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Academic Resilience of Selected K To 12 Graduates in Iloilo City

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Abstract: *This qualitative research was conducted to K to 12 graduates taking tertiary courses not aligned with their Senior High School (SHS) strand preparations in selected universities in Iloilo City. The purpose of the study was to explore the academic preparations, life challenges and obstacles encountered by students across the tertiary course, their coping mechanisms, and supports and services needed. Selected college learners from various private and state universities were interviewed using an open-ended interview guide. Descriptive-narrative theory of analysis provided the theoretical framework for the study, allowing the researchers to code the data to discover four emerging themes. The themes found included (a) difficulty adapting to college due to unrealistic expectations, (b) various life challenges encountered as a first-year or second-year college learner, (c) positive coping mechanisms, (d) the importance of social support and services for first year or second year college learners taking courses not aligned with their senior high school preparation to cope with their adjustment problems. The study confirms that selected K to 12 graduates attending university face problems in adjusting to university life. Time management, academic pressures, distance from home to school, academic competition and having a new learning environment along with having unrealistic expectations about college and difficulties balancing academics, work, family, and social interactions were reported as common life challenges. It appears that positive coping techniques alleviate the adjustment problems identified by the participants. Moreover, the presence of families, school teachers, classmates, and friends who offer moral and financial support to them also appear to have assisted participants in adjusting to college life. The need to provide these learners with meaningful support programs and services that can assist in their adjustment and to address the problem is necessary.*

Keywords: academic resilience, senior high school, coping mechanism

1. Introduction

Education has always been a top priority in every Filipino family. For them, especially the poor, there is a deep regard for learning, which they view as a primary avenue for upward social and economic mobility.

The Philippine education system went through a major transformation in 2012 with the implementation of the Kindergarten to Grade 12 curriculum. Republic Act 10533, also known as the "Enhanced Basic Education Act of 2013", enabled the enactment of the K to 12 in the country. The Philippine K to 12 program provides at least one year of Kindergarten education and twelve years of basic education (Ronda, 2013). The additional two years in the basic education system is known as Senior High School (SHS). It is a specialized upper secondary education; learners may choose a specialization based on aptitude, interests, and school capacity (www.officialgazette.gov.ph/k-12/).

The addition of two more years of high school has elicited, different responses and reactions among the learners and their parents. For some, it is beneficial, since learners will be prepared not only for college but also for a post-college life and future employment possibilities. For others, however, it is a burden since two additional years of high school also entails additional expenses, additional time and extra work. Despite the country's educational system changes, the learners maintain a positive disposition in everyday living. As such, resilience as a desirable and advantageous quality, characteristic or process is likely a need to impact positively on aspects of an individual's performance, achievement, and wellbeing (Bartley et al., 2010).

Resiliency behavior is universal and is not restricted to adults only. It is also applicable to SHS learners as well. The resilient nature of the learner will rise in overcoming the problem and put it back on track. Resiliency refers to factors and processes that limit negative behaviors associated with stress and result in adaptive outcomes in the presence of adversity (Waxman et al. 2003). They suggested that focusing on educational resilience and those factors that can be altered to promote resilience may help address the gap in achievement between those learners who are successful and those who are at risk of failure.

This study does not claim to explain all the elements of resilience but it aims to describe the extent of academic resilience among K to 12 graduates taking tertiary courses which are not aligned to their strand in selected Universities in Iloilo City. This study will further provide data on the following research questions: What academic preparation did the K to 12 graduates possess before taking tertiary courses not aligned with their track/strand in selected Universities in Iloilo City? What do K to 12 graduates identify as life challenges and hindrances across their tertiary course? How did the K to 12 graduates deal with challenges and hindrances throughout their learning process? From the perspective of the respondents, what supports or services are most useful or beneficial in promoting their resilience and well-being?

Rutter's (2006) resilience theory, which was undergirded by Garmezy's (1991) resilience theory, served as the theoretical framework of this study. It was chosen for this study because the number of K to 12 graduates taking tertiary courses that are not aligned with their strand is increasing. Thus, there must be an emphasis placed on building learners' confidence to face adversities and survive. Building and fostering resilience among learners could become the vehicle through which capacity is developed so challenges and hindrances are dealt with properly throughout the learning process.

The study will serve as a point of reference for the Department of Education (DepEd) to review and reassess its implementation of the curriculum especially the effectiveness of the SHS track and strand in its assessment and evaluation of the learner's skills, knowledge, interests and alignment towards their chosen career path. The narrative report will be the researchers' evidence to further improve the curriculum towards the attainment of the goals of the Department.

2. Methodology

The qualitative analysis of the data was used, including the practical steps involved in the analysis. The researchers analyzed the data into generative themes and described individually.

Purposively selected K to 12 graduates were the participants for this study. This is to ensure that data is pooled from learners taking college courses not aligned to their senior high school preparations. Tertiary level learners from various private and state universities provided narratives about their SHS academic preparation, life challenges and hindrances, coping mechanisms, and support or services needed. The researchers secured full informed consent from the participants before participation in the research through the provision of information sheets containing a description of the interview process, and an explanation of their rights as participants. Additionally, the researchers provided them with a consent form to sign which demonstrated their understanding of the procedure and agreement to take part. Participants understood that they can withdraw at any time or refuse to answer any question without any consequences.

The data was collected through the use of an open-ended questions in order to explore the individual, personal experiences of the participants (Corbin and Strauss, 2008). Open-ended questions were used to purposely avoid Yes or No answers. The interviewer's objective is to allow the interviewee to share their experience in depth and to freely express their thoughts. The interview guide was submitted to a pool of experts for review. The researchers developed the interview guide on categories based on the research questions. The interview guide is composed of open-ended questions but inciting follow-up questions are expected. Interviews were done by on scheduled researcher and participant. Only the researcher and participant were present at the time of the interview.

To ensure the consistency of the responses, follow - up questions were used. An evocative approach was employed in order to gather the necessary personal information from the respondents. Open-ended free descriptions of the self and experiences were elicited and explored during the conversations that ensued. The interviews were conducted in-depth with great emphasis on the respondents' perceived causes, effects and processes. Focusing on learning and resiliency experiences in tertiary level with Senior High School track/strand misaligned to their current college courses.

The recorded one-on-one interview was carefully transcribed into written texts. To prevent ethical incongruence, pseudonyms were used to protect the respondents' identity. The analysis of narratives was used to generate themes. The researchers followed the theme analysis process as described by Polkinghome (1988), whereby data gathered is categorized in common themes across a series of narratives. To create order out of the different patterns and commonalities of participants' expressions, the researchers used coding process. Lastly, after the results were drawn, all copies of recordings or the primary data gathered were destroyed.

3. Results and Discussion

Four themes emerged during the analytic process, offering a descriptive and personal account of the participants' experiences on their SHS academic preparation, life challenges and hindrances, coping mechanism, and support or services needed. These were: (1) Coping Problems, (2) Various Life Challenges, (3) Positive Coping Mechanism, and (4) Social Support and Services.

According to the participants, their academic preparations were not aligned with their college courses which was a source of their coping problems. Adjustment to schooling is influenced by a variety of personal and family characteristics, and societal trend. It is the interaction of the child's personal characteristics and their experiences that ultimately determines how a child adjusts to school (Margetts, 2002).

In academics, the participants had to deal with complicated factors that played roles in their learning process, as follows: study skills, curricular concerns, family, friends and peers, school's culture, concern with teachers and technology development. They were greatly impacted by the learning environment. Similarly, the participants had to deal with adjusting to new surroundings. The core task of this stage is to reach a "consonant relationship between the self and the environment" by "melding" our behaviors to fit the requirements of the context (Nicholson & West, 1989).

The above-mentioned literature supports the need for the learner to finely tune his or her actions and strategies in order to fit in with the demands of the university/institution. In other words, the learner's behavioral and cognitive commitment to the educational context would help him to fit the context and to adjust. Narrative example of the concrete adaptation to the environment of the participant.

> *"I took up bridging classes to be able to get marine transportation course. My college course was not aligned to my SHS strand so I have to get numerous classes and get bridging lessons for about 2 months just to take up maritime course." - Jason (2nd year BS Marine Transportation learner)*

Participants reported that transition to college is challenging. There is a maze of matters to figure out – such as which courses to take, who to get to know, where to go for this or that. A lot of energy goes into trying to make sense of the new environment. They may feel confused and bewildered. They also identified various life challenges such as time management, academic pressure, distance from home to school, academic competition and new learning environment. They reported that they had unrealistic expectations about college and found it difficult to balance academics, work, family, and social interactions. Narrative example of life challenges a participant experience of his college life.

> *"Being criticized by your teachers that why I insisted to pursue Seaman course considering that I don't have the background during high school I only learned Chinese studies. And what's more, are my classmates and the new environment. It is different. We are all competitive scholars. Especially when I realized that I am a STEM graduate and was different from all of them". – Jason (2nd year BS Marine Transportation learner)*

Each of the participants coped with adjustment problems in different ways, but also had overlaps in their methods of coping. The study found that the coping mechanisms utilized by the learners were similar and are considered positive. The participants employed positive coping mechanisms in dealing with their adjustment problems such as seeking help from friends, thinking in a goal-oriented way, exerting effort, enlisting social support, seeking professional help, scholarship, and tutorial program. Positive coping mechanisms has been found to protect individuals from its negative effects (Shields, 2011).

The incorporation of positive coping mechanisms have been found to be beneficial for first-generation college learners to help minimize the risk of dropout due to their misperceptions of and lack of preparation for college compared to non-first-generation college learners (Gibbons & Shoffner, 2004).

This finding supports Dickinson-Delaporte, & Holmes (2011) assumption that stress activates a cognitive appraisal process, which determines coping strategies. Furthermore, Monat, Lazarus, & Reevy (2007) reported the impact of stress on learners on their exams and the relationship to stress, implementing an active coping behavior that involved controlling the situation by adapting to the stressor. This behavior is also acknowledged by researchers as a problem focused behavior. Clarke (2006) stated that learners had to learn to manage a stressor or the circumstance surrounding the stressor by using active coping behavior because it linked to a healthy adjustment phase. Narrative examples of how participants identified their coping mechanism to their academics.

> *"I make close with my friends and teachers. Making good connections. I volunteer to do the works of teachers. If they requested me to do something on their behalf, I completed it. I did everything for them as if I am their helper. I endured all of these mam because I have the feeling like an alien in my surrounding. It is also a must on my part to double time and strive". - Mark (2nd year BS Pharmacy learner)*

In line with the literature, social support and services have been found to reduce feelings of stress and enhance subjective well-being (Thoits, 1995). All the participants identified their families-parents, the school teachers, classmates and friends who offer moral and financial support to them. When stress is too overwhelming for an individual to cope with alone, it seems helpful to use social support platforms to assist in coping with it (Baqutayan & Mai, 2012). Narrative example of the social support and services stated by the participant.

> *"When at home, parents must be around… they are the best to give you encouragement. That you really accomplish your life goal. To my friends whom we felt like "under dog", because we came from the bridging program, we are separated from those who are not. Academically, I need a tutorial to cope with the knowledge that my classmates have already had that I don't know yet". - May (1st year BS Bio learner)*

4. Conclusion

After the analytic process and discussion of the four themes, it is clear that participants naturally have to contend with a variety of adjustment problems. As expected, the predominant issues are related to academics. The problems of adjustment of the SHS learners' stem from having college courses not aligned to their preparations are study skills, curricular concerns, family, friends and peers, school's culture, concern with teachers and technology development. Most of the learners suffer from complicated factors that played roles in their learning process. They experience difficulty in, mental, emotional, social and other adjustments. To help the learners adapt to the changing environment is one of the important aims of education.

Participants identified various life challenges such as time management, academic pressure, distance from home to school, academic competition and new learning environment. They reported that they had unrealistic expectations about college and found it difficult to balance academics, work, family, and social interactions.

It appears that positive coping techniques alleviate the adjustment problems identified by the participants. To maintain a high level of well-being in adjustment situations as well help relieve the problem and decrease the likelihood of its negative effects, participants' actively employed their chosen positive coping mechanisms.

The need to provide learners with meaningful support programs and services that can assist in their adjustment period and to address that need is necessary. To mention, families contribute to the development of the learner's motivation and desire to succeed. Parents reinforce the importance of education to their children, and encouraged them to seize opportunities that are afforded to them.

The results of this study can have implications for counseling centers in colleges and universities provide a positive support system during the transition from high school to college to allow learners to feel confident in their abilities and become more resilient to academic difficulties. Guidance counselors are believed to have an important role in assisting the significant stakeholders, like the school context, to provide a support system because of their knowledge with this developmental age group.

The findings could be used to inform a review of the K to 12 program. The results of this study can provide important inputs on how to improve the relevance, attractiveness and quality of education so that it can fulfill the needs and aspirations of the learners in a diverse, constantly changing world.

5. Recommendations

The Department of Education as well as the Commission on Higher Education may utilize the results of this study to help future learners learn the most successful ways to manage their adjustment problems.

For future research, a broader scope of learners' resilience should be considered which include learners from both public and private colleges and state universities. This would allow the chance to examine whether or not key institutional components identified in studies such as the present one, are in place. It is suggested that similar studies be conducted in colleges and universities in the province or in other provinces.

The study only determined the participants' academic preparation, life challenges and hindrances, coping mechanisms and support services. Thus, it is suggested that further study be conducted using other dimensions affecting the learners' learning. Future researches should include other factors like learners' parents, teachers and peer influences in order to get a better understanding of how they influence the learners. Furthermore, the relationship between different levels of stress and outcomes such as academic performance, academic program and class levels should be explored as well. Lastly, it is also recommended that there is a need for further research that explores the necessity of reviewing the K to 12 Basic Education Curriculum of the Philippines.

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An Analysis of Architecture as an Installation Art in Kengo Kuma's Works

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Abstract: *This paper attempt to understand the installation art as a part of architectural practice. Installation art has expanded and appeared in a form, commonly seen in public places, not exclusively in art museums. Japanese architect Kengo Kuma is well known to derivate the innovative design patterns via installation arts. His design process is recognized as a continuous process system of "installation - architecture" and his installation art opens a new perception of the tectonic of the place. His installation art based on a unitary concept as a form of sustainable architecture, implying the possibility of restoration. It is considered a convenient system for maintenance and management as it enables quick response even after the building is completed. In addition, it implies the possibility of changing in the architectural form and structure in the future. His installation art, which contains the expandability and flexibility of architecture, can be accepted as a new perspective of organic architecture. The installation art of Kengo Kuma is not a stagnant form, but a form that can always develop, and the design it can changed in various ways as it has been sublimated into architecture.*

Keywords: Kengo Kuma, Installation Art, Tectonic, Continuous Process, Material

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1. Introduction

Installation art in a dictionary is an object, arranged in an art museum, and is regarded as a work of art that transforms an existing space or composes a new space according to the artist's intention. Installation art was not recognized as a separate category until the middle of the 20th century, but in fact, the use of the term became more common, and it was listed in the Oxford Dictionary in 1969 (Bishop, 2011). However, recently, installation art has expanded and appeared in a form that is commonly seen in public places like parks and plazas, not exclusively for specific exhibition places in art museums (Spring, Hofman, 2015). Installation art also tends to blur the boundaries between life and human, human and art, and genre in one place (Oliveira, Oxley, Petrey, 2004). This is a significant advantage for modern city creation, it induces people to access multi-faceted public spaces in the city and induces the vitality of the place. In other words, installation art is worth considering in that it provides a new sense of space through reinterpretation and reconstruction of the place (Petersen, 2015).

During the global economic recession and the oil crisis in the 1970s , the American economy also stagnated, and the demand for architectural projects at that time further declined. In this atmosphere, installation art emerged as one of the alternative to constantly express and develop architects' thoughts. Installation art, which emerged as a method of carrying out architectural projects, laid the foundation for design exploration in a continuous design process in the early

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1990s (Artemel, 2019). From an architectural point of view, installation art can be seen in the form of a real building with a life-size. This is the most realistic model in forming a space through tectonic, which was evaluated as having high architectural use and value. Accordingly, as the installation art of architects was gradually revitalized, there were many points of views in the field of architecture at that time, and it also received critical attention from traditional architects (Rogers, 2018). Nevertheless, leading architects in the United States, who recognized the possibility of installation art early on, introduced installation art principles as a curriculum within the university. Typical examples are schools with high prestige in the field of architecture, such as Massachusetts Institute of Technology and Cranbrook Academy of Art. Installation art is recognized as an excellent tool for architectural performance from a multifaceted perspective, and it is considered to have great potential (Yang, 2018).

Kengo Kuma is Japanese architect, and he has been working in Japan and around the world. He attracted attention in architecture for his unique architectural design methods over the past decades. At the same time, he has been working on academic writing based on his architectural ideas, and a total of 133 books have been published, including magazines (Kuma, 2020). With the publication of Architecture of Defeat in 2009, the interests in Kengo Kuma's projects also began to increase. The most striking aspect of his activities is the derivation of innovative design patterns via pure installation arts. It is believed that the establishment of this framework was influenced by the existing view of nature, Japanese philosophy, and religion of Far Eastern thoughts (Edagawa, Kuma, 2018). Based on previous studies and related literature, the characteristics of Kengo Kuma's architecture can be defined as the tectonics of the place and the naturalness of the material. In particular, previous studies on the expression and three-dimensionality of material properties was mainly conducted, but this paper focused more on the construction of the place and the in-depth material exploration. This is because he suggested a sustainable architectural design through the simplicity of the structure, centering on the ingenious idea he showed in his installation work.

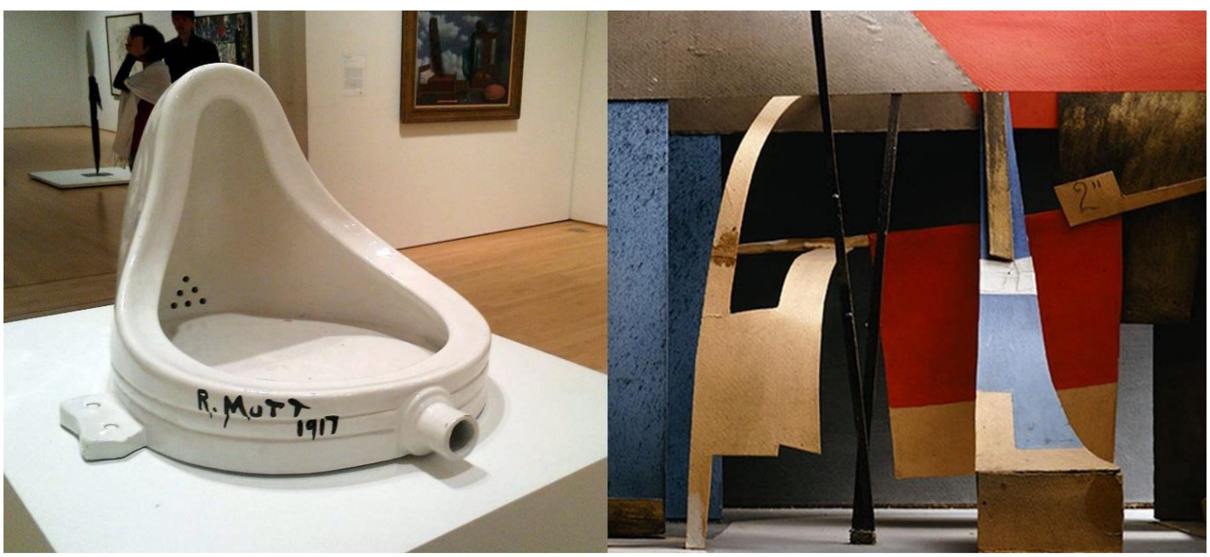


Figure 1: Marcel Duchamp's Fountain (Left) & Vladimir Tatlin's Zangezi (Right) (Source: Bett, 1964)

2. Literature: Installation Art in Modern Architecture

Installation art was recognized as a method of expression of contemporary art comparable to painting, sculpture, and video in the 1970s, and it is based on the works of early contemporary artists such as Marcel Duchamp's Fountain (Bishop, 2011). In the past, traces can be found mainly in pop art of the 1950s and 60s, and in a broad sense, it can be extended to works of early 20th century artists such as Zangezi, the stage art of Vladimir Tatlin (Figure 1). Installation art as we know it often reflects the meaning of resistance and rejection to the traditional art category and is recognized as a form of complex art as it gradually expands to various fields such as music, fashion, philosophy, and architecture (McTighe, 2012).

Figure 2: Gordon Matta-Clark's Splitting (Left) & Conical Intersect (Right) (Source: Magnum, 1975)

Installation artist Gordon Matta-Clark, who mainly recycled existing structures, created the architectural installation via Splitting (1974), a work in which an abandoned house in the suburbs was cut in half, and Conical Intersect (1975) (Figure 2), a work in which an apartment in 17th century France was cut into a cone. Architecture was treated as a theme, and a critical view of society at that time was expressed through manipulation and transformation of the existing building form (Bessa, Fiore, 2017).

Figure 3: Marry Miss's Perimeters/Pavilions/Decoys (Left) & Greenwood Pond (Right) (Source: Zoe, 2010)

He was influenced by the artist Robert Smithson, known as his mentor and fellow, and his representative concepts were site specificity and Entropy. Site specificity means that the site is the main factor in experiencing artistic objects and should be considered based on the surrounding natural environment. From the point of view of art history, it is stipulated that this architectural view of Mata Clark is due to the specificity of the place based on postmodernism (Oliveira, Oxley, Petrey, 2004). Artist Marry Miss also created the ambiguity and mystery of the space via interactions with certain architectural elements such as structures, forms, materials, and surrounding environments (Figure 3). She mainly explored an architectural environment that arouses the interest of the viewers and raises consciousness and provided a variety of gazes according to the shape by placing the architecture at the edge of the limited space rather than at the center (Miss, 1978). The common denominator between the work of Gordon Matta-Clark and Mary Miss lies in the consideration of the site via site specificity of the place and the formation of a space that expresses complexity in the existing, not new. This is considered to have the significance of an architectural inquiry, it provides the viewer with a unique perception of the place through an object resulting from in-depth exploration of nature.

The renowned installation artist Dan Graham also frequently reflected architectural elements in his works. His work Two Adjacent Pavilion (1978) is a rectangular box-shaped installation surrounded by mirrors on all sides, reflecting the surrounding environment as in (Figure 4). This can be seen as an intersubjectivity exploration that tenaciously focuses on the relationship between the installation and the spectator, the spectator and other spectators, and the installation and the surrounding built environment in everyday places. In his work, he was more interested in the place itself than the geographic meaning of a particular place (Graham, 1999).

Figure 4: Two Adjacent Pavilion by Dan Graham (Source: Solenn, 2012)

What makes him different from the two artists mentioned above is that concrete exploration of materials as well as the surrounding environment was conducted at the same time. He mainly used mirrors and glass to project nature, and through reflections and distortions of materials, he dealt with phenomena appearing in a blurred boundary between reality and ideals in a high level. American artists attempted an architectural approach based on the specific context of the site and surrounding places, freeing from the restricted space of an art gallery or gallery through installation. These works had a considerable influence on breaking the existing way of thinking of architects at the time and making new attempts.

Installation Art from an Architectural Perspective

In the 1990s, American architects Peter Eisenman, Daniel Libeskind and Diller & Scofidio received attention for their various art works, including installation arts. In 1989, Diller & Scofidio became the first architect to open a solo exhibition with installation arts at the Museum of Modern Art (MOMA) in New York (Figure 5).

Figure 5: Para-Site by Diller and Scofidio (Source: Anna, 1989)

In the 1970s, installation arts based on their architectural concept were exhibited, but this exhibition aroused the critical and pessimistic skepticism not only from the architectural field but also from the art field.

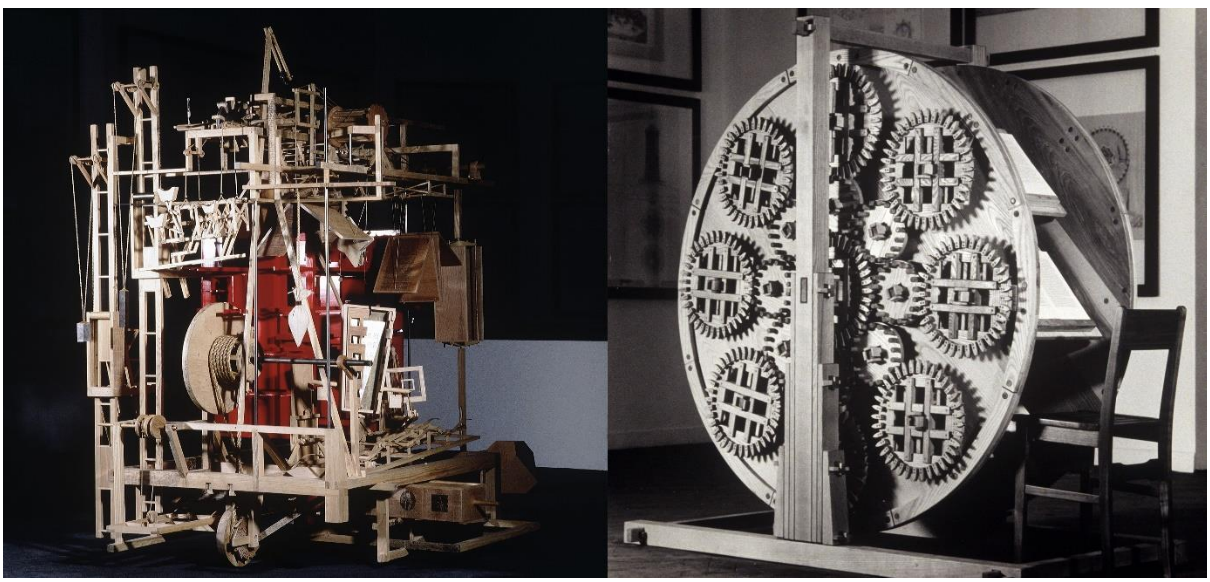


Figure 6: Memory Machine by Daniel Libeskind (Source: Libeskind, 1985)

However, their work became more famous after architectural critic Herbert Muschamp and architect Michael Sorkin, who were influential in the New York Times, gave good critics. Accordingly, the installation was recognized by architects as an architectural tool and provided a great opportunity to expand into one of the realms of architecture. On the one hand, Daniel Libeskind's installation, Memory Machine (1985), was constructed under his precise plan and received public attention at the time. As an educator and critic, he reflected the ideas of his days brilliantly when he was interested in avant-garde architecture (Figure 6).

The installation art works of these architects showed the autonomy of architecture, and accordingly, they deviated from the existing form and explored a free expression method. Installation art was gradually recognized as a tool suitable for realizing the ideal design of architects. As the installation of architects gradually spread, it was linked to the curriculum within the university and received attention as a means of educational research. Installation art requires students to have an active and original attitude toward design and structural skills. It provides an opportunity to acquire basic professional knowledge, social effluence and critical thinking skills that can be obtained through practice. In addition, installation art is regarded as an essential element for architects on the possibility of the future design project (Vidiella, 2019).

Figure 7: Sensing Spaces at London's Royal Academy by Kengo Kuma (Source: Harris, 2014)

The Royal Academy's Sensing Spaces exhibition, held in London in January 2014, drew attention for its diverse installations by contemporary architects. Installation art by young architects from all over the world, including China, Japan, Ireland, and Portugal, was exhibited, and although there was no specific function, it provided a sensational experience of the space. Among them, the work of Japanese architect Kengo Kuma, who captured the attention of viewers by composing the space with the expression of a different sense, was noticed. His work was a pure installation constructed by connecting very thin bamboo strands in two rooms with different fragrances. His unusual interpretation of scent and material served as a sensational factor for the viewer. In addition, his work has changed the perception of space for each viewer (Figure 7). Installation art revealed in modern architecture is an experimental structure based on the surrounding environment, reflecting the specificity of the place, and is judged to be meaningful as a form of architecture that accompanies artistic and sensuous elements.

3. Methodology

In accordance with the background described above, this paper aims to examine the characteristics of Kengo Kuma installation art based on the architectural understanding of installation art, and then explore how it was applied to the tectonic of the place. The scope and method of the study are as follows:

- First, the concept of installation in modern architecture will be examined.
- Second, the installation art expressed by Kengo Kuma will be investigated.
- Third, the possibilities of the design tool via the characteristics of the installation in his work will be examined based on the analysis of Kengo Kuma's installation art in the previous process.

4. Analysis

4.1. The Characteristics of Kuma Kengo's Installation Art

After World War II, metabolicism was more active in the 1960s and 1970s and postmodernism in the 1980s had a great influence on Japanese architecture. At that time, as the land problem in Japan and the period of the bubble economy coincided, an unprecedented real estate boom occurred, which led to the indiscriminate mass production of modern architecture and concrete architecture as the commercialization of architecture proceeded. The rapid change in Japan, Kengo Kuma was repulsive to the strong and large architecture made of concrete and steel and avoided the destructive building that was laid out regardless of the natural order. He pursued a weak and small architecture, and installation was utilized as part of his work. (Kuma, 2009).

His thoughts are believed to have been influenced by the characteristics of Japanese thought and the natural outlook of Eastern principles. Lacfidio Hearn, known as Japan's best interpreter, argued that the Japanese were of nomadic origin, and the predominance of the revitalization of earthquakes and the impermanence of religious peculiarities. He also represents the momentary changes and movements of the instantaneous state of expression in Japanese literature. In other words, temporality in Japanese culture is not defined as the limit of immortality and is recognized as one of the main traditional elements expressed outside (Hearn, 2016). Kengo Kuma's architectural thinking is not an architecture that separates humans and nature, but an architecture that connects them. Basically, there is a tendency to understand the view of nature in Eastern thought as an organic unit that harmonizes with each other through a unitary perspective of humans and nature. In this respect, his thinking has the same context as the view of nature in Eastern thought. The view of nature in Eastern principles broadly encompasses Hindu or Buddhism and traditional Chinese principles. Hindu thought refers to the interdependence of existence and the non-duality way of thinking between humans and nature. Temporality in Japanese thought and the view of nature in existing Eastern thought served as an element in Kengo Kuma's installation (Kuma, 2009). This kind of principles is also seen in his book's Studies in Organic and is considered to be used very often in his work.

4.2. Unit

Kengo Kuma created a “small architecture” by combining units based on the connection method of traditional Japanese architecture. This method connects the concave part and the convex part. It is a joint method mainly applied when weaving a circular wooden shape, and it is generally a structural method that can be restored. Contrary to the irreversible structure of heavy brick and concrete construction in the early 20th century, this gave the architecture flexibility.

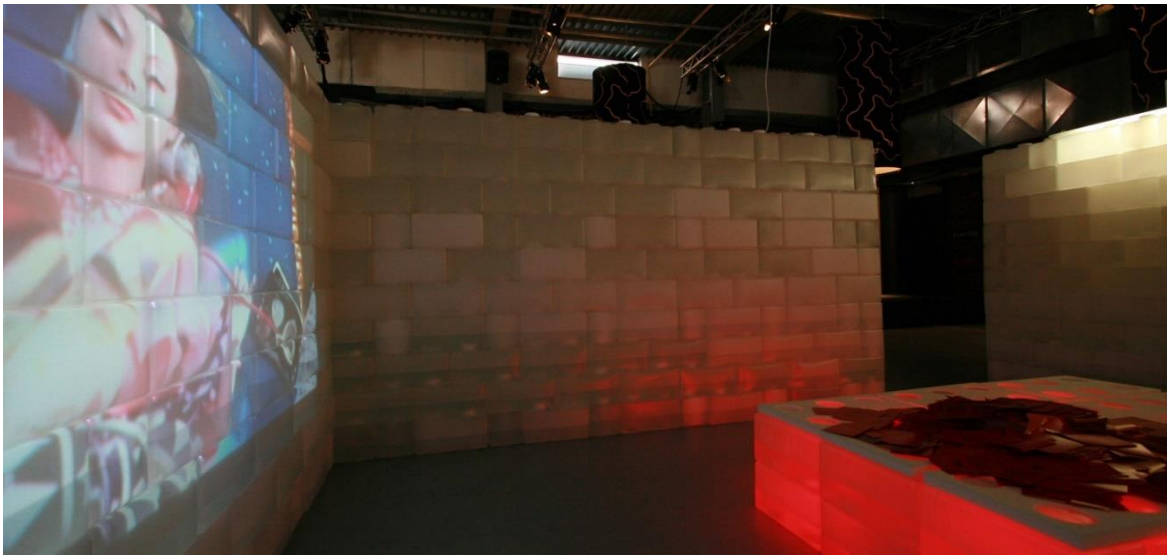


Figure 8: Water Block by Kengo Kuma (Source: Harris, 2014)

His first installation, Water Block (2007), consisted of 30cm Lego-style polyethylene units. This is the realization of a new recycling system in a broad sense, but in a narrow sense it supports a rational structural system composed of units. Weight control by water is possible with a lid and provided flexibility in construction, and it also played the role of insulation and rainwater storage, water purification system through filtration and sedimentation, wall regeneration system, and waterpower (Figure 8).

Figure 9: Casa Umbrella by Kengo Kuma (Source: Tuchila, 2015)

At the same time, Casa Umbrella (2008), exhibited in Milan, Italy, formed a space by transforming the shape of an existing umbrella. This work uses a large equilateral triangle as a unit in the form of an installation consisting of nine triangles (Figure 9). The small units that appear in Kengo Kuma's works are easy to partially combine and separate, giving expansion and flexibility to the construction of forms.

4.3. Material and Tectonic

Louis Sullivan noted that the architect's role is to give life, thought, emotion, and subjective meaning to materials (Cannon, 2011). The consideration of materials has been important in the field of architecture. The design was expressed in various ways depending on how the architect accepted and understood the properties of the material. Mies van der Rohe emphasized the belief of modernism that the structural expression of a building becomes art. He mentioned that the collection of materials at that time existed only for the construction of the facade and the plan from the aesthetic point of view of the architecture. It can be seen that in modern architecture, materials existed only as representations, not as themselves. Tectonics, on the other hand, was defined by Kenneth Frampton and established by architects as a key element of materials and their aggregates. CIDORI, exhibited at the Milan Salon Exhibition in 2007, is an architecturally transformed installation art of the city street system, a traditional Japanese playground equipment (Figure 10 a & b). Kengo Kuma recognized the material itself, not as a simple finishing material, which is the basic use of wood, and this change gave birth to a new design pattern.

Figure 10 - a: CIDORI by Kengo Kuma (Source: Tuchila, 2015)

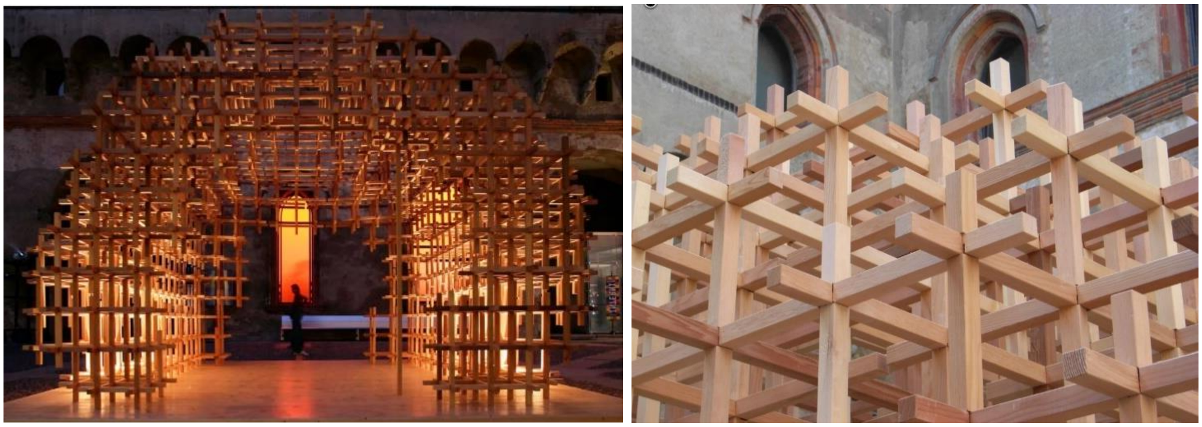


Figure 10 - b: CIDORI by Kengo Kuma (Source: mooool.com)

It should be noted that only wood was used when combining units. Kengo Kuma valued the Japanese carpenter's spirit that wood is more durable than metal. This method of joining wood can also be seen at Yure, which was exhibited in Paris, France in 2015. Similar diagonal woods were used, but different patterns were expressed through different connection methods (Figure 11 a & b). His design process shows various ways of joining and constructing based on the material properties of wood. The development of design through his installation art can be transformed into a variety of ways through a resilient connection method, so it is judged to be meaningful for modern architecture pursuing new designs.

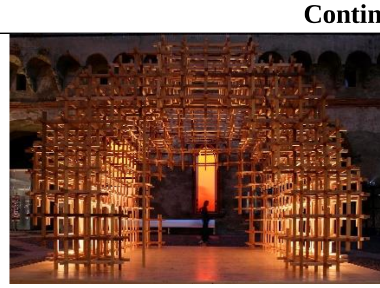
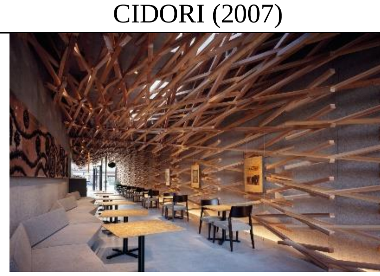
Figure 11- a: Yure by Kengo Kuma (Source: Tuchila, 2015)

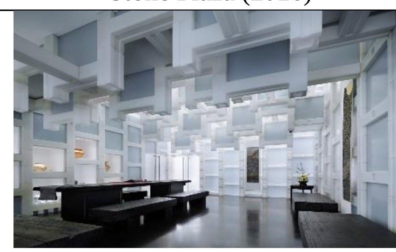
Figure 11- b: Yure by Kengo Kuma (Source: designboom.com)

4.4. The Characteristics of Kuma Kengo's Design Process

Kuma Kengo's installation art is considered not only as a product of design, but as a means of the design process. The context between architecture and installation art develops through the interaction of each other, and it is judged as a continuous design process that sublimates from installation to building and from building to installation. He led a multi-faceted exploration of construction, starting with the consideration of the properties of materials, and installation was used as a means. In this development, installation art and architecture formed their own unique circulation system.

Table 1: Material and Architecture of Kengo Kuma

Design Process		
Material	**Continuous Process**	
Wood		
	CIDORI (2007)	GC Research Center (2010)
		
	Starbucks Coffee (2010)	YURE (2015)

Bamboo		
	Bamboo/Fiber (2002)	Bamboo Wall House (2010)
Stone		
	Stone Card Castle (2007)	Stone Plaza (2016)
Plastic		
	Water Branch House (2008)	Beijing Tea House (2015)

He tried to express the tectonic of materials as much as possible through superposition, juxtaposition, and combination of materials, which is in contrast to the artificiality of materials and forms of modern architecture (Table 1). However, his design process sometimes faces difficulties in actual implementation, which can be largely summarized into two points.

Kuma Kengo's architecture provided professional processing techniques by converting natural materials into construction materials. This requires a professional manpower to be accompanied, which is very limited due to circumstances. From the point of view of the place, the same method cannot always be applied because the materials and technology are local products, and are different. On the other hand, regional specific technologies are developed differently depending on the location and conditions are formed differently, so many of them are not consistent, even with such limitations, he insisted on materials, which are technical products of the region, and expressed a unique design pattern. His design process is considered to be as the followings:

- Great significance to realize the naturalness of materials,
- Technical products or special processing techniques of the region,
- From installation to architecture through cooperation with specialists in each field.
- Presented new possibilities as a material for modern architecture by expressing the strength hidden in natural materials.

5. Discussion

His design process is not simply a temporary completion system of “installation → architecture” or “architecture → installation” but is recognized as a continuous process system of “installation ↔ architecture” by inducing and expanding individual ideas. The installation in his work, therefore, is the main perspective that opens up a new perception of the tectonic of the place, and it is expected that it will lead to the development of the design of architecture. His work open the door for new ideas and construction techniques since it has a variety of ideas and produce different ways or perspectives for implementation with the new natural materials choices and regional techniques for construction.

6. Conclusion

In order to discuss installation art as an architectural design tool, this study examined the characteristics of temporary elements of architecture, focusing on Kengo Kuma’s installation works. Therefore, the characteristics of installation art by Kengo Kuma as a design means in modern architecture can be summarized in the followings:

- First, the installation art is regarded as a design means to derive new patterns by inducing a deep consideration of materials and construction. In the modern architectural trend, the form of architecture has been stagnant due to existing construction methods or restrictions on laws and regulations, but it was judged that his multi-faceted exploration of materials and inquiry based on his design process is promoting the development of modern construction technology.

- Second, the installation art based on a unitary concept could be recognized as a form of sustainable architecture, implying the possibility of restoration. In addition, it is considered a convenient system for maintenance and management as it enables quick response even after the building is completed. In addition, it implies the possibility of change in the form and structure of architecture in the future. The peculiarity found here is that it leads to semi-permanent architecture through temporary elements.

- Third, the installation art, which contains the expandability and flexibility of architecture, can be accepted as a new perspective of organic architecture. The installation art shown in Kengo Kuma's works is not a stagnant form, but a form that can always develop, and it can be observed that the design has changed in various ways as it has been sublimated into architecture. Moreover, it was used as a means to highlight the sustainability, eco-friendliness, expandability and flexibility that modern architecture aims for.

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Awareness on Sustainable Development Goals Among University Students in UTAR (Kampar Campus), Perak, Malaysia

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Abstract: *This paper investigates university students' awareness on the concepts of 'Sustainable Development' and the 17 Sustainable Development Goals (SDGs). Thirty-one (31) students from the University of Tunku Abdul Rahman (UTAR)'s Science Faculty were asked in an exploratory, pen-and-paper survey if they have read about or heard of 'Sustainable Development' and 'SDGs'. Only 18 of these students replied 'yes' while another 13 students replied 'no'. However, among these 13 students who have not read about or heard of SDGs, all of them were aware of the climate change phenomenon. In fact, all 13 of them were able to explain this occurrence accurately, with ten (10) being able to use terms like 'change in weather patterns' or 'global warming'. Therefore, this preliminary and exploratory study concluded that there is only moderate awareness among UTAR's Science students on environmental literacy. The paper also concluded that many of these young people (N=14; 45%) surveyed in UTAR (Kampar Campus), Perak, Malaysia have not joined the university's social programmes on SDGs at all even though the university itself adopts a 'Green Campus' philosophy and actively tries to achieve the Local Agenda 21 by integrating the SDGs into its mission. Finally, as far as Sustainable Development and its related issues are concerned, food wastage is also still a problem in Kampar town, in Malaysia (nationally) and globally as well.*

Keywords: Sustainable Development, Sustainable Development Goals (SDGs), Green Campus, university students, Local Agenda 21

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1. Introduction

The global Covid-19 pandemic lockdown has shown us how human activities (e.g., energy and transportation) impacted the environment. For example, Plumer (2021, January 21) of The New York Times reported that "U.S. greenhouse gas emissions fell more than 10 percent, reaching their lowest levels in three decades as the coronavirus slowed the economy". Moreover, Landry (2020, October 15) also of The New York Times, wrote that India, being the world's third largest greenhouse gas (GHG) emitter after China and the United States, had "its clearest skies in years".

Again, to quote verbatim Delkic & Landry (2020, May 12) of The New York Times, here's what they reported about India's carbon emissions plunge last year after lockdown:

> "For the first time in four decades, carbon dioxide emissions fell in the country. This reflects the economic slowdown from the lockdown restrictions imposed during the coronavirus outbreak and also a broader weakening of demand for fossil fuels. Emissions fell around 15 percent in

> March and probably dropped another 30 percent in April, according to researchers at Carbon Brief, an environmental website that tracks climate and energy policy. [Moreover], coal-fired power generation, which is linked with higher air pollution, fell 31 percent in the first three weeks of April".

According to Ge and Friedrich (2020, February 6), ten countries produce more than 68 percent of the global GHG emissions. Moreover, energy generation and consumption are the most important contributor to human-produced GHG emissions (Ge & Friedrich, 2020). This energy sector included transportation, electricity generation and heating, as well as manufacturing and construction (Ge & Friedrich, 2020). Meanwhile, according to the United States Environmental Protection Agency (2020, September 10) greenhouse gases released by human activities included a huge portion of carbon dioxide, followed by methane, nitrous oxide and fluorinated gases (F-gases).

Closer to home, in Malaysia, the data on greenhouse gas (GHG) emissions are, unfortunately, only available for carbon dioxide emissions and not for GHG emissions. Moreover, the emissions data (i.e., 8.092 metric tons per capita in 2016) published by the World Bank showed statistics until the year 2016 only (The World Bank Group, 2021). A Google search at the Department of Statistics Malaysia also didn't yield any fruitful results for Malaysia's GHG emissions for last year (i.e., year 2020) but there are statistics available on a series of environmental data such as water production and consumption as well as recycling rate (DOSM, 2020). What is noteworthy is that the carbon dioxide emissions in Malaysia is at an upward trend (The World Bank Group, 2021). Moreover, clinical waste showed an overall increase of 7.5% (DOSM, 2020). As quoted verbatim below, the Department of Statistics Malaysia (2020) stated that:

> "…three (3) states [which] recorded the highest amounts of clinical wastes were Selangor (7.3 thousand tonnes), W.P. Kuala Lumpur (3.8 thousand tonnes) and Sarawak (3.7 thousand tonnes). Currently, with the increase in Covid-19 cases, it is expected that the clinical wastes will rise in line with the Minister of Environment and Water's statement during a session in Dewan Rakyat on 3 November 2020 which stated that clinical wastes generated in the country increased by 20 percent during the Covid-19 pandemic".

As outlined by the 1987 Brundtland Report or also entitled *Our Common Future*, it is indeed necessary to re-think our existing consumption-based and fossil fuel-based economic model so that we have "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Brundtland Report, 1987; Jarvie, 2016). Moreover, the concept of 'Sustainable Development' requires no introduction since it's a concept that has been discussed for decades and have also been defined by the Brundtland Report. Although many scholarly works have emerged hereafter, they have all provided more succinct ideas and concepts surrounding 'Sustainable Development'. For example, Baker (2016) has outlined the background to this concept and provided theoretical as well as conceptual explanations on this issue. Below I quote verbatim Baker's (2016) definition of 'sustainable development' and what it entailed:

> "Sustainable development refers to the many processes and pathways to reconcile the ecological, economic and social dimensions of life. This can include, for example, the promotion of sustainable agriculture and forestry, sustainable production and consumption, good government, research and technology transfer, education and training, recognition of cultural values and different forms of knowledge". [Moreover], "[p]romoting sustainable development is about steering societal change at the interface between: (1) The social: this relates to human mores and values, relationships and institutions. (2) The economic: this concerns the allocation and distribution of scarce resources. (3) The ecological: this involves the contribution of both the economic and the social and their effect on the environment and its resources. These are known as the three dimensions, or pillars, of sustainable development (Ekins, 2000)" (Baker, 2016, p. 9).

The environmental movement which is linked to sustainable development is important too because the problem of global warming or also known as climate change has not been resolved. This is partly because of the lack of political will. Furthermore, the dominant narrative remains that a government must provide jobs and a vibrant, functioning economy. This is usually accomplished at the expense of our environment because political leaders or the government they represent are mostly elected within the range of only between three and five years whereas improving the environment requires commitment and a longer span of time.

On the other hand, the United Nations' proposed 17 Sustainable Development Goals (SDGs) are ambitious, challenging and have been targeted for global achievement by the year 2030. Fortunately, there has been progress made by the Malaysian government, some Malaysian companies, the Malaysian higher education institutions (HEIs) and individual countries around the world despite its wide-ranging, grand goals.

2. Literature Review

Higher education institutions (HEIs) are vital agents of change (Mohammad Imam Hasan Reza, 2016) and can transform and even speed up the achievement of the 17 Sustainable Development Goals. According to Mohammad Imam Hasan Reza (2016), education for sustainable development (ESD) means that universities include "…key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption".

Moreover, ESD creates added value for expanding the minds and horizons of young university students (Mohammad Imam Hasan Reza, 2016) who are our nation's hope and asset. The author had also listed out the role of research in helping achieve the SDGs by Malaysian HEIs. Moreover, course curriculum of HEIs also help expose students to issues related to sustainable development and the 17 SDGs (Mohammad Imam Hasan Reza, 2016). Many other scholars (as cited in his paper) agree that ESD is vital and as such research on university students' awareness of these concepts and issues give researchers a peek into their minds, their understanding of these concepts and their inner world.

For example, Table 1 in his paper showed how different aspects of sustainability and sustainable development have been incorporated into course programmes in our local HEIs (Mohammad Imam Hasan Reza, 2016).

Young Malaysians play a significant role in helping the Malaysian government achieve the 17 SDGs by 2030 (Fatin Nabilla Ariffin & Ng, 2019). According to the authors, HEIs could be "…instrumental in training, helping and preparing youths to make needed and meaningful contributions to sustainable development" (Fatin Nabilla Ariffin & Ng, 2019). Their research was interesting because they had investigated whether there were gender differences in understanding 'sustainable development' or whether Arts and Science stream students differed in their understanding of 'sustainable development'. While they didn't find gender differences in their own study, they quoted another researcher who did find such a difference (see Misbahul Jannah et. al., 2013). As for the different stream of studies, the researchers concluded that the science students surveyed in their study had more exposure to environmental literacy even though in terms of their understanding of the sustainable development concept, it wasn't obvious between the Arts and Science stream students (Fatin Nabilla Ariffin & Ng, 2019).

The Universiti Tunku Abdul Rahman (UTAR) had published its *UTAR Report on Sustainable Development Goals 2019* detailing research publications and activities on each of the 17 SDGs. The university's growth strategies and plans have also been aligned with the SDGs (UTAR, 2019). The university has an environmental policy and a sustainable food policy whereby food operators are, among other items, encouraged to minimize negative environmental and social impacts with the products and services which they provide to the staff and students within the university (UTAR, 2019). Moreover, event organizers (both staff and the students) have been strongly discouraged from using the so-called 'white coffins', the environmentally-bad polystyrene-based food and drinks packaging.

Moreover, in terms of research publications in 2019 associated with the 17 SDGs, there had been publications on each of the 17 SDGs (UTAR, 2019). For example, there were five publications on SDG 1 (No Poverty) and twelve social programmes involving 1,311 participants as well as one course within the university on SDG 1 (UTAR, 2019). As for SDG 2 (Zero Hunger), the total publications were seven and university courses with this component were 23 (UTAR, 2019). Meanwhile, there were 11 social programmes associated with SDG 2 (Zero Hunger) involving 2,298 participants (UTAR, 2019). One programme highlighted in the report included the Soup Kitchen project organized by the Faculty of Business and Finance to raise awareness about extreme poverty (UTAR, 2019). The list goes on for each of the SDGs. It's a document showcasing the university's commitments to all the 17 SDGs and the Local Agenda 21 which formed part of the non-binding, three-level integration action plan of the United Nations.

Hawken, Lovins & Lovins (1999) emphasized a new way of doing business which mimics nature, i.e., creating no waste (zero waste). They cited the Japanese motor company, Toyota, as an exemplary model for efficiency and little waste (Hawken, Lovins & Lovins, 1999). They argued that if business efficiency were increased and wastage minimized, the natural resources used in economic productions would be reduced vastly too. This would translate into much savings and resource conservation. Moreover, they suggested an important concept of not wasting people

(Hawken, Lovins & Lovins, 1999, p. 53). Among others, this concept of 'not wasting people' relates to SDG 1 (No Poverty), SDG 2 (Zero Hunger), SDG 3 (Good Health and Well-Being), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth) and SDG 10 (Reduced Inequalities).

Baker (2016) argued that promoting sustainable development is challenging especially in the Least Developed Countries (LDCs) where "poverty is widespread, educational and employment opportunities are weak, healthcare is minimal and life chances are severely restricted, especially for women". Many social scientists and organizations do agree that improving gender equality and supporting women in their formal as well as informal work can vastly advance lives in their respective families and countries as well as in achieving the 17 SDGs (Macionis, 2015; Global Volunteers, 2002; UN Women, n.d.). In Malaysia, being an upper middle-income country, and not an LDC, progress has been made in women's status even though there still exists the traditional patriarchal ideology within the more rural communities. In fact, in our local universities, women constitute a higher majority in student numbers than men. One further improvement for Malaysian women would be to encourage more of them to take up Science, Technology, Engineering and Mathematics (STEM) courses. Finally, the Human Development Index (HDI), which is a multifactorial scale of health, education and income, is important because it doesn't just focus on collective outcomes but also individual capabilities (Baker, 2016).

'Climate change' or sometimes also known as 'global warming' is an issue that cannot be ignored as the Earth gets hotter. According to the Intergovernmental Panel on Climate Change (IPCC) (2014), HEIs can expose students to field realities via lectures and course work, field studies, internships and research. Besides, climate change has also increased the threats of flood for many coastal areas in Asia. In Malaysia, for example, the number of floods almost doubled from 496 incidents in 2015 to 844 cases in 2018 (DOSM, 2020).

According to Siti Wahidah Abd Ghafar (2017), food waste is a serious problem worldwide and Malaysia is not exempted from this. In fact, as the country urbanizes and its population rises, the problem of food wastage has become worse, not better. The author also defined food waste as "…all edible food materials produced for human consumption but left uneaten, either lost or discarded throughout the food supply chain, from farm to fork". This issue is also a sustainability issue and forms part of the Local Agenda 21 because food waste is unsustainable, and especially when 868 million people globally still suffer from starvation and malnutrition annually (Siti Wahidah Abd Ghafar, 2017). The author also stated that more than one third of food made globally is squandered every year. However, public awareness is increasing about such losses. For example, Malaysia has also participated in the United Nations' Food and Agriculture Organization's (FAO) Save Food initiative, with the local version called MYSavefood network (Siti Wahidah Abd Ghafar, 2017).

