.25, $sp=0.77$). Dapatan ini menjelaskan bahawa Potensi Keberkesanan:Persembahan menggunakan Modul 10 Minit Perhimpunan lebih fokus kepada tajuk aktiviti modul menarik tetapi kurang tumpuan terhadap grafik yang sesuai dan menarik.

Jadual 9

Potensi Keberkesanan : Kepuasan Keseluruhan

Bil	Item	Min	SP
d410	Boleh merangsang murid berfikir secara spontan	4.78	0.42
d43	Isi kandungan modul mudah difahami	4.73	0.57
d47	Modul ini mengandungi maklumat yang berguna kepada murid	4.73	0.49
d48	Modul ini memberi peluang kepada murid untuk melatih kemahiran yang dipelajarinya	4.73	0.45
d412	Dicadangkan modul ini kepada guru dan ibu bapa lain	4.73	0.45
d41	Matlamat modul adalah jelas	4.71	0.50
d42	Objektif modul adalah sesuai untuk murid	4.71	0.58
d46	Aktiviti bersesuaian dengan PAK21	4.71	0.58
d49	Aktiviti menyentuh proses berfikir secara berterusan	4.71	0.46
d411	Secara keseluruhannya modul ini adalah berkualiti	4.71	0.46
d413	Dicadangkan modul ini boleh digunakan oleh semua guru di Kementerian Pendidikan Malaysia	4.71	0.46
d45	Dianggap sebagai <i>unpack curriculum</i>	4.69	0.51
d44	Sesuai disisipkan dalam Utusan Pelajar	4.51	0.67

Jadual 9 menunjukkan skor min dan sisihan piawai untuk item Potensi Keberkesanan : Kepuasan Keseluruhan.Terdapat 13 item untuk Potensi Keberkesanan:Kepuasan Keseluruhan. Dapatan kajian menunjukkan item boleh merangsang murid berfikir secara spontan (d410) mencapai tahap tinggi (min 4.78, $sp=0.42$). Seterusnya, item-item isi kandungan modul mudah difahami (d43), modul ini mengandungi maklumat yang berguna kepada murid (d47), modul ini memberi peluang kepada murid untuk melatih kemahiran yang dipelajarinya (d48) dan dicadangkan modul ini kepada guru dan ibu bapa lain (d412) mencapai (min 4.73) yang sama dan ($sp=0.57$), ($sp=0.49$) dan ($sp=0.45$) masing-masing. Sementara, item-item iaitu matlamat modul adalah jelas (d41), objektif modul adalah sesuai untuk murid (d42), aktiviti bersesuaian dengan PAK21(d46), aktiviti menyentuh proses berfikir secara berterusan (d49), secara keseluruhannya modul ini adalah berkualiti (d411) dan dicadangkan modul ini boleh digunakan oleh semua guru di Kementerian Pendidikan Malaysia (d413) juga mencapai (min

4.71) yang sama dan ($sp=0.50$), ($sp=0.58$) dan ($sp=0.46$) masing-masing. Diikuti pula item dianggap sebagai *unpack curriculum* (d45) (min 4.69, $sp=0.51$). Item sesuai disisipkan dalam Utusan Pelajar (d44) mencapai tahap rendah (min 4.51, $sp=0.67$).

Dapatan kajian ini telah menunjukkan bahawa item boleh merangsang murid berfikir secara spontan (d410) mencapai tahap tinggi (min 4.78, $sp=0.42$) manakala item sesuai disisipkan dalam Utusan Pelajar (d44) mencapai tahap rendah (min 4.51, $sp=0.67$). Dapatan ini menjelaskan bahawa Potensi Keberkesanan:Kepuasan Keseluruhan menggunakan Modul 10 Minit Perhimpunan boleh merangsang murid berfikir secara spontan dan kurang sesuai disisipkan dalam Utusan Pelajar.

5.0 PERBINCANGAN DAN CADANGAN

Berpandukan hasil dapatan kajian menunjukkan Modul 10 Minit Perhimpunan ini mendapat maklum balas pada tahap tinggi kepada guru-guru yang mengaplikasikannya di sekolah. Hal ini jelas dibuktikan melalui analisis konstruk Potensi Keberkesanan : Kepuasan Keseluruhan telah mencapai min 4.70 dengan sisihan piawai sebanyak 0.44. Ini menunjukkan guru-guru tidak menolak aktiviti dalam Modul 10 Minit Perhimpunan ini untuk dilaksanakan di sekolah sewaktu perhimpunan mingguan.

Modul ini telah mengubah senario perhimpunan di sekolah daripada kebanyakannya mendengar amanat dan kebanyakannya bersifat sehalu, namun kini telah berubah kepada aktiviti berpusatkan murid. Aktiviti yang diperkenalkan bukan sahaja seronok dan mudah dikendalikan oleh murid tetapi juga menjentik proses pemikiran murid untuk mengetahui dengan lebih lanjut akan sesuatu perkara. Ini dibuktikan dalam konstruk Objektif Program : Transformasi wajah baharu perhimpunan yang telah mencatat min 4.73.

Modul ini juga berupaya meningkatkan kekuatan minda dan keupayaan berfikir murid-murid agar membolehkan murid membuat sesuatu persepsi dengan tepat, membentuk imiginasi dengan jelas dan seterusnya mampu menyimpan ingatan dalam jangka masa yang diperlukan. Aktiviti-aktiviti dalam Modul 10 Minit Perhimpunan telah disediakan mengikut konstruk Objektif Modul : Mencetus idea untuk menggalakkan proses berfikir dengan min 4.75 dan juga item boleh merangsang murid berfikir secara spontan mencatat pencapaian min 4.78

Pelaksanaan PAK21 amat mementingkan 4C sebagai pendekatan untuk melahirkan murid yang kompeten dan mempunyai keupayaan dalam pelbagai bidang. Communication (Komunikasi), collaboration (kolaboratif), critical thinking (kemahiran kritis) dan creativity (kreativiti) dapat diterjemahkan melalui aktiviti yang dilaksanakan melalui Modul 10 Minit Perhimpunan ini. Ini dibuktikan melalui dapatan kajian yang menunjukkan min 4.71 guru-guru bersetuju modul ini telah menyuntik elemen 4C PAK21.

Modul 10 Minit Perhimpunan juga memudahkan persediaan guru untuk melaksanakan aktiviti berdasarkan dapatan kajian yang mencatat min 4.63. Dalam konteks ini, guru telah disediakan modul lengkap yang boleh diaplikasikan termasuk skrip murid agar memudahkan mereka melaksanakan aktiviti dengan jelas.

Dapatan kajian juga menunjukkan Modul 10 Minit Perhimpunan ini dianggap sebagai *unpack curriculum* oleh guru-guru dengan mencatat pencapaian min 4.69 dan sisihan piawai 0.51. Dapatan ini menunjukkan guru-guru masih lagi menyatakan kurikulum itu mesti didokumenkan melalui Dokumen Standard Kurikulum dan Pentaksiran (DSKP) dan diajarkan di dalam kelas secara formal. Satu lagi andaian juga guru-guru ini kurang memahami apakah yang dimaksudkan dengan *unpack curriculum* seperti yang dihasratkan oleh Ketua Pengarah Pelajaran Malaysia (Utusan Pelajar, Edisi 14 2017).

Penyelidik ingin menyarankan beberapa cadangan dan saranan yang boleh dipertimbangkan oleh pihak Jabatan Pendidikan Negeri, Pejabat Pendidikan Daerah dan pengurusan sekolah bagi memperkenalkan Modul 10 Minit Perhimpunan ini sebagai satu aktiviti utama dalam perhimpunan sekolah yang ditunggu-tunggu oleh pelajar. Aktiviti ini boleh mencetus minat dan keseronokan murid tanpa mengabaikan pengisian kurikulum dan matlamat pendidikan ke arah PAK21. Mengikut dapatan kajian Potensi Keberkesanan : Kebergunaan, dengan item aktiviti dalam modul menarik penyertaan aktif murid telah mencatat pencapaian min 4.71. Hal ini jelas menunjukkan murid memberikan respon yang amat positif dengan aktiviti yang dilaksanakan pada setiap minggu.

Bagi meningkatkan kepuasan guru menggunakan modul ini, disarankan juga grafik yang sesuai dan menarik perlu ditambahbaik. Berdasarkan dapatan kajian bahawa item ini mencatat min 4.25 adalah antara min terendah dalam 44 item soalan yang dikemukakan kepada responden. Dalam konteks ini, pihak Utusan Malaysia perlu menambahbaik grafik yang sedia ada ke arah visual yang lebih menarik dengan warna yang sesuai.

Penyelidik juga mencadangkan mahasiswa guru sama ada turut diberikan pendedahan berkaitan pelaksanaan Modul 10 Minit Perhimpunan agar mereka peka dengan amalan pendidikan yang berlangsung di sekolah. Hal ini kerana publisiti telahpun dijalankan pada setiap minggu dan sewajarnya mereka peka dengan perkembangan amalan pendidikan di sekolah.

Kajian rintis terhadap modul yang dibangunkan perlu dijalankan di semua jenis sekolah agar modul ini sesuai diguna pakai. Pengubahsuaian dan penambahbaikan pada modul akan dibuat berdasarkan dapatan daripada kajian rintis ini.

6.0 KESIMPULAN

Kajian ini merupakan gambaran awal maklum balas pelaksanaan Modul 10 Minit Perhimpunan dalam perhimpunan di sekolah. Ini adalah antara usaha Institut Pendidikan Guru Kampus Ilmu Khas, Kementerian Pendidikan Malaysia (KPM) dengan kerjasama Utusan Malaysia untuk menyemarakkan amalan pembelajaran abad ke-21. Modul ini sebagai aktiviti alternatif yang bersifat modular bagi membudayakan proses berfikir dalam kalangan murid seperti yang dihasratkan dalam Pelan Pembangunan Pendidikan Malaysia (PPPM). Pada dasarnya, kajian ini menunjukkan guru-guru berkenaan secara keseluruhannya positif melaksanakan dimensi baharu pengisian dalam perhimpunan ini namun akan lebih bersedia sekiranya diberikan pendedahan dan latihan yang sesuai untuk mengendalikannya agar lebih bermakna. Perlu diakui bahawa setiap perubahan yang dihasratkan bukanlah sesuatu perkara yang mudah dilakukan oleh guru-guru. Guru-guru telah menerima orientasi yang sungguh berbeza berbanding dari apa yang dikehendaki di kelas sebagai seorang pendidik (Lortie, 1975). Dengan terhasilnya Modul 10 Minit Perhimpunan ini diharapkan dapat berupaya memenuhi aspirasi Kementerian Pendidikan Malaysia khususnya mengukuhkan program untuk kumpulan berkeperluan khusus di aliran perdana ini.

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MASALAH MENULIS KARANGAN NARATIF BAHASA CINA DALAM KALANGAN GURU PELATIH PENGAJIAN CINA DI SEBUAH INSTITUT PENDIDIKAN GURU

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ABSTRAK

Kajian ini meninjau masalah menulis karangan naratif Bahasa Cina dalam kalangan guru pelatih Pengajian Cina di sebuah Institut Pendidikan Guru di Malaysia. Kajian ini meninjau punca-punca yang menyebabkan masalah tersebut dan cadangan mengatasi masalah. Alat pengumpulan data ialah soal selidik dan temu bual berstruktur. Peserta kajian ini terdiri daripada 200 pelajar Pengajian Cina di IPG kajian. Aspek-aspek masalah dikutip melalui soal selidik; manakala cadangan mengatasi masalah dikumpul melalui temu bual berstruktur. Hasil kajian menunjukkan bahawa masalah yang paling serius yang dihadapi oleh responden ialah aspek kekurangan perbendaharaan kata dan kelemahan penguasaan tatabahasa. Punca-punca yang menyebabkan masalah ialah psikologi pelajar, guru, sikap negatif pelajar dan tiada kemahiran penulisan. Cadangan-cadangan mengatasi masalah diberikan oleh guru pelatih dan pensyarah. Kedua-dua pihak memainkan peranan yang sama penting untuk menangani masalah ini. Usaha mempelbagaikan kaedah pengajaran pembelajaran pensyarah dan usaha menyedarkan guru pelatih akan kepentingan penguasaan penulisan karangan naratif perlu diberikan penekanan. Justeru, masalah yang dihadapi pelajar Pengajian Cina di IPG kajian dalam penulisan karangan naratif Bahasa Cina dapat ditangani secara lebih berkesan dan bermakna, khususnya dalam konteks perkembangan profesional diri mereka.

Kata kunci: karangan naratif, temubual berstruktur, punca psikologi, penguasaan tatabahasa, kekurangan perbendaharaan kata.

ABSTRACT

This research is an attempt to investigate the problems of narrative essay writing faced by trainee teachers at one of the Institute of Teacher Education Campus. Factors that caused these problems and suggestions to overcome them are discussed. Questionnaires and structured interviews are used to collect the relevant data. Structured interviews are conducted to collect respondents' views and suggestions on how to address this problem. Limited vocabulary and a poor grasp of grammar are the two most pressing problems. Factors that bring about the trainee teachers' problems, in order of importance, are as follows: psychological factor, teacher factor, students' negative attitudes factor and lacking in writing skills factor. The suggestions to overcome the problem given both by the trainee teachers and the lecturers focus on their equally important roles they should play, particularly in efforts to diversify the teaching methods of the lecturers and to raise the awareness of the trainee teachers of the importance of mastery of narrative essay writing. It is hoped that all sides will take a closer look at the given suggestions and consequently to dealt with in a more effective and meaningful way, especially in the context of their professional self development.

Keywords: narrative essay, structured interviews, psychological factor, grammatical mastery, lack of vocabulary.

1.0 PENGENALAN

Tujuan utama kajian ini adalah untuk meninjau masalah dan punca masalah guru pelatih Pengajian Cina di salah sebuah IPG di Malaysia dalam penulisan karangan naratif Bahasa Cina. Tambahan pula, kajian ini juga ingin meninjau cara-cara mengatasi masalah penulisan karangan naratif Bahasa Cina yang berkesan.

Kesedaran terhadap kepentingan kemahiran menulis telah menghasilkan banyak kajian mengenai pelbagai strategi pengajaran pembelajaran yang bertujuan membantu perkembangan kemahiran menulis dalam kalangan pelajar. Walau bagaimanapun, maklumat yang terkini dan menyeluruh mengenai masalah yang dihadapi guru pelatih IPG dalam karangan naratif Bahasa Cina di Malaysia, setakat yang pengkaji mengetahui, masih tidak ada.

1.1 Pernyataan Masalah

Melalui peninjauan dan perbincangan di antara rakan sejawat, guru-guru pelatih PC dengan pengkaji di dalam dan di luar bilik kuliah, masalah guru pelatih dalam penulisan karangan naratif sering dibangkitkan. Secara "random" dan tidak formal, pengkaji dapati banyak kelemahan dalam penulisan karangan, khasnya karangan naratif yang dihasilkan guru-guru pelatih PC. Sebenarnya kebanyakan guru pelatih yang ditemubual pengkaji mengakui bahawa mereka tidak mempunyai kemahiran yang mencukupi untuk menulis dengan sempurna dan mereka memang menghadapi masalah semasa menulis karangan khasnya karangan naratif, jenis karangan yang sering digunakan semasa mereka menyiapkan tugas atau kerja kursus mereka.

Maka satu kajian mengenai masalah-masalah yang dihadapi guru pelatih PC dalam penulisan karangan naratif adalah tepat pada masanya dan harus dijalankan demi meneliti secara lebih mendalam dan menyeluruh isu ini yang selama ini tidak diberi perhatian yang sewajarnya.

Memang tidak dapat dinafikan bahawa tahap penguasaan kemahiran penulisan karangan naratif seorang guru yang tinggi dapat menjalankan pengajaran pembelajaran penulisan dengan lebih berkesan. Sebaliknya seorang guru yang tidak dapat menguasai kemahiran penulisan karangan naratif kemungkinan besar tidak dapat menjalankan pengajaran pembelajarannya dalam penulisan karangan naratif dengan baik.

Memang juga tidak dapat dinafikan bahawa guru yang mahir dalam pedagogi pada amnya boleh meningkatkan kemahiran pelajarnya, walau bagaimanapun, guru yang mempunyai kemahiran dalam penulisan karangan naratif menjadi prasyarat untuk menangani masalah kelemahan pelajar sekolah dalam penulisan karangan naratif.

Yang (2008) mengatakan penglibatan guru dalam penulisan karangan secara aktif adalah prasyarat untuk menjayakan pengajaran dan pembelajaran penulisan karangan. Yang juga menyarankan guru "menulis sendiri terlebih dahulu sebelum meminta muridnya menulis karangan" supaya merasa secara lebih tepat di mana fokus pengajarannya mengenai penulisan karangan untuk sesuatu pelajaran hendak ditujukan.

Memandangkan guru pelatih yang sedang dilatih di IPG kini kesemuanya akan bertugas dan berkhidmat di sekolah rendah kelak, maka adalah penting guru-guru pelatih ini menguasai kemahiran penulisan karangan naratif sebelum mereka ditempatkan di sekolah sebagai guru terlatih nanti.

Justeru mengenal pasti apa masalah-masalah yang dihadapi guru pelatih dalam penulisan karangan naratif adalah relevan dan mendapat maklumat mengenai punca-punca atau faktor-faktor yang menyebabkan masalah ini juga adalah penting agar dapat membantu menyediakan cadangan yang sesuai dan praktikal untuk mengatasi masalah penulisan karangan naratif dalam kalangan guru pelatih.

Memandangkan begitu rapatnya perkaitan di antara kelemahan pelajar sekolah dalam penulisan karangan dengan perlunya mengkaji masalah yang dihadapi guru pelatih dalam penulisan karangan, maka kajian mengenai penguasaan penulisan karangan naratif guru pelatih Pengajian Cina IPG menjadi salah satu fokus utama kajian ini.

1.2 Objektif Kajian

Penulisan karangan merupakan aspek yang terpenting dalam pembelajaran sesuatu bahasa, ia juga merupakan suatu aspek yang paling sukar diajar dan dipelajari. Di antara empat jenis karangan yang biasanya dipelajari, karangan naratif merupakan asas penulisan karangan. Oleh kerana itu, kajian ini bertujuan untuk mendapat maklumat tentang masalah-masalah yang dihadapi guru pelatih Pengajian Cina IPG dalam penulisan karangan naratif dan juga punca-punca yang menyebabkan masalah-

masalah tersebut, pengkaji juga ingin meninjau tindakan yang boleh diambil untuk menangani masalah penulisan karangan naratif, yang selama ini kurang diberi penekanan dan perhatian yang sewajarnya.

Selain daripada mengenalpasti masalah-masalah dan punca-punca masalah yang dihadapi guru pelatih IPG dalam penulisan naratif, kajian ini juga bertujuan mencadangkan pendekatan yang sesuai untuk meningkatkan kemahiran penulisan guru pelatih Pengajian Cina dan secara tidak langsung membantu kumpulan bakal guru ini dalam usaha mereka menyelesaikan masalah yang dihadapi pelajarnya apabila mereka mula berkhidmat sebagai guru terlatih di sekolah nanti.

1.3 Kepentingan Kajian

Menyedari hakikat bahawa kelemahan pelajar sekolah dalam penulisan karangan naratif mempunyai perkaitan yang rapat dengan masalah penulisan karangan naratif yang dihadapi guru pelatih, pengkaji berasa adalah bermanfaat dan perlu menjalankan suatu tinjauan tentang masalah menulis karangan naratif Bahasa Cina guru pelatih Pengajian Cina di IPG.

Setelah masalah-masalah guru pelatih Pengajian Cina IPG dan punca-punca masalah dikenalpasti, maka adalah bermanfaat kepada pensyarah dan tenaga pengajar di IPG membuat pengubahsuaian pengajaran dan penyampaian dalam proses latihan perguruan khususnya dalam merealisasikan objektif pengajaran karangan naratif Bahasa Cina untuk pelbagai program latihan perguruan

Maklum balas daripada kajian ini dapat digunakan untuk merancang dan melaksanakan kursus dengan lebih berkesan pada masa depan. Hasil dapatan kajian ini juga dikira relevan bagi membolehkan tindakan susulan dilakukan di peringkat pelaksanaan semasa program latihan perguruan dijalankan.

1.4 Soalan Kajian

Secara khusus, objektif kajian ini adalah untuk memperolehi jawapan bagi soalan-soalan kajian berikut:

- i). Apakah masalah yang dihadapi oleh guru pelatih Pengajian Cina IPG dalam penulisan karangan naratif Bahasa Cina?
- ii). Apakah faktor-faktor yang menyebabkan masalah penulisan karangan naratif ?
- iii). Apakah tindakan yang boleh diambil untuk mengatasi masalah penulisan karangan naratif ?

1.5 Limitasi Kajian

Kajian ini hanya dijalankan ke atas 200 orang guru pelatih Pengajian Cina daripada salah sebuah Institut Pendidikan Guru di Malaysia. Kumpulan responden terdiri daripada guru pelatih Pengajian Cina PPISMP dan PISMP sahaja. Oleh yang demikian, dapatan ini tidak sesuai digeneralisasikan kepada guru pelatih opsyen yang lain atau guru pelatih IPG lain di negara ini.

2.0 TINJAUAN LITERATUR

Pelbagai definisi penulisan telah diutarakan oleh pakar penulisan dan bahasa antaranya Barnow (1989), melihat penulisan sebagai satu cara melahirkan bahasa manusia melalui simbol-simbol yang dapat dilihat. Sementara itu Mohd Sidin (1992) menganggap penulisan sebagai satu bentuk seni yang memerlukan kemahiran, kebolehan, keupayaan dan kesungguhan serta latihan. Pandangan yang sama juga dinyatakan oleh D'Angelo (1977) : "*Writing is an art, and like drawing or painting, or musical composition, rhetorical principles need to be taught in an orderly sequence.*" (m.s 53)

Penulisan memerlukan kemahiran memahami apa dan bagaimana komunikasi berlaku dalam kalangan ahli masyarakat. Penulis menulis untuk komuniti dengan menggunakan peraturan penulisan khas. Justeru pengajaran dan pembelajaran penulisan di sekolah harus memperlihatkan kecenderungan kebudayaan masyarakat dominan.

Mengarang bukan merupakan satu kemahiran yang mudah dipelajari kerana proses untuk menghasilkan bahan penulisan bukan merupakan satu proses yang spontan. Proses penulisan memerlukan latihan mental supaya murid-murid dapat berfikir dan kemudian mencatatkan ayat-ayat bagi menggambarkan fikiran mereka. Di samping itu, mereka juga perlu menyusun ayat-ayat yang

menggambarkan fikiran mereka supaya menjadi satu kesatuan fikiran atau pendapat (Juriah et.al., 1990).

Kemahiran berbahasa yang ditekankan di dalam pengajaran bahasa terdiri daripada kemahiran mendengar, bertutur, membaca dan menulis. Biasanya menulis merupakan kemahiran bahasa yang akhir sekali diperolehi oleh pelajar, iaitu setelah mereka menguasai kemahiran mendengar, bertutur dan membaca. Antara keempat-empat kemahiran ini, kemahiran menulis merupakan kemahiran yang paling kompleks dan sukar dikuasai.

Latihan menulis karangan di sekolah biasanya berfokus kepada lima jenis atau genre karangan, iaitu, karangan naratif (narration), karangan deskriptif (description), karangan penerangan (exposition), karangan persuasif (persuasion) dan karangan perbincangan (argumentation).

Mengikut Henry (2009, 98), sama ada di sekolah atau di universiti, kebanyakan mata pelajaran atau kursus menggunakan penulisan naratif dan pelajar sering menggunakannya untuk menunjukkan apa yang telah dibelajari mereka. Piazza (2003, 177) juga menganggap penulisan naratif sebagai satu strategi penulisan yang asas.

2.1 Kesimpulan Tinjauan Literatur

Setelah membincangkan dapatan-dapatan kajian para penyelidik daripada pelbagai tempat dan terhadap pelbagai golongan pelajar, didapati tiada perbezaan yang ketara di antara pelajar-pelajar, sama ada mereka berasal dari Negeri China, Singapura atau negara kita, Malaysia dalam kelemahan penulisan karangan.

Setelah meninjau secara terperinci mengenai kepentingan kemahiran menulis secara am dan kepentingan kemahiran menulis karangan naratif secara khususnya, bab ini telah memberi penerangan dan justifikasi kepada pengkategorian aspek-aspek penting kemahiran menulis yang perlu dikuasai untuk menghasilkan karangan.

Sebagai rumusannya, daripada tinjauan kajian yang berkaitan dengan penulisan karangan, tidak kira penulisan karangan dalam Bahasa Malaysia atau Bahasa Cina, masalah-masalah pelajar dalam penulisan karangan adalah tidak jauh berbeza, iaitu penyampaian dan kesesuaian isi, aspek mekanis dan kemahiran bahasa. Aspek-aspek inilah yang banyak menimbulkan masalah kepada pelajar.

Masalah-masalah penulisan karangan ini telah berlanjutan dari masa dulu hingga kini, hal ini bukan sahaja merupakan masalah pelajar bahkan juga merupakan masalah dan cabaran kepada guru yang mengajar bahasa.

3.0 METODOLOGI

3.1 Instrumen Kajian

Kaedah kajian ini ialah tinjauan (*survey*) dan instrumen pengumpulan data ialah satu set soal selidik yang ditadbirkan ke atas guru pelatih Pengajian Cina di IPG kajian dan temu bual berstruktur dengan tiga orang pensyarah Bahasa Cina dan 10 orang guru pelatih Pengajian Cina yang dipilih. Memandangkan soalan-soalan dalam borang soal selidik begitu penting dan sukar direka, untuk menjamin objektif kajian tercapai, soal selidik ini mengandungi 42 soalan yang diubahsuai oleh pengkaji sendiri setelah merujuk kepada kerangka aspek-aspek yang perlu dikuasai untuk penghasilan karangan yang dikemukakan oleh Raimes (1988) dan soal selidik yang ditadbirkan oleh Loy (1995) dan Leong (2004) dalam disertasi mereka. Soal selidik ini juga dirujuk kepada tiga orang rakan pensyarah bahasa Cina yang berpengalaman untuk dihalusi dan diperbaiki sebelum disemak dan dikomen oleh penyelia.

Penggunaan skala nombor genap akan memaksa responden untuk memilih sama ada setuju atau tidak setuju walaupun merasa ragu-ragu dan kurang pasti tentang pernyataan yang diberikan dalam soal selidik. Skala Likert 4 mata digunakan untuk mengelakkan guru pelatih berkecenderungan memilih mata 'tidak pasti', kerana guru pelatih yang muda ini kemungkinan besar tidak mahu memberikan

pendirian mereka tentang sesuatu item dalam soalan. Ini adalah untuk memudahkan data-data yang terkumpul mudah dikategorikan dan dianalisis.

Temu bual dengan tiga orang pensyarah berpengalaman dan 10 guru pelatih terpilih merupakan teknik tambahan kepada soal selidik. Temu bual berstruktur dijalankan untuk menyemak dan mengesahkan punca masalah guru pelatih Pengajian Cina dalam penulisan karangan naratif Bahasa Cina. Ini juga untuk memperolehi sebarang maklumat yang tidak dapat dikumpul daripada soal selidik seperti cadangan-cadangan tindakan mengatasi masalah guru pelatih dalam penulisan karangan naratif.