3. Research Method Used

This preliminary-cum-exploratory study has set out to answer three research questions: (a) Were young university students aware of current debates and issues related to environmentalism? For example, do they have awareness about 'sustainable development' and the 17 SDGs? (b) Were they aware that their own HEI (i.e., UTAR) organizes programmes and research activities in its commitment to achieving the SDGs and its three-level (local, national and global) integration? (c) In the students' opinion, what should be Malaysia's top five most important SDGs to achieve?

A total of 31 students from the Science Faculty of UTAR (Kampar Campus), Perak, Malaysia was given a pen-and-paper survey to complete. The survey was administered during one of their Sociology classes in February 2020. The respondents consisted of Year 1, Year 2, and Year 4 students. There was a good mix of 16 male and 15 female students. Most of them were Chinese Malaysians with only two Indian Malaysians.

The students were given a simple meal of *nasi lemak* (i.e., a popular local dish consisting of coconut milk rice, anchovies, cucumber, peanuts and *sambal* or chili paste) and chocolates before the survey was administered. This was meant to be the 'reward' for their cooperation and willingness to become respondents. Moreover, the Sociology class was held during lunch time at 1pm and it's only apt that the students-cum-respondents be treated to lunch for agreeing to participate in the pen-and-paper survey.

Furthermore, an informed consent statement was included on the front page of the survey. The students-cum-respondents had agreed to cooperate. There was a total of 23 questions in the survey and some of these questions required the respondents to write their answers in English sentences. For example, the students were asked to explain their understanding of 'environment', 'sustainable development' and 'climate change'. It's found that some students were articulate in their explanations, showing their English proficiency while a small number only wrote vaguely and in just one short sentence.

4. Results and Discussion

As to the first research question, only 18 of 31 students have heard of the term 'sustainable development' and the 17 SDGs. Another 13 students cited 'no', meaning that they haven't heard of the concept of 'sustainable development' and the 17 SDGs. However, most of them (N=10) were still able to explain the concept of climate change accurately. For example, they had used the phrase *change in weather patterns* or *global warming*. One student had used the phrase *extreme weather patterns* and yet another student wrote that climate change means that *the Earth is getting warmer*. Finally, another student had answered that *climate change is a disaster*.

When students were asked about the illegal rubbish dumping by the Western countries into Malaysia, almost half (N=15) of them have not heard of the news. This shows that some of the students-cum-respondents are not so aware of their surroundings or that they are not keen on keeping abreast with environmental news.

On the question of whether they are concerned that future generations of Malaysians might inherit a less pleasant and a resource-depleted country, a total of 21 students responded with 'yes', four students answered 'no', while the rest (N=6) answered 'not sure'. For the students who had expressed concern that future generations of Malaysians might inherit a less pleasant and a resource-depleted country, one of them cited our financial debt as an example of why future generations might inherit a less pleasant Malaysia. Others cited reasons such as the Malaysian government allowing Lynas, the unpopular producer of high-grade rare earths in Kuantan, Pahang, to continue operating in the country while yet others mentioned resource overuse in the country. For students who answered 'no', meaning that they weren't concerned that future generations of Malaysians might inherit a less pleasant and resource-depleted country, they cited renewable energy as the hope of the future. The rest (N=6) who answered 'not sure' said that the future is unpredictable or that they were not very well-versed with the issues discussed.

As to the second research question, 'Were they aware that their own HEI (i.e., UTAR) organizes programmes and research activities in its commitment to achieving the SDGs and its three-level (local, national and global) integration?', a small number of students were not even aware that UTAR is managed and run based on the *Green Campus* philosophy or that it has a green campus committee in both the Kampar Campus and its Sungai Long Campus. For example, five students from Year 2 were not aware of the *Green Campus* university concept and that UTAR has a green campus committee in its both its campuses while two Year 1 Trimester 3 students were in the same category. In total, there were 7 students in this category. Meanwhile, 14 students, including two Year 4 students, were aware of the *Green Campus* university concept but not the existence of the green campus committees. Only ten students of the 31 surveyed were aware of both the *Green Campus* university concept and the existence of a green campus committee in both UTAR campuses. The numbers showed that there were more UTAR students who were unaware of and ignorant about the environmental efforts made by their own HEI.

The students were also asked if they knew what 'green campus' meant. This is a peek into their understanding and environmental literacy. Some of them mentioned the 3Rs (reduce, reuse and recycle) while others mentioned practical tasks like conserving electricity and water. This showed that there is understanding of this concept.

On another question, a total of 11 students were aware of the SDG-related activities organized by the Department of Soft Skills Competency (DSSC), UTAR and had attended some of its projects. However, more students among those surveyed (N=14) were unaware of such activities and as such, had not attended any SDG-related projects organized by the DSSC, UTAR. Meanwhile, three students stated that they were aware of such SDG-related projects but had not attended any of them. Finally, another three students stated that they were unaware of such projects but had participated in them. About this last group of three students, their answers seemed to show some contradictions and immaturity or maybe a misunderstanding or misreading of the question asked.

Finally, as for the third research question, students were asked to choose the top five important goals among the 17 SDGs which Malaysia should accomplish. Of the 31 students, three students didn't complete the task as instructed and so, their answers could not be included in the analysis. So, a total of 28 students' answers and rankings were tabulated using reversed ranking. Here's the table below:

Table 1: Ranking of the 17 SDGs by UTAR Science Students

Sustainable Development Goals	Reversed Ranking		
	N	mean	std
SDG 1 - No Poverty	13	2.92	1.50
SDG 2 - Zero Hunger	7	3.86	1.57
SDG 3 - Good Health and Well-Being	10	2.40	1.35
SDG 4 - Quality Education	23	3.48	1.20
SDG 5 - Gender Equality	7	4.00	1.15
SDG 6 - Clean Water and Sanitation	6	2.67	1.63
SDG 7 - Affordable and Clean Energy	6	2.17	1.17
SDG 8 - Decent Work and Economic Growth	15	3.00	1.20
SDG 9 - Industry, Innovation and Infrastructure	13	2.85	1.52
SDG 10 - Reducing Inequality	9	3.11	1.83
SDG 11 - Sustainable Cities and Communities	7	1.86	1.21
SDG 12 - Responsible Consumption and Production	1	3.00	
SDG 13 - Climate Action	8	3.25	1.67
SDG 14 - Life Below Water	2	2.50	2.12
SDG 15 - Life On Land	1	3.00	
SDG 16 - Peace, Justice and Strong Institutions	11	2.82	1.33
SDG 17 - Partnerships for the Goals	1	3.00	

Legend: Most important is rank 5
Legend: Least important is rank 1

Table 1 above showed us that many students (N=23) felt that SDG 4 (Quality Education) was relevant to them. This could mean that they were well-aware of the weaknesses inherent in our current Malaysian education system. However, from the mean (i.e., 3.48), it showed that of all these 23 students who had ranked SDG 4 (Quality Education) as important, they all had not ranked it very highly either, maybe only at ranks 3 or 4. On the other hand, the highest mean (i.e., 4.00) is SDG 5 (Gender Equality) whereby 7 students had ranked it highly. This showed that these 7 students had felt that the Malaysian government should consider gender equality as one of its top five priorities. The status of women and gender inequality have also been discussed in their Sociology class and their Sociology lessons might have influenced their awareness on this issue and SDG 5. Moreover, modern working women in Malaysia still experience challenges like sexual harassment at the workplace and discrimination due to deeply ingrained patriarchy ideology (Wikipedia, 2021).

Fifteen students had ranked SDG 8 (Decent Work and Economic Growth) averagely with a mean of 3.00. This showed that while work, career and the economy are important life goals, they might have other priorities as well. It’s not clear why they had ranked this SDG 8 only averagely but maybe some of them could be aware that our economic growth is based on fossil fuel consumption, and hence, unsustainable.

On the other hand, while mental health and physical health are such important assets, it’s surprising that only ten students ranked SDG 3 (Good Health and Well-Being) as one of the top five priorities that the Malaysian government should focus on. Suicide and suicidal tendencies are on the rise in

Malaysia (Cheah, 2019; Macrotrends, 2021; Pillay, 2017) and mental health issues are increasingly emphasized as can be seen in the explosion of counselling and psychology courses in HEIs in the country and throughout the world. Perhaps, these students are still young and healthy, and therefore, they have not learned the value of good health and well-being. This is because when one is young and relatively healthy, this asset is usually taken for granted.

Thirteen (13) students each ranked SDG 1 (No Poverty) and SDG 9 (Industry, Innovation and Infrastructure) as Malaysia's top five priorities. However, from the mean, it showed that they had not ranked these two SDGs as being too important. This seemed to show that the students' general knowledge is lacking because poverty is such a life-changing problem and transportation as well as infrastructure are bread-and-butter issues which can affect how people get to work daily.

Eleven students had ranked SDG 16 (Peace, Justice and Strong Institutions) as one of the top five priorities which Malaysia should focus on. From the mean of 2.82, it showed that they had ranked it rather lowly, at ranks 1, 2 or 3 only in terms of importance. While an inclusive society is important, this goal can only be achieved if corruption and extreme poverty are overcome. Nonetheless, Malaysia has developed and progressed by leaps and bounds since its independence in 1957. Even so, poverty and malnutrition are an ongoing social problem which prevents the poor and homeless Malaysians from living a life free of stigmatization and depravity.

Finally, only one student each had ranked SDG 12 (Responsible Consumption and Production), SDG 15 (Life on Land) and SDG 17 (Partnerships for the Goals). The mean of 3.00 showed that they had ranked it at 3 (moderately important). Obviously, there's not enough awareness among the 28 students about these three SDGs since SDG 12 (Responsible Consumption and Production) is closely tied to the 3Rs (reduce, reuse and recycle). Besides, SDG 17 (Partnerships for the Goals) is important because Malaysia is a trading nation and must cooperate with international bodies like the United Nations, among others, to improve our people's lives. SDG 15 (Life on Land) is about halting desertification and the loss of biodiversity as well as managing our forest as the green lungs of the world (UNDP, 2021).

5. Conclusion

This pilot study is just an exploratory investigation on a small group (N=31) of UTAR Science students' environmental literacy. The opinions which they have expressed here cannot be generalized to the youth population in Malaysia but can be used for cross-comparison with other university students' opinions. Awareness among the students surveyed about sustainable development and the 17 SDGs is only moderate and there's still much work to be done by the university to include these students in a fruitful conversation on conservation and sustainable development. Moreover, there are other limitations in this study. For example, the number of students surveyed should be increased and the ranking of the 17 SDGs should be improved by using a Likert Scale instead of the current practice. Finally, in future studies, students should be asked to rate all the 17 SDGs on a five-point Likert Scale. This will provide a better and more detailed understanding of what they think Malaysia's priorities should be.

As university students are future leaders of the country and even the world via leadership positions in international bodies, it's vital that their worldview and opinions are tapped while at the same time, creating awareness among them about '*glocal*' issues like 'sustainable development' and the 17 SDGs. However, awareness alone is inadequate. There must be behavioural changes too if the 17 SDGs were to be meaningfully achieved. Finally, it can be concluded that this paper has successfully answered all the research questions that it had set out to discover.

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Bank Capital and Liquidity: The 2008 Global Financial Crisis versus the COVID-19 Pandemic

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Abstract: *This paper examines the capital, liquidity, and profitability metrics of the twenty largest Systematically Important Banks (SIBs) before the COVID-19 pandemic and before the 2008 Global Financial Crisis. The paper concludes that the overall capital adequacy and asset quality of the banks in our sample are generally better before the COVID-19 pandemic than they were before the 2008 financial crisis. However, liquidity and overall profitability are lower than they were before the 2008 financial crisis.*

Keywords: Banks, Capital Ratios, Asset Quality, Liquidity Ratios, COVID–19

1. Introduction

During the past four months the spread of the Coronavirus has rattled global financial markets and destroyed global economic prospects. Dimson, Marsh, and Stanton (2020) report that the CBOE Volatility Index (VIX) – the real-time market index that represents the market's expectation of the 30-day forward looking volatility – has reached levels last seen during the 2008 Global Financial Crisis. (See Figure 1). According to the June 2020 Global Economic Prospects Report of the World Bank, the global economy (GDP) is expected to shrink by 5.2% in 2020, the deepest global recession in eight decades. (See Table 1). The International Labor Organization in its June 2020 ILO Monitor noted that it expected the Covid – 19 impact to cause the equivalent of 400 million full-time job losses.

These dire economic prospects has and will place an increasingly severe stress on the world's banking system. Banks perform a unique function in the global economy of injecting capital into businesses in all sectors of the economy primarily through the process if lending money to borrowers. As a result, banks are a crucial node in the complex linkages that make up the world economy. A collapse of the banking system adversely affects other industries and sectors that otherwise might be relatively healthy. The systemic risk this creates requires one to carefully assess the capital and liquidity levels of banks in the current crisis. It is for this reason that banks are closely regulated to ensure there is adequate capital and liquidity and prudent risk-taking.

This paper examines the capital, liquidity, and profitability metrics of the twenty largest Systematically Important Banks (SIBs) before the COVID-19 pandemic and before the 2008 Global Financial Crisis.

Similarities and Differences Between the COVID-19 Pandemic and the 2008 Global Financial Crisis

It is understandable that investors, bankers, analysts, and regulators are drawing parallels and lessons from the 2008 financial crisis for policy recommendations and implications and to understand the future impact of the COVID-19 pandemic. While there are similarities between the two crises, there are significant differences as well.

There are two aspects of the 2008 financial crisis that are similar to the COVID-19 pandemic. In both crises, there is a significant amount of uncertainty as to the future impact. Both crises started in the two leading economies – the 2008 financial crisis in the United States of America and the 2019 coronavirus pandemic in the People's Republic of China – and spread globally. Baker, Bloom, and Davis (2020) report on their Economic Policy Uncertainty website that the Global Economic Policy Uncertainty (GEPU) Index was at 200.90 at the peak of the 2008 financial crisis and is currently at 433.21 in the midst of the coronavirus pandemic. (See Figure 2). The GEPU Index is constructed from three components. The first component quantifies the newspaper coverage of policy-related economic uncertainty. The second component reflects the number of federal tax code provisions set to expire in future years and the third component uses the disagreement among economic forecasters as a proxy for uncertainty.

The reactions of the central banks to both crises are similar. As elaborated in Briter (2008) and Nicola et al (2020), central banks across the globe reacted speedily and forcefully to the 2008 financial crisis and the COVID-19 pandemic. Their main goals in both crises were to cushion the inevitable and significant drop in economic activity – in the case of the 2008 financial crisis it was due to the freezing of the financial markets and in the case of the COVID-19 crisis it is due to the freezing of economic activity as a result of lockdowns and other containment measures. The responses of the central banks in both crises were focused on easing financial stress by ensuring the smooth functioning of the financial system and facilitating the flow of credit to businesses and households. The measures included i) the lowering of interest rates to lower funding costs, ii) expanding short-term and long-term lending operations to address liquidity issues and prevent market freezes and ensure the flow of credit to households and businesses, iii) quantitative easing, in which central banks purchased private and public assets in the open market in order to increase the money supply, lower interest rates, and encourage lending and investments, and finally, iv) other actions such as relaxing bank capital requirements and creating repo facilities to facilitate dollar-denominated lending by international monetary authorities.

In spite of these similarities, there is one key difference between the two crises. The events leading to the 2008 financial crisis are markedly different from those leading to the COVID-19 financial and economic crisis. The events leading to the 2008 Global Financial Crisis is explained in Bordo (2008) and could be summarized as follows: Prior to 2007, subprime loans were being granted to Americans with bad credit and with inadequate income and assets. This drove up home prices which led to further borrowing by homeowners against the increasing equity in their homes. The toxic risk associated with these subprime loans were hidden and transferred through the process of securitization in which subprime loans were bundled together and securitized into new financial vehicles such as mortgage-backed securities. When homeowners defaulted on their loans, the housing bubble burst, home prices tumbled, and the mortgage-backed securities, most of which were held by banks, became worthless. Banks, which were heavily leveraged at the time, were unable to withstand the mounting losses and began to fail. This led to a massive liquidity crisis which in turn led to the 2008 global recession. Thus, the shock was endogenous having originated in the banking sector and then spreading to the rest of the global economy.

In contrast, the present crisis is due to an exogenous shock – the COVID-19 pandemic. In an effort to contain the pandemic, draconian containment efforts including lockdowns, social distancing, and transportation restrictions have led to the shutting down of large sectors of the global economy. This has negatively impacted the demand side of the economy as well as disrupted the highly integrated global supply chain. The economic downturn due to the pandemic is and will place a severe strain on the global banking system. As households and businesses are unable to meet their financial obligations, they will default on their loans which will put downward pressure on the banks' loan, securities, and derivatives portfolios. Furthermore, with the prevailing low interest rates, banks' bottom line will be negatively impacted as well.

Thus, the root cause of the present crisis is different from what caused the 2008 financial crisis. In 2008, banks were highly leveraged and insufficiently capitalized and were part of the problem. In the present crisis, as noted in Archarya and Steffen (2020), the banks could be part of the solution in their role as liquidity insurers for the economy. As the immediate health crisis recedes, financial support from banks either directly in the form of loans and credit and indirectly through their investment banking activities could help business recover as quickly as possible and spur job growth. However, the key question is whether the banks are strong enough to withstand possible losses in their loan portfolios due to defaults and be ready to extend credit to households and businesses.

Bank Capital and Liquidity

A bank's balance sheet is different from that of a typical nonfinancial entity. The assets of a bank are:

Cash: Cash is usually a small percentage of total assets (typically less than 1%) since cash does not earn a rate of return and add to the bank's bottom line.

Investment Securities: These are interest and dividend bearing securities and is typically around 10-15% of the total assets. The primary purpose of holding these investment securities is for the bank to have safe, liquid assets available. Greater the proportion of cash and investment securities, greater is the bank's liquidity to withstand hard times.

Loans: Loans represents a majority of the bank's assets on which the banks earn an interest rate that is typically higher than that earned on investment securities. However, they are riskier than investment securities and the bank will incur a loss if the loans and the interest accrued are not paid.

Other Assets: These include property and equipment and represents a small fraction of its total assets.

The bank's liabilities and shareholders' equity reveals how the bank finances its assets. They include:

Deposits: Deposits are the banks most important source of financing since it pays low or no interest and because they represent a stable source of financing

Borrowings: These include borrowing from other banks through federal fund purchases and repo agreements, notes and debentures, and commercial paper.

Shareholders' Equity: Shareholders' equity represents financing by the shareholders of the bank and includes contributed capital and retained earnings. The term "bank capital" refers to this portion of the bank's funding and is the most important part of the regulatory and supervisory regime since the bank does not have a contractual requirement to repay shareholders and can therefore be used to absorb losses when the bank's assets lose value. Banks prefer to fund their assets through deposits and borrowing rather than shareholders' equity because the tax code, which allows interest expense to be tax deductible but not dividends, makes it a cheaper source of financing. Also, the bank's management can use the power of leverage to increase the bank's return on equity. Regulators use minimum capital requirements as a primary tool to limit the probability of bank failures. Greater the bank's capital, higher are the losses that the banks can withstand.

As we noted in the earlier section, the COVID-19 pandemic is an exogenous shock to the financial system. The question as to whether the financial system and specifically the banks can withstand this shock depends on whether this exogenous shock interacts adversely with the endogenous feedback loops within the banking system and exposes latent vulnerabilities in the system that could result in a systemic financial crisis. To answer this crucial question, one has to examine the banks' capital adequacy, asset quality, liquidity, and profitability ratios.

2. Data, Methodology, and Analysis

The data used in our study was obtained from the FactSet Database. The sample includes the top twenty Systematically Important Banks (SIBs) for the period 2004 – 2019 and are listed in Table 2. Banks are designated as systematically important by the Financial Stability Board based on their size and the degree of influence they have in global and domestic financial markets.

We examine various metrics indicating capital adequacy, asset quality, liquidity, and profitability for the period 2004 to 2019. This allows us to compare the financial health of the banks in our sample prior to the 2008 Financial Crisis and the COVID-19 pandemic.

a) Capital Adequacy:

It is important for a bank to have adequate (equity) capital so that potential losses, say due to the write-off of nonperforming loans, can be absorbed without causing the bank to become insolvent (Meh and Moran [2010]). Note that losses reduce the amount of retained earnings which is a component of equity capital. Capital adequacy for banks is evaluated based on the proportion of bank's assets funded with equity capital. We use the following three metrics to evaluate capital adequacy

a.1) Common Equity Tier 1 Capital Ratio (Minimum = 4.5% as per Basel III requirements)

$$\text{Common Equity Tier I Capital Ratio} = \frac{\text{Common Equity Tier 1 Capital}}{\text{Risk} - \text{Weighted Assets}}$$

Common Equity Tier 1 Capital includes common stock, issuance surplus related to common stock, retained earnings, accumulated other comprehensive income, and certain adjustments, including the deduction of intangible assets and deferred tax assets.

Risk-Weighted Assets are the banks' assets adjusted based on their risk, with riskier assets requiring a higher weighting. For instance, cash has a weighting of zero, corporate loans have a weighting of around 100%, and loans that are 90 days past due have a weighting of greater than 100%. The risk-weightings are determined by the individual countries' regulators and are typically based on Basel III protocols.

Table 3 presents the Common Equity Tier 1 Capital (CET1) ratios for the period 2014 to 2020, The CET1 ratios are only available for the years beginning 2014 since measure was only introduced in 2014 by the Basel Committee in response to the 2008 financial crisis. The minimum CET1 ratio set by Basel III is 4.5%. As is clear from Table 3, in 2019 all the banks in the sample met and exceeded the minimum requirement.

a.2) Total Tier I Capital Ratio (Minimum = 6% as per Basel III requirements)

$$\text{Total Tier I Capital Ratio} = \frac{\text{Total Tier 1 Capital}}{\text{Risk} - \text{Weighted Assets}}$$

Total Tier 1 Capital is Common Equity Tier 1 Capital plus Other Tier 1 Capital. Other Tier 1 Capital includes other types of instruments issued by the bank that meet certain criteria, such as that the instruments be subordinate to such obligations as deposits and other debt obligations, not have a fixed maturity, and not have any type of payment of dividends or interest that is not totally at the discretion of the bank.

a.3) Total Capital Adequacy Ratio (Minimum = 8% as per Basel III requirements)

$$\text{Total Capital Adequacy Ratio} = \frac{\text{Total Tier 1 Capital} + \text{Tier 2 Capital}}{\text{Risk} - \text{Weighted Assets}}$$

Tier 2 Capital includes instruments that are subordinate to depositors and to general creditors of the bank, have an original minimum maturity of five years, and meet certain other requirements.

Tables 4 and 5 show the Total Tier 1 Capital ratios and the Total Capital Adequacy ratios respectively. We see a steady improvement in the ratios for all the banks in the sample for the period 2004 -2019. The mean ratios in 2019 exceed the minimum requirements of the Basel standards and they are significantly higher than they were before the 2008 financial crisis. The improvement of the capital adequacy ratios is also apparent from the graph in Figure 3.

b) Asset Quality

Asset quality refers to the amount of existing and potential credit risk associated with bank's assets, primarily its financial assets.

Loans typically constitute the largest portion of a bank's financial assets and their quality depends primarily on the creditworthiness of the borrowers. We focus on the ratio of Nonperforming Loans to Total Loans since this ratio is not affected by management discretion and represents a more objective measure of the quality of loans in the portfolio. Ratios that are based on loan loss provisions are commonly used to assess the quality of the loans, but loan loss provisions are an estimate and depend on the discretion of the bank's management.

b.1) Nonperforming Loans to Total Loans Ratio

$$\text{Nonperforming Loans to Total Loans Ratio} = \frac{\text{Nonperforming Loans}}{\text{Total Loans}}$$

Nonperforming loans are loans that are not currently paying their contractual amounts due.

Table 6 and Figure 4 present the ratio of nonperforming loans to total loans. The results are mixed. While most banks have a lower percentage of nonperforming loans to total loans in 2019 compared to 2007 (a year before the financial crisis), banks in France and Spain have a higher percentage of nonperforming loans to total loans in 2019 compared to 2007. We expect this ratio to significantly worsen for all banks in 2020-2021 as the economic downturn due to COVID-19 will cause many households and businesses to default on their financial obligations.
Investments, including real estate investments, are the other significant portion of a bank's assets. Since accounting for investments in securities varies across accounting jurisdictions, we focus on the Texas ratio

b.2) Texas Ratio

$$\text{Texas Ratio} = \frac{\text{Nonperforming Loans} + \text{Real Estate Owned}}{\text{Tangible common equity capital and loan loss reserves}}$$

Tangible common equity (TCE) is the subset of shareholders' equity that is not preferred equity and not intangible assets. Table 7 presents the Texas ratios for the period 2004 – 2019 and we see a pattern similar to that of the Nonperforming Loans to Total Loans ratio. The ratios have improved for most banks, but for the banks in Spain and France.

c) Liquidity

In general, liquidity metrics measure the ability of an entity to pay off its current liabilities; that is, liabilities due within a year. In the case of banks, the primary component of its current liabilities it its deposits from customers. A failure by the bank to pay its depositors when they wish to withdraw their money could lead to a financial crisis; hence, adequate liquidity is essential for a bank. We measure bank liquidity using two measures:

c.1) Liquidity Coverage Ratio measures the percentage of a bank's expected cash outflows (that is, deposits) that is held in highly liquid assets (that is Cash and Short-term Investments)

$$\text{Liquidity Coverage Ratio} = \frac{\text{Cash} + \text{Short} - \text{term Investments}}{\text{Deposits}}$$

c.2) Stable Funding Ratio measures the percentage of a bank's deposits that is held in investment securities

$$\text{Stable Funding Ratio} = \frac{\text{Invested Assets}}{\text{Deposits}}$$

Tables 8 and 9 and Figure 5 present the Liquidity Coverage and Stable Funding ratios. The liquidity ratios for many banks in our sample are lower than they were prior to the 2008 financial crisis. The mean ratios are lower as well indicating lower liquidity in the banking system prior to the COVID-19 pandemic.

d) Profitability

Measuring profitability is crucial since it is the key to the sustainable success of a bank. It measures the ability of the bank to create value and to provide risk protection for creditors. We use the following metrics to measure profitability.

d.1) Return on Assets examines how effective the bank is in using its assets to generate revenue.

$$\text{Return on Assets} = \frac{\text{Net Income}}{\text{Average Total Assets}}$$

d.2) Return on Equity examines how effective the bank is in generating a return for its common shareholders.

$$\text{Return on Equity} = \frac{\text{Net Income} - \text{Preferred Dividends}}{\text{Average Common Shareholders'Equity}}$$

Return on Equity should be interpreted with caution since a high return could be the result of high leverage and low capitalization.

d.3) Efficiency Ratio measures a bank's overhead expenses as a percentage of revenue. A lower percentage indicates that a bank is operating more efficiently.

$$\text{Efficiency Ratio} = \frac{\text{Expenses (not including Interest)}}{\text{Revenues}}$$

Tables 10 and 11 and Figure 6 present the Return on Assets and Return on Equity. In general, banks have lower levels of profitability prior to the COVID-19 pandemic compared to the period prior to the financial crisis. We expect a steep decline in these ratios as write-offs of bad loans accumulate. Most banks have either maintained or slightly improved the efficiency of their operations (See Table 12)

3. Conclusions

As noted in the previous section, overall capital adequacy and asset quality of the banks in our sample are generally better before the COVID-19 pandemic than they were before the 2008 financial crisis. However, liquidity and overall profitability is lower than they were before the 2008 financial crisis.

While in 2008, insufficiently capitalized banks exacerbated the financial crisis, in 2020, as a result of being better capitalized, banks are in a strong position to be part of the solution. When the health crisis recedes, banks can either directly by granting loans to businesses and entrepreneurs or indirectly through their investment banking activities allocate investments into robust and new drivers of growth and help with the global economic recovery. It is prudent for central banks to require suspensions of all capital distributions, either through dividend distributions or share repurchases, during the crisis. Many but not all central banks have taken this step. Furthermore, banks should turn to equity markets to raise additional capital if their capital ratios decline significantly.

The percentage of nonperforming loans to total loans, especially of European banks, is cause for concern. In normal times, banks reduce their risk of nonperforming loans by diversifying their lending across different industries. However, this might not be of much help in the current crisis since many industries and sectors are being adversely affected simultaneously.

The liquidity position of the banks in our sample is troubling. As households and business experience liquidity problems due to the economic downturn caused by the pandemic, households will begin withdrawing their moneys deposited at banks and businesses will start drawing down their credit lines. This will cause the liquidity problems at banks to worsen. Providing liquidity to the banks, as central banks are currently doing, helps, but it is unlikely to be effective in the long run, since the problem does not lie within the banking sector but in the broad spectrum of industries that are seeing their revenues fall (Bannerjee et al., 2020).

The low profitability of banks is also of concern. Income generated by banks feed into their equity capital through retained earnings improving their capital adequacy ratios. As the economic downturn lasts longer and gets deeper, bank's revenue sources will begin drying up and its provisions for loan losses will keep mounting causing further downward pressures on its bottom line.

In summary, as a result of reforms to the banking system after the 2008 financial crisis, bank have adequate capital to deal with the current crisis. However, there are tough times ahead for banks especially if the pandemic lasts into the next year and a reliable vaccine is not developed. The primary focus, therefore, has to be on virus containment and development of a reliable vaccine.

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Appendix

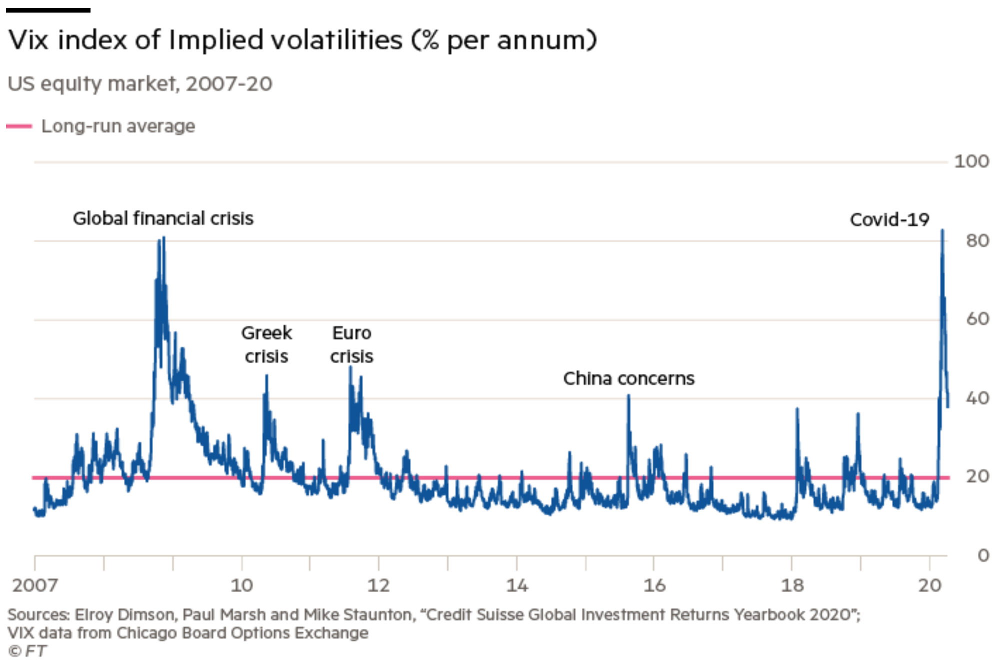


Figure 1: *VIX Index 2007 – 2020*
Table 1: *Real GDP (percent change from previous year)*

	2017	2018	2019	2020
World	3.3	3.0	2.4	-5.2
Advanced economies	2.5	2.1	1.6	-7.0
United States	2.4	2.9	2.3	-6.1
Euro Area	2.5	1.9	1.2	-9.1
Japan	2.2	0.3	0.7	-6.1
Emerging market and developing economies	4.5	4.3	3.5	-2.5
Commodity-exporting EMDEs	2.2	2.1	1.5	-4.8
Other EMDEs	6.1	5.7	4.8	-1.1
Other EMDEs excluding China	5.4	4.8	3.2	-3.6
East Asia and Pacific	6.5	6.3	5.9	0.5
China	6.8	6.6	6.1	1.0
Indonesia	5.1	5.2	5.0	0.0
Thailand	4.1	4.2	2.4	-5.0
Europe and Central Asia	4.1	3.3	2.2	-4.7
Russia	1.8	2.5	1.3	-6.0
Turkey	7.5	2.8	0.9	-3.8
Poland	4.9	5.3	4.1	-4.2
Latin America and the Caribbean	1.9	1.7	0.8	-7.2
Brazil	1.3	1.3	1.1	-8.0
Mexico	2.1	2.2	-0.3	-7.5
Argentina	2.7	-2.5	-2.2	-7.3
Middle East and North Africa	1.1	0.9	-0.2	-4.2
Saudi Arabia	-0.7	2.4	0.3	-3.8
Iran	3.8	-4.7	-8.2	-5.3
Egypt	4.2	5.3	5.6	3.0
South Asia	6.5	6.5	4.7	-2.7
India	7.0	6.1	4.2	-3.2
Pakistan	5.2	5.5	1.9	-2.6
Bangladesh	7.3	7.9	8.2	1.6
Sub-Saharan Africa	2.6	2.6	2.2	-2.8
Nigeria	0.8	1.9	2.2	-3.2
South Africa	1.4	0.8	0.2	-7.1
Angola	-0.1	-2.0	-0.9	-4.0

Source: World Bank

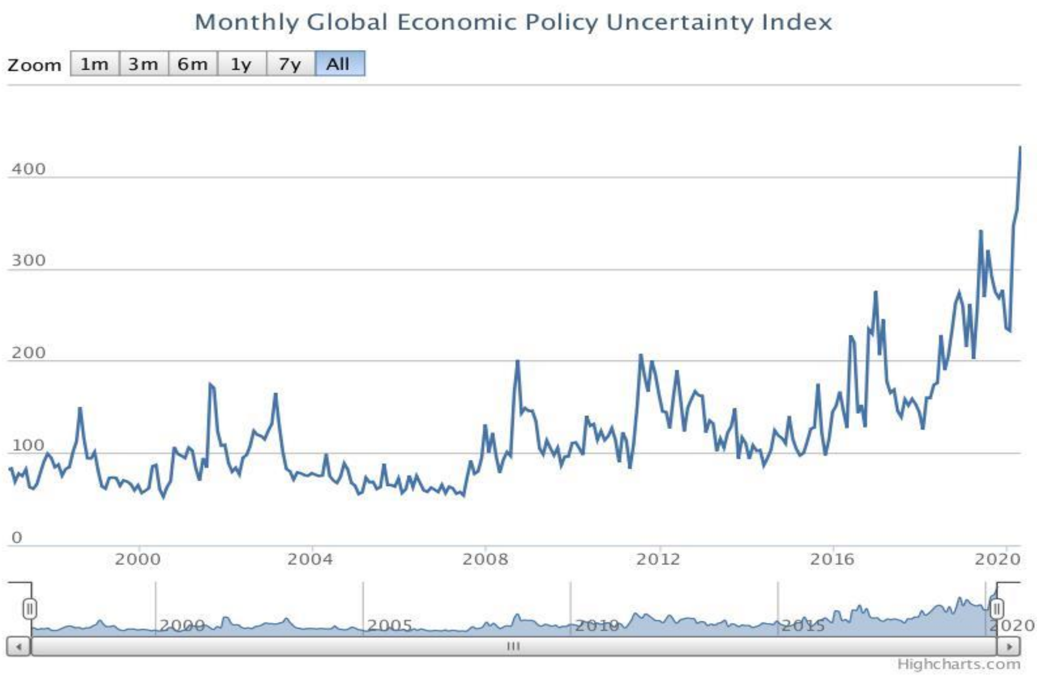


Figure 2: ***Global Economic Policy Uncertainty (GEPU) Index 1996 – 2020***
Source: Global Economic Uncertainty

Table 2: ***Top Twenty Systematically Important Banks (SIBs)***

Rank	Bank name	Country	Total assets (US$ Billion)
1	Industrial and Commercial Bank of China	China	4,027.44
2	China Construction Bank	China	3,376.52
3	Agricultural Bank of China	China	3,287.36
4	Bank of China	China	3,092.21
5	Mitsubishi UFJ Financial Group	Japan	3,069.20
6	JPMorgan Chase	United States	2,622.53
7	HSBC Holdings PLC	United Kingdom	2,558.12
8	Bank of America	United States	2,354.51
9	BNP Paribas	France	2,336.66
10	Crédit Agricole	France	2,123.61
11	Citigroup Inc.	United States	1,917.38
12	Wells Fargo	United States	1,895.88
13	Sumitomo Mitsui Financial Group	Japan	1,848.20
14	Mizuho Financial Group	Japan	1,837.80
15	Banco Santander	Spain	1,670.79
16	Deutsche Bank	Germany	1,543.55
17	Société Générale	France	1,485.31
18	Barclays PLC	United Kingdom	1,444.39
19	Bank of Communications	China	1,385.81
20	Lloyds Banking Group	United Kingdom	1,016.55

Table 3: ***Common Equity Tier 1 Capital Ratio***

Rank	Bank name	FY_19	FY_18	FY_17	FY_16	FY_15	FY_14
1	Industrial and Commercial Bank of China	13.2	13.0	12.8	12.9	12.9	11.9
2	China Construction Bank	13.9	13.8	13.1	13.0	13.1	12.1
3	Agricultural Bank of China	11.2	11.6	10.6	10.4	10.2	9.1
4	Bank of China	11.3	11.4	11.2	11.4	11.1	10.6
5	Mitsubishi UFJ Financial Group	11.7	11.4	12.5	11.8	11.6	11.1
6	JPMorgan Chase	12.4	12.0	12.1	12.2	11.6	10.2
7	HSBC Holdings PLC	14.7	14.0	14.5	13.6	11.9	11.1
8	Bank of America	11.2	11.6	11.5	10.8	9.8	9.6
9	BNP Paribas	12.1	11.8	11.8	11.5	10.9	10.5
10	Crédit Agricole	12.1	11.5	11.7	12.1	10.7	10.4
11	Citigroup Inc.	11.8	11.9	12.4	12.6	12.1	10.6
12	Wells Fargo	11.1	11.7	12.0	10.8	10.8	11.0
13	Sumitomo Mitsui Financial Group	15.5	16.3	14.5	12.2	11.8	11.3
14	Mizuho Financial Group	11.7	12.8	12.5	11.3	10.5	9.4
15	Banco Santander	11.7	11.3	10.8	10.6	10.1	8.3
16	Deutsche Bank	13.6	13.6	14.0	11.8	11.1	11.7
17	Société Générale	12.7	10.9	11.4	11.5	10.9	10.1
18	Barclays PLC	13.5	12.8	13.3	12.4	11.4	10.3
19	Bank of Communications	11.2	11.2	10.8	11.0	11.1	11.3
20	Lloyds Banking Group	13.6	14.6	14.1	13.4	12.8	12.8
	Mean_Common Equity Tier I Capital Ratio	**12.5**	**12.5**	**12.4**	**11.9**	**11.3**	**10.7**

Table 4: ***Total Tier 1 Capital Ratio***

Bank name	FY_19	FY_18	FY_17	FY_16	FY_15	FY_14	FY_13	FY_12	FY_11	FY_10	FY_09	FY_08	FY_07	FY_06	FY_05	FY_04
Industrial and Commercial Bank of China	13.3	13.4	13.5	12.2	10.6	10.6	10.1	10.0	9.9	10.8	11.0	12.2	-			
China Construction Bank	14.7	14.4	13.7	13.2	13.3	12.1	10.8	11.3	11.0	10.4	9.3	10.2	-	9.9	11.1	8.6
Agricultural Bank of China	12.5	12.1	11.3	11.1	11.0	9.5	9.3	-	-	-	-	8.0	-	-	-	-
Bank of China	12.8	12.3	12.0	12.3	12.1	11.4	9.7	10.5	10.1	10.1	9.1	10.8	10.7	11.4	8.1	8.5
Mitsubishi UFJ Financial Group	13.9	14.3	13.4	13.2	12.6	12.5	12.7	12.3	11.3	10.6	7.8	7.6	7.6	-	7.6	-
JPMorgan Chase	14.1	13.7	13.8	14.0	13.3	11.4	11.9	12.6	12.3	12.1	11.1	10.9	8.4	8.7	8.5	8.7
HSBC Holdings PLC	17.2	16.6	16.4	14.9	13.9	12.5	14.5	13.4	11.5	12.1	10.8	8.3	9.3	9.4	9.0	8.9
Bank of America	12.6	13.2	13.0	12.4	11.2	13.4	-	-	-	-	-	-	-	-	-	8.1
BNP Paribas	13.5	13.1	13.0	12.6	11.7	11.5	12.8	13.6	11.6	11.4	10.1	7.8	7.3	7.4	7.6	8.1
Crédit Agricole	13.2	13.1	13.4	13.9	12.2	11.8	10.9	11.7	11.2	10.6	9.5	9.1	8.1	8.2	8.2	8.0
Citigroup Inc.	13.4	13.5	14.1	14.2	13.5	11.5	13.7	14.1	13.6	12.9	11.7	11.9	7.1	8.6	8.8	8.7
Wells Fargo	12.8	13.5	13.8	12.4	12.3	12.5	12.3	11.8	11.3	11.2	9.3	7.8	7.6	9.0	8.3	8.4
Sumitomo Mitsui Financial Group	18.2	16.7	14.1	13.7	12.9	12.2	10.9	12.3	12.5	11.2	8.2	6.9	6.4	-	-	-
Mizuho Financial Group	15.9	15.4	13.3	12.6	11.5	11.4	11.0	12.8	11.9	9.1	6.4	7.4	7.0	5.9	6.2	5.8
Banco Santander	13.1	12.8	12.1	11.5	11.0	11.0	11.7	10.3	10.0	8.8	8.6	7.5	7.7	7.4	7.9	7.2
Deutsche Bank	15.0	14.9	15.4	13.1	12.3	12.9	16.9	15.1	12.9	12.3	12.6	10.1	8.6	8.9	8.7	8.6
Société Générale	15.1	13.4	13.8	14.5	13.5	12.6	13.4	12.5	10.7	10.6	10.7	8.8	6.6	7.8	7.6	8.5
Barclays PLC	17.1	15.8	16.1	14.2	12.9	11.5	15.7	13.3	12.9	13.5	13.0	8.6	7.6	7.7	7.0	7.6
Bank of Communications	11.9	12.2	11.5	11.3	9.8	11.2	9.3	9.4	8.2	9.5	10.3	-	-	6.8	6.4	6.2
Lloyds Banking Group	16.5	17.8	16.6	15.9	15.2	15.0	14.5	13.8	12.5	11.6	9.6	8.0	8.1	8.2	7.9	8.9
Mean_Total Tier I Capital Ratio	**14.3**	**14.1**	**13.7**	**13.2**	**12.3**	**11.9**	**12.2**	**12.3**	**11.4**	**11.0**	**9.9**	**9.0**	**7.9**	**8.4**	**8.0**	**8.0**

Table 5: ***Total Capital Adequacy Ratio***

Rank	Bank name	FY_19	FY_18	FY_17	FY_16	FY_15	FY_14	FY_13	FY_12	FY_11	FY_10	FY_09	FY_08	FY_07	FY_06	FY_05	FY_04
1	Industrial and Commercial Bank of China	16.8	15.4	15.1	14.6	15.2	14.5	13.1	13.7	13.2	12.3	12.4	13.1	13.1	14.1	-	
2	China Construction Bank	17.5	17.2	15.5	14.9	15.4	14.9	13.3	14.3	13.7	12.7	11.7	12.2	-	12.1	13.6	11.3
3	Agricultural Bank of China	16.1	15.1	13.7	13.0	13.4	12.8	11.9	-	-	-	-	9.4	-	-	-	-
4	Bank of China	15.6	15.0	14.2	14.3	14.1	13.9	12.5	13.6	13.0	12.6	11.1	13.4	13.3	13.6	10.4	10.0
5	Mitsubishi UFJ Financial Group	15.9	16.0	16.6	15.9	16.0	15.7	15.5	16.7	14.9	14.9	14.9	11.8	11.2	12.6	12.2	11.8
6	JPMorgan Chase	16.0	15.5	15.7	15.2	14.7	12.8	14.4	15.3	15.4	15.5	14.8	14.8	12.6	12.3	12.0	12.2
7	HSBC Holdings PLC	18.9	19.4	18.3	16.8	17.2	15.6	17.8	16.1	14.1	15.2	13.7	11.4	13.6	13.5	12.8	12.0
8	Bank of America	14.7	15.1	14.8	14.2	12.8	16.5	-	-	-	-	-	-	-	-	-	11.6
9	BNP Paribas	15.5	15.0	14.6	14.2	13.0	12.6	14.3	15.6	14.0	14.5	14.2	11.1	11.3	12.0	12.6	11.3
10	Crédit Agricole	16.9	17.2	17.4	18.6	17.9	16.1	15.8	13.2	13.4	12.8	9.8	9.9	8.6	8.8	8.5	8.6
11	Citigroup Inc.	16.0	16.2	16.3	16.2	15.3	12.8	16.7	17.3	17.0	16.6	15.3	15.7	10.7	11.7	12.0	11.9
12	Wells Fargo	15.3	16.5	17.0	15.4	14.8	15.5	15.4	14.6	14.8	15.0	13.3	11.8	10.7	12.5	11.6	12.1
13	Sumitomo Mitsui Financial Group	18.8	20.8	19.4	16.9	17.0	16.6	15.5	14.7	16.9	16.6	15.0	11.5	10.6	11.3	12.4	9.9
14	Mizuho Financial Group	18.9	18.2	16.3	15.4	14.6	14.4	14.2	15.5	15.3	13.5	10.6	11.7	12.5	11.6	11.9	11.4
15	Banco Santander	15.0	14.8	14.5	13.9	13.1	10.4	14.6	13.1	13.6	13.1	14.2	13.3	12.7	12.5	12.9	13.0
16	Deutsche Bank	17.4	17.5	18.4	16.6	15.4	16.0	18.5	17.1	14.5	14.1	13.9	12.2	11.6	12.9	13.5	13.2
17	Société Générale	18.3	16.5	17.0	17.9	16.3	14.3	14.7	12.7	11.9	12.1	13.0	12.9	10.6	12.0	11.3	-
18	Barclays PLC	20.4	19.8	20.7	18.5	17.3	15.4	19.9	13.3	16.4	16.9	16.6	13.6	11.2	11.7	11.3	11.5
19	Bank of Communications	14.8	14.4	14.0	14.0	13.5	14.0	12.1	14.1	12.4	12.4	12.0	13.5	14.4	10.8	11.2	9.7
20	Lloyds Banking Group	18.3	20.5	18.5	18.2	18.0	18.8	20.8	17.3	15.6	15.2	12.4	11.2	11.0	10.7	10.1	10.0
	Mean_Total Capital Adequacy Ratio	16.8	16.8	16.4	15.7	15.2	14.7	15.3	14.9	14.4	14.2	13.3	12.3	11.7	12.0	11.8	11.3

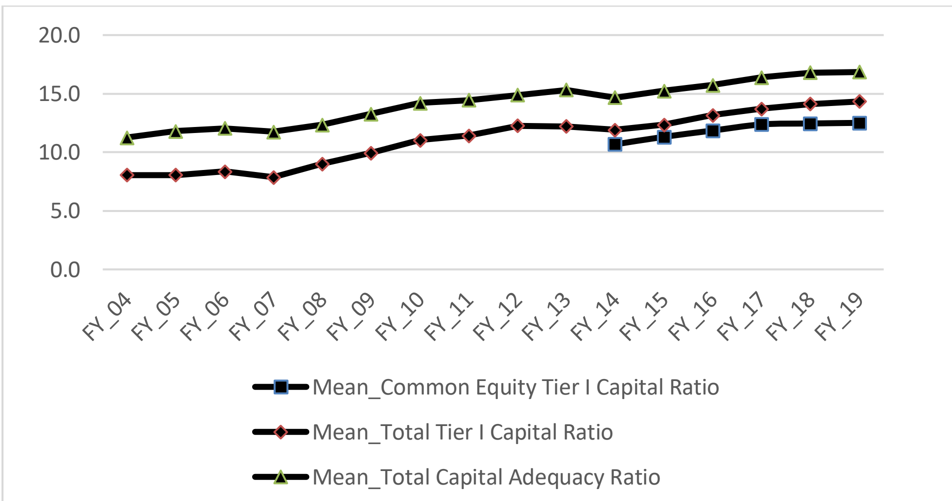


Figure 3: ***Capital Adequacy Ratios***

Table 6: ***Nonperforming Loans to Total Loans***

Rank	Bank name	FY_19	FY_18	FY_17	FY_16	FY_15	FY_14	FY_13	FY_12	FY_11	FY_10	FY_09	FY_08	FY_07	FY_06	FY_05	FY_04
1	Industrial and Commercial Bank of China	1.3	1.4	1.5	1.5	1.4	1.1	0.9	0.8	0.9	1.0	1.5	1.8	2.1	3.1	-	
2	China Construction Bank	1.3	1.4	1.4	1.4	1.5	1.1	0.9	0.9	1.0	1.1	1.5	1.7	-	2.7	3.0	3.2
3	Agricultural Bank of China	1.3	1.5	1.7	2.1	2.1	1.4	1.1	1.2	1.5	2.0	-	4.2	23.1	1.5	2.4	0.1
4	Bank of China	1.2	1.3	1.4	1.4	1.4	1.1	0.9	0.9	0.9	1.1	1.5	2.7	3.1	3.9	4.4	4.6
5	Mitsubishi UFJ Financial Group	0.9	0.9	1.1	1.4	1.4	1.7	2.1	2.2	2.2	2.1	1.7	1.4	1.8	2.2	2.6	3.1
6	JPMorgan Chase	0.3	0.4	0.5	0.5	0.6	0.9	1.0	1.3	1.0	1.3	2.8	1.2	0.7	0.4	0.6	0.7
7	HSBC Holdings PLC	1.2	1.3	2.3	2.8	3.5	4.2	4.3	1.4	1.5	1.7	2.8	2.3	1.6	1.3	1.3	1.6
8	Bank of America	0.6	0.9	1.2	1.5	2.0	2.8	3.9	5.2	5.4	5.6	5.6	2.3	1.1	0.7	0.5	0.7
9	BNP Paribas	3.5	4.2	4.7	5.4	5.6	6.0	6.7	6.1	5.9	5.6	4.6	3.1	2.4	2.7	3.6	4.1
10	Crédit Agricole	1.6	1.7	2.1	2.4	2.3	2.5	2.6	2.6	3.5	3.2	2.5	2.1	1.7	1.8	0.0	0.0
11	Citigroup Inc.	0.6	0.5	0.7	0.9	0.9	1.1	1.3	2.4	1.7	3.0	5.4	3.2	3.1	2.9	2.7	2.4
12	Wells Fargo	0.6	0.7	0.8	1.1	1.2	1.5	1.9	2.6	2.8	3.5	3.1	0.8	0.7	2.1	1.6	0.5
13	Sumitomo Mitsui Financial Group	0.8	0.8	1.0	1.2	1.5	1.9	2.5	2.8	2.7	2.4	2.4	1.7	1.8	2.1	4.0	5.9
14	Mizuho Financial Group	0.7	0.7	1.1	1.2	1.4	1.5	2.0	1.9	1.9	2.1	1.9	1.8	1.8	1.6	2.4	4.7
15	Banco Santander	6.9	3.9	4.0	3.9	4.2	5.0	5.5	4.5	3.9	3.7	3.4	2.0	1.1	0.9	1.0	1.2
16	Deutsche Bank	0.7	0.7	1.5	1.8	1.8	2.0	2.2	2.0	1.6	1.2	2.3	1.1	1.2	1.1	1.6	2.2
17	Société Générale	3.4	3.8	4.5	5.1	5.5	6.2	6.0	5.7	5.5	5.2	4.9	3.2	2.9	3.1	-	4.5
18	Barclays PLC	2.3	2.6	1.5	1.5	1.8	2.0	2.8	3.9	4.4	5.1	4.7	3.0	2.5	1.6	1.7	1.2
19	Bank of Communications	1.3	1.3	1.3	1.3	1.3	1.1	0.9	0.8	0.8	1.0	1.3	1.4	1.9	2.1	2.3	2.5
20	Lloyds Banking Group	2.7	3.1	1.6	1.7	2.0	2.8	6.1	8.2	9.8	10.1	8.7	3.0	2.1	2.1	2.0	0.7
	Mean_Nonperforming Loans to Total Loans	**1.7**	**1.7**	**1.8**	**2.0**	**2.2**	**2.4**	**2.8**	**2.9**	**2.9**	**3.1**	**3.3**	**2.2**	**3.0**	**2.0**	**2.1**	**2.3**