3.2 Persampelan

Berdasarkan kepada Jadual penentuan saiz sampel Krejcie dan Morgan (1970), populasi guru pelatih Pengajian Cina di Institut Pendidikan Guru berkenaan seramai 405 orang maka bilangan responden yang diperlukan ialah 200 orang.

Dengan persampelan rawak berlapis secara kuota, pengkaji dapat memastikan setiap sub sampel mempunyai bilangan yang sama dan memperolehi suatu sampel rawak iaitu untuk memenuhi kehendak responden kajian daripada populasi kajian. Persampelan rawak berlapis secara kuota ini digunakan kerana ralat persampelannya lebih kecil daripada ralat yang wujud daripada prosedur persampelan rawak sistematik dan persampelan rawak mudah.

Pensyarah-pensyarah yang dipilih untuk ditemu bual dalam kajian ini merupakan pensyarah yang berpengalaman dalam P&P komponen mengarang. Mereka terdiri daripada dua orang pensyarah lelaki dan seorang pensyarah wanita dari Unit Pengajian Cina. Temu bual dijalankan pada masa yang berasingan dan secara perseorangan. Satu skedul soalan temu bual disediakan untuk memastikan data yang relevan dapat dikutip semasa proses temu bual.

3.3 Kajian Rintis

Kajian rintis telah dijalankan untuk mendapat maklum balas terhadap kesesuaian soalan serta mengetahui anggaran masa untuk menjawab soal selidik. Tambahan pula, kajian rintis ini juga ingin menjamin kebolehpercayaan soal selidik ini dan memastikan item-item yang digubal berfungsi mencapai objektif kajian.

Secara keseluruhannya, analisis data menunjukkan bahawa nilai koefisien kebolehpercayaan (reliability coefficients) ialah 0.926, angka ini telah menunjukkan kebolehpercayaan alat pengumpulan data ini dan alat ini boleh digunakan dalam kajian sebenar dengan meyakinkan.

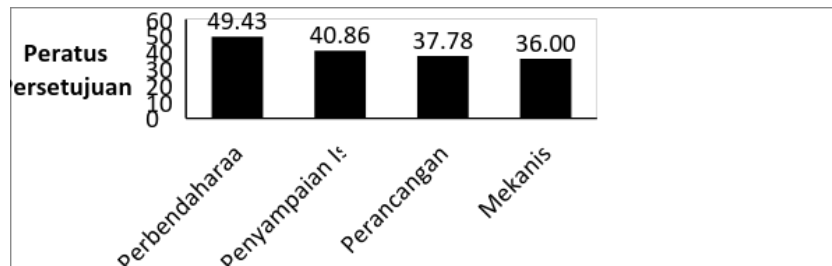
Jadual 1

Ringkasan analisis data

Bil	Objektif	Soalan Kajian	Sumber Data	Teknik Analisis
1	Meninjau masalah yang dihadapi oleh guru pelatih Pengajian Cina IPG kajian dalam penulisan karangan naratif Bahasa Cina.	Apakah masalah yang dihadapi oleh guru pelatih Pengajian Cina IPG kajian dalam penulisan karangan naratif Bahasa Cina ?	-Respon guru pelatih secara keseluruhan kepada soal selidik.	Analisis deskriptif dilakukan dengan menggunakan Min dan Sd.
2	Meninjau faktor-faktor yang menyebabkan masalah penulisan karangan naratif.	Apakah faktor-faktor yang menyebabkan masalah penulisan karangan naratif ?	- Respon guru pelatih secara keseluruhan kepada soal selidik.	Analisis deskriptif dilakukan dengan menggunakan Min dan Sd.
3	Mencadangkan tindakan untuk mengatasi masalah penulisan karangan naratif.	Apakah tindakan yang boleh diambil untuk mengatasi masalah-penulisan karangan naratif ?	Data temu bual berstruktur dengan 10 guru pelatih dan 3 pensyarah.	Analisis deskriptif .

4.0 DAPATAN KAJIAN

Rajah 1 mempamerkan data-data dalam bentuk graf. Setiap kategori masalah penulisan menunjukkan purata min yang berlainan. Apabila purata min disusun secara menurun akan membawa maksud dari yang paling serius kepada yang tidak begitu serius dalam menghadapi masalah-masalah penulisan karangan naratif bahasa Cina.



Rajah 1. Jenis-jenis masalah penulisan karangan naratif (Kadar min peratus bersetuju)

Secara keseluruhannya dalam bahagian B soal selidik ini, dapat dirumuskan bahawa guru pelatih Pengajian Cina di IPG kajian kerap menghadapi empat masalah utama, iaitu masalah dari segi penyampaian dan kesesuaian isi, mekanis, perancangan dan struktur karangan, perbendaharaan kata dan tatabahasa. Menurut keutamaan masalah yang dihadapi oleh guru pelatih Pengajian Cina di IPG kajian ialah masalah perbendaharaan kata dan tatabahasa dan diikuti oleh masalah penyampaian dan kesesuaian isi, perancangan dan struktur karangan dan akhirnya mekanis. Data-data diatas terus menjawab Soalan Kajian 1 mengenai masalah.

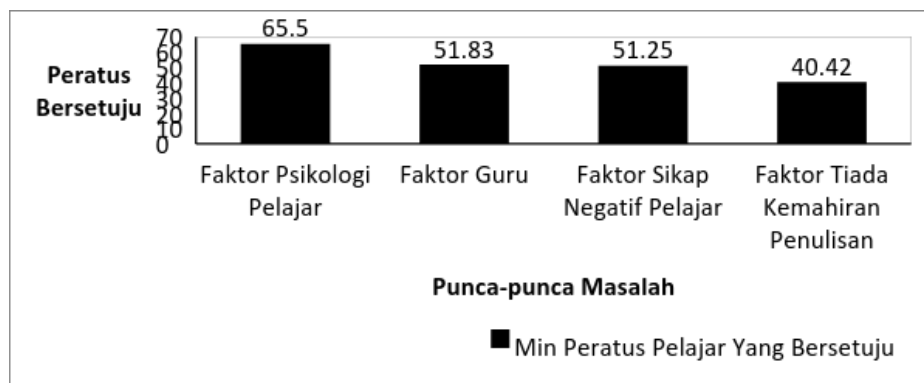
Analisis data juga dilakukan untuk menjawab Soalan Kajian 2. Soalan ini dikemukakan untuk meninjau apakah punca-punca masalah penulisan karangan naratif. Punca-punca masalah yang terdiri daripada 17 item yang merangkumi punca guru, punca psikologi guru pelatih, punca teknik kemahiran menulis guru pelatih dan punca sikap negatif guru pelatih.

Jadual 2

Ringkasan punca

Punca-punca masalah	Jumlah Bersetuju	Min Peratus Bersetuju	Purata Min
Punca psikologi pelajar	524	65.50	2.70
Punca guru	311	51.83	2.53
Punca sikap negatif pelajar	410	51.25	2.48
Punca tiada kemahiran penulisan	485	40.42	2.40

Secara ringkasnya, data-data yang dikumpul dalam bahagian C soal selidik, didapati bahawa mengikut min peratus bersetuju guru pelatih dan purata min, apabila disusun secara menaik didapati semakin besar nilai min peratus bersetuju dan semakin besar nilai purata min, membawa maksud semakin serius dan merupakan punca masalah penulisan karangan naratif bahasa Cina. Iaitu punca utama ialah punca psikologi guru pelatih, diikuti punca guru, sikap negatif guru pelatih, dan akhir sekali punca tiada kemahiran penulisan menyebabkan guru pelatih Pengajian Cina di IPG kajian menghadapi masalah penulisan karangan. Rajah 2 memberikan gambaran yang lebih ringkas tentang punca-punca masalah.



Rajah 2. Punca-punca masalah penulisan karangan naratif

Secara ringkas, analisis keputusan soal selidik (bahagian C) dan data-data temubual menyimpulkan bahawa punca psikologi guru pelatih merupakan punca utama yang menyebabkan guru pelatih menghadapi masalah dalam penulisan karangan naratif.

Walau bagaimanapun, didapati keempat-empat punca tersebut adalah saling berkait dan berhubung rapat antara satu sama lain. Susah hendak dipisahkan antara satu sama lain kerana kelemahan guru pelatih dalam penulisan karangan bukan hasil sumbangan satu-satu punca tetapi merupakan rangkaian dan cantuman antara keempat-empat punca.

Analisis data telah dilakukan bagi menjawab Soalan Kajian 3. Dapatan kajian ini disokong oleh data-data yang dikumpul melalui temubual berstruktur dengan 10 orang guru pelatih Pengajian Cina di IPG kajian dan tiga orang pensyarah Pengajian Cina di IPG kajian dalam kajian ini, didapati bahawa lebih daripada 75% guru pelatih yang ditemubual berpendapat bahawa punca yang utama menyebabkan mereka menghadapi masalah penulisan karangan naratif Bahasa Cina ialah faktor psikologi guru pelatih.

Banyak kajian yang membuktikan bahawa kelemahan pelajar dalam penulisan mempunyai hubungan dengan soal pelaksanaan pengajaran oleh guru. Antaranya seperti kajian Wan Chik (1987), Khairiah Ahmad (1980) dan kajian PPK (1992). Kajian-kajian ini menegaskan bahawa peranan guru terutamanya kaedah pengajarannya memainkan peranan yang penting dalam penulisan karangan seseorang pelajar. Dapatan kajian ini selaras dengan dapatan kajian yang tersebut di atas dimana guru pelatih menganggap faktor guru merupakan salah satu faktor yang menyebabkan mereka menghadapi masalah dalam penulisan karangan naratif Bahasa Cina.

Kesimpulannya, cadangan-cadangan yang diketengahkan oleh para guru pelatih dan pensyarah yang ditemubual menunjukkan bahawa guru pelatih dan pensyarah masing-masing memainkan peranan yang sama penting dalam mengatasi masalah penulisan karangan naratif.

5.0 PERBINCANGAN DAN RUMUSAN

5.1 Impak kajian

Dapatan kajian ini dapat memberikan implikasi kepada para guru pelatih, para pensyarah, pihak institut, para perancang dan pembuat dasar pendidikan, setelah mengenalpasti masalah guru pelatih Pengajian Cina di IPG kajian dalam penulisan karangan naratif, semua pihak bersama-sama bertanggungjawab untuk memainkan peranan yang penting dalam mengubahsuaikan kaedah P&P di institut, pengubahsuaian kurikulum pelajaran bahasa untuk membantu guru pelatih mengatasi masalah dalam penulisan karangan.

5.2 Kesimpulan

Kajian ini hanya menyingkap sedikit gambaran tentang masalah guru pelatih Pengajian Cina dalam penulisan karangan naratif di sebuah institut pendidikan guru di Malaysia. Dapatan-dapatan daripada

kajian ini adalah tepat bagi sampel yang berkenaan sahaja kerana limitasi-limitasi dalam kajian ini. Adalah diharapkan kajian ini dapat memberi sumbangan dalam peninjauan masalah-masalah penulisan karangan naratif dalam kalangan guru pelatih Pengajian Cina di IPG kajian, seterusnya pihak-pihak berkenaan seperti Jabatan Bahasa dan pensyarah Pengajian Cina memahami kesukaran guru pelatih dan bersama-sama berusaha mencari jalan penyelesaian yang berkesan untuk mengatasi masalah-masalah tersebut. Akhir kata, semoga kajian ini dapat memberi sumbangan dalam bidang penyelidikan pendidikan bahasa terutamanya dalam aspek menulis karangan naratif Bahasa Cina.

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PENAAKULAN BERSYARAT DALAM KONTEKS YANG BERBEZA

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ABSTRAK

Antara aspirasi untuk setiap murid dalam PPPM ialah kemahiran berfikir di mana setiap murid perlu menguasai pelbagai kemahiran kognitif penting, termasuklah penaakulan. Lawson (1992) telah mengemukakan Teori Hipotesis Multipel untuk menerangkan intipati penaakulan saintifik. Menurut teori ini, intipati penaakulan saintifik adalah "kebolehan untuk mengusahakan penaakulan dengan mempertimbangkan lebih daripada satu antejadian". Kajian ini menguji andaian asas teori ini dengan meninjau corak respon penaakulan pelajar dalam konteks yang berbeza melalui Ujian Penaakulan Bersyarat Umum (UPBU) dan Ujian Penaakulan Bersyarat Kimia (UPBK). Subjek kajian terdiri daripada 130 orang pelajar tingkatan lima aliran sains di Perak. Hasil kajian menunjukkan bahawa corak respon penaakulan pelajar tidak konsisten bagi setiap tugas logik bersyarat yang identikal. Didapati peratusan respon penaakulan bersyarat menurun dari tugas pertama ke tugas ketiga dalam kedua-dua UPBU dan UPBK, sebaliknya peratusan respon penaakulan dwisyarat pula meningkat. Secara amnya, dapatan kajian menyokong andaian Teori Hipotesis Multipel dan menambah lagi bukti empirikal bahawa penaakulan tidak boleh dilihat sebagai suatu konstruk yang bebas daripada konteks. Implikasi dapatan kajian terhadap pengajaran sains dibincangkan.

Katakunci: konteks berbeza, penaakulan bersyarat, Teori Hipotesis Multipel

ABSTRACT

Among the individual student aspirations in the PPPM is thinking skills where every child need to master a range of important cognitive skills, including reasoning. Lawson (1992) posited the Multiple Hypothesis Theory to explain the essence of scientific reasoning. According to this theory, the essence of scientific reasoning is "the ability to initiate reasoning with more than one antecedent condition". This study was carried out to test the assumptions of this theory by surveying students' reasoning response patterns in different context through General Conditional Reasoning Test (UPBU) and the Chemistry Conditional Reasoning Test (UPBK). The subjects of the study consisted of 130 form five science students in Perak. The results showed that the pattern of students' reasoning responses were inconsistent for each identical conditional logical task. It was found that the percentage of conditional reasoning responses decreased from the first to the third task in both UPBU and UPBK, on the other hand the percentage of biconditional reasoning responses increased. The findings are generally in support of the Multiple Hypothesis Theory's assumptions and provide further empirical evidence that reasoning cannot be viewed as a decontextualised construct. Implications of the findings on science teaching were discussed.

Keywords: different context, conditional reasoning, Multiple Hypothesis Theory

1.0 PENGENALAN

1.1 Pendahuluan

Selaras dengan Pelan Pembangunan Pendidikan Malaysia 2013-2025 (PPPM), peranan pendidikan sains untuk merealisasikan perubahan dan pencapaian Malaysia di peringkat antarabangsa merupakan agenda yang begitu mencabar dan kritikal. Dimensi kualiti menjadi fokus utama untuk mentransformasikan sistem pendidikan negara. Antara aspirasi yang digariskan untuk setiap murid ialah kemahiran berfikir di mana setiap murid perlu menguasai pelbagai kemahiran kognitif termasuk penaakulan (Kementerian Pendidikan Malaysia, KPM 2013). Dalam usaha ini, Malaysia menyediakan pelbagai penambahbaikan prestasi misalnya dalam kurikulum standard sekolah rendah dan menengah (KSSR dan KSSM), kemahiran menaakul merupakan satu kemahiran yang diutamakan (Bahagian Pembangunan Kurikulum, BPK 2012). Menurut dokumen *The Central Purpose of American Education*

(Educational Policies Commission, 1961), objektif umum sekolah seharusnya membantu pelajar mengembangkan keupayaan merasional, penekanan harus diberikan kepada perkembangan kemahiran berfikir dan penaakulan saintifik. Justeru wujudnya keperluan untuk mengalih fokus kepada kajian tentang intipati kebolehan berfikir dan menaakul.

1.2 Pernyataan Masalah

Selama ini, teori operasi formal Piaget telah menarik perhatian dan dipegang kuat oleh para pendidik sains. Menurut kajian Lawson dan Renner (1975), majoriti konsep sains menengah adalah abstrak dan memerlukan pemikiran formal. Berdasarkan model perkembangan intelektual Piaget (Inhelder & Piaget, 1958), seseorang pemikir operasi formal dikatakan mampu menggunakan corak pemikiran yang tidak terikat kepada kandungan hujah, yakni seseorang pemikir operasi formal boleh menaakul dengan cara logik tanpa terikat oleh konteksnya. Pelajar peringkat operasi formal dikatakan dapat mengurus dengan pernyataan logik, dan dapat melakukan pemindahan pengetahuan atau perhubungan logik kepada situasi yang lain. Masalah yang timbul adalah berlakunya isu ketidak-konsistensi pencapaian yang ditunjukkan oleh pelajar peringkat operasi formal dalam ujian penaakulan (Wollman, 1978b; Briggs, 1980), pada hal Piaget pernah mendakwa bahawa konsistensi merupakan satu petunjuk bagi penaakulan formal (Inhelder & Piaget, 1958, hlm.265). Maka sekadar melabelkan pelajar kepada peringkat operasi formal atau konkrit adalah tidak memadai, pengertian seharusnya lebih daripada itu dengan meninjau kepada intipati penaakulan. Kajian ini dijalankan sebagai satu usaha untuk memperjelaskan konstruk tentang penaakulan. Ia meninjau isu adakah konteks soalan yang berbeza mempengaruhi corak kesimpulan yang dibuat dalam penaakulan. Bagaimana konteks mempengaruhi penaakulan? Kajian ini berfokus kepada persoalan tentang intipati penaakulan.


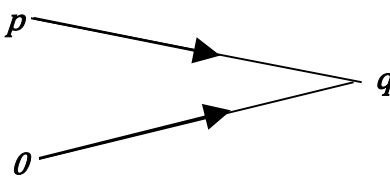
1.3 Literatur

1.3.1 Teori Hipotesis Multipel

Lawson (1992) mengemukakan Teori Hipotesis Multipel sebagai teras empirikal dalam persoalan tentang apakah intipati bagi penaakulan saintifik. Hipotesis asas ini ingin menguji sama ada ciri utama penaakulan saintifik adalah kecenderungan penaakul untuk mengusahakan penaakulan dengan mempertimbangkan lebih daripada satu antejadian spesifik (Markovits, 1984; 1985) atau sekiranya penaakul itu tidak dapat memikirkan lebih daripada satu antejadian, dia adalah sedar bahawa mungkin terdapat lebih daripada satu antejadian; maka kesimpulan yang dibuat olehnya adalah terikat oleh kemungkinan ini. Berdasarkan teori ini, intipati bagi penaakulan adalah "kebolehan untuk mengusahakan penaakulan dengan mempertimbangkan lebih daripada satu antejadian" (Lawson, 1992, hlm.965). Maka teori ini meramalkan bahawa pelajar yang mempunyai keupayaan penaakulan saintifik yang lebih tinggi akan lebih cenderung menggunakan logik bersyarat (*conditional*) berbanding dengan logik dwisyarat (*biconditional*). Dalam hal ini, konteks memainkan peranan yang penting dalam menentukan jenis logik yang digunakan. Ini bermakna konteks soalan mempengaruhi corak kesimpulan yang dibuat. Jadual 1 menunjukkan ringkasan bagi elemen utama dalam Teori Hipotesis Multipel yang dipetik dari Lawson (1992, hlm.971).

Jadual 1

Perwakilan mental bagi situasi spesifik dengan satu atau dua antejadian serta kesimpulan yang terhasil daripada setiap jenis situasi

Perwakilan mental	Kesimpulan terhasil
Situasi: satu antejadian 	$p \rightarrow q$ $\underline{p} \rightarrow \underline{q}$ $q \rightarrow p$ $\underline{q} \rightarrow \underline{p}$
Situasi: dua antejadian 	$p \rightarrow q$ $\underline{p} \rightarrow \underline{q}$ $q \rightarrow \text{tiada kesimpulan}$ $\underline{q} \rightarrow \underline{\text{tiada kesimpulan}}$ $o \rightarrow q$ $\underline{o} \rightarrow \underline{q}$

seakan-akan corak
penaakulan dwisyarat

seakan-akan corak
penaakulan bersyarat

1.3.2 Andaian Asas Teori Hipotesis Multipel vs Teori Piaget

Kajian ini menguji Teori Hipotesis Multipel tentang intipati penaakulan. Berdasarkan kajian Lawson (1992) dan Norman (1997), urutan tugas logik dalam instrumen Ujian Penaakulan Bersyarat Umum (UPBU) dan Ujian Penaakulan Bersyarat Kimia (UPBK) adalah dalam keadaan di mana konteksnya semakin sukar untuk memikirkan antejadian alternatif apabila beralih dari Tugas Pertama menuju ke Tugas Ketiga. Teori Piaget mendakwa bahawa pemikir operasi formal dapat menaakul dengan cara logik bersyarat tanpa terikat oleh konteksnya. Dengan itu, Teori Piaget membawa kepada ramalan bahawa pelajar akan memberi respon bercorak logik bersyarat yang sama kepada semua tugas UPBU dan UPBK kerana semua tugas itu adalah dalam bentuk logik bersyarat yang identikal (jika p , maka q). Manakala Teori Hipotesis Multipel membawa kepada ramalan corak respon penaakulan adalah berubah-ubah dari satu tugas ke tugas lain bergantung kepada sejauh mana konteksnya memudahkan dan menghadkan bayangan antejadian alternatif.

1.4 Tujuan Kajian

Kajian ini bertujuan untuk menguji andaian asas Teori Hipotesis Multipel Lawson (1992) dengan menyiasat corak respon penaakulan yang dipamerkan oleh pelajar sains tingkatan lima pada tugas logik bersyarat berdasarkan konteks umum (UPBU) dan konteks kimia (UPBK) yang berbeza.

1.5 Persoalan Kajian

Apakah corak respon penaakulan yang ditunjukkan oleh pelajar pada tugas logik dalam UPBU dan UPBK?

1.6 Kepentingan Kajian

Dalam sistem pendidikan Malaysia kini, warga pendidik dititikberatkan untuk mengasah kemahiran kognitif yang tinggi dalam diri setiap murid agar sentiasa berfikir dan berusaha untuk mengembangkan daya pemikiran supaya individu mampu menghuraikan, menaakul, merumus dan menghasilkan idea yang bernas. Maka amat pentingnya PdP dapat dirancang oleh para pendidik untuk mendedah dan melatih pelajar dalam kemahiran berfikir secara logik dan analitik. Dalam hal ini, kemahiran menaakul merupakan satu kemahiran yang diutamakan, ia merupakan keupayaan individu membuat pertimbangan dan penilaian secara logik dan rasional (BPK, 2012). Penguasaan kemahiran berfikir kritis dan kreatif serta strategi berfikir menjadi lebih mudah jika seseorang itu berkebolehan membuat penaakulan dengan rasional dan teratur. Sebelum itu, persoalan yang perlu ditinjau adalah: Apakah intipati bagi kebolehan berfikir dan apakah aspek yang mempengaruhi kebolehan penaakulan saintifik seseorang pelajar? Kajian berkenaan dengan intipati penaakulan perlu diteliti agar membantu para pendidik dalam usaha meningkatkan kemahiran penaakulan pelajar, menggunakan pendekatan dan persekitaran pembelajaran yang sesuai supaya kebolehan penaakulan pelajar dipertingkatkan.

Kejayaan PPPM amat bergantung kepada kualiti PdP dan keupayaan guru untuk merealisasikan matlamat dan aspirasi pendidikan seperti yang digariskan. Diharapkan hasil kajian dapat memberi idea dan cadangan kepada guru dan perancang kurikulum tentang strategi dan situasi yang sesuai dalam pengajaran sains supaya dapat meningkatkan keberkesanan PdP serta kebolehan penaakulan dalam kalangan pelajar.

2.0 METODOLOGI

2.1 Reka Bentuk Kajian

Kajian ini berupa kajian tinjauan yang melibatkan pengumpulan data-data kuantitatif. Data numerika yang dikumpul dianalisis dengan menggunakan ujian statistik deskriptif.

2.2 Subjek Kajian

Subjek kajian terdiri daripada 130 orang pelajar sains tingkatan lima di tiga buah sekolah menengah di Perak. Subjek kajian diambil secara "*intact*" daripada kelas sains yang dipilih secara rawak. Pelajar sains tingkatan lima digunakan dalam kajian ini memandangkan mereka telah belajar Tajuk "Penaakulan Matematik" dalam mata pelajaran Matematik KBSM tingkatan empat. Antara konsep asas yang diperkenalkan termasuk konsep implikasi melibatkan pernyataan "jika p , maka q " (penaakulan bersyarat) dan " p jika dan hanya jika q " (penaakulan dwisyarat).

2.3 Instrumen Kajian

Kajian ini menggunakan dua instrumen Ujian Penaakulan Bersyarat Umum (UPBU) dan Ujian Penaakulan Bersyarat Kimia (UPBK) yang dibina oleh Norman (1997) dan digunakan untuk mengkaji corak penaakulan pelajar dalam konteks yang berbeza. Dalam UPBU dan UPBK, tiga tugas logik bersyarat berbentuk "jika p , maka q " yang identikal tetapi dalam konteks umum dan konteks kimia yang berbeza masing-masing. Setiap tugas logik penaakulan bersyarat disusuli dengan empat item yang berlainan berdasarkan empat prinsip asas penaakulan bersyarat, iaitu p , \bar{p} , q , \bar{q} masing-masing. Kesahan UPBU dan UPBK ditentukan dengan bantuan dua orang guru matematik dan dua orang guru kimia yang pakar dan berpengalaman untuk memastikan item-item UPBU dan UPBK adalah sesuai dengan tahap pelajar sains tingkatan lima. Kebolehpercayaan UPBU dan UPBK ditentukan melalui koefisien korelasi Pearson iaitu 0.77 menunjukkan bahawa item-item UPBU dan UPBK adalah stabil untuk mengukur aspek penaakulan bersyarat pelajar.

2.4 Analisis Data

Analisis data dijalankan dengan mengenal pasti corak respon penaakulan terhadap keempat-empat item bagi setiap tugas logik dalam UPBU dan UPBK. Hasil analisis dilaporkan dalam statistik frekuensi dan peratusan pelajar yang memberi respon penaakulan bersyarat (A-C-C-B) atau respon penaakulan dwisyarat (A-B-A-B) terhadap setiap tugas logik dalam UPBU dan UPBK.

3.0 DAPATAN KAJIAN DAN PERBINCANGAN

3.1 Corak Respon Penaakulan Pelajar dalam UPBU dan UPBK

3.1.1 Respon Penaakulan Bersyarat terhadap Tugas Logik dalam UPBU dan UPBK

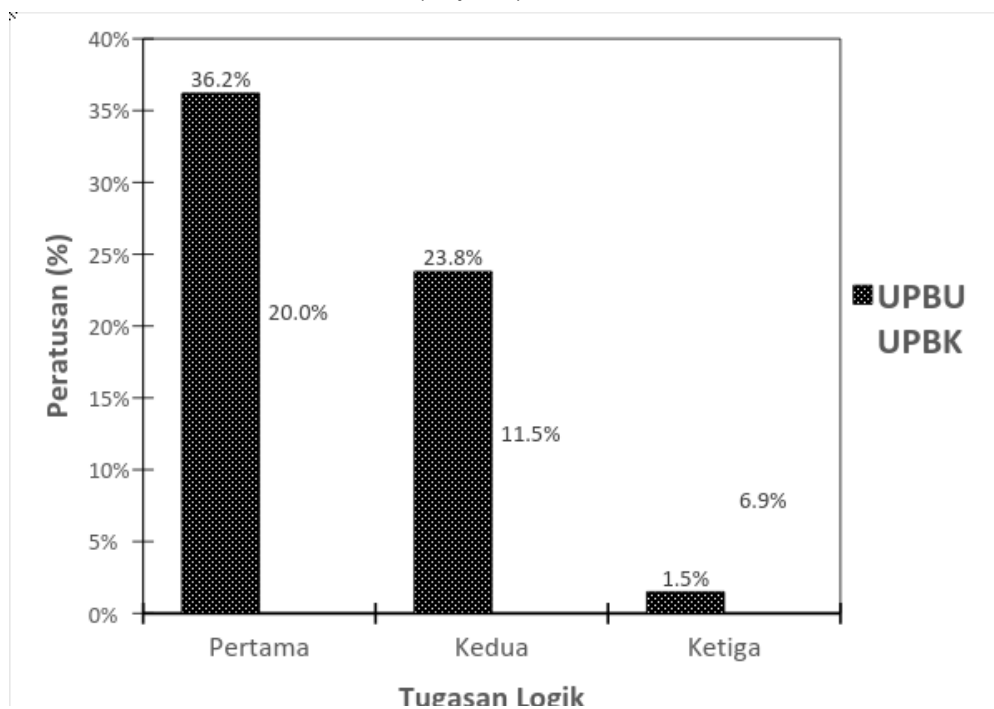
Jadual 2 menunjukkan frekuensi dan peratusan pelajar yang memberi respon penaakulan bersyarat terhadap tugas logik dalam UPBU dan UPBK.

Jadual 2

Frekuensi dan Peratusan Pelajar yang memberi Respon Penaakulan Bersyarat (A-C-C-B) terhadap Tugas Logik dalam UPBU dan UPBK

Tugas logik	UPBU	Frekuensi (%)	UPBK	Frekuensi (%)
Pertama	Segiempat Sama	47 (36.2%)	Isotop	26 (20.0%)
Kedua	Tangki Minyak	31 (23.8%)	Tindak Balas Kimia	15 (11.5%)
Ketiga	Lesen Memandu	2 (1.5%)	Keasidan	9 (6.9%)

Jadual 2 menunjukkan peratusan respon penaakulan bersyarat adalah berubah-ubah dari satu tugas ke tugas yang lain dalam UPBU dan UPBK. Didapati trenda yang sama diperolehi iaitu peratusan respon penaakulan bersyarat semakin menurun apabila beralih dari Tugas Pertama ke Tugas Ketiga dalam kedua-dua UPBU dan UPBK (Rajah 1).



Rajah 1. Peratusan Pelajar yang memberi Respon Penaakulan Bersyarat terhadap Tugas Logik dalam UPBU dan UPBK

3.1.2 Respon Penaakulan Dwisyarat Terhadap Tugas Logik dalam UPBU dan UPBK

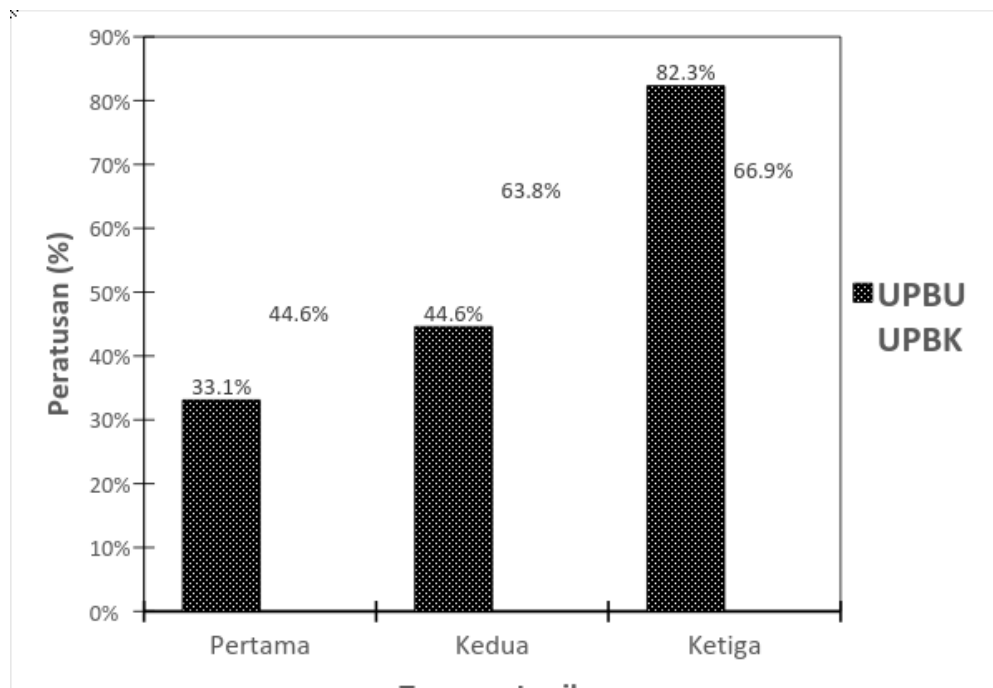
Jadual 3 menunjukkan frekuensi dan peratusan pelajar yang memberi respon penaakulan dwisyarat terhadap tugas logik dalam UPBU dan UPBK.

Jadual 3

Frekuensi dan Peratusan Pelajar yang memberi Respon Penaakulan Dwisyarat (A-B-A-B) terhadap Tugas Logik dalam UPBU dan UPBK

Tugas logik	UPBU	Frekuensi (%)	UPBK	Frekuensi (%)
Pertama	Segiempat Sama	43 (33.1%)	Isotop	58 (44.6%)
Kedua	Tangki Minyak	58 (44.6%)	Tindak Balas Kimia	83 (63.8%)
Ketiga	Lesen Memandu	107 (82.3%)	Keasidan	87 (66.9%)

Jadual 3 menunjukkan peratusan respon penaakulan dwisyarat adalah berubah-ubah dari satu tugas ke tugas yang lain dalam UPBU dan UPBK. Sekali lagi didapati trenda yang sama diperolehi iaitu peratusan respon penaakulan dwisyarat semakin meningkat apabila beralih dari Tugas Pertama ke Tugas Ketiga dalam kedua-dua UPBU dan UPBK (Rajah 2).



Rajah 2. Peratusan Pelajar yang memberi Respon Penaakulan Dwisyarat terhadap Tugas Logik dalam UPBU dan UPBK

3.2 Perbincangan Corak Respon Penaakulan Pelajar dalam UPBU dan UPBK

Pada keseluruhannya, keputusan yang diperolehi menunjukkan bahawa respon corak penaakulan pelajar adalah tidak konsisten tetapi berubah-ubah dari satu tugas ke tugas yang lain walaupun kesemua tugas adalah dalam bentuk logik bersyarat yang identikal (jika p , maka q). Dalam kedua-dua UPBU dan UPBK, didapati peratusan respons penaakulan bersyarat adalah semakin menurun, manakala peratusan respons penaakulan dwisyarat pula semakin meningkat apabila beralih dari Tugas Pertama ke Tugas Ketiga. Trenda perubahan respon penaakulan pelajar ini menepati andaian yang diramalkan oleh Teori Hipotesis Multipel.

Konteks tugas dalam UPBU dan UPBK dilihat sebagai semakin sukar untuk memikirkan antejadian alternatif apabila beralih dari Tugas Pertama ke Tugas Ketiga (Norman, 1997). Daripada hasil analisis, Tugas Pertama iaitu tugas yang mana antejadian alternatifnya diandaikan senang untuk dijanakan telah memaparkan peratusan respon penaakulan bersyarat yang tertinggi dan peratusan respon penaakulan dwisyarat yang terendah dalam kalangan subjek kajian bagi kedua-dua UPBU dan

UPBK. Sebaliknya Tugas Ketiga iaitu tugas yang dilihat sebagai lebih sukar untuk memikirkan antejadian alternatifnya telah mencapai peratusan respon penaaakulan bersyarat yang lebih rendah dan peratusan respon penaaakulan dwisyarat yang lebih tinggi jika berbanding dengan tugas yang lain. Trend keputusan ini menyokong idea bahawa konteks tugas mempengaruhi corak penaaakulan yang dibuat oleh seseorang dalam penyelesaian tugas logik, dan kesan konteks adalah bergantung kepada sejauh mana pelajar itu mampu untuk memikirkan antejadian yang lain (atau hipotesis alternatif) berdasarkan pengetahuannya tentang konteks itu. Dapat dirumuskan bahawa konteks spesifik mempengaruhi corak penaaakulan yang dibuat oleh seseorang individu (bersyarat atau dwisyarat) kerana konteks itu memudahkan atau menghadkan kebolehan seseorang untuk membayangkan antejadian alternatif. Apabila seseorang individu dapat memikirkan hipotesis alternatif yang munasabah, corak penaaakulan yang dibuat olehnya adalah seakan-akan logik bersyarat. Sebaliknya apabila seseorang individu tidak dapat memikirkan hipotesis alternatif yang munasabah, corak penaaakulan yang dibuat olehnya adalah seakan-akan logik dwisyarat. Hasil kajian yang diperolehi adalah selaras dengan hasil kajian Lawson (1992) dan Norman (1997). Ia menambah lagi bukti empirikal yang menyokong bahawa penaaakulan tidak boleh dilihat sebagai suatu konstruk yang bebas daripada konteks.

4.0 RUMUSAN DAN IMPLIKASI

Dapatan kajian menunjukkan bahawa mempertimbangkan hipotesis alternatif merupakan suatu aspek yang penting dalam penaaakulan. Sesetengah pelajar sedar akan perhubungan punca-akibat (*cause-effect relationships*), tetapi pemikiran mereka terbatas kepada satu punca untuk satu akibat (iaitu lebih kerap membuat penaaakulan bercorak dwisyarat). Manakala sesetengah pelajar tidak terbatas dengan pemikiran sedemikian, mereka sedar akan keadaan punca multipel bagi suatu akibat spesifik dalam konteks tertentu, dan terdapatnya satu kecenderungan umum (satu tabiat minda) yang membimbing mereka untuk melihat kepada alternatif, walaupun dalam keadaan di mana alternatif tidak ketara. Pandangan tentang intipati penaaakulan saintifik seperti ini membawa beberapa implikasi kepada pengajaran sains di sekolah.

Dengan menyedari bahawa mempertimbangkan hipotesis alternatif merupakan aspek yang penting dalam penaaakulan, guru seharusnya menyemai tabiat ini di dalam minda pelajar. Aktiviti pendidikan yang mendorong pelajar untuk mempertimbangkan dan menguji antejadian alternatif (atau hipotesis alternatif) akan dapat merangsang pelajar supaya lebih bersifat reflektif dan mempertingkatkan perkembangan intelektual pelajar.

Dapatan kajian menunjukkan bahawa pelajar tidak menaaakul semata-mata mengikut bentuk logik suatu pernyataan. Sebaliknya wujud suatu kecenderungan untuk melihat kepada hipotesis alternatif. Kebolehan untuk memikirkan hipotesis alternatif adalah bergantung kepada sejauh mana pelajar dapat mengesan perhubungan punca-akibat dan sejauh mana pelajar mampu menstruktur semula secara konkrit suatu hipotesis alternatif dalam konteks yang abstrak (Norman, 1997). Oleh itu, pengajaran harus dirancang ke arah meningkatkan kebolehan pelajar untuk menstrukturkan semula secara konkrit suatu hipotesis alternatif dalam konteks yang abstrak serta meningkatkan kebolehan pelajar untuk mengesan perhubungan punca-akibat yang tidak ketara atau abstrak.

Kebolehan untuk mempertimbangkan pengaruh saling-bergantungan antara pembolehubah yang berlainan dalam suatu konteks tertentu adalah penting untuk membantu pelajar menjana hipotesis alternatif yang sah bagi sesuatu situasi. Guru perlu menggunakan strategi pengajaran yang sesuai supaya pelajarnya sentiasa mengambil kira pembolehubah yang relevan dan mempertimbangkan kombinasi pembolehubah dalam suatu situasi yang diberikan.

Dapatan kajian dapat dilihat sebagai satu langkah ke hadapan dalam usaha cuba menerangkan dan mengesahkan konstruk tentang penaaakulan. Diharapkan dapatan kajian ini menjadi landasan untuk merangsang idea-idea bernas yang menyumbang kepada peningkatan dan penambahbaikan kualiti pendidikan sains di Malaysia demi melahirkan modal insan yang mampu menangani cabaran dan persaingan di peringkat global sejajar dengan aspirasi PPPM.

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PERSEPSI GURU-GURU TERHADAP PENYELIAAN KURIKULUM DI SEKOLAH MENENGAH DAERAH SUBANG : MEMBANTU GURU-GURU MENGHADAPI CABARAN TRANSFORMASI KURIKULUM?

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ABSTRAK

Transformasi kurikulum merupakan fenomena pendidikan yang tidak dapat dielakkan oleh mana-mana negara dan Malaysia juga tidak terkecuali daripadanya. Namun, setiap kali berlaku suatu transformasi kurikulum, keseluruhan komponen kurikulum juga mengalami anjakan paradigma yang drastik, khususnya dalam aspek matlamat, kandungan pedagogi serta format penilaian untuk mengukur format kurikulum baru itu. Dua pihak yang memainkan peranan utama dalam kejayaan sesuatu kurikulum ialah guru-guru dan penyelia. Hal ini demikian kerana golongan guru merupakan pelaksana yang mengimplimentasikan kurikulum tersebut. Sejauh manakah guru-guru memahami dan menjalankan tugas pengajaran kurikulum itu perlu diselia dan diperkayakan oleh golongan penyelia. Namun, rungutan guru-guru terhadap pengenalan kurikulum baru meletakkan mereka dalam dilema seperti memahami sukatan dan huraianya, matlamat, kandungan dan kaedah penilaian, khususnya dalam kalangan guru-guru lama yang berpengalaman. Kemelut pendidikan ini mendorong pengkaji untuk mencari satu kepastian menerusi persepsi guru-guru sejauh manakah amalan penyeliaan kurikulum ini membantu mereka menghadap transformasi kurikulum tersebut. Pengkaji menggunakan kaedah kuantitatif. Data numerikal seperti umur dan jantina perlu dianalisis menerusi kaedah kuantitatif. Kaedah kualitatif pula digunakan sebagai alat ukuran bagi mendapatkan persepsi guru-guru. Sementara, untuk memperoleh maklumat, set soal selidik diedarkan kepada 100 orang guru di 10 buah sekolah menengah di Daerah Subang. Kesemua data yang dikumpul dianalisis dengan menggunakan kaedah deskriptif.

Kata kunci: Tranformasi kurikulum, komponen kurikulum, penyeliaan, pengajaran kurikulum

ABSTRACT

Curricular transformation is an inevitable educational phenomena which occurs in every country and Malaysia is not an exception. However, during a curricular transformation, each component of the curriculum undergo a drastic change especially in contexts of purpose, content pedagogy together with format of evaluation to assess format of the new curriculum. Aspects that play an important role in the success of the curriculum will be the teachers and supervisors. Teachers are vital as much because they would be the implementors of the curriculum. The extent of the understanding and execution of the curricular teachings need to supervised and augmented by the supervisors. New curricular introduction have become a dilemma among teachers in terms of understanding the explanation, discussion, purpose, content and evaluation method. The drawback of such education have invigorate reseachers to look for certainty based on teachers perception on the depth of the supervision of the curriculum which aids in the transformation. Researchers utilise the quantitative method which involves numerical data such as age and gender analysed via quantitative method. This method is also used as a measuring tool to obtain perception among teachers. Meanwhile, in the process of gaining information, a questionnaire have been distributed to 100 teacher from 10 different secondary schools in Subang district. These questionnaire have been collected and analysed with discriptive method.

Key Word: Curricular tranformation, Curricular component, Curricular teaching

PENGENALAN

Kurikulum kebangsaan negara kita direka bentuk berdasarkan Falsafah Pendidikan Kebangsaan yang menekankan usaha berterusan untuk mengembangkan potensi individu secara holistik dari sudut intelek, rohani, emosi dan jasmani atas kepercayaan kepada Tuhan. Selaras dengan matlamat ini, kurikulum kebangsaan kita dirangka sebagai satu rancangan pendidikan kebangsaan yang merangkumi semua pengetahuan, kemahiran, norma, nilai, unsur kebudayaan dan kepercayaan untuk membantu perkembangan seseorang murid dengan sepenuhnya (KPM, 2017). Pelaksanaan kurikulum kebangsaan ini dibahagikan kepada empat komponen utama, iaitu matlamat, kandungan, pedagogi dan penilaian pelaksanaan kurikulum tersebut. Walau bagaimanapun, sudah menjadi 'kebiasaan' kurikulum pendidikan sentiasa mengalami perubahan demi perubahan akibat faktor politik, sosioekonomi, inovasi teknologi maklumat, perkembangan industri serta arus globalisasi. Jika ditinjau sejarah perkembangan kurikulum kebangsaan sejak pembentangan Laporan Fenn Wu 1956 hingga Pelan Pembangunan Pendidikan penambahbaikan dilakukan dari semasa ke semasa mengiut keperluan semasa dalam aspek matlamat, kandungan, amalan pengajaran dan pembelajaran serta sistem penilaian kurikulum kebangsaan.

Namun, kesediaan dan komitmen guru dalam aspek penting dalam menentukan kejayaan atau kegagalan dalam pelaksanaan sesuatu perancangan pendidikan yang dikemaskinikan oleh Kementerian Pendidikan (Kamaruzaman, 2011). Hal ini demikian adalah kerana golongan guru merupakan pelaksana yang melaksanakan kurikulum di sekolah seperti mana yang ditetapkan dalam Sukatan Pelajaran, Huraian Sukatan Pelajaran dan yang terkini Dokumen Standard Kurikulum dan Pentaksiran (DSKP) dalam Kurikulum Standard Sekolah Menengah (KSSM). Tanpa penguasaan guru terhadap kurikulum, iaitu matlamat penambahbaikan kurikulum, memahami kandungan kurikulum, bijak merancang strategi pengajaran dan pembelajaran serta merangka sistem penilaian keberkesanan amalan pengajarannya hasil pendidikan tidak akan mencapai matlamat transformasi kurikulum secara menyeluruh (Mahmud, 2013). Maka guru dan transformasi kurikulum yang berlaku tidak dapat dipisah kerana kedua-dua entiti pendidikan ini saling berkait antara satu sama lain.

Persoalannya, setiap kali dilakukan inovasi kurikulum oleh pihak Kementerian Pendidikan, hasilnya terjadilah transformasi kurikulum yang membawa perubahan secara menyeluruh dalam sesuatu kurikulum. Hal ini bererti guru-guru terpaksa memahami semula keempat komponen iaitu, matlamat, kandungan, pedagogi serta sistem penilaian kurikulum yang selama ini diamalkan olehnya di sekolah. Memahami fenomena implikasi perubahan kurikulum kepada guru-guru, Kementerian Pendidikan bersama dengan Bahagian Perkembangan Kurikulum bekerjasama dengan jabatan-jabatan pendidikan menganjurkan kursus orientasi kurikulum dan pengaplikasian buku teks serta pelbagai lagi kursus dalam perkhidmatan bertujuan mendedahkan guru-guru kepada transformasi kurikulum baru ini. Namun, tempoh masa guru-guru menyesuaikan diri dengan kurikulum baru merupakan jangka masa yang paling mencabar bagi mereka kerana mereka terpaksa melakukan satu anjakan paradigma pada diri sendiri dalam kurikulum yang diajarnya selama ini. Tempoh ini dianggap satu cabaran bagi guru-guru kerana mereka terpaksa berhadapan dengan masalah kemudahan bahan pengajaran dan pembelajaran, cabaran technophobia, iaitu penggunaan teknologi dalam pengajaran dan pembelajaran, komitmen sendiri untuk menghayati dan melaksanakan kurikulum baru, kebimbangannya kerana berlaku perubahan dari segi peranannya dalam kelas, tahap motivasi, bimbang kehilangan tahap keselesaan yang dihayatinya selama ini serta kerja-kerja dokumentasi yang sering kali mengganggu kualiti masa pengajaran mereka (Abdullah, 2012). Hal ini membuktikan bahawa guru-guru memerlukan pelbagai sokongan fizikal dan minda bagi terus menjalankan tugas pengajaran dan pembelajaran kurikulum baru.

Pada tahap ini guru-guru memerlukan maklum balas yang konkrit dari segi masalah yang mereka hadap serta bantuan yang diperlukan bagi menangani kelemahan dalam pelaksanaan sesuatu inovasi kurikulum dalam kelas. Maka, penyeliaan pengajaran oleh pengetua, penolong kanan, guru kama mata pelajaran, pegawai Pusat Perkembangan Kurikulum serta Jemaah Nazir amat diperlukan. Penilaian mereka terhadap guru-guru dalam pelaksanaan pengajaran berdasarkan kurikulum baru melalui penyeliaan boleh membantu guru-guru mendapat panduan yang jelas untuk menjayakan matlamat kurikulum baru. Hal ini kerana penyeliaan pendidikan merupakan satu mekanisme penggerak yang dapat mengesan kelemahan dan memperbaiki kekurangan yang berlaku dalam amalan pengajaran dan pembelajaran (Jemaah Nazir, 2003). Pada masa yang sama, amalan penyeliaan yang efektif bukanlah bertujuan mengesan kelemahan guru, sebaliknya membantu guru-guru memperbaiki lagi

tahap efikasi guru-guru dalam tugas mereka agar kurikulum yang diajar mencapai matlamatnya (Glickman, 2004).

Tidak ada kajian yang pernah dilakukan oleh mana-mana penyelidik pendidikan tentang peranan penyeliaan pengajaran untuk mengkaji sejauh mana amalan penyeliaan membantu guru-guru menghadapi cabaran akibat transformasi kurikulum. Kajian ini dapat memperlihatkan persepsi guru-guru tentang penyeliaan pengajaran membantu guru-guru menangani cabaran inovasi kurikulum.

PENYATAAN MASALAH

Transformasi kurikulum sememangnya mencetuskan pelbagai cabaran kepada golongan guru. Setiap kali berlakunya perubahan kurikulum guru-guru terpaksa berganjak daripada kaedah pengajaran yang lama kepada yang baru. dalam usaha menjayakan kurikulum ini mencapai matlamatnya, guru-guru diwajibkan menambahbaikkan penguasaan teknologi pengajaran yang terkini yang juga berasaskan teknologi maklumat. Namun, bagi sebahagian besar guru yang selesa dengan kaedah pengajaran tradisional, iaitu buku teks dan papan hijau kini mereka terpaksa berdepan dengan perasaan bimbang, konflik, rasa tidak tenteram dan mengalami kesukaran menukar amalan sedia ada kepada amalan baru (Yusof, 2012). Tidak kurang juga terdapat guru-guru yang mengalami tekanan psikologi akibat tidak yakin pada diri sendiri dalam menggunakan alat-alat elektronik yang terkini yang semakin hari semakin menjadi satu kemestian dalam tugas pengajaran mereka sehingga mereka rasa 'technophobia'. Guru-guru jarang diberi pendedahan menggunakan peralatan berteknologi maklumat oleh pihak sekolah mahupun oleh pegawai-pegawai Bahagian Pembangunan Kurikulum.

Sementara, terdapat juga guru-guru yang tidak dapat menyesuaikan diri dengan pelaksanaan kurikulum baru sentiasa berkonfrontasi dengan pihak sekolah dengan menyalahkan pihak sekolah kerana gagal menyediakan peralatan serta sejumlah sumber pengajaran dan pembelajaran yang tidak cukup (Baharom, 2012). Ketidakyakinan untuk menguasai kurikulum baru yang memerlukan komitmen yang sepenuhnya daripada guru-guru menyebabkan golongan guru ini menjalankan tugas pengajaran sekadar memenuhi tanggungjawab sebagai guru tanpa komitmen yang ikhlas. Transformasi kurikulum yang dilakukan dalam pembentukan beberapa projek pendidikan baru seperti pelaksanaan Sekolah Bestari, Smart Lab, Projek Sekolah Net, Sekolah Kluster dan sebagainya didapati secara berterusan sedikit sebanyak menimbulkan rasa kurang selesa dalam kalangan guru-guru kerana pelaksanaan kurikulum di situ memerlukan kesanggupan dan motivasi yang tinggi daripada guru tetapi perubahan kurikulum yang pesat dan drastik mengganggu kedua-dua nilai yang ada pada guru-guru (Said, 2012).

Isu seterusnya ialah pengetahuan dan kemahiran guru-guru merancang aktiviti pengajaran dan pembelajaran yang sesuai kepada murid-murid selaras dengan kandungan dan cadangan aktiviti yang disarankan dalam buku panduan sukatan pelajaran. Tahap pemahaman guru-guru tentang objektif dan kandungan serta huraian sukatan pelajaran dalam buku panduan sukatan adalah berbeza-beza. Hal ini demikian kerana guru-guru hanya mendapat pendedahan sekali sahaja semasa kurikulum baru diperkenalkan oleh Kementerian Pelajaran dan bahagian Perkembangan Kurikulum. Guru-guru diberi pendedahan oleh pegawai-pegawai dari jabatan pendidikan masing-masing. Selepas itu guru-guru perlu berusaha sendiri untuk menghayati dan melaksanakan kurikulum tersebut tanpa bantuan daripada penyelia pendidikan. Pemberlakuan kurikulum itu nampaknya tidak diikuti dengan pelatihan guru yang berterusan. Akibatnya para guru terpaksa merancang, melaksanakan pembelajaran tanpa pemahaman yang cukup tentang kurikulum yang digunakan (Mahmud, 2013).

KAJIAN LITERATUR

Ronald Brandt (1998) menengaskan bahawa semua inovasi dan transformasi pendidikan seperti kurikulum amat bergantung kepada guru dan tanpa pemahaman guru-guru terhadap matlamat dan kandungan kurikulum, pedagogi dan bahan pembelajaran yang disediakan oleh guru serta kaedah penilaian pelaksanaan kurikulum yang berkesan oleh guru-guru, kejayaan sesuatu kurikulum baru sukar untuk dicapai. Menurutnya lagi kurikulum itu 'hidup' hanya selepas dilaksanakan oleh guru-guru yang berkualiti. Maka, sebarang perubahan drastik dalam kurikulum tanpa memberi ruang yang secukupnya bagi guru-guru memahaminya hanya akan menjurus kepada ketidakberkesanan kurikulum tersebut di sekolah. Hal ini demikian kerana guru-guru tersebut hanya menjalankan tugas pengajaran sekadar mengikuti panduan yang ditentukan dalam kurikulum dan tidak berusaha mencipta bahan

pengajaran sendiri yang sesuai dengan tahap penguasaan murid-murid. Hal ini berarti guru-guru tidak berminat menghayati dan melaksanakan kurikulum baharu itu akibat tidak ada pendedahan (Hilal, 2012). Namun, penyeliaan yang berkesan dapat membantu guru dalam penyediaan dan pengurusan bahan bantu mengajar, penggunaan strategi pengajaran yang berkesan dan menggunakan kaedah pengajaran yang bersesuaian (Yong, 2016).