Table 7: *Texas Ratio*

Rank	Bank name	FY_19	FY_18	FY_17	FY_16	FY_15	FY_14	FY_13	FY_12	FY_11	FY_10	FY_09	FY_08	FY_07	FY_06	FY_05	FY_04
1	Industrial and Commercial Bank of China	-	8.9	9.3	9.8	9.1	7.1	6.2	5.6	6.4	7.5	10.9	14.2	17.1	24.4	-	
2	China Construction Bank	8.3	8.7	9.5	9.8	10.0	7.6	6.6	6.5	7.2	7.7	10.6	14.6	-	23.3	28.4	38.1
3	Agricultural Bank of China	8.2	9.2	11.1	14.1	13.9	9.3	7.6	8.4	10.0	14.2	-	38.5	22.5	-	-	-
4	Bank of China	9.1	9.3	9.7	9.5	9.4	8.0	6.7	6.7	7.4	8.2	12.1	15.5	17.0	20.3	31.2	35.4
5	Mitsubishi UFJ Financial Group	6.2	8.3	10.4	10.9	10.4	14.1	17.4	19.2	20.7	19.9	24.9	16.7	19.1	22.1	-	-
6	JPMorgan Chase	1.7	1.9	-	2.7	3.1	3.9	4.9	5.9	5.4	6.9	14.5	12.2	5.2	3.3	4.1	5.9
7	HSBC Holdings PLC	9.0	9.0	15.8	18.6	22.7	26.3	32.5	9.8	12.0	14.4	24.4	28.6	18.4	16.6	16.5	19.0
8	Bank of America	3.4	4.6	6.0	7.7	10.5	15.4	22.6	29.0	31.3	32.4	39.5	32.5	14.6	7.4	5.1	6.9
9	BNP Paribas	27.6	32.5	35.7	39.7	41.1	45.3	48.6	46.1	53.2	53.0	46.3	32.7	26.8	27.5	30.3	35.5
10	Crédit Agricole	27.0	28.6	34.5	34.2	35.1	38.5	44.1	47.8	62.2	55.8	44.2	43.5	34.6	36.1	0.0	0.0
11	Citigroup Inc.	2.5	2.2	2.9	3.0	2.8	3.9	5.0	8.9	6.7	12.4	21.9	40.2	1.8	0.9	0.6	17.9
12	Wells Fargo	-	-	-	7.3	8.4	10.6	14.4	19.0	22.8	30.8	30.7	17.8	10.0	20.0	15.7	7.1
13	Sumitomo Mitsui Financial Group	6.6	6.7	9.5	10.9	12.7	18.9	26.0	33.5	30.6	28.9	55.2	28.9	25.3	30.9	98.8	123.3
14	Mizuho Financial Group	7.0	7.2	11.2	12.9	14.9	18.5	26.1	29.6	33.2	43.1	75.4	35.1	26.3	-	-	-
15	Banco Santander	70.7	39.5	40.8	37.9	42.4	52.0	58.2	49.0	46.5	41.9	39.5	28.3	12.7	12.8	14.0	16.9
16	Deutsche Bank	5.6	5.1	10.7	13.4	14.1	15.9	21.9	23.2	22.6	17.1	24.1	16.2	9.0	7.7	10.9	16.9
17	Société Générale	24.1	31.9	37.1	33.9	36.0	39.7	40.7	40.4	43.7	43.8	44.5	37.7	38.3	32.8	-	46.1
18	Barclays PLC	15.3	17.0	11.6	11.7	15.3	17.8	25.1	33.6	36.6	44.6	45.5	54.0	51.4	32.2	38.4	25.1
19	Bank of Communications	9.5	9.5	9.4	9.4	9.3	7.8	7.0	6.0	6.7	9.3	12.4	14.3	14.8	22.0	22.6	30.9
20	Lloyds Banking Group	35.3	37.6	19.3	20.4	23.7	31.3	69.1	85.0	101.4	109.6	113.2	81.3	44.1	45.4	41.9	13.5
	Mean_Texas Ratio	**15.4**	**14.6**	**16.4**	**15.9**	**17.2**	**19.6**	**24.5**	**25.7**	**28.3**	**30.1**	**36.3**	**30.1**	**21.5**	**21.4**	**23.9**	**27.4**

Figure 4: *Asset Quality Metrics*

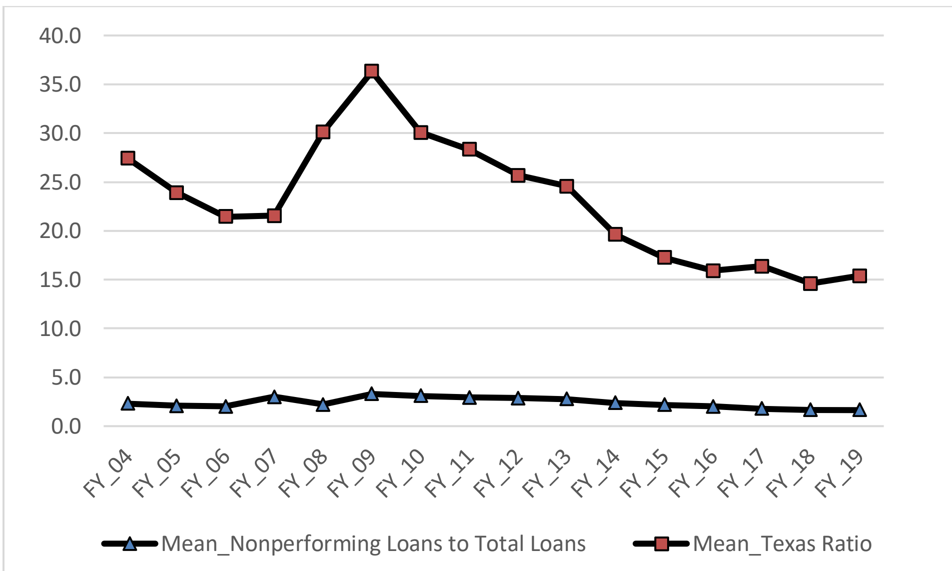


Table 8: *Liquidity Coverage Ratio*

Rank	Bank name	FY_19	FY_18	FY_17	FY_16	FY_15	FY_14	FY_13	FY_12	FY_11	FY_10	FY_09	FY_08	FY_07	FY_06	FY_05	FY_04
1	Industrial and Commercial Bank of China	54.8	54.9	56.2	54.3	54.5	57.6	57.6	56.5	58.4	45.3	44.1	45.2	42.4			
2	China Construction Bank	51.7	50.6	52.7	54.0	52.0	51.7	50.9	50.2	53.7	54.7	58.1	38.5	-	29.8	25.2	20.1
3	Agricultural Bank of China	58.8	58.4	59.6	56.9	56.3	54.7	55.8	57.8	58.8	57.9	60.8	46.2	41.1	42.2	42.5	34.2
4	Bank of China	50.4	47.2	47.7	45.7	73.2	-	48.5	48.5	53.0	53.7	51.3	48.0	56.9	55.2	42.7	
5	Mitsubishi UFJ Financial Group	102.9	92.6	72.8	76.0	88.3	89.6	80.6	82.4	82.3	77.7	70.8	62.4	59.2	60.8	60.8	69.2
6	JPMorgan Chase	94.0	95.2	112.1	100.3	102.2	116.8	113.1	119.3	119.0	130.7	126.8	122.0	121.8	114.6	111.6	119.4
7	HSBC Holdings PLC	98.8	81.7	85.1	91.7	97.5	-	-	-	-	95.0	100.4	119.3	-	-	-	-
8	Bank of America	84.0	83.7	82.5	80.8	83.6	87.2	81.9	90.2	89.5	99.4	97.1	77.1	76.3	80.8	93.2	74.8
9	BNP Paribas	108.8	98.1	113.3	137.0	144.0	166.9	138.6	159.3	167.1	152.9	160.9	261.2	243.3	231.0	263.2	173.0
10	Crédit Agricole	134.0	130.0	132.2	140.2	147.3	176.3	147.7	201.1	172.8	149.1	153.8	181.4	153.3	150.9	141.6	97.9
11	Citigroup Inc.	102.2	132.5	129.9	107.6	105.3	115.3	108.9	111.3	121.0	127.2	127.5	131.7	141.5	143.9	131.1	119.3
12	Wells Fargo	58.9	59.6	63.6	62.3	60.2	59.2	53.7	49.8	45.0	44.1	40.0	39.3	38.6	34.9	38.1	38.0
13	Sumitomo Mitsui Financial Group	85.0	73.9	74.1	70.1	72.4	78.6	67.2	63.4	65.9	64.1	50.6	48.6	46.3	39.8	52.2	48.6
14	Mizuho Financial Group	81.1	78.3	80.6	82.1	91.8	91.8	90.6	96.3	95.7	93.8	91.5	68.5	72.6	76.7	75.2	75.4
15	Banco Santander	61.6	62.6	61.1	63.5	63.5	56.1	73.8	67.0	72.3	74.1	91.4	106.0	92.4	116.9	62.6	80.9
16	Deutsche Bank	130.1	143.9	166.3	192.3	189.0	208.3	198.2	231.9	232.5	228.8	303.2	430.5	348.2	194.4	186.7	179.9
17	Société Générale	148.5	157.0	185.1	216.0	232.5	255.8	233.8	247.1	231.4	200.5	135.9	165.4	170.0	178.1	186.1	104.5
18	Barclays PLC	194.6	206.4	170.1	164.8	159.9	199.1	192.1	259.2	289.3	289.4	277.2	452.7	279.0	259.5	254.9	77.6
19	Bank of Communications	102.2	132.5	129.9	107.6	105.3	115.3	108.9	111.3	121.0	127.2	127.5	131.7	141.5	143.9	131.1	119.3
20	Lloyds Banking Group	66.2	64.3	70.7	71.5	68.4	66.5	62.1	77.8	80.2	84.5	86.1	79.3	59.0	68.7	63.8	24.8
	Mean_Liquidity Coverage Ratio	**93.4**	**95.2**	**97.3**	**98.7**	**102.4**	**113.7**	**103.4**	**114.8**	**116.3**	**112.5**	**112.8**	**132.7**	**121.3**	**112.3**	**109.0**	**85.7**

Table 9: *Stable Funding Ratio*

Rank	Bank name	FY_19	FY_18	FY_17	FY_16	FY_15	FY_14	FY_13	FY_12	FY_11	FY_10	FY_09	FY_08	FY_07	FY_06	FY_05	FY_04
1	Industrial and Commercial Bank of China	36.3	36.3	37.7	31.9	32.1	34.3	35.1	36.1	41.1	39.2	41.5	42.9	40.1			
2	China Construction Bank	37.3	35.0	34.4	35.5	34.4	31.5	30.7	28.5	29.8	34.3	39.8	38.0	-	29.1	24.5	19.3
3	Agricultural Bank of China	44.1	42.1	41.7	38.2	37.2	32.8	33.7	33.8	32.9	34.5	40.6	27.4	23.3	27.6	31.1	22.1
4	Bank of China	37.5	38.9	36.9	34.7	34.3	28.8	29.0	28.0	24.9	29.7	30.3	33.7	40.7	47.8	46.6	40.8
5	Mitsubishi UFJ Financial Group	62.3	53.0	51.0	56.9	59.8	65.3	65.3	74.6	75.5	70.0	65.3	57.2	51.2	53.8	50.6	56.3
6	JPMorgan Chase	92.6	93.7	110.3	98.6	100.6	114.8	110.0	114.8	113.7	127.7	124.0	119.3	116.4	108.3	105.0	112.6
7	HSBC Holdings PLC	87.8	66.7	68.8	78.8	87.2	-	-	-	-	88.3	93.1	112.2	-	-	-	-
8	Bank of America	81.9	81.6	80.2	68.3	69.6	74.2	69.2	78.5	75.4	86.1	82.4	72.3	69.6	73.5	85.3	70.1
9	BNP Paribas	90.2	77.1	93.4	117.9	126.6	150.8	124.6	144.3	158.3	148.4	153.2	253.8	239.1	228.4	260.9	170.5
10	Crédit Agricole	119.2	118.4	122.6	134.3	139.6	164.1	134.1	192.4	166.7	141.9	145.2	169.4	147.0	147.4	138.4	90.2
11	Citigroup Inc.	92.4	130.1	127.4	93.8	92.0	98.6	93.4	94.2	103.6	110.1	110.4	114.3	115.6	117.4	109.8	115.1
12	Wells Fargo	57.3	57.7	47.4	60.7	58.7	57.6	51.8	47.6	42.9	42.2	36.8	36.3	34.3	30.1	33.2	33.3
13	Sumitomo Mitsui Financial Group	40.0	34.1	36.5	36.4	38.2	44.0	36.7	52.7	57.6	53.8	43.8	42.2	39.7	34.4	42.5	41.6
14	Mizuho Financial Group	52.4	45.9	46.4	47.0	60.9	66.2	70.2	83.9	87.6	82.6	85.5	61.9	68.6	71.8	69.1	66.9
15	Banco Santander	46.4	47.3	49.3	50.9	52.1	42.5	53.3	49.9	58.7	66.7	77.9	94.5	85.2	109.6	59.4	74.7
16	Deutsche Bank	106.0	110.5	123.3	152.6	167.6	197.2	188.7	227.1	229.9	225.6	300.5	428.0	346.3	192.6	185.0	177.6
17	Société Générale	123.6	121.2	156.0	179.5	199.8	228.2	213.0	224.9	216.2	196.0	132.3	161.7	167.0	175.3	183.9	102.5
18	Barclays PLC	136.3	139.6	128.7	139.9	147.4	189.6	181.1	236.5	259.6	260.7	251.4	443.2	276.4	255.7	252.4	76.0
19	Bank of Communications	50.0	48.2	48.4	46.7	38.7	33.6	32.6	29.0	30.6	33.5	37.5	38.8	41.0	27.6	30.2	26.2
20	Lloyds Banking Group	52.7	51.0	56.4	59.9	54.3	55.0	50.5	58.5	64.9	74.1	75.2	75.8	55.4	66.3	61.9	22.8
	Mean_Stable Funding Ratio	**72.3**	**71.4**	**74.9**	**78.1**	**81.6**	**89.9**	**84.4**	**96.6**	**98.4**	**97.3**	**98.3**	**121.2**	**108.7**	**99.8**	**98.3**	**73.3**

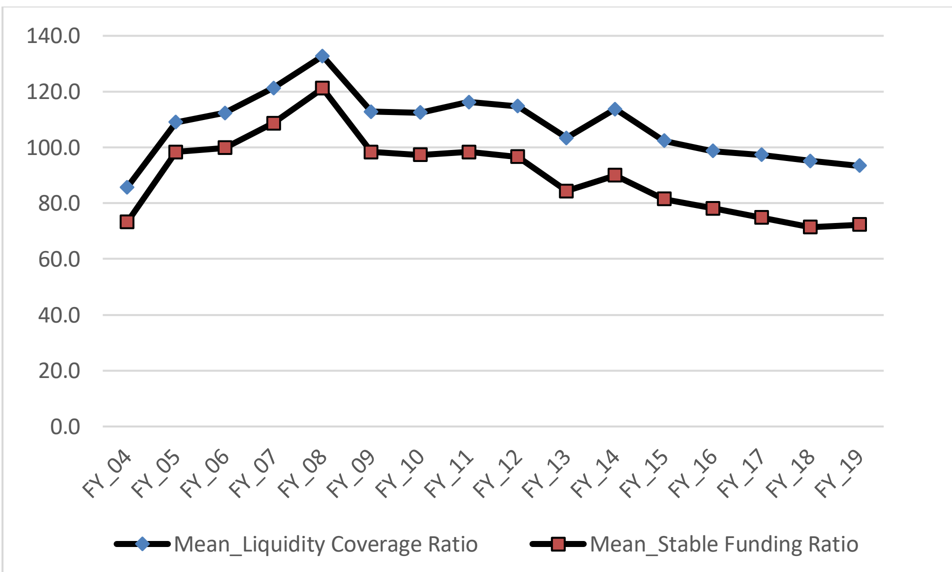


Figure 5: ***Liquidity Ratios***

Table 10: *Return on Assets*

Rank	Bank name	FY_19	FY_18	FY_17	FY_16	FY_15	FY_14	FY_13	FY_12	FY_11	FY_10	FY_09	FY_08	FY_07	FY_06	FY_05	FY_04
1	Industrial and Commercial Bank of China	1.1	1.1	1.1	1.2	1.3	1.4	1.4	1.4	1.4	1.3	1.2	1.2	1.0	0.7	0.7	
2	China Construction Bank	1.1	1.1	1.1	1.2	1.3	1.4	1.5	1.5	1.5	1.3	1.2	-	-	0.9	1.1	1.3
3	Agricultural Bank of China	0.9	0.9	0.9	1.0	1.1	1.2	1.2	1.2	1.1	1.0	0.8	0.8	0.8	0.1	0.0	-
4	Bank of China	0.5	0.1	0.3	0.2	0.2	0.2	0.2	0.4	0.4	0.3	0.3	0.6	0.8	0.9	-	
5	Mitsubishi UFJ Financial Group	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.5	0.3	0.2	-0.1	0.3	0.5	0.5	0.3	0.5
6	JPMorgan Chase	1.4	1.3	1.0	1.0	1.0	0.8	0.7	0.9	0.8	0.8	0.5	0.2	1.1	1.1	0.7	0.5
7	HSBC Holdings PLC	0.2	0.5	0.4	0.1	0.5	0.5	0.6	0.5	0.7	0.6	0.2	0.2	0.9	0.9	1.1	1.0
8	Bank of America	1.1	1.2	0.8	0.8	0.7	0.2	0.5	0.2	0.1	-0.1	0.1	0.2	0.9	1.5	1.4	1.5
9	BNP Paribas	0.4	0.4	0.4	0.4	0.3	0.0	0.2	0.3	0.3	0.4	0.3	0.1	0.5	0.5	0.5	0.6
10	Crédit Agricole	0.3	0.2	0.2	0.1	0.2	0.1	0.1	-0.1	-0.1	0.1	0.1	0.1	0.3	0.4	0.4	0.3
11	Citigroup Inc.	1.0	0.9	-0.4	0.8	1.0	0.4	0.7	0.4	0.6	0.6	-0.3	-1.5	0.2	1.3	1.3	1.2
12	Wells Fargo	1.0	1.2	1.1	1.2	1.3	1.4	1.5	1.4	1.2	1.0	0.9	0.3	1.5	1.8	1.7	1.7
13	Sumitomo Mitsui Financial Group	0.4	0.4	0.4	0.3	0.4	0.5	0.5	0.4	0.4	0.2	-0.3	0.4	0.4	0.7	-0.2	0.3
14	Mizuho Financial Group	0.0	0.3	0.3	0.4	0.3	0.4	0.3	0.3	0.3	0.2	-0.4	0.2	0.4	0.4	0.5	0.3
15	Banco Santander	0.5	0.5	0.4	0.5	0.5	0.4	0.2	0.4	0.7	0.8	0.9	0.9	0.8	0.9	0.7	0.8
16	Deutsche Bank	-0.4	0.0	-0.1	-0.1	-0.4	0.1	0.0	0.0	0.2	0.1	0.3	-0.2	0.4	0.6	0.4	0.3
17	Société Générale	0.2	0.3	0.2	0.3	0.3	0.2	0.1	0.0	0.2	0.3	0.0	0.2	0.1	0.6	0.6	0.5
18	Barclays PLC	0.2	0.1	0.1	0.1	0.0	0.0	0.0	-0.1	0.2	0.2	0.2	0.3	0.4	0.5	0.5	0.7
19	Bank of Communications	0.8	0.9	1.0	1.1	1.1	1.2	1.2	1.1	1.0	1.2	1.0	0.8	0.7	0.2	0.5	-
20	Lloyds Banking Group	0.3	0.5	0.4	0.3	0.1	0.1	-0.1	-0.2	-0.3	0.0	0.4	0.2	0.9	0.9	0.8	0.9
	Mean_Return on Assets	**0.6**	**0.6**	**0.5**	**0.6**	**0.6**	**0.5**	**0.6**	**0.5**	**0.5**	**0.5**	**0.4**	**0.3**	**0.7**	**0.8**	**0.7**	**0.8**

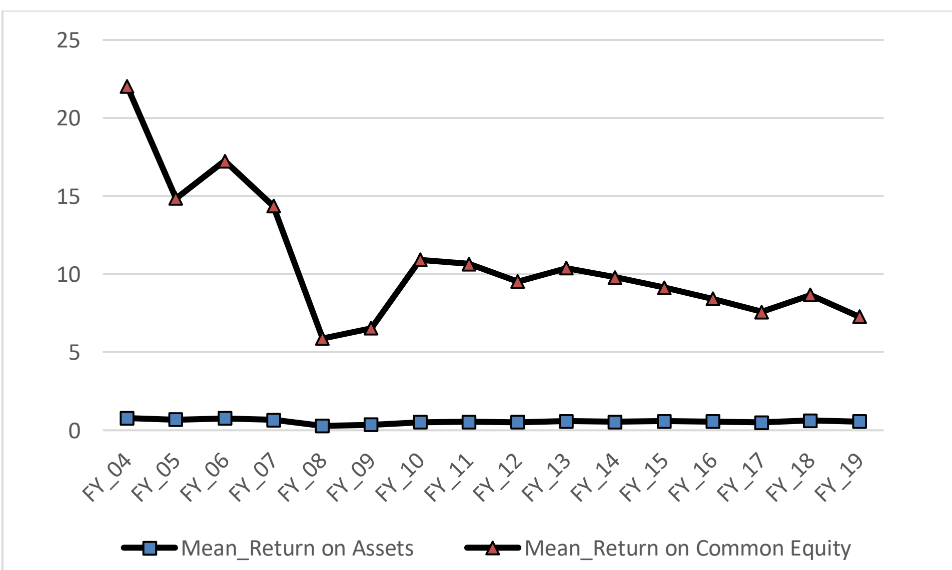
Table 11: *Return on Equity*

Rank	Bank name	FY_19	FY_18	FY_17	FY_16	FY_15	FY_14	FY_13	FY_12	FY_11	FY_10	FY_09	FY_08	FY_07	FY_06	FY_05	FY_04
1	Industrial and Commercial Bank of China	13.1	13.9	14.3	15.4	17.3	19.8	21.9	22.7	23.3	21.9	20.1	19.7	16.1	13.5	-	
2	China Construction Bank	13.2	14.1	14.7	15.7	17.4	19.7	21.4	21.9	22.4	21.3	20.9	-	-	14.9	19.4	25.7
3	Agricultural Bank of China	12.5	13.7	14.5	15.3	17.0	19.5	20.9	20.6	20.4	21.2	20.5	-	-	7.1	1.3	-
4	Bank of China	16.9	17.9	17.9	18.1	17.9	16.6	14.8	13.9	13.8	12.5	10.7	2.3	4.3	4.1	2.9	3.0
5	Mitsubishi UFJ Financial Group	5.4	6.3	6.0	6.2	7.4	8.0	8.0	10.6	6.6	4.9	-4.0	8.3	11.5	12.1	7.3	15.1
6	JPMorgan Chase	14.9	13.3	9.9	10.0	10.3	9.8	8.4	10.7	10.2	9.7	6.0	2.3	12.9	12.2	8.0	5.9
7	HSBC Holdings PLC	3.7	7.5	6.0	0.8	7.1	7.3	9.4	8.3	10.6	9.8	5.2	4.8	16.1	15.8	16.9	14.9
8	Bank of America	-1.8	-1.3	1.8	10.8	18.1	16.4	19.2	22.0	18.7	14.1	16.3	17.5	15.3	17.6	18.0	16.5
9	BNP Paribas	8.1	7.7	8.1	8.3	7.5	-0.1	5.7	8.5	8.6	11.8	9.6	5.5	16.6	16.7	16.4	16.0
10	Crédit Agricole	7.7	7.4	6.0	3.4	6.6	4.8	6.0	-6.0	-3.4	2.7	2.2	2.4	10.7	15.0	14.0	9.1
11	Citigroup Inc.	10.3	9.3	-2.9	6.7	8.0	3.4	6.7	4.1	6.3	6.7	-7.9	-36.7	3.1	18.4	18.0	16.6
12	Wells Fargo	10.6	11.7	11.5	11.8	12.8	13.7	14.0	13.2	12.2	10.5	9.3	4.1	17.4	19.8	19.7	19.5
13	Sumitomo Mitsui Financial Group	6.9	7.3	7.6	7.2	9.2	12.3	13.7	10.2	9.6	7.5	-14.3	13.2	13.1	33.2	-23.0	31.7
14	Mizuho Financial Group	1.1	6.6	7.6	9.2	9.5	13.0	12.4	13.0	13.6	12.3	-29.8	8.5	16.8	26.3	54.4	135.3
15	Banco Santander	6.1	7.7	6.7	6.6	7.1	7.5	6.0	2.9	7.1	11.4	14.1	15.8	16.5	14.7	17.1	12.0
16	Deutsche Bank	-9.1	0.4	-1.7	-2.7	-10.7	2.7	1.2	0.4	8.1	5.4	14.8	-11.3	18.5	18.9	12.6	9.1
17	Société Générale	4.4	6.6	4.2	5.6	6.2	4.3	3.7	1.0	5.1	8.1	0.7	5.8	3.1	19.7	21.1	17.6
18	Barclays PLC	4.6	3.0	1.0	2.8	-0.6	-0.2	1.0	-1.9	5.6	7.3	6.5	15.6	20.5	24.6	19.8	19.3
19	Bank of Communications	11.3	11.5	11.4	12.3	13.6	14.7	15.6	17.8	20.4	20.0	19.2	20.4	17.9	14.1	13.5	4.5
20	Lloyds Banking Group	5.8	9.1	7.3	5.0	1.3	2.9	-2.0	-3.2	-6.1	-0.7	10.7	7.6	28.2	26.3	24.7	24.7
	Mean_Return on Common Equity	**7.3**	**8.7**	**7.6**	**8.4**	**9.1**	**9.8**	**10.4**	**9.5**	**10.6**	**10.9**	**6.6**	**5.9**	**14.4**	**17.3**	**14.9**	**22.0**

Table 12: *Efficiency Ratio*

Rank	Bank name	FY_19	FY_18	FY_17	FY_16	FY_15	FY_14	FY_13	FY_12	FY_11	FY_10	FY_09	FY_08	FY_07	FY_06	FY_05	FY_04
1	Industrial and Commercial Bank of China	23.3	25.7	26.5	27.4	26.7	27.9	28.8	29.2	29.9	31.0	33.2	29.8	42.2	44.2	49.2	
2	China Construction Bank	26.5	26.6	27.2	27.5	27.0	28.9	29.7	29.6	36.2	37.3	39.0	36.8	-	44.5	45.9	47.8
3	Agricultural Bank of China	30.5	31.3	33.0	34.6	33.3	34.6	36.3	37.1	35.8	38.5	43.4	44.7	43.7	146.0	161.9	202.3
4	Bank of China	28.0	28.1	28.3	28.1	28.3	28.6	30.6	31.8	33.1	34.2	37.2	33.6	112.0	114.5	105.2	87.6
5	Mitsubishi UFJ Financial Group	74.7	74.9	70.8	67.8	68.2	64.7	64.0	65.6	64.8	69.8	62.7	57.5	62.7	58.7	61.3	63.7
6	JPMorgan Chase	57.0	58.0	59.0	58.0	63.0	65.0	73.0	67.0	65.0	60.0	52.0	65.0	59.6	61.4	67.1	67.6
7	HSBC Holdings PLC	75.5	64.4	67.8	83.0	66.5	67.3	59.6	62.8	57.5	55.2	52.0	60.1	72.2	72.3	69.6	67.4
8	Bank of America	60.2	58.5	62.7	65.0	68.6	88.3	77.1	85.6	85.0	74.6	55.2	56.1	59.1	51.0	51.1	51.3
9	BNP Paribas	70.3	71.9	69.4	67.7	68.1	67.7	67.3	68.0	61.6	60.4	58.1	67.2	75.4	77.5	79.6	65.4
10	Crédit Agricole	61.0	62.1	62.8	66.6	67.4	70.0	70.4	64.8	65.5	65.5	67.9	67.0	89.6	85.8	86.7	91.5
11	Citigroup Inc.	56.5	57.4	58.0	59.0	57.0	72.0	63.0	72.0	63.7	55.6	57.9	122.0	73.4	59.4	55.3	64.7
12	Wells Fargo	68.4	65.0	66.2	59.3	58.1	58.1	58.3	58.5	61.0	59.2	55.3	54.1	59.9	60.9	57.2	57.8
13	Sumitomo Mitsui Financial Group	60.3	60.9	62.1	59.4	55.7	53.0	52.4	53.5	81.7	61.7	66.5	69.0	65.3	58.7	65.3	57.3
14	Mizuho Financial Group	71.4	72.5	71.4	65.9	59.0	61.1	64.4	64.9	69.2	70.5	68.9	89.9	67.9	70.6	59.5	50.0
15	Banco Santander	47.0	47.0	47.4	48.1	47.6	47.0	49.9	46.1	44.9	43.3	41.7	41.9	61.5	66.0	75.1	61.7
16	Deutsche Bank	108.2	92.7	93.4	98.1	115.3	86.7	89.0	92.6	78.2	81.6	72.0	134.6	74.0	70.6	72.9	79.3
17	Société Générale	71.9	71.1	74.5	66.5	65.9	68.0	71.8	71.1	66.5	62.6	72.6	71.0	93.2	76.6	78.7	78.9
18	Barclays PLC	71.0	77.0	73.0	76.0	81.0	81.0	79.0	85.0	64.0	64.0	58.0	62.0	-64.9	63.5	62.4	61.8
19	Bank of Communications	30.1	31.5	31.9	31.8	30.5	30.5	29.7	29.9	30.2	32.1	39.3	39.9	40.4	47.6	51.0	58.8
20	Lloyds Banking Group	69.0	63.0	66.2	73.1	88.3	84.7	82.9	77.7	62.8	66.0	68.7	61.3	72.0	72.0	78.5	55.6
	Mean_Efficiency Ratio	**58.0**	**57.0**	**57.6**	**58.1**	**58.8**	**59.2**	**58.9**	**59.6**	**57.8**	**56.2**	**55.1**	**63.2**	**61.0**	**70.1**	**71.7**	72.1

Figure 6: *Profitability Ratios*



Effect of Cyclic Loading on Post-Cyclic Behaviour of Parit Nipah Peat Soil

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Abstract: *The post-cyclic behaviour of a peat soil after subjecting to cyclic loading is a major topic in this study and interdisciplinary structured. A series laboratory monotonic and cyclic triaxial test followed by post-cyclic monotonic tests carried out to determine the effect of soil behavior when subjected to cyclic loading. Tests were carried out on the undisturbed samples taken from Parit Nipah, Batu Pahat, Malaysia. The cyclic triaxial tests were performed on consolidated undrained specimens with 50mm diameter by 100mm height consequently subsequently followed by monotonic loading. A dynamic triaxial testing system was used to investigate the undrained shear resistance of undisturbed soil samples and tests were performed under different cyclic effective stress ratios from 50 and 100 kPa with various amplitudes from 0.5, 1.0 1.5 and 2.0Hz. Monotonic tests were conducted on soil specimens by controlling the strain rate in order to determine the pre-cyclic and post-cyclic shear strength. The index properties of peat with 650% moisture content and fibre content consist of 27.17% and indicate that Penor peat is classified as Hemic.*

Keywords: peat, monotonic loading, dynamic triaxial, pre and post-cyclic

1. Introduction

In present situation, due to demand and human civilization necessity, large areas of peat soil forest have already been cleared and due to conversion to other uses. The conversion of it aimed to change completely alter the landscapes for development policies to take advantages of land use to more productive uses for human activities, settlement and industry as a result of economic development for greater Malaysia. Unfortunately, the utilization of peatland in Malaysia is an optional and compromised because, construction on marginal land such as peat soil has high economic factor to consider. The behaviour of peat soil itself inviting future major problem in the construction industry and related to the post-construction quality and productivity.

Peat soil is an organic soil which consists more than 70 per cent of organic matters. Peat deposits are found where conditions are favourable for their formation (Youventharan et. al. 2007). Peat has compared to clay a complex mechanical behaviour, high compressibility, predominance of creep and shear strength properties which are strongly stress depended and anisotropic (Termaat, 1999). This paper investigates the behaviour of post-cyclic specimens subjected to cyclic loading in a triaxial cell. A knowledge of shear behaviour is however, also required in the design of embankments and other structures (Cola, 2005).

The post-cyclic monotonic shear strengths were evaluated after various numbers of cycles of dynamic loading (Erken and Ulker, 2008). Cyclic and Monotonic tests were conducted on undisturbed Penor peat specimens and the post-cyclic behaviour was determined based on the results of post-cyclic monotonic shear strengths that evaluated after various numbers of cycles of cyclic loading. A review on the performance of road settlements after subjected to dynamic loading or post-construction should be investigated. It therefore necessitates and great importance to understand the post-cyclic behaviour of any structure or infrastructure build up on peat soil. The excess pore pressure generations of peat soils mainly depend on the strain level reached and produce a small proportion of excess pore pressure with the increasing in the number of cycles (Rodríguez and López-Molina, 2008). The amount of effective stress increase, the deviator stress also increases with the increasing in axial strain (Paikowsky, 2003).

2. Methodology and Laboratory Testing

This paper had conducted investigation of the post-cyclic shear strength of peat soil. All tests have been conducted using undisturbed peat soil specimen. The sampling location was located in Parit Nipah, Batu Pahat and tagged as PNpt. Ground water table was found at the depth of less than 1 meter during the sampling. The soil was excavated to a depth of 0.5 m below the ground surface and numbers of tube sampler with the size of 50mm diameter and 100mm height were pushed slowly into the soil. The undisturbed peat soils were waxed both at the end of the tubes and sealed with the aluminums and plastics to prevent the loss or gain of moisture. Jolting during transport was avoided. The samples were kept in the laboratory under constant temperature in the air-conditioned room. Cyclic Triaxial machine or popularly known as Dynamic Triaxial Testing System (ELDYN) was used in the determination of shear strength of PNpt using a electronic controlled system. Sample preparation for the cyclic triaxial test is similar to that of the monotonic test. The specimens were mounted on the base of the pedestal sealed with a rubber membrane and ends with filter paper and porous stone at each end.

All samples were consolidated to 50 and 100 kPa effective confining stress and cyclic tests were performed under different frequencies range of 1.0Hz to 2.0Hz in order to determine the shear strength by differentiate the cyclic loading and frequencies effects. Index properties tests conducted on undisturbed specimens. The cyclic tests followed by static loading of all specimens in order to determine the effect of cyclic shear stresses on the undrained static shear strength of Penor peat soil (PRpt). Monotonic loading was seriate applied at a 0.10mm/minute loading rate and lasted till the soil specimens exhibited a shear strain of 20%. The specimens were subjected to 100 cycles for all specimens with different frequency for each sample. The frequencies applied between 1.0 Hz and 2.0 Hz respectively. After cyclic loading, the specimens were immediately subjected to standard consolidated undrained triaxial monotonic loading to failure. Since the focus of this study is not on strain rate effects, all tests were conducted at relatively slow rates. Peat sample was obtained from Parit Nipah, Batu Pahat near, Malaysia. Under reserved land area and far from agricultural activity and exposed to the burning peat in natural heat condition. As seen in Table 1, the index properties of PNpt fairly significant that natural moisture content for PNpt is 593%. The natural water content of peat in Malaysia ranges from 200 % to 700 % and with organic content in the range of 50 % to 95 % (Huat, 2004).

Therefore, the recorded values for PNpt fulfill this statement. Specific gravity recorded 1.3 were within the range (Huat, 2004). In addition to basic characterization tests, the Parit Nipah peat identified as Hemic.

Table 1: Index properties of PRpt

Properties	PNpt
Natural moisture content *m*, %	593
Liquid limit w_l, %	243
Specific Gravity, G_s	1.3
pH test	4.0
Organic Content, %	95.6
Fiber Content, %	28.5

Effect of Cyclic Loading of Various Frequencies to the Post-cyclic Behaviour

In order to evaluate the post-cyclic behaviour, an extensive series of monotonic and cyclic tests were carried out on large 50 mm cylindrical specimens of peat soil materials using triaxial tests and followed by post-cyclic monotonic shear test after cyclic loading. This paper presented the behaviour of PNpt subjected to monotonic loading. Frequencies and undrained condition effects on specimen have been studied under initial stress conditions 50 and 100 kPa.

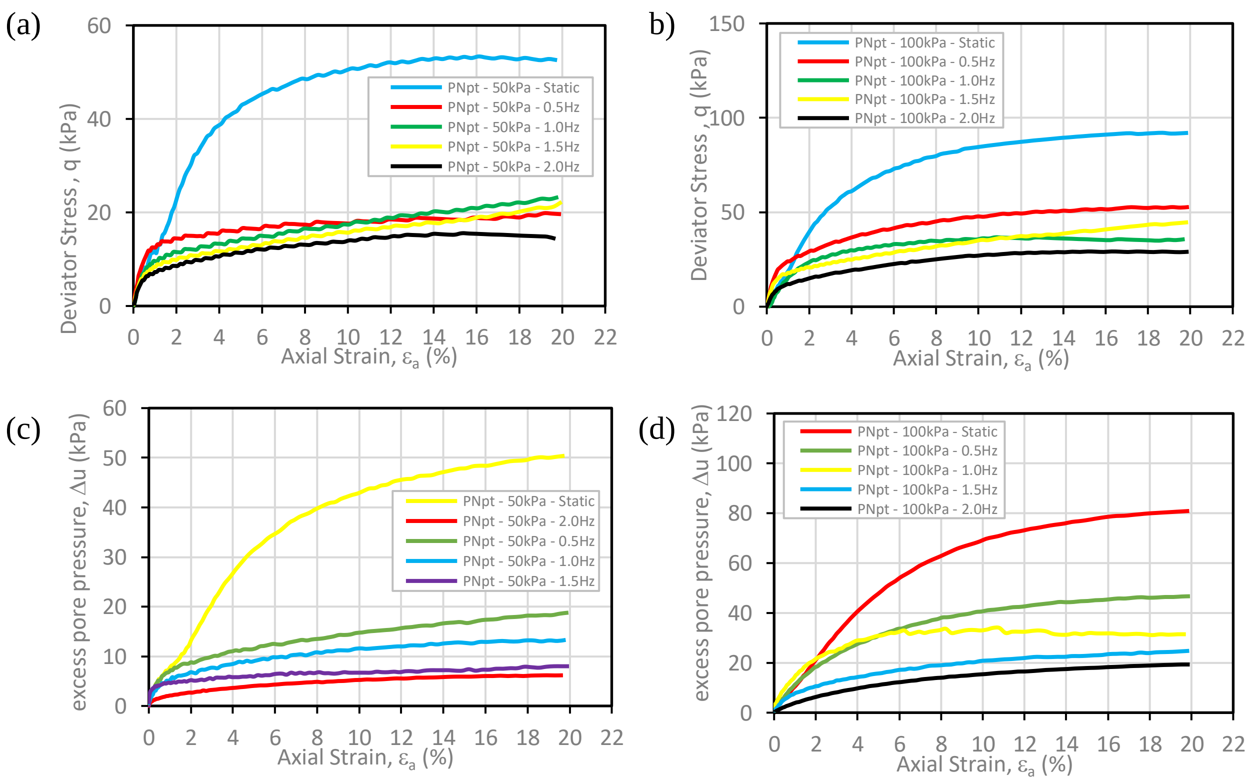


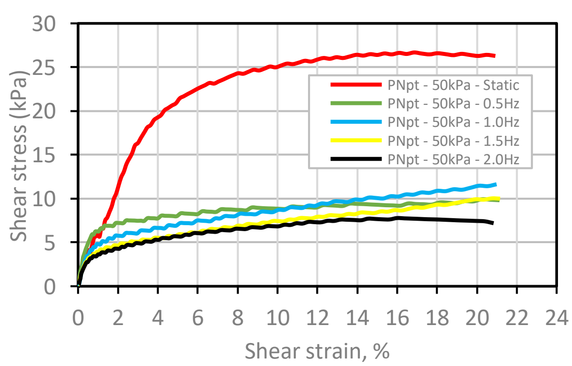
Figure 1: Effect of cyclic loading on post-cyclic behaviour of specimens at σ' = 50 and 100 kPa (a) (c) Deviator stress versus axial strain and (b) (d) excess pore water pressure versus axial strain

Effect of cyclic loading of various frequencies and effective stresses on post-cyclic behaviour have been monitored in these cases. A comparison of the deviator stress behaviour during the post-cyclic tests with the stress-strain behaviour during monotonic tests as presented in figure 1 (a, b, c and d) and figure 2 (a, b, c, and d) as well. Figure 1 shows the effect of cyclic loading on post-cyclic behaviour of specimens at σ' = 50 and 100 kPa. Figure 1 (a) and (c) represent for PNpt at 50 kPa and (b) and (d) for 100 kPa. As observed in figure 1 (a) and (b), 50 kPa of effective stress and 100 kPa, it is showed that high similarity resulted in a significant decreases of deviator stress after cyclic loading in initial or static tests result. The shear strength of peat decreased after cyclic loading and nearly 60% loses strength where initial static test for σ' 50 kPa and 100 kPa are 53.36 kPa and 92.08 kPa respectively. The shear strength decreases notched in sequenced patently similar. 0.5 and 1.0 Hz noted higher than 1.5 and 2.0 Hz, the effect of various loading frequencies shows gradually decreases after 1.0 Hz loading applied. This is showed the higher loading frequencies, the lower shear strength in resulted. Destruction of fibre in peat soil confiscated of peat strength.

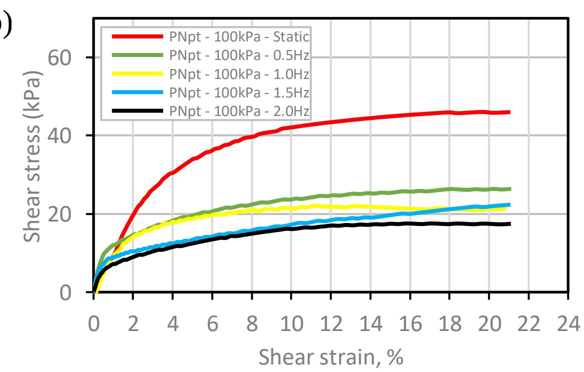
Therefore, the recorded values for PNpt fulfil this statement (Moreno and Edgar, 2004) that different confinement pressures exhibited in a cyclical shear strain range between 0.3% to 1% a growth on the damping ratio, and a shear modulus degradation of 10% at the end of the first 5 cycles of each strain level, and of 20% after 10 cycles, due to the gradual destruction of its structure. While this PNpt samples was applied with 100 number of cycles, and these results override the statement.

Figure 1 (c) and (d) represented excess pore water pressure versus axial strain. The value of excess pore water pressure during the post-cyclic tests are significantly lower than induced in static result. The excess pore water pressure decreases as increases of loading frequencies. This reduction of excess pore water pressure in line with the increase of loading frequencies and decreasing trend with increasing axial strain up to the end of test. Additionally, it was noticed that in PNpt the excess pore-water pressure generation influenced by loading frequencies and generated by strain level that showed decreases trend in figure 2 as well. Moreno and Edgar (2004) highlighted the generation of excess of pore water pressure depends mainly on the strain level reached and on the cyclic degradation produced, and on a small proportion, on the increase on the number of cycles. A substantial decrease in the shear resistance for cyclic loading. Increasing number in cycles of stress application will result in decreases of post-cyclic shear stress (Habib et. al. 2004).

(a)



(b)



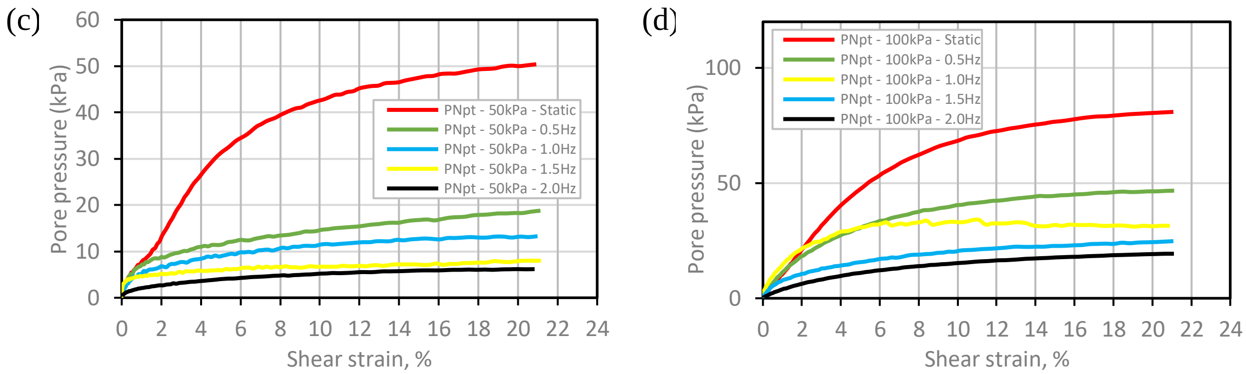


Figure 2: Post-cyclic undrianed monotonic shear test results, σ' = 50 and 100 kPa.
a) Shear stress versus shear strain and b) pore pressure versus shear strain.

Variation of loading frequencies results in decreases of the undrained shear strength of peat soil. Stress strain behaviour of PNpt shows in figure 2 (a) and (b), the behaviour of the pot-cyclic tests on PNpt specimens keep shown decreases trend. The pore pressure generation seems to depend on the different loading frequencies and rely on shear deformation levels that generated in cyclic loading stage in figure 2 (c) and (d). From figure 1 and 2 respectively, it was determined that the undrained monotonic shear strength of the peat decreased significantly due to the cyclic loading and behaviour of peat on post-cyclic shear strength shows a significant deformation.

3. Discussion and Conclusion

The undrained behaviour of peat soil subjected to cyclic loading significantly show the correlation of static and dynamic loading behaviour of undisturbed soil sample. The following results have been observed and obtained.

a. The shear strength decreases notched in sequenced patently similar. The effect of various loading frequencies shows gradually decreases after 1.0 Hz loading applied. This is showed the higher loading frequencies, the lower shear strength in resulted. Destruction of fibre in peat soil confiscated of peat strength.
b. The excess pore water pressure decreases as increases of loading frequencies.
c. The excess pore-water pressure generation influenced by loading frequencies and generated by strain level that showed decreases trend.
d. The pore pressure generation seems to depend on the different loading frequencies and rely on shear deformation levels that generated in cyclic loading stage.
e. The post-cyclic monotonic tests show that the effect of cyclic loading degrades undrained shear strength.
f. The excess pore water pressure in post-cyclic considerably lower than values developed in monotonic tests.

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Effect of Technology Integrated Instructions on Science Teachers' Practices, Self-Efficacy Beliefs and Attitudes

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Abstract: *The COVID-19 pandemic has changed the way of teaching that we never experienced in lifetime, and it has necessitated teachers to modify their teaching pedagogies very quickly within a time of uncertainty to better educate their students. The purpose of this research is to explore the changes that have occurred to in-service science teachers' practices in response to the COVID-19 pandemic. The study will also inquire into the influence of technological transformation on current In-service science teachers' self-efficacy and attitudes towards the change in the context of the pandemic. The findings of this study will facilitate teachers and learning designers with designing digital learning frameworks that consider both teachers and students backgrounds, teachers' teaching experiences and challenges in implementing an appropriate instructional approach during the COVID-19 pandemic. This study will be mixed-methods design; a survey will be administered among the 25 in-service science teachers from rural and urban schools in Saskatchewan. After administering the survey, a few participants will be contacted for the semi-structured interview to gain more in-depth perceptions regarding the research questions. Descriptive statistics and parametric statistics like ANOVA and t-test will be used to describe and summarize the properties of the mass of data collected from the respondents to interpret changes in teachers' practices, self-efficacy and teachers' attitudes. Future study can examine the development of an appropriate (online or blended) curriculum model for the students of diverse backgrounds which is simple and attainable in the learner's level of limited capacity restricted by social distancing.*

Keywords: Technology Integrated Instructions, Teachers' Practices, Teachers' Self-Efficacy, Teachers' Attitudes

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1. Introduction

The COVID-19 pandemic has changed the way of teaching that we never experienced in lifetime; it has necessitated teachers to modify their teaching pedagogies very quickly within a time of uncertainty to better educate their students (Sokal et al., 2020).Several recent studies indicate that the role of the teacher is critical to mitigating harmful effects of school closures on students' education and wellbeing during the COVID-19 pandemic (Chadwick & Mcloughlin, 2020; Duffiled & O'Hare, 2020).Before COVID-19 school closures, many science educators were not enthusiastic with incorporating technology based or distance education approaches in teaching science(Miller, 2008, as cited in Chadwick & Mcloughlin, 2020).However, during this unusual time of the pandemic, teachers had to adapt rapidly to new ways of teaching and embrace technology-based instructions. Many teachers had to develop more fully their technological abilities and skills to support learning (Duffield & O'Hare, 2020). This prompts important questions, such as how these technological transformations have challenged and changed teachers' practices, and to what extent, if any, these changes have impacted their self-efficacy and attitudes as science teachers.

2. Literature Review:

As school educators adapt in response to the COVID-19 crisis, a high sense of self-efficacy may help teachers to face incredible new challenges in long term. Siegel (2020) argues that there have been transformational challenges, and educators will not return to previous practice given the prolonged period of school closures forced upon teachers. Teachers will be forced to use electronic and online technology more extensively in their teaching. Like teachers in many countries around the world, Canadian teachers are using various technology based instructional approaches for the delivery of their lessons. Many of them utilize online educational platforms like YouTube, learning management system (LMS), emailing, digital libraries, discussions forums as means of asynchronous learning; in contrast, synchronous forms of learning are occurring by incorporating video conferences, interactive webinars, chat-based online discussions(Lapada et al., 2020).

In contrast, blended learning as a combination of distance education using technology with traditional face-to-face education is an effectual approach that extends a platform for the learners to experience independent online remote learning as well as face-to-face direct instruction(Lungu, 2013 as cited in Kaharuddin et al., 2020). For many subjects, particularly in science learning, practical activities and investigations are highly desired if not a curricular requirement. Furthermore, physical presence in school extends a real-time collaborative environment where teachers interact with their learners, provide guidance and support, and give direction and feedback to student works which are critical to science learning(*Acer for Education*, 2020). Given this complicated situation, as much of in-person learning has ground to a halt, blended learning can also be an ideal approach to compromise for a post-pandemic education.

Theoretical Framework

Science teachers are required to meet the science curricular aims. This includes developing students' content knowledge of science as well as their scientific skills relating to practical activities and investigations. Science Pedagogical Content Knowledge (PCK), a form of teacher-knowledge, is crucial to teaching science which enables them to teach specific content in specific contexts, and is developed through the teachers' own experiences and science teaching practices (Appleton, 2003). In developing science PCK, it is imperative to gain proper insights into the science teachers' practices. However, teachers' practices highly influence teachers' self-efficacy which refers to the beliefs necessary to perform specific tasks, obligations, and handle challenges related to performance attainments (Bandura, 1977; Barni et al., 2019).

At the same time, teachers' attitudes toward technology have significant effects on their behaviours in technology-based teaching practices (Davis, 1989; Francis, Katz, & Jones 2000; Kellenberger & Hendricks, 2003; Lawton & Gerschner 1982; Troutman 1991, as cited in Cavas et al., 2009). Understanding the nature of teachers' attitudes toward change (TATC) is essential to carrying out desired teaching behaviours during the COVID-19 pandemic, and must address the three components of attitudes: cognitive, affective, and behavioural intention(Ajzen, 2015; Breckler & Wiggins, 1989; Kin & Kareem, 2016; Sokal et al., 2020). According to Kin & Kareem (2016):

> Cognitive responses to change are the teachers' beliefs about the need for change, the importance of the change and the favorability of outcomes. Affective responses to change refer to teachers' feelings about the change – feeling satisfied or anxious about change; it is the tendency of teachers to enjoy changes in schools. Behavioural reaction to change examines the extent to which teachers would take action to support or initiate change. In other words, behavioural responses to change refer to the actions for or against change. (p.108)

Thus, science teachers' attitudes toward change due to the pandemic and technological transformation may explore the relationship between teachers' attitudes and other variables which are related to teachers' practices, beliefs, and demographic factors.

In this new challenging situation of digital learning caused by the COVID-19 school closures, there is an urgency to supply adequate information to education policy and practices for better understanding of the newfound relations among teachers' practice, beliefs, and classroom culture. Although few recent studies have investigated the theme of COVID-19 impact on education from different perspective, new research, assessments and evaluations can generate new information about this situation. Moreover, different contexts, data practices and analysis can be applied to increase the prevailing knowledge domain and consequently to better inform decision-making processes, policy development and implementation further as practices at various levels in the school system (Huber & Helm, 2020).

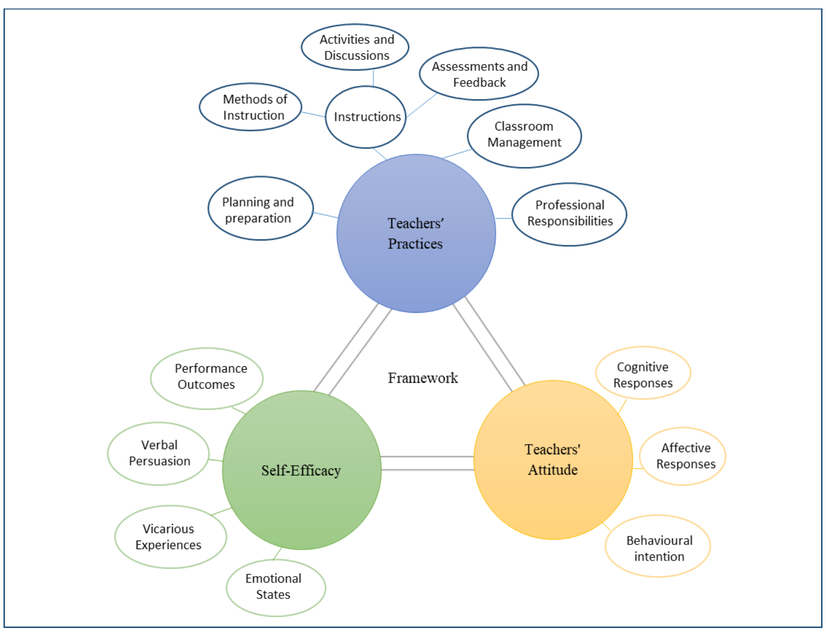

Figure 1: Theoretical Framework.
Note: **The theoretical framework of the study is adopted from the Danielson's (2013) *The Framework For Teaching*, Bandura's (1977) *Self-Efficacy Theory*, and Ajzen's (2015) *Theory of Planned Behavior*.**

Purpose of the study

The purpose of this research is to explore the changes that have occurred to in-service science teachers' practices in response to the COVID-19 pandemic. More specifically, the goal of this study is to explore what has changed in the context of technology-based teaching environment, specifically, aspects of teaching, learning and assessment in science. This study also aims to investigate what is the teachers' understanding on the implementation of online and blended learning approaches, did they already employ such approaches in their classes before pandemic, what challenges do they experience or foresee in employing such approaches, with particular attention to facilitation of practical activities in science. The study will also inquire into the influence of technological transformation on current in-service science teachers' self-efficacy and attitudes towards the change in the context of the pandemic.

Research Questions

1. How have science teachers' practices changed in response to the COVID-19 pandemic?
    a) How do they describe their practice before COVID-19?
    b) How do they describe their practice in response to COVID-19 context?
2. Have teachers' perceptions of their self-efficacy been changed by the experience of COVID-19 pandemic? If so how?
3. How have teachers 'attitudes altered toward the technological transformation over the time during the COVID-19 pandemic?

3. Methodology

This study will be mixed-methods design; survey will be administered including the entire sample in April 2020 and follow-up interviews in May 2020. Participants in this study will be 25 in-service science teachers from rural and urban schools in Saskatchewan. A stratified sampling will used to distribute online survey questionnaires to Saskatchewan science teachers who have been using a form of technology led instructions before and during the COVID-19 pandemic in teaching science. After administering the survey, a few participants will be contacted for the semi-structured interview to gain more in-depth perceptions regarding the research questions.

Survey Instruments

The survey instrument will be developed after an extensive review of literature and scales used in different educational backgrounds guided by the theoretical base of the study. This initial instrument will be sent to experts who are working in the field of science and technology-based education to determine its face and content validity. The instrument will be improved further in the light of the feedback from the experts. A pilot study will be conducted with 10 volunteer science teachers to establish its internal consistency and reliability. After analyzing the data resulting from the pilot study, final the survey instrument will be developed. The final instrument will consist of three parts. The instrument developed by Olofson et al.(2018) used to measure teacher practices to support personalized learning in middle class will be adopted to gain information on teachers' practices related to pedagogical settings, assessments and technology implementations and challenges. The Teachers' Efficacy Beliefs System—Self Form (TEBS-Self) developed by Dellinger et al. (2008) will be used to address the changes of teachers' self-efficacy. The scale was adopted from Bandura's (1977) original definition of self-efficacy. Furthermore, the Teachers' Attitudes Towards Change Scale (TATC Scale) (Kin & Kareem, 2016) will be used to identify the cognitive, affective, and behavioral responses to the change in teachers' attitudes towards the transformation of classroom instructions in the COVID-19 pandemic. Moreover, the Teachers' Attitudes toward Computers Questionnaire (TAC) developed by Knezek and Christensen(2000) and Science Teachers' Attitudes toward ICT in Education (STATICTE) scale (Cavas et al., 2009) will also be used in constructing the survey questionnaire to reflect the teachers' attitudes to the current change in technology- based teaching.

Data Analysis

The data will be analyzed via IBM SPSS 25.0 for Windows. Descriptive statistics will be used to describe and summarize the properties of the mass of data collected from the respondents. Parametric statistics like ANOVA and t-test pair-wise comparison will be conducted for analysis with time as the independent variable, and changes in teachers' practices, self-efficacy and teachers' attitudes as the dependent variables. Interview questions will be analyzed and interpreted using inductive and thematic analytical methods by identifying, evaluating, and making a theme expressed by participants (Galloway & Jenkins, 2005).

4. Discussion and Conclusion

The findings of this study will facilitate teachers and learning designers with designing digital learning frameworks that consider both teachers and students backgrounds, teachers' teaching experiences and challenges in implementing an appropriate instructional approach during the COVID-19 pandemic. This research will help current in-service science teachers to understand the factors associated with implementing a more flexible digital instructional approach, technological readiness, and other influences that are critical to successful technology-based teaching. However, future study can examine the development of an appropriate (online or blended) curriculum model for the students of diverse backgrounds which is simple and attainable in the learner's level of limited capacity restricted by social distancing.

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Entrepreneurship Orientation, SME Development Program and SME Success in Perak

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Abstract: *The aim of this study to analyze the relationship between SME development program on the success of SMEs in Perak. The key areas studied were access programs to human capital development, access programs to financing, and market access programs organized by SME Corporation and related agencies. This study also aimed to determine the role of the mediator variable that is entrepreneurial orientation on the relationships between SME development program with the success of SMEs in Perak. The quantitative survey design was used and data was collected from 300 SMEs from the manufacturing, services, etc. sector covering 12 districts in the State of Perak that registered with SME Corp. This study also used systematic random sampling techniques. Statistical analysis conducted to test the research hypotheses using SPSS version 23.0 were descriptive analysis, correlation, and regression. The findings showed that there was a significant and positive relationship between SME development program and SME success (R=0.931, P=0.001), and entrepreneurial orientation also has a relationship as a mediator between SME development program and SME success in Perak. (R2=0.31, P=0.001). This study contributed to a specific strategy for SMEs on how entrepreneurial orientation acts as a mediator for SME development programs and SME success in Perak. In conclusion, this study is in line with the government's requirements to ensure that every SME is applied with the right entrepreneurial knowledge through the SME development program conducted, while entrepreneurial orientation creates the ability to be more proactive, competitive, innovative, and risk-averse SMEs in Perak.*

Keywords: SME Development Programme, Entrepreneurial Orientation, Business Success

1. Introduction

Small and Medium Enterprises (SMEs) are often associated with growth and development in a country due to economic and social contributions, as well as encouraging competition in the market. However, inconsistent findings in the literature trigger the need for researchers to conduct further studies on the factors that influence the success of SMEs. The establishment of successful SMEs has the potential to create new job opportunities, increase trade and income, and in turn can increase Gross Domestic Product (GDP) which has an impact on the country. However, a study conducted by O 'Regan & Ghobadian, 2004 on SMEs shows a lack of consistency in business is by taking into account factors such as entrepreneurs have experienced at least one failure in managing their business to determine the success of SMEs. Therefore, the main objective of this study is to find out the relationship between SME development program and SME success, measure the effect of mediation of entrepreneurial orientation in the relationship between SME development program and SME success in Perak. At the same time, this study also measures the importance of SME development programs to the success of SMEs in Perak.

This study focuses on SME development programs organized by relevant agencies such as SME Corp, TEKUN, MARA, SME Bank, and other agencies. It is also supported by entrepreneurial orientation driven by factors such as innovation, proactiveness, autonomy and risk-taking. According to Yusof, Abdullah, Arjunan & Bakri (2013), for individuals with entrepreneurial orientation is a willingness for those individuals to use creativity, innovation and risk-taking to shape and develop themselves. According to the Menteri Besar of Perak, Dato 'Seri Ahmad Faizal bin Azumu in Berita Harian (2020), the approach needed to help SMEs with proactive measures is to finance the working capital needs, provide consulting services, provide appropriate training and so on. Therefore, in order to stabilize the economy, SMEs need sufficient capital to cover all their costs and then they should have a certificate and also get guidance from those responsible when a situation happens to them.

According to Chong and Almsafir (2013), claimed that in 2009 only 4.3% of new businesses were able to resume operations after 42 months. Lopa and Bose (2014), suggest that in the long run, entrepreneurs need to focus on entrepreneurial competence for business sustainability and ensure business success can be achieved in the future. This is in line with a study conducted by Bank Negara Malaysia (2003), recommending that entrepreneurial spirit possessed by entrepreneurs and good programs for human resource development affect the success of SME business (Bank Negara Malaysia, 2003; SME Corp, 2010).

2. Literature Review

The Malaysian Small and Medium Industry Development Corporation (SMIDEC) defines SMEs as generally classified as sub-sectors. This will facilitate the government to formulate effective development policies, further planning support program activities as well as the provision of technical and financial assistance. SME enterprises will be measured for each category based on the annual sales percentage or the number of full-time employees as shown in the table below (SMIDEC, 2018).

Table 2.1: Definition of SMEs based on Size

Manufacturing, Related Services Manufacturing Agro-industry	Sales turnover less than RM 250,000 or full-time employee less than 5 years	Sales turnover less than RM 250,000 or full-time employee less than 5 years	Sales turnover between RM 10 million and RM 25 million or full-time employee between 5 years to 15 years
Agricultural Services and Information & Communication Services Technology (ICT)	Sales less than RM 200,000 or full-time employees less than 5 people	Sales between RM 200,000 and less than RM 1 million or full-time employees between 5 people to 19 people	Sales between RM 1 million and RM 5 million or full-time employees time between 20 people to 50 people

Source: SMIDEC, 2018

SMEs often face various problems especially for large companies and multinational companies. These issues and challenges are also often faced by SMEs around the world. According to Yusoff, Jia, et al. (2018), small companies in Malaysia face various problems including economic conditions, rising insurance costs, taxes, health and safety, lack of bank loans, competition in the domestic and foreign markets, transportation issues, employee skills gap. These issues showed a direct relationship with SMEs in Perak, especially those involved in SME development programs with the national business planning phase. In addition, from the observations of this study, most businesses, especially SMEs in Perak, have problems in achieving success due to the lack of exposure in SME development programs. Another problem is the issue of ineffective sales and marketing. Common problems faced by SME entrepreneurs in Perak are finding customers to get business products, time management, knowledge on how to pricing services or products properly, promoting price offers as well as business proposals and activities carried out. SMEs also face common problems related to the cost of living and competition in business, especially large firms in urban areas. (Othman, Shaarani, et al. 2019)

In Malaysia, one of the main problems faced by SMEs in Perak is that they lack information on marketing channels and failed to create a good marketing network to be better known. Zainol, Osman, et al. (2018), identified that the main problem faced by SMEs in Malaysia is the lack of knowledge and exposure on marketing techniques, exporting, branding, and also the lack of good networking with other local and international enterprises. In addition, according to Radzi, and Ariffin (2018), stated that the problems in marketing SME products are due to poor design, poor quality products, use of low-quality raw materials and lack of skilled labor as well as lack of promotion of after-sales services. In the domestic market, SME entrepreneurs in Perak have limited access to procurement by the Government and large companies. This is due to the perception that products and services by SMEs are of low quality (SMEs, Master Plan, 2012-2020). In addition, Azmi, Abdullah, et al. (2018), stressed that SME entrepreneurs in Perak also have limited capacity to larger orders. Supply to large governments and firms is an important step in penetrating market exports. In meeting the needs of the international market, SME entrepreneurs in Perak do not have sufficient knowledge and resources. High costs are required for access to the market to meet the needs of the market which requires abundant resources as well as skilled manpower management. In addition, the low volume of SME businesses and the role in obtaining supply chains also impact export potential as they are unable to generate large quantities to achieve economic scale in the purchase of raw materials needed for the export market.

According to a previous study more than 50 percent of SMEs failed within the first five years of operation (Othman, Shaarani, et al. 2019). SMEs in Perak are more likely to get bank loans to finance their businesses. In the early stages, they rely on their own savings or cash from friends and family to run their business or enterprise. About half of SME businesses in Perak do not have access to credit that is appropriate for their business. Overall, about 70% of all micro, small and medium enterprises in the new market are found to lack access to financing (Kassim, Buang, et al. 2018). Lumpkin and Dess (1996), emphasize that entrepreneurial orientation seems to resemble a strategic form of organization by describing specific processes, practices, and activities that enable firms to build value by engaging in efforts to improve SMEs. Although there are many entrepreneurial orientation studies conducted, many of these studies use the dimensions of Covin and Slevin (1991), and focus on Small and Medium Enterprises (SMEs). Several studies have focused on technology-based SMEs (Arshad et al., Yoo 2001). Chen et al. (2011), describes the importance of entrepreneurial orientation to the growth of a company as well as the economic growth of a country. Some researchers agree that entrepreneurial orientation is an important contributor to a person's success and contributes to healthier business performance (Mohammed Anis et al. 2016; Mahmood and Hanafi 2013; Zainol and Ayadurai 2011). Khan et al. (2015), Rodrigues and Raposo (2011), and Rodrigues (2005), provide evidence that a higher entrepreneurial orientation tends to have superior performance. Therefore, companies need to enable entrepreneurs to survive and successfully compete, especially in changing industries (Teece 2007), especially in small and medium enterprises based on technology affected by rapidly evolving technology platforms. (Rasli et al., 2014)

Next is referring to Entrepreneurial Orientation Theory (EO), consisting of three main dimensions such as risk taking, acting proactively and innovatively as well as having a positive impact on business success. A previous study by Ahmad (2013) found that firms with high levels of EO tend to constantly scan and monitor their operating environment to find new opportunities and strengthen their competitive position. This indicates that the level of EO mastery in the firm can be obtained from SME information. From both practice and research, it is found that many SMEs are interested in obtaining information about their customers and competitors to differentiate their offers and positions. More importantly, in order to obtain external information, entrepreneurs also need to use information about competitors to help them decide to promote and market their products. Based on a marketing mix framework, to determine each marketing decision related to 4P (Products, Prices, Promotions, and Places), which can help entrepreneurs to meet the best needs of their customers and compete more effectively than their competitors.

Most businesses fail because their owners or managers do not have the necessary entrepreneurial knowledge to enable them to manage and operate their business well and effectively (Ropega, 2011). Ropega's statement is in line with what has been reported by Ahmad, Ramayah, Wilson and Kummerow (2010) where they found that competence and entrepreneurial knowledge are strong predictors in the success of a business. Entrepreneurial competence and knowledge can be acquired by engaging in SME development programs conducted by relevant agencies such as SME Corp, TEKUN, MARA, and so on. Statistics presented in the Perak State Annual Economic Report, 2018 state that SMEs involved in SME development programs can increase profits and can continue business continuity. Entrepreneurial competence according to Suryana (2003) is a creative and innovative ability that is used as a policy and resource to find opportunities for success. The essence of entrepreneurship is the ability to create something new and different through creative and innovative thinking.

However, some entrepreneurs, defines success as survival or retain business for a long time because it shows the firm more competitive. (Beaver, 2002). This contradicts O'Regan and Ghobadian (2004), who claim that the importance of non-financial measurement is an indicator of SME success. This view is supported by Jennings and Beaver (1997), arguing that money or personal financial wealth is less important because the desire for personal needs, personal satisfaction, responsibility and quality of life are indicators of SME success. This is confirmed by Reijonen and Komppula (2007), as shown in table 2.2

Table 2.2: Business Success and Motives to Become an Entrepreneur

Steps of Success		Motive to be an Entrepreneur	
i.	Product Quality	i.	Good Opportunity
ii.	Customer Respect	ii.	Unemployed
iii.	Job Satisfaction	iii.	Challenging
iv.	Survival	iv.	Independent
v.	Customer Satisfaction	v.	Willingness to work
vi.	Meaningful Work	vi.	Education
vii.	Financial Measure		

Source: Reijonen & Komppula (2007)

3. Discussion and Conclusion

The findings showed that the organization of SME development programs has a significant impact on the success of SME business. A study conducted by Jose (2011), involving 700 entrepreneurs in Spain showed that entrepreneurial competencies divided into ten subscales on opportunities, relationships, analysis, strategy, commitment, reliance, personal, analytics, innovation and operations play an important role in enhancing success business, has a direct and indirect impact on business success. Contrary to that view, Ropega (2011), emphasizes that most business failures are due to incompetent owners, lack of experience in managing their business and taking drastic actions. Based on Table 3.1, the researcher can see the correlation analysis between all the variables measured reliably. Pearson correlation test showed that SME development programs and business success had a significant positive and very strong correlation relationship (r = 0.931, P = 0.001) statistically.

Table 3.1: Correlation matrix SME Development Program relationship with the success of SMEs in Perak

Item	SME Development Program	
	r	P
Innovative	0.299	0.001*
Proactive	-0.067	0.243
Risk-taking	0.118	0.040*
Autonomy	-0.044	0.447
Entrepreneurship Orientation (EO)	0.155	0.007*
Business Success	0.931	0.001*

Therefore, entrepreneurs need to be involved in SME development programs to ensure that they gain new knowledge, experience, and input to be more efficient in running the business even if they are just operating to market the product. This is because the exposure given to SMEs in these programs is a necessity and makes SMEs more mature in decision making. Barazandeh et al. (2015), through Global Entrepreneurship survey data involving 125 respondents in 50 countries revealed that there is a positive effect of entrepreneurial ability on business success in the early stages of business. This finding is important because it provides entrepreneurs with knowledge on how they market products and gain market network across the country. According to Mahina and Usman (2016) claim that every SME needs entrepreneurial orientation can help them in starting and running a business.

In analyzing the relationship between entrepreneurial orientation (EO) and business success, it was found that entrepreneurial orientation is significant and positive with business success. There are four dimensions studied in entrepreneurial orientation namely innovation, proactive, risk-taking, and autonomy. Innovation has influenced business success in Malaysian SMEs in line with the decisions made by some researchers who found that innovation has a strong and influential relationship with business success (Qian & Li, 2003, Murjan, 2012). SMEs are considered more innovative because of their flexibility, higher ability to adapt and improve, and they move fast and proactively in implementing change.

Table 3.2 Regression Matrix The effect of mediation on entrepreneurial orientation (EO) in the relationship between SME Development Program and SME success in Perak

Model					**95.0% Confidence Interval for B**		**Collinearity Statistics**			
		B	Beta	P	Lower Bound	Upper Bound	Tolerance	VIF	R Square	Adjusted R Square
1	(Constant)	2.04		0.001*	1.69	2.40			0.17	0.17
	SME Development Program	0.38	0.41	0.001*	0.28	0.47	1.00	1.00		
2	(Constant)	0.70		0.001*	0.35	1.04			0.48	0.47
	SME Development Program	0.22	0.24	0.001*	0.14	0.30	0.91	1.10		
	Entrepreneurial Orientation	0.55	0.58	0.001*	0.46	0.63	0.91	1.10		

Dependent Variable: Business Success, *Significance P<0.05

Table 3.2 which is the simple linear regression test showed that SME Development Program with Business Success has a significant positive effect (Beta = 0.41, R2 = 0.17, P = 0.001) and gives an increase of change of 17% (R2 = 0.17) statistically. When Entrepreneurship Orientation is included as a mediator in the model it gives a significant positive effect (Beta = 0.58, R2 = 0.48, P = 0.001) and gives an increase of change of 48% (R2 = 0.48) statistically.

Table 3.3: Impact of entrepreneurial orientation (EO) mediation change

Model		**Change Statistics**		
		R Square Change	F Change	Sig. F Change
1	(Constant)	0.17	61.19	0.001*
	SME Development Program			
2	(Constant)	0.31	176.04	0.001*
	SME Development Program			
	Entrepreneurial Orientation			

Table 3.3 showed that entrepreneurial orientation is a significant mediator positive (F Change = 176.04, Sig. F Change = 0.001) and has a statistically significant effect of change of 31% (R2 = 0.31).

EO is a determinant for SME entrepreneurs to remain competitive and achieve higher performance (McNaughton, 2002). In response to changing market conditions, SMEs can adapt, develop new ideas, improve existing products / services either through key changes, or minor changes such as innovations from existing product chains (Gehlar, Regmi, Stefanou, & Zoumas, 2009). For survival, SMEs must adapt to an ever-changing industry with technological advances and create new products / services from time to time. A recent study by Murad and Rula (2015), argues that entrepreneurial characteristics such as self-confidence, initiative, freedom and responsibility, risk-taking, need for achievement and experience are entrepreneurial abilities that affect small business success. This shows that entrepreneurs who are able to take risks which is one of the dimensions measured in the entrepreneurial orientation allows the entrepreneur to succeed.

A recent study conducted by Zakaria, Abdullah, and Yusoff (2016) in the Malaysian manufacturing sector showed that there is a positive relationship between EO and business success. Respondents claim that their organization is involved in EO activities, more organizations can increase business success. However, Ngah and Ibrahim (2012) claim that EO is still in its infancy in Malaysia and suggest that more efforts be taken by the government, relevant agencies and entrepreneurs to accelerate innovation in SMEs. This proves and further strengthens the findings of the study made there is a mediation effect in the relationship between SME development programs and the success of SME business in Perak.

Table 3.4: Impact of SME Development Program on SME success in Perak.

				95.0% Confidence Interval for B		**Collinearity Statistics**			
	B	Beta	P	Lower Bound	Upper Bound	Tolerance	VIF	R Square	Adjusted R Square
(Constant)	2.04		0.001*	1.69	2.40			0.17	0.17
SME Prog	0.38	0.41	0.001*	0.28	0.47	1.00	1.00		

Dependent Variable: Business Success, *Significance P<0.05

Table 3.4 showed that SME business success has a significant positive effect (Beta = 0.41, R2 = 0.17, P = 0.001) and provides an increase of change of 17% (R2 = 0.17) statistically.

Apart from that, this study was also made to see the importance of SME development program to SMEs in Perak in particular, because Malaysia is moving from developed countries towards developed country status, and entrepreneurial development is considered as one of the engines of economic growth and high GDP (NSDC, 2014). Therefore, the results of this study are useful to entrepreneurial agencies in Malaysia to refine and enhance their entrepreneurship development programs, thus having a significant impact on the overall contribution of Malaysian SMEs in turn to the national economy. As a measure to enhance the growth and competitiveness of SMEs in Malaysia lies in the internal and external capabilities of SMEs to enhance the success of their business by engaging in SME development programs which are organized by the government or agencies related to SMEs. The findings of this study can help relevant agencies identify and provide the necessary programs for prospective entrepreneurs or SMEs in their business operations. Policy makers should also be aware of the fact that, participants in this study, namely SME owners who follow training programs are seen to contribute to entrepreneurial competence. The importance in the field of focus of SME development programs has been identified in this study and is much needed by SMEs and should be given focus by relevant agencies so that more programs are organized. Moreover, the majority of programs among SMEs occur in their business operations (Kerr & McDougall, 1999) or the day-to-day operations they perform. In the Malaysian perspective, relevant ministries and agencies such as the Ministry of International Trade and Industry (MITI), Majlis Amanah Rakyat (MARA) and SME. Corp. needs to design training courses that are more suited to the needs of the industry and viewed from the SME lens.

This study has increased the knowledge of SME development programs and the success of SME business in Perak. Malaysia as a developing country has sought to move into parity with a more advanced economy, and seek useful research to provide relevant knowledge that can support efforts to improve the performance of Malaysian SMEs. This finding will be informative for policy makers who intend to develop management skills among Malaysian SMEs. In particular, it is hoped that the Malaysian government will enhance existing development programs for Malaysian entrepreneurs or young graduates by providing appropriate subsidies and training. Wider research will encourage other researchers to make the SME sector a focus sector in their research due to the rapid development and progress in that sector. This study can also be a starting point for further research and analysis on SME development programs and SME business success in other states, especially in states with a population density and rapid development such as Kuala Lumpur. Studies showed that there is a lot of input to increase awareness and understanding of the importance of SME development programs to ensure the success of SME business in Perak can be achieved easily and consistently. The analysis shows that SME development programs and SME business success in Perak have a high level of consumption but the application of entrepreneurial orientation is still newly implemented.

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"I am an Alpha": Socio-economic Experiences and Challenges of Being a Confidential Informant

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Abstract: *Series of studies on confidential informants from the perspective of police operation had been published, however, rarely on the life of confidential informants had been studied. A Confidential Informant is a person who gathers data for varied purposes such as livelihood security, sense of usefulness and other reasons. This study utilized narration as a method of narrative research among stigmatized, un-empowered people. It described and analysed the experiences and struggles of a Confidential Informant and established a narrative representation of their life, the factors or influences as well as the gains from information-gathering. The informants of the study are purposely chosen from the criteria such as: (1) a person who has/had experience in gathering information, gave the said information to a member(s) of Philippine National Police. Themes with sub-themes on each participant emerged. Education, familial relations, aspiration for better life, livelihood security and sense of usefulness play vital roles in the life of a Confidential Informant. Results of the study had shown that all Confidential Informants from childhood up to adulthood experienced poverty and based on their narratives, the significant factors which lead them to accept such job are: (a) Poverty; (b) Lack of access on education; and (c) Financially unsecured livelihood. Lastly, all Confidential Informants were recruited by a police-recruiter whom they know in course of their respective jobs. Lastly, this study provides a different perspective on the Confidential Informant, not just from police operation, but from socio-economic and inward outlook of their actual lives.*

Keywords: Confidential Informant, Informant

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1. Introduction

In 2015, employment in the Philippines showed the earning capacity of the poor and limited job opportunities and these jobs are usually informal and low-paid (Rutkowski, 2015) Moreover, the Philippines labor market is segmented into "good" and "bad" jobs, with the poor working in the latter (World Bank, 2015).

Confidential Informant refers to a person(s) who provide useful and credible information recruited by a police for investigative and other purposes (FBI, 2005). Moreover, according to IACP (2008), they are hired to gather information on suspected illegal or criminal activity in exchange of something, usually money. They are included among the "bad" jobs as included by World Bank due to its extreme occupational risk (World Bank, 2015). Added, individuals who decided to be a Confidential Informant have varied reasons ranges from fear (where an asset desire for safety from a law enforcer) to repentance (to pay for their previous misconducts) or/and money where an asset wanted to have a source of income (IACP, 2008)

In this study, there will be data showing the holistic stories of the ordinary people who are engaging in intelligence gathering

2. Literature Review

Confidential Informant and its nature

In the Contemporary policing and law enforcement, the use of Confidential Informant has become important (Atkinson, 2019). The term is usually used within the law enforcement world, where they are officially known as confidential source (CS) (Turvery, 2014), cooperating witness (CW), or criminal informants (CI). It can also refer pejoratively to someone who supplies information without the consent of the involved parties (Levine, 2009; Turvery, 2014) and, term Confidential Informant had been used in the study. They are essential in the preparation and execution of target and they produce useful result which made progress in an investigation (McGuire and John, 1995). In surveillance operation, precise information is needed. It only show that Confidential informants (CIs) currently occupy a central role in law enforcement, particularly in the enforcement of drug laws, where officers, agents and prosecutors consider them indispensable to undercover and other operations (Brown & Shane, 2011) and these surveillance operation has a clear objective and is based on precise information (for example, from a reliable informant) about what the target is expected to do on a certain date (McGuire and John, 1995). Intelligence from informants frequently only has a short 'shelf life' and if not acted upon quickly may lose its value. For example, a tip that a crime is being planned the following day may require a surveillance team to follow the informants, or information about the location of property may necessitate an immediate and well planned raid of premises (McGuire and John, 1995). Such information are sensitive, proprietary, or otherwise confidential nature (Turvery; 2014). Added, the law enforcement officerneed informants more than latter need the former (Dabney & Tewksbury, 2016; Turvery, 2014). In the Philippine setting, by-stander and people who used gossips as pass time makes intelligence gathering more complex in which gossips are daily activities among Filipinos which show relevance that gossip are still part of Filipino daily past times asking and investigating other people's life (Macasaet, 1980) maybe a hindrance or additional data if validated.

Confidential Informant and Economic Derivation

It remained fairly common practice to register people as informants only where payment was contemplated and/or they had already 'proved themselves' by producing information of real value. As payment was normally made only after an arrest had resulted, few of the more 'casual' providers of information were registered (McGuire and John, 1995). Money, fear, and other are some of the common motivational factors encountered by drug enforcement investigators (Lee, 1993). If such person show high regard on money, then, this behavior can be explained by Fargo (2017) one in every 10 people ages 20-36 (our Informant is 24 years old and a male) closely associated happiness with money and significantly more like to answer "money" than females and it supported by Martinez (2017) that people in that age bracket were raised to value money which in the case of the informants shows high value on money even up to the point of neglecting or decided not continue studies anymore because it is just a hindrance or additional expense. Added, manstead (2018) explained that the material condition in which people grow up and live has lasting impact on their personal and social identities and that his influence both the way he think and feel about his social environment which further explain the aforementioned informant put high value on money.

Interviews revealed that some police agents use personal money or money confiscated from criminal suspects to fund CIs despite written policies prohibiting these practices (Brown & Shane, 2011). As a result there is an overlooking a CI's criminal conduct, manufacturing crimes of entrapment, paying the CI with drugs, sex, or confiscated or personal money). Police also suffered from a lack of strong incentive to potential informants: the small sums of money they could be offered were seen as poor recompense for the risks they were asked to run, while it was not possible to guarantee recompense through lenient treatment or dropped charges. There was also a widespread perception that the threat of disclosure of their role to the defence acted as a significant deterrent to potential informants, many of whom were well aware of the stricter approach by the courts in this regard. Training to overcome such problems was therefore seen as a priority (McGuire and John, 1995).

Socio-Economic Experiences of a Confidential Informant

The current data shows that many studies were inquiries on the relationship between cops and their informants in information gathering but not on the life of the informant which is real and behind gathering information (Dabney & Tewksbury, 2016; McGuire and John, 1995). Added, it only talks about information-exchange dynamics but not life of the informants and the factor on why he is/was in that kind of activities (Dabney & Tewksbury, 2016; McGuire and John, 1995). According to Webster (1978), there is necessity to bring up forum about the situation of Confidential Informants because people know less about them which create a bad impression against them and these people are at ease if they learn that a person is a Confidential Informant. What makes it unfortunate are the data and findings do not always reflect the actual sentiments of the informants in the study. Most of the studies are all about description police techniques for categorizing, vetting, recruiting, building rapport and manipulating reluctant indentured informants into service (Dabney & Tewksbury, 2016). Police Officer have meticulous screening in recruiting informants because the said officer knew that one mistake will lead to uncertain sometimes death of the person (McGuire and John, 1995). Added, most of the benefit in the use of informants are one-sided and favourable to the Police Officer and Law Enforcement Department accessing information about clandestine criminal activity or uncovering evidence on open cases that can be used to tie up an investigation and effect an arrest (Dabney & Tewksbury, 2016) The purpose of being an informant varies from one person to another person and its subjective and individualistic by nature but according to Dabney & Tewksbury (2016), most of them are motivated by their self-interest but for ordinary people engage in the intelligence gathering to make their communities a better and peaceful place this where other informants diligently immerse themselves in helping police where for them peace and order of their family and community are more important than their own personal security. Added, it is also better to contextualize the general depth of criminal involvement and self-serving motivations common to information-exchanges. Behind those aforementioned scenarios our stories of povery and struggles of family and according Orbeta (2005) there is clear negative impact, on average, from additional children on household welfare and these negative impact are regressive on poorer household with large number of family members. Lastly, the association between larger family size, poverty incidence and vulnerability to poverty are strong and enduring. The negative impact of large family size on household saving pointed out in this study has an impact both macro-economically and on households. Larger family size reduces household savings and having additional children also prevents more school-age children from attending schoold leads more to enter child labor and because they many time tell lies on other people which explained by Lindskol and Walters (1983) that lies may rescue a person from harm and shame and the case of the aforementioned informants it is because of saving face or shame or even engage in illegal earnings which according to Hagan and McCarthy (1997 were to drug addiction or hunger provoke people to do engage in such a thing and, worst, there those who show high regard of themselves which can be explained using Dunning-Krugers' effect this informant shows illusory superiority and inobjectively evaluate their competence as sort of showing condescending attitude toward other.

Processes of Becoming a Confidential Informant

There is a system in place for recruiting and handling informants and they adopt a systematic strategy of broaching with every arrested person (within reason) the possibility of becoming an informant (McGuire and John, 1995). Generally speaking, officers either learned from more experienced colleagues or simply devised their own methods. The most common was to find ways of speaking privately to detained suspects – for example, by continuing conversations after the completion of taped interviews or by offering those released on police bail a lift home – and then asking them whether they would be prepared to cooperate. However, if not skillfully done, such approaches very often failed (McGuire and John, 1995). Once an informant has been identified, recruited, and turned, he or she will be put to work by his or her primary/managing law enforcement agent. At this point, the informant will be asked to provide information about unsolved or unknown crimes, set up and make drug buys while under surveillance, introduce officers to criminal-world contacts, or engage in other types of "work" requested and directed by the managing officer (Bloom, 2002; (Dabney & Tewksbury, 2016). It is well documented that the execution of said work is time consuming, resource draining, and carries with it a host of potential downfalls (Dabney & Tewksbury, 2016). For the Police officer, the use of Confidential informant is crucial in law enforcement (McGuire and John, 1995) and it is the law enforcement officers who consume the information which was provided or gathered by an informants (Levine, 2009; Dabney & Tewksbury, 2016) which are people involve in the exchanges of information for the purpose of investigation (Dabney & Tewksbury, 2016).

Synthesis & Summary

The bodies of literature show that "Confidential Informant" are always related to law enforcement and in-relationship to the police officer intelligence which the main purpose why such informant was sought especially in place where outsiders find it hard to penetrate and most of the studies are all about Police Enforcement in the use of Informants, policy where confidential informants are involve and the like and few discusses the life of confidential informant aside from being a partner intelligence works such his socio-economic experience before, during, or/and after becoming a confidential informants and how such decision affect his/her life as well the life of his family, relatives, friends, and the community. It is also better to have more data on how the informants can accumulate income in the information gathering and how he/she utilize such income even though the data show a wide and comprehensive discussion on what motivate or what is purpose in entering in that activities despite the imminent risk.

3. Discussion and Conclusion

A Confidential Informant is someone who supplies information without the consent of the involved parties (Levine, 2009; Turvery, 2014). Here in the Philippines the police-recruiter used the term "Alpha" as code referring to their recruit who function to give them intelligence information for possible and future operation such illegal drugs and criminalities which similar to the study of McGuire and John (1995) stating that intelligence information gathered by a Confidential Informant is a preparation and execution of target vital in progress in an investigation. Meaning they have an significant role in police operation like the study of Brown & Shane, (2011) occupy a essential role in law enforcement, particularly in the enforcement of drug laws, in the case of the Philippines Police officer consider them indispensable to undercover and other operations. It is done through giving information (McGuire and John, 1995) of illicit activities in the ground zero and recently, it is more on drugs. These intelligence information are sense and confidential nature (Turvery, 2014) which make put the life of the confidential informant at risk like the narratives all of informants in the study said there is a high risk in intelligence gathering conducted where, more likely, it put the life Confidential in danger. All of Confidential Informants added, that "the risks would outweigh it corresponding benefit because of the life might be at stake in engaging in intelligence gathering and no benefit can outweigh life but the 3 of them said (where two of them are barangay police and the other is a shipper) it is for good and peacefulness of the their community where he and his family can live in safe and secure environment while the other one claimed that it is for the protection of his illegal activities which illegal gambling which show similar resulted in the study of McGuire and John (1995) that intelligence gathering is highly dangerous where a mistake will lead to uncertain sometimes death of the person.

For McGuire and John (1995) Police personnel able to recruit by privately to detained suspects by offering those released on police bail a lift home – and then asking them whether they would be prepared to cooperate. Then, Bloom (2002) and Dabney & Tewksbury (2016) added, Once an informant has been identified, recruited, and turned, he or she will be put to work by his or her primary/managing law enforcement agent. At this point, the informant will be asked to provide information about unsolved or unknown crimes, set up and make drug buys while under surveillance, introduce officers to criminal-world contacts, or engage in other types of "work" requested and directed by the managing officer. In this study, it shows similar resulted to Bloom (2002) and Dabney & Tewksbury (2016) while it is 1 out 4 Confidential Informants whose recruiter is similar to McGuire and John (1995) while the remaining 3 Confidential Informants joined the intelligence gather in the course of the work of Police Recruiter where they began to know one another when trust started to established, the Police Recruiter offer them to be a Confidential Informant and latter accept such offer.

In the study of McGuire and John (1995) payment was normally made only after an arrest had resulted, few of the more 'casual' providers of information were registered. But in study, it depends on benevolence of the Police recruiter on the when and how much money will they receive. This study shows similar result to the study of Dabney & Tewksbury (2016) where most of the benefit in the use of informants are one-sided and favourable to the Police Officer and Law Enforcement Department accessing information about clandestine criminal activity or uncovering evidence on open cases that can be used to tie up an investigation and effect an arrest

Labor policy in a country should provide wide access to regular and productive job (World Bank, 2015) which can ensure a high earning capacity especially among the poor for them to refrain from engaging in "bad" jobs (Rutkowski, 2015) or dangerous activities. In reality, job opportunities in the labor market in the Philippines which can provide or ensure work safety and financial security is still an aspiration among poor who have low educational attainment (which shown in the table below).

Table 1: Profile of the Key Informants

	CI 1	CI 2	CI 3	CI 4
Sex	Male	Male	Male	Male
Educational Attainment	High School Level	Elementary Level	College Level	College Level
Number of Children	1	1	3	None
Confirmed by A Police-recruiter	No	Yes	Yes	Yes

Legend: CI – Confidential Informant

In 2015, employment in the Philippines showed the earning capacity of the poor and limited job opportunities and these jobs are usually informal and low-paid (Rutkowski, 2015) Moreover, the Philippines labor market is segmented into "good" and "bad" jobs, with the poor working in the latter (World Bank, 2015). There are factors several factor which lead person to accept the job of being a Confidential Informant and all of the informants of the have varied educational attainment but all of them agree they live in poverty and they don't enough source of income which possibly make poverty as strong factor in accepting a life-threatening job like intelligence gathering. For Lee (1993) Money, fear, and other are some of the common motivational factors but in this study it is combination of money, sense of purpose and peacefulness in the community.

In the Philippines, by-standers and people who used gossips as pass time makes intelligence gathering more complex in which gossips are daily activities among Filipinos which show relevance that gossip are still part of Filipino daily past times asking and investigating other people's life (Macasaet, 1980) maybe a hindrance or additional data if validated. In this study, all of informants used to by-standers which confirmed by their narrative and their corresponding police recruiter while Confidential Informant 1 & 4 likely to gossip in their neighbourhood as his form of intelligence gathering while Confidential Informant 2 & 3 used their function as Barangay Police for the previously mentioned operation.

The findings of the study were as follows:

1. All Confidential Informants from childhood up to adulthood experience poverty specifically financial instability sprung from lack of source of income of their parents and during their adulthood, they also experience scarcity of income.
2. Based on the narratives of all Confidential Informants, the significant factors which lead them to accept such risky job are: (a) Poverty which includes lack of source of income due instability and irregularities of job both of their parent and among them; (b) Access of Education where all of them find it hard to find a decent and safe job while there other Informant showing significant negligence from their parents and during their adulthood, lack of initiatives on their lives.

3. All Confidential Informant were influence by a police-recruiter whom they know in course of their respective jobs where the Informant who engage in buy and sell industry as by-product of parents connection in their operation of their illict business to the police and the other Informants due to nature of his job as cargo service provider where both of the Informant and Police-recruiter belong to the same location while the remaining two Informant who are both Barangay Tanod is because of frequent visitation in the Police Station.
4. Both the Informant and Police-recruiter consistently narrated that their money in the gathering confidential information but variation as the amount given to the Confidential Informant. All of the confidential informants stated that earning money was primarily from the benevolence of the Police-recruiter.
5. The three Confidential Informants stated that they will continue as Confidential Informant because they want to make their barangay a peaceful and better place to live for their families and their respective communities while the remaining was ambivalent in his answer but he reveal that he no longer engage in intelligence gathering because he no longer operates his illegal gambling activities.

Conclusions

In view of the findings in this investigation, the following conclusions were drawn:

The Socio-economic experience of a Confidential Informant revolves around Poverty and Limited Access to Education where all of them belong the an environment where there is scarcity of income generating activities, lack of access to decent and safe jobs and ill-effects of their parents incapability to send them to school which further leads to hopelessness in finishing an education and into thinking to find alternative means to suffice their daily needs and give up their studies since it no longer benefits them economically where it because as additional financial expenses. All of the informants have personal reasons and interests where three of them engage in such activities to make themselves as agent of helpfulness, for the betterment and safety and their community and respective families while the remaining one is out of protection of himself and his illicit activities but all of them wanted and aspire, aside from previously mentioned reason, to alleviate themselves from poverty in order for them suffice their basic need such food, shelter, and clothing and even the needs of their loved one especially their children. In course of intelligence gathering operation, all agreed there are dangers in such activities which also confirmed by their respective police recruiter but all of those dangers were outweigh by poverty they've experience and the remaining three, for benefit of their community's peacefulness. Lastly, all result and interpretation in this study are only applicable to the selected confidential informants and thus, cannot be generalized to all.

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Integrity and Employee Performance At Hospital Y In Padang City

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Abstract: *The purpose of this study was to analyze the influence of integrity with its aspects on the employee performance at Hospital Y in Padang City, West Sumatra, Indonesia. The issues of integrity often became a problem in performance and public service among employees. Low integrity was often thought to be the cause of the low quality of public services in public institutions, including among the public employees of hospital where this research had been conducted. This study was conducted through a quantitative methods. The population in this study consisted of 198 non-medical staffs at Hospital Y in Padang City. The samples of this study were obtained through proportional stratified random sampling technique. Thus, the respondents in this study consisted of 135 of non-medical staffs at the Hospital Y of Padang City. Data of this study were collected through questionnaires and were analysed with multiple linear regression. The finding of this study indicated that simultaneously the sub-variables of integrity, that is: honesty, commitment, trustworthiness, consistency, and responsibility, had an influence on employee performance among non-medical staffs at Hospital Y in Padang City. However, the sub-variable of honesty partially had no significant influence on the employee performance. Besides, the sub-variables of commitment, trustworthiness, consistency and responsibility had a significant influences on the employee performance of the non-medical staffs of the Hospital Y in Padang City. Based on the findings of this study, it is highly recommended that institutional managers make efforts in various ways to further improve the integrity among their employees, so that service quality could also be further improved.*

Keywords: Integrity, Public Employee, Performance, Public Hospital

1. Introduction

Basically, hospital was a health service institution that aimed to provide easy access for the community to obtain health services and to maintain the health. To support the government's efforts in developing the health in Indonesia, it is hoped that the hospital would be able to provide professional and responsible the health services. Thus, the implementation of hospital health services was required to have reliable, professional and responsible human resources in order to achieve good and optimal performance. As health service providers, human resources consist of medical personnel (general practitioners and specialists), nursing staff, midwifery staff, pharmacy staff, and other non-medical personnel (staffs). All human resources were required to have good performance to their customers. Law Number 5 of 2014 in Indonesia affirmed that, in carrying out their duties and responsibilities, all state civil servants had to apply the principles of commitment, integrity, morals, responsibility for public service, academic qualifications, competence according to duties, behaviour and code of ethics, professionalism of positions and guarantees legal protection. To realize this government's goal, all civil servants in the hospital were required to have optimal performance. This could be assessed from the work outputs produced in the implementation of health services in the hospital as seen from the quality and quantity and time according to predetermined targets.

Hospital Y in Padang functioned as a public teaching hospital that has been fully accredited. As a technical implementation unit of the Ministry of Health in Padang City, Hospital Y was required to pay full attention to the success of achieving the hospital vision, that is, to become the Leading Hospital in Service and Education in Sumatra. To achieve this vision, all civil servants in the Hospital Y in Padang were required to have good performance. In an effort to improve the quality of employee performance so far, periodic assessments have been carried out which were reported annually in the form of a Performance Accountability Report. Kasmir (2018) suggested that performance appraisals could be carried out periodically to review and evaluate individual performance. Based on the 2019 Hospital Y in Padang Performance Accountability Report, it is known that there are still problems in employee performance. This could be seen from the realization of the achievement of a performance culture; in 2019 it has not met the target, which was only 66.1%, while the target that must be achieved was 80%.

Based on preliminary observations, it was seen that the low number of employee performance achievements in 2019 was partly due to the large number of jobs that were not completed according to predetermined time or targets. The high workload of each employee causes the employee to have difficulty completing his work according to the target. One of the contributing factors is the lack of employees. So that the work that should be done by two employees is done by one employee. This of course greatly affects the implementation of work and work results. Fulfilling the needs of employees at Hospital Y in Padang City still has not met the target, where in 2019 the realization of the fulfillment of employee needs was 65.34% while the target set was 85%.

Based on the results of preliminary observations at Hospital Y Padang, it seemed that there was still a lack of employee responsibility in carrying out their duties, this is an indication that there were still many employees who delegated their work to other employees. In addition, there were still employees who used work time for personal needs outside the office and there are still employees who use their work time to do other activities outside of work or activities outside the office.

This study sought to further reveal the influence of integrity with its aspects on the employee performance at Hospital Y in Padang City. Thus the research question proposed in this study was: Were there influences of honesty, commitment, trustworthiness, consistency and responsibility both partially and simultaneously on the employee performance at Hospital Y in Padang City?

This study was conducted through a quantitative method. This study consisted of two variables; 1) Integrity, as independent variable, with the sub variables of honesty, commitment, trustworthiness, consistency and responsibility; 2) employee performance as the dependent variable. This study was conducted at Hospital Y in Padang City, West Sumatra, Indonesia with a total population of 198 people consisting of civil servants of non-medical staffs. The sample of this study consisted of 135 respondents who were determined through Slovin formula. Data in this study were collected through questionnaires with a Likert scale mode. The sampling in this study used proportional random sampling technique. Then the data of this study were analysed with multiple linear regression tests.

2. Literature Review

Theoretically *performance* could be defined as the work achieved by an employee in carrying out tasks according to responsibilities both in quality and quantity (Mangkunegara, 2017). Therefore, employee performance could also be defined as the work achieved by an employee in carrying out a given task based on experience, skills and time as well as seriousness (Hasibuan, 2011). Meanwhile, Robbins (in Kasmir, 2018) also stated that performance was a function of the interaction between abilities, opportunities and motivation. Besides, Kusnadi (2003) argued that performance was the result of the implementation, movement, action, activity or action that was carried out consciously to achieve certain goals. According to Sinambela (2012) performance was the ability and expertise possessed by an employee in doing his job. Furthermore, the Law Number 5 of 2014 concerning State Civil Servants also stated that in carrying out his profession a civil servant had to apply their work and duties on the principles of moral integrity and responsibility for commitment, public service, academic qualifications and so on.

From several definitions and statement above, it could be concluded that employee performance was the work achieved by an employee both in quality and quantity in carrying out his duties and profession based on the principles of moral integrity and responsibility. To find out employee performance, it is necessary to conduct a performance appraisal. With an assessment it will show the results of one's work. This means that an effort is needed to assess the results or work behaviour of employees, so that it could be seen whether the employees have done the job properly or not. According to Kasmir (2018) performance appraisals could be done periodically to review and evaluate individual performance. Performance appraisal could be used as a guide to show employees' work performance regularly. Performance indicators described the level of achievement of goals or targets that had been set quantitatively or qualitatively. Performance indicators had to be measured and calculated and used as a basis for assessing or seeing the level of performance (Sedarmayanti, 2017).

On the other side, integrity was one of the factors that affect employee performance, as stated by Mangkunegara (2016) that one of the factors that couldn affect employee work performance is individual psychological factors, namely individuals with high integrity between their physical and spiritual functions. A performance or work performance will be good if it is achieved by upholding the value of honesty and other moral values. The psychological factor of a person is one of the determinants of one's work performance. Someone is said to have work performance if that person has high integrity both psychologically and spiritually. With high integrity, the individual has good self-concentration In Law number 5 of 2014 concerning State Civil Servants, it is explained that Civil Servants with integrity can be judged by honesty, compliance with laws and regulations, ability to cooperate and also community service. Civil Servants (PNS) are required to be role models in their actions, attitudes, behavior, attitudes and speech in official activities or not. Integrity can be defined as the ability of a person who always upholds moral principles and refuses to change them, even though the situations and conditions faced are very difficult and have many challenges that attempt to weaken the moral and ethical principles that are believed or held firmly.

Actions with integrity are actions that lead to rational principles and morals, outside of the judgment of a person, group or organization (Trevinyo Rodriguez, in Yulianti & Wuryanti 2015).

According to Wetik (2018) integrity required an employee to be honest, brave, wise and responsible in carrying out their duties and responsibilities. The better the integrity of an employee, the better the resulting performance. Integrity was a form of someone's responsibility for what he does and the results are in accordance with correct norms, values or principles, and a firm stand without coercion from any party. As for measuring a person's integrity, it could be assessed from several indicators. Sukarna (2018) argued that integrity could be assessed from several indicators, namely 1) showing honesty, 2) fulfilling commitments, 3) being consistent in behavior. Meanwhile, according to Zahra (2011) an employee's integrity can be assessed from the indicators 1) honest, 2) commitment, 3) trustworthiness, 4) consistency and 5) responsibility. In this study, researchers tried to use job satisfaction indicators as expressed by Zahra.

Syamsir and Embi (2020) also argued that integrity was a match between heart, speech and action. Often there are problems related to employee integrity related to employee performance. Integrity and performance are related to one another. An employee who has good competence must also be supported by an attitude of integrity. People who have good competence if they are not supported by integrity, then their abilities will not produce good performance. Employee integrity problems that are often encountered include low honesty in work, lack of responsibility and so on. Based on the results of observations, it is known that there is still a lack of employee responsibility in carrying out their duties.

There had been many studies showed that integrity could influence employee performance. Rosmi and Syamsir (2020), Tasi and Syamsir (2020), Febrina and Syamsir (2020), and Wahyuni and Syamsir (2020), for instance, in some of their studies in civil servants in Sawahlunto City, Sijunjung Regency, Kerinci Regency, and Bungo District found that integrity and several other variables significantly affected employee performance. The other studies also showed the effect of integrity on employee performance, as conducted by: Nur Jayanti and Syamsir (2019), Simponi Rahmadani (2020), Yolanda and Syamsir (2020), Sujiyanto (2017), Salwa, Away and Tabrani (2018), Stanislaus Wembli Wetik et al (2018), Damar Tedja Sukmana (2018), and Aski (2020). All of this studies indicated that integrity has effects or influences on the performance of civil servants in the government institutions.

3. Discussion and Conclusion

Based on the formulation of the problem previously described in the introduction with the question Is there an effect of honesty, commitment, trustworthiness, consistency and responsibility both jointly and partially on the performance of civil servants at Hospital Y in Padang? So based on the results of data collection from civil servants at Hospital Y in Padang, it can be seen that the results of the multiple linear analysis test in the study can be described as follows:

Table 1: The Influence of Integrity simultaneously and partially on the Employee Performance at Hospital Y in Padang City

Variable/Sub Variables	R	R Square	Adjusted R Square	Sig.
Integrity	0.476	0.226	0.195	0.000[a]
Honesty	0.130[a]	0.018	0.011	0.145[a]
Commitment	0.374[a]	0.140	0.134	0.000[a]
Trustworthiness	0.416[a]	0.173	0.167	0.000[a]
Consistency	0.385[a]	0.149	0.142	0.000[a]
Responsibility	0.375[a]	0.141	0.135	0.000[a]

Source: Processed Data of Researchers 2021

Table 1 explained that the value of Adjusted R Square is 0.193. This means that the influence of the integrity variable simultaneously (honesty, commitment, trustworthiness, consistency and responsibility) on the performance of civil servants in Hospital Y was very significant. It also means that the results of the regression test could be trusted up to 100% of the truth. Meanwhile, based on the results of the regression test for the five integrity sub-variables, the value of Adjusted R Square for the sub-variables of honesty, commitment, trustworthiness, consistency, and responsibility also contributed quite high influence on the employee performance. Therefore, it could can be conclude that the influence of integrity with its sub variables on the employee performance at Hospital Y was quite a lot.

Based on the study that had been conducted regarding the influence of integrity on the employee performance at Hospital Y in Padang City, it could be summarized as follows: 1) Integrity had a significant influence on the employee performance at Hospital Y in Padang City. This could be seen simultaneously that integrity (consisted of: honesty, commitment, trustworthiness, consistency and responsibility) influenced the performance of civil servants at Hospital Y with a significance result of 0.000 and an Adjust R Square value of 0.195, so it could be said that the contribution was 19,5% and R value of 0.476, which means the strength of the integrity variable on the performance of civil servants at Hospital Y was 47.6%. So in this case it could be concluded that either partially or simultaneously integrity had a significant influence on the employee performance at Hospital Y in Padang City. ; 2) Based on the partial test of the influence of the integrity sub-variables, all of the sub-variables had significant influences on the employee performances other than honesty (X1). This sub-variable (honesty) only produced a significance number of 0.143 and an Adjust R Square value of 0.011 and the R value is 0.130. So in this case it could be concluded that partially the sub-variables of honesty had no significant influence on the employee performance at Hospital Y in Padang in the level of confidence $\alpha = 0.05$; and 3) Based on the results of the partial test, the sub-variables of commitment (X2), trustworthiness (X3), consistency (X4) and responsibility (X5) had significant influences on the employee performance at the Hospital Y in Padang City. All of them produced significance values of 0.000 with each contribution of 0.134 for commitment, 0.167 for trustworthiness, 0.142 for consistency, and 0.135 for responsibility.

As stated above, based the regression test, simultaneously the integrity variable has a significant influence on the employee performance at Hospital Y Padang City. This means that the higher the integrity possessed by an employee towards the organization or institution, the performance produced by the employee will also increase. Employees who uphold integrity in the implementation of their profession will always try to be honest, committed, trustworthy, consistent and responsible. This was in line with the results of research by Rosmi and Syamsir (2020) which state that integrity has a significant effect on employee performance. Integrity is closely related to performance, good and correct work results must uphold moral values such as honesty, responsibilities and others. Integrity is a very important thing that must be possessed by civil servants at Hospital Y Padang in order to achieve optimal performance in the delivery of health services to the community. Furthermore, the results of research from Sujiyanto (2017) state that integrity has a significant effect on employee performance.

On the other hands, Wetik's (2018) also found that integrity had a positive and significant influence on employee performance. To be able to create good employee integrity, one of which is by increasing the integrity of employees to the organization. Every employee must act consistently in accordance with the values and organizational policies and code of ethics of the organization even in difficult conditions to do this. Furthermore, Yulianti's research (2015) states that integrity has a positive effect on employee performance.

Meanwhile, based on the regression test in Table 1, it is known that of the five indicators of integrity variables studied, only the honesty variable has no significant effect on the performance of civil servants at Hospital Y Padang. The author concludes that whether a civil servant is honest or not does not determine the civil servant's performance. However there are other factors that influence its performance. Even though honesty has no influence on the performance of civil servants, it is still necessary to provide guidance and guidance so that civil servants at Hospital Y Padang always uphold the value of honesty in carrying out their duties and professions so that they have a positive effect on performance. Furthermore, it is also known that the other sub-variables have a significant effect on employee performance. Among them, commitment has a contribution of 13.2%, trustworthiness 16.5%, consistent 14% and responsibility 13.9% with a significance of <0.05.