Sementara, Napsiah (1983) dalam kajiannya mendapat tahu terdapat kaitan yang ketara faktor motivasi dan kepuasan kerja dengan kesan yang diperoleh oleh sesuatu perubahan dan sistem pendidikan seperti kurikulum. Hal ini disokong oleh Guskey (1988) dengan menegaskan bahawa guru memerlukan keyakinan diri yang tinggi sebelum menerima dan melaksanakan sesuatu perubahan dalam kurikulum. Sekiranya guru mempunyai tahap motivasi yang tinggi, hasil kerjanya meningkat serta pelaksanaan sesuatu tugas juga menjadi efektif dan berkesan (Hargreaves, 1998). Guru-guru, khususnya guru-guru yang bekerja begitu lama memerlukan dorongan dan motivasi untuk menguasai kemahiran baru dalam kerjaya mengajarnya. Kebanyakan guru yang lama bekerja begitu selesa dengan kurikulum yang sedia mereka mengajar kerana bertahun-tahun mereka mengajar perkara yang sama. Sebaliknya, sebaik sahaja mereka ditugaskan untuk melaksanakan kurikulum baru, cabaran utama bagi mereka ialah tahap kepuasan mereka menjadi rendah. Hamdan (2015) mendapati bahawa penyeliaan pengajaran yang efektif mampu meningkatkan tahap profesionalisme guru-guru, khususnya dalam aspek motivasi dan meningkatkan tahap kepuasan.

Roslee (2012) mendedahkan sebahagian besar guru berpengalaman dalam bidang pendidikan dengan kaedah pengajarannya yang lama mula menghadapi dilema dalam menggunakan kaedah pengajaran menggunakan teknologi maklumat seperti projektor, komputer, internet dan sebagainya. Kurikulum baru yang melibatkan penggunaan teknologi yang diistilahkan sebagai technophobia mula merisaukan guru-guru lama. Ramai lagi guru masih kurang memahami cara menyesuaikan teknik pengajaran mereka dengan peralatan berteknologi maklumat. Mereka benar-benar merasa kesulitan dalam menentukan media pembelajaran berasaskan informasi (Maisyaroh, 2014).

Guru-guru juga didapati menghadapi isu dan cabaran dalam mendendalkan penilaian dan pentaksiran apabila setiap kali kurikulum baru dilaksanakan. Noorzeliana (2016) dalam kajiannya mendedahkan kekurangan pengetahuan, kemahiran dan sumber material yang sesuai menambahkan lagi ketidakpercayaan mereka dalam penyediaan pentaksiran dalam kurikulum. Umpamanya dalam PBS (Penilaian Berasaskan Sekolah) ibu bapa mempertikaikan cara setiap guru subjek membuat pentaksiran. Kritikan dan teguran daripada ibu bapa melemahkan lagi keyakinan guru-guru terhadap kurikulum baru. Malah, setelah penilaian PT3 diperkenalkan sejak 2014 menggantikan Peperiksaan PMR pada awalnya guru-guru tidak tahu bagaimana bentuk soalan dalam sesuatu subjek dalam PT3 akan dikemukakan. Sehingga hari ini setelah tiga tahun PT3 dilaksanakan pelbagai kursus dan bengkel disediakan kepada guru-guru yang menyemak kertas PT3 di sekolah masing-masing rungutan ibu bapa terhadap keputusan anak-anak yang jauh lebih rendah berbanding dengan PMR masih kedengaran. Guru-guru sendiri keliru akibat pengubahsuaian yang dilakukan dalam kaedah penyemakan kertas jawapan pelajar yang masih tiada penghujung.

Ada juga antara perubahan dan pembaharuan kurikulum dilakukan secara mendadak tanpa mengikut prosedur proses perkembangan yang sewajarnya (Sharifah, 2015). Aspek ini mengakibatkan ketidaktentuan dan kekeliruan dari sudut perancangan, pengembangan serta pelaksanaan kurikulum tersebut. Hakikatnya, komponen kurikulum yang digubal di peringkat pusat amat berbeza apabila dibawa ke peringkat pelaksanaan kerana setiap sekolah berbeza dari segi kemudahan asas, kualiti guru, persekitaran sekolah, serta latar belakang murid (Subahan, 2015). Sebenarnya transformasi kurikulum juga memerlukan pengubahsuaian kaedah penyampaian guru-guru, cara guru menggunakan alat bantu mengajar. Sebaliknya guru-guru rasa kurikulum baru sentiasa meningkatkan beban kerja mereka, mereka perlu berubah dari situasi yang selesa dan berkesan kepada kaedah yang baru yang juga belum terjamin kualiti pengajarannya.

Kesemua isu dan cabaran yang dihadapi oleh guru-guru semasa melaksanakan sesuatu kurikulum baru boleh ditangani jika mereka dibantu melalui pemantauan dan penyeliaan (Sharifah, 2015). Namun, setelah pendedahan asas tentang sesuatu kurikulum baru oleh pihak jabatan-jabatan pendidikan guru-guru dibiarkan menangani sendiri cabarannya yang dihadapinya. Kesemua maklum balas yang dikumpul melalui penyeliaan pengajaran boleh dijadikan asas untuk melakukan penambahbaikan dalam pelaksanaan kurikulum itu. Namun, masalah seperti halangan masa oleh pengetua, penolong kanan, kekurangan bilangan pegawai di jabatan pendidikan negeri dan juga Jemaah Nazir Sekolah

untuk melawat sekolah-sekolah di seluruh negara bagi mengumpul maklum balas menyebabkan amalan penyeliaan tidak dilakukan untuk membantu guru-guru menghadapi cabaran transformasi kurikulum.

PERSOALAN KAJIAN

Kajian ini dilakukan bagi mendapatkan maklumat yang tepat bagi menjawab soalan-soalan kajian seperti berikut:

1. Adakah terdapat kaitan antara amalan penyeliaan pengajaran dengan pemahaman guru-guru sekolah menengah tentang perubahan *matlamat kurikulum*?
2. Adakah penyeliaan pengajaran di sekolah menengah membantu guru-guru memahami *kandungan kurikulum* yang mengalami perubahan?
3. Adakah terdapat hubungan penyeliaan pengajaran dengan *aktiviti pedagogi* guru-guru di sekolah menengah?
4. Sejauh manakah amalan penyeliaan di sekolah menengah mempengaruhi keberkesanan proses *penilaian kurikulum* oleh guru-guru?
5. Sejauh manakah refleksi guru-guru sekolah menengah tentang *keberkesanan pelaksanaan kurikulum* selepas penyeliaan pengajaran di sekolah?

OBJEKTIF KAJIAN

Objektif utama soalan-soalan kajian di atas adalah:

1. Mengetahui hubungan antara penyeliaan pengajaran dengan pemahaman guru-guru terhadap matlamat perubahan kurikulum yang diajar
2. Menilai hubungan antara tahap pemahaman guru-guru sekolah menengah tentang matlamat utama kurikulum yang diajar dengan penyeliaan pengajaran yang dilakukan kepadanya
3. Mengetahui tahap pemahaman guru-guru sekolah menengah terhadap kandungan kurikulum yang diajar melalui penyeliaan pengajaran
4. Mengetahui kemahiran guru-guru sekolah menengah merancang aktiviti pedagogi mengikut kurikulum yang diajar setelah menjalani penyeliaan pengajaran
5. Menilai refleksi guru-guru terhadap pelaksanaan kurikulum baru di sekolah selepas penyeliaan pengajaran

METODOLOGI KAJIAN

Kajian ini dijalankan dengan menggunakan kaedah pengumpulan data secara kuantitatif. Sebanyak 6 komponen dijadikan sebagai bahagian kajian. Bahagian A dalam Jadual 1 mengandungi maklumat tentang latar belakang responden. Bahagian B dalam jadual 2 mengandungi item kajian tentang penyeliaan pengajaran oleh penyelia dan pemahaman guru-guru tentang perubahan matlamat transformasi kurikulum. Bahagian C dalam Jadual 3 pula adalah berkaitan dengan pemahaman guru-guru sekolah menengah tentang pemahaman mereka terhadap kandungan kurikulum baru. Bahagian D dalam Jadual 4 kita dapat melihat hubungan penyeliaan pengajaran dengan aktiviti pedagogi guru-guru dalam pelaksanaan kurikulum baru. Dalam Bahagian E, Jadual 5 mengandungi item-item kajian tentang penyeliaan pengajaran serta kemahiran guru-guru merancang aktiviti penilaian terhadap murid-murid. Sementara, Bahagian F dalam Jadual 6 menunjukkan refleksi guru-guru terhadap keberkesanan pelaksanaan kurikulum selepas penyeliaan pengajaran. Setiap komponen pula menggunakan sistem skala Likert. Responden diberi lima pilihan, iaitu (STS) Sangat Tidak Setuju, (TS) Tidak Setuju, (TP) Tidak Pasti, (S) Setuju, dan (SS) Sangat Setuju. Kaedah soal selidik telah dipilih sebagai instrumen kajian untuk mendapatkan respons responden kajian. Instrumen soal selidik dipilih kerana instrumen ini dapat mencapai responden yang berada di lokasi kajian dengan mudah, kosnya juga agak rendah dan mampu dikendalikan oleh pengkaji (Sabhita, 2005). Seramai 100 orang guru sekolah menengah dipilih sebagai responden kajian dan dianalisis dengan menggunakan kaedah analisis deskriptis, iaitu perbandingan dalam peratus.

Dapatan Kajian

Jadual 1

Profil responden berdasarkan demografi

Ciri-ciri	Kategori	Bilangan - Peratus	
Jantina	Lelaki	38	38
	Perempuan	62	62
Umur	Bawah 30 tahun	24	24
	31 – 39 tahun	27	27
	40 – 49 tahun	28	28
	Lebih 50 tahun	21	21
Kumpulan Akademik	Ijazah Lanjutan	10	10
	Ijazah Pertama	90	90
Pengalaman Mengajar	Kurang 5 tahun	20	20
	6 – 10 tahun	30	30
	11 – 20 tahun	29	29
	Lebih 20 tahun	21	21

Daripada 100 orang responden 38 (38%) adalah guru lelaki dan 62 (62%) adalah guru wanita. Daripada bilangan ini pula 24 orang guru (24%) guru merupakan guru berusia bawah 30 tahun 27 orang guru (27%) pula merupakan guru berusia antara 31 hingga 39 tahun. Seramai 28 orang responden (28%) ialah guru-guru berusia 40 hingga 49 tahun. Cuma 21 (21%) orang responden merupakan berusia lebih 50 tahun. Kesemua 50 responden mempunyai ijazah dalam akademiknya. 10% ataupun 10 orang responden memiliki Ijazah Lanjutan dan bakinya, iaitu 90 orang responden memiliki Ijazah Pertama. Dari segi pengalaman mengajar pula, 20 responden berpengalaman kurang 5 tahun, 30 lagi responden pula berpengalaman mengajar selama antara 6 hingga 10 tahun. 29 responden (29%) responden mempunyai pengalaman sebagai guru berpengalaman selama antara 11 hingga 20 tahun. Baki 21 orang responden guru mempunyai pengalaman luas dalam bidang perguruan, iaitu lebih 20 tahun.

Jadual 2

Penyeliaan pengajaran oleh penyelia dan pemahaman guru-guru tentang perubahan matlamat transformasi kurikulum

No	Item	STS	TS	TP	S	SS
1	Guru-guru dapat memahami perbezaan matlamat kurikulum lama dan baru selepas penyeliaan pengajaran			13	72	15
2	Selepas penyeliaan, penyelia membantu guru memahami kepentingan matlamat yang dirangka bersama kurikulum baru yang sesuai dengan Dasar Pendidikan Negara			20	75	5
3	Penyeliaan pengajaran membantu guru-guru rasa yakin dalam merangka aktiviti pengajaran pembelajaran berdasarkan matlamat dalam kurikulum baru			38	45	17

STS=Sangat Tidak Setuju, **TS** = Tidak Setuju, **TP** = Tidak Pasti, **S**=Setuju, **SS**= Sangat Setuju

Bahagian B mempunyai 3 item soalan. Dari maklum balas yang dikumpul 72 responden setuju dan 15 responden lagi sangat setuju bahawa guru-guru dapat memahami perbezaan matlamat kurikulum lama dan baru selepas penyeliaan pengajaran. Cuma 13 responden kurang pasti dengan bahagian ini. Selepas penyeliaan pengajaran, penyelia mampu membantu guru-guru memahami kepentingan matlamat yang dirangka bersama kurikulum baru yang juga sesuai dengan Dasar Pendidikan Kebangsaan dan seramai 75 responden setuju dan 5 responden lagi sangat setuju dengan item ini. Cuma 20 responden kurang pasti. Sementara, 45 responden setuju dan 17 lagi sangat setuju dengan persepsi guru, iaitu penyeliaan pengajaran membantu guru-guru rasa yakin dalam merangka aktiviti pengajaran pembelajaran berdasarkan matlamat dalam kurikulum baru.

Jadual 3

Persepsi guru-guru sekolah menengah tentang pemahaman mereka terhadap kandungan kurikulum baru

No	Item	STS	TS	TP	S	SS
1	Sebelum penyeliaan pengajaran guru-guru ragu-ragu tentang kandungan kurikulum berbanding dengan kurikulum lama			17	68	15
2	Selepas penyeliaan, penyelia membantu guru memahami isi kandungan kurikulum baru dan kaitannya dengan matlamat			10	74	16
3	Penyeliaan pengajaran membantu guru-guru lebih memahami merancang aktiviti pengajaran dan pembelajaran yang sesuai dengan kandungan kurikulum baru			7	72	21

STS=Sangat Tidak Setuju, **TS** = Tidak Setuju, **TP** = Tidak Pasti, **S**=Setuju, **SS**= Sangat Setuju

Bagi analisis bahagian persepsi guru-guru sekolah menengah tentang pemahaman mereka terhadap kandungan kurikulum baru, terdapat 3 item soalan. 68 responden setuju dan 15 lagi sangat setuju dengan persepsi mereka iaitu, sebelum penyeliaan pengajaran guru-guru ragu-ragu tentang kandungan kurikulum berbanding dengan kurikulum lama. 17 responden kurang pasti dengan pendapat mereka. Bagi item 2, iaitu selepas penyeliaan, penyelia membantu guru-guru memahami isi kandungan kurikulum dan kaitannya dengan matlamat kurikulum baru, 90 responden sama ada setuju dan sangat setuju kecuali 10 responden yang tidak pasti. 93 lagi responden setuju dan sangat setuju dengan persepsinya, iaitu penyeliaan pengajaran membantu guru-guru lebih memahami merancang aktiviti pengajaran dan pembelajaran yang sesuai dengan kandungan kurikulum baru.

Jadual 4

Hubungan penyeliaan pengajaran dengan aktiviti pedagogi guru-guru dalam pelaksanaan kurikulum baru

No	Item	STS	TS	TP	S	SS
1	Sebelum penyeliaan pengajaran guru-guru ragu-ragu tentang aktiviti pedagogi yang relevan dengan kurikulum baru yang menekankan penggunaan peralatan elektronik			11	77	12
2	Selepas penyeliaan, penyelia membantu guru memahami merancang aktiviti pengajaran dan pembelajaran bertujuan menjana pemikiran murid bukan bergantung semata-mata alatan teknologi tinggi			5	69	26
3	Penyeliaan pengajaran membantu guru-guru mula rasa selesa dengan kerjaya pengajaran dan tidak rasa technophobia lagi			19	71	10

STS=Sangat Tidak Setuju, **TS** = Tidak Setuju, **TP** = Tidak Pasti, **S**=Setuju, **SS**= Sangat Setuju

Dalam Jadual 4 juga, para responden hanya memilih 3 jenis jawapan sahaja, iaitu tidak pasti, setuju dan sangat setuju. Sebahagian besar responden bersetuju terdapat hubungan yang ketara antara penyeliaan pengajaran dengan aktiviti pedagogi yang dirancang oleh guru-guru dalam pelaksanaan kurikulum baru. 77 responden setuju dan 12 lagi sangat setuju bahawa sebelum penyeliaan pengajaran guru-guru ragu-ragu tentang aktiviti pedagogi yang relevan dengan kurikulum baru yang menekankan penggunaan peralatan elektronik. 11 responden tidak pasti dalam melihat perbezaan ini. Dalam pada itu, seramai 95 responden sama ada setuju dan sangat setuju dengan persepsinya, iaitu selepas penyeliaan, penyelia membantu guru memahami merancang aktiviti pengajaran dan pembelajaran bertujuan menjana pemikiran murid bukan bergantung semata-mata alatan teknologi tinggi. Selain itu, persepsi tentang penyeliaan pengajaran membantu guru-guru mula rasa selesa dengan kerjaya pengajaran dan tidak rasa technophobia lagi disetujui oleh 81 responden dan 19 responden tidak pasti dengan perubahan ini pada diri mereka.

Jadual 5

Penyeliaan pengajaran serta kemahiran guru-guru merancang aktiviti penilaian terhadap murid-murid

No	Item	STS	TS	TP	S	SS
1	Sebelum penyeliaan pengajaran guru-guru beranggapan kaedah penilaian kurikulum baru kurang jelas mula rasa keliru dalam pembentukan item penilaian			2	79	9
2	Selepas penyeliaan, penyelia membantu guru memahami perbezaan yang terdapat dalam item-item penilaian yang berunsur KBAT dan bukan menguji pemahaman teori sahaja			10	74	16
3	Penyeliaan pengajaran membantu guru-guru lebih memahami kepelbagaian dalam merancang aktiviti penilaian bagi menguji keberkesanan pelaksanaan kurikulum baru			1	78	21

STS=Sangat Tidak Setuju, **TS** = Tidak Setuju, **TP** = Tidak Pasti, **S**=Setuju, **SS**= Sangat Setuju

Bahagian 5 adalah berkaitan dengan persepsi guru-guru tentang penyeliaan pengajaran serta kemahiran guru-guru merancang aktiviti penilaian terhadap murid-murid. Dalam bahagian ini item 1 menyatakan bahawa sebelum penyeliaan pengajaran guru-guru beranggapan kaedah penilaian kurikulum baru kurang jelas mula rasa keliru dalam pembentukan item penilaian. Daripada 100 responden seramai 79 responden setuju dan 9 responden sangat setuju dengan persepsi ini. 90 daripada 100 responden juga setuju dan sangat setuju dengan item iaitu, selepas penyeliaan, penyelia membantu guru memahami perbezaan yang terdapat dalam item-item penilaian yang berunsur KBAT dan bukan menguji pemahaman teori sahaja. Penyeliaan pengajaran juga membantu guru-guru lebih memahami kepelbagaian dalam merancang aktiviti penilaian bagi menguji keberkesanan pelaksanaan kurikulum baru. Item 3 ini dipersetujui oleh 99 orang responden kecuali seorang yang tidak pasti dengan persepsi ini.

Jadual 6

Refleksi guru-guru terhadap keberkesanan pelaksanaan kurikulum selepas penyeliaan pengajaran

No	Item	STS	TS	TP	S	SS
1	Penyeliaan pengajaran amat penting untuk guru-guru untuk mendalami kurikulum dan membina lebih keyakinan terhadap menerima inovasi kurikulum			5	53	42
2	Penyeliaan pengajaran perlu diadakan dari semasa ke semasa secara langsung dan tidak langsung bagi membantu guru-guru meningkatkan tahap efikasi mereka secara berterusan				41	59
3	Penyeliaan pengajaran oleh pengetua, penolong kanan, pegawai jabatan pendidikan serta Jemaah Nazir dan Jaminan Kualiti berupaya membantu guru-guru menghadapi cabaran apabila berlaku transformasi kurikulum				48	52

STS=Sangat Tidak Setuju, **TS** = Tidak Setuju, **TP** = Tidak Pasti, **S**=Setuju, **SS**= Sangat Setuju

Jadual 6 menunjukkan analisis tentang refleksi guru-guru terhadap keberkesanan pelaksanaan kurikulum selepas penyeliaan pengajaran. Persepsi guru-guru dalam bahagian ini adalah berdasarkan pengalaman mereka setelah menjalani beberapa siri penyeliaan pengajaran. Daripada 100 orang responden didapati bahawa 53 responden setuju dan 42 responden sangat setuju dengan pandangan penyeliaan pengajaran amat penting untuk guru-guru untuk mendalami kurikulum dan membina lebih keyakinan terhadap menerima inovasi kurikulum tersebut. Sementara, 5 orang responden tidak pasti sama ada mahu menjalani penyeliaan atau tidak. Bagi item 2, iaitu penyeliaan pengajaran perlu diadakan dari semasa ke semasa secara langsung dan tidak langsung bagi membantu guru-guru meningkatkan tahap efikasi mereka secara berterusan kesemua 100 orang responden setuju dan

sangat setuju. Kesemua 100 responden juga setuju dan sangat setuju dengan cadangan penyeliaan pengajaran oleh pengetua, penolong kanan, pegawai jabatan pendidikan serta Jemaah Nazir dan Jaminan Kualiti berupaya membantu guru-guru menghadapi cabaran apabila berlaku transformasi kurikulum.

PERBINCANGAN

Kajian ini dijalankan bertujuan mendapat tahu maklum balas guru-guru sejauh manakah penyeliaan pengajaran yang dijalankan di sekolah membantu guru-guru menghadapi cabaran dalam kerjaya mereka apabila berlaku transformasi kurikulum. Sudah menjadi 'nature' bagi kurikulum negara kita mengalami perubahan melalui pengubahsuaian dan penambahbaikan supaya kurikulum tersebut sentiasa setanding dengan perubahan dan kehendak sosioekonomi dan politik. Akibatnya guru-guru di semua peringkat, khususnya di sekolah menengah turut mengalami cabaran dalam aspek memahami perubahan matlamat, kandungan, pedagogi serta penilaian yang dilaksanakan semasa kurikulum baru itu mula diajar. Dalam situasi ini tugas penyelia adalah memastikan guru-guru melaksanakan kurikulum tersebut dengan mematuhi Falsafah Pendidikan Kebangsaan (JNJK, 2016). Surat Pekeliling Ikhtisas Bil. 3/1987 juga mengarahkan pentadbir sekolah mengadakan penyeliaan pengajaran. Hal ini jelas membuktikan kepentingan penyeliaan terhadap guru-guru dalam meningkatkan tahap pemahaman mereka dalam kurikulum yang diajar.

Tahap kekeliruan guru terbukti dapat diatasi dalam aspek memahami apakah tujuan sebenar kurikulum tersebut diubah dan mengapakah guru-guru harus memahami perubahan matlamat dalam kurikulum yang mengalami inovasi. Guru yang memahami matlaat sesuatu kurikulum yang berubah mampu memberi komitmen yang secukup dalam usaha menjayakan kurikulum baru itu (Kamaruzaman, 2011). Menurut Kamaruzaman (2011) lagi sudah menjadi lumrah bagi guru-guru mengalami kekeliruan dalam memahami perubahan matlamat berbanding daripada kurikulum lama. Penyeliaan oleh pengetua, penolong kanan dan guru kanan serta juga oleh pihak bertanggungjawab terbukti membawa kesan yang positif kepada guru dan membantu guru-guru sekolah menengah menghayati matlamat tersebut. Mereka juga bersetuju memahami matlamat perubahan kurikulum baru meyakinkan mereka untuk merancang aktiviti pengajaran dan pembelajaran yang efektif dalam bilik darjah.

Guru-guru yang memahami kandungan kurikulum baru tidak akan rasa gentar dalam merancang dan melaksanakan aktiviti pengajaran dan pembelajaran dan isu ini terus menjadi masalah kepada guru-guru apabila mereka mula mengajar kurikulum baru (Janu, 2013). Penyeliaan yang berterusan bertujuan membantu guru-guru merupakan satu strategi yang boleh menolong guru-guru untuk membezakan kandungan lama dalam kurikulum lama dan unsur-unsur yang berubah dalam kurikulum lama. Aspek ini hanya boleh menjadi jelas apabila pelaksanaan kurikulum oleh guru-guru di sekolah menengah dipantau dan didedahkan perbezaan tersebut oleh para penyelia. Dalam kajian ini guru-guru sekolah menengah sebahagian besarnya yang pada mulanya ragu-ragu dengan kandungan kurikulum baru kemudian begitu yakin dan selesa untuk merancang aktiviti pengajaran dan pembelajaran di dalam kelas. Mereka yakin dengan penyeliaan dan komen serta cadangan yang diberikan oleh para penyelia.

Ada kaitan antara pemahaman guru-guru terhadap kandungan kurikulum baru dengan perancangan kaedah pedagogi yang efektif kepada para pelajar. Hal ini demikian kerana, dalam setiap kurikulum baru yang dirangka kandungan kurikulum itu direka bentuk berdasarkan matlamat transformasi kurikulum yang dilakukan oleh Kementerian Pendidikan. Guru-guru yang memahami kandungan kurikulum baru tentunya dapat merancang aktiviti pengajaran yang menarik dan tidak membosankan murid-murid. Guru-guru yang diselia mempunyai keyakinan yang tinggi, mendapat sokongan yang tinggi daripada penyelia dan penyeliaan yang dilakukan adalah aktif yang dapat menyumbang kepada peningkatan kualiti pengajaran dan pembelajaran (Mardiah, 2016). Dengan ini, guru-guru yang sebelum ini berasa tekanan dan menjadi longgar keyakinannya kerana terpaksa menggunakan teknologi maklumat berasaskan peralatan elektronik sudah tidak lagi terasa demikian. Hal ini kerana dalam kurikulum baru kaedah pengajaran tidak lagi terikat dengan buku panduan mengajar atau buku panduan sukatan pelajaran sahaja. Sebagai tambahan guru bebas menggunakan kaedah pengajaran yang efektif asalkan boleh menjana pemikiran pelajar menjadi insan yang bedaya maju dan menjadi modal insan.

Setiap kali berubahnya kurikulum di negara kita kaedah penilaian juga turut mengalami perubahan. Pelaksanaan sistem penilaian PBS, pelaksanaan PT3 menggantikan PMR dan sebagainya sememangnya menimbulkan kekeliruan kepada guru-guru pada tahap awal pelaksanaan kurikulum baru. Jika pemantauan dilakukan oleh pegawai atau penyelia yang bertanggungjawab tentang penyediaan dan pelaksanaan penilaian kurikulum di sekolah maka segala masalah yang dihadapi oleh guru-guru boleh dikesan dan proses penambahbaikan boleh dilakukan dengan segera (Norazilawati, 2015). Sebagai contoh semasa pelaksanaan PT3 yang mana guru-guru di sekolah yang menjadi pemeriksa yang menanda kertas jawapan pelajar. Cara mereka menanda dan melakukan pengredan dipantau oleh Ketua Petaksir Sekolah dan dan Pentaksir Kawasan. Dalam tempoh tiga tahun ini kualiti permakluman bertambah baik dan rungutan guru-guru dan ibu bapa hampir tidak kedengaran lagi. Maka guru-guru sebagai hasil penyeliaan kini rasa sistem penialaian sekarang lebih terikat dengan KBAT dan dalam kelas juga mereka perlu sedikan kertas soalan berdasarkan panduan yang didedahkan oleh penyelia.