Of the four variables, it was known that trustworthiness has the greatest contribution to employee performance compared to the other sub-variables (commitment, consistency and responsibility). Although the results of the study indicated that the sub-variable of honesty does not have a significant effect on the performance of civil servants at Hospital Y Padang, however the honesty value of employees in carrying out their duties and professions must be maintained and improved. Because without honesty, integrity cannot be realized. Where the sub-variables on integrity are related and support each other. To be able to produce good performance in the workplace, a person must have integrity in himself through an attitude of honesty, responsibility, fighting spirit, trustworthiness, consistency and commitment to the rules and principles that apply in an institution or organization. The form of self-integrity ownership appears in the form of good performance or results.

Finally, based on this study, it could be concluded that in partially and simultaneously, integrity could influence the employee performance at Hospital Y in Padang City. The implications of this study include that aspects of integrity need to be considered in the recruitment and development of employees, including in hospital institutions. This means that the integrity aspect was very important to be prioritized, both in the recruitment process of new employees and in development of existing employees.

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Issues and Impact of COVID-19 on Socio-legal Aspects of Human Life: A Case Study of Greater Male Region' in the Maldives

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Abstract: *The COVID-19 is a global pandemic which has resulted in the cessation of the daily normal life world over. Maldives, being a developing nation, has been the worst as it came to total stand still after the pandemic grew. The socio-legal, public health and economic process of the country got badly affected pertaining to serious social problems. The Greater Male Region was found as the worst affected area in the country for being the centre of power, social and economical activities. There is an immense need to deal with the challenges posed by the COVID-19 crisis as the policy making process also got badly affected and thus leading a way of shaking of the socio-legal process and economic development of the nation. The lockdown measures have shown the negative impact on the psychological and behavioral pattern of the society and thus its solution is the most sought after thing which this research paper aims to find.*

Keywords: Maldives, Greater male, Socio-legal

1. Introduction

The Corona virus infection, referred to as the COVID-19 is a global pandemic caused by the SARS-CoV-2 virus which has resulted in the cessation of the daily normal life world over. This current global pandemic outbreak has posed a very serious socio-legal challenge to the entire world, including Maldives. The COVID-19 pandemic and the associated socio-legal crisis have raised many unforeseen and imposing wrenching trade-offs.

Maldives, being a developing nation, has been the worst as it depends heavily on the tourism industry which came to total stand still after the pandemic grew. The tourism and fishery sector is the lifeline of the country, the process of which got badly affected with the spread of corona virus. Thus, being the accelerating factor of the country, after getting in to lockdown, it largely affected its progress and process of development.

The Greater Male Region (henceforth GMLR) was found as the worst affected for being the centre of power and socio-legal activities. Thus a little spark of corona virus infection was supposed to make this city to stand on her heels and in turn, the whole country. Thus it becomes important to understand the socio-legal, health and economic impact posed by the pandemic and the measures taken to avert it. Also, it is significant to know the compliance mechanism which is there to battle against the crisis; it's adverse and pleasant impact.

Conceptual Background

The complete lockdown in the Maldives was implemented through executive orders, beginning April 17th, 2020[1], together with guidelines under the Public Health Emergency order. Only essential services, such as those related to security, government, food, medical supplies, and municipal cleaning, were permitted to continue operations, albeit sometimes in a curtailed manner. Inter-island movements were banned and all the entry points and ports were sealed. All persons, except those engaged in essential services, were mandated to stay at home and observe social distancing. Testing, quarantine,[2] & contact tracing were employed to detect and prevent further transmission of the virus. Breach of orders was made criminally punishable.

As expected, the pandemic and the lockdown measures have left a greater socio-legal and psychological impact. A sudden change in the lifestyle has put a greater impact on the lives of the residents. The present research paper aims to examine those phenomenon as well as the possible ways to find out long term socio-legal solutions which may be beneficial to tackle such issues in future along with a smooth socio-legal compliance mechanism.

2. Objective of The Study

1. To look for the possible socio-legal & economic impact of the pandemic upon the lives of the study area.
2. To examine the physical and mental effects upon the people's health during the lockdown period.
3. To identify the possible areas which may provide long term solutions to such problems, to tackle, if may arise in future.

3. Research Question

This COVID-19 crisis in the Maldives has raised many questions from the public to the stakeholders alike. Although the authorities tried their best to deal with the pandemic as per the international guidelines, yet a bigger area remained grey and thus creating lot of issues in the smooth functioning of the society. At the time of the preparation of the research paper, there are over 55 recorded deaths as well as around 16909 total cases (infected people) approximately, although around 14772 have been recovered in the Maldives[3]. The active cases are around 2076, mostly of who are in the GMLR due to the Covid-19 outbreak. The bigger question that remained unanswered yet is:

1. How the lockdown measures along with the other steps could have been implemented so that the social fabric could be made to retain like as it used to be?
2. Why there were legal and economical challenges that arise although the focus was on the public health?
3. What are the reasons behind the rise of domestic violence and petty crimes, and;

[1] By the discretionary powers vested in the Minister of Health by Section 33 of the 7/2012 Public Health Act

[2] M.Z.M. Nomani, M.Rauf & A. Zubair, F.Tarique,, Saif A.Khan & Madiha Tahreem "Quarantine Law Enforcement & Corona Virus (COVID-19) Pandemic in India. https://doi.org/10.37896/jxu14.4/068

[3] https://covid19.health.gov.mv/en/?c=0 on 9.02.2021

4. How the law enforcing agencies should respond in order to face the challenge as well as to maintain the sanctity of the steps taken to deal with the public health?

4. Significance of The Study:

This research paper has the topic which has a high significance due to its propensity with the current situation. The challenges posed by the COVID-19 pandemic require an extensive research to deal smoothly and this paper is one in many such researches. The significance of this study is to answer those questions which impacted the socio- legal aspects of human lives by creating problems in the proper implementation of the rules and regulation in order to combat COVID-19 and its long term solutions upon the socio-legal impact of COVID-19 in the Maldives.

5. Scope and Limitations of The Study

Ever since this issue came into light, the government authorities, NGOs and other stakeholders have been unable to find an effective and long time solution to this problem. The health and treatment procedures laid out in the current Medical and related laws of Maldives are simpler especially if it is a huge crisis as COVID. Despite the growing concern with regards to deal with the pandemic like COVID in the Maldives, the law making, executing and adjudicating bodies seems to be largely confused on tackling this issue on an administrative level.

The following limitations will be specifically considered:

- The loopholes in the current socio legal arrangements.
- The process of treatment and dealing with the pandemic in the current system both on legal grounds and administrative measurements to prevent such crisis in future.
- How the current available laws have a positive impact on the expectations of the needy residents of GMLR?

(a) Why GMLR as the Study area

The area selected for this study is the Greater Male Region (*henceforth GMLR*). The GMLR comprises of Male City, Machhangaolhi, Hanveiru, Galolhu, Mafannu, Villingili and Hulhumale' areas.

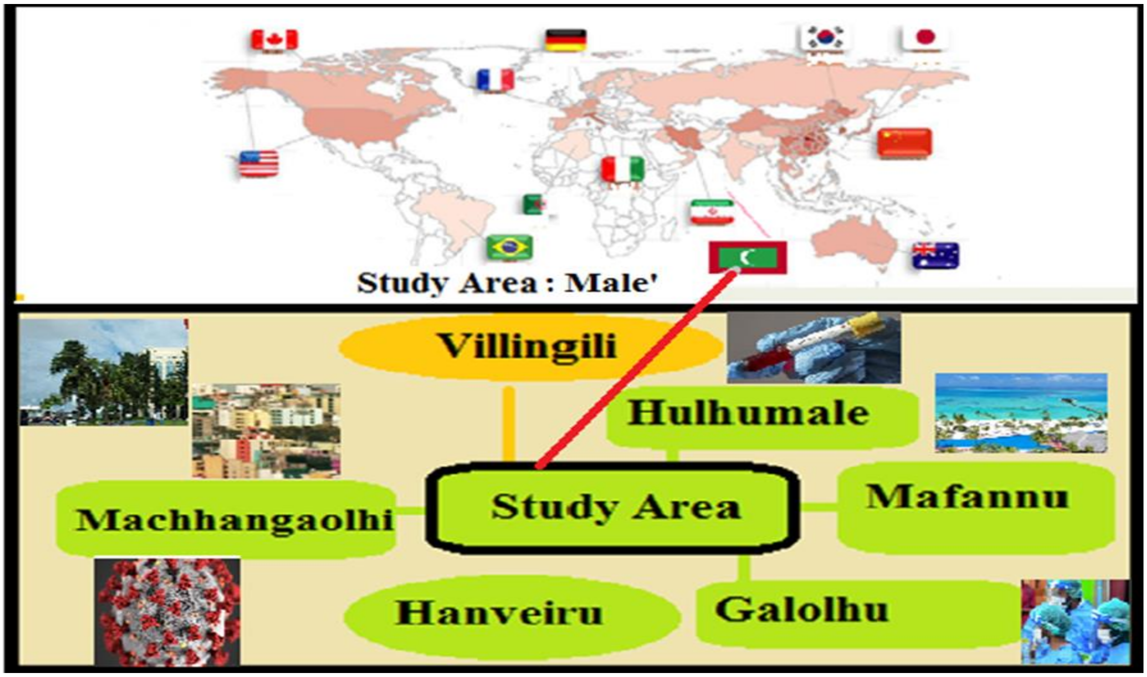

Figure 1: Study Area

GMLR is one of the most densely populated areas, not only in the Maldives, but of the world. In the GMLR, Male' is the oldest and highly populated city, Hulhumale' is an artificially reclaimed island and Vilingili is comparatively small yet another important island. All these areas are basically the residential places along with the business, education, political and corporate activities.

(b) Socio-Legal & Economic Aspects of Human Life in the study area

There are a lot of socio-legal aspects of human life which makes the GMLR a potential research area, of which a few of the important ones are listed below:

- Huge population in a less space affecting families
- Economic progress more than other islands
- Migration from islands
- Modernization
- More job opportunities
- Exposure to the outer world
- Strong consumerisms, variety of choices
- Expensive life style
- Lack of community feel

(c) Sources of information: Sample Size and sampling procedure

The research sample size & sampling procedure is the conceptual structure upon which the research is conducted. The questionnaire was responded by Ninety Five (95) respondents

consisting both local residents and expats in the study area which were divided into 3 sections as Social, Legal and Health.
The questionnaire consisted of 25 questions based on 5 points scale. The questionnaire was send through the internet, primarily as Google Forms link on the random sampling method.

6. Result & Discussion

The COVID-19 crisis is a brutal reminder of the importance of ensuring lasting progress with respect to social rights enjoyment, particularly through the development of universal public health services. It is crucial that the Constitution of the Republic of Maldives has been made in such a manner as to be efficiently used to shape human rights-compliant responses to the crisis, of which, COVID-19 pandemic is just one of a kind, and to take stock once the crisis is over. The legal compliance mechanisms are excellent tools for the reconstruction efforts that will follow, provided the scholars and the legal professional must go hand in hand.

There are many such examples, ranging from the health institutions to the law execution process. The hospitals and private clinics have been found focussing only on the COVID patients, which in turn, is creating problems for the patients of other diseases. In practice, private clinics have not been admitting non-COVID-19 emergency patients. It appears as if the establishment has forgotten that there used to be other diseases as well which too can be fatal as the COVID or even more than that. There is confusion among the people regarding the availability of the arrangements and other necessary medical facilities that used to be in the clinics for every other kind of diseases, now being used solely for the treatment of COVID patients. (See Figure 2)

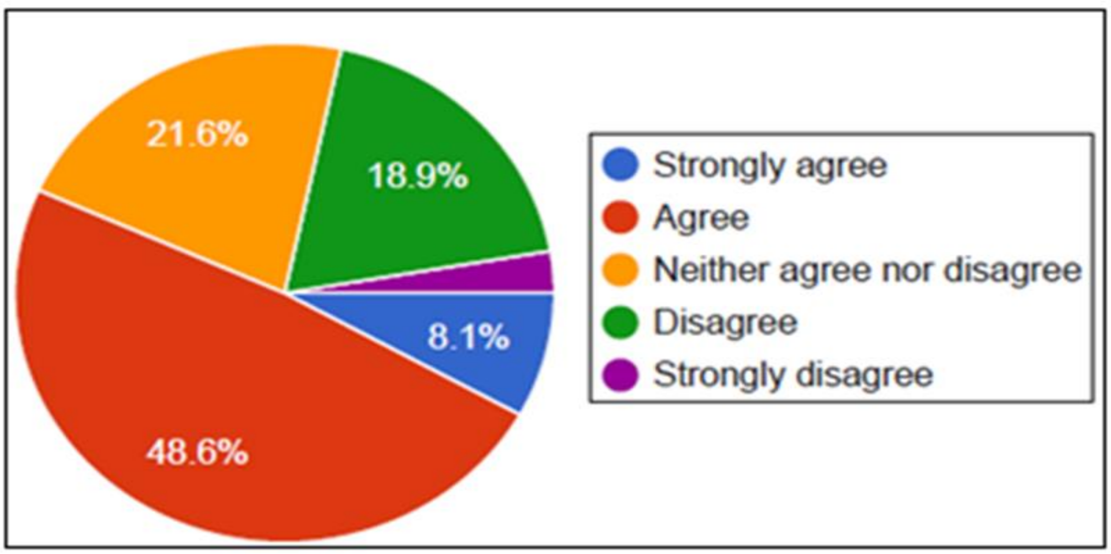

Figure 2: Awareness Regarding the Medical facilities

There should be a Govt directive which must make it mandatory for the medical establishments as clinics and hospitals to admit, attend and take proper care of the non-COVID-19 emergency patients.

In the research survey, the researchers found that most of the respondents were of the view that they are not socio legally active as they used to be before the lockdown period due to the closure or minimalistic availability of the public areas (Figure 3). This yields for the opening of the public areas under strict monitoring process as well as regular cleaning and sanitization should always be conducted, as these places are frequently visited by the public and migrant labourers in flock due to which the place may be prone to contamination and hazardous materials too which may be another big support for the pandemic to spread[4].

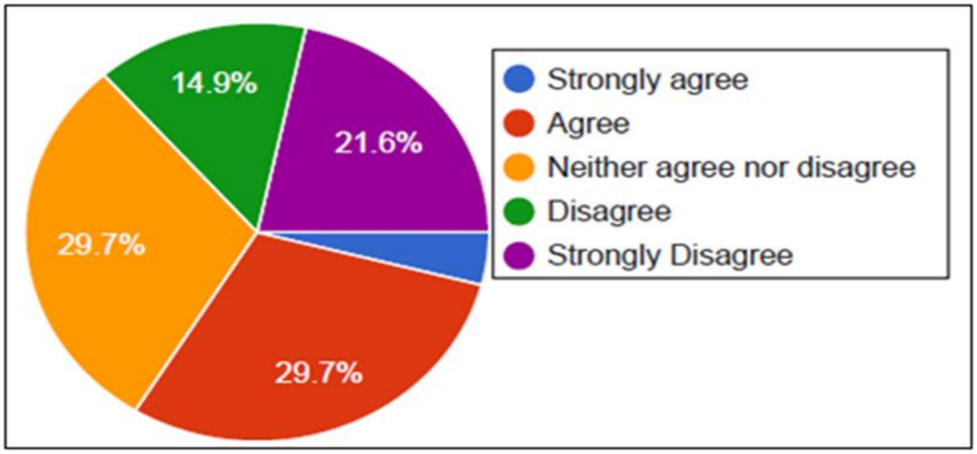

Figure 3: Chances of getting infection with COVID-19 while moving in a public place like Sea beach.

The government had to issue an order under the Section 33 of the 7/2012 Public Health Act on over the COVID-19 pandemic from March 12 onwards[5] directing the Maldives Police Service (MPS) and Maldives National Defence Force (MNDF) to accommodate shelter less residents and the migrant workers and provide them food. However, a sizable number of affected people were sheltered and fed by NGOs and Islamic philanthropic organisations.

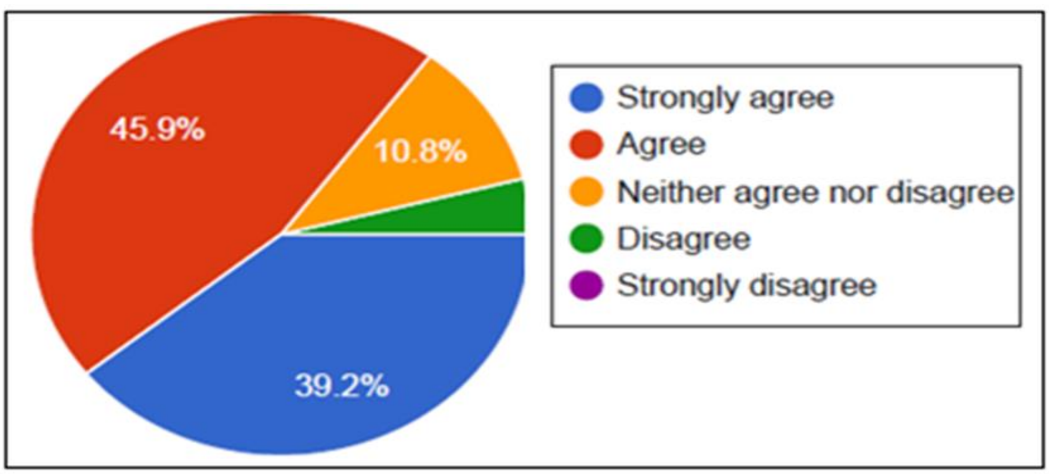

Figure 4: Change in the Social and Human Behaviour due to Lockdown

[4] Shabbir, S., (2012)., *The disposal of hazardous waste and the labourer's right to health,* International Journal of Humanities and Religion (IJHR) Vol. 2, No. 5: 37
[5] https://edition.mv/news/17895, retrieved on 15-07-2020

The research has shown some unprecedented developments in the lockdown phase in Male`. It has not only affected the economy but the society at large. The residents of Male` have undergone a lot of changes in many sectors of the sociological development process. It has affected the people at mental, economical and physical level too (See Figure 4). In addition to these, some other areas of social practice have also been affected. These changes have been mostly negative and unpleasant in nature (See Figure 5).

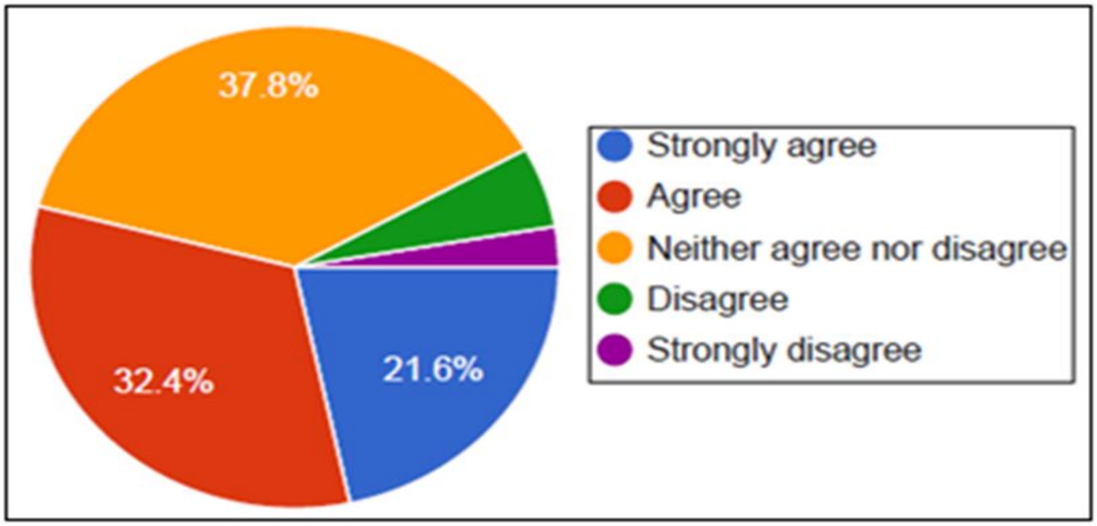

Figure 5. Increase in domestic violence due to the lockdown rules

There was also some positive impact of the crisis that came out during the research. The people became more internet literate than before (See Figure 6). Although it may sound a positive development, yet the amount of impact it has created is not ample enough to tackle the negative side of the crisis.

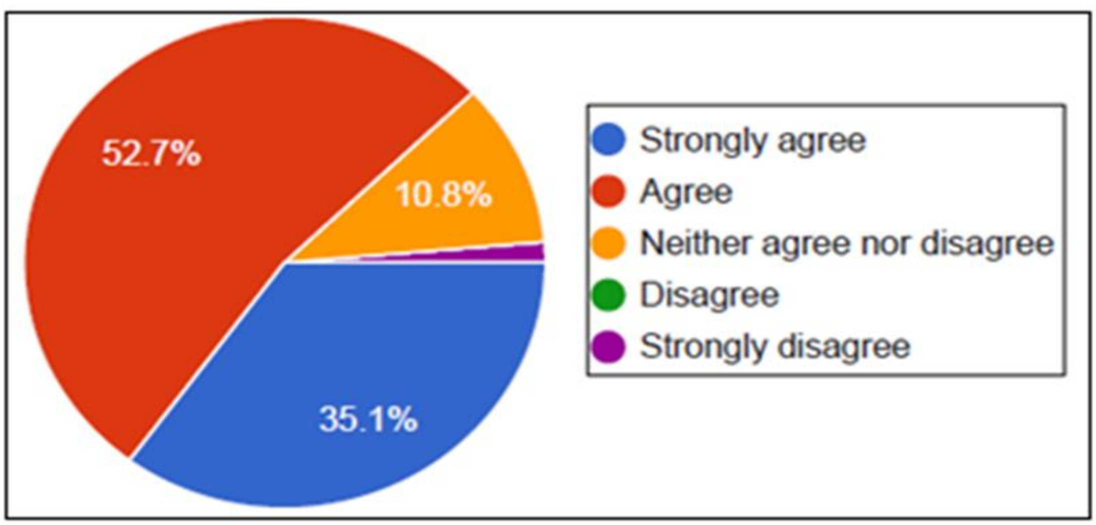

Figure 6: People became more internet literate and net savvy due to the COVID lockdown

There was a general consciousness of the respondents regarding the impact of crisis on their lives (See Figure 7). Most of them viewed that it will bring drastic changes in their lives which will have an adverse effect as the normalcy couldn't be restored soon.

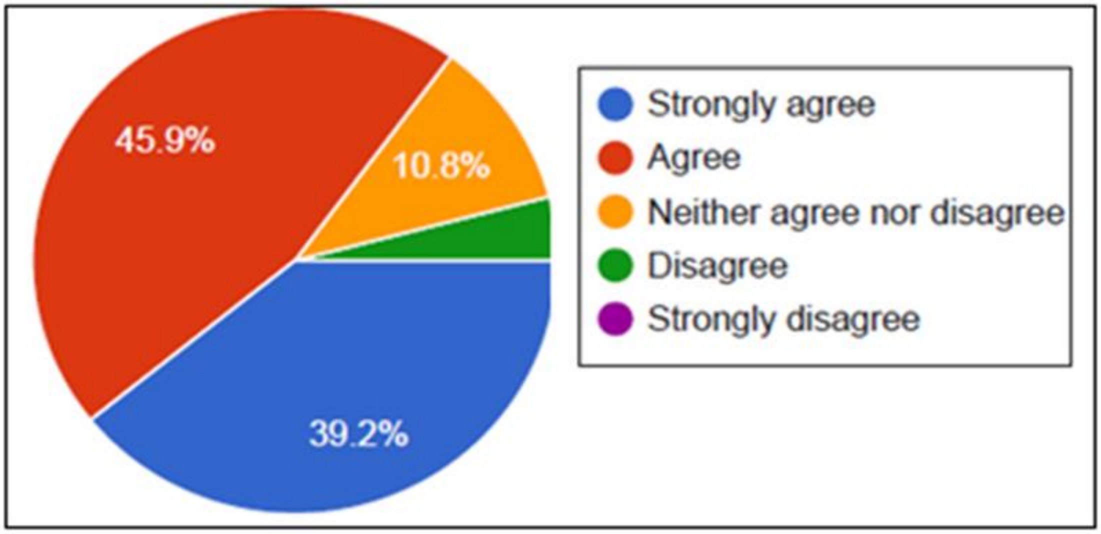

Figure 7: Drastic changes in the social and human behavior due to the COVID lockdown

To tackle these problems, the researchers have a few recommendations. There is a need to take urgent action in order to mitigate the potentially devastating effects of COVID-19, apart from the regular administrative exercise. These actions could be the one which are supported by the social sciences.

Practical awareness drive as to let the people know their rights and the facilities provided to them by the government as well as the possibilities in the sectors other than the traditional ones so to be prepared beforehand to face this kind of crisis in the future.

8. Conclusion

The COVID-19 pandemic has left behind a trail of untold stories of human sufferings. Although the policy makers and the stake holders tried their level best to cope up with the amount of socio-legal damage in the best possible way, while the legal instruments were made effective, more than before. The monitoring mechanism was made more strengthen than the expectations, yet the negativity of the crisis made the residents of the GMLR, suffer to their wildest dreams. It may be termed, in the sincere research language, that the loopholes weren't addressed either in a satisfactory manner or in the real time period, else the situation could have been not this much grim. This paper thus tried to find out those grey areas of the socio-legal issues that may leave a lasting impression of social adversities. Thus the researchers aimed to help policy-makers, leaders and the public better understand how to manage threats, navigate different social and cultural contexts, improve scientific communication, align individual and collective interests, employ effective leadership and provide social and emotional support with the outcomes of this paper.

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Legal Framework of the Advisor of the Court for Children in Malaysia

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Abstract: *Section 11 of the Child Act 2001 provides that the advisor of the court for children has the role of advising the magistrate in giving orders to the child who is in conflict with the law and if necessary to advise the parents or guardians of the child. However, this is the only provision relating to Children Court advisors in Malaysia. In fact, the provision is too general and does not explained on the mechanism of execution of duties of the Children Court advisors, their appointment's criteria as well as the training and module provided for them. Thus, this article aims to identify the legal frameworks of the Advisor of the Court for Children in Malaysia in particularly the jurisdiction, mechanism of execution of duties, the appointment's criteria, modules and training involved. An analysis will be made of legal documents and academic journals. Semi-structured interviews also be conducted with the Social Welfare Department(JKM) of Ministry of Women, Family and Community Development (KPWKM) and the Legal Affairs Division (BHEUU) of Prime Minister's Department (JPM); the government bodies that are related with the Children Court advisors in order to obtain relevant information for this study. The research suggest a legal framework for the Children Court Advisor in Malaysia. This study is significant in improving the function of Children Court Advisors in assisting Magistrates in Malaysia.*

Keywords: Children, Courts for Children, Advisors, Criminal Justice System. Juvenile Justice System

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1. Introduction

The establishment of the Court for Children is originated from Juvenile Court which has been introduced since 1947 through the Juvenile Court Ordinance. The court was established as to hear criminal cases that committed by a child (person under the age of 18) and young person (Farah Nini Dasuki, 2007) who is defined as a person aged of 14 but below 18. In 2002, the Court for Children has been established in accordance with the provisions of the Child Act 2001 which aim to provide legal protection to the children whether they are brought to the court as offenders or victims of criminal acts of the other persons (Farah Nini Dasuki, 2007). Some criminal procedures regarding child offenders such as charges, bails, trials and Orders (sentences) have been explained in the Parts IV and X of the Child Act 2001. It is in line with Articles 40 and 37 of the UN Convention on the Rights of the Child (UNCRC) as regards to the administration of juvenile justice.

Basically, this Court for Children has civil and criminal jurisdiction (Farah Nini Dasuki, 2007). The criminal jurisdiction of the Court for Children as provided in Section 11 (5) of the Child Act

2001 is to adjudicate all criminal cases committed by children other than cases sentenced with the death penalty (Aminuddin Mustafa, 2016; Farah Nini Dasuki, 2007 & Sarirah Che Rose, 2011). Whereas its civil jurisdiction is to hear all applications related to the protection and rehabilitation of the children (Farah Nini Dasuki, 2007).

As regard to the composition of the court, Section 11 (2) of the Child Act 2001 provides that apart from the Magistrate who gives orders to child offenders, there are two court advisors who will assist the Magistrate for that. These court advisors are appointed by the Minister of the Prime Minister's Department as stated in section 11 (3) of the Child Act 2001. However, section 11 itself is too general and was the only provision related to the court advisor. Furthermore, there are no other legal provisions, regulations or any guidelines are discussing on the mechanism of execution of duties of the court advisors, their criteria's of appointment, training, modules and others.

Thus, this article aims to identify the legal frameworks of the advisor of the Court for Children in Malaysia particularly the jurisdiction, mechanism of execution of duties, the appointment's criteria, modules and training involved. This is to improve the existing legal framework related to the court advisor who is also involved in the children criminal justice system in Malaysia.

2. Literature Review

There are not so many literatures as regards to the children court advisors comparing to any other officers working with the children in Malaysia such as probation officers or protector of the child. Farah Nini Dasuki (2007) has discussed on the history and development of the Children Court advisor since the establishment of the juvenile court at the year of 1947 until the formation of the Court for Children in 2002.

Singapore is one of the other countries that practices the same whereby the children court advisors are appointed in order to advise the magistrate in juvenile criminal justice system (Anuradha Saibaba, 2011). According to Section 32 of the Child and Young People Protection Act of Singapore, the Magistrate has a broader role than the advisory panel whereby he is given flexibility in determining a case individually or with only one advisor to expedite the case (Anuradha Saibaba, 2011). In fact, the magistrate handles most cases independently and the court advisors only participate in the final stages of those cases (Anuradha Saibaba, 2011). Furthermore, section 32 (3) provides the interventions and opinions of the court advisors were only requested during the final phase of the investigation and limited to the children's background, school records and other relevant matters (Anuradha Saibaba, 2011).

This situation is different with Malaysia whereby the child court advisor must attend the whole court proceeding and one of them must be a woman according to section 11(2) and (3) of the Child Act 2001. Whereas in the Juvenile Court of India, nothing mentioned about the child court advisor but the two social workers which one of whom must be a woman as per statutory provisions shows that they have similar function as Malaysian Children Court advisors. They are required to sit and decide matters together with a Magistrate as a Bench of Magistrates right from the inquiry stage to the disposition stage (Anuradha Saibaba, 2011). Furthermore, they are also play more active role compared to Malaysian and Singapore's Court for Children's advisor.

3. Methodology

This study uses qualitative and library research methods as well as interviews. An analysis has been made on academic journals and some legal documents such as the Child Act 2001 and Juvenile Court Act 1947. Semi-structured interviews were also conducted with the Department of Social Welfare (JKM) of Ministry of Women, Family and Community Development (KPWKM) and Legal Affairs Division (BHEUU) of Prime Minister's Department (JPM), the bodies who directly involved with the advisors of the Court for Children. This is to obtain information related to the jurisdiction and mechanism of execution of duties, appointments and training of court Advisors which are mostly not available in the related documents.

4. Discussion

4.1 Jurisdiction

Sections 11 (2) and (3) of the Child Act 2001 stipulate that the composition of Court for Children consists of a Magistrate and shall be assisted by two advisor appointed by the Minister and one of them shall be a woman. While Section 11 (4) explains the function of Court for Children advisor as advising the court or Magistrate in giving orders to child who is in conflict with the law and if necessary to advise the parents or guardians of the child. However, this section only describes the functions, the body that makes the appointment, the appointment of women as the Court for Children advisor and its position in the composition of the court.

Although the advisor has a role to advise the court but it does not bind upon Magistrate (Farah Nini Dasuki, 2007; Muhammad Ramzee). However, section 90 (18) of the Child Act 2001 provides that the Magistrate needs to record the reasons why he did not agree to accept the advice or opinion of the advisor. Furthermore, when a child offender is tried at the High Court, there is no requirement for a judge to be assisted by a court advisor (Sarirah, 2011). Perhaps due to the maturity and experiences of a High Court's judge, the reliance on the advice of a court advisor is not required. Although section 117 of the Child Act 2001 allows the High Court to carry out its functions in accordance with the Criminal Procedure Code (Sarirah, 2011) perhaps in the case of involving children, the provisions under the Child Act 2001 will be taken into account. Thus, it shows that the function of the Children Court advisor is recognized in the Court for Children and other Subordinate Courts but limited to the High Court.

4.2 Mechanism of Execution of Duties

Basically, the Children Court advisors will be involved throughout the proceedings of the case. The court advisors will submit their views and advice upon requested by the Magistrate (Informant 3, 2020). If necessary, the advice can be made directly to the parents or guardians of the child (Informant 3, 2020). In order to do that, they will be provided with a report prepared by the probation officer a few days in advance before the child case trial (Informant 3, 2020). Section 90 (13) of the Child Act 2001 states that this report should contain information on the child's behavior, child's background, school and medical records which are to be considered by the court advisor when giving advice or opinion to the Magistrate. It would help the Children Court advisor to participate actively in the court (S. Anuradha, 2011).

Among the common advices given by Children Court advisor are related to the role and involvement of the parents and guardian to the well-being of children, parenting's skills, the

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children's education, future career training as well as religious and spiritual matters (Informant 3, 2020). Basically, there are no guidelines or manuals regarding the implementation and monitoring of the duties of Children Court advisors but they are still bound by existing court rules (during the proceedings) and the provisions of the Child Act 2001 (Informant 3, 2020).

4.3 Criteria and Appointment

Among the criteria of appointment as Children Court advisor are as follow:

i) Malaysian citizen;
ii) Not less than 40 years old and not more than 75 years old;
iii) Academic qualification at least SPM / MCE / SPMV;
iv) Fluent in speaking and can write in Bahasa Malaysia and English;
v) Have good health;
vi) Not bankrupt;
vii) Government or private retirees who are active and knowledgeable in aspects of child development and welfare;
viii) The applicant is a resident in the area where the location of Court for Children is located;
ix) Only government or private retirees are allowed to apply;
x) Willingness to serve in Court for Children at any time required for a period of two years;
xi) A person who is disciplined and highly committed.

(https: https://online.jkm.gov.my/ke membership-penasihat-mahkamah & (Informant 3, 2020).

Social Welfare Department (JKM) of Ministry of Women, Family and Community Development (KPWKM) is the body who is doing the selection and screening of the Children Court advisor. Whereas Legal Affairs Division (BHEUU) of the Prime Minister's Department (JPM) will do the appointment of the Children Court advisor and the appointment letter will be issued by Minister of Prime Minister's Department.

The application as the Children Court advisor can be made through any district social welfare office by filling the prescribed form. Then, the applicant needs to send the application form to the district social welfare office. The Magistrate or district social welfare officer will give a recommendation of appointment whether to support or to reject the application of the applicant. The completed application form of the proposed Children Court advisor together with the supporting documents will be sent by the district social welfare office to the State social welfare office and it will be extended to the Enforcement Division of JKM headquarter in Putrajaya for an endorsement.

Next, the Enforcement Division will review the candidate's bankruptcy status with the National Insolvency Department. Upon confirmation of no bankruptcy status, the application form is submitted to BHEUU, JPM. Then, BHEUU will submit the list of proposed applicants to the Minister in the Prime Minister's Department for approval. Upon approval, the letter of appointment will be issued to the successful Children Court advisor (Informant 3, 2020).
Basically, the term of appointment of Children Court advisors is for two years and it can be renewable. But it depend on the performance of the court advisors themselves. If the court advisor

is not committed of doing his or her duty for example by not attending the case trial as scheduled, he or she will no longer be nominated as Children Court advisor (Informant 3, 2020).

Although only the minimum requirements are required for the appointment of the Court for Children advisor but the advisor must be someone who has credibility and qualified to advise the court (Farah Nini Dasuki, 2007). Among the important criteria that needs to be considered in the selection of Court for Children advisor is to have a work-related background involving children (Farah Nini Dasuki, 2007). A community member or the non-governmental organizations (NGO)'s activist are among those who can be considered for appointment as Children Court advisor (Farah Nini Dasuki, 2007). Furthermore, having knowledge in child psychology are also an advantage for Children Court advisor especially when dealing with the children's issues. In India, it stipulates that Children Court advisor needs to have a background in Psychology (S. Anuradha, 2011).

4.4 Training

In 2013, JKM in collaboration with the Faculty of Law, University of Malaya has developed a court advisor module for children. The contents of the module include the legal system in Malaysia, court procedures for children, the role of Court for Children advisors, Child Act 2001 and its Orders, court ethics, and mock trial (Informant 3, 2020). It is suggested that the module needs to emphasize on the comprehensive understanding and training related to Child Act 2001 (Farah Nini Dasuki, 2007). In addition, the content of this module needs to be updated taking into consideration the latest amendment of Child Act 2001, the Penal Code, and the enactment of new law such as the Sexual Offenses against Children Act 2017. The Children Court advisor also need to be exposed to the current social issues related to the children or types of crimes that committed by the child offenders in order to give better understanding and appropriate advise to the magistrate.

As far as a training is concerned, it is conducted by JKM in the form of talks, group sessions and discussions as well as mock trial. However, there is no ruling on the frequency of training because it depends on the state social welfare office or at least once upon the appointment of a new Children Court advisor (Informant 3, 2020). However, in recent years, the training could not be held due to financial constraints (Informant 3, 2020). But a briefing is conducted during the handing over of the appointment letter as Children Court advisor. Basically, the training conducted is still not enough and needs to be implemented regularly, especially for the newly appointed Children Court advisor (Informant 3, 2020).

5. Conclusion

The composition of court's advisor in the Court for Children is consistent since the Juvenile Court Ordinance 1947. Certainly the role of the Children Court advisor is significant in the juvenile justice system in Malaysia. In this regard, some improvement are suggested especially in terms of jurisdiction, mechanism of execution of duties, criteria and appointment as well as training of Children Court advisor. Although the advice of Children Court advisor does not binding, but with a proper manual and periodic training will enable Children Court advisor to function more effectively in the juvenile justice system.

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Statutes

Child Act 2001
Juvenile Court Act 1947

International Convention

UN Convention on the Rights of the Child (UNCRC)

Marriage Life to Widowhood: An Inquiry on the Quality of Life of a Widow

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Abstract: *Researches on Widow from the sociological to financial had been published (Corden et al., 2001; Mallan, 1975, Sevak, Weir, & Willis, 2003; Burkhauser, 1994; Sandell and Iams 1997), however, rarely where an informant is Filipino had been studied where cultural context is equally important. A widow is a woman whose husband died (Jamadar et.al, 2015). This study utilized narration as a method of narrative research on the Widow. It described and analysed the lived-experiences of a widow and established a narrative representation of their life, the factors or transitions as well as her adjustments and struggles. The Informant of the study is a Widow chosen after confirmation through referral. Themes on the informant emerged: Married Life, Transitioning from Married Life to Widowhood, and Family which play a vital role in the life of a widow. Result of the study shows that a family life where both parents are present and performing specific roles is less stressful life, and the Death a husband resulted in adjustment and struggles of the widow specifically in the financial aspects. Aside from finances, psychological transition is present in the widow after the death of her husband where the widow shows excessive distress on children's wellbeing. Added, family and friends play a vital role in the well-being of the widow and her children, and it also helps the widow to go beyond household work. It was the death of her husband which led her to find a job for her family's well-being. Lastly, this study provides a different cultural perspective on the life of a widow from socio-economic and inward outlook of their actual lives.*

Keywords: Widow, Marriage Life, Family

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1. Introduction

"No woman should lose her status, livelihood or property when her husband dies, yet millions of widows in our world face persistent abuse, discrimination, disinheritance and destitution" (United Nations Statement for International Widows Day, 2014). In societies where the husband is the sole provider, his death can leave his family destitute (Jamadar et.al, 2015). Added, there is reduction in the living standard of many wives at all levels after the death of their husband (Auerbach and Kotlikoff, 1989).

A widow is woman whose husband has died (Jamadar et.al, 2015) and presumptively showing a sign of needing a quality of life (Sevak et.al., 2003; Chen, 2001; Mannan, 2002; Eboh, 2005). This Quality of life, according to World Health Organization (1996), defined as an individual's perceptions of their position in the context of the value system in which they live and in relation to their goals, expectation, standards and concerns". Moreover, widows experience reduction in living standard regardless of the levels of income (Auerbach & Kotlikoff, 1989; Gillen &

Kim,2009). As add to the transition, there is lack of services to support to the grieving family and the widow in the society (Rolls & Payne, 2007; Sandler et al., 2003; Stokes et al., 1999; Wolchik, Ma, Tein, Sandler & Ayers, 2008). In this study, it will focus on the Life of a Widow before and after the death of her husband.

2. Literature Review

A widow is woman whose husband died (Jamadar et.al, 2015). In this study, a woman whose husband died after separation, annulment, or divorces are excluded in the study. To start, providing care for the family is important because death of a parent fractures the entire family system (Rodger et al., 2006-7) and funeral costs were a common cause of difficulty (Corden et al.,2001). Mallan (1975) said that the circumstances before and after the loss of a spouse can have a significant impact on the wellbeing of widows and their households. Realistically, women have only a few options available to improve their economic status that is why they faced with the loss of resources in widowhood (Sevak, Weir, & Willis, 2003). Moreover, study reveals that there is high rate of poverty among widow, especially those living alone, which is primary concern for the elderly (Burkhauser 1994; Sandell and Iams 1997). On the other hand, there is a study claimed that bereaved partners at younger ages may be more vulnerable (Barker and Hancock, 2000; Wong, 2005). It is supported by another study where women widowed at younger ages are at greatest risk for economic hardship after widowhood, and their situation declines with the duration of widowhood (Sevak, Weir & Willis, 2003). Another studies showed that widows were less likely to escape poverty than couples (Burkhauser et al., 1988; Holden et al., 1986, 1988; Hurd and Wise, 1989; Zick and Smith, 1986). Those aforementioned finding showed the widening inequalities in wealth and income in old age, alongside demographic trends in health and life expectancy, suggest increasing geographical and social class differences in the financial implications of death of a partner (DH, 2008; Mitchell et al., 2000; Shaw et al., 2005). Some say remarrying will create a positive effect but data reveal difficulty in remarrying because of demographic imbalances such as shorter male life expectancy. Moreover, Widow who have children possess more struggle as compare to those who do not have (Kwok et al., 2005; Lin et al., 2004; Worden & Silverman, 1993) and these struggle in parenting and raising children alone was reported among young widowed (Hooyman & Kramer, 2006; Kwok et al, 2005; Lowe & McClement, 2010-11; McGoldrick & Walsh, 2004; Rodgers, 2006-7; Rolls &Payne, 2007; Shaffer, 1993; Walter, 2006). Another study show that most widows get support from family or friend immediately after the loss but temporarily (Ginsburg, 1997; Silverman, 2004; Worden, 2009). Aside from the usual and daily child-rearing, widow have the utmost responsibility, which data show that it is stressful, to help their respective children adapting the loss of their father (Bradley, 2007; Haine et al., 2006; Kwok et al., 2005; Lin et al, 2004; Lutzke et al., 1997; Saldinger et al., 2004; Sandler et al., 2003; Silverman & Worden, 1993; Worden, 2009). Additionally, there were studies showing that the relationship of the widow to their in laws became strained after the death of their husband (Ginsburg, 1997; McGoldrick & Walsh, 2004; Walter, 1996). Added to it, there is lack of services to support the grieving family which a challenge to a young widow (Rolls & Payne, 2007; Sandler et al., 2003; Stokes et al., 1999; Wolchik, Ma, Tein, Sandler & Ayers, 2008). Sevak, Weir & Willis (2003) find some evidence that widows live with children or siblings so that they can be part of a household with more resources. It is also supported by Worden and Silverman (1993) which found that widowed parents with more children and those with younger children, fewer financial resources, lesser support from friends and family. Comparatively, widowed parents commonly have fewer resources than married parents including financial resources (Couch, Tamborini, Reznik, & Phillips, 2011) Although earning income through work is the main way women can improve their status, it becomes increasingly difficult to achieve with age (Sevak, Weir & Willis, 2003). Lastly, widows of all ages are more commonly living at or below the poverty threshold and more often require social program assistance (Munnell, 2004; Weaver, 2010).

Life of a Widow before spousal death

The life of widow can trigger poverty and increase the likelihood of persistent poverty (Kemp et al., 2004; Smith and Middleton, 2007). Moreover, widowhood does increase the incidence of poverty among women who were not poor when married, the substantial number of widows in poverty reflects poor economic status that continued from marriage to widowhood (Sevak, Weir & Willis, 2003). This is a possible result of having no or lack knowledge in their pre-bereavement circumstance and it is more likely to lead to difficulty on the impact of spousal's death (Morgan, 1981). Moreover, spousal death was often cited as a trigger for financial planning by the bereaved widow (Kemp et al., 2005). Among young widow show unpreparedness and lack of anticipation of the death of their husband without realizing that said lost will have a detrimental effect after their support has left (Feinberg, 2009; Ginsburg, 1997; Morgan, 1989; Worden, 2009). On the other hand, for older widow, the death of the husband who has occupational pension has a significant impact on widow's income (Disney et al., 1997: 164-65) and financial implications of death of a partner (Disney et al., 1997: 165). In the study of Thoit (2010) similar finding came out where women who relied on husbands for financial support may identify more with their role as a spouse and (or) a homemaker, making the transition to employee and sole-provider more difficult than for those already in the paid labor force. On the other hand, younger bereaved partners are increasingly likely to be from poorer backgrounds and economically disadvantaged areas (Dorling, 1997; Willets et al., 2004). It is supported by Sevak, Weir & Willis (2003) where poor women are more likely to become widowed at a young age, because of the relationship between mortality and socioeconomic status. Another study shows that widow is more likely to be affected by loss of their partner's pension income, and less likely to have a separate pension entitlement of their own (Price, 2006, 2007). Added, if bereavement is accompanied by reduced economic resources or insufficient income, grieving can be prolonged or intensified (Hansson and Stroebe, 2006; Murdoch et al., 1998). Moreover, widow who had shared responsibilities, when his husband was still alive, are more likely to adjust easily (Tennan et al., 2007). On the other hand, if the widow had little involvement in managing household finances, when the spouse was still around, find it hard to take over the new responsibilities and these problems and uncertainties about having to handle new roles in household budgeting, including buying food and paying household bills (Gentry et al., 1995; Tennan et al., 2007). Moreover, there was evidence from surveys and qualitative research that most parents lacked access to advice about financial benefits although many wanted this. An audit of a specialized welfare rights advocacy service which was part of social work provision in a London hospice showed widespread need for welfare benefits advice and advocacy among parents, carers and bereaved carers (Levy and Payne, 2006). Another data show where there is a period spent caring for a disabled or ill family member can have adverse effects on income and employment (Carmichael and Charles, 1998; Henz, 2004), and increase living costs and risk of debt (Balmer et al., 2005; Smith et al., 2004). The negative financial consequences of caregiving may persist long after the death of the person cared for and reduce pension entitlements (Evandrou and Glaser, 2003; McLaughlin and Ritchie, 1994; Chesson and

Todd, 1996; Jenkinson, 2003). Financial problems which arose after the death were also related to the expenses of the caring periods; patterns of expenditure established during the child's life took time to change, and the extra costs of care meant that some families had got into debt (Corden et al.,2001). Due to the greater likelihood of raising children, and the lesser likelihood of financial preparedness, younger widows are at greater risk for financial stress than their older counterparts (Smith & Zick, 1986). In terms of finding job, widows who have positive experiences with labor force participation tend to report greater social support resources (Pai & Barrett, 2007). Moreover, widows who have lost their husbands during their earning years may have the added worry of finding employment to help replace the income of their spouse (Scannell-Desch, 2005)

In the psychological aspects which have indirect effect to the financial stability, there were studies showed, even though there were difference in the experience of financial stress associated with bereavement but those studies show there is a financial stress even among widow and it has protective effect on women's economic well-being (Lillard and Waite, 1995; Martikainen and Valkonen, 1998; Stroebe et al., 2001). Moreover, psychological constituents of grieving, such as fear, anger, guilt and gaining new identities (Parkes, 1996) can all be affected by constructs of financial responsibility and economic well-being. These might include feelings about perceived economic roles of partner and self; feeling better off or worse off, or feeling more or less financially dependent. Such financial preparation by talking things over with a partner before their death also appears to offer some protection for psychological well-being following bereavement and reduce the stresses caused by financial problems (O'Bryant and Morgan, 1989).

Life of a Widow after spousal death

In societies where the husband is the sole provider, his death can leave his family in destitute (Jamadar et.al, 2015). Varied data shows reduction in the standard of living among widow regardless of the levels of income (Auerbach & Kotlikoff, 1989; Gillen & Kim,2009). New widows reported their post-loss household income dropped by more than 300% (Sevak et al., 2003). Research on financial stress in widowhood suggests that younger age and longer time being widowed were both associated with increased money problems (Sevak et al., 2003). Widowed parents with limited financial resources are commonly working multiple and (or) low paying jobs (Shapiro, 1996). Additionally, widows who lose their husbands in their 50's have the increased risk of poverty because many may not have completed their savings preparations for retirement (Sevak et al., 2003). Another thing widow need help in maintaining the household financial obligations where sufficient income has been found to buffer against a number of maladaptive challenges (e.g., access to transportation, adequate nutrition and health care) during the period of adjustment to widowhood (Holden & Smock, 1991; Morgan, 1981, 1986). The effort and energy expended to care for the financial needs of the household can limit the a lot of things in their family life (Shapiro, 1996) Losing a partner may also involve losing a portion or even all of the household income and benefits. Longer widowhood, therefore, becomes an important factor associated with the elevated risk for living in poverty during early to middle adulthood (Sevak et al., 2003). Another study show that widow can lead to disadvantage in socio-economic and impairment in wellbeing for women (Chen, 2001; Mannan, 2002; Eboh, 2005). Even in high-income countries show an effect of widowhood (Stroebe et al, 2007) such as economic vulnerability and impaired quality of life (Sevak, Weir and Willis, 2003; Elwert and Christakis, 2006). In Britain, social policy literature shows that bereaved people have risk of poverty and problem debt (Kemp et al., 2004).

In this study, it will seek to understand if the same or different result will reveal. Another study shows that the death of a partner has been shown to be a trigger for claiming income support such social assistance from the government (Shaw et al., 1996). Lastly, when women are widowed prior to the age 60, during the period during which they are not yet eligible for Social Security benefits, the earlier and unexpected loss may precipitate the need for a more rapid drawdown of household assets (Sevak et al., 2003).

3. Discussion and Conclusion

The story of the widow in the study can be, theoretically, explained by Social Convoy Model by Antonucci ,T. Ajrouch K. Birditt, K. (2013) where the widow is surrounded by support others, in this study her supportive family, loving children, and generous friends, who move with the widow throughout her life course where there giving and receiving social support. Moreover, widow who received strong support after the death of their respective spouse tends live with stability while those who lack the said support struggle in achieving stability. In this study, Widow overcomes transition from Marriage Life to Widowhood because she was able to receive of social support from the immediate members of the family and friend of her husband in the market, her friends in the Catholic Organization and this support, realistically, ranges from emotional to economic in nature.

The Widow is an 80 year old woman having an 8 children and a deceased husband died for 18 years old (Jamadar et.al, 2015). She belong to the 5 members of the family where she has three women in which she is the eldest among women and two oldest brother. Her husband used to work in the City Hall as tax collector specifically in the Supermarket and ended after he died from stroke. When her husband was still live, her only function is do the housework including attending the needs of our children.

All throughout the narration, she was highly concerned providing care for her family which fractures the entire family after the death of the husband (Rodger et al., 2006). Since she has 5 children which result to her worries on how she was able to take of her children (Kwok et al., 2005; Lin et al., 2004; Worden & Silverman, 1993) and she struggled in her parenting and raising children (Hooyman & Kramer, 2006; Kwok et al, 2005; Lowe & McClement, 2011; McGoldrick & Walsh, 2004; Rodgers, 2007; Rolls &Payne, 2007; Shaffer, 1993; Walter, 2006) which was the result of her dependent to her husband where the death of her husband led to detrimental effect specifically his support to the family which some similar to the study of these studies (Feinberg, 2009; Ginsburg, 1997; Morgan, 1989; Worden, 2009) but the difference is in this study the informant is an old widow and a middle age where his husband died. Moreover, her narration of dependency is similar to result of Thoit (2010) where women who relied on husbands for financial support, making the transition to employee and sole-provider more difficult than for those already in the paid labor force and with little difference to findings of study of Gentry et al., (1995) and Tennan et al. (2007) where its difference is that her in the study the widow when his husband is still alive she manages household finance but the money came from his husband while their similarities in finding is that the widow find it hard to take over the new responsibilities and these problems and uncertainties about having to handle new roles in source of income and paying household bills.

Initially, she had experience difficulty in the funeral costs (Corden et al.,2001) but this difficulty was solved when her father urge her brother and sister to shoulder the said expenses and the contribution of the friend of her husband in the market where his husband was a tax collector. She was able to live a life less stressful and less worries where her husband provided all the need in the family, except the household chores, but when her husband dies, it resulted to a significant impact, both positive and negative, on the wellbeing of widows (Mallan, 1975). The widow, in her transition, have only a few options available to improve their economic status, in her case was to be find a job to take of her children, that is why they faced with the loss of resources in widowhood (Sevak, Weir, & Willis, 2003). Though, she was not able to escape poverty or not even better lifestyle that her husband (Burkhauser et al., 1988; Holden et al., 1986, 1988; Hurd and Wise, 1989; Zick and Smith, 1986) but she was able to remove her worries after she became a regular employee and was able to send her children to school even to college studies. Still, it has financial implications after the death her husband (DH, 2008; Mitchell et al., 2000; Shaw et al., 2005) where she narrated how she planned out the needs her child specifically in financial aspect like food, education etc. which similar to the result of Kemp et al. (2005) where spousal death urged a financial planning by the bereaved widow.

In the several studies conducted on widow show that most widows get support from family or friend immediately after the loss but temporarily (Ginsburg, 1997; Silverman, 2004; Worden, 2009) but in this study the support that she get from friend stopped after burial but due to how they were reared by their parents especially her father, as narrated by the widow, she was able to receive continuous assistance from her sibling ranges from daily need to her children's college education.

Results of the study from these researches (Bradley, 2007; Haine et al., 2006; Kwok et al., 2005; Lin et al, 2004; Lutzke et al., 1997; Saldinger et al., 2004; Sandler et al., 2003; Silverman & Worden, 1993; Worden, 2009) is consistence to the situation of the widow where aside from the household chore like child-rearing, widow have the utmost responsibility, where the widow said was stressful on how she was able to help her respective children after the loss of their husband. She also narrated that her husband used to spoiled their children and highly generous when it comes to food despite of their poverty.

A year when her husband died and exhausted the money from the husband's insurance, she was thinking of finding a job as her source of income to support her children's needs which consistent to result of study of Sevak, Weir & Willis (2003) stating that earning income through work is the main way women can improve their status, it becomes increasingly difficult to achieve with age and in her case, she was 43 year during that time.

Specifically these are findings of the study:

1. A Family life where both parents are present and performing specific role is less stressful life like in the interview the husband who is the provider while wife take care of the children and the house.
2. Death a husband resulted to adjustment and struggles to the widow specifically in the financial aspects such food, education, other necessity for child-rearing.

3. Aside from finances, psychological transition is present in the widow after the death of her husband where the widow shows excessive distress on how she would take care of her children while enduring the bereavement from losing her husband.
4. Family and friend play a vital role in the well-being of the widow from employment of the education, studies of children, food and other needs for the burial, expenses in the hospitalization which all of these help the widow in her transition to widowhood.
5. Based on the narratives of all Informants, the significant factors which lead the widow to go beyond household work was the death of her which (in which she has no longer have a provide), her love to her children specifically tending all their needs, her shyness to ask help from her sibling lead her to find a job for her family's well-being.

Conclusions

In view of the findings in this investigation, the following conclusions were drawn:

The Quality of life of a widow revolves around the well-being of the family where all of them belong the an environment where the widow is too dependent to the husband where the husband provide almost all the needs in the family and the husband died, the wife suffers excessive worry on she can play both role as provider and nurturer toward her children but this events also open an opportunity where widow learned she is also capable in providing the need of her children including paying their tuitions for their studies. Family members especially her sibling, her friends & friends of her husbands, and her children is vital factor in her transition from married life to widow where, despite her excessive worry, her brother and sister help her in the hospital and burial expenses, her friend proving spiritual and moral support, her husband friends who send assistance from food to helping her in the wake, and her child which is her source of strength and inspiration to move forward despite of the death of her husband so she can tend the need of her children which all help her get rid of such worry and proceed to productive work such as working in the City Hall. Lastly, all result and interpretation in this study are only applicable to the informants and thus, cannot be generalized to all.

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Materials Development of English Language Learning and Teaching for Deaf Students

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Abstract: *This study aims to examine previous studies and theoretical studies related to English reading skills based on local wisdom assisted by audio-visual for deaf students. This research is a literature study by examining previous studies and theoretical studies. The results of the literature review will be used to identify the English language needs of special senior high school for deaf students (SMALB-B) as preliminary study in Pekanbaru. Two parts explained in literature review, namely theoretical review and previous research. Each parts contained sub part that consist of each theoretical review and previous research. The results of this study are the teaching materials developed for deaf students' needs that should be suitable for literature review and previous research.*

Keywords: Materials Development, English Language Learning, Deaf Students

1. Introduction

Early literacy intervention in children with hearing impairments has a positive impact on learning to read in elementary schools, creating academic achievement and success in the future. The National Literacy Panel (2008) recommends early intervention in literacy in two basic skills, namely code-based skills required for decoding words (phonological awareness, alphabetic knowledge, and print concepts) as well as meaning based skills needed to understand the decoded words and thus ideas (vocabulary and language comprehension). Code-based skills and meaning-based skills are basic abilities in the formation of early literacy in children with hearing impairments(Gough & Tunmer, 1977; Holmer, Heimann, & Rudner, 2017; Lederberg, Miller, Easterbrooks, & Connor, 2014; Marschark et al., 2018; C. Mayer & Trezek, 2018; Webb, Lederberg, Branum-martin, & Connor, 2015).

Reading is a complex process that is very important in learning English (Brown & Brewer, 1996). This process includes the active construction of meaning in text (cognition), linguistic knowledge, decoding of letters and words, and metacognitive. (Banner & Wang, 2013).Metacognitive strategy theory is the basis for implementing reading skills in students with four components, knowing when you comprehend, knowing what you comprehend, knowing what knowledge you need to acquire in order to comprehend, and knowing how to involve strategies to improve comprehension. Flavell (1981); Brown & Brewer (1996) describes the differences in each component, metacognitive knowledge, metacognitive experiences, goals or tasks, and actions or strategies.

2. Literature Review

Two parts explained in literature review, namely theoretical review and previous research. Each part contained sub part that consist of each theoretical review and previous research.

2.1 Theoretical Review

a. Theory of English Subjects for the Deaf Special High School (SMALB-B)

Gagne's Conditions of Learning (Gagne, 1965) discusses the conditions of learning and the implications of instructional design. Types of learning outcomes, each of which is best achieved through its specific instructional design but also a set of steps required in each learning environment. Thus, Howard Gardner's Multiple Intelligences (Gardner, 1983) states that the many types of human intelligence result in different information processes. Furthermore, The Peter Principle (Peter & Hull, 1970) states that someone who is competent will get a position that requires different skills, meaning that one's educational competence will have an impact on the position at the next level of education. Meanwhile, Jerome Bruner discussed the need to create an educational learning environment that focuses on the uniqueness of students, how students become like that, and how students can become more valuable. Skinner's Behaviourist Theory (Skinner, 1936) emphasizes the importance of the role of the environment in influencing behaviour, by almost eliminating innate or inherited factors to focus on learning. Maslow's Hierarchy of Needs (Maslow, 1943) states that students who are motivated to achieve learning needs to take precedence over others if they feel comfortable. Furthermore, Erikson's eight Stages of Psychosocial Development (Erikson, 1958) agree that the ego makes a positive contribution to development by mastering attitudes, ideas, and skills at every stage of development. This was supported by Bloom's Domains of Learning (Bloom, 1956) which states that The Cognitive Domain (Bloom's Taxonomy), The Affective Domain, The Psychomotor Domain, which reveals that the taxonomy of behaviour is considered the goal of the learning process, means that students must acquire skills, knowledge, and/or new attitudes from each lesson. Students can achieve their goals, desires, and desires in life if they actualize themselves to reach their potential, Rogers' Humanist Theory (Rogers, 1959). Thus, the two concepts of cognitive processing and psychology, namely the first concept of chunking and short-term (working) memory capacity, are the basic elements of all subsequent memory theory. Furthermore, the second concept is about information processing, using computers as a student learning model.

Based on a study of the theories that have been explained, the context of learning English for deaf students in Indonesia is manifested in the English learning tools for deaf students of class XI SMALB-B 2013 revision curriculum: (1) graduate competency standards (SKL); (2) content standards; (3) process standards; (4) assessment standards; (5) core competencies and basic competencies (KI-KD); (6) assessment of learning outcomes; (7) deaf English teacher book XI; (8) deaf English student book XI; (9) workbook 1 in English (syllabus, determination of competency achievement indicators, analysis of the relationship between KI, KD, GPA, learning materials, analysis of graduation competency standards, competency mapping, assessment techniques, KKM, time allocation analysis, competency analysis, RPP); (10) English Language Workbook 2 (code of ethics, teacher pledge, teacher rules, time allocation, teacher habit, teacher teaching journal, educational calendar, annual program, and semester program); (11) English language assessment book (appendix of techniques and assessment instruments), LPS self, LPS observation, LPS peer, LPS journal, PG written LPP test, LPP written test description, LPP observation of discussions, questions and answers, and conversations, LPP assignments, LPK performance, LPK projects, LPK products, LPK portfolios, assessment sheets recapitulation, RPP material attachments).

b. Theory Regarding Teaching Materials for English Subjects for the Deaf Special High School (SMALB-B)

Piaget's Theory of Cognitive Development (Piaget, 1936) states that Piaget's Stages of Cognitive Development discusses how students acquire, retain, and develop knowledge to improve student education. Studying the development of knowledge at each age level including deaf students at SMALB. Piaget believed that students reach different stages in cognitive development, increase knowledge, develop knowledge, and adapt previously held ideas to accommodate new information. Furthermore, Vygotsky's Theory of Learning (Vygotsky, 1978) also supports that the context and content of the learning process facilitate teachers in selecting and considering learning tools for success in learning English. Furthermore, Howard Gardner's Multiple Intelligences (Gardner, 1983) supports teachers in providing students with means of accessing content to enhance learning, demonstrating students 'knowledge and skills to increase learning engagement, as well as instruction with detailed knowledge of students' specific strengths and needs. This is also confirmed by Laird's Sensory Theory (Laird, 1985) that greater learning can occur when the five senses of sight, hearing, touch, smell, and taste are stimulated. So that the adjustment of learning tools will need to be maximized in learning. Maslow's Hierarchy of Needs (Maslow, 1943) states that the learning approach includes the complete physical, emotional, social and intellectual qualities of the individual and how they affect the learning carried out. Bloom's Domains of Learning (Bloom, 1956) regarding The Cognitive Domain (Bloom's Taxonomy), The Affective Domain, and The Psychomotor Domain becomes a taxonomy as the goal of the learning process so that students must acquire new skills, knowledge, and/or attitudes from each lesson. Rogers' Humanist Theory (Rogers, 1959) also supports students to find an environment that provides authenticity (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood). Cognitive Theory of Multimedia Learning (Mayer, 2005) supports students to learn more deeply from words and pictures rather than just words. The use of words and images for learning media must also pay attention to their effect on the students cognitive. This is reinforced by Information Processing Theory (Miller, 1956) which states that two concepts of cognitive processing and psychology, namely the first concept of chunking and short-term memory capacity (work) are the basic elements of all subsequent memory theories. Furthermore, the second concept is about information processing, using computers as a student learning model.

Based on a study of the theories that have been described, deaf students need English language teaching materials with the following criteria, namely: (1) adapting ideas to accommodate new information for students; (2) the context and content of the learning process to facilitate the students learning; (3) provide special strengths and needs of students in learning; (4) adjusting the students' senses to learning tools needs to be maximized; (5) obtain an environment that provides authenticity, acceptance, and empathy; (6) pay attention to cognitive suitability with learning devices; and (7) cognitive processing and student psychology in learning.

c. Theory of English Reading Skills for the Deaf Special High School (SMALB-B)

Determination of strategies in reading is very necessary to achieve reading goals. Deaf readers have the opportunity to choose strategic reading based on the text being read. Determination of strategies in reading is very necessary to achieve reading goals. Deaf readers have the opportunity to choose strategic reading based on the text being read. Vygotsky's Theory of Learning (Vygotsky, 1978) has identified that the Zone of Proximal Development (ZPD) is a metamorphosis domain or space for students to achieve higher levels of knowledge and performance with support and adults or other knowledgeable people for example supporting cultures such as reading and writing. Furthermore, Laird's Sensory Theory (Laird, 1985) discusses the adjustment of approaches and resources to as many senses as students need in learning. Furthermore, Erikson's 8 Stages of Psychosocial Development (Erikson, 1958) states that students are motivated by the need to achieve competence in certain fields. So that it requires the ability of teachers to be able to motivate and explore the potential of students in learning. Rogers' Humanist Theory (Rogers, 1959) believes that students can achieve their goals, desires, and desires in life if they actualize themselves to achieve their potential. This is supported by Howard Gardner's Multiple Intelligences (Gardner, 1983) that learning styles include the visual, auditory, kinaesthetic, impulsive and reflective, right brain and left brain. So it is expected that the teacher can clarify the intelligence of students and direct the learning style that is tailored to the wishes of each student. Skinner's Behaviourist Theory (Skinner, 1936) discusses emphasizing the role of environmental factors in influencing behaviour, with almost the exclusion of inherited or inherited factors. Bloom's Domains of Learning (Bloom, 1956) states that this taxonomy of behaviour is considered the goal of the learning process, meaning that students must acquire skills, knowledge, and/or new attitudes from each learning. The Peter Principle (Peter & Hull, 1970) emphasizes that someone who is competent in his job will get promotion to a position that requires different skills. The Promotion will reach a level where they are so incompetent that they are stuck in the “Final Placement” or “Peter's Plateau", so this cannot be avoided. Canter's Theory of Assertive Discipline (Lee & Canter, 1976) outlines clear expectations and positive and negative consequences, defines clear rules and boundaries, enables teachers to be assertive positively and uses common sense and approach to learning.

It can be concluded that the reading skills of deaf students are expected to meet the following criteria: (1) achieve a higher level of knowledge and performance to support a culture of reading and writing; (2) adjusting the approach and senses of students in learning reading skills; (3) motivating students to achieve competence; (4) trusting students to achieve their goals, desires to learn and desires in life if they actualize themselves to achieve their potential; (5) clarifying students' intelligence and directing learning styles adapted to reading skills; (6) emphasize the role of environmental factors in influencing students' reading behaviour; (7) students must acquire new skills, knowledge, and attitudes from each lesson; (8) competent in reading skills will get a position that requires different skills.

d. Theory of English Reading Skills Based on Local Wisdom Senior High School for the Deaf (SMALB-B)

Piaget's Theory of Cognitive Development (Piaget, 1936), Piaget's Stages of Cognitive Development, Piaget believes that students reach different stages of cognitive development through trial and error, students take an active role in the learning process, interact with the world around them, add new knowledge, develop existing knowledge, and adapt previously held Ideas to accommodate new information. Vygotsky's Theory of Learning (Vygotsky, 1978) discusses the sociocultural context that surrounds students which facilitate the learning process. This approach will take into account teachers in selecting and considering and discussing the language, cultural diversity of students, languages and literacy needed to be successful in learning English and academic content in schools and their peers. Howard Gardner's Multiple Intelligences (Gardner, 1983) states that teachers provide students with ways to access content to enhance learning, show students 'knowledge and skills to increase learning engagement, as well as instruction with detailed knowledge of students' specific strengths and needs. Laird's Sensory Theory (Laird, 1985) discusses the adjustment of approaches and resources to as many senses as students need in learning. Skinner's Behaviourist Theory (Skinner, 1936) discusses the role of environmental factors in influencing behaviour to focus on learning. Maslow's Hierarchy of Needs (Maslow, 1943) states that people are motivated to achieve certain needs and some needs take precedence over others. The most basic need is physical survival, and this will be the first thing that motivates our behaviour. Rogers' Humanist Theory (Rogers, 1959) states that students need an environment that provides authenticity (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood).

It is concluded that the teaching materials for reading skills based on local wisdom have met the criteria based on the theoretical study described, which includes: (1) students take an active role in the learning process to interact with the world around them; (2) the sociocultural context that surrounds students who facilitate the learning process; (3) students how to access content to enhance learning, show students' knowledge and skills to increase learning engagement, as well as instruction with detailed knowledge of specific strengths and student needs; (4) adjusting the approach and resources as much as possible of the students' senses needed in learning; (5) environmental factors in influencing behaviour to focus on learning and (6) students need an environment that provides authenticity.

e. Theory of English Reading Skills Aided by Audio-visual High School for the Deaf Special School (SMALB-B)

Piaget's Theory of Cognitive Development (Piaget, 1936), Piaget's Stages of Cognitive Development, discusses the developmental stages of students encouraging independent and direct learning and opportunities for discovery. Plan a variety of classroom activities that accommodate different learning styles such as visual or auditory. Vygotsky's Theory of Learning (Vygotsky, 1978) discusses the sociocultural context that surrounds students which facilitate the learning process. Howard Gardner's Multiple Intelligences (Gardner, 1983) states that there is human intelligence and learning styles including visual, auditory, kinaesthetic, impulsive and reflective, right brain and left brain. So that students directed to use a learning style that is tailored to the wishes of each student. Laird's Sensory Theory (Laird, 1985) discusses that greater learning can occur when the five senses of sight, hearing, touch, smell, and taste are stimulated. So that the adjustment of approaches and resources as much as possible of the students' senses is needed in learning. Cognitive Theory of Multimedia Learning (Mayer, 2005) states that students learn more deeply from words and pictures than just words. The use of words and images for learning media must also pay attention to their effect on the students cognitive. Information Processing Theory (Miller, 1956) states two concepts of cognitive and psychological processing, namely the first concept of chunking and short-term memory capacity (work) which are the basic elements of all subsequent memory theory. Furthermore, the second concept of information processing,

Based on the description of the theoretical study, it is concluded that the teaching materials for English reading skills assisted by audio-visual meets the following criteria: (1) accommodate different learning styles such as visual or auditory; (2) adjusting the approaches and sources of the deaf students' senses in learning; (3) pay attention to the effect of words and pictures on students' cognitive; and (4) cognitive and psychological processing. So that learning media in the form of audio-visual learning English reading skills is needed to reach different stages in development, add, develop, and adapt previously held ideas to accommodate new information on cognitive, affective, and psychomotor.

f. Theory of Deaf Students at Special High School for Deafness (SMALB-B)

Early detection and intervention for deaf and hearing impaired individuals is guided by the results of the committee's provisions from The Joint Committee on Infant Hearing (2007).This is carried out to maximize linguistic competence and literacy development so that underdevelopment in communication, cognition, reading, and socio-emotional development which results in low levels of education and work can be resolved as soon as possible. Early detection is carried out when the baby is not more than a month old, if the baby is assumed to have deafness or hearing loss then the baby will undergo an audio logical test no more than when the baby is three months old. Babies who are positive for deafness or hearing loss will receive early intervention from health and education professionals no more than a period of six months. JCIH (2000) defines three components of an early detection program and intervention for deafness and hearing loss including birth examinations (Birth Admission Screening); follow-up and diagnostics (Follow-up Screen and Diagnostic); and early intervention (early Intervention). Statement (2007) recommends three steps to be carried out to detect deafness and hearing loss, namely Birth Admission Screening, Follow-up Screen and Diagnostics, and Early Intervention. In the early intervention stage, there were twelve components that were carried out, namely (1) every family that has family members who are deaf or hard of hearing get early intervention facilities and services; (2) D/HH's family and children get special knowledge and skills related to D/HH's needs; (3) the family of children with D/HH from birth to 3 years will get professional qualifications, core knowledge and special skills; (3a) ASL teaching service interventions to parents and families of D/HH children; (3b) professional language teaching service interventions for skills and knowledge; (4) having access to specialist services for D/HH child development; (5) the cultural background and first language of a diverse family with D/HH children will still have access to services by providing strategies for teaching non-English and English through sign language; (6) the progress of D/HH children will be monitored every 6 months in the form of language (oral, sign language), communication (auditory, visual, augmentative), socio-emotional, cognitive, and motor skills; (7) services with early intervention are adjusted to the needs of the D/HH level in children; (8) families will play an active role in the development and implementation of Early Hearing Detection and Intervention (EHDI); (9) all families who have D/HH children will be connected with families who have similarities and who are trained in aspects of culture, linguistics, sensitive support, and guidance; (10) furthermore, D/HH individuals will play an active role in the development and implementation of Early Hearing Detection and Intervention (EHDI) at the national level; (11) Trained D/HH individuals and families contribute to guide and support other D/HH individuals and families; (12) implementing the results of the training by making the quality of individual life improved.

2.2 Previous Research

a. Research on Reading on Deaf Hard of Hearing (D/HH)

Albertini, Marschark, & Kincheloe (2016) linked reading and writing skills for deaf students with stimulating reading and writing comprehension skills. There were two experimental groups carried out, namely the first experiment in the form of the ability to write a summary by previously asking participants to read the text which proved that there was a relationship between students' knowledge in reading the text. The second experiment is a different version of the text, namely minimal coherence, local coherence, and local and global coherence. The results of this study indicate that the ability to write retelling and cohesion is closely related, while reading ability is influenced by the level of understanding, completeness and cohesion. Apple & Masterson (2015) students with hearing loss and without hearing loss on the linguistic aspect of their spelling skills and examines the relationship between reading and spelling. Spelling errors are identified based on components of phonemic awareness, orthographic patterns, morphological awareness, and mental representations. So it was found that spelling errors in children with hearing impairment occurs due to deficiencies in orthographic patterns and morphological awareness. Meanwhile, the relationship between spelling and word reading in text comprehension is still at a low level for deaf children. Spelling errors are identified based on components of phonemic awareness, orthographic patterns, morphological awareness, and mental representations.

Banner & Wang (2010) show that the determination of reading results is influenced by the type of text, the type of strategy and the level of education of the deaf readers. The purpose of this research is to identify and test the effectiveness of reading strategies used by adult deaf readers and students. It was concluded that the participants in this study could use reading strategies smoothly including constructing meaning, monitoring and improving comprehension, and evaluating comprehension. Narrative text gets better value than expository and periodical. Evaluating comprehension and monitoring and improving comprehension dominate the construction meaning. Furthermore, adult deaf readers are more familiar with many strategies, especially in speaking skills. Third, evaluating comprehension is a strategy that is often used. Fourth, participants who have high test scores have good communication with their families and get early exposure (applying theories of mind). Fifth, all participants in this study can use a reading strategy, namely think aloud, including visualizing, summarizing, paraphrasing, and prior knowledge. Sixth, the use of ASL was applied by the participants. Seventh, the use of strategies in reading skills in L1 can be used in L2. Finally, the type of text read influences the strategy in understanding the reading text used, namely narrative, periodical, and expository. Evaluating comprehension is a strategy that is often used in L2. Finally, the type of text read influences the strategy in understanding the reading text used, namely narrative, periodical, and expository. Evaluating comprehension is a strategy that is often used.

Benedict, Rivera, & Antia (2015) apply metacognitive strategies including comprehension, checking, and repairing habitual reading strategies, no reading strategies habits, and reading comprehension in D/HH children. The CC&R strategy as an effective way of teaching reading consists of several components, namely comprehension monitoring, question generation, and question answering. This study uses CC&R strategies to determine the fluency of reading words, how to monitor and solve problems with understanding. Students' reading comprehension is measured after students are asked to read orally and retell it in a minute. This study found that instruction in metacognitive strategies affected students 'understanding of D/HH and improved students' reading habits. So it can be concluded that there is a relationship between the instructions used by the teacher in teaching and the learning strategies in reading used by students. Retelling can be an alternative in measuring students' reading comprehension after oral reading.

Bergey, Deacon, & Parrila (2017) identified that there is a relationship between academic achievement, metacognitive strategies, and learning strategies on the reading skills used by students. It was found that students who chose metacognitive strategies in learning to read had good GPAs, while on the other hand, students who experienced a lot of difficulty in reading did not use learning strategies and did not apply metacognitive strategies so that they had an effect on their academic achievement. Broek & Takashima (2018) conducted a study using 45 students as participants with 2 x 2 experimental designs including word learning through context (word learning through inferences from context), word learning through retrieval and the effect of contextual richness on word retention. The final results shows that learning words using context provides results in understanding. When partitions are asked to read a novel in English and are asked to provide information based on their understanding, the use of L1 is very helpful for students to provide the understanding obtained according to the known context.

Chevalier, Parrila, Ritchie, & Deacon (2017) have carried out research on the role of reading metacognitive strategies, metacognitive studies and learning strategies, behavioral studies and learning strategies in predicting academic success in students with reading difficulties (HRD) and without reading difficulties (NRD). The results of this study confirm that students who apply metacognitive strategies in reading get good academic achievement results compared to students who do not use metacognitive strategies which have an impact on the cumulative score of low academic achievement. So this research recommends selecting a metacognitive strategy in reading which is expected to increase the results of good academic achievement.

Cho et al (2017) recommends dynamic assessment or Dynamic Assessment (DA) to measure the potential for early reading and learning development. Multiple regressions is used in the data analysis which shows that there is a significant effect on the word development of elementary school students in mastering English. DA is used to improve prior knowledge and word reading in reading. Classon et al (2014) identified 31 participants who were deaf (HI) in this study were at least 5 years old and were not deaf (NH) who were deaf in using Swedish as their first language. This study using MANCOVA proved that there was no significant difference between HI and NH participants in terms of fluency performance. In the letter fluency HI has a lower vocabulary than the NH group. Domínguez, Carrillo, González, & Alegria (2016) conducted research on deaf students with cochlear implants and without implants in reading skills using The Key Word Strategy (KWS) or keyword strategy. 136 deaf children aged 7-14 years in primary and secondary schools were participants in this study. The reading process of the participants was tested with several assessments, namely the Reading Ability Test (READ), Semantics Strategies Detection Test (SMT), Syntactic Ability Test (SNT), and Vocabulary Tesy (VOC) specifically for deaf students. The assessment was carried out in two stages, namely READ and SMT in the first stage, and then SNT and VOC. It was concluded that the linguistic results and the level of deaf students 'reading ability depend on the students' understanding of spoken language and KWS is a strategy used in reading by the participants.

Harlaar et al (2014) found that a person's reading ability is based on several factors, one of which is genetic. Measurements were made using Genome-Wide Complex Trait Analysis (GCTA) to assess a person's reading fluency. This study found that at the age of 7-12 years a person's reading ability increased with varying degrees of difference in reading performance of each individual. The next factor is the children's reading and writing environment such as the cumulative reading experience and the printed books read by the children. This study used participant data in the form of DNA collected from 1997-2010 with a total of 3,130 individuals. Harris, Terlektsi, & Kyle (2017) used 41 children aged 5-7 years with hearing impairment to participate as a sample with an intelligent nonverbal assessment, reading ability, English vocabulary, phonological awareness, and speech reading. English vocabulary and phonological awareness are the most important parts for deaf children as the basis for reading skills. This must be supported by the use of appropriate teaching strategies so that reading skills can develop and improve. Karasinski, Anderson, & Karasinski (2017) investigated reading involvement and achievement in the SSMMD framework regarding (a) whether reading interest, reading potential, reading behavior influence reading preset in eighth grade? (b) did reading interest, reading potential, and reading behavior at the previous education level affect reading interest, reading competence, and reading presentation in the eighth grade? (c) whether reading interest, reading potential, and reading behavior affect reading preset in eighth grade? 11,929 students participated in the study with active participation from 7911 to 8351 derived from US education offices data. In the third and eighth grades using instruments in the form of reading tests, self-direction questionnaires, tests of interest and self-competence in reading, internalizing behavioral problems, and externalizing behavioral problems. Meanwhile, the assessments were in the form of reading T score, interest,competence in reading, internalizing, externalizing, and SES in grades three and eight. This study found that socioeconomic status affects reading achievement, so that early intervention is needed to improve reading achievement.

Lervåg, Hulme, & Melby-Lervåg (2018) use aspects language includes word decoding measured by TOWRE, listening comprehension is measured by NARA and WJ, and vocabulary skills are measured by PPVT and WISC. Vocabulary, grammatical skills are measured by ITPA GC and TROG, verbal working memory is measured by L. Recall, and inference skills are measured by inference. Oral language is an intervention that can improve reading skills in children. This study used 198 students aged 7 years.

Lundetræ, Judith, & Schwippert (2017) conducted a study with 1200 students aged 6 years as participants and a reading intervention by evaluating 20 percent of low-achieving students by reading words, spelling, reading, reading interest, and self-concept. This study conducted early intervention to reduce later reading difficulties. The initial measurements were in the form of early literacy motivation, short-term memory, RAN, letter knowledge, phonemic awareness, word reading, spelling, and vocabulary. The final outcome measures expected are interest in reading, self-concept reading, word reading, word recognition, spelling, sentence reading, text reading, and reading comprehension. Identification of children at risk of reading difficulties in the early stages of schooling by developing research-based teaching programs, measuring the long-term effects of early intervention was carried out in this study. So it can be concluded that early intervention in reading skills in children is very necessary.

Moreno-pérez, Saldaña, & Rodríguez-ortiz (2015) determine the level of reading efficiency in deaf people of the same age as well as the factors that can predict the level of reading efficiency in deaf people. 80 people became participants who were divided into three groups. The instruments used in this study include TECLE to measure reading efficiency, TVIP to measure vocabulary, phonological awareness test, speechreading test. Obtained research results regarding the low level of reading efficiency in hearing impairment due to several factors. Reading efficiency, Vocabulary, reading speed, reading accuracy, phonological awareness and speechreading. Mounty, Pucci, & Harmon (2013) examines strategies and indicators related to ASL,English for deaf children from the reading process to the reading process and the reading to learning process. Documentation and semi-structured interviews were used as research instruments to explore participants' knowledge, experiences, and perspectives on ASL use and development, identifying reading skills characteristics, beliefs about ASL strategies, activities and practices of using and developing ASL. Pellicer-sánchez (2016) conducted research on the acquisition of second language words through the process of reading and from. The vocabulary test includes form recognition, meaning recall, and meaning recognition with a percentage of 86, 75 and 55. The process of reading with text that has words whose meaning is unknown to the reader provides a process of repetition and understanding of its own by combining words and reading speed. The repetition of words in reading has an impact on understanding and acquiring good words for the reader. So it can be concluded that there is a relationship based on these three aspects.

Pham, Donovan, & Dam (2018) examined through three groups of children aged 6-8 years that mastered L1 and L2 words with different levels of proficiency at L1. In the first group (HSE), participants have a high mastery of L1 and high L2; the second group (LSE) L1 is at a low level with a high L2; while the last group (LVE) is low on L1 and high on L2. This study found that only group one in an increase in L2 mastery. Mastery of L1 in each group increased, but only the high L1 group showed increased L2. Schirmer & Mcgough (2014) regarding the development of reading and reading instructions for deaf children in five aspects, namely (a) the alphabet, including phonemic awareness instruction and phonic instruction (b) fluency; (c) comprehension includes vocabulary instructions or vocabulary instructions, text comprehension instructions or text comprehension instructions; (d) teacher education and reading instruction or reading instruction; (e) computer technology and reading instruction or vocabulary instruction & text comprehension instruction. This study is a recommendation from The National Reading panel (NRP) for deaf children in reading skills. Study, Elgort, Brysbaert & Assche (2018) The context of word learning (CWL) in reading using a second language (L2). The text used is expository steam of the text by recording eye movements when the participants read the text to find out the process of understanding words in the text through the eye movement of the reading process. Furthermore, the use of tests is carried out to measure reading ability and understanding. Participants consisted of 28 undergraduate and postgraduate students. The results of this study explain that the participants do not ignore words that are not understood when reading an expository of text using L2, namely English and L1 which is Dutch. So, reading books or reading journals requires caution in understanding the results of these readings which are a follow-up to explanations using L1, namely Dutch.

Szarkowska & Krejtz (2011),a study that was carried out using the animated film "Shrek" in Polish (L1) and English (L2) for deaf, totaled 40 participants aged 18 to ≥ 60 years with nine deaf grouped, hearing difficulties totaled 21 people, and heard about 10 people. Participants are volunteers from the Polish Deaf Association via email contact. Each participant was asked three multiple choice questions regarding (a) a general understanding of the “shrek” film clip; (b) textual elements of the film; (c) the visual image shown on the film. The characteristics of the video are given to participants are clip duration, reading speed, number of words in the clip, number of characters (including spaces in the clip), total number of captions per clip, percentage of two-line captions per clip. Overall level of understanding based on hearing status and text type, namely verbatim (deaf, 82%); standard (deaf, 73%); and edited (deaf, 63%).Tong, Mcbride, & Shu (2018) regarding the factors that affect reading comprehension in L1 (Chinese) and L2 (English). Aspects that are measured in this case are vocabulary knowledge, the ability to make inferences, memory for content, understanding ideas that have been read with the integration of known knowledge and the ability to write techniques. It was concluded that the participants had a low understanding when reading L2 texts, especially psychological awareness.

Trezek (2017) evaluates the use of the cued speech communication system in developing reading skills in English for deaf people on the aspects of phonological awareness, phonemic awareness, alphabet knowledge, and phonological memory. So that cued speech is recommended for use for deaf people.Worsfold, Mahon, Pimperton, Stevenson, & Kennedy (2018), examined expressive language, receptive vocabulary, and grammar skills. The aspects assessed in this study include reading (reading accuracy & reading comprehension), language skills (language comprehension & expressive language, speech intelligibility), & non-verbal. The use of oral language turned out to provide good understanding for participants in reading for deaf masters.Worster, Pimperton, Ralph-lewis, Monroy, & Hulme (2018),This study uses two forms of measurement, namely offline and online. In offline there is speechreading measured by TOCS, reading is measured by YARC, and vocabulary is measured by The Deaf Children's Vocabulary Knowledge, and Nonverbal IQ. While online using TOCS. Speechreading is an important access to spoken language for deaf people. The data obtained shows that the communication pattern used is in the form of social tuning accompanied by visuals.

So it can be concluded that D/HH students use reading strategies in the form of retelling strategies, metacognitive strategies, oral and KWS strategies (Albertini, Marschark, & Kincheloe, 2016; Benedict, Rivera, & Antia, 2015; Bergey, Deacon, & Parrila, 2017; Chevalier, Parrila, Ritchie, & Deacon, 2017; Domínguez, Carrillo, González, & Alegria, 2016). Whereas in language learning, D/HH students can understand L2 text by using L1 according to the context that the student knows and can have a positive impact (Broek & Takashima, 2018; Pham, Donovan, & Dam, 2018; Study, Elgort, Brysbaert, & Assche, 2018). The most important fundamental parts in reading comprehension for D/HH students include English vocabulary and phonological awareness (Harris, Terlektsi, & Kyle, 2017; Tong, Mcbride, & Shu, 2018; Apple & Masterson, 2015; Classon et al., 2014; Schirmer & Mcgough, 2014; Trezek, 2017). Furthermore, early reading intervention is needed for D/HH students so that it can improve reading achievement. These interventions can be in the form of spoken language, sign language (ASL,Bisi , Bisindo), and visual images (Karasinski, Anderson, & Karasinski, 2017;

Lundetræ, Judith, & Schwippert, 2017; Szarkowska & Krejtz, 2011; Worsfold, Mahon, Pimperton, Stevenson, & Kennedy, 2018; Worster, Pimperton, Ralph-lewis, Monroy, & Hulme, 2018). The implementation of reading for D/HH is influenced by several factors, namely genetics, children's reading environment, socio-economic status Early reading intervention is very necessary for D/HH students so that they can improve reading achievement. These interventions can be in the form of spoken language, sign language (ASL,Bisi , Bisindo), and visual images (Harlaar et al., 2014; Karasinski, Anderson, & Karasinski, 2017; Moreno-pérez, Saldaña, & Rodríguez-ortiz, 2015). Meanwhile, in the context of reading assessment, D/HH can use Dynamic Assessment (DA) and Recalling (Cho et al.2017; Pellicer-sánchez, 2016).

b. Research on Audio-visual Assisted Teaching Materials

Knoop-van Campen, Segers, & Verhoeven (2018) investigated the effects of modality on learning using multimedia to obtain the benefits of writing with text and images with a sample of 26 students. Multimedia is presented with written text, audio, and combined text and audio. The results of the study state that there are benefits for students in learning using multimedia. Measurements were made with several instruments, namely general non-verbal intelligence, word decoding, pseudo-word decoding, verbal working memory, and visual working memory. Colucci (2017) recommends the use of tools for children with D/HH. The installation of hearing aids is an assisted tool in accordance with the right program in communicating as a companion to communicating in sign language, written language and spoken language. The recommended tool in this research is the Receiver-in-canal (RIC). Salazar & Larenas (2018) conducted research on identifying participant performance as a result of implementing audio-visual-based teaching strategies and analyzing participants' attitudes after using audio-visual-based teaching strategies. The results of the study found that the use of audio-visual-based materials students could understand more clearly and attractively in learning English. 78% of students showed a good attitude in using good learning strategies based on audio-visuals.

Mills & Unsworth (2018) investigated that drawing animation on the iPads can teach adolescents to beg and intensify emotions in multimodal communication. The use of animation can have a positive impact in the form of creative attitudes for self-development, literacy practice, and productive media in teaching English with impressive narratives. Animation can provide a deeper understanding of the interpersonal metaphors of written and spoken texts. Jahn (2017) recommends cochlear implants to improve hearing detection and speech perception for people with severe hearing loss. The integration of auditory and visual input is very important in communicating. Visual and auditory requirements are needed to develop spoken language. The results of the study showed that there was a significant correlation between visual acuity and auditory speech perception for deaf people. This means that individuals who have better visuals with temporal acuity also have better word and sentence recognition. Durkin & Conti-Ramsden (2014) conducted a qualitative research on the obstacles faced by teachers or facilitators in using language learning media for deaf children. The results of the study recommend that digital media should be used wisely with restrictions, restrictions, and use for children with hearing impairments and without hearing loss. The use of media has an important role to play in the development of better policies and strategies for children with language disorders and digital media. Gilliver, Sewell, Mcginnity, & Beach (2017) assessed the effectiveness of animation for deaf students. Target audience age ranges and animation styles to allow for greater levels of control, flexibility and creativity in presentations. Animated videos describe the volume, duration, frequency and content aspects. McCreery (2015) stated that animated videos describe the volume, duration, frequency and content aspects in hearing aids for language development for deaf children. The results showed that the children's language development was influenced by the level of hearing loss and consistent use of tools. Hearing aids that are suitable for children less than 6 months of age have better abilities so it is hoped that services are needed early.

So it can be concluded that children with D/HH should be facilitated with audio or visual instruments so that they can help develop language (Bai, 2018; Crowe, Marschark, Dammeyer, & Lehane, 2017; Maiorana-Basas & Pagliaro, 2014; Mingsiritham & Chanyawudhiwan, 2018; Qin & Tao, 2016). In addition, the use of audio-visual in the form of animation in language learning for D/HH children (Colucci, 2017; Dayanim & Namy, 2015; Durkin & Conti-Ramsden, 2014; Ferguson, 2017; Gilliver, Sewell, Mcginnity, & Beach, 2017; Hayden, Namasivayam, & Ward, 2014; Jahn, 2017; Knoop-van Campen, Segers, & Verhoeven, 2018; Kraus & White-Schwoch, 2016; McCreery, 2015; Mills & Unsworth, 2018; Neger, Janse, & Rietveld, 2014; Salazar & Larenas, 2018; Singendonk et al., 2018; Sommers & Phelps, 2016; Waters, 2017).

c. Research on Deaf Students

Holmström & Schönström, 2017 uses the research design is a survey to investigate human resources prepared by the government to assist and be responsible for the education of deaf students in public schools in Sweden. The government prepares educators for D/HH students who accompany D/HH education in schools. In this study, the opportunities and obstacles of educators for D/HH will be explored to provide information on education for D/HH. Bilingual education is not offered in its conceptual setting. This research exploration is also related to D/HH students' access to Swedish sign language (SSL) and knowledge of the use of language for D/HH. SSL is the national sign language in Sweden in addition to TSS and TAKK. TSS is used when the situation between the perception and understanding of Swedish language is facilitated in a visual, traditional, and the mode of communication used by D/HH to support spoken Swedish. TAKK is a form of language development for D/HH. The results of the study show that 33% of cities have access to cell phones. The tools and environments created in learning are varied. Participants in the research included five deaf schools and 290 public schools in Sweden. In addition, into shows that many teachers have a significant lack of knowledge about oral communication that is integrated with technology in learning for D/HH students. SSL is very much needed by D/HH children but it is found that the law states that SSL is aimed at those who are needed, so the emphasis of the word 'they' give an ambiguous meaning in its implementation because no one can determine D/HH's needs regarding SSL.

Duncan & Neill (2018) stated that D/HH education is still difficult to obtain and decide due to incomplete and conflicting information for the needs of children or families. The D/HH education information system is incomplete and inconsistent with parents. Problems that often arise include modes of communication, early intervention, service agents, and the individual circumstances of each family in the form of child development, parental knowledge, expectations, parental experiences, practitioners, and service agents. The emphasis is on investigating decision making, preparing practitioners, being free from bias, concentrating and empowering D/HH education. Laugen, Jacobsen, Rieffe, & Wichstrøm (2017), regarding the social skills of UMHL, TH, and

MSHL. UMHL and MSHL participants aged 4 to 5 years in Norwegian (L1) from 79 families who were contacted online, only 36 families were willing. 14 children in the UMHL group, 21 children at MSHL. Six participants (2 from UMHL, 4 from MSHL) prefer to use Norwegian sign language with the instrument The Norwegian Version of the Social Skills. The results showed that vocabulary development had a significant effect on social skills. So it is highly recommended to all parents for early detection and early intervention in children with D/HH. Matthen (2016) examines the relationship between perception, cognitive and social interaction for D/HH from the perspective of obstacles and actions that will reduce learning problems. It was concluded that students with D/HH were prone to emotional problems and social skills. Additional cognitive demands are emphasized on D/HH. So that in learning it is recommended to use interesting and fun ways in learning. It can collaborate on the implementation of motivation, additional tools, curriculum context, spoken language, sign language, and environmental factors that support the smooth running and achievement of learning goals for D/HH.

Broekhof, Boss, Camodeca, & Rieffe (2018) investigated and measured the emotional levels of D/HH students towards bullying attitudes of students with normal hearing. The indicators used in this research are (a) basic emotions in the form of anger and fear; and (b) social emotions (guilt and shame). Participants who participated in this study were 307 D/HH students and 227 students with normal hearing. The instruments used included (a) the personal characteristics test (WISC test and CELF test), and (b) self-report questionnaire (the bully victim, the brief shame guilt, and the mood list).Yoshinaga-Itano (2013) uses one of the stages of early detection of deafness and hearing loss in the third stage, namely early intervention based on JCIH (2000).This study gave positive responses regarding the components of the third stage which were used as indicators for the research variables. Contributions from this study include (1) each state coordinating on Early Intervention Services; (2) each child or family has access to a service coordinator to obtain supportive knowledge and skills; (3) every child and family who is detected deaf or hearing loss from birth to 3 years get optimal care from professional staff; (4) there are three special needs required, namely listening, listening and spoken language; sign language (sign language); and other specialized methods (other specialized methods) , for example integrating communication between visual, listening, listening, and spoken language; (5) implementing and developing Early Hearing Detection and Intervention (EHDI) policies and procedures based on the participation of each family; (6) implementing and developing Early Hearing Detection and Intervention (EHDI) policies and procedures based on individual participation; (7) monitoring system implementation; (8) continuous individual development monitoring to achieve EHDI goals; (9) ensuring the development of the knowledge of the Early Intervention Services, the professional team is met to achieve the educational goals and knowledge of individuals and families of D/HH; (10) identify the type of language used by each individual and family, for example speaking English or non-English; (11) developing care procedures for linguistically and culturally diverse families.

Powell, Hyde, and Punch (2013) stated that the United States, United Kingdom, and Australia had faced various obstacles regarding education for deaf and hearing impaired individuals in functional, environmental, classroom participation, curriculum and socio-academic aspects. Meanwhile, New Zealand has restrictions on aspects of policy and funding in the field of education, especially deafness and hearing loss. The results of this study refer from the perspective of students with the needs they need. The indicators of the variables used include (1) 92% of deaf or hearing impaired students have attended inclusive class education using NZSL, English sign language combined with spoken English; (2) the academic programs studied are arts, social sciences, science, law, commerce, health, theology, music, engineering, and business administration with the diploma, baccalaureate, master, doctoral education levels; (3) communication and participation; (4) curriculum and support services in the form of sign language interpreters, online access, and course content; (5) dissatisfaction is felt in the socio-academic field. Meanwhile,Shaver, Marschark, Newman, & Marder (2013) found that there are several components that affect the level of high school education for D/HH individuals. In this context, the selection of high schools is divided into (1) only regular schools; (2) only special schools; and (3) a combination of special and regular schools. The data collection is analyzed based on several components. First, demographics found that the selection of secondary schools was based on gender, ethnicity, family income, mother's education level, live with both parents. Second, the characteristics of disabilities was based on students with hearing difficulties (hard of Hearing) only chose regular schools, deaf students (Deaf) only chose special schools, and students with other disabilities (others) just choose regular school. Third, the level of hearing ability was based on the severity of hearing loss, cochlear implants, using hearing aids. Fourth, types of communication methods and skills were based on communication used, sign language users, how well they communicate, how clearly they speak, how clearly they communicate, how clear they understand. Fifth, functional and social skills was based on mental functional skill scale, social skills scale, self-care skills scale. Sixth, the history of education was based on following basic education, not detained in class, suspended or expelled from school. Seventh, parents hope, attend secondary school, working and getting a salary.

Based on the theory and research that has been done, it can be concluded that the JCIH (2007) stipulation regarding the components of the early detection program and intervention for deafness and hearing loss includes birth examinations (Birth Admission Screening); follow-up and diagnostics (Follow-Up Screen and Diagnostic); and early intervention (Early Intervention) needs to be implemented to prepare for the needs of D/HH children, especially in the field of education (J. Duncan & O'Neill, 2018; Holmström & Schönström, 2017; Powell, Hyde, & Punch, 2013; Shaver, Marschark, Newman, & Marder, 2013; Yoshinaga-itano, 2013). Children with D/HH also have emotional levels that can exceed children who can hear (Broekhof, Bos, Camodeca, & Rieffe, 2018; Matthen, 2016) so that it will affect the social skills that D/HH will pass for the future (Laugen, Jacobsen, Rieffe, & Wichstrøm, 2017; Matthen, 2016).

c. Research on Learning English for Deaf Students

Ammar & Hassan (2018) conducted research on the collaborative contribution of dialogue to the development of the grammatical morphology of students using French as a second language. The variation of students' proficiency in linguistic mastery is focused on this research. It is found that students who have low abilities in learning the use of collaborative dialogue are beneficial for the development of language skills. The dictation system carried out in this study did not contribute to the development of students' L2 abilities. Participants in this study 79 students were in grades 5 and 6. Comeaux & McDonald (2018) stated the results of the study that increased visual input (VIE) could improve students' grammar in mastery of English which contained four linguistic elements, namely the verb agreement, case marking, animacy, and word order. In the first experiment, there were benefits for word development for students even though the animation used had low validity. So it is concluded that the use of VIE can improve L2 word mastery for students. Housen & Simoens (2016) examined the difficulties in using L2 on the aspects of feature-related difficulties, context related difficulty, and learner-related difficulty. This study discusses several aspects, namely the influence of L2 targets, learning conditions, and individual learning along with nature and difficulties of mastering L2. Hwang, Shin, & Hartsuiker (2018) used 31 participants in this study who used Korean and English. The material used is transitive which is given information about verbs and nouns. The results showed that the participants produced 60% active sentences and 40% passive sentences. Bilingual syntactic processing is influenced by the proficiency of participants in L2. The English construction differs from the Korean construction in the sentences that are formed. This shows that there is difficulty in mastering L2 (English) for the participants. The differences and similarities in sentence construction in English and Korean show that bilingual is highly integrated.

Jach (2018) examines the acquisition of a second language (English) with mastery of the first language in the form of Chinese and German. Preposition Placement and Relative Clause. The results of the research show that good command of a second language fulfils the aspects of participant participation, participant L1 language, L2 use, and L2 competence of participants. Participants totalled 251 people recruited online. German participants were particularly sensitive to agreement errors, and Chinese participants were sensitive to word order errors. Input frequency and similarity in language acquisition and language construction. Marsden, Morgan-Short, Thompson, & Abugaber (2018) investigated language replication in the form of 400 articles from 1973 to 2015. The results of this study recommended 16 things regarding reason, nomenclature, design, infrastructure, and incentives for collaboration and language publication. This replication is in the form of close replication, approximate replication, partial replication, conceptual, and replicates with high value replications. McCarthy, Mahon, Rosen, & Evans (2014) investigated the effects of language disruption in children on early childhood acquisition of both languages and the development of language trajectories. Participants were 40 children aged 47 to 57 months in Bangladeshi and English. The results of this study show that the use of L1 and L2 languages facilitates the development of phonological categorization and understanding of the development of production and perception of L1 and L2 languages. There is difficulty in using the second language because it is still assimilating the first language and there are differences in the performance of children who use monolingual and bilingual children. So it can be concluded that there is a relationship between perceptual accuracy and production accuracy. Evans (2014) investigated the effects of language impairment for children on early childhood acquisition of both languages and the development of language trajectories. Participants were 40 children aged 47 to 57 months in Bangladeshi and English. The results of this study show that the use of L1 and L2 languages facilitates the development of phonological categorization and understanding of the development of production and perception of L1 and L2 languages. There is difficulty in using the second language because it is still assimilating the first language and there are differences in the performance of children who use monolingual and bilingual children. So it can be concluded that there is a relationship between perceptual accuracy and production accuracy.

Morgan-Short et al. (2018) conducted research using 60 students from majoring universities in Spanish. Multi-replication is used as an approach to acquiring English as a second language. It was

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found that there was no effect on reading comprehension and listening to L2.Nagle (2018) discusses perception, language instruction, and the relationship between perception and production of L2 used. In this context, English is the second language, namely Spanish and English as the first language. The participants have the characteristics of having studied Spanish from several countries of their origin. The results show that there is a significant relationship between the perceptual accuracy and the accuracy of Spanish production (L2).

Trussell & Easterbrooks (2014) conducting research based on Vygotsky's theory to measure whether there is a significant effect of word mastery through American Sign Language (ASL), spoken English, or combining the two using storybook intervention and picture vocabulary in individual D/HH. There are three books used as an intervention, namely the book 1-Sheep in a Shop, book 2-If You Give a Mouse, and book-3 I Want a Luch Box by using questions in the form of completion, recall, open-ended, wh-, and distance questions. In Isaac's data, Lily, Mitch, show consistent and increasing intervention results. Casey and Yara's data show only book-3 which is inconsistent and does not improve; but in Mandy's data the intervention was not successful due to factors of age, individual habits, and not well documented learning results. This study recommends the Enhanced Storybook Interaction to support language learning for D/HH individuals to communicate, visual, explicit instruction, scaffolding and mediation, and higher order thinking skills (Dirks & Wauters, 2018; Messier & Wood, 2015; Mingsiritham & Chanyawudhiwan, 2018; Richels, Schwartz, Bobzien, & Raver, 2016; Trussell & Easterbrooks, 2014; Wauters & Dirks, nd).

Bonino (2017) explores the ability of infants and young children with hearing impairment in reading skills. The method used is Play Observer-based, two intervals (PlayO2I). The results of this study indicate that there is response and behavior using videos and games. So it is expected that it will increase the participant's cognitively later. MK Duncan & Lederberg (2018), this research was carried out to find the relationship between the communication between teachers and D/HH students in the classroom. This takes the form of student statements, language pronouncing, explicit vocabulary and syntax instructions. This study observed the characteristics of teacher speech in 25 kindergartens with 68 D/HH children. The results of the study suggest that explicit word teaching provides significant value. Explicit instruction in teaching vocabulary is crucial in the success of learning. Fuchs, Fuchs, & Malone (2018) recommends about The Taxonomy of Intervention Instensity which includes the dimensions of strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral support, and individualization. This taxonomy defines intensive interventions through platforms and identifies platforms that can assist implementation for D/HH students. Herman et al. (2015) conducted this study evaluating the use of Core Vocabulary Intervention (CVT) for deaf students' English learning. The Total Communication method is also used in this research to teach English sign language vocabulary to deaf students in elementary schools.

Joshi & Bouck (2017) investigating the services received by D/HH children and learning outcomes at school. Participants who participated in this research consisted of 289,720 students. 44.9% of students compacted learning instructions like classes in general. So that it can be concluded that the instruction of learning in the classroom for deaf students can use learning intrusions such as general classes which have an impact on the short and long term. Lam (2012) states that there is no difference between D/HH and normal students. Recommendations in the form of finding the best about education, communicative and social for each deaf student because of their different needs. The importance of changing the parafihma thinking about the perceptions in society regarding these aspects. So that it creates the idea that deaf students have the same abilities as normal children in general. Lin (2017) recommends about strategies used in communicating with deaf children. Data obtained shows that if you cannot master the communication improvement strategy appropriately, it will affect the motivation to communicate so that early intervention is needed to prevent this. There are several strategies for communicating with deaf students, for example asking for repetition, asking for specific clarification, and recognizing non-verbal cues. The statement of special clarification can take the form of (a) other words by repeating words that are not understood; (b) revision is repetition with a word that is younger to understand; (c) addition, namely adding words that are better known to students; (d) cues in the form of accompanying verbal words; and (e) proposing topics in the form of topics of discussion. Mahboubi (2017) regarding the awareness of the importance of understanding the importance of one's functional hearing. Screening measures are needed to maintain hearing in the future in accordance with the work at hand. One of them is by doing cochlear implants, and this is recommended to carry out the learning process well.

McMillan & Saffran (2016) researched regarding learning in the complex auditory environment of early word learning. Participants consisted of 40 students aged 27 to 30 months. The use of visuals is very influential on the results of this study. Learning new words uses visuals by assigning labels to each object. So it can be concluded that there are several factors that influence the learning situation in the classroom, one is the use of appropriate learning media. Riccomini, Morano, & Hughes (2017) recommend special education including intensive instructions, explicit instruction, high-leverage practices, and specially designed instruction. Specially designed instructional instruction includes classroom instruction, physical instruction in education, home teaching, and instruction in institutions or hospitals. First, Specific instruction designs cover the unique needs of the child and the curriculum in general. Furthermore, useful practices are in the form of collaboration, assessment, social, emotional, behavioral, and instruction. Explicit instruction includes the application of scaffolding in class as well as effective principles and elements. Lastly, intensive specially designed instruction.Singh & Kathleen Pichora-Fuller (2016) stated that there is a significant effect of the availability of social support on the satisfaction of hearing aids. Furthermore, a communication strategy is needed in communicating. Thus, planning and early intervention are needed in determining the expected learning outcomes and instructions. Explicit instruction includes the application of scaffolding in class as well as effective principles and elements. Lastly, intensive specially designed instruction. Furthermore, a communication strategy is needed in communicating. Thus, planning and early intervention are needed in determining the expected learning outcomes. Furthermore, a communication strategy is needed in communicating. Thus, planning and early intervention are needed in determining the expected learning outcomes.

3. Discussion and Conclusion

Based on previous studies and theoretical studies, a research gap can be identified. The research gap from a study is generally unique and makes the difference between one research study and another. Future research is expected to expand the scope of research on the development of teaching materials for English reading skills based on local wisdom assisted by audio-visual for deaf students. The amount of research related to English subjects for deaf students is still less especially in Pekanbaru, even though English is the language that students must master at this time, especially during the industrial revolution 4.0 to 5.0.