RUMUSAN

Pelaksanaan penyeliaan pengajaran merupakan satu program pendidikan yang perlu dilakukan dari semasa ke semasa. Penyeliaan pengajaran tidak harus dilakukan untuk mengesan kesalahan guru (Glickman, 2004) sebaliknya bertujuan mengesan cabaran yang dihadapi oleh guru-guru semasa melaksanakan sesuatu kurikulum, lebih-lebih lagi apabila kurikulum baru dilaksanakan oleh guru-guru. Kajian ini secara keseluruhannya mendedahkan penyeliaan pengajaran merupakan kaedah yang paling berkesan untuk membantu guru-guru mengesan cabaran yang mereka hadapainya dan turut mendapat jalan penyelesaian melaksanakan kurikulum baru.

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SEKOLAH SEBAGAI PUSAT RUJUKAN UTAMA PENGGUNAAN BAHAN BANTU MENGAJAR DALAM KALANGAN GURU PENDIDIKAN ISLAM DI SEKOLAH BESTARI

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ABSTRAK

Salah satu faktor keberkesanan proses pengajaran dan pembelajaran (PdP) adalah kemampuan guru dalam menarik perhatian pelajar. Penggunaan bahan bantu mengajar (BBM) ketika proses PdP membantu pelajar menumpukan perhatian kepada pelajaran. Maka menjadi tanggungjawab guru supaya dapat menyediakan BBM melalui pelbagai sumber khususnya yang telah disediakan oleh pihak sekolah. Oleh yang demikian, kajian ini bertujuan untuk mengenalpasti sumber rujukan utama Guru Pendidikan Islam (GPI) dalam penggunaan BBM ketika proses PdP. Kajian ini merupakan penyelidikan kualitatif dengan menggunakan instrumen temu bual dalam mendapatkan data utama. Temu bual dilaksanakan terhadap GPI di Sekolah Bestari dengan pemilihan peserta menggunakan persampelan bertujuan. Dapatan kajian menjelaskan bahawa terdapat tiga sumber BBM yang sentiasa menjadi perhatian dan penggunaan GPI di sekolah iaitu internet, bahan bilik panitia, dan bahan yang dibeli oleh pihak sekolah. Kelima-lima peserta kajian mengakui bahawa internet sekolah sering digunakan sebagai sumber untuk menggunakan BBM. Berdasarkan dapatan kajian ini, jelas menunjukkan bahawa sumber internet telah mendominasi sumber penggunaan BBM oleh GPI di Sekolah Bestari. Dapatan kajian ini juga memberikan implikasi kepada mana-mana institusi pendidikan sama ada terhadap guru pelatih atau pendidik dalam mengubah kaedah PdP yang digunakan.

Kata kunci: internet, sumber BBM, panitia sekolah, Sekolah Bestari

1.0 PENDAHULUAN

Proses pengajaran dan pembelajaran (PdP) dapat ditentukan keberkesanannya melalui amalan yang dilaksanakan oleh guru di sekolah. Dalam konteks konsep pelaksanaan Sekolah Bestari, proses PdP yang disediakan dapat memberikan pelbagai peluang kepada perkembangan murid. Sokongan kepada perkembangan pembelajaran murid disalurkan melalui penyediaan infrastruktur yang dapat digunakan oleh guru dan pelajar di sekolah (Mohammed Sani & Mohd Jasmy, 2003; Abd. Ghani Jaafar *et. al.*, 2005).

Penyediaan sumber BBM yang berkualiti tinggi untuk sesi PdP dapat meningkatkan kapasiti guru dalam menyokong kurikulum sesuatu mata pelajaran di sekolah dan menjadikan sesi PdP lebih menarik dan murid tidak menjadi bosan (Universiti Melbourne-Asia Education Foundation, 2011; Shi, 2014)). Pemilihan sumber pengajaran dan pembelajaran perlu mengambil kira kriteria-kriteria berikut iaitu kesesuaian pada kurikulum, menarik minat murid, mengimbangi minat murid dan faktor-faktor lain ketika menghadapi konflik, kesesuaian kepada murid dan fleksibiliti (Shi, 2014). Penyediaan BBM dalam PdP memerlukan banyak sumber rujukan untuk memastikan BBM yang dihasilkan dapat digunakan dengan jayanya dalam proses PdP. Menurut Farrell (1993), sumber PdP bukan sahaja tertakluk dalam konteks buku teks malah termasuk infrastruktur yang menempatkan bahan-bahan PdP. Malah definisi sumber PdP juga melibatkan kemudahan lain untuk murid iaitu kemudahan sanitasi, ruang pembelajaran, ruang makan dan kemudahan untuk guru meningkatkan kemahiran (Sood, 2000).

Kepentingan penggunaan sumber BBM turut memberi kesan terhadap pengurusan bilik darjah kerana ianya memberi kesan secara langsung kepada objektif PdP. Pemilihan BBM daripada kemudahan asas seperti papan putih kepada penggunaan makmal, radio, dan televisyen sehingga kepada peralatan berteknologi komputer digunakan untuk meningkatkan keberkesanan kaedah pengajaran guru (Eicher *et. al.*, 1982). Walaupun begitu, penggunaan BBM tanpa strategi yang bersesuaian kadang kala tidak

memberikan kesan positif kepada murid malah menyebabkan murid hilang fokus dan pengurusan bilik darjah terganggu disebabkan oleh faktor guru kurang kemahiran mengendalikan sumber BBM dan kelemahan pengurusan masa (Mohd Faez Ilias *et. al.*, 2016).

Bagi pihak sekolah adalah menjadi tanggungjawab institusi pendidikan menyediakan perkhidmatan pendidikan yang terbaik bagi masyarakat secara khususnya kepada murid dan guru. Perkhidmatan pendidikan termasuklah penyediaan sumber BBM untuk guru bagi sesi PdP. Disebabkan kekangan peruntukan bajet yang terhad bagi pihak Kementerian Pendidikan Malaysia (KPM), Jabatan Pendidikan Negeri (JPN) malah Pejabat Pendidikan Daerah (PPD) untuk menyediakan kesemua BBM bagi setiap mata pelajaran menyebabkan tanggungjawab penyediaan BBM turut digalas oleh pihak sekolah termasuklah guru dan persatuan ibu bapa dan masyarakat. Di samping itu, peranan guru adalah sangat penting dalam penyediaan BBM kerana gurulah yang akan menggunakan BBM tersebut dalam sesi PdP.

Menerusi peranan pihak sekolah yang bertanggungjawab untuk menyediakan sumber BBM bagi GPI terdapat pelbagai perkara yang perlu diambil kira untuk memastikan BBM tersebut memberi kesan yang optimum kepada murid, di antaranya faktor saiz populasi murid dan peruntukan bajet yang tersedia (Graham, 2005). Malah bagi sesebuah sekolah, pengetua yang dipertanggungjawab untuk mengurus sekolah memerlukan kerjasama dan persetujuan dari pihak lain termasuk persatuan ibu bapa dan masyarakat serta pihak yang melantik sebelum membuat sebarang keputusan (Prince, 2011). Terdapat juga organisasi sekolah yang mempunyai pendekatan yang berbeza dalam pengurusan kepimpinan bagi mengagih peranan dan tanggungjawab untuk membuat sesuatu keputusan. Pihak sekolah terutamanya pengetua yang mempunyai sifat kepimpinan yang baik akan mengagihkan peranan penting dalam membuat keputusan kepada beberapa individu lain seperti penolong pengetua, panitia, atau guru kanan (Bryk & Barbara, 2008; Leithwood & Jantzi, 1990; Leithwood, Leonard, & Sharratt, 1998; Louis *et. al.*, 2010; Spillane, 2006). Oleh itu, penyediaan sumber BBM oleh pihak sekolah bagi GPI untuk sesi PdP memerlukan perancangan dan pengurusan yang teliti walaupun tujuan sebenar adalah untuk kegunaan pembelajaran para murid.

2.0 OBJEKTIF DAN PERSOALAN KAJIAN

Berdasarkan kepada sorotan daripada beberapa kajian yang telah dilakukan, faktor kekurangan penggunaan BBM oleh GPI disebabkan oleh dua faktor utama iaitu pengetahuan dan kemahiran serta kekurangan peralatan dan capaian BBM di sekolah. Objektif yang telah digariskan dalam kajian yang dilakukan ini adalah untuk mengenalpasti jenis-jenis sumber penggunaan BBM yang disediakan oleh pihak sekolah terhadap GPI. Manakala persoalan kajiannya ialah, apakah jenis-jenis sumber penggunaan BBM yang disediakan oleh pihak sekolah terhadap GPI?

3.0 METODOLOGI KAJIAN

Metodologi kajian merupakan perancangan yang dilakukan oleh pengkaji dalam menjawab permasalahan yang timbul semasa kajian dijalankan (Schensul, 2008). Kajian ini telah diklasifikasikan sebagai kajian berbentuk deskriptif kerana matlamatnya untuk menerangkan sesuatu fenomena yang sedang berlaku (Merriam, 1988; Mohd Majid, 2005; Tobin, 2010). Reka bentuk kajian ini juga disebut sebagai kajian pelbagai kes (*multiple case*) kerana melibatkan pelbagai tempat kajian. Reka bentuk kajian adalah adaptasi daripada kajian Kamarul Azmi (2010), dengan sedikit pengubah suaian dilakukan. Maka pendekatan ini sesuai dengan sifatnya yang melibatkan pelbagai tempat kajian (*multisite studies*) (Merriam, 1998; Bishop, 2010).

Kelebihan kajian ini diperkuatkan dengan sumber dapatan yang pelbagai (Yin, 2006), terdiri daripada temu bual mendalam, pemerhatian, analisis dokumen, dan rakaman (Denschombe, 2007; 2010; Chmiliar, 2010), melalui pendekatan kualitatif. Pendekatan ini mampu membantu pengkaji dalam mengenal pasti penggunaan BBM yang diamalkan oleh guru Pendidikan Islam (Skorupski, 2005; Flinders, 2009) serta meneroka permasalahan yang dikaji mengikut tatacara yang ditetapkan (Merriam, 1998; 2002; Esterberg, 2002; Creswell, 2003; Bogdon dan Biklen, 2003).

Dalam kajian ini, pengumpulan data adalah dengan tiga cara, iaitu temu bual mendalam, pemerhatian, dan analisis dokumen. Temu bual merupakan kaedah utama dalam mendapatkan data dan mestilah diberikan penekanan. Dapatan yang diperolehi juga merupakan satu hasil yang mampu menarik minat

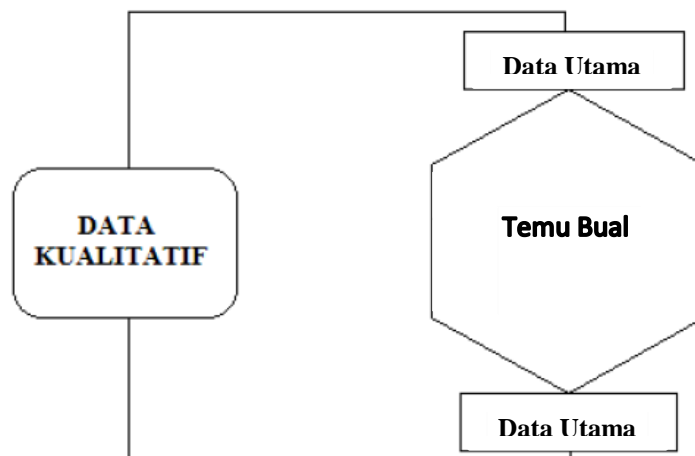
pengkaji untuk mengetahui dengan lebih mendalam (McConaughy, 2005; Morgan dan Guevara, 2008). Temu bual ini dijalankan terhadap Guru Pendidikan Islam (GPI), penyelia GPI, dan dua orang pelajar di bawah seliaan GPI. Pemerhatian pula diperolehi dalam dua bentuk iaitu rakaman audio atau video terhadap pengajaran dan pembelajaran (PdP) GPI. Selain itu, analisis dokumen turut dilakukan termasuk analisis terhadap nota dan diari GPI. Dokumen yang dimaksudkan oleh pengkaji adalah dari jenis sijil-sijil, persediaan mengajar, bahan bantu mengajar, dan segala kelengkapan buku pelajar (Olson, 2010). Dokumen tersebut diperolehi dalam bentuk fizikal, audio, dan video (Scott, 2004; Raptis, 2010).

Jadual 1.1
Singkatan yang digunakan dalam Proses Analisis Data Kajian.

Singkatan	Penjelasan
SA, SB, SC, SD, SE	Sekolah A, B, C, D, E *Tempat kajian lapangan dijalankan.
GPISA, GPISB, GPISC, GPISD, GPISE	Guru Pendidikan Islam Sekolah A, B, C, D, E
GPI: BBM:SPG/SPT/SEK/KUR	Guru Pendidikan Islam: Bahan Bantu Mengajar: Sumber Penggunaan/Sumber Pengetahuan/ Sekolah/ Kursus.
GPI: BBM:SPG/SPT/SEK/INT	Guru Pendidikan Islam: Bahan Bantu Mengajar: Sumber Penggunaan/Sumber Pengetahuan/ Sekolah/ Internet.
BBM:SPG/SPT/SEK/BUK	Bahan Bantu Mengajar: Sumber Penggunaan/ Sumber Pengetahuan/Sekolah/Buku.

Dapatan kajian yang diperolehi dari lapangan akan terus diproses secara berperingkat bermula dengan proses transkrip data berbentuk audio, video, dan gambar ke dalam bentuk teks. Setelah itu, data yang siap ditranskrip akan dianalisis secara “open coding” menggunakan perisian analisis data kualitatif iaitu Nvivo versi 7.0. Proses analisis menggunakan perisian ini melibatkan penggunaan beberapa singkatan yang dapat dijelaskan seperti pada Jadual 1.1.

Analisis dilakukan dengan membentuk tema-tema berdasarkan dapatan kajian. Kemudian tema yang terhasil akan membentuk model dapatan kajian berdasarkan kepada tema yang mencapai tahap pola. Secara ringkasnya, rekabentuk kajian ini dapat disimpulkan melalui Rajah 1.1 sebelum kesemua data tersebut dianalisis secara deskriptif (Hessler, 1992; Srinivasan, 2007).



Rajah 1.1. Kedudukan Reka Bentuk Kajian Kes dengan Pendekatan Kualitatif.

4.0 ANALISIS DAPATAN KAJIAN

Sumber bahan yang ketiga dapat dikategorikan melalui dapatan kajian lapangan ialah sumber sekolah. Sumber ini bermaksud segala jenis BBM yang diperolehi GPI bergantung kepada kemudahan yang

disediakan oleh pihak sekolah/pihak atasan. Terdapat tujuh kemudahan yang disediakan sekolah/pihak atasan untuk kegunaan GPI mendapatkan BBM seperti yang terdapat pada Jadual 1.2. Sumber tertinggi ialah sumber internet. Sumber ini menjadi kegemaran GPI untuk mendapatkan BBM dengan cara memuat turun bahan yang bersesuaian dengan PdP mereka (P2SA, 2012: 1212; GPISB, 2012: 1214; GPISC, 2012: 993; PYSE, 2012: 266). Sumber internet juga dijadikan untuk mencari bahan sampingan untuk melengkapkan bahan PdP GPI yang sedia ada (ADSB, 2012: 100; GPISE, 2012: 1526). Selain itu, sumber ini digunakan untuk menjelaskan suatu gambaran sebenar. Sebagai contoh melalui apa yang dikatakan oleh GPISA: (GPISA: BBM:SPG/SBH/SEK/INT) "*contohnya bahagian sirah kan, ok cari dalam internet gambar Masjidil Haram. jadi pelajar pun dapat cari dan tengoklah Masjidil Haram yang sebenar tu.*" GPISA, 2012: 1054.

Panitia sekolah juga berperanan sebagai sumber BBM kepada guru dan pelajar. Jadual 1.2 menunjukkan bahawa GPI di SC, SD, dan SE bergantung kepada panitia dalam mendapatkan BBM (ADSA, 2012: 570; PYSD, 2012: 564; GPISD, 2012: 528; ADSE, 2012: 507; PYSE, 2012: 283). Hal ini kerana pihak panitia telah berbincang tentang kesesuaian bahan yang digunakan ketika PdP (OBSE, 2012: 313; GPISE, 2012: 435). Hal ini telah dijelaskan melalui pemerhatian pengkaji di SE: (OBSE: BBM:SPG/SBH/SEK/PTA) "*Buku PBS merupakan buku yang telah disediakan sekolah yang dibeli dan dipilih sendiri oleh guru Pendidikan Islam.*" OBSE, 2012: 313.

Ada juga bahan PdP yang dibeli untuk dibekalkan kepada guru dan pelajar. Semua panitia di SA, SD, dan SE menganggap dengan membeli bahan akan memudahkan guru. Hal ini dinyatakan oleh GPISE: (BBM:SPG/SBH/SEK/BUY) "*modul PBS tu untuk tahun ni kita gunakan yang dah dijual, dah siap.*" GPISE. Tidak semua BBM yang mesti dibeli dan hanya yang terpilih sahaja yang akan dibeli. KFSD ada menyatakan bahawa: "*selalu... kalau apa yang ditetapkan oleh pihak sekolah adalah buku kerja seperti workout, top out, twitter...itu saja.*" KFSD, 2012: 156. Namun amalan ini tidak digalakkan oleh sesetengah pentadbir malah mereka syorkan agar GPI membina sendiri bahan tersebut. Pengalaman GPISA yang menceritakan bahawa: "*kita pernah beli buku latihan tu, tapi pengetua lama tu marah lah. ada simpan dekat rumah saya, banyak pula tu. bukan saya yang beli masa tu, ketua panitia yang beli.*" GPISA, 2012: 276.

Jadual 1.2

Sumber Bahan Daripada Sekolah/Pihak Atasan Semasa Penggunaan BBM

Bil.	Sumber Bahan Sekolah/Pihak Atasan	SA	SB	SC	SD	SE
1.	Internet	X	X	X	X	X
2.	Panitia	-	-	X	X	X
3.	Beli	X	-	-	X	X
4.	Surau	-	X	X	-	-
5.	Jabatan Pelajaran Negeri (JPN)	-	-	-	X	-
6.	Kursus	-	-	X	-	-
7.	Pejabat Pendidikan Daerah (PPD)	X	-	-	-	-

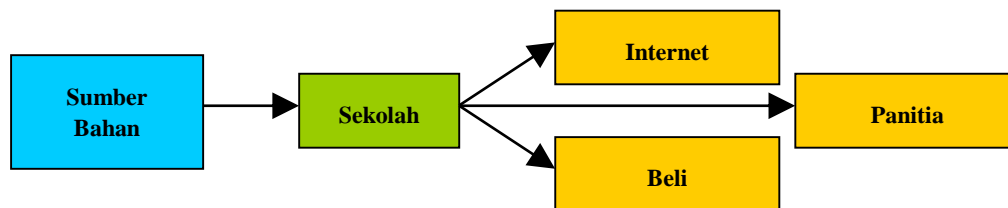
Sumber: Kajian Lapangan (2012)

Sumber-sumber yang tidak mencapai tahap pola ialah surau, JPN, kursus, dan PPD. Surau juga menyumbang kepada sumber BBM yang digunakan oleh GPI di SB dan SC. Hal ini kerana kemudahan LCD ada disediakan di surau seperti yang dinyatakan oleh GPISB, 2013: 166: "*tak ada tempat khusus. Surau je lah, surau. Macam LCD kita ada, kebanyakannya kita buat dekat surau lah kalau untuk PdP. kalau nak khusus pakai LCD di sana lah*" GPISB, 2013: 166. Surau di SC juga disediakan kemudahan LCD seperti kata-kata:

(BBM:SPG/SBH/SEK/BUY) "*kalau dari segi bahan berat tu, macam LCD, skrin tu untuk penggunaan Pendidikan Islam, jadi Alhamdulillah tahun lepas kita panitia pendidikan islam dan bantuan daripada jawatankuasa surau membeli LCD dan skrin dan disediakan di surau.*"

GPISC, 2012: 151

Malah ada surau yang dijadikan sebagai bilik sementara untuk simpanan BBM disebabkan kekurangan bilik. Masalah ini disuarakan oleh GPISB, 2013: 249: "*Bahan Bantu Mengajar, ye lah. Buku-buku, dan juga buku rujukan pun ada. Cuma tak dikunci, tu masalahnya.*" GPISB, 2013: 249.



Rajah 1.2. Pola Dapatan Kajian Bagi Sumber Bahan GPI Semasa Penggunaan BBM

Sumber JPN, kursus, dan PPD adalah yang paling rendah sekali kerana diwakili oleh seorang GPI sahaja. Sumber JPN ada mencadangkan buku latihan untuk kegunaan sekolah-sekolah di bawah seliaannya. Namun tidak semua yang menggunakan buku tersebut seperti kata GPISD: "*Kita kalau untuk kelas peperiksaan ni kita ada dapat satu buku dia panggil buku TUDINGAN. Buku TUDINGAN ni JPNJ yang sediakan.*" GPISD, 2012: 1560. Hal ini turut dilaksanakan oleh beberapa buah PPD yang membekalkan BBM untuk kegunaan GPI. Keadaan ini digambarkan melalui temu bual bersama GPISA: "*Sebenarnya itu daripada PPD cuma saya murnikan balik lah. Kalau dari kawan-kawan tu pun ambil daripada PPD juga*" GPISA, 2012: 769.

Keseluruhan pola dapatan pada jadual-jadual yang dibincangkan berkenaan dengan sumber BBM yang digunakan oleh GPI dapat dijelaskan melalui Rajah 1.2. Oleh yang demikian, penjelasan sebelum ini menjawab persoalan berkaitan "Apakah sumber bahan yang digunakan oleh GPI dalam mendapatkan BBM?".

5.0 PERBINCANGAN DAPATAN KAJIAN

Sekolah merupakan tempat di mana berlakunya proses pengajaran dan pembelajaran (PdP) diantara guru dan pelajar. Berdasarkan Rajah 1.2, sekolah merupakan penyumbang kepada peningkatan pengetahuan dan sumber BBM kepada guru. Tiga sumber utama yang tertinggi digunakan oleh Guru Pendidikan Islam (GPI) adalah internet, bahan bilik panitia, dan bahan yang dibeli oleh pihak sekolah. Sebarang sumber dan bahan yang terdapat di sekolah perlulah dimanfaatkan sepenuhnya oleh semua guru sesuai dengan bidang pelajaran sumber-sumber tersebut.

Internet merupakan satu-satunya sumber yang digunakan oleh kebanyakan manusia untuk mendapatkan sesuatu tujuan dari pelbagai bidang. Punca utama sumber internet menjadikan manusia bergantung kepadanya adalah kerana internet menyimpan maklumat dan data yang diperlukan oleh mereka (Özad & Kutoglu, 2010). Dalam dunia pendidikan, internet turut mempengaruhi perkembangan proses PdP kerana dijadikan sebagai sumber utama terhadap segala pengetahuan guru dan pelajar (Ely, 2002).

Secara tidak langsung, setiap guru menggunakan internet dalam segala urusan pendidikan sama ada proses pengajaran mahupun pembelajaran. Tambahan pula, sifat internet ini mampu untuk memberikan kepuasan kepada guru dalam mendapatkan maklumat yang dikehendaki. Melalui pencarian menggunakan internet, guru dapat menjimatkan masa (Holden, Ozok, & Rada, 2008; Özad & Kutoglu, 2010; Chou *et. al.*, 2010) dalam mengumpulkan maklumat sebagai perancangan untuk melaksanakan PdP. Sumber bahan yang diperolehi melalui carian tersebut dapat dijadikan koleksi simpanan guru itu sendiri dalam menghasilkan lebih banyak BBM. Namun, hal ini tidak akan tercapai sekiranya terdapat masalah penggunaan internet dalam kalangan guru.

Berdasarkan Rajah 1.2, sekolah juga merupakan penyumbang kepada peningkatan pengetahuan dan sumber BBM kepada guru terutama GPI selain daripada internet. Sekolah menawarkan sumber BBM menerusi pembelian buku rujukan dan buku latihan untuk murid selain BBM untuk para guru seperti poster dan kad imbasan yang diusahakan oleh panitia sekolah atau inisiatif GPI sendiri. Jika dilihat menerusi tiga sumber utama yang digunakan oleh hampir semua GPI dari semua sekolah menunjukkan bahawa pengurusan sekolah bestari menawarkan perkhidmatan dan infrastruktur internet bagi kemudahan GPI untuk memperoleh sumber BBM selain digunakan untuk meningkatkan pengetahuan dan kemahiran. Kemudahan ini tersedia disebabkan oleh lokasi sekolah bestari yang berada dalam kawasan bandar yang memberikan kualiti perkhidmatan internet lebih baik berbanding di luar bandar atau kampung selain status sekolah bestari itu sendiri.

Manakala penggunaan surau sebagai sumber BBM secara kebiasaannya digunakan oleh GPI sebagai lokasi alternatif untuk tujuan sesi PdP yang memerlukan penggunaan ruang yang lebih selesa bagi murid untuk tujuan kaedah amali atau demonstrasi sesuatu topik pengajaran. Malah terdapat sekolah bestari menurut GPI di SB dan SC yang menempatkan LCD secara kekal di sana bagi guru-guru menggunakannya dalam sesi PdP. Selain dari itu, surau juga digunakan sebagai tempat untuk penyimpanan sumber BBM memandangkan tiada ruang lain yang boleh digunakan untuk penyimpanan. Namun begitu, penggunaan surau untuk tujuan sesi PdP boleh mengakibatkan situasi GPI dan guru-guru lain terpaksa berebut untuk menggunakan surau bagi tujuan sesi PdP, mengganggu pihak lain yang ingin menggunakan surau bagi aktiviti dan program lain, atau mengganggu konsentrasi murid yang sedang menjalani sesi PdP sekiranya pihak lain sentiasa keluar masuk surau dan membuat bising. Oleh itu, penggunaan surau sebagai sumber BBM juga perlu diperhalusi oleh pihak sekolah agar penggunaannya lebih sistematik dan teratur agar tidak membuang masa disebabkan proses pergerakan murid-murid dari bilik darjah ke surau dan juga sebaliknya.

Bagi sumber BBM yang datang dari sumber JPN, kursus dan PPD yang tidak mencapai tahap pola disebabkan oleh beberapa faktor yang dikenalpasti iaitu, kekangan peruntukan kewangan dan peranan autonomi yang diserahkan JPN dan PPD kepada pihak sekolah dan GPI. Kebanyakan maklumat berkenaan sumber BBM yang dicadangkan oleh JPN atau PPD diperolehi GPI menerusi kursus yang dihadiri oleh GPI selain daripada memo atau surat pekeliling yang menyatakan keperluan guru-guru untuk melaksanakan sesi PdP menggunakan sumber BBM yang dinyatakan. Menerusi kursus ini, GPI diberikan sampel sumber BBM bersama dengan kaedah penggunaan untuk digunakan dalam sesi PdP. Walaupun begitu tidak banyak kursus yang diadakan memfokus kepada penggunaan sumber BBM yang baru dan berteknologi komputer. Kursus yang dikendalikan lebih menekankan kepada pengukuhan strategi dan pendekatan untuk menangani murid generasi baru selain membincangkan masalah-masalah berbangkit untuk mencari jalan penyelesaian untuk digunakan oleh semua GPI.