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Organizational Learning, Collective Human Capital and Performance of MNEs: The Mediating Effect of Competitive Advantage

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Abstract: *The main objective in this research was to understand the organizational learning challenges of Multinational Enterprises (MNEs) and their performance in Malaysia. At the same time, it also has been explored how competitive advantage with organizational learning and collective human capital has a mediating effect on MNEs performance. The data were collected from 237 manufacturing MNEs operating in Peninsular Malaysia. Structural equation modelling (SEM) was used through partial least square (PLS) approach to test the research hypotheses. The findings of data analysis showed that knowledge acquisition, knowledge distribution, organizational memory and collective human capital have positive influence on competitive advantage. Competitive advantage was strongly related to firm performance. In case of mediating effect competitive advantage mediates the relationships between knowledge acquisition, organizational memory, collective human capital and firm performance. This research highlights the significance of the relationships within MNE so that they can have a stronger and lasting sustainability in Malaysia enabling the domestic industry to grow.*

Keywords: Organizational learning, human capital, competitive advantage, firm performance, Malaysia

1. Introduction

MNEs have been taking the lead in terms of innovation and moving the market trends to meet ever changing customer demand. As well as meeting the changes, they must meet the challenges in the market presented by the customer, regardless of whether it is with product, service or quality. From meeting the customer demand, there is now the expectation to meet the customer differences which determine the performance of the MNEs in industry (Azmi, 2008). It also needs to acknowledge that MNEs have a wealth of experience in operating in crisis in both the internal and external environment. Some of the firms who acknowledged this earlier have made the significant changes required to prepare to meet these crises and those firms who haven't, have eventually been phased out of the industry (Collins, 2001). This study explored the role of organizational learning and collective human capital in MNEs in Malaysia. The aim of this research was to understand the reason for the retention of the MNEs in Malaysia. This study explores the determinants of Multinational Enterprises (MNE) performance in Malaysia. Therefore, the influence of organizational learning and collective human capital was investigated on competitive advantage that improves firm performance.

According to Sampe (2012), most firms practice the sustaining and fundamentals of the economy model of having cost leadership, market or product differentiation and niche orientation to attain firm performance. The above three segments are widely used in domestic environments when referring to competitive advantage in terms of business continuity with rapid changes, development in technology and market demands and requirements. Operational cost and product cost are one of the main contributing factors for MNEs to remain functioning in the industry. Despite having a huge or limited product variant, organization must ensure meeting the end user's demand. By having a huge variant of products MNEs should ensure they meet their end user's affordability so that the products can remain in the industry. All this must be done without lowering the quality and safety standards of the product. One of the drawing factors for MNEs to venture into external resources is due to the knowledge and skills as well as the abilities that the labour force should acquire. Furthermore, with the establishment of the learning mechanisms or structure establishment in the organization in terms of sustainability as well as managing the crises and developing the new work force to demonstrate the firm performance (Nkundabanyanga, 2016), only an experienced work force has the capability to develop a new work force and repeat the organizational learning to ensure the self-sustainability is retained (Sampe, 2012).

Thus, this study expects to analyze the significance of organizational learning establishment by MNEs as well as knowledge, skills and abilities developed by MNEs towards the employees. It is found that MNEs with the affordability in establishing right problem- solving methodology, training development as well as standardization practices have indirectly helped long serving employees in the firm to gain such experience in order for them to increase and sustain firm performance (Chang & Lee, 2007). Malaysia has been one of the countries for MNEs to invest heavily over the few decades. Therefore, the significance of organizational learning and collective human capital practices among MNEs in Malaysia have been studied. With this, organizational learning and human capital abilities and skills among Malaysians have been analyzed.

In recent years MNEs have made their decision to shut down their operations in Malaysia and some have even outsourced their operations locally. This drastic decision made by MNEs impacts organizational learning and skill enhancement in Malaysia. There have been minimal studies which explore the impact of organizational learning and skill enhancement on competitive advantage as well as firm performance when MNEs in Malaysia exit, expand or invest. Thus, this study is designated to address organizational learning and collective human capital impact towards sustaining MNEs in Malaysia when other MNEs leave, expand or invest. By understanding the current organizational practices towards organizational learning and collective human capital deliverables respectively, the study measures the sustaining MNEs competitive advantage capabilities and their performance in Malaysia, which eventually indicates, whether these MNEs have the potential to leave or to expand.

One of the key observations acknowledged when MNEs leave, expand or invest is the employee movement within MNEs. It is very common for employees to job hop in such an environment to protect their income or seek better opportunities. In such an environment it creates a knowledge halt or vacuum in the organizational learning process in existing organizations or firms (Coyle, 2009), which increases the chances of existing MNEs losing their competitive advantage as well as performance in Malaysia. This eventually leads such MNEs to exit their operations from Malaysia. The more such situation are faced by sustaining MNEs, the chances of them exiting is higher which may reduce the manufacturing growth in the Malaysian economy in the coming years.

The 10, 000 hours or ten years of deliberate practice studies done by Ericsson, Krampe & Tesch-Romer (1997) and Ericsson, Preitula & Cokely (2007) were only being studied and evaluated amongst athletes and musicians as well as sports individual contributors, which require repeated practice and skill enhancement. It was proven from research that when athletes or musicians have adequate amounts of hours or years of deliberate practice, they develop the ability to outperform the rest in the field. Since this research is being evaluated in matured MNEs with more than ten years of operation experience would have established organizational learning systems to self-sustain the productivity and revenue growth. Thus, this study relates the significance of 10,000 hours or ten years of deliberate experience in organizational learning performance towards MNEs competitive advantage and firm performance. In summary, this is research addresses the current sustaining challenges of MNEs in practicing organizational learning as well as the importance of collective human capital in MNEs in Malaysia, which answers the implications towards competitive advantage and MNE performance respectively.

2. Literature Review

Barney (1991) defines the resource-based view theory as a competitive advantage developed by acquiring, developing, combining as well as developing organizational resources and employees in such a way that it is difficult to imitate, and it creates unique value compared to its competitors. For sources of competitive advantage, the resource-based view theory suggests that the firm explore the physical and intellectuality of their internal resources. Once the resources become rare, inimitable, valuable and non-substitutable, as mentioned by researchers Takeuchi, Wang & Takeuchi (2007) and Newbert (2008) and they classified it as central visions that would lead to competitive advantages. Resources which are set for exploiting opportunities as well as minimizing incoming threats are classified as value, whereas, resources that are advancing in the large organization and are a threat for future competitors are classified as rare. The difficulty faced by competitors reproducing or copying the resources for their own use is classified as inimitability. When the resources cannot be replicated by competitors for their own benefit it is classified as non-substitutable. With all these views in the above being achieved, it would allow respective firms to pass on the resources which have potential to lead and sustain competitive advantage in the long run (Allen & Wright, 2007). Due to the influence of highly skilled and highly motivated human capital a firm can achieve sustainable competitive advantage. Firm performance was determined by creating competitive advantage with the resource-based view theory. It requires internal resources as employee skills as well as knowledge, motivation and behavior.

Leavitt (2011) highlights the significance of human capital in today's organization as intangible assets in the organization, employees tend to create the capacity to think, act and collaborate. Employees tend to work together by encouraging each other’s thought process, beliefs and assumptions. With the rising complexity in the market it requires organizational learning as well as intelligent, capable and knowledgeable people to face the challenges. The learning process and systems were established through the organization to enhance and retain knowledge acquisition, to store and disseminate. Organizational learning is valued as a medium to create competitive advantage in today's competitive market environment. It serves as a mechanism to rejuvenate and reinvent for individuals as well as the organization. Nevertheless, retaining and developing organizational learning are the challenges focused on by firms today to improve their financial as well as operational performance.

Firm Performance

Dubey et al. (2014) articulated that they are several approaches to relate firm performance to utilization. It also depends on the industry and the nature of the business to define the right approach as some rely on service based industry and others on a manufacturing base. There was considerable debate on the appropriateness of various approaches to the concept utilization and measurement of organizational performance. Unlike small firms, most of the bigger firms have listed themselves in share markets for investors to invest in them. Thus, quarterly and yearly financial performance and strategy must be revealed for investors to value the firm (Abebe & Alvarado, 2013). Overall a firm's performance should be measured based on its financial gains. Those financial gains would reflect its profitability in terms of sales, investments and assets of returns and total profits respectively. For growth, it governs profit and sales growth respectively. Nevertheless, the below highlighted financial gains not only reflects firm's performance, but also highlights Chief Executive Officer (CEO)'s satisfaction of firm performance (Beal, 2000). Later studies, Return on Assets (ROA) and Return on Total Global Sales (ROS) become key factors in determining firm performance in financial terms. Both variables determine the time of investments to generate growth as well as depreciation of the assets as they are utilized. Thus, as illustrated by Azadegan & Dooley (2010) cost, quality, new product, delivery and flexibility performance would determine a firm's performance. These determinants have been adopted as high relevance in determining firm performance for this study on MNEs in Malaysia.

Organizational Learning

Despite having its roots in individual learning, organizational learning tends to emerge from the learning process towards organizational perspective. Previous studies have related organizational learning towards internal organization and management practices which allowed it to be one-dimensional in the past study. However, the use of organizational learning in terms of understanding knowledge acquisition, distribution and interpretation or utilization in the organization itself, was more suitable to be multidimensional (Jimenez- Jimenez & Sans-Valle, 2011). This was explained by analyzing knowledge acquisition, distribution and interpretation in organizational learning in this research.

A study performed by Seidu (2011) mentioned that the organization would only attain its sustainability of peak performance when the human capital blended into the organization. In terms of the knowledge acquired by respective individuals and having the collaboration to comprehend each other in delivering towards firm performance, this study referring to Ericsson et al., (1993), adopted the experienced human capital who have been developing their knowledge in the assigned job for almost 10,000 hours or ten years. During these progress years it allows them to blend adequately to fit and progress in the organization and firm resulting in firm performance. It requires continuous improvement for the organization to grow and to gather respective human capital aligned and to deliver to the organizational goal and objectives. By having the right knowledge, it would strengthen the organization and firm as years pass by with continuous improvement. Thus, this could be related to the study by Ericsson et al., (1993) that it requires ten years to have an international growth in terms of knowledge. By adopting these findings in this research, it would help it focus on the actual knowledge acquired by the employees who would have contributed significantly towards the firm's growth or performance respectively.

Collective Human Capital

In the business and economic forum, human capital is addressed as employees with knowledge, skills and abilities (KSA). The value of the wages would go higher depending on the KSA acquired by the human capital which increases the demand and it is also unable to be imitated when human capital is in collective environment. Since human capital is not able to be imitated, is rare and non-substitutable it is related to resource-based view theory. The multidimensional study is more relevant to be studied when human capital is measured from an individual perspective. In the collective environment it is recommended that a one-dimensional study be done as it is gathering the different levels of human capital which varies in terms of KSA. It then aligns them to the organization as well as firm goals and direction respectively. It is expected that with the collective human capital environment it would allow the work force to be more directive and objective as well as improvising productivity and performance overall (Takeuchi et al., 2007).

Collective human capital was adopted for this research to understand the significance of sustaining MNE performance in Malaysia with competitive advantage as a mediating factor. Seidu (2011) has researched this model specifically in the banking industry and has compared the performance of two banks in this model. Thus, it requires knowledge, skills, abilities, creativity and the independency of the employees as sub elements in collective human capital to be measured to determine the relativity towards firm performance with a competitive advantage as a mediating factor. The above mentioned sub elements were evaluated by Subramaniam and Yount (2005) and by Seidu (2011) in their respective studies. However, it would take several years of experience for the organization to regain the competitive advantage which they have lost through employee movement. It requires heavy investment in training and development as well as system establishments to develop the KSA of the existing employee to have higher skill sets to compete. This is the current predicament that MNEs in Malaysia are experiencing due to employee movement. With this, the above sub elements have been adopted in this research to relate the collective human capital towards MNE performance in Malaysia with a competitive advantage as a mediating factor.

Competitive Advantage

According to Luu (2014) a product must go through eight basic quality dimensions such as esthetics, conformance, durability, serviceability, reliability, perceived quality, performance and features before it is marketed or sent for customer consumption. Thus, severe criteria are being placed by ensuring adequate quality standards are being followed to sustain and upscale to meet the customers' requirements and standards. Despite the sustaining of MNEs, SMEs are improving quality standards and raising their standards to be on par with MNEs performance in terms of quality with higher competitive advantage regardless the cost or personalization.

For this research, innovation, quality, service and market differentiation respectively as well as low cost leadership are adopted to measure the performance of MNEs in Malaysia. This research explores an interplay with both organization learning and collective human capital relations together and its effect on competitive advantage of MNEs in Malaysia which is not conclusive in the literature. With employee movement practices in Malaysia, it makes this piece of research different from past studies which would be assessing the effectiveness of organizational learning practices as well as collective human capital towards competitive advantage.

Literature Gap

Based on the literature review, a few research gaps can be derived. Firstly, the application of organizational learning among MNEs is still ambiguous in Malaysia. The research gaps found in organizational learning in terms of knowledge acquisition, knowledge storing and disseminating is alarming with the people movement in the industry in Malaysia. This is clear when Seidu (2011) emphasizes collective human capital and firm performance with competitive advantage as a mediating variable, but is unable to point out the importance of organizational learning which the current study would like to compliment. Similarly, studies by Cheng et al. (2010) and Sim (2012) in Malaysia at that point of time did not foresee the importance of organizational learning and its implications towards the competitive advantage of MNEs.

Secondly, Wang & Yang (2011) have stated that organizational learning can be improved when an individual creates the ability to spare additional time for development and improvement. This can be attained by experience gained collectively in the organization as organizational learning. In the theoretical framework explained by Wang & Yang (2011) it clearly defined the capability of an employee as having a high correlation with the success of organizational learning. Thus, the present study will comprehend years of experience as part of the organizational learning which determines the firm's performance in MNEs which supports Ericsson el at. (2007) on deliberate practice. By adding deliberate practices, it enhances the organizational memory element in organizational memory as well as governing data base effectiveness in the organization.

In summary, the present study will govern the antecedents of competitive advantage and its relevance towards firm performance amongst MNEs in Northern Malaysia as well as the relationships between organizational learning, and collective human capital respectively. For this research purpose, organizational learning, and collective human capital are defined as independent variables. Competitive advantage is the mediating variable and firm performance is the dependent variable. The conceptual framework for this research is discussed in the next section.

Development Of Research Hypotheses

In a study done by Goh and Ryan (2008) it was found, for a firm to have long term financial gain in the market as well as becoming a market leader, financial performance of the firm determines the success. The only competitive advantage can be achieved through a series of developments in organizational learning and should have strong bonding between both factors. When a similar study was done in Dutch and Belgian owned firms, similar results were obtained where knowledge sharing, and organizational learning were found to be in an incremental mode. This resulted in a higher return on profits, product range expansion and the sustainability of higher skilled and experienced as well as knowledgeable employees.

Alegre & Chiva (2008) found a willingness on risk taking, high external environment interaction, and a decision making approach in organizing highly correlates the competitive advantage when it was measured against the relativity of innovation of a product in Spain. In Greece found to sustain the firm's performance it requires continues development in acquiring, disseminating and storing the knowledge in the organization. The research further articulates that organizational learning consists of reducing machinery errors as well as poor decision making errors, advanced technology introduction and enhancement of old or outdated technology and enhancing employee capability by challenging the current state. In this research, organizational learning is posited as having a relationship with competitive advantage and the following hypotheses were tested.

H1: Knowledge acquisition has a positive and significant relationship with competitive advantage of MNEs.
H2: Knowledge distribution has a positive and significant relationship with competitive advantage of MNEs.
H3: Knowledge interpretation has a positive and significant relationship with competitive advantage of MNEs.
H4: Organizational memory has a positive and significant relationship with competitive advantage of MNEs.

Collective Human Capital and Competitive Advantage

In today's emerging market SMEs have been competing globally as well as being able to deliver a similar quality performance as MNEs. With new innovative development, marketing differentiation, quality differentiation, service differentiation and low cost leadership as well as re-using old technology for new products and adequate distribution systems (Clarke et al., 2011) the performance of SMEs has been made sustainable. To achieve such a sustainable performance, it requires the right talent in terms of valuable knowledge, the right skill sets as well as the ability to reproduce the performance and quality of the performance in a repeated manner. Nevertheless, the similar significance in MNEs has to be sustained to retain the competitiveness. MNEs were the pioneer in guiding domestic SMEs on how to improve the performance through supply chain management (Tseng & Liao, 2015). This shows that MNEs are having local manufacturers as competitors, as they can challenge them in competitive advantage leadership. MNEs have difficulties being competitive as well as being unable to be market leaders, despite having high knowledge, skills as well as capable human capital.

Thus, human capital has significantly determined the competitive advantage of the firm or MNEs (Tiep, 2007). It is equally important and valuable for an employee in the organization to have creativity as well as to be independent in performing day to day tasks and making the human capital in the organization as well as the firm even more capable and inimitable. Despite MNE and SME growth, truly collective human capital has a strong correlation with competitive advantage (Clarke et al., 2011). Thus, the present study examines the positive relationship between collective human capital and competitive advantage as shown in the hypothesis below.

H5: Collective human capital has a positive and significant relationship with competitive advantage of MNEs.
H6: Competitive advantage has a positive and significant relationship with firm performance of MNEs.

The Mediating Role of Competitive Advantage

Firms which can sustain their competitive advantage have the ability and capability to increase firm performance (Luu, 2014). Achieving this requires adequate and well established organizational learning as it governs intellectual capital as one of the core competences of firm performance. Knowledge management captured in organizational learning would create years of competitive advantage experience internationally. As it requires the experiences to face the challenges and counter the issues to ensure there is no impact on firm performance at any point of time (Santos et al., 2011). Jimenez-Jimenez & Sanz-Valle (2011) have strongly quoted that it requires structured organizational learning to sustain competitive advantage to achieve high performance by the firm. Knowledge acquisition, knowledge distribution, knowledge, interpretation and organizational memory determines the challenges faced to overcome competitive advantage through innovation, marketing, quality and service differentiation as well as low cost leadership which determines the firm's performance. For such practices to be in place only MNEs are able to deliver due to their vast experience in knowledge management as well as abilities to invest in high technology and database for that data to be stored and processed in a timely manner to minimize the decision making and to have an accurate decision (Luu, 2014).

The firm's performance has a high correlation with collective human capital through competitive advantage by Seidu (2011). To have effective human capital it requires employees with enough knowledge, skills as well as abilities and capabilities, creativity as well as the competency of working independently. Only with this criteria, it would result and gain the abilities and overcome the competitive advantage which determines the performance of the firm. Not only does it determine the performance of the firm but it also determines the sustainability of the firm for long servicing years. It also requires years of deliberate practice and experiences to have the ability to overcome crisis and manage the difficult situation with human capital. To achieve a healthy or self-sustaining, willingness to develop ideas and creativity and willingness to be proactive would lead for betterment in human capital (Wang et al., 2014).

H7: Competitive advantage mediates the relationship between knowledge acquisition and firm performance.
H8: Competitive advantage mediates the relationship between knowledge distribution and firm performance.
H9: Competitive advantage mediates the relationship between knowledge interpretation and firm performance.
H10: Competitive advantage mediates the relationship between organizational memory and firm performance.
H11: Competitive advantage mediates the relationship between collective human capital and firm performance.

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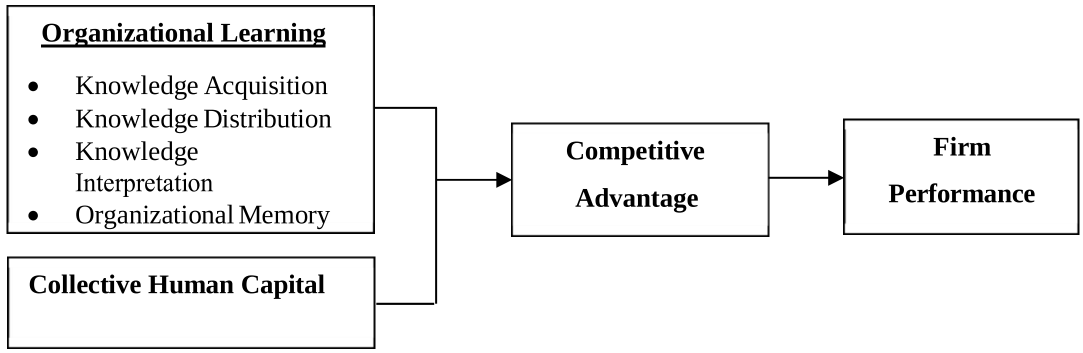

Figure 1: The Conceptual Framework

3. Methodology

In this study manufacturing MNEs operating in Peninsular Malaysia were targeted as respondents. Manufacturing was classified as assembly and test of the products being owned by the company. Only those MNEs with foreign investment with manufacturing capabilities were included to respond as they have investment capability and the ability to develop and sustain. The origin of MNEs were from United States of America, Europe, Japan, China, Taiwan and Korea. The industries were segmented into electrical and electronics, automotive, aviation, energy, medical products and food and beverages. The data was collected from managers as well as supervisors in the MNE organizations, who were responsible for the day-to-day operations, delivering bottom-line results and setting direction to the respective organizations whilst aligning to firm objectives and goals which contribute towards overall firm performance. The inclusion criterion for the respondents of the survey questionnaire was that the respondents should have at least ten years managerial or supervisory experience in MNEs. The judgement sampling was used to identify and select the study respondents.

Hair, Black, Babin & Anderson (2006) stated that it requires a larger sample size to ensure statistics are reliable with minimal sampling errors. In the Partial Least Square- Structural Equation Modelling (PLS-SEM) analysis, the sample size should determine the means of power analysis whenever a large number of predictors are concerned. A sample size of 200 was highly recommended as a concentrate estimate of a 95% confidence internal for predicted power of regression based on power analysis in Cohen (1988) by Ding, Velicer & Harlow (1995). In view of the above justifications, suggestions as well as a minimum sample size of 200 as a target was set to meet the PLS-SEM analysis for this study to be statistically reliable and significant. At the end, 237 response were used for final data analysis.

Measurement

Organizational learning variable adopted and measured by the determinants constructed by Jimenez-Jimenez and Sanz-value (2011), which consists of knowledge acquisition, knowledge distribution, knowledge interpretation and organizational memory. Each of these determinants has three specifics questions which characterize the determinant and being measured by five points Likert scale as 1 – Strongly disagree to 5 – Strongly Agree. For human capital the measurement is adapted to describe operation related knowledge, skills and abilities (KSA). Sample questions are “Our employees working in the firm are highly skilled in performing their task” and “our employees working in the firm are creative and independent". The determinants were measured using five-point Likert scale; 1 – Strongly disagree to 5 – Strongly Agree.

Competitive advantage variable was measured in the context of innovation differentiation, marketing differentiation, low-cost leadership, quality differentiation and service differentiation respectively. Which was adopted from Shankar (2004). Thus, determinants are being measured using five-point Likert scale as 1 – Strongly disagree to 5 – Strongly Agree. The firm performance measurement is tied to costing performance, quality of the product and service performance, new product performance in MNE assembly and test environment, delivery performance and flexibility performance in assembly and test environment which adaption to the changes in the customer orders and demand respectively as stated by Azadegan and Dooley (2010). Below are the dimensions and items governed for this research. Determinants are being measured using seven-point Likert scale as 1 – Strongly Disagree to 7 – Strongly Agree.

4. Data Analysis and Results

Majority of the respondents were male 59.9% and fell under the range of 40-44 years old with 34.6%. On academic qualification, 55.3% of the respondents were having a bachelor's degree. Understanding the respondents' years of experience in MNE, majority of the respondent (33.3%) were having 15-19 years of working experience. Origin of the MNEs operating in Malaysia showed 58.6% of the MNEs originated from USA. Respondents from Electric and Electronics MNEs were 43% of total response. In terms of number of employees working in the MNE, 43.5% of the MNEs were having <1000 employees. Understanding the annual sales of the MNEs, majority of the MNEs (52.3%) were having sales of <10 billion USD annually.

Goodness of Measurement

Table 1: Convergent Validity of Research Items

Latent Variable	Item	Factor Loading	AVE	CR	Mean (SD)
Knowledge Acquisition (KA)	KA1	0.902	0.794	0.921	3.54 (0.92)
	KA2	0.913			
	KA3	0.858			
Knowledge Distribution (KD)	KD1	0.834	0.716	0.883	3.78 (0.80)
	KD2	0.825			
	KD3	0.879			
Knowledge Interpretation (KI)	KI1	0.908	0.668	0.857	4.16 (0.79)
	KI2	0.78			
	KI3	0.757			
Organizational Memory (OM)	OM1	0.729	0.500	0.854	3.97 (0.81)
	OM2	0.589			
	OM3	0.526			
	OM4	0.833			
	OM5	0.819			
	OM6	0.694			
Collective Human Capital (CHC)	CHC1	0.858	0.691	0.931	3.92 (0.69)

	CHC2	0.854			
	CHC3	0.877			
	CHC4	0.822			
	CHC5	0.805			
	CHC6	0.767			
Competitive Advantage (CA)	CA1	0.773	0.509	0.949	3.89 (0.80)
	CA12	0.745			
	CA13	0.672			
	CA16	0.534			
	CA17	0.684			
	CA18	0.6			
	CA19	0.678			
	CA2	0.787			
	CA20	0.726			
	CA21	0.713			
	CA22	0.642			
	CA3	0.66			
	CA4	0.791			
	CA5	0.801			
	CA6	0.723			
	CA7	0.735			
	CA8	0.748			
	CA9	0.775			
Firm Performance (FP)	FP1	0.807	0.673	0.954	5.55 (1.09)
	FP10	0.83			
	FP2	0.821			
	FP3	0.791			
	FP4	0.786			
	FP5	0.819			
	FP6	0.873			
	FP7	0.828			
	FP8	0.838			
	FP9	0.806			

Table 2: Discriminant Validity Using HTMT.85 Criterion

Latent Construct	CA	CHC	FP	KA	KD	KI	OM
CA							
CHC	0.665						
FP	0.793	0.605					
KA	0.802	0.764	0.715				
KD	0.586	0.593	0.534	0.676			
KI	0.522	0.68	0.512	0.662	0.7		
OM	0.688	0.699	0.562	0.675	0.617	0.851	

Hypothesis Testing

The direct path relationship between exogenous and endogenous variables was examined. The significance of the path co-efficient hypothesized relationships in the proposed structural model and their respective standard errors were obtained by running the PLS algorithm of nonparametric bootstrapping procedure with 5000 re-samples from 237 cases. The bootstrapping method was applied in Smart PLS (version 3.2.8) to obtain all direct and indirect path coefficients (β) along with their respective p and t - values with the critical values for the one-tailed test of 1.645 with the significant level of 5% (t – value > 1.645; p < 0.05) as well confidence intervals. Furthermore, Smart PLS ensures no wrong computation when path coefficient analysis was done to obtain p values, t-values and confidence intervals for entire indirect path (a * b). Table 3 below summarizes the overall outcome of the bootstrapping procedure for the structural model measurement, which concluded the first direct hypotheses significance results.

Table 3: Significance of Direct-Effects –Path Coefficients

Hypothesis	Path	Beta	SE	T-value	P-value	Result	VIF	R^2	Q^2
H1	KA→CA	0.459	0.063	7.318	0.000	Supported	2.300	0.615	0.285
H2	KD→CA	0.089	0.05	1.777	0.038	Supported	1.738		
H3	KI → CA	-0.128	0.057	2.256	0.012	Not Supported	2.013		
H4	OM → CA	0.305	0.071	4.302	0.000	Supported	2.218		
H5	CHC →CA	0.152	0.071	2.145	0.016	Supported	2.275		
H6	CA →FP	0.756	0.028	27.169	0.000	Supported	1.000	0.571	0.355

In this study Preacher & Hayes (2004) approach has been used to tabulate the mediating hypotheses. Table 4 illustrates competitive advantage behaves as mediator towards knowledge acquisition, knowledge distribution, knowledge interpretation, organizational memory and collective human capital towards firm performance. Nonparametric bootstrapping procedure was conducted to test the significance based on the t-value. If the t – value exceeds 1.96 (at p < 0.05 (two-tailed)) the mediating hypothesis is accepted.

Table 4: Significance of Indirect-Effects –Path Coefficients

Hypotheses	Path	Beta	SE	T-Value	Result
H7	KA → CA → FP	0.347	0.052	6.673**	Supported
H8	KD → CA → FP	0.067	0.038	1.771	Not Supported
H9	KI → CA → FP	-0.097	0.043	2.250	Not Supported
H10	OM → CA → FP	0.231	0.054	4.270**	Supported
H11	CHC → CA → FP	0.115	0.053	2.168*	Supported

5. Discussion

Organizational Learning and Competitive Advantage

In organizational learning, there were four dimensions illustrated being knowledge acquisition, knowledge distribution, knowledge interpretation and organizational memory. The outcome from direct hypothesis testing between organizational learning and competitive advantage revealed that only knowledge interpretation was not significant towards competitive advantage and that the rest, knowledge acquisition, knowledge distribution and organizational memory were significant towards competitive advantage. For the previous literature it was found that employees did not see the presence of knowledge interpretation in the organization, due to the following practices being implanted in the organization. They comprise voluntary separation package (VSP) announcements, contingent worker practice, contracted worker practice, foreign worker practice for operator and technician positions, headcount reduction to optimize operation model and cost and lastly younger generation workforce (Ahmad & Oranye, 2010).

In recent years some of the MNEs in Malaysia experience people movement whom are mostly seniors or long serving employees due to business needs (Penang investment, 2015). Coyle (2009) claimed that usually the first group to leave are the tier one group whom are experienced employees from all levels of management and expertise. Once the tier one group employees leave, tier two employees take over the task done by them. Tier two employees are good employees but not as good as tier one employees. Thus, this would result in tier two employees having greater burden in their daily job and facing difficulties meeting their job expectations. Soon or later the tier two employees would leave due to being unable to strike an effective work life balance and being unable to cope with the challenges and expectations of business needs. When the tier two employees leave they would also leave unfinished work with no proper documentation or job procedures. The tier three employees whom are new employees or middle performing employees take over the task left by tier two employees, making the daily task even more difficult and challenging to complete due to their lack of capability and competency. Thus, many work procedures, systems, checklists and methods must be established in order to guide and train the third tier of employees to meet the business challenges.

Figure 2 illustrates the landscape of knowledge interpretation faced by MNEs in Malaysia where employees leaving the organizations leave a permanent connectivity breakdown in terms of teamwork and expertise resulting in MNEs losing their competitive advantage over time. It requires a tremendous effort from the management of MNEs to redevelop the capability of the balance pool of employees to meet the desired results which usually come with hefty investments. Each circle explains the level of knowledge gain being stored in the organization.

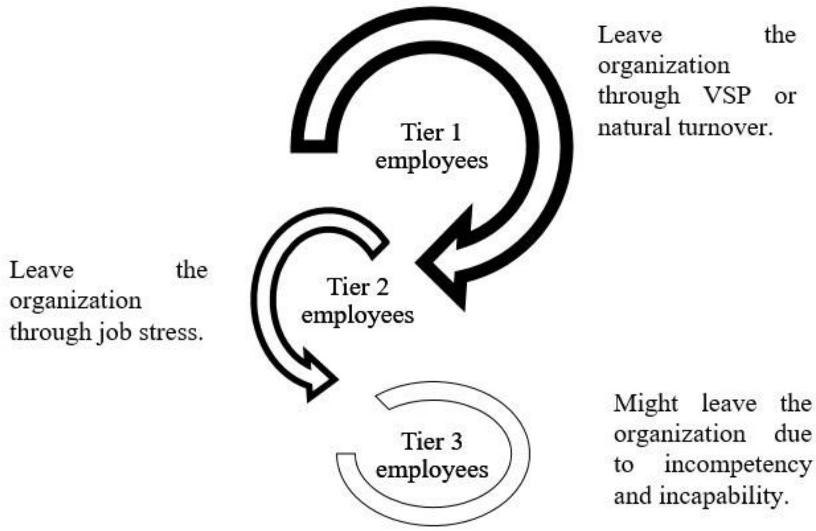

Figure 2: Knowledge halting from tier 1 to tier 3 employees.

Figure 3 illustrates the quadrant of the levels of knowledge being imposed in organizational practices towards competitive advantage. The high-high, quadrant knowledge interpretation was identified, as it plays a vital role to ensure all the employees in the organization adapt to the new knowledge delivered and improvise the current practice to be competitive. This can only be achieved through teamwork within the organization where the highest level of expertise and knowledge are practiced through continuous discussion. Through this deliberate practice and a higher level of knowledge interpretation it would result in the organization enhancing its competitive advantage as well. The high-low quadrant, knowledge acquisition was identified through a high accumulation of knowledge via conferences, external and internal forums which allows the organization to have a higher level of knowledge. This reveals a low competitive advantage as the knowledge gained has not been filtered or processed for the organizational needs to generate improvement.

The low-high quadrant, knowledge distribution was identified because the required new knowledge has already been identified through knowledge acquisition. Thus, there is minimal knowledge learning taking place through understanding and implications of the newly identified knowledge. Nevertheless, the organization would gain a higher competitive advantage from analyzing the new knowledge which can be adapted to current practices in the organization. More time was spent analyzing the adaptability of the new knowledge to increase the organization's performance and enhancement through competitive advantage.

Finally, the low-low quadrant, organizational memory was identified because most of the enhanced knowledge is stored and documented and only used when needed through the database as well as for training requirements. Even though the training is done by experienced employees who pass on their knowledge, it still requires the upcoming employees to practice this knowledge. This can be explained as knowledge storing for training usage thus the level of knowledge is minimal. This also induces the competitive advantage in the lower quadrant due to the minimal enhancement done in sustaining competitive advantage. Organizational memory ensures the employees are equally capable of delivering the performance. Even though, organizational learning is illustrated in the quadrant relationship with competitive advantage, it is very important for all these elements to function to achieve the highest organizational learning performance.

In conclusion, even though there was knowledge acquisition, knowledge distribution and organizational memory with sophisticated databases and trainers with ten or more years' experience in the organization, it still requires knowledge interpretation to take place to make the organizational learning complete in an organization. In the context of MNEs in Malaysia, organizational learning does not function completely as it lacks knowledge interpretation as illustrated in figure 3 respectively. Here the organization would lose its high level of knowledge in relation to competitive advantage. The reasoning for MNEs being unable to sustain or build knowledge interpretation is illustrated in figure 3 respectively as the phenomenon of the expert or experienced leaving the organization, as explained by Coyle (2009). Thus, to be competitive in terms organizational learning MNEs in Malaysia have to foster the culture of teamwork as well as establishing experts and a forum to share and discuss amongst employees to enhance as well as to cultivate knowledge.

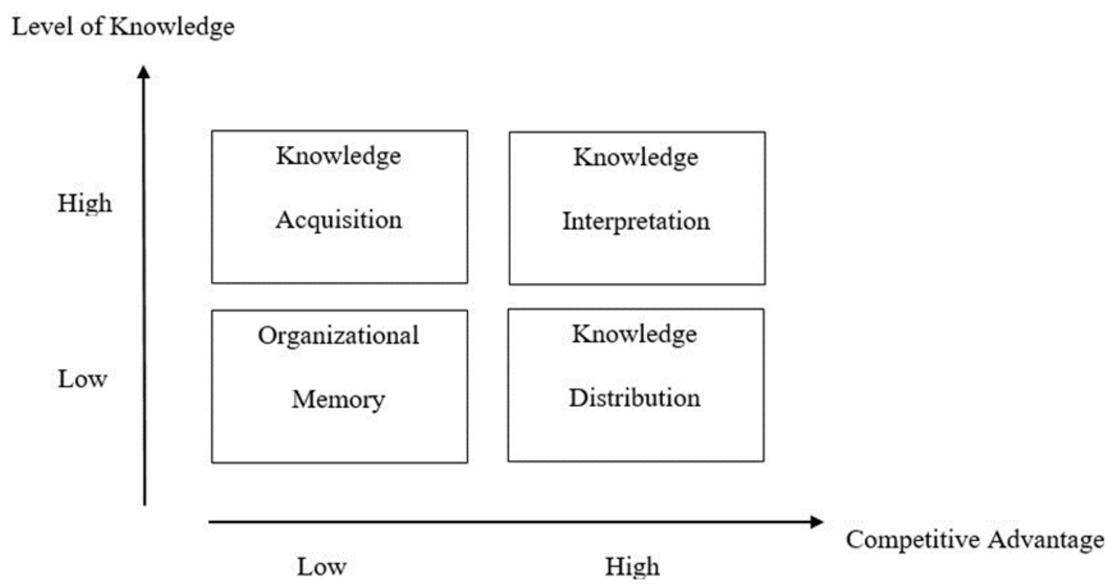

Figure 3: Quadrant relationship between levels of knowledge imposed in organizational learning and competitive advantage

Collective Human Capital and Competitive Advantage

It creates a vast number of years of experience and practice to have the right balance in the organization through a pool of human capital which is not able to be imitated. With collective human capital the firm has the tendency to overcome the crisis and be competitive, which ensures productivity capabilities through human resources in the firm. MNEs strongly believe in human capital as their primary investment which results in them returning long- lasting sustainability (Subramaniam & Youndt, 2005). MNEs utilize their developed collective human capital, who are highly skilled, widely knowledgeable, highly creative and experts in their respective task as well as have the ability to work independently to reduce cost, exploit opportunities, minimize or neutralize threats to have a competitive advantage. Only in a collective manner is an individual who is skilled, knowledgeable, an expert and independent, able to integrate with other skilled, knowledgeable, experts to continuously enhance the status quo. Collective human capital creates an avenue for these employees to interact and build competitive advantage by following the practices which are rare and inimitable. By having the right human capital with superior knowledge and skills, results in the potentiality and productivity of the firm by reducing the cost, maximizing environmental opportunities as well as minimizing threats. With effective collective human capital practice there is greater competitive advantage (Seidu, 2011). This is being experienced by employees in MNEs here, thus showing the significance and direct relationship with competitive advantage.

The collective human capital construct proves MNEs in Malaysia have highly skilled, creative and bright experts who are widely knowledgeable and independent in their respective tasks. In the perspective of the organization or MNE they all have the desired and required knowledge, skills and abilities which can be used in MNEs in Malaysia to have competitive advantage. This is very important as only through employees with a high KSA can, a MNE overcome a crisis as well as help SMEs grow through supply chain management. In conclusion, it also highlights that Malaysia has employees with the right knowledge, skill and ability who are able to ensure that MNEs in Malaysia are able to be competitive in the market which in turn ensures a long lasting sustainability in Malaysia.

The Mediating Role of Competitive Advantage

The above findings highlight that there was a limited sharing of knowledge and discussion as well as teamwork with regards to competitive advantage differentiation towards firm performance in MNEs in Malaysia. From the differentiation list in competitive advantage it stated that each differential would be operating as an individual organization. As an organization they would have gained a good knowledge which would be shared among their peers respectively. However, the results as a firm showed that there was low cross functional collaboration, knowledge sharing and teamwork. With poor cross functional collaboration, knowledge sharing and teamwork the organization is not able to provide the right support of expertise when needed at the right time (Nkundabanyanga, 2016). Hence, knowledge distribution and interpretation were not supported in this research.

Out of four dimensions in organizational learning only two relations knowledge acquisition and organizational memory were supported. Therefore, with strong knowledge acquisition in subject matter by employees, organizational memory with sophisticated databases and experienced employees the firm performance will be stimulated through competitive advantage. Nevertheless, MNEs in Malaysia must focus on knowledge distribution and interpretation to make it complete and achieve greater performance results. This finding also highlights, knowledge interpretations could influence knowledge distribution in organizational learning when competitive advantage mediates as far as knowledge sharing is concerned.

For collective human capital indirect relations showed it to be well supported towards firm performance with competitive advantage as a mediator. It proves, highly knowledgeable, skilled and able employees contribute towards the firm and make the firm even more competitive and unable to be imitated by employees in Malaysia. Therefore, it is no longer possible to treat employees only as a labour cost without taking into consideration their intangible advantage such as their creativity, talent and expertise that a particular employee brings to an organization (Wang et al., 2014). Consequently, an optimal structure for the management of collective human capital has become necessary as it is an important criterion to ensure a sustainable growth for a firm.

Where an individual carries certain expertise, skill, talent and knowledge, it becomes a vital asset of a firm because such intangible property cannot be removed from an individual. Therefore, it becomes important for management to be able to manage the knowledge residing within its employees to ensure that potential valuable knowledge is not lost through the individual. An individual's knowledge becomes an asset that can only be retained for the future benefit of an organization if it can be managed well (Clarke et al., 2011). This needs to be taken into consideration by the management of MNEs in Malaysia. Knowledge interpretation and knowledge distribution were not supported despite, these two elements being positioned in the high quadrant for competitive advantage, which illustrates that when these elements were not supported, MNEs in Malaysia eventually lose their competitive advantage in the long run resulting in poor firm performance. Through knowledge acquisition and restoring organizational memory, MNEs will not be able to sustain the performance in Malaysia. This answers the initial problem statement of this research of why MNEs tend to leave Malaysia. It is because they lose their competitive advantage through knowledge interpretation and distribution.

6. Conclusion

Only an experienced work force has the ability to develop a new work force and repeat the organizational learning to ensure that self-sustainability is retained (Sampe, 2012). It was found that MNEs with the affordability in establishing the right problem solving methodology, training development as well as standardization practices have directly helped long serving employees in the firm to gain such experiences, in order for them to increase and sustain firm performance (Chang & Lee, 2007). This would result in Malaysians having higher competitive advantage in the market and continuing to attract MNEs and allowing them to increase their performance in Malaysia.

The reviews were done to understand the expansion, sustaining as well as how to overcome the barriers of MNEs. Only a few studies were done on how these variables would contribute to the significance of MNEs to retain the firm performances overseas. Despite having multiple knowledge management application, it was found that acquiring, disseminating and sharing are the key principles which link to the assimilation theory. In the context of MNEs in Malaysia knowledge acquisition and organizational memory were well established. Knowledge distribution and interpretation has to enhance MNEs here through teamwork and relationships between employees. This is also true for collective human capital, where employees have gained the required knowledge, skills and abilities throughout their employability in MNEs with development structures in place. This study has confirmed that employees in MNEs in Malaysia have a high KSA which allows MNEs to sustain themselves in Malaysia.

When MNEs in Malaysia have the rightfully skilled experts, they could revamp and overcome crises even during catastrophic events as well support other factories in other countries (Sim, 2012). MNEs do establish a strong supply chain management and business sustainability with local SMEs. MNEs start to generate or improve the socioeconomic condition, by providing systems to improve the operation and also by auditing their process and seeking their process improvement while guiding to reduce their cost by sustaining the product quality (Saru, 2007). By having highly skilled employees in MNEs it would add value to SMEs in Malaysia by establishing international standards and practices to improve and grow.

This research intends to be a guide and reference for MNEs in Malaysia to pursue and retain their operation by expending their knowledge acquisition and organizational memory practices while retaining their performance. It is also anticipated that MNE owners and local senior level management will take note of knowledge interpretation and knowledge distribution which were not significantly related towards firm performance when competitive advantage takes place caused by employee movement in the manufacturing industry in the northern region of Malaysia. Wang & Yang (2011) explained that with the right strategic planning in organizational learning strategic firm performance would ensue. Through teamwork and building employee relationships knowledge interpretation and knowledge distribution would be enhanced respectively.

As a conclusion, this research adds value to the Malaysian government as it can influence MNEs to retain themselves and improve the domestic economy as well as SMEs. Finally, this research is expected to lead future research in organizational learning and collective human capital in Malaysian MNEs subsequently retaining them in Malaysia.

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Performance Analysis of Commercial Bank in Taiwan: A Case Study of Taitung Business Bank

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Abstract: *This work examines the efficiency of Taitung Business Bank in 10 years (1994 to 2003). This study has demonstrated the feasibility of adopting Data Envelopment Analysis (DEA) to identify individual years that are less efficient than other ones in terms of output variables relative to input variables. Implementing DEA to interpret how input variables and output variables are related is also analysed herein. Conclusions and recommendations are provided as well. Performance measurement is critical for a company, especially for Taitung Business Bank. The results of this study significantly contribute to efforts to determine and increase the efficiency of Taitung Business Bank. Furthermore, benchmarking approach is adopted for Taitung Business Bank to increase their efficiency. Based on the result of measuring the efficiency of Taitung Business Bank, they can make a correct decision. In the result of this study, Taitung Business Bank is efficiency in 1994, 1995, 1996, 1998, 1999 and 2003, but it is inefficiency in 1997, 2000, 2001 and 2002. It can be found that Taitung Business Bank managers should do more for improving Non-Interest Income.*

Keywords: Benchmarking Approach, Efficiency Analysis, Banking Industry, Data Envelopment Analysis (DEA)

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1. Introduction

Research Background and Motivation

Taitung Business Bank's principal activity is the provision of banking, trust and other related financial services. It operates solely in Taiwan through the following business groups: Banking: Provides checking deposits, other form of deposits, remittances, bills of exchange, deposit boxes, items for safekeeping and other banking services; Trust: Provides personal loans, discounted notes and guarantee services for small and medium sized enterprises, marketable securities and trading of foreign currency and Other Related Financial Services [10].

Banking industry is highly competitive these years. Obtaining more profit and even simply surviving in this competitive market requires maximizing performance through continuous improvement and learning. Therefore, managers must understand their competitiveness relative to global rivals and to seek continuous improvement to achieve higher productivity and improved performance.

In this study, commercial banks efficiency refers to resource utilization efficiency, rather than an evaluation of effectiveness. It indicates that the job has been done right, but in no way ensures that the right job has been done. Because the effectiveness of a commercial bank involves the objective achievement of a commercial bank, there exists no independent measure of "ideal" or a standard indicator to measure the objectives of the commercial banks. In most cases, commercial banks offer similar services, but there is no absolute standard. Rather, it is a relative concept that invites comparison. A commercial bank is efficient when it is able to show that particular activities have a greater potential payoff than do other banks.

Research Objectives

The banking industry is an extremely competitive industry, and firm survival depends on efficiency. Consequently, the continuous search for improvements in operating and production efficiency is crucial for banks. A well designed framework for assessing bank efficiency and providing information, and policy implications on how to become a well-managed company seems essential for improving decision making in poorly managed companies. One method of evaluating company health is by assessing performance efficiency.

This study aims to design a comprehensive framework for assessing the efficiency of Taitung Business Bank. The results of this investigation will provide the managers of Taitung Business Bank with instruments for improving efficiency. The study employs the data from the financial reports (1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002 and 2003) of Taitung Business Bank to measure efficiency. Meanwhile, the benchmarking approach provides the study application and recommendations.

2. Literature Review

This section summarizes previous research on defining efficiency and performance measurement, and thus provides a theoretical foundation for this study. Based on this foundation, a research model is developed and data analysis is performed.

Benchmarking Approach

The benchmarking approach became popular for improve performance in the 1980s [13]. This approach involves a process of searching for the best products, service, practices, adopting or adapting their good features, and implementing them to improve organization efficiency [4]. The benchmarking approach has become widely used in the drive to improve performance in the highly competitive global marketplace. Ross and Droge [15] proposed an integrated Benchmarking Approach framework, illustrated in the context of a large supply chain system comprising 102 distribution centers. Their study measured distribution center productivity in a large-scale setting, evaluated and identified distribution centers that consistently outperformed others using facet analysis, and detected performance trends based on four years of data [6].

Performing successful benchmarking requires an organization to admit that it is possible for someone performing a similar process, either a competitor or non-competitor, to be performing that process better. Thus, pride, coupled with the not-invented-here syndrome, can be barriers. Significant problems are associated with changing a culture so that it looks externally for comparison rather than looking internally to its own history of improvement. Xerox has become one of the most widely referenced companies globally owing to its successfully development of a strong continuous improvement culture built around functional process benchmarking [13].

The practice of benchmarking, as described by Camp [4] is dominated by the search for specific practices that can enhance performance through a controlled allocation of resources that improves efficiency. This process if frequently a micro one since the focus is frequently on the discovery of specific practices, typically for a single problem area, relying on simple engineering ratios. Consequently, the search for benchmarking partners involves seeking organizations with superior practices in specific measurable processes, modifying these processes if necessary, and then hopefully implementing these modified processes in a different operating environment.

Data Envelopment Analysis

DEA represents a linear programming methodology that can be applied to assess the efficiency of a variety of institutions using a variety of data. This section provides an intuitive explanation of the DEA approach. DEA is based on a concept of efficiency that is widely used in engineering and the natural sciences. Engineering efficiency is defined as the ratio of the amount of work performed by a machine to the amount of energy consumed in the process. Since machines must be operated according to the law of conservation of energy, their efficiency ratios are always less than or equal to unity.

The discussion of the DEA approach will be undertaken in the context of efficiency in the microeconomic theory of production. In microeconomics, the production possibility set consists of the feasible input and output combinations that arise from available production technology. The production function is a mathematical expression for a process that transforms inputs into output. In so doing, it defines the frontier of the production possibility set. For example, consider the well-known Cobb-Douglas production function.

DEA provides a similar notion of efficiency. The principal difference is that the DEA production frontier is not determined by some specific equation like that shown in Equation 1; instead, it is generated from the actual data for the evaluated firms [18]. Consequently, the DEA efficiency score for a specific firm is not defined by an absolute standard like Equation 1. Rather, it is defined relative to the other firms under consideration. And, similar to engineering efficiency measures, DEA establishes a "benchmark" efficiency score of unity that no individual firm's score can exceed. Consequently, efficient firms receive efficiency scores of unity, while inefficient firms receive DEA scores of less than unity [12].

DEA approach assumes that all firms face the same unspecified technology which defines their production possibilities set. The objective of DEA is to determine which firms operate on their efficiency frontier and which firms do not. That is, DEA partitions the inputs and outputs of all firms into efficient and inefficient combinations. The efficient input-output combinations yield an implicit production frontier against which each firm's input and output combination is evaluated. If the firm's input-output combination lies on the DEA frontier, the firm might be considered efficient; if the firm's input-output combination lies inside the DEA frontier, the firm is considered inefficient.

An advantage of DEA is that it uses actual sample data to derive the efficiency frontier against which each firm in the sample can be evaluated [18]. As a result, no explicit functional form for the production function has to be specified in advance. Instead, the production frontier is generated by a mathematical programming algorithm which also calculates the optimal DEA efficiency score for each firm [18]. DEA has been applied in various organizations, such as banking industry [11].

Efficiency Measurement in Banking Industry

Financial ratios are often used to measure the overall financial soundness of a bank and the quality of its management. Bank regulators use financial ratios to help evaluate a bank's performance as part of the CAMEL system [3]. Evaluating the economic performance of banks, however, is a complicated process. Often a number of criteria such as profits, liquidity, asset quality, attitude toward risk, and management strategies must be considered. The changing nature of the banking industry has made such evaluations even more difficult, increasing the need for more flexible alternative forms of financial analysis.

A particular methodology called Data Envelopment Analysis (DEA), which has been used previously to analyze the relative efficiencies of industrial firms, universities, hospitals, military operations, baseball players and, more recently, commercial banks [1, 5, 7, 16]. The use of DEA is demonstrated by evaluating the management of Taitung Business Bank for the period from 1994 to 2003 in this study.

Commercial banks play a vital role in the economy for two reasons: they provide a major source of financial intermediation and their checkable deposit liabilities represent the bulk of the nation's money stock. Evaluating their overall performance and monitoring their financial condition is important to depositors, owners, potential investors, managers and, of course, regulators.
Historically bank managers measured the efficiency separately at the strategic and tactical levels. In strategic settings, bank managers defined efficiency by simple operational ratios or by financial ratios. At the tactical level, they used industrial-engineering methods to measure time-and-motion efficiency. Traditionally bank managers measured each of these aspects separately. Today, on the other hand, banks generally realize that simultaneous assessment, incorporating multiple quantitative and qualitative data sources, is necessary to evaluate branch operations. However, banks largely avoided addressing such concerns in an overall efficiency framework because of the complexity of the task [16].

Some of the difficulties in obtaining overall efficiency measures in banking applications stem from data availability. First, banks' databases are often organized to accommodate traditional accounting procedures and do not lend themselves easily to the combined analysis of marketing, financial, and operational data. Second, competitor banks are not eager to share comparative data. Benchmarking among branches of different banks is virtually impossible in this environment. Finally, although one can obtain some data from central banks or from independent market-research agencies, these data allow, at best, comparisons of the bank's overall position vis-à-vis national or regional averages. In the absence of detailed local trade data for the branch area market, one cannot perform detailed efficiency evaluations [9].

Researchers found that DEA was an appropriate method for confronting these difficulties [17] because of its modeling flexibility and its ability to address quantitative and qualitative data and discretionary and nondiscretionary inputs. This study extended the earlier banking applications and added innovative tools to enhance the managerial value of the analysis.

DEA Application in Benchmarking

The level of detail provided for the selection of benchmarking partners seems insufficient when one recognizes the range of operating environment that firms face and the multitude of outputs produced. This especially true when one appreciates that many resources are public in nature in that they are used to produce many difficult types of outputs, with no clear allocations by types of output. So, how to select benchmarking partners is very important in benchmarking approach.

Every documented benchmarking study contains a data analysis component. In Camp's seminal book on benchmarking [4], data analysis involves determining the current performance "gap" and then projecting future performance levels. However, benchmarking analysis are often left to their own devices as to how to actually analyze the data, characterize and measure gaps, and project future performance levels.

The commonly employed analytical framework and surrounding theory and methodology used to identify best-practice competitor and contrast them within the reference population is somewhat limited [38]. In addition, the fundamental fact remains that benchmarking in banking industry is far more challenging, primarily due to the difficulty in measuring production function. Overcoming these limitations requires an innovative approach.

In addition, a powerful, analytical tool known as data envelopment analysis has been proposed by Post and Spronk [14] in UK university departments to aid in selection benchmarking partners. Post and Spronk have proposed the use of Data Envelopment Analysis to aid in selecting benchmarking partners; their applications utilizes a combination of technical and scale efficiency and is in the area of university departments.