Di samping itu, JPN dan PPD menyerahkan tanggungjawab yang lebih besar kepada pihak sekolah untuk memutuskan dan melaksanakan sesuatu sumber BBM yang dirasakan sesuai dengan demografik dan psikografik murid di sekolah tersebut dengan peranan GPI atau panitia menjadi lebih penting dalam menentukan bentuk sumber BBM tersebut. Tugas JPN dan PPD lebih bersifat memantau perkembangan dan mengkoordinasi strategi pelaksanaan yang berskala negeri atau daerah bagi tujuan rekod.

6.0 RUMUSAN

Secara kesimpulannya, GPI berusaha sendiri untuk memperoleh sumber BBM yang paling sesuai untuk sesi PdP mereka berbanding mengharapkan pihak-pihak lain untuk membantu. Sekiranya mengharapkan JPN dan PPD sebagai sumber rujukan utama penggunaan BBM, berkemungkinan besar akan mengganggu kelancaran proses PdP kerana prosedur dan kerenah birokrasi yang melambatkan sesuatu keputusan dibuat. Oleh itu, GPI menjalankan inisiatif sendiri dengan menggunakan sumber internet, panitia, dan pembelian secara konsisten berdasarkan persetujuan pihak sekolah. Manakala pelaksanaan kursus yang berkala lebih menyukarkan GPI untuk mendapatkan maklumat terkini dengan konsisten bagi penyediaan BBM memandangkan tempoh kursus yang diadakan kebiasaannya tidak mengambil kira kelapangan masa GPI yang terlibat dengan pelbagai tugas-tugas sekolah yang lain.

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ABSTRAK

Kertas kerja ini bertujuan untuk mengenal pasti sikap pelajar terhadap kemahiran menulis tugas akademik. Jumlah sampel kajian ini seramai 266 orang responden dalam kalangan pelajar sarjanamuda di Kolej Universiti Islam Antarabangsa Selangor. Dapatan kajian ini diperoleh menggunakan kaedah tinjauan (survey) yang menggunakan soal selidik sebagai instrumen kajian. Sebanyak 25 item telah dianalisis dengan menggunakan statistik deskriptif. Secara terperinci, sikap pelajar terhadap kemahiran menulis tugas akademik menunjukkan nilai (min=3.936, sp.=0.629). Hasil kajian ini diharapkan akan memberikan cadangan tindakan yang perlu dilakukan kepada institusi pendidikan dalam meningkatkan kemahiran menulis dalam kalangan pelajar di peringkat pendidikan tinggi.

Kata kunci: Sikap, Kemahiran Menulis, Tugas Akademik

PENDAHULUAN

Menulis merupakan kemahiran bahasa yang tertinggi dan pelajar dapat menguasai kemahiran menulis karangan dengan baik mampu menguasai kemahiran mendengar, membaca dan menulis (Abdul Ghani, 2016; Yusfaiza & Mohd Ishah, 2012). Proses menulis memerlukan seseorang pelajar yang berfikir semasa merancang, semasa menulis dan selepas penulis dihasilkan (Yusfaiza & Mohd Ishah, 2012). Hal ini kerana, kemahiran menulis adalah merupakan suatu budaya intelek yang saling antara kemahiran membaca dan kemahiran menulis. Kemampuan menulis merupakan proses penyampaian maklumat yang bersifat mekanikal dan disalurkan secara bersistem iaitu mengambil kira matlamat, penggunaan bahasa, pembaca dan gaya penulisan (Abdul Rasid, 2011). Namun begitu, permasalahan yang berlaku adalah persekolahan yang mengamalkan kurikulum yang kompleks, tidak prihatin kepada perbezaan keupayaan murid, guru terikat dalam menghabiskan sukatan pelajaran. Faktor kelemahan dalam menguasai kemahiran membaca dan menulis menyebabkan murid berasa rendah diri dan masalah disiplin merosot.

Melalui aktiviti projek penulisan, murid dapat meningkatkan penguasaan terhadap kemahiran menulis melalui pembinaan bahan penulisan, disamping meningkatkan keupayaan murid mengemukakan idea dengan kreatif, mereka bentuk dan menggunakan bahasa yang bersesuaian. (Yahya & Suzanawaty, 2014). Kopetensi menulis bahan ilmiah berkait rapat dengan kepandaian pelajar melalui hasil ilmiah yang disediakan. Literasi merujuk kepada kebolehan minimum menggunakan kemahiran membaca dan menulis dalam memenuhi kehidupan seharian dan keperluan asas setiap individu (Hashim, 2005). Kemahiran menulis adalah sebahagian kemahiran literasi dan hak asasi individu yang menjadi kewajipan kepada kerajaan untuk memberikan peluang dalam mempelajari kemahiran menulis (Hashim, 2005).

Dapat disimpulkan bahawa kemahiran menulis memerlukan pelajar yang mampu untuk mengingati bahan bacaan dan menganalisis serta merumuskan bahan bacaan dalam suatu penulisan yang dihasilkan agar perkembangan kognitif pelajar sentiasa berkembang. Masalah yang dihadapi oleh guru adalah kurang pendedahan yang diberikan kepada pelajar tentang teknik penulisan, kurang keyakinan guru untuk mengajar teknik penulisan kerana kurang pengalaman, sumber pengajaran dan rujukan khusus dalam teknik penulisan agak terhad di pasaran. (Zaleha, 2014).

OBJEKTIF KAJIAN

Mengenalpasti sikap pelajar terhadap kemahiran menulis tugas akademik.

PERSOALAN KAJIAN

Bagaimanakah sikap pelajar terhadap kemahiran menulis tugas akademik?

METODOLOGI KAJIAN

Kajian lapangan ini telah dijalankan terhadap pelajar-pelajar yang mengikuti kursus ijazah sarjana muda dalam kalangan pelajar Kolej Universiti Islam Antarabangsa Selangor. Sampel kajian ini adalah seramai 266 orang responden sahaja. Kesemua responden dalam kajian ini merupakan pelajar program pengajian di peringkat sarjana muda. Kajian ini berbentuk tinjauan menggunakan instrumen soal selidik sebagai data utama dengan menggunakan persampelan rawak mudah.

DEMOGRAFI RESPONDEN

Profil Pelajar

No	Item		Kekerapan	Peratusan
A1	Jantina	Lelaki	118	44.4
		Perempuan	148	55.6

Dalam kajian ini seramai 266 orang pelajar yang terlibat terdiri daripada 118 (44.4%) pelajar lelaki dan seramai 148 (55.6%) adalah pelajar perempuan.

No	Item		Kekerapan	Peratusan
A2	Kelulusan Pendidikan	Sijil Tinggi Agama Malaysia	75	28.2
		Sijil Tinggi Pelajaran Malaysia	49	18.4
		Asasi	98	36.8
		Diploma	44	16.5

Dari segi kelulusan pendidikan pula, seramai 75 orang pelajar (28.2%) berkelulusan Sijil Tinggi Agama Malaysia, seramai 49 orang pelajar (18.4%) mempunyai berkelulusan Sijil Tinggi Pelajaran Malaysia, seramai 98 orang pelajar (36.8%) yang berkelulusan daripada Asasi. Manakala seramai 44 orang pelajar (16.5%) tidak mempunyai kelulusan pendidikan di peringkat diploma.

No	Item		Kekerapan	Peratusan
A6	Minat Terhadap Kemahiran Menulis	Sangat Tidak berminat	6	2.3
		Tidak berminat	7	2.6
		Kurang berminat	79	29.7
		Berminat	142	53.4
		Sangat berminat	32	12.0

Manakala minat terhadap kemahiran menulis menunjukkan seramai 6 orang guru (2.3%) menyatakan sangat tidak berminat, seramai 7 orang pelajar (2.6%) menunjukkan mereka tidak berminat terhadap kemahiran menulis, manakala seramai 79 orang guru (29.7%) kurang berminat, seramai 142 orang pelajar (53.4%) berminat dan seramai 32 orang pelajar (12%) menyatakan sangat berminat terhadap kemahiran menulis.

DAPATAN KAJIAN & PERBINCANGAN

Jadual 1.1
Sikap Terhadap Kemahiran Menulis

Bil	Item	Kekerapan & peratus (N=135)					Min	SP	INT
		STS	TS	KS	S	SS			
BA1	Saya suka menulis.	6 (2.3%)	9 (3.4%)	73 (27.4%)	140 (52.6%)	38 (14.3%)	3.733	0.829	ST
BA2	Saya mencari kata-kata dan idea-idea penulisan yang baik.	4 (1.5%)	10 (3.8%)	46 (17.3%)	146 (54.9%)	60 (22.6%)	3.932	0.826	ST
BA3	Saya merasakan bahawa saya seorang penulis.	18 (6.8%)	35 (13.2%)	103 (38.7%)	86 (32.3%)	24 (9.0%)	3.237	1.017	ST
BA4	Saya suka menulis bahan berdasarkan buah fikiran saya.	5 (1.9%)	10 (3.8%)	66 (24.8%)	141 (53.0%)	44 (16.5%)	3.786	0.830	ST
BA5	Saya berjaya menyiapkan tugas bertulis walaupun susah.	-	14 (5.3%)	55 (20.7%)	140 (52.6%)	57 (21.4%)	3.902	0.790	ST
BA6	Saya yakin penulisan yang baik memberikan kejayaan dalam bidang akademik.	2 (1.3%)	5 (3.3%)	16 (10.7%)	88 (58.7%)	24 (16.0%)	4.098	0.836	T
BA7	Saya menulis lebih daripada tahap minimum tugas bertulis saya.	3 (1.1%)	18 (6.8%)	101 (38.0%)	113 (42.5%)	31 (11.7%)	3.568	0.827	ST
BA8	Saya meletakkan banyak usaha dalam penulisan saya.	4 (1.5%)	17 (6.4%)	76 (28.6%)	139 (52.3%)	30 (11.3%)	3.654	0.820	ST
BA9	Saya suka mengambil bahagian dalam perbincangan menggunakan media sosial (seperti chat, whatapps, facebook).	10 (3.8%)	25 (9.4%)	83 (31.2%)	107 (40.2%)	41 (15.4%)	3.541	0.987	ST
BA10	Saya suka mendapatkan maklum balas penulisan daripada pensyarah.	6 (2.3%)	20 (7.5%)	72 (27.1%)	129 (48.5%)	39 (14.7%)	3.659	0.898	ST

PROSIDING SEMINAR ANTARABANGSA PEDAGOGI KE-8 (PedA8) 2017

BA11	Saya dapat menyatakan idea-idea secara bertulis dengan jelas.	6 (2.3%)	20 (7.5%)	74 (27.8%)	130 (48.9%)	36 (13.5%)	3.640	0.888	ST
BA12	Saya mudah menumpukan perhatian kepada penulisan saya.	3 (1.1%)	18 (6.8%)	80 (30.1%)	136 (51.1%)	29 (10.9%)	3.640	0.809	ST
BA13	Saya suka penulisan saya diberikan penilaian (gred).	9 (3.4%)	14 (5.3%)	56 (21.1%)	135 (50.8%)	52 (19.5%)	3.778	0.935	ST
BA14	Saya menulis karangan dengan baik.	2 (0.8%)	11 (4.1%)	83 (31.2%)	138 (51.9%)	32 (12.0%)	3.703	0.761	ST
BA15	Saya suka tugas penulisan kreatif.	3 (1.1%)	16 (6.0%)	59 (22.2%)	135 (50.8%)	53 (19.9%)	3.823	0.857	ST
BA16	Saya suka kelas yang memerlukan banyak penulisan.	13 (4.9%)	20 (7.5%)	94 (35.3%)	107 (40.2%)	32 (12.0%)	3.470	0.968	ST
BA17	Saya menasaskan untuk mendapat gred A dalam penulisan	4 (1.5%)	12 (4.5%)	42 (15.8%)	127 (47.7%)	81 (30.5%)	4.011	0.884	T
B18	Saya suka tugas penulisan yang mencabar.	8 (3.0%)	20 (7.5%)	89 (33.5%)	110 (41.4%)	39 (14.7%)	3.571	0.934	ST
B19	Saya suka menulis kertas analisis sorotan kajian.	12 (4.5%)	23 (8.6%)	107 (40.2%)	95 (35.7%)	29 (10.9%)	3.399	0.951	ST
B20	Saya suka menulis walaupun penulisan saya tidak dinilai dalam pemarkahan.	10 (3.8%)	14 (5.3%)	75 (28.2%)	126 (47.4%)	41 (15.4%)	3.654	0.932	ST
B21	Saya suka sekiranya orang lain membaca hasil penulisan saya.	3 (1.1%)	19 (7.1%)	65 (24.4%)	135 (50.8%)	44 (16.5%)	3.744	0.857	ST
B22	Saya suka menulis kertas penyelidikan.	11 (4.1%)	23 (8.6%)	119 (44.7%)	91 (34.2%)	22 (8.3%)	3.338	0.902	ST
B23	Saya mempunyai lebih banyak peluang untuk						3.335	0.930	ST

	menulis dalam kelas.	11 (4.1%)	31 (11.7%)	103 (38.7%)	100 (37.6%)	21 (7.9%)			
B24	Saya mahu mendapatkan keputusan yang tinggi berkaitan tugas bertulis.	2 (0.8%)	16 (6.0%)	56 (21.1%)	143 (53.8%)	49 (18.4%)	3.830	0.823	ST
B25	Saya suka menulis karangan daripada soalan jawapan aneka pilihan.	10 (3.8%)	22 (8.3%)	69 (25.9%)	121 (45.5%)	44 (16.5%)	3.628	0.979	ST
min keseluruhan Sikap Terhadap Kemahiran Menulis							3.936	0.629	ST

Sumber: Kajian Lapangan, 2017

Dapatan kajian menunjukkan bahawa nilai min tertinggi berada pada tahap tinggi iaitu 4.098 berdasarkan item BA6 "Saya yakin penulisan yang baik memberikan kejayaan dalam bidang akademi." menunjukkan seramai 112 orang responden (74.7%) menyatakan bersetuju dengan item tersebut. Dapatan kajian ini selari dengan Yusfaiza dan Mohd Isha Awang (2012) mendapati murid suka belajar dalam pengajaran penulisan karangan.

Seterusnya item BA17 "Saya menasak untuk mendapat grad A dalam penulisan " memperoleh nilai min 4.011 iaitu tinggi menunjukkan bahawa seramai 208 orang responden (78.2%) meletakkan sasaran dalam kemahiran menulis. Kajian yang dijalankan oleh Yusfaiza & Mohd Isha Awang (2012) mendapati murid amat suka apabila diberikan markah yang tinggi dalam penulisan.

Begitu juga dengan item BA3 "Saya mencari kata-kata dan idea-idea penulisan yang baik" memperoleh nilai min yang sederhana tinggi iaitu 3.932 menunjukkan seramai 206 orang (77.5%) kerap mencari idea dalam menghasilkan penulisan. Dapatan kajian (Zaid, Yahya, Kahirol et. al. (2011) menunjukkan murid boleh menyampaikan idea dengan jelas, berkeyakinan dan berkesan secara menulis. Kebolehan menulis tugas dengan menggunakan ayat yang tepat dalam bahasa melayu.

Seterusnya item BA5 "Saya berjaya menyiapkan tugas bertulis walaupun susah" memperoleh nilai min yang sederhana tinggi iaitu 3.902 menunjukkan seramai 197 orang responden (74 %) bersungguh dalam menyiapkan tugas bertulis. Dapatan kajian oleh Aini, Zamri, & Zahara (2012) menunjukkan bahawa guru memilih isi kandungan berdasarkan kepada kebolehan murid dalam kumpulan dan murid boleh mengikuti kemahiran prabacaan dan kemahiran menulis dengan baik.

Selain itu, item BA24 "Saya mahu mendapatkan keputusan yang tinggi berkaitan tugas bertulis" memperoleh nilai min yang sederhana tinggi iaitu 3.830 menunjukkan seramai 192 orang responden (72.2%) ingin memperoleh pencapaian yang baik dalam tugas bertulis. Seterusnya item BA4 "Saya suka menulis bahan berdasarkan buah fikiran saya" memperoleh nilai min yang sederhana tinggi iaitu 3.786 menunjukkan seramai 185 orang responden (69.5 %) menulis menggunakan idea yang diperolehi semasa proses berfikir. Menurut Zaleha, (2014) Penghasilan karangan yang berkesan memerlukan kepada kemahiran berfikir, menaakul, menyusun dan mengolah idea sebelum dilahirkan dalam bentuk ayat yang lengkap.

Berikutnya, item BA1 "Saya suka menulis" memperoleh nilai min yang sederhana tinggi iaitu 3.733 menunjukkan seramai 178 orang responden (66.9%) menyatakan minat dalam menulis. Menurut Zaleha (2014) penggunaan pendekatan proses penulisan dan pedagogi yang pelbagai dalam pengajaran karangan telah mampu merangsang pelajar untuk mencetuskan idea dan melahirkan kosa kata yang bermutu serta menambah keupayaan pelajar menggunakan teknik penulisan dengan baik. Pengajaran teknik penulisan bertahap dan berstruktur membolehkan pelajar untuk menggarap teknik penulisan khusus dengan lebih berkesan. Kesannya pelajar lebih yakin menghasilkan penulisan secara individu.

Manakala item BA13 “Saya suka penulisan saya diberikan penilaian (gred)” memperoleh nilai min yang sederhana tinggi iaitu 3.778 menunjukkan seramai 187 orang responden (70.3 %) menyukai sekiranya penulisan mereka diberikan gred. Seterusnya item BA14 “Saya menulis karangan dengan baik” memperoleh nilai min yang sederhana tinggi 3.703 menunjukkan seramai 170 orang responden (63.9%) menyatakan bahawa mereka menulis karangan dengan baik. Aspek pemilihan strategi yang sesuai dapat memperkukuhkan kemahiran menulis pelajar. Penguasaan guru dalam memahami dan mengambil kira sikap pelajar terhadap pelajaran, bakat pelajar dan pendekatan pengajaran yang bersesuaian (Yusfaiza & Mohd Ishah, 2012).

Begitu juga item BA21 “Saya suka sekiranya orang lain membaca hasil penulisan saya” memperoleh nilai min yang sederhana tinggi 3.744 menunjukkan seramai 179 orang responden (67.3%) menyatakan suka apabila hasil penulisan dibaca oleh orang lain. Dapatan menunjukkan murid suka berbincang dengan rakan untuk mendapatkan idea dalam penulisan berada pada tahap sederhana tinggi (Yusfaiza & Mohd Isha Awang, 2012)

Selain itu, item BA8 “Saya meletakkan banyak usaha dalam penulisan saya” memperoleh nilai min yang sederhana tinggi 3.654 menunjukkan seramai 169 orang responden (63.6%) memberikan penumpuan terhadap penulisannya. Begitu juga dengan item BA10 “Saya suka mendapatkan maklum balas penulisan daripada pensyarah.” memperoleh nilai min yang sederhana tinggi 3.659 menunjukkan seramai 168 orang responden (63.2%) suka mendapatkan maklum balas tugas daripada pensyarah. Menurut Yusfaiza & Mohd Ishah (2012), faktor bimbingan pensyarah penting dalam proses pelaksanaan kemahiran menulis. Walaupun pelajar memiliki kelebihan daripada segi kecerdasan kognitif, strategi pengajaran dan bimbingan pensyarah penting dalam mempengaruhi kemahiran menulis pelajar. Justeru itu, strategi dan sikap murid perlu digabungkan agar potensi kemahiran menulis murid dalam pengembangan ilmu dapat dipertingkatkan

Item BA11 “Saya dapat menyatakan idea-idea secara bertulis dengan jelas” memperoleh nilai min yang sederhana tinggi 3.640 mendapati seramai 166 orang responden (62.4%) berkebolehan dalam menyatakan idea bertulis dengan jelas. Begitu juga dengan item BB12 “Saya mudah menumpukan perhatian kepada penulisan saya” mendapati seramai 165 orang responden (62%) memberikan penumpuan kepada penulisan mereka. Menurut Abdul Rasid Jamian (2011) mendapati bahawa kegagalan murid memahami isi kandungan teks yang dibaca akan menyebabkan murid tidak memahami kandungan maklumat serta maksud ayat. Kegagalan memahami menyebabkan murid tidak berupaya menyenaraikan idea-idea dengan baik.

Manakala item BA20 “Saya suka menulis walaupun penulisan saya tidak dinilai dalam pemarkahan” memperoleh nilai min yang sederhana tinggi 3.654 menunjukkan seramai 167 orang (63.1%) amat suka menulis walaupun tidak dinilai. Begitu juga dengan item BA25 “Saya suka menulis karangan daripada soalan jawapan aneka pilihan” memperoleh nilai min yang sederhana tinggi 3.628 menunjukkan bahawa seramai 165 orang (62%) menyukai tugas menulis karangan berbanding berbanding tugas lain. Menurut Abdul Rasid Jamian (2011), pelajar lebih seronok jika guru kreatif dalam membina pelbagai aktiviti menulis yang menarik dan menyediakan latihan yang dapat memperbaiki kemahiran menulis amat berguna kepada murid.

Item BA7 “Saya menulis lebih daripada tahap minimum tugas bertulis saya” memperoleh nilai min yang sederhana tinggi 3.568 mendapati 144 orang (54.2%) bersungguh-sungguh dalam melaksanakan tugas bertulis. Dikuti oleh item BA9 “Saya suka mengambil bahagian dalam perbincangan menggunakan media sosial (seperti chat, whatsapp, facebook)” memperoleh nilai min yang sederhana tinggi 3.568 menunjukkan seramai 148 orang (55.6%) menggunakannya sebagai bahan bantu mengajar. Menurut Abdul Ghani Jalil (2016). Huraian dalam kemahiran menulis iaitu melibatkan perancangan, susunan dan kekemasan, penggunaan bahasa yang tepat dan menarik, isi penulisan yang baik dan membina kerangka karangan, membina isi utama dan huraian dalam proses membina ayat dalam sesebuah perenggan. Disamping itu, menyusun isi dan menggunakan penanda wacana dalam menghasilkan perenggan yang baik dan memurnikan sesuatu penulisan yang dihasilkan

Item BA18 “Saya suka tugas penulisan yang mencabar” memperoleh nilai min yang sederhana tinggi 3.571 menunjukkan seramai 149 orang (56.1 %) menyukai tugas menulis yang mencabar. Seterusnya, item BA19 “Saya suka menulis kertas analisis sorotan kajian” didapati hanya 124 orang (46.6%) sahaja yang suka menulis analisis sorotan Untuk item B21 “Saya suka menulis kertas penyelidikan” memperoleh nilai min yang sederhana tinggi 3.338 mendapati hanya 113 orang (42.5%)

sahaja yang menyukai kertas kerja penyelidikan. Begitu juga item B22 “Saya mempunyai lebih banyak peluang untuk menulis dalam kelas” memperoleh nilai min yang sederhana tinggi 3.335 menunjukkan seramai 121 orang (45.5%) memperoleh peluang untuk menulis dalam kelas. Menurut Zaleha (2014)Dapatan menunjukkan bahawa pelajar yang lemah telah berjaya menjana isi kandungan yang sesuai dan memastikan perkaitan idea antara perenggan dengan lebih jelas. Pelajar menunjukkan sikap yang lebih positif dalam mengetengahkan sekurangnya dua atau tiga teknik penulisan di dalam penulisan. Manakala pelajar yang cemerlang pula menunjukkan pencapaian yang amat memberangsangkan dari segi pengolahan jalan cerita, kesepaduan isi dan menggunakan ayat-ayat yang bersesuaian.

Item BA3 “Saya merasakan bahawa saya seorang penulis” memperoleh nilai min yang sederhana tinggi 3.237 menunjukkan hanya 110 orang (41.3%) bersetuju dalam beranggapan sebagai seorang penulis semasa melaksanakan tugas. Dapatan menunjukkan murid boleh menyampaikan idea dengan jelas, berkeyakinan dan berkesan secara menulis dan berkebolehan menulis tugas dengan menggunakan ayat yang tepat dalam bahasa melayu (Zaid, Yahya, Kahirol et. al. , 2011)

KESIMPULAN

Kelemahan dalam kemahiran membaca dan menulis akan menyebabkan potensi dan motivasi pelajar semakin menurun. Penggunaan kaedah yang pelbagai dapat mengelakkan perasaan bosan dan penat semasa proses pembelajaran berlangsung. Cadangan yang boleh dilakukan oleh pensyarah ialah memberikan latihan berkaitan bahasa dan memotivasi pelajar sebelum memulai perkuliahan. Pensyarah perlu aktif dalam menguruskan kegiatan pertandingan penghasilan penulisan ilmiah yang menepati masa dan bernas. Tugas yang berkaitan dengan aktiviti pembacaan buku dan latihan dalam menganalisis sesuatu penulisan (Rian, Sarwiji, & Budhi, 2015) Dapatan menunjukkan terdapat hubungan yang positif berkaitan kefahaman unsur bahasa dan kopetensi menulis karya ilmiah. Dapatan juga menunjukkan bahawa terdapat hubungan yang positif antara sikap terhadap bahasa dengan kopetensi menulis bahan ilmiah. Dapatan juga menunjukkan bahawa kefahaman terhadap unsur bahasa penting dalam memahami dan menggunakan unsur bahasa untuk memberikan idea (Rian et al., 2015).

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STANDARD GURU MALAYSIA : PENERAPAN NILAI MELALUI PENGELOLAAN AKTIVITI KOKURIKULUM LARIAN 7K DI IPG KAMPUS ILMU KHAS

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ABSTRAK

Dalam mencapai matlamat pendidikan bertaraf dunia, Standard Guru Malaysia (SGM) telah digubal bagi memenuhi aspirasi pendidikan negara melalui kompetensi profesional yang harus dicapai oleh siswa guru. Penerapan tahap amalan profesional dan indikator nilai SGM dalam kalangan siswa guru semasa mengikuti kursus kokurikulum merupakan satu cabaran dalam mencapai matlamat pendidikan negara. Kajian ini bertujuan untuk menganalisis keberkesanan pengelolaan aktiviti kokurikulum merentas desa Larian 7K ke atas penerapan nilai Standard Guru Malaysia (SGM) dalam kalangan siswa guru PISMP (Program Ijazah Sarjana Muda Perguruan) Tahun 3 Semester 1 Institut Pendidikan Guru Kampus Ilmu Khas (IPGKIK). Sampel dalam kajian ini terdiri daripada 107 orang siswa guru. Inventori yang digunakan mempunyai nilai *Croanbachs Alpha* 0.939. Data yang dikumpulkan melalui soal selidik dan dianalisis dengan program SPSS. Dapatan menunjukkan keberkesanan program Larian 7K ke atas pencapaian nilai SGM untuk kesemua lima konstruk adalah tinggi (Min=4.15, SD=0.41). Kajian ini akan memberi impak terhadap perancangan aktiviti kokurikulum yang seterusnya untuk meningkatkan kualiti diri guru dan profesionalisme guru berdasarkan SGM.

Kata kunci : Standard Guru Malaysia, penerapan nilai, profesional keguruan, kokurikulum

ABSTRACT

The document of Standards of Malaysia's Teachers (SGM) was drafted to fulfill the aspiration of Malaysia to achieve world education standard through achieving professional competencies by trainee teachers. It is a challenge to instill SGM values through cocurricular courses in order to meet the National Education Objectives. The purpose of the research is to analyze the effectiveness of attaining SGM through organizing cocurricular activities (7K cross country run). The data were collected from 107 PISMP Semester 3 trainee teachers. The *Croanbachs Alpha* value of the inventories was 0.939. SPSS programme was used to analyze the data collected through questionnaires. Data showed that the achievement of all the five research constructs were highly achieved (Mean = 4.15, SD=0.41). This studies contribute positively to the planning of cocurricular activities at IPGM to uplift the professionalisme of teacher training programme in line with SGM.

Key words: Standards of Malaysia's Teacher (SGM), value instillation, teachers' professionalisme, estracocurricular

1.0 PENGENALAN

Pembangunan modal insan telah diberi penekanan sebagai pendekatan utama untuk mencapai status negara maju, selaras dengan Tranformasi Nasional (TN50) yang menjadikannya sebagai teras kejayaan negara. Kejayaan pembangunan modal insan adalah bergantung kepada kejayaan pendidikan negara. Faktor keguruan pula merupakan faktor utama kejayaan pendidikan. Justeru itu, dokumen SGM telah diadakan dengan menggariskan kompetensi profesional yang patut dicapai oleh guru, dan keperluan yang patut disediakan oleh agensi dan institusi latihan perguruan bagi membantu guru mencapai tahap kompetensi yang ditetapkan (KPM, 2009). Dalam sistem pendidikan Malaysia, IPGM diberi tanggungjawab untuk melatih guru permulaan, khususnya untuk keperluan guru di sekolah rendah, yang memainkan peranan penting dalam memperkasakan asas sistem pendidikan. Misi dan visi IPGM sebenarnya merupakan satu pelaburan jangka panjang negara dalam bidang pendidikan terutamanya membekalkan tenaga mengajar terlatih dalam pelbagai bidang mata pelajaran. Tenaga mengajar terlatih ini pula merupakan aset yang amat penting dalam usaha pembangunan dan kemajuan pendidikan negara.

Justeru itu, pelaksanaan kurikulum dan kokurikulum IPG haruslah dapat menjana tenaga pengajar yang sejajar dengan penetapan dokumen SGM. Penggubalan tugas kerja kursus dalam kurikulum dan kokurikulum hendaklah menjurus kepada pencapaian matlamat pembangunan modal insan yang menepati permintaan dokumen SGM. Kursus kokurikulum merupakan kursus teras dan wajib bagi siswa guru program PISMP. Pada semester 5 pengajian, siswa guru akan mengikuti kursus Kokurikulum Olahraga yang merupakan kursus wajib bernilai 1 kredit yang bermatlamat untuk mendedahkan pelajar dalam mengetahui, memahami dan menguasai serta memperkembangkan ilmu dan kemahiran aktiviti Kokurikulum Olahraga.

Kursus ini memberi penekanan kepada 4K iaitu kemahiran, kejurulatihan, kepegawaian dan kepengelolaan. Salah satu strategi pentaksiran untuk menguji pencapaian pelajar secara menyeluruh dalam aspek 4K adalah melalui pelaksanaan projek perancangan dan pengelolaan larian merentas desa iaitu "Larian 7K".

2.0 SOROTAN LITERATUR

2.1 Faedah Aktiviti Kokurikulum

Kajian Holland dan Andre dalam Yusnizam (2008) mendapati penglibatan dalam kokurikulum dapat menggalakkan perkembangan secara menyeluruh bagi individu murid. Penyertaan kokurikulum juga dapat memudahkan pencapaian matlamat akademik dan bukan akademik. Manakala Ahmad Esa (2005) pula mendapati bahawa aktiviti-aktiviti kokurikulum menyumbang kepada pembinaan kemahiran berkomunikasi murid dan akan membantu mereka dalam alam kerjaya pada masa hadapan. Menurut Ahmad & Hisham (2009) pula pengalaman murid yang diperolehi daripada penyertaan dan pengendalian aktiviti kokurikulum dapat membantu murid membuat persediaan dalam menghadapi tuntutan dan cabaran alam pekerjaan.

2.2 Kokurikulum ke atas pencapaian SGM

Standard Guru Malaysia (SGM) menggariskan kompetensi profesional yang patut dicapai oleh guru, dan keperluan yang patut disediakan oleh agensi dan institusi latihan perguruan bagi membantu guru mencapai tahap kompetensi yang ditetapkan. Dokumen ini disediakan sebagai panduan dan rujukan kepada guru, pendidik guru, agensi dan institusi latihan perguruan dalam usaha untuk melahirkan dan melestarikan guru berkualiti (KPM,2009). Aspek kurikulum dan kokurikulum di institusi latihan perguruan seperti IPG harus boleh memikul tanggungjawab memastikan guru pelatih mencapai kompetensi profesional SGM.

3.0 OBJEKTIF KAJIAN

Kajian ini bertujuan untuk meninjau keberkesanan pengelolaan aktiviti kokurikulum Larian 7K ke atas penerapan nilai Standard Guru Malaysia (SGM) dalam kalangan siswa PISMP Institut Pendidikan Guru Kampus Ilmu Khas (IPGKIK).

Secara khususnya kajian ini bertujuan untuk mengenalpasti persoalan berikut:

Adakah Pengelolaan aktiviti kokurikulum Larian 7K memberi kesan ke atas penerapan nilai Standard Guru Malaysia(SGM)?

4.0 METODOLOGI

Kajian ini merupakan satu kajian deskriptif yang menggunakan pendekatan tinjauan. Sampel dalam kajian ini terdiri daripada 107 orang siswa . Hanya lima nilai SGM dari domain diri yang berkait rapat dengan bidang kokurikulum dikaji iaitu: semangat sukarela, kemahiran interpersonal, berilmu, daya tahan/sabar dan efisien. Pengkaji akan menggunakan satu inventori yang mengandungi lima konstruk dan setiap konstruk mempunyai lima item. Program *Statistical Programme For Social Sciences* (SPSS) digunakan untuk menganalisis data yang dikumpulkan melalui soal selidik. Skor min digunakan untuk menganalisis data. Analisis diskriptif juga digunakan untuk mengkaji tahap penglibatan siswa guru dalam Larian 7K dengan penerapan nilai SGM.

4.1 Instrumen Kajian

Instumen kajian terdiri dariada dua bahagian iaitu bahagian A yang merangkumi latar belakang responen. Manakala bahagian B terdiri daripada 25 soalan berbentuk Skala Likert yang berkaitan dengan tajuk kajian. Skala Likert lima skala iaitu 1=amat tidak setuju, 2=tidak setuju, 3=agak setuju, 4=setuju dan 5=sangat setuju telah digunakan. Pertimbangan ini dapat memberi gambaran yang lebih jelas terhadap persepsi sampel kajian.

Sebanyak 25 soalan dalam instumen kajian ini meliputi 5 konstruk dikaji iaitu semangat sukarela, kemahiran interpersonal, berilmu, daya tahan atau sabar dan efisien. Setiap konstruk mempunyai 5 item. Nilai murni setiap konstruk dalam soal selidik adalah berlandaskan nilai-nilai murni yang digariskan dalam SGM.

Kajian tinjauan ini menggunakan instrumen soal selidik yang dibina oleh penyelidik dan diverifikasi oleh pensyarah senior dari Jabatan Penyelidikan dan Inovasi Profesionalisme Keguruan, Institut Pendidikan Guru Kampus Ilmu Khas.

4.2 Kajian Rintis

Kajian rintis telah dijalankan dengan mengambil sampel terpilih seramai 15 orang responden dari kumpulan PISMP Semester 5 IPGKIK. Analisis statistik telah menunjukkan Alpha Cronbach setinggi 0.939. Mengikut Kubiszyn dan Borich (2000), nilai Alpha melebihi 0.80 menunjukkan kebolehpercayaan yang tinggi. Dalam hal ini, keputusan kajian rintis yang diperolehi ini jelas menunjukkan bahawa kebolehpercayaan alat ukuran ini adalah tinggi dan boleh diterima pakai.

4.3 Prosedur kajian

Instrumen kajian telah diedarkan kepada semua responden selepas selesai pengelolaan Larian 7K. Data-data yang dikumpul dianalisis secara deskriptif. Nilai statistik min dan peratusan digunakan untuk menjawab persoalan kajian iaitu adakah pengelolaan aktiviti kokurikulum Larian 7K memberi kesan ke atas penerapan nilai Standard Guru Malaysia(SGM)?

5.0 Dapatan Kajian

Taburan data berkaitan jantina, opsyen pengajian dan tahap penglibatan responden adalah seperti berikut:

Jadual 1

Profil responden berdasar jantina

Jantina	Bilangan	Peratus
Lelaki	28	35.4
Wanita	79	64.6
Jumlah	107	100

Jadual 2
Profil responden berdasar opsyen pengajian

Jantina	Bilangan	Peratus
Pengajian Bahasa Inggeris	34	31.8
Pendidikan Seni Visual	22	20.55
Pendidikan Muzik	22	20.55
Pendidikan Khas	29	27.1
Jumlah	107	100

Dapatan kajian ini diperjelaskan mengikut tafsiran sistem tiga kuartil mengikut skor julat min (Ghazali Darusalam, 2003) seperti dalam jadual 3.

Jadual 3
Tafsiran Nilai Min

Nilai Min	Tafsiran
0 - 1.6	Tahap rendah
1.7- 3.33	Tahap sederhana
3.4 - 5.00	Tahap tinggi

Jadual 4
Pangkatan Keseluruhan Komponen SGM

Bil	Komponen SGM	Bilangan sampel (N)	Nilai Min	Sisihan Piawai (SD)	Tahap Nilai Min
1	Daya Tahan	107	4.3364	0.51732	Tinggi
2	Efisien	107	4.2243	0.53250	Tinggi
3	Berilmu	107	4.2187	0.49719	Tinggi
4	Interpersonal	107	4.1234	0.54713	Tinggi
5	Sukarela	107	3.8785	0.61965	Tinggi
	Keseluruhan	107	4.1563	0.40942	Tinggi

6.0 PERBINCANGAN DAN RUMUSAN

Berdasarkan kepada Jadual 4, nilai min untuk keseluruhan komponen SGM adalah 4.1563. Nilai min ini adalah tinggi mengikut skor julat min tiga kuartil (Ghazali Darusalam, 2003) iaitu: Tahap rendah= Min (0-1.6), Tahap sederhana= Min (1.67-3.33) dan Tahap tinggi= Min (3.4-5.00) .

Di antara lima komponen SGM, komponen daya tahan mencatat nilai min yang tertinggi iaitu 4.3364 diikuti komponen efisien dan komponen berilmu. Dapatan nilai min ketiga-tiga komponen ini adalah melebihi nilai keseluruhan. Manakala komponen sukarela mencatat nilai min terendah iaitu 3.8785. Walau bagaimanapun, dapatan nilai min kelima-lima komponen adalah pada tahap tinggi (Ghazali Darusalam, 2003).

Daripada data yang dianalisis, catatan min komponen daya tahan setinggi 4.3364 adalah kerana, sebanyak 94.39% responden berpendapat bahawa mereka bersikap lebih tabah menghadapi masalah selepas mengatasi pelbagai masalah yang dihadapi semasa mengelolakan Larian 7K, manakala

sebanyak 92.52% responden sanggup melibatkan diri lagi dalam pengurusan aktiviti Larian 7K walaupun masalah-masalah yang ditemui sukar diselesaikan. Sebanyak 81.31% daripada responden berani menerima tugas pengurusan aktiviti larian 7K walaupun banyak urusan perlu dibuat. Analisis data menunjukkan 88.79% responden sanggup menerima teguran oleh pensyarah atas kesilapan yang dibuat dan 83.18% sanggup menjadi AJK pengelolaan walaupun telah dibebankan dengan pelbagai tugas.

Pada data komponen efisien, melalui pengalaman responden dalam pengurusan aktiviti Larian 7K, sebanyak 82.24% responden yakin dapat melaksanakan tugas pengurusan aktiviti kokurikulum yang lain dengan baik dan efisien. Berdasarkan data yang dikumpul, 84.11% responden mengakui pengalaman pengelolaan aktiviti juga telah dapat membantu responden mengenalpasti tugas jawatankuasa dalam sesuatu aktiviti kokurikulum dan 97.20% berkeyakinan menguruskan aktiviti kokurikulum seperti ini di sekolah nanti. Sebanyak 81.83% responden memberi pendapat bahawa mereka menjadi semakin cekap dalam pengurusan masa untuk menangani pelbagai tugas yang diberi oleh pensyarah setelah mengambil bahagian dalam pengelolaan aktiviti Larian 7K.

Melalui data komponen berilmu, didapati 96.26% responden telah mengetahui dan memahami kaedah pengurusan aktiviti Larian 7K. walaupun bagaimanapun hanya terdapat 79.44% responden mengakui bahawa mereka faham tentang prosedur pelaksanaan aktiviti tersebut dan 77.57% responden berpendapat bahawa mereka mempunyai kemahiran yang cukup untuk menguruskan aktiviti seperti ini tanpa bimbingan pada masa akan datang. Sebahagian besar dalam kalangan responden iaitu sebanyak 82.24% bersetuju bahawa mereka telah dapat meningkatkan pengetahuan teknikal dan praktikal dalam pengendalian aktiviti Larian 7K ini.

Data komponen kemahiran interpersonal telah menunjukkan 92.52% daripada responden telah dapat berkomunikasi dan bekerjasama antara rakan sebaya dengan baik semasa menjalankan tugas dalam pelaksanaan aktiviti Larian 7K. Ini selaras dengan pendapat Zalma Abd. Rahman (2002) iaitu aktiviti kokurikulum hendaklah bersifat kemasyarakatan yang mempunyai ciri-ciri keilmuan dan penyerapan nilai. Dengan itu semangat bekerjasama dalam kumpulan dan saling membantu dapat dipupuk. Sebanyak 86.92% responden bersetuju bahawa mereka menjadi berani dan berasa mudah merujuk pensyarah pembimbing dan pihak yang berkenaan untuk membincangkan sebarang masalah pengelolaan.

Data soal selidik komponen sukarela menunjukkan nilai min yang paling rendah antara kelima-lima komponen iaitu 3.8785. Nilai yang rendah pada komponen ini adalah disebabkan sebanyak 59.81% responden berpendapat bahawa mereka diwajibkan menjadi Jawatankuasa Pengelolaan Larian 7K atas dasar keperluan bagi memenuhi kehendak kerja kursus, ini sebanyak sedikit memberi kesan kepada semangat sukarela. Walau bagaimanapun 79.44% responden menyatakan bahawa mereka berminat menjawat jawatan AJK Larian 7K kerana dapat membantu melaksanakan program tersebut.

Dapatan kajian ini jelas menunjukkan aktiviti kokurikulum Larian 7K telah memberi kesan positif yang tinggi ke atas penerapan nilai SGM seperti daya tahan, berilmu, efisien, interpersonal dan sukarela. Secara keseluruhan, aktiviti pengelolaan Larian 7K telah dapat memberi kesan positif dalam penerapan nilai-nilai murni yang digariskan dalam SGM. Setiap guru permulaan keluaran IPGM haruslah memiliki komponen nilai murni SGM ini bagi melangsungkan kecemerlangan pendidikan negara. Kajian ini sangat mustahak kerana Institut Pendidikan Guru Malaysia (IPGM) dipertanggungjawabkan untuk melahirkan guru sekolah rendah yang menepati kualiti SGM melalui aktiviti kurikulum dan kokurikulum. Kemajuan dan kejayaan pendidikan sesebuah negara tidak seharusnya diukur dari segi kuantiti tenaga mengajar tetapi perlu diukur dari segi kualiti tenaga mengajar yang benar-benar dapat memberi sumbangan kepada pembangunan pendidikan negara. Oleh yang demikian, SGM perlu dicapai bagi menjamin kualiti guru permulaan yang cukup terlatih. Sehubungan dengan itu, dapatan kajian ini adalah signifikan terhadap perancangan kursus kokurikulum demi meningkatkan kualiti dan profesionalisme guru berlandaskan SGM. Pencapaian kompetensi guru dengan berdasarkan SGM akan menjayakan Transformasi Nasional TN50 yang meletakkan pembangunan modal insan sebagai teras kejayaan negara pada masa depan.

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**HUBUNGAN DAN SUMBANGAN KURSUS BUDAYA DAN PEMBELAJARAN
KEPADA KUALITI SISWA GURU DI IPG, ZON TENGAH, KPM**

**RELATIONSHIP AND CONTRIBUTIONS OF CULTURE AND LEARNING TO THE
QUALITY OF TEACHERS IN TEACHER EDUCATION INSTITUTE, CENTRAL
ZONE**

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ABSTRAK

Kajian ini bertujuan untuk mengenal pasti hubungan dan peramal sumbangan di antara hasil pembelajaran kursus Budaya dan Pembelajaran dengan kualiti siswa guru. Kajian ini melibatkan 280 siswa guru semester lapan dari lima buah Institut Pendidikan Guru di Zon Tengah. Instrumen yang digunakan dalam kajian ini ialah Survey Pelaksanaan Kursus Budaya dan Pembelajaran, dan Instrumen Kualiti Siswa Guru. Data yang diperoleh dianalisis dengan berpandukan program *Statistical Package for Social Science* (SPSS) Version 21.0. Hasil analisis korelasi *bivariat Pearson* menunjukkan bahawa terdapat hubungan yang positif di antara kursus Budaya dan Pembelajaran dengan kualiti siswa guru ($r = .64$, $p < .01$). Selain itu, pemboleh ubah tidak bersandar iaitu Budaya dan Pembelajaran juga memberi sumbangan yang signifikan ($p < .05$) terhadap jumlah varians kualiti siswa guru di mana $F(6,273) = 32.08$, $p = .00$. Dapatan ini adalah selaras dengan matlamat latihan perguruan untuk melahirkan guru yang berwibawa, dinamik dan kompeten dalam melaksanakan tugas-tugas mereka dalam merapatkan hubungan kelompok etnik serta isu-isu kepelbagaian budaya di dalam bilik darjah. Kajian ini amat relevan kerana Malaysia adalah negara yang terdiri daripada pelbagai kaum dengan budaya masing-masing.

Kata kunci: Pedagogi, budaya, kualiti guru, nilai profesionalisme keguruan, kepelbagaian budaya

ABSTRACT

The aim of this study is to investigate the relationship and contribution between the knowledge of Culture and Learning with the quality of semester 8 teacher trainees January 2013 intake. This study involved 280 semester 8 teachers trainees from five Institute of Teachers Education in the Central Zone. The instruments used in this study are Culture and Learning Survey and Teachers' Quality. The data were analyzed using the Statistical Package for Social Science (SPSS) Version 21.0. The results showed that there was correlation between Culture and Learning course with teacher quality ($r = .64$, $p < .01$). In addition, independent variables of Culture and Learning also contributed significantly ($p < .05$) to the total variance of the quality of the teacher trainees $F(6,273) = 32.08$, $p = .00$. These findings are in line with the aim of Institute Teacher Education to produce teacher with authority, dynamic and competent in enhancing ethnic group relationships as well as cultural diversity issues in the classroom. This study is very relevant as Malaysia is a multi-racial country with their respective cultures.

Key words: Pedagogy, culture, teacher quality, teacher professionalism, cultural diversity

1.0 PENGENALAN

Malaysia merupakan sebuah negara yang terdiri daripada kelompok masyarakat yang berbilang etnik iaitu Melayu, Cina dan India serta kaum peribumi Sabah dan Sarawak dan orang asli. Kepelbagaian sosio-budaya dalam sistem masyarakat majmuk memberi kesan langsung kepada perkembangan sistem pendidikan khususnya ketika mengendalikan aktiviti pengajaran dan pembelajaran di dalam bilik darjah. Hal ini menjadi cabaran kepada guru terutamanya guru pemulaan. Justeru, guru yang berkualiti dan bersedia menghadapi cabaran menjadi sandaran Kementerian Pendidikan Malaysia untuk merealisasikan transformasi pendidikan negara seperti dihasrat melalui Pelan Pembangunan

Pendidikan Malaysia 2013 – 2025. Untuk mencapai hasrat ini, Institut Pendidikan Guru Malaysia melaksanakan Program Ijazah Sarjana Muda Perguruan (PISMP). Salah satu kursus wajib PISMP ialah kursus Budaya dan Pembelajaran. Sementara itu, kualiti guru terus menjadi tunjang kepada agenda pembangunan profesional keguruan yang komprehensif.

2.0 BUDAYA DAN PEMBELAJARAN

Kursus Budaya dan Pembelajaran merupakan kursus teras yang wajib diambil oleh siswa guru yang mengikut PISMP di Institut Pendidikan Guru. Kursus ini ditawarkan dalam semester 6. Kursus ini bertujuan memberi pendedahan kepada siswa guru tentang kepelbagaian sosiobudaya di Malaysia serta dapat mewujudkan persekitaran bilik darjah mesra budaya. Kursus ini juga membincangkan interaksi dan hubungan yang sesuai di antara murid dalam bilik darjah yang terdiri daripada pelbagai kelompok etnik. Di samping itu, kursus ini juga merangkumi pedagogi relevan budaya dalam bilik darjah serta pedagogi kelas bercantum yang terdapat di kawasan yang terpencil atau pedalaman. Aspek-aspek kemahiran berkomunikasi, kemahiran hubungan kelompok serta isu-isu kepelbagaian budaya juga dibincangkan supaya guru memahami dan peka kepada kepelbagaian sosiobudaya di Malaysia. Hasil pembelajaran kursus Budaya dan Pembelajaran adalah dalam Jadual 1.

Jadual 1

Hasil Pembelajaran Kursus Budaya dan Pembelajaran.

Bil	Hasil Pembelajaran
1	menjelaskan konsep budaya dan kepelbagaian kelompok di Malaysia
2	menghuraikan konsep ketaksamaan peluang pendidikan
3	melaksanakan kepelbagaian sosiobudaya terhadap pengajaran dan pembelajaran
4	menjelaskan implikasi kepelbagaian sosiobudaya terhadap pengajaran dan pembelajaran
5	menghasilkan pelan persekitaran pengajaran dan pembelajaran yang mesra budaya.
6	menangani isu-isu kepelbagaian budaya dan bahasa di dalam bilik darjah.

3.0 KUALITI GURU

Misi Institut Pendidikan Guru Malaysia iaitu melahirkan guru yang kompeten dan berjiwa pendidik melalui program pembangunan guru yang dinamik ke arah pendidikan sekolah bertaraf dunia. Justeru, salah satu objektif IPGM adalah untuk melahirkan guru permulaan yang berkualiti iaitu berkemahiran mengajar dalam bidang pengkhususan masing-masing; berkebolehan mengurus kokurikulum yang dipertanggungjawabkan; dan mematuhi etika profesionalisme keguruan".

Standard Guru Malaysia (SGM) pula telah digubal oleh Bahagian Pendidikan Guru (BPG) pada tahun 2009 yang berfungsi sebagai panduan bagi mengenal pasti tahap kualiti, kompetensi profesional guru dari segi amalan profesionalisme keguruan, kefahaman dan pengetahuan serta kemahiran pengajaran dan pembelajaran. Standard Guru Malaysia ini digubal berdasarkan rasional bahawa guru perlu mempunyai tahap amalan nilai profesionalisme keguruan (nilai), pengetahuan dan kefahaman (pengetahuan), serta kemahiran pengajaran dan pembelajaran (kemahiran) yang tinggi bagi membolehkan mereka berfungsi sebagai guru profesional dengan berkesan. Jadual 2 memaparkan deskripsi Standard Guru Malaysia.

Jadual 2

Standard Guru Malaysia

Standard	Deskripsi
Standard 1: Amalan Nilai Profesionalisme Keguruan (nilai)	kompetensi amalan nilai profesionalisme keguruan berdasarkan domain diri, profesion dan sosial, yang patut ada pada seseorang guru.

Standard 2: Pengetahuan dan Kefahaman (pengetahuan)	kompetensi ilmu pengetahuan dan kefahaman tentang subjek pengkhususan, ilmu pendidikan, kurikulum dan kokurikulum yang patut ada pada seseorang guru.
Standard 3: Kemahiran Pembelajaran dan Pembelajaran (kemahiran)	kompetensi kemahiran pengajaran dan pembelajaran yang patut dikuasai oleh seseorang guru.

4.0 OBJEKTIF KAJIAN

Objektif kajian ini dijalankan adalah seperti berikut

- 4.1 Menenal pasti tahap kualiti siswa guru semester 8.
- 4.2 Menentukan sama ada terdapat hubungan yang signifikan antara Kursus Budaya dan pembelajaran dengan kualiti guru dari aspek nilai, pengetahuan dan kemahiran siswa guru semester 8
- 4.3 Menenal pasti faktor penyumbang kepada kualiti guru dari aspek nilai, pengetahuan dan kemahiran siswa guru semester 8

5.0 METODOLOGI

Reka bentuk kajian adalah berbentuk kaedah tinjauan. Kaedah ini mampu menghuraikan isu-isu dan masalah dalam pelbagai perspektif terutamanya yang melibatkan pandangan, tingkah laku dan persepsi (Creswell, 2005). Kajian ini menggunakan soal selidik untuk pengumpulan data.

5.1 Sampel Kajian

Bagi tujuan kajian ini, kaedah persampelan yang digunakan ialah persampelan rawak. Kajian ini melibatkan 280 siswa guru semester 8 ambilan Januari 2013 dari 5 buah Institut Pendidikan Guru di Zon Tengah iaitu IPG Kampus Ilmu Khas, IPG Kampus Teknik, IPG Kampus Bahasa Antarabangsa, IPG Kampus Islam, dan IPG Kampus Bahasa Melayu. Pemilihan siswa guru semester 8 adalah kerana mereka telah mengikuti semua kursus Pengajian Profesional.

5.2 Instrumen Kajian

Kajian ini menggunakan soal selidik, maka dapatan kajian ini bergantung sepenuhnya kepada keikhlasan responden semasa menjawab setiap item yang diberikan dalam soal selidik. Soal selidik yang akan digunakan dalam kajian ini ialah Survey Pelaksanaan Kursus Budaya dan Pembelajaran dan Instrumen Kualiti Siswa Guru.

Responden akan diukur dengan menggunakan skala likert dari "1" untuk "sangat tidak setuju" ke "5" untuk "sangat setuju". Jumlah skor yang berorientasikan Survey Pelaksanaan Kursus Budaya dan Pembelajaran dan Instrumen Kualiti Siswa Guru dikira dengan menambah nilai-nilai setiap item.

Bagi tujuan keselarasan daripada segi pemarkatan dan interpretasi, pemarkatan dalam kesemua bahagian soalan selidik akan dibahagikan kepada empat tahap menggunakan tatacara yang sama. Kedudukan tahap penguasaan kursus Pengajian siswa guru semester 8 dan tahap kualiti siswa guru semester 8 adalah berdasarkan julat skor min seperti dalam Jadual 3.

Jadual 3

Permarkatan dan Interpretasi untuk Tahap Penguasaan Kursus Pengajian Profesional dan Tahap Kualiti Guru

Julat Min	Intepretasi Kompetensi
4.0-5.0	Sangat tinggi
3.0-3.999	Tinggi
2.0-2.999	Rendah
1.0-1.999	Sangat rendah

Sumber: Robert Ho (2006)

6.0 ANALISIS DATA

Statistik deskriptif digunakan untuk mendapatkan maklumat tentang taburan jantina, dan umur siswa guru. Untuk tujuan itu kekerapan, peratusan, min dan sisihan piawai digunakan. Analisis deskriptif dalam min dan sisihan piawai juga digunakan untuk mengenal pasti tahap kualiti siswa guru.

Statistik inferensi digunakan untuk membuat generalisasi keputusan kajian yang diperolehi daripada sampel kajian kepada populasi kajian (Chua, 2006). Statistik inferensi terlibat dalam kajian ini, ialah Analisis Kolerasi Bivariat Pearson dan Regresi Berganda. Analisis Kolerasi Bivariat Pearson digunakan bagi melihat hubungan antara kursus Budaya dan Pembelajaran dengan kualiti siswa guru. manakala analisis regresi berganda digunakan untuk menentukan faktor penyumbang kepada kualiti siswa guru. Untuk tujuan analisis, data yang diperolehi dianalisis dengan berpandukan program *Statistical Package for Social Science (SPSS) Version 21.0*

7.0 DAPATAN KAJIAN

7.1 Tahap Kualiti Siswa Guru Semester 8

Jadual 4

Tahap Komponen Kualiti Guru

Aspek Kualiti Guru	Min	Sisihan Piawai	Tahap
Kualiti Guru	4.49	.40	Sangat tinggi
Sikap	4.54	.44	Sangat tinggi
Pengetahuan	4.46	.43	Sangat tinggi
Kemahiran	4.50	.44	Sangat tinggi

Catatan: Sangat rendah=1.0-1.999, Rendah=2.0-2.999, Tinggi = 3.0-3.999, Sangat Tinggi =4.0-5.0

Daripada Jadual 4, didapati responden mempunyai tahap kualiti sisiwa guru ($M=4.49$; $SP=.40$) yang sangat tinggi. Dari aspek nilai kualiti siswa guru, dapatan menunjukkan ketiga-tiga aspek kualiti siswa guru menunjukkan tahap yang tinggi iaitu aspek nilai ($M=4.54$; $SP=.44$); aspek pengetahuan ($M=4.46$; $SP=.43$); dan aspek kemahiran ($M=4.50$; $SP=.44$).

7.2 Hubungan antara tahap pengetahuan Budaya dan Pembelajaran dengan kualiti guru dari aspek sikap, pengetahuan dan kemahiran siswa guru semester 8

Bagi mengenal pasti hubungan antara pemboleh ubah yang dikaji, Ujian Kolerasi Pearson telah dijalankan. Jadual 5 memaparkan dapatan analisis korelasi bivariat yang menjelaskan hubungan antara kesemua pemboleh ubah kajian.

Jadual 5

Hubungan antara Tahap Pengetahuan Pengajian Profesional dengan Kualiti Siswa Guru Semester 8

Komponen Kualiti Siswa Guru	Budaya dan Pembelajaran	
	r	p
Kualiti Siswa Guru	.640**	.000
Nilai Profesionalisme Keguruan	.568**	.000
Pengetahuan Dan Kefahaman	.636**	.000
Kemahiran Pengajaran Dan Pembelajaran.	.541***	.000

**p< .01

Kekuatan hubungan antara pemboleh ubah di tafsir berdasarkan Cohen (1988) seperti yang ditunjukkan dalam jadual 6.

Jadual 6
Pengelasan Tafsiran Pekali Korelasi

Nilai Kolerasi (r)	Kekuatan Hubungan
.5 < r	Kuat
.3 < r < .5	Sederhana
.1 < r < .3	Lemah

Berdasarkan jadual 5, didapati pengetahuan kursus budaya dan pembelajaran menunjukkan hubungan positif yang signifikan dengan kualiti siswa guru ($r=.640, p<.01$). Kekuatan hubungan antara pengetahuan kursus budaya dan pembelajaran dengan aspek kualiti guru adalah positif dan kuat. Budaya menunjukkan hubungan yang paling kuat dan positif dengan pengetahuan ($r= .636, p<.01$), diikuti dengan nilai ($r=.568, p<.01$) dan kemahiran ($r=.541, p<.01$). Keseluruhan hubungan yang signifikan dan positif ini menjelaskan bahawa semakin tinggi pengetahuan budaya, semakin meningkat kualiti siswa guru dari aspek pengetahuan, sikap; dan kemahiran.

7.3 Mengenal pasti faktor penyumbang kepada kualiti guru dari aspek sikap, pengetahuan dan kemahiran siswa guru semester 8.

Analisis regresi pelbagai 'Enter' digunakan untuk menganalisis objektif kajian ini, dan dapatnya dipaparkan dalam jadual 7 dan 8

Jadual 7
Analisis Varians Regresi Pelbagai Hasil Pembelajaran Budaya dan Pembelajaran dengan Kualiti siswa guru

Punca Variasi	Jumlah Kuasa Dua	Darjah Kebebasan	Min kuasa Dua	F	p
Regresi	6634.75	6	1105.79	32.088	.000 ^b
Reja	9407.96	273	34.46		
Jumlah	16042.71	279			

- a. Pembolehubah bersandar: Kualiti siswa guru
- b Peramal: Hasil pembelajaran Budaya dan Pembelajaran.

Jadual 8
Koefisien Anggaran Bagi Kursus EDU Dan Kualiti Siswa Guru

	Pekali tidak piawai (β)	Pekali piawai (β)	t	p
Pemalar	36.06		10.0	.000
konsep budaya dan kepelbagaian kelompok di Malaysia	1.72	.135	2.15	.032
konsep ketaksamaan peluang pendidikan	1.45	.109	1.69	.091
kepelbagaian sosiobudaya terhadap pengajaran dan pembelajaran	2.35	.168	2.67	.008
implikasi kepelbagaian sosiobudaya terhadap pengajaran dan pembelajaran	2.35	.173	2.86	.005
pelan persekitaran pengajaran dan pembelajaran yang mesra budaya.	1.19	.094	1.54	.125
isu-isu kepelbagaian budaya dan bahasa di dalam bilik darjah.	2.33	.186	3.05	.002
Catatan: R = .643 Adjusted R ² = .401 R ² = .414				

Secara keseluruhan keputusan analisis data menunjukkan pengetahuan kursus Budaya dan Pembelajaran menyumbang secara signifikan terhadap kualiti siswa guru semester 8 $F(6,273)=32.08, p= < .001$]. Pengetahuan Kursus Budaya dan Pembelajaran ini menyumbang sebanyak 41.4% varians dalam kualiti siswa guru.

Bagi menentukan sumbangan relatif setiap hasil pembelajaran, nilai pemberat regresi piawai (β) dijadikan rujukan. Berdasarkan jadual 8, hasil pembelajaran yang merupakan faktor penyumbang kepada kualiti siswa guru adalah isu-isu kepelbagaian budaya dan bahasa ($\beta = .17$, $t=3.05$, $p<.05$) diikuti oleh implikasi kepelbagaian sosiobudaya dan kepelbagaian sosiobudaya terhadap pengajaran dan pembelajaran.

8.0 PERBINCANGAN

Dapatan menunjukkan kursus budaya dan pembelajaran mempunyai hubungan yang signifikan dan positif dengan kualiti guru terutamanya aspek pengetahuan, sikap dan kemahiran. Kursus budaya ini juga menyumbang 41.1% kepada kualiti siswa guru semester 8. Tambahan pula hasil pembelajaran isu-isu kepelbagaian budaya dan bahasa; implikasi kepelbagaian sosiobudaya dan kepelbagaian sosiobudaya terhadap pengajaran dan pembelajaran menyumbang kepada kualiti siswa guru. Ketiga-tiga hasil pembelajaran ini memang memainkan peranan yang penting untuk menyampaikan kurikulum kepada murid yang terdiri daripada pelbagai sosio-budaya apabila mereka berada di sekolah. Sebagai guru pemulaan, pengetahuan budaya, bahasa, latar belakang keluarga dan tahap sosio ekonomi yang berbeza-beza setiap murid harus dikuasai. Dapatan ini selaras dengan objektif keguruan di IPG; iaitu untuk menyediakan asas pengetahuan (body of knowledge) untuk disiplin pendidikan dan mencapai matlamat program PISMP untuk melahirkan guru yang kompeten dalam melaksanakan pengajaran dan pembelajaran di dalam bilik darjah.

Dengan kualiti yang tinggi dari aspek nilai, pengetahuan dan nilai ditambah pula dengan pengetahuan budaya; dapat memberi kesedaran kepada siswa guru tentang pentingnya menghormati dan bersikap adil kepada semua murid. Begitu juga dengan langkah-langkah pencegahan untuk menyekat aktiviti-aktiviti yang tidak diinginkan seperti pergaduhan antara kaum, pembentukan kumpulan berdasarkan etnik dan perkauman dalam kalangan murid dapat dilaksanakan. Pengetahuan budaya dapat menghakis sikap prejudis guru dalam menangani kepelbagaian sosio-budaya murid, khususnya ketika mengendalikan aktiviti dalam pengajaran dan pembelajaran.

9.0 RUMUSAN

Secara keseluruhan, siswa guru juga menunjukkan kualiti guru yang tinggi dalam aspek sikap, pengetahuan dan kemahiran. Ini mencerminkan bahawa siswa guru mempunyai hala tuju dan objektif yang jelas dalam menjalankan tugas mereka sebagai seorang pendidik dan menunjukkan nilai kualiti guru yang positif. Walaupun begitu, pemahaman dan pengetahuan siswa guru tentang kemahiran harus dimantapkan dan penekanan tentang nilai siswa guru harus diterapkan semasa kuliah. Adalah disyorkan pihak pengubal pengajian professional dapat memberi penekanan dalam menerapkan nilai dan kualiti guru dalam setiap kursus pengajian professional. Hal ini selaras dengan sistem pendidikan guru yang bertaraf dunia dari segi kualiti untuk memastikan agar guru-guru sentiasa berketrampilan bagi memenuhi aspirasi negara Malaysia.

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KEBERKESANAN PELAKSANAAN PAMERAN BUDI MELALUI KERJA KURSUS AMALI SENI DAN PENGURUSAN : SATU TINJAUAN

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ABSTRAK

Kajian ini bertujuan untuk melihat keberkesanan pelaksanaan Pameran BUDI melalui kerja kursus Amali bagi mata pelajaran Seni dan Pengurusan (PSV3143). Seramai 30 orang guru pelatih PISMP Ambilan Januari 2013 dari Jabatan Pendidikan Seni Visual telah melaksanakan kerja kursus amali dengan memilih projek seni pameran sebagai salah satu tugas dalam Kerja Kursus Amali mereka. Reka bentuk kajian ini adalah secara kualitatif iaitu melalui kaedah analisis dokumen dan laporan bertulis. Daripada hasil kajian ini majoriti responden dapat meningkatkan pengetahuan dan kemahiran pembelajaran melalui projek mengikut prosedur dan tata cara projek seni visual. Responden telah memilih bagi mengadakan pameran seni visual yang diberi nama Pameran BUDI 2016 dan telah dilaksanakan pada 15 dan 16 September 2106 di Institut Seni Indonesia (ISI), Yogyakarta. Majoriti responden menunjukkan komitmen yang cemerlang dalam pelaksanaan Pameran BUDI dan ini membuktikan mereka telah dapat meningkatkan keupayaan dalam mengaplikasi pengetahuan dan kemahiran melaksanakan pameran seni terutamanya di luar negara. Dapatan kajian mendapati aktiviti yang menarik minat pelajar iaitu lawatan selain forum seni dan pameran. Pameran BUDI dapat meningkatkan keupayaan guru pelatih dalam mengaplikasi pengetahuan dan kemahiran yang diperolehi dalam mata pelajaran Seni dan Pengurusan (PSV3143).

Katakunci : Keberkesanan, Pelaksanaan, Pameran BUDI, Amali Seni dan Pengurusan

PENGENALAN

Kerja Kursus Amali dalam Pendidikan Seni Visual adalah melibatkan pengetahuan dan kemahiran dalam mengaplikasikan pelbagai kemahiran menggunakan alat, bahan/media serta teknik melalui karya seni visual. Sukatan Pelajaran Kursus bagi Program Ijazah Sarjana Muda Perguruan (PISMP) memberikan penekanan khusus kepada usaha untuk melahirkan siswa guru yang berkeupayaan dan berkeupayaan mempraktikkan kemahiran yang diperolehi. Usaha bagi mengekalkan tahap penguasaan kemahiran dan pengetahuan perlu dinilai dari masa ke semasa secara sistematik. Kemahiran yang dipelajari dan dikuasai perlulah selaras dengan matlamat kurikulum.

Kurikulum Program Ijazah Sarjana Muda Perguruan ini direka bentuk berdasarkan prinsip-prinsip seperti yang berikut:

- i. Berasaskan Hasil Pembelajaran (*Outcome-Based*)
 - Menjurus ke arah pencapaian Hasil Pembelajaran Program dan Hasil Pembelajaran Kursus / Bidang
 - Mematuhi Panduan Standard Program Peringkat Sarjana Muda dan Malaysian Qualifications Framework (MQF)
- ii. Koheren
 - Mempunyai pautan antara kursus dan pengalaman praktikal/klinikal
- iii. *Spiral and Developmental*
 - Pengalaman pembelajaran dirancang dengan rapi mengikut turutan dan keselarasan berdasarkan pelbagai jenis pengalaman, tahap kesukaran dan konteks dalam setiap kursus dan antara kursus-kursus yang ditawarkan.
- iv. Holistik

- Keseimbangan dan integrasi di antara ilmu pengetahuan, kemahiran, nilai / disposisi
- “*hard skills*” dan “*soft skills*”
- Persepektif global (4 *Pillars of Education*). EFA, EIU, ESD (UNESCO)
- Kurikulum, Aktiviti Kokurikulum, dan Bina Insan Guru

v. Praktikal dan Kontekstual

- Berbentuk praktikal / “hands-on”
- Berasaskan kurikulum sekolah (KBSR)
- Pelaksanaan mengikut sekolah (kalendar akademik setiap semester)
- Merujuk situasi sebenar / amalan bilik darjah di sekolah
- Melaksanakan amalan terbaik (*best practises*)

Perincian kursus major Pendidikan Seni Visual Pendidikan Rendah yang ditawarkan kepada pelajar PISMP yang melibatkan kemahiran Kerja Kursus Amali adalah seperti berikut :

- Bahasa Visual Perbandingan
- Pendidikan Seni Visual Kurikulum Baru Sekolah Rendah – Menggambar, Membuat Corak dan Rekaan
- Pendidikan Seni Visual Kurikulum Baru Sekolah Rendah - Membentuk dan Membuat Binaan
- Multimedia Kreatif dalam Pendidikan Seni Visual
- Lukisan dan Penyuburan Diri
- Seni dan Pengurusan

PERNYATAAN MASALAH

Berdasarkan kepada tinjauan bacaan yang dilakukan oleh penyelidik, dapat dinyatakan sehingga kini tidak terdapat satu pun kajian yang mengkhususkan kepada pengajaran dan pembelajaran melalui kerja kursus Amali Pameran Seni. Namun demikian penyelidik telah menyorot beberapa kajian yang berkaitan dengan isu kajian.

Penyelidikan ini adalah berdasarkan tugas kerja projek amali yang telah diselia oleh penyelidik pada tahun-tahun yang terdahulu. Melalui pemerhatian tidak berstruktur penyelidik mendapati siswa guru kurang faham akan tugas-tugas yang perlu dilakukan dalam pengurusan projek seni.

Menurut laporan setiausaha kertas kerja projek pameran tahun 2015, siswa guru kurang berjaya mengaplikasikan tugas projek mengikut jawatan yang dipegang. Projek pameran seni nampak mudah dalam kertas kerja tetapi siswa guru kurang berusaha dan bekerjasama. Projek pameran berjaya dilaksanakan setelah mengatasi pelbagai masalah. Terdapat perselisihan faham di antara siswa guru sewaktu pameran seni. Tunjuk ajar pensyarah mudah diperolehi apabila diperlukan menyebabkan siswa guru mengambil mudah dan kurang membuat rujukan sendiri. Walau pun keseluruhan siswa guru memberi komitmen dan mengambil bahagian dalam aktiviti, masih terdapat segelintir siswa guru yang tidak memberi komitmen yang baik.

Merujuk kepada Marvin (2002) kebolehan amali melukis datangnya daripada latihan. Petikan ini menunjukkan bahawa kebolehan seni visual boleh dipertingkatkan dengan adanya latihan-latihan terarah dan bersesuaian.

Menurut Sim (2009) melatih pelajar untuk membina kemahiran seni visual adalah penting. Tanpa latihan dan tunjuk ajar yang rapi, pelajar cenderung untuk kehilangan keyakinan dan kebolehan semulajadi dalam seni visual. Justeru itu adalah penting bagi setiap pelajar untuk mempelajari kemahiran seni visual yang betul.

Sehubungan itu, pengkaji merasakan pelaksanaan Pameran BUDI dapat membantu siswa guru meningkatkan pengetahuan dan kemahiran mereka. Pameran BUDI diharapkan menjadi satu pendekatan yang boleh digunakan oleh siswa guru dalam menyediakan sumber maklumat yang lebih tepat dan cepat.

OBJEKTIF KAJIAN

Objektif kajian ini secara umumnya bertujuan untuk mendapatkan gambaran keberkesanan pelaksanaan Pameran BUDI melalui Kerja Kursus Amali Seni dan Pengurusan. Dimensi-dimensi yang dikaji merangkumi dimensi keberkesanan dari aspek pengetahuan dan kemahiran dalam pelaksanaan pameran seni. Sebanyak dua objektif kajian telah dikenalpasti iaitu:

- i. Mengetahui pasti keberkesanan dari aspek pengetahuan dan kemahiran dalam pelaksanaan pameran.
- ii. Mengetahui pasti keberkesanan dari aspek Amali Seni dan Pengurusan

METODOLOGI KAJIAN

Kajian ini merupakan satu kajian deskriptif yang dijalankan secara tinjauan. Kajian ini juga menggunakan kaedah penyelidikan kualitatif dalam mengumpul maklumat dari responden dengan menggunakan kaedah pemerhatian dan analisis dokumen. Instrumen yang digunakan adalah borang penilaian penghasilan projek dan borang laporan individu bagi projek seni. Kaedah ini juga digunakan untuk memahami implementasi serta masalah dalam melaksanakan Pameran BUDI. Seramai 30 orang responden terdiri dari kalangan siswa guru Jabatan Pendidikan Seni Visual yang mengambil mata pelajaran Seni dan Pengurusan (PSV3143) sebagai Kerja Kursus Amali mereka.

Analisis Data

Data-data diperolehi melalui kaedah pemerhatian dan analisis dokumen laporan individu serta markah kerja kursus siswa guru PISMP G8.7 yang terlibat dalam mata pelajaran PSV3143 Seni dan Pengurusan. Kajian deskriptif dan kaedah kualitatif serta statistik peratusan digunakan untuk menganalisis data.

DAPATAN KAJIAN

Kajian ini meninjau dari dua aspek yang mempengaruhi pelaksanaan Pameran BUDI dalam kalangan guru pelatih Major Pendidikan Seni Visual di Institut Pendidikan Guru (IPG) iaitu dari aspek pengetahuan dan kemahiran dalam pelaksanaan pameran serta keberkesanan pameran dari segi aspek Amali Seni dan Pengurusan.

Profil responden

Jadual 1

Profil Responden berdasarkan demografi. (N-30)

Bil	Perkara	Bilangan Responden	Peratus Responden
1.	Jantina Guru Pelatih		
	Perempuan	18	60
	Lelaki	12	40
2.	Bangsa		
	Melayu	27	90
	Cina	3	10
	India	-	-
3.	Pengkhususan		
	Pendidikan Seni Visual	30	100
4	Pengalaman Melaksanaakan Pameran Seni		
	Tidak Pernah	-	-
	Pernah	30	100

Berdasarkan Jadual 1, jantina responden yang terlibat dalam kajian ini iaitu perempuan seramai 18 orang, iaitu 60% dan 12 orang iaitu 40% merupakan responden lelaki. Daripada kajian ini didapati responden berbangsa Melayu sebanyak 27 orang iaitu 90% dan 3 orang berbangsa Cina iaitu 10% . Kajian ini juga menunjukkan kesemua responden mempunyai pengalaman melaksanakan pameran seni.

Jadual 2

Pengetahuan dan kemahiran dalam pelaksanaan Pameran BUDI

Aspek Penilaian	%	Markah (30 org)	Purata
Mengumpul maklumat berkaitan bagi membuat perancangan dalam penghasilan tugas	5%	135	4.5
Mengaplikasi pengetahuan pembelajaran melalui tugas projek mengikut prosedur dan tatacara yang betul	5%	136	4.5
Menguruskan pelaksanaan kerja sebagai ahli jawatankuasa dengan memenuhi kriteria bidang tugas	5%	118	3.9
Menjayakan tanggungjawab dan menunjukkan tahap penguasaan yang sangat tinggi dari segi melaksanakan tugas projek	5%	138	4.6
Berkomunikasi secara berkesan melalui pengurusan dan pengendalian bidang tugas sebagai ahli kumpulan	5%	144	4.8
Komitmen dan kolaborasi yang tinggi terhadap tugas yang diberi	5%	0	4.8

Jadual 2 menunjukkan aspek penilaian bagi pengetahuan dan kemahiran dalam pelaksanaan Pameran BUDI. Aspek berkomunikasi secara berkesan melalui pengurusan dan pengendalian bidang tugas sebagai ahli kumpulan dan komitmen dan kolaborasi yang tinggi terhadap tugas yang diberi merupakan penilaian yang paling tinggi puratanya iaitu 4.8 . Manakala aspek penilaian yang agak rendah iaitu mengurus pelaksanaan kerja iaitu 3.9 puratanya.

Jadual 3

Keberkesanan dari aspek Amali Seni dan Pengurusan (Analisis dokumen, borang markah kerja kursus)

TAHAP PENCAPAIAN	KEKERAPAN	STATUS
A+	5	LULUS
A	22	LULUS
A-	2	LULUS
B+	0	LULUS
B-	0	LULUS
C+	1	LULUS

Hasil dapatan dari Jadual 3 menunjukkan seramai 5 orang responden berjaya mendapat pencapaian A+, 22 orang responden mendapat pencapaian A, dua orang reponden mendapat pencapaian A- dan selebihnya iaitu 1 orang mendapat pencapaian C+. Ini bermakna 100% responden lulus dalam kriteria penilaian yang melibatkan aspek pengetahuan dan kemahiran pelaksanaan Pameran Budi. 90% responden dapat mengaplikasikan pengetahuan dan kemahiran secara cemerlang. 6% responden dapat mengaplikasikan pengetahuan dan kemahiran secara baik manakala 3% responden dapat mengaplikasikan pengetahuan dan kemahiran secara memuaskan.

Analisis dokumen juga adalah berdasarkan borang laporan individu bagi projek seni pada 15 dan 16 September 2016. Antara isi laporan adalah responden dapat menghasilkan kertas kerja pameran mengikut prosedur yang betul. Kerjasama dan usaha dalam pelaksanaan Pameran Budi adalah baik walau pun ada segelintir responden yang membuat tugas sambil lewa. Keseluruhan responden telah memberi komitmen yang tinggi dalam melaksanakan tugas-tugas jawatan kuasa. Pengurusan

pameran berjalan lancar. Responden sebagai ahli jawatan kuasa dapat menjalankan tugas masing-masing dengan matang dan secara koperatif.

Kajian ini telah dijalankan kepada projek seni yang melibatkan kerja kumpulan. Oleh itu, agihan tugas dan aplikasi pengetahuan dan kemahiran responden adalah berbeza-beza. Kajian ini dijalankan semasa responden sibuk menyiapkan tugas-tugas lain institut. Responden juga terburu-buru memberi maklumbalas semasa pengumpulan data kerana sibuk dengan aturcara aktiviti yang padat. Responden juga tidak dapat memberi sepenuh tumpuan dan komitmen kepada pengelolaan peringkat awal projek Pameran BUDI yang dijalankan.

Secara keseluruhannya, hasil daripada analisis dapatan analisis dokumen membuktikan bahawa pengetahuan dan kemahiran responden dalam pengelolaan Pameran BUDI adalah tinggi dan positif. Contoh nilai positif yang ditunjukkan dalam kerja kursus amali ini adalah 90% responden dapat melaksanakan projek pameran seni dengan komited dan lebih kefahaman, meningkatkan reaksi minat terhadap projek serta mewujudkan interaksi yang aktif antara ahli kumpulan.

PERBINCANGAN DAN KESIMPULAN

Kajian ini berfokuskan kepada keberkesanan pelaksanaan Pameran BUDI melalui kerja kursus amali Seni dan Pengurusan. Penyelidik berharap agar hasil kajian ini dapat memberi manfaat kepada seluruh warga pendidik dan anak didik. Setelah penyelidikan dibuat, didapati kerja kursus amali ini mendatangkan keberkesanan yang positif terutama dalam meningkatkan pengetahuan dan kemahiran menguruskan projek pameran seni.

Jelaslah menunjukkan kebanyakan responden suka dengan aktiviti dalam bentuk amali dan mencabar. Mereka mempunyai sikap ingin mencuba dan memahami sesuatu hasil pembelajaran yang mereka baru kenali. Dapatan kajian mendapati aktiviti yang menarik minat siswa guru iaitu lawatan selain forum seni dan pameran. Pameran BUDI dapat meningkatkan keupayaan guru pelatih dalam mengaplikasikan pengetahuan dan kemahiran yang diperolehi dalam mata pelajaran Seni dan Pengurusan (PSV3143).

Berdasarkan kajian Wan Nur Azzyati (2007) semakin banyak pancaindera yang digunakan semakin berkesan pembelajaran itu. Ini kerana pancaindera yang berlainan menghasilkan keadaan penangkapan yang berlainan. Setiap pancaindera melengkapkan kekurangan dan mengukuhkan penangkapan pancaindera yang lain. Oleh sebab itu, pengajaran yang menggunakan kaedah tunjuk cara dan peniruan yang melibatkan pancaindera akan lebih mendatangkan kesan baik kepada pembelajaran.

Perkara ini disokong oleh pendapat Albert Bandura (1986), seorang tokoh teori belajar sosial. Beliau menyatakan bahawa proses pembelajaran dapat dilaksanakan dengan lebih berkesan dengan menggunakan pendekatan "permodelan". Beliau menjelaskan lagi bahawa aspek perhatian pelajar terhadap apa yang disampaikan atau dilakukan oleh guru dan aspek peniruan oleh pelajar akan dapat memberikan kesan yang optimum kepada pemahaman pelajar.

Kesimpulannya, penyelidik mendapati responden menunjukkan peningkatan yang tinggi terutama dalam pengetahuan dan kemahiran pengurusan Pameran BUDI. Responden juga seronok mempelajari sesuatu yang baharu dan mereka dapat mencapai kepuasan diri melalui pameran bagi hasil karya masing-masing.

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