The reason they use DEA as a peer grouping approach is discussed below. In DEA models, the amount of the input inefficiency that is not accounted for by proportional input reductions is called excess input and the amount of the output inefficiency not accounted for by proportional output augmentations is called output slack.

3. Research Design

This part addresses the research questions examined in this work, the study model and methods, the data source, and data collection. This section also includes descriptions of analyses method, including both descriptive and inferential techniques and the expected results.

Research Questions

The research questions addressed in this study are as follows:

a) What is the best method of measuring the efficiency of Taitung Business Bank?
b) For Taitung Business Bank, how much does the efficiency differ among each year (1994 to 2003)?
c) How to improve the efficiency of Taitung Business Bank by benchmarking approach?

Research Methodology

This study explores the key influences on the efficiency of Taitung Business Bank. The frontier theory of Farrell [8] is the theoretical foundation of the study, and the DEA approach is used to measure production efficiency.

This study suggests DEA to evaluate relative efficiency of Taitung Business Bank in 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002 and 2003. The DEA method was first described by Charnes, Cooper and Rhodes, who employed a linear planning model [5] to create an efficiency frontier based on the concept of Pareto optimum. The basic idea of DEA is to identify the most efficient Decision Making Unit (DMU) among all DMUs. An efficient DMU is called a Pareto-optimal unit and is considered the standard for comparison of all other DMUs. The Pareto-optimal unit is the one such that any change that makes some people better off makes others worse off [8]. Conversely, a unit is Pareto non-optimal if some people can be made better off without harming anyone else. The performance score of a non-optimal Pareto unit is always computed with respect to an optimal Pareto unit. Therefore, the DEA score is a relative number rather than absolute.

DEA is a linear programming model that attempts to maximize a product's efficiency, expressed as a ratio of outputs to inputs, by comparing a particular unit's efficiency with the performance of a group of similar service units that are delivering the same service. In the process, some units achieve 100.00% efficiency and are referred to as the relatively efficient units, whereas other units with efficiency ratings of less than 100.00% are referred to as inefficient units. The 100.00% relative efficiency is attained by any unit only when comparisons with other relevant units do not provide evidence of inefficiency in the use of any input or output.

Research Design

DEA is used to measure the relative efficiency of Taitung Business Bank, and the benchmarking approach then is used to make recommendations for efficiency improvement. The research design used in this study comprises two parts. The first part is the method used to measure the efficiency of Taitung Business Bank in each year. The second part is the method used to improve the performance of less efficient years. The benchmarking approach is recommended as the method for improving the efficiency of the less efficient years.

Utilizing DEA, this study examines the relative efficiency of Taitung Business Bank over a period of ten years. This study utilizes benchmarking approach for corporations to improve their efficiency and productivity. It could be found that DEA is a good tool for identify benchmarking partners who are the best and show the way to improve their efficiency.

Perhaps the most important step in using DEA to examine the relative efficiency of any type of firm is the selection of appropriate inputs and outputs. This is partially true for banks because there is considerable disagreement over the appropriate inputs and outputs for banks. Previous applications of DEA to banks generally have adopted one of two approaches to justify their choice of inputs and outputs [2].

The first "intermediary approach" views banks as financial intermediaries whose primary business is to borrow funds from depositors and lend those funds to others for profit. In these studies, the banks' outputs are loans (measured in dollars) and their inputs are the various costs of these funds (including interest expense, labor, capital, and operating costs).

A second approach views banks as institutions that use capital and labor to produce loans and deposit account services. In these studies, the banks' outputs are their accounts and transactions, while their inputs are their labor, capital and operating costs; the banks' interest expenses are excluded in these studies.

This study analysis of Taitung Business Bank uses a variant of the intermediary approach. The banks' outputs are interest income, non-interest income, and total loans. Interest income includes interest and fee income on loans, income from lease-financing receivables, interest and dividend income on securities, and other income. Non-interest income includes service charges on deposit accounts, income from fiduciary activities and other non-interest income. Total loans consist of loans and leases net of unearned income. These outputs represent the banks' revenues and major business activities.

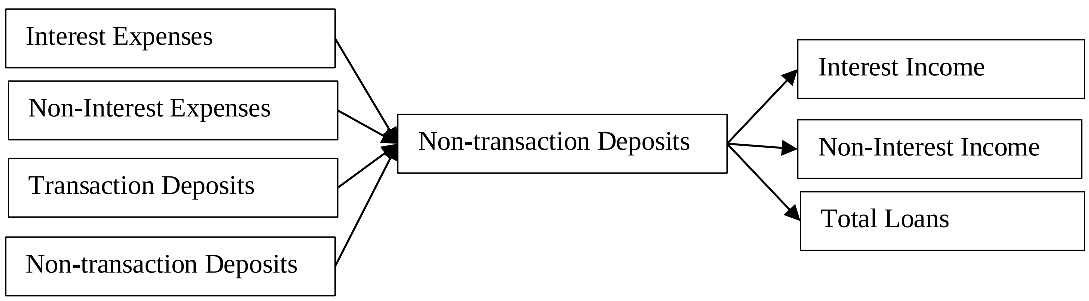

Figure 1: The efficiency measuring model of Taitung Business Bank.

The banks' inputs are interest expenses, non-interest expenses, transaction deposits, and non-transaction deposits. Interest expenses include expenses for federal funds and the purchase and sale of securities, and the interest on demand notes and other borrowed money. Non-interest expenses include salaries, expenses associated with premises and fixed assets, taxes and other expenses. Bank deposits are disaggregated into transaction and non-transaction deposits because they have different turnover and cost structures. These inputs represent measures for the banks' labor, capital and operating costs. Deposits and funds purchased (measured by their interest expense) are the source of loadable funds to be invested in assets [2].

After all, the efficiency scores of Taitung Business Bank can be calculated with DEA approach and R 4.0.3, and the model can be shown as Figure 1. The research data in this study is adapted from Taitung Business Bank's financial report that is published by Taitung Business Bank on their web site, and the research data are illustrated as Table 1.

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Table 1: The Research Data of This Study (Unit: 1,000 NTD)

Year	Interest Expenses	Non-Interest Expenses	Transaction Deposits	Non-Transaction Deposits	Interest Income	Non-Interest Income	Total Loans
1994	1,325,422	87,151	16,386,462	8,468,333	2,115,352	77,191	20,471,842
1995	2,356,794	221,343	28,930,953	8,458,272	3,586,568	25,769	34,598,530
1996	2,556,534	446,969	31,221,855	4,082,721	3,760,804	135,929	28,042,785
1997	2,419,814	617,046	32,983,264	3,637,081	3,292,359	271,667	27,058,427
1998	2,424,075	2,540,947	31,759,799	5,805,454	3,286,558	383,600	27,125,507
1999	2,134,938	2,699,361	30,359,642	4,560,590	2,781,757	470,740	30,432,624
2000	1,925,062	1,661,194	32,564,712	2,650,334	2,550,717	34,392	25,558,836
2001	1,916,187	1,447,332	36,931,311	2,592,405	2,205,497	55,963	22,965,343
2002	1,228,677	3,611,716	39,624,584	2,721,900	2,070,423	209,485	27,115,739
2003	1,015,264	244,683	49,218,661	1,915,895	2,681,870	964,774	34,952,960

4. Results

For the inputs and outputs described above, this study calculated the annual efficiency scores of Taitung Business Bank from 1994 to 2003. The research model is a multi-input-output model as Figure 1. The empirical results of the DEA method serve as a valuable diagnostic tool, the diagnostic power of which can be observed first with reference to the efficiency score of Taitung Business Bank in each year, and second, the slack analysis and the scale efficiency analysis provides direction for managerial auditing.

The Efficiency Scores

The efficiency score analysis shows that 6 years (1994, 1995, 1996, 1998, 1999 and 2003) are relatively efficient, and their efficiency scores are equal to 100.00% (See Table 2 and Figure 2, 3). This illustrates that the resource utilization of these years is functioning well. There are 4 inefficient years (1997, 2000, 2001 and 2002), identified by an efficiency score of less than 100.00%.

The efficiency score of 2001 is 79.97%. It can be interpreted that Taitung Business Bank has attained 79.97% efficiency. Taitung Business Bank only reaches79.97% of the level of outputs of efficient years with the same level of inputs in 1999. The relationship between inefficiency sets and reference sets is as Figure 4.

Table 2: The Efficiency Score of Taitung Business Bank from 1994 to 2003

Year	Score (%)	Reference Set	Reference Count
1994	100.00	-	0
1995	100.00	-	1
1996	100.00	-	3
1997	96.52	1996, 1999, 2003	-
1998	100.00	-	0
1999	100.00	-	4
2000	97.60	1996, 1999, 2003	-

2001	79.97	1996, 1999, 2003	-
2002	87.92	1995, 1999, 2003	-
2003	100.00	-	4

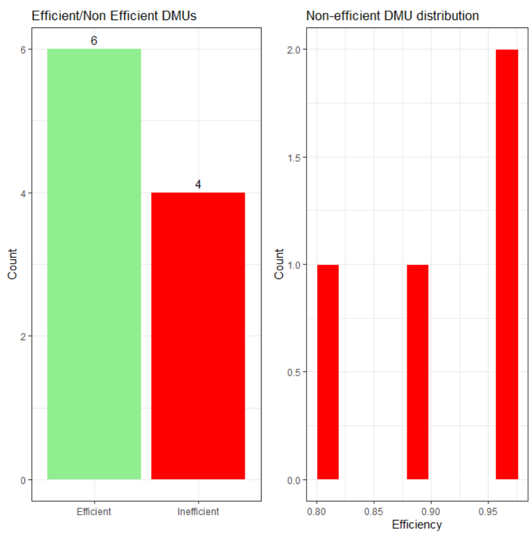

Figure 2: The number of efficient/non-efficient DMUs.

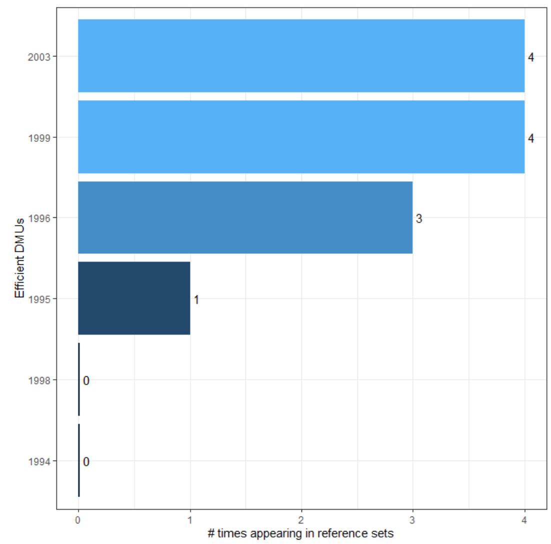

Figure 3: Times appearing in reference sets.

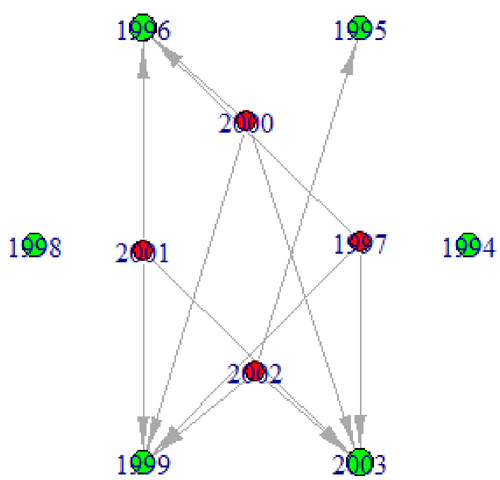

Figure 4: The relationship between inefficiency sets and reference sets.

Improvement of Efficiency with Benchmarking Approach

Every documented benchmarking study contains a data analysis component. In Camp's study on benchmarking [4], data analysis involves determining the current performance "gap" and then projecting future performance levels. However, benchmarking analysts are often left to their own devices as to how to actually analyze the data, characterize and measure gaps, and project future performance levels. This study focuses on a general philosophy for "Compute potential performance" and "Determine aspired performance" in benchmarking process.

The reference sets in DEA is the set of efficient units to which an inefficient unit has been most directly compared when calculating its efficiency rating. DEA rely on the building of reference sets of other actual companies, operating in the same time period, and matched on size, product lines, operating environment. DEA is an approach for identifying peer groups as the researcher mentioned earlier. For each inefficient unit, DEA identifies a set of corresponding efficient units to form a peer group for the inefficient unit. The facet for a year is a set of efficient years that comprise the fact of the envelopment surface that the projected point lies on. This set of years is often referred to as the peer group or the comparison set by the DEA community. So, the benchmarking partners of 1997 are 1996, 1999 and 2003, the benchmarking partners of 2000 are 1996, 1999 and 2003, the benchmarking partners of 2001 are 1996, 1999 and 2003, the benchmarking partners of 2002 are 1995, 1999 and 2003.

Table 3: The Input Target and Potential Improvement of Taitung Business Bank (Unit: 1,000 NTD)

Year	Target				Potential Improvement (%)			
	Interest Expenses	Non-Interest Expenses	Transaction Deposits	Non-Transaction Deposits	Interest Expenses	Non-Interest Expenses	Transaction Deposits	Non-Transaction Deposits
1994	1,325,422	87,151	16,386,462	8,468,333	0.00	0.00	0.00	0.00
1995	2,356,794	221,343	28,930,953	8,458,272	0.00	0.00	0.00	0.00
1996	2,556,534	446,969	31,221,855	4,082,721	0.00	0.00	0.00	0.00
1997	2,419,814	617,046	32,983,264	3,637,081	-8.83	-13.64	0.00	0.00
1998	2,424,075	2,540,947	31,759,799	5,805,454	0.00	0.00	0.00	0.00
1999	2,134,938	2,699,361	30,359,642	4,560,590	0.00	0.00	0.00	0.00
2000	1,925,062	1,661,194	32,564,712	2,650,334	-21.78	-66.06	0.00	0.00
2001	1,916,187	1,447,332	36,931,311	2,592,405	-22.56	-69.36	0.00	0.00
2002	1,228,677	3,611,716	39,624,584	2,721,900	0.00	-81.42	0.00	0.00
2003	1,015,264	244,683	49,218,661	1,915,895	0.00	0.00	0.00	0.00

Table 4: The Output Target and Potential Improvement of Taitung Business Bank (Unit: 1,000 NTD)

Year	Target			Potential Improvement (%)		
	Interest Income	Non-Interest Income	Total Loans	Interest Income	Non- Interest Income	Total Loans
1994	2,115,352	77,191	20,471,842	0.00	0.00	0.00
1995	3,586,568	25,769	34,598,530	0.00	0.00	0.00
1996	3,760,804	135,929	28,042,785	0.00	0.00	0.00
1997	3,292,359	271,667	27,058,427	3.61	3.61	4.79
1998	3,286,558	383,600	27,125,507	0.00	0.00	0.00
1999	2,781,757	470,740	30,432,624	0.00	0.00	0.00
2000	2,550,717	34,392	25,558,836	2.46	1238.99	2.46
2001	2,205,497	55,963	22,965,343	25.05	901.34	25.05
2002	2,070,423	209,485	27,115,739	21.69	240.18	13.74
2003	2,681,870	964,774	34,952,960	0.00	0.00	0.00

The inefficiency years in the study can be found in Table 2 and it show the potential improve of each inefficiency year (See Table 3 and 4). These estimates are based on empirical observations and on comparative calculations. They provide an indication of the relative magnitude of increases in output and conservation of resources which are reasonable to expect. In 2001, Taitung Business Bank managers should modify some resources be able to improve Interest Income, Non-Interest and Total Loans to that of efficient years by 25.05%, 901.34% and 25.05%, respectively. Taitung Business Bank also should be able to reach its current output level even if inputs should reduce -22.56% and -69.36% (Interest Expenses and Non-Interest Expenses) of their existing level. In Table 3, it can be found that Taitung Business Bank should do more for improving Non-Interest Income, Taitung Business Bank make profit by Interest Income these years.

5. Discussion

The object of this study was to provide an alternative method to measure performance of banking industry. A detail review of the literature relevant to commonly used performance indicators and various studies measuring efficiency in the banking industry was used as the starting point.

This study analyzes the efficiency of the Taitung Business Bank from 1994 to 2003. The study has indicated how use DEA approach to identify individual banks in each year that are less efficient that other comparable units in terms of output factors relative to input factors. The study results obtained show that out of ten years 9 were found to be relatively efficient.

The study adopted one approaches to improve a bank's efficiency. This study introduces a new approach for selecting benchmark partners and corporate target. The efficient units DEA identifies can prove useful for providing efficient operating practices which can be disseminated to all units assessed so that they improve their performance. For the inefficient year, Taitung Business Bank managers could adjust input level and output level according to the DEA results.

The study has developed a general framework for combining benchmarking approach with DEA. Empirical results indicate that superior insights can be obtained by analyzing simultaneously operation and profitability, then the useful information for merger & acquisition activity can be obtained from analyzing hypothetical Decision Making Units' efficiency. For inefficiency units, the researcher believes that DEA results may be used as a supporting tool to plan for a reallocation of resources to generate greater outputs.

The DEA methodology discussed in this study has the potential to provide crucial information about banks' financial conditions and management performance for the benefit of bank regulators, managers, and the stock investors. The DEA framework is extremely general, permitting multiple criteria for evaluation purposes. Moreover, DEA requires only data on the quantity of inputs and outputs; no price data are necessary. This is especially appealing in the analysis of banking because of the difficulties inherent in defining and measuring the prices of banks' inputs and outputs.

In this study, DEA method is clearly a powerful evaluation tool that mathematically estimates the maximum possible aggregate efficiency score by integrating the combination relationships of inputs and outputs of Taitung Business Bank. The estimated results show that 6 years (1994, 1995, 1996, 1998, 1999 and 2003) are relatively efficient year, and 4 years (1997, 2000, 2001 and 2002) is inefficiency. Of the inefficient year, DEA estimated results provide a diagnosis as to how to improve potential efficiency by better utilization of inputs or more production of outputs. This shows that bank managers can effectively improve the resource utilization efficiency of the inefficient year by better operation of book acquisition expenditure and expanding the volume of book circulation.

The DEA method is highly flexible. In particular, the selection of inputs and outputs has considerably fewer limitations than alternative econometric approaches. Nevertheless, if the analysis is to be useful, care must be exercised in the selection of inputs and outputs.

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Program Accreditation and Preparedness of the Pre-service Teachers

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Abstract: *Accreditation has existed to improve the quality of the teacher education program (Desha & Hargroves, 2014; Villar, 2010). When the program is granted the accreditation, the accreditor assures and certifies that the program is offering quality education. In the teacher education program, the pre-service teachers are expected to attain levels of knowledge, practice, and professional engagement based on Philippine Professional Standards for Teachers. However, many accredited teacher education programs are facing the challenge of the preparedness of the pre-service teachers in meeting the standards of the teaching profession. This correlational study aims to determine the significant relationship between program accreditation and the preparedness of the pre-service teachers to the standards of the teaching profession. The respondents were 45 graduating students from the BEED and BSED program with PAASCU Level II accreditation. The results of the study showed that the levels of agreement on program accreditation (M=4.22, SD=.53) and preparedness to the teaching profession of the pre-service teachers (M=4.33, SD=.49) are high. Moreover, based on Mann Whitney U test, the result revealed no significant differences in the levels of agreement on program accreditation (p = .651) and preparedness of the pre-service teachers (p = .536) when grouped according to programs. Finally, the results showed a high significant relationship between program accreditation and preparedness for the pre-service teachers to the standards of the teaching profession (r=.34, p.00) based on Pearson correlation. Thus, program accreditation is vital to the preparation of the pre-service teachers for their future practice of the teaching profession and the improvement of teacher quality.*

Keywords: Accreditation, pre-service teachers, preparedness, teacher education program, professional standards, quality education

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1. Introduction

Accreditation has existed to improve the quality and competitiveness of the teacher education program (Desha & Hargroves, 2014; Villar, 2010 When the program is granted the accreditation, the accreditor assures and certifies that the program is offering quality education (Murray, 2012; *Guide to AUN-QA Assessment at Programme Level*, 2016).

Despite the quality assurance through accreditation in the Philippines, many accredited programs of the teacher education are faced with the challenge of meeting the standards of preparing the pre-service teachers in their chosen profession (Corpus, 2010). The teacher education program should establish learning standards, assess achievement of these standards, and show accountability (Murray, 2012). This research aims to determine the significant relationship between program accreditation and the preparedness of the pre-service teachers to the standards of the teaching profession.

Specifically, this study sought answers to the following questions:

1. What is the level of agreement on program accreditation of the pre-service teachers?
2. What is the level of preparedness of the pre-service teachers to the standards of the teaching profession?
3. Are there significant differences in the levels of agreement on program accreditation and preparedness of the pre-service teachers when grouped according to programs?
4. Is there a significant relationship between the levels of agreement on program accreditation and preparedness of the pre-service teachers?

Null Hypothesis

1. There are no significant differences in the levels of agreement on program accreditation and preparedness of the pre-service teachers when grouped according to programs.
2. There is no significant relationship between levels of agreement on program accreditation and preparedness of the pre-service teachers.

2. Literature Review

Accreditation plays a vital role in ensuring that the programs of the universities will go beyond the minimum standards of quality education and remain globally competitive (Desha & Hargroves, 2014; Villar, 2010). In the Philippines, there are various accrediting agencies for private and public higher education institutions, namely, Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU), Philippine Association of Colleges and Universities-Commission on Accreditation (PACU-COA), Accrediting Agency of Chartered Colleges and Universities of the Philippines, Inc. (AACCUP) and Association of Local Colleges and Universities Commission on Accreditation (ALCUCOA) (Colinares, 2010; Daffon, 2009). Accrediting agencies are run by private organizations that require universities and colleges to meet more than the minimum standards of quality education set by the Commission on Higher Education (CHED) (Corpus, 2010). An educational institution or program is granted accreditation when it can meet the standards of quality education based on criteria set by the agency (Ching, 2012; Ingvarson, et al., 2007). Furthermore, a program is directed towards a goal of academic excellence and committed to the standards of higher educational institutions (Grayson, 2012).

The quality of pre-service teachers produced by the teacher education programs depends upon pre-service teachers' attainment of the standards of the teaching profession (Knight, 2012). Teacher education programs aim for accreditation that requires them to address recommendations to improve the quality of pre-service teachers. When accreditation is granted, the quality of pre-service teachers is raised to the level of the standards of the teaching profession (Murray, 2012; Tsevi, 2016; Ingvarson, et al., 2007). The standards for pre-service to in-service teachers are described in the Philippine Professional Standards for Teachers (PPST) defining teacher quality (Department of Education-Teacher Education Council, 2017; Knight, 2012). The PPST has 7 Domains serving as guidelines for effective teaching in the 21st century in the Philippines. Upon graduation, pre-service teachers will be integrated into the profession of teachers who are nation-builders committed for lifelong learning (Salandanan, 2012).

3. Discussion and Conclusion

The research design is a descriptive correlational study about program accreditation and the preparedness of the pre-service teachers to the teaching profession. It employed statistical tools such as mean, standard deviation, Mann Whitney U, and Pearson's r tests.

The respondents were 45 graduating pre-service teachers randomly taken out of the 51 total population using Slovin's formula. The number of respondents belonging to Bachelor of Elementary Education is 13 while Bachelor of Secondary Education has 32 respondents of a private university PAASCU accredited Level II.

The study utilized two survey instruments validated and tested for reliability (See Appendices A and B.). Each survey instrument is composed of 10 items with 5 Likert scales. One survey instrument focused on how much the pre-service teachers agree or disagree with the importance and purpose of the program accreditation (e.g. PAASCU) based on Murray's (2012) article entitled *Six Misconceptions about Accreditation in Higher Education: Lessons from Teacher Education*. This instrument was subjected to Cronbach Alpha with a .94 reliability result. Another survey instrument focused on the extent of the preparedness of the pre-service teachers to the standards of the teaching profession based on the *Philippine Professional Standards for Teachers*. This instrument was subjected to Cronbach Alpha with .88 reliability results.

The two survey instruments were distributed one after another to the respondents who were asked to answer first the survey instrument on how much the pre-service teachers agreed on program accreditation. Then, they were asked to answer the second survey instrument on the preparedness of the pre-service teachers to the standards of the teaching profession. The two survey instruments were gathered from the respondents after answering the surveys. The results of the survey were encoded and analyzed using a statistical software.

Levels of agreement on program accreditation and preparedness of the pre-service teachers to the teaching profession

The mean and standard deviation represents the levels of agreement on program accreditation and the preparedness of the pre-service teachers to the teaching profession. The scores are closely based on the results of the standard deviation, which suggests that the mean is a good estimate of the actual value. The respondents belong to BEED and BSED programs of a university, a Level II accredited program by the PAASCU certifying the offering of quality education (Ching, 2012; Ingvarson, et al., 2007. In the BEED and BSED programs, the respondents are taught of the competencies needed to become teachers of the 21st century described in the Philippine Professional Standards of Teachers (Department of Education-Teacher Education Council, 2017). These competencies include the pre-service teachers' knowledge and skills about effective teaching/learning practices in schools.

Table 1: Levels of agreement on program accreditation and preparedness of the pre-service teachers

Levels of Agreement of Pre-service Teachers	Mean	Std. Deviation	Description
Program Accreditation	4.22	.528	High
Preparedness of the Pre-service Teachers	4.33	.497	High

Table 1 shows that the level of agreement of the pre-service teachers on program accreditation is high (M=4.22, SD=.53), which means they agree to the importance and purpose of accreditation. Pre-service teachers agree that accreditation promotes quality education by improving the program based on the criteria of the accrediting agency that conducts the assessment of programs of the universities. The grant of accreditation by the agency after its careful evaluation is an assurance that the program is committed to the improvement of teaching and learning (Biggs, 2003; Ching, 2012; Murray, 2012).

Table 1 also presents that the level of preparedness of the pre-service teachers to the teaching profession is high (M=4.33, SD=.49). The pre-service teachers are prepared by the teacher education program to meet the standards of teacher quality described in the Philippine Professional Standards for Teachers (PPST). The teacher education programs prepare the pre-service teachers to the domains of effective teachers who reach the standard levels of knowledge, practice, and professional engagement in teaching (The *Philippine Professional Standards for Teachers*, 2017; Knight, 2012).

The significant differences in the levels of agreement on program accreditation and the preparedness of the pre-service teachers

Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSE) are the teacher education programs with PAASCU Level II accreditation in a private Catholic university. Using the Mann Whitney U test, the significant differences in the levels of agreement on program accreditation and preparedness of the pre-service teachers when grouped according to programs were determined.

Table 2: The significant differences in the levels of agreement on accreditation and the preparedness of the pre-service teachers when grouped according to programs

	Accreditation	Preparedness
Mann-Whitney U	190.00	183.50
Wilcoxon W	718.00	711.50
Z	-.45	711.50
Asymp. Sig. (2-tailed)	.65	.54

Sig. *p<0.05*

Table 2 shows no significant differences in the levels of agreement on program accreditation (p = .651) and preparedness of the pre-service teachers (p = .536) when grouped according to programs. Thus, the null hypothesis is not rejected. The pre-service teachers in the BEED and BSED programs agree on the importance and purpose of program accreditation, which is to improve the quality of the teacher education program (Murray, 2012). Accreditation sets requirements for the programs of the universities which are given 3 to 6 six years to address the necessary improvements (Desha & Hargroves, 2014). In this study, both programs undergo the same process of accreditation, complying with the standards based on criteria of quality education set by the accrediting agency. Both programs prepare the pre-service teachers to the standards of the teaching profession in the elementary and secondary levels (*Philippine Professional Standards of Teachers*, 2017; CMO 74, s.2017; CMO 75, s.2017).

The significant relationship between the levels of agreement on program accreditation and preparedness of the pre-service teachers

Using Pearson correlation, the significant relationship between the levels of agreement on program accreditation and preparedness of the pre-service teachers to the teaching profession was determined. Teacher education accreditation makes sure that the pre-service teachers are prepared for the future endeavor of teaching in the elementary and secondary schools (Murray, 2012; Ingvarson, et al., 2007). The preparation of the pre-service teachers to the teaching profession is described in the *Philippine Professional Standards of Teachers.*

Table 3: Significant relationship between the levels of agreement on program accreditation and preparedness of the preservice teachers

Levels of Agreement of Pre-service Teachers	R	Sig. (2-tailed)
Program Accreditation and Preparedness of the Pre-service Teachers	.634**	.000

**. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows a high significant relationship between program accreditation and preparedness of the pre-service teachers to the standards of the teaching profession ($r=.34$, $p=.00$). Thus, the null hypothesis is rejected. The pre-service teachers agree on the importance and purpose of program accreditation leading toward perceptions of preparedness to the teaching profession. Accreditation aims for the improvement of teaching committed to the physical, emotional, intellectual, and moral development of the students (Salandanan, 2010; Daffon, 2010). Thus, the pre-service teachers are prepared to be integrated in the teaching profession upon graduation because of an assurance of quality education offered by the teacher education program (Daffon, 2010). To know whether the program offers quality education is to subject itself to accreditation which is a quality assurance process of evaluating the program (Ching, 2013; Tsevi, 2016; Ingvarson, et al, 2006; Ingvarson, et.al., 2007; Daffon, 2010). Quality assurance aims to develop, implement, sustain and improve the level of quality and standards of teaching, student learning experience, research, and community service of the program of higher education institutions (*Guide to AUN-QA Assessment at Programme Level*, 2016). The level of quality of teaching and student learning experiences in the accredited teacher education program matches the standards expected of the pre-service teachers who will be integrated in the teaching profession (Ingvarson, et al., 2007; Salandanan, 2010). Based on the result of this study, program accreditation supports the pre-service teachers' goal of attaining the domains described in *Philippine Professional Standards of Teachers* to be effective teachers of the 21st century in the Philippines. The purpose of accreditation is similar to that of the goal of the teacher education program which is to foster academic excellence and strengthen commitment to the standards of the profession in order to improve teacher quality (Daffon, 2010; Knight, 2012).

Based on the results of the study, program accreditation keeps up with the standards of quality education described in the domains of effective teachers of the 21st century that are expected of the pre-service teachers based on the *Philippine Professional Standards of Teachers*. The level of quality education in the accredited programs of teacher education matches the standards expected of the pre-service teachers. Accreditation and teacher education programs are committed to the preparations of the pre-service teachers to meet the standards of the teaching profession. Moreover, program accreditation aids in the preparation of the pre-service teachers in attaining the levels of knowledge, practice, and professional engagement based on *Philippine Professional Standards for Teachers*. Thus, program accreditation is vital to the preparation of the pre-service teachers for their future practice of the teaching profession and the improvement of teacher quality.

The study recommends that teacher education programs of various universities/colleges in the Philippines may apply for accreditation from local and international accrediting agencies. The accrediting agencies may design instruments that will evaluate the teacher education program in preparing pre-service teachers to the standards of the teaching profession. Teacher education programs may focus on complying with the requirements of accrediting agencies and developing teacher quality among the pre-service teachers. Further studies may be made on program accreditation of teacher education and preparedness of the pre-service teachers.

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Appendix A

Survey on Accreditation

Name: ______________(Optional)   Degree Program: ________

Instructions: Please rate how much you agree or disagree with each of the following statements about accreditation.

Accreditation ________	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Helps students from choosing the best teacher education program.					
2. Is granted to the teacher education program that exhibits good practices.					
3. Insists on standards that will improve the teacher education program.					
4. Is focused on the accomplishment of the goal of the teacher education program.					
5. Is transparent in evaluating the status of the teacher education program.					
6. Is not in conflict of interest with the accredited teacher education program.					
7. Decisions to deny or grant the teacher education program are always fair and objective.					
8. Visits of the teacher education program are frequently made and updated.					
9. Is always fair to the teacher education program of the college/university.					
10. Gives valid and consistent assessments of the teacher education program.					

Based on *Six misconceptions about accreditation in higher education: Lessons from teacher education by* Murray (2012)

Appendix B

Preparation to the Standards of the Teaching Profession

Name: _______________ (Optional) Degree Program: ___________

Instructions: Having been enrolled in the teacher education program, please answer the following questions on the extent of your preparedness to the standards of the teaching profession.

To what extent did the teacher education program prepare you to _____.	To a Least Extent	To a Lesser Extent	Moderate Extent	To a High Extent	To a Very High Extent
1. Recognize the importance of mastery of content knowledge and its interconnectedness within and across the curriculum area?					
2. Apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research?					
3. Display proficiency in Mother Tongue, Filipino and English to facilitate the teaching and learning process?					
4. Provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement?					
5. Establish learning environments that are responsive to learner diversity?					
6. Translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning?					
7. Communicate learning goals to support learner participation, understanding and achievement?					
8. Apply a variety of assessment tools and strategies in monitoring, evaluating, documenting and reporting learners' needs, progress, and achievement?					
9. Identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the school community?					
10. Assume responsibility for personal growth and professional development for lifelong learning?					

Adopted from *Philippine Professional Standards for Teachers* (2017)

The Aging Warriors: A Study on the Retiring Oil and Gas Professionals

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Abstract: *International Oil and Gas organizations faces the gruelling task of juggling the right talent for the job, or risk cost over-run due to inefficient talent management while executing multiple projects simultaneously. Cost, time and quality of the project is governed by evolving demand and supply in this industry. There is a shift in the current approach in resource management to cushion the ageing workforce constraints in the Oil and Gas industry. It is fact that the crucial knowledge is diluted as these seniors leave the industry without proper handover and documented lessons learned. This study was conducted in a Malaysian Oil and Gas company in the United Arab Emirates. Rich meaning was extracted from semi-structured interviews which derived the key causes of skill shortage in Oil and Gas. The objective was to find a governance matrix easily adaptable for senior expert workers and retirees post-COVID environment. Qualitative findings highlights five key elements in effective knowledge downloading; namely experience, knowledge, manpower, tools and skills. All this is intertwined with the issue of aging workforce. This paper will deliberate challenges faced in project management and suggests the best method in adapting the aging workforce dilemma. Findings in the study indicate that there is equal correlation of the gaps studied in producing optimal results; with strong importance of optimizing experiences of the senior workforce. Project management systems demands continuity as the old is replaced with the new generational workers. The catalyst to dynamic resource management is governance; and it reflects increased efficiency in the organization as a whole. The interpretations and conclusions is suited for Oil and Gas skill group enhancement, but generalized to suit other knowledge-dependant industries.*

Keywords: Oil and Gas, experience, retire, skill group, governance, knowledge download

1. Introduction

Three generations of Oil and Gas workers have passed since the emergence of this industry, and the way things have been done have evolved over the years. By analysing what has happened within the Baby Boomers- Generation X- Generation Y time frame, the industry will give a helicopter view of the trends and unavoidable gaps. Qualitative analysis gave a rich interpretation and meaning to the chronology of events surrounding industry operations. It also gave light to the process of gap creation by studying what has happened over 30 years.

In the studied company, the organization chart approach has evolved significantly. The findings highlighted the loopholes of lagging resources. Social and psychological aspects derived from respondents were documented and compared to the themes.

Matrix approach has long replaced the conventional project team organisation chart. In this case, a matrix with dual or multiple managerial accountability and responsibility. This kind of matrix employs two chains of command, one along the functional line and the other along with the project, product, or client lines. Other chains of command such as geographic location are also possible. An evolution of organizational structure caters to a definite real-world requirement for an organization capable of managing big-scale and complex programs, projects, and problems, with very limited resources. This could also stem from having good governance. Thus the organisation chart may be adjusted repeatedly to ensure good optimum productivity.

As the older workers move towards retirement, knowledge sharing must be actively encouraged and documented. This tacit knowledge is something that can only be acquired after years of practical experience. This study will reveal the effectiveness of current practices to document some of this tacit knowledge. It may just be a documented story, and some may become a useful guideline for future use. Wilson and Campbell (2016) mentioned that to have a smooth transfer of knowledge, all Oil and Gas companies have to align their business knowledge according to the International Organisation for Standardisation (ISO) 9001: 2015. This is a standard practice but not just Oil and Gas establishments, but all industries. Once a business process has been aligned, the business knowledge will become a common knowledge that will be developed further into best practices. COVID-19 has shifted the previous business processes; hence the process of documenting and sharing knowledge must also be realigned.

The Oil and Gas industry is facing skills shortages and an ageing workforce are the top-five barriers to the industry growth (Alhanshi & Albraiki, 2015). After the outbreak of Coronavirus pandemic, seasoned talents are needed even more. The younger generation workers would not have had the physical experience of being on-site therefore lack the skillset to make an accurate judgement or troubleshoot a problem in situ.

2. Literature Review

Yu and Miller (2005) suggested that having worked all three phases of the economy, the Baby boomers have become more experienced than their younger peers nonetheless they are currently in the process of retiring. This makes their skillset scarce in terms of maturity and experience. The following illustrates the length of work each generation has gone through.

Table 1: Changing Nature of the Workforce

Generation	Industry of Economy	Service Economy	Knowledge-Economy
	(until 1980)	(1981- 2000)	(2001 onwards)
Baby Boomers	★	★	★
Generation- X		★	★
Generation - Y			★
	Industrial Workers	Service Workers	Knowledge Workers

Note: ★ Indicates the era each generation has worked.

Demand for skilled workers, especially across knowledge-intensive industries will increase tremendously within the next 10 years. However, the ripple effect of talent shortage will be felt in every industry. Jean-Marc Laouchez, president of the Korn Ferry Institute, mentions that "Constant learning which is driven by both employees and their organizations will be central to the future of work, extending far beyond the traditional definition of learning and development. (McLaren, 2018).

During and after the outbreak of Coronavirus pandemic, these seasoned talents are needed even more in the upstream Oil and Gas scene. The younger workers has not acquired physical experience of being on-site therefore lack the skillset to make an accurate judgement or troubleshoot a problem in situ.

No	Literature Review:	Theoretical contribution
1.	The ageing workforce is one of the main challenges in productivity. Oil and Gas producers are trying many ways to find the next generation of workers. There was a big gap in unemployment during the economic recession which led to a big gap of a succession plan.	The current approach to resource management needs to be streamlined to cushion the ageing workforce constraints in the Oil and Gas industry. Increasing the employment of retirees up to 10 years would speed up the transition process
2.	Tacit knowledge is attained from on-the-job experience and context. This kind of information would be the most difficult to write down, document, or present in a tangible form. The current method of managing tacit knowledge is by handing down from a senior to junior while working together.	Knowledge Management has to be documented and digitized, especially from the Baby Boomers generation. To collect more rich content, more IWG sessions should be conducted, as it is an informal free-flow method of passing knowledge.

A major problem for all the companies is knowledge loss when employees retire or leave the company. This is causing a greater shortage of talent, with a significantly smaller younger generation after them. Silverstein (2008) mentioned the Baby Bust of 1965- 1976, due to that the older workforce is asked to remain on the job to fill a skills gap or mentor the young colleagues.

Aging workforce is crucial issue that Oil and Gas project management and construction team have to consider. A three-year survey done with 2,500 HR Managers in the United States of America revealed that older workers are among the most skilled and productive, due to greater work experience, knowledge and skills, greater maturity and professionalism, stronger work ethic, more reliable and loyal, and less turnover (SHRM, 2015). The survey also indicated that 21- 24% of HR practitioners find it extremely easy to employ older generation workers. These seniors need encouragement to remain productive, only that their motivational "hot buttons" are different. The older workers value recognition of a job well done, but their younger juniors vie for career advancement (John Reh, 2019).

Exxon Mobil management took steps to cushion the impact of the ageing workforce, turnover and lost institutional knowledge due to retirement (Grant, 2013). According to the study done to this international organization, technology-driven access to information is given critical attention in addressing their ageing workforce. More roles that were traditionally done by humans are slowly replaced by computer software and machinery. There is an increasing concern as Oil and Gas fields become global, hence economics makes the price per barrel fluctuate and drop due to many factors. The environment has evolved; hence innovation is crucial to keep up with the rising costs of manpower.

With the growing concern towards loss of knowledge, more importance must be given in increase collaboration with the older workforce. According to a survey done by PennEnergy in 2011, only 10% of Oil and Gas personnel in Canada collaborate, suggesting that 90% work in a separate entity. Meaning they have a separate set of the workforce regardless of idle time. This is evident in present situations as project managers prefer their own set of manpower regardless of workload; resulting in many having idle times which is a major wastage to the organisation. As a result, another project team resorts to contract staffing to meet the role requirement. Still is a waste of resources, since there are many experienced senior employees which can be utilised. De Massis et. al.,(2016) mentions that senior employees possess years of organisational knowledge, knowledge of governance and knowledge of networks and relationships developed over a period within the organisation, and this knowledge is the key in enhancing and sustaining a firm's performance. This study also suggests that similar fields need to communicate as to have more shared resources to cushion the lagging manpower, as summarized below:

Table 5: Teams Rating In a Collaboration Exercise

The last time Oil and Gas teams have a collaboration exercise	Percentage (%)
Collaborate more than one year ago	34
Collaborate one year ago	56
Collaborate less than one year ago	10

Note. Respondents are 205 subscribers to PennWell publications, from the Oil and Gas industry professionals including engineers, mid-level and executive management, business unit heads and staff, project managers and geoscientists from a cross-segment of the industry. This suggests organisations collaborate more within the organisation as it can lower the overheads and optimise the use of each personnel. (Mohd. & Sh A Rahim, 2021)

3. Findings

As the Baby Boomer workers retire, the new generation managers from the Generation X and X-Boomers need to lead and create an environment that motivates their older colleagues to keep at pace. No one should assume the older worker knows what is expected of them (John Reh, 2019). They come from a different background as you, hence the communication has to be clear and concise. As the talent pool becomes more mature, the organization will experience less flexibility and variability (Kukreja, 2018).

With regards to the current approach to resource management, experience seems to be the most quoted by the study respondents, as follows:

No	Sub-codes	Quote
1	Years on the job	"… Because these people have a lot of experience you can't get from just hiring any guy from the streets because they do not know the system and how it works within the company. Especially when these guys have done a few cycles of EPCC, EPCIC and been through DPSC. This is the key."

2	Ample exposure	"That's why we required that the experienced employees who have done EPC, EPCC AND EPCIC to come on-site and share their experience with the younger engineers. So this gives exposure and knowledge to the newer generation employees."
3	Problem-solving	"What can you learn from experience employees is how to handle things when things go south, things don't happen as plan, what do you do? This doesn't come from manuals. This only comes from hands-on experience."
4	Hands-on	"…You cannot blame the younger generation if they do not know how to do the task. Experience only comes from hands-on. "

Demand for skilled workers, especially across knowledge-intensive industries will increase tremendously within the next ten years. However, the ripple effect of talent shortage will be felt in every industry. With the challenges faced in acquiring the right talent for the job, proper governance plays a crucial role towards:

- Safe and secure resource management,
- environmentally friendly
- Sustainable Output
- Competitive throughout the lifespan of the field/ built facility

Experience can only be collected with years of practice (Mohd. & Sh A Rahim, 2021). In this case, the answers refer to the Baby Boomers generation workers:

No	Sub-codes	Quote
1	"Been there, done that"	"This is what older guys are there for. The older guys have been there, they have failed before, and they know how to make things work"
2	International exposure	"For my project, we still hire retirees for the position of contract specialist because we require the experience that this person has. And the knowledge of handling especially DPSC contracts amongst the international contractors"
3	Better quality	"Older employees are good at doing good and quality work, they tend to be more reliable, better reading and communication practices and finally, have good performance records and experience. "

The data derived from participants suggests that by having older employees and retirees, the project will benefit from their knowledge throughout the years. Every project team must have a mixture of skilled, semi-skilled and newly working to have an optimum level of knowledge being shared during the project execution. As mentioned by the participants:

No	Sub-codes	Quote
1	Strategic troubleshooting	".every senior has their own experiences and strengths. They have a lot of knowledge on strategic matters and conflict resolution. You must take the initiative to know what is their knowledge of things. You can learn a lot from them. The seniors also have earned enough respect to be able to communicate to levels that are above us."
2	Lessons learned	"We can learn how to manage problems from their past problem solved. Thus the problem becomes simplified so that we can quickly close the issue."
3	Direction for moving forward	"The reason is we want to tap into their knowledge, to provide the direction and know-how. How to manage the project, to execute the project properly, the process and steps to meet the project objectives"

4. Discussion and Conclusion

According to the findings, the utilization of experienced professionals could be explored further. Especially in the technical field. In this case, it is employees with a minimum of 15 years' experience. This range of employees must have reached the skillset level of Technical Professionals (TP) or Custodians. Data suggests that the range falls under the early Generation X until the early Baby Boomers age group. For discussion purpose, the study will call this age group as the X-Boomers hybrid. They currently fall under the age range of 45-65 years. The characteristics if this X-Boomers are very similar to the Generation X age group but only of older range; and yet too young to be categorized as Baby Boomers. This age group has the maturity to manage the younger workforce which is Generation Y and Z.

Referring to the figure below, the Baby Boomers are at the parental age range for Generation Y. Hence by default, the latter has an innate inclination to listen to people as old as their parents. Hence the pattern shall emerge as the Generation X being suitable coaches to Millennials, and the Generation Y being suitable coaches to the Centennials.

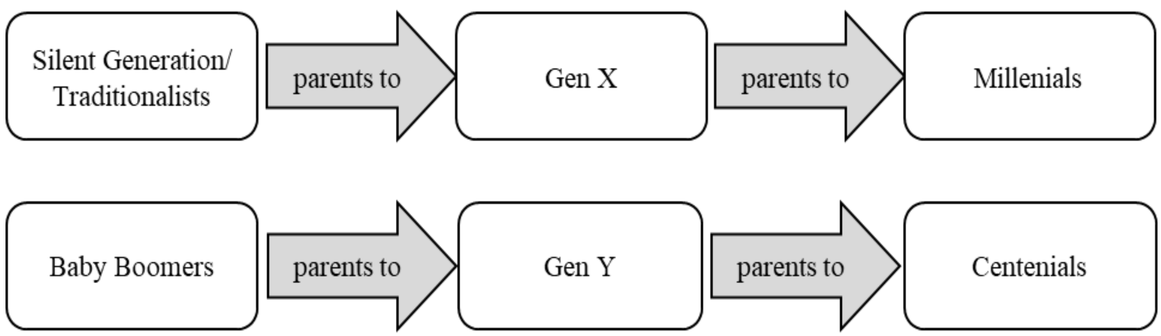

Figure 59: Parent-child Correlation to Each Generation.

This suggests that the X-Boomer employees are most suitable as mentors; be it for pairing method of learning and as a pulling force for new talent to have an interest in joining their establishment even before completing studies. Such as reported by APQC (2012), whereby Schlumberger organizes one-week internships called field camps. This way, high school students are exposed to the working culture and the company evaluates the student's potential.

When an organisation has interim moments of activities, employees may be subjected to lull periods and feel like their career is dormant. The organisation has to inject motivation into the culture. Some of the participants may fear a lack of opportunities to climb up the career ladder while their superiors are still in service, especially when some of them re-employed after retirement age limit. Large organisations such as Lockheed Martin SSC custom-made a matrix governance structure to manage all critical technical skills. (APQC, 2012). Managers of each business units and main functional operations teams collaborate to:

1. Provide inter-company technical and non-technical skills program,
2. Identify skillsets expertise.
3. Develop experts and protégés
4. Grouping of employees to their skillsets

Hence, they have a low reliance on the Human Resources Department; when they require any resource it is already groomed from within. That indirectly saves costs on hiring temporary staffing for projects.

A major problem for all the companies is knowledge loss when employees retire or leave the company. It is crucial that Oil and Gas project management and construction team to consider for the continuity of the project. In order to optimize the experience of senior workers, organizations can use them as trainers and mentors. Older workers have a wealth of knowledge and experience that they would love to pass on (John Reh, 2019) With the use of tools, adapted communication platforms reduces the need for physical and strenuous movement to enable a flexible schedule.

5. Recommendation

Due to the loyal nature of these age group workers, most Oil and Gas organizations find that these senior professionals are easily/ highly easy to retain in the organisation. But to make the employment of the older workers more comfortable, the following suggestion made:

- meet their security needs; this includes better medical coverage, eye care, and financial planning assistance
- use the senior workers as trainers and mentors; older workers have a wealth of knowledge and experience that they would love to pass on
- accessible parking spaces; to reduce the distance of walking
- adapted working tools such as screen magnification software; some may have weaker eyesight
- flexible scheduling; due to stamina issues or the effects of medications
- periodic rest breaks away from the workstation; this enables naps
- adapted communication tools such as text messaging; to reduce the need for physical and strenuous movement
- part-time work schedules; some older workers may want to spend more time with family
- a sit-stand desk; some older workers may suffer from arthritis
- time off for medical treatment

Experience cannot be purchase nor fabricated. With the current loss of valuable knowledge through retirement, organisations must increase the initiative of digitalising tacit knowledge from this generation workforce. It is the only source available in the future for the new generation to learn from.

Develop a sustainable culture starting with the senior employees that is supportive of digitalising knowledge. One way is to offer monetary remuneration for the effort. Tacit knowledge is shared by trust and motivation. In aligning knowledge management to a company's business strategy, the tacit knowledge and value chains should be incorporated to contribute towards enhancing profitability. Otherwise, the knowledge management systems will become a garbage pool (Grant, 2013), and turn into a problem of knowledge overload. As highlighted by one of the study participants, " The challenge now is basically to make available useful information into the system and make it easy enough for everybody to assess it. So that the younger generation can easily search and find information while doing the project".

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The Implementation of 21st Century Skills in the Teaching and Learning Process of Vocational College Teachers

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Abstract: *21st-century skills will produce individuals who are constantly striving for knowledge and adapting to various changes all the time. The need for the implementation of these 21st-century skills is important and all teachers play a key role in implementing them. Due to the industrial demand for high skill and competent technical and employability, it is an important part of empowering vocational education. With effective and efficient methods of teaching, a teacher may help students to achieve needed skills in their field. Therefore, with highly skilled and vast experience in instructional methods of a teacher, this can determine the success criteria for institutional. Survey questionnaires were used to identify these 21st-century skills suitable for the teaching of technical and vocational education. The study was guided by two objectives and a research question. However, random sampling was used to select the respondents from the teachers of technical and vocational colleges. The data and results present the new strategies for the teaching of technical and vocational college which were identified to be creative, critical thinking, collaboration, and communication. Besides that, teacher Technical and Vocational Education should be trained in effective teaching methods and be informed about the current industry needs.*

Keywords: Teaching and learning, 21st-century skills, Vocational College

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1. Introduction

The 21st-century skills are not new to the Malaysian education system, but they are an extension of traditional skills in the adoption of new technologies and the working environment. In 2013, when it was emphasized throughout the Malaysian Education Blueprint 2013 to 2025 (MEB), the phrase 21st-century education (PA-21) became dominant (MOE, 2013). The MEB explains that the changes in education system are intended to boost and provide the skills required in the 21st-century for every Malaysian student. In the 21st- century, there are few skills such as critical thinking, creativity, collaboration, and communication for holistic student personality development to face the economic challenges of the 21st-century (MOE, 2013). A pilot 21st century learning was launched in 2014 by the Ministry of Education Malaysia (MOE) to help teachers understand and are willing to make a change in teaching and learning by following the aspirations of transformation and was introduced in schools nationwide beginning in 2015. (MEB, 2015). This effort is aimed at transforming the education system and providing the knowledge and skills of 21st-century industrial players and thus becoming the best global competitors. Curriculum reform includes all aspects of skills and competencies that can meet the needs of education in the 21st-century, where the Standard Curriculum of Primary Schools (KSSR) and Standard Curriculum of Secondary Schools (KSSM) have been implemented since 2011. Both curriculum standards have been updated with the implementation of KSSR and KSSM (review) begins in 2017. Therefore, MOE encourages teachers to take the initiative in self-development, enhance knowledge and skills, and use new teaching and learning practices to address the needs of the 21st-century (MOE, 2013). The abilities of the 21st-century will give birth to individuals who constantly strive for knowledge and different changes all the time.

Technical and Vocational Training and Education (TVET) will play a role in providing the skilled workforce necessary for the economic transformation of Malaysia and the next phase of growth. Moreover, under the 11th Malaysia Plan (11MP), 1.3 million additional jobs in Malaysia are projected to require skills related to TVET by 2020. This will make TVET the most important avenue to increase the skilled human base of Malaysia. The MEB has implemented various initiatives to equip the next generation with different 21st-century knowledge and skills through the education system to prepare Malaysian youth to take advantage of the new opportunities under the 11MP. The skills needed for the 21st-century include a variety of skills, including critical thinking, problem solving, creativity, communication, and collaboration (Dede, 2010). The National Education Association (NEA, 2012) of the United States has reviewed the skills framework of the 21st-century and presented the four most important specific skills: critical thinking, communication, collaboration, and creativity (4C's) skills (NEA, 2010). TVET was created to provide opportunities for students who have an interest in the field to meet the needs of the workforce in the industry at home and abroad.

2. Literature Review

The biggest argument for the acquisition of 21st-century skills by students is the teacher's responsibility to prepare students for the society in which they work and live (Gibson, 2010). In the right place and at the right time, young graduates need to have the basic skills and the right abilities (Chai and Kong, 2017). To prepare students today, today's classroom should be defined by the following characteristics: authentic, engaging, technically opportunistic, meaningful, creative, and student minded. Teachers play role in the modelling of these practices. In conjunction with student learning activities, teachers need to convey their knowledge, according to Azmi and Nurzatulshima (2017). Ercikan and Oliveri (2016) clarify that skills of the 21st-century have been expressed in a variety of ways but are usually seen as the result of a combination of significant skills in today's world and become a necessity for the workforce of today. As such, students need to be equipped with the skills and competencies needed in the 21st century to face the challenges of the future, as the future workforce (Yoke, 2018). Educators need to be innovative in their teaching and learning approaches to promote these 21st century skills to enhance the participation of their students in the learning environment.

Purpose of Study

The purpose of this study is to identify the implementation of 21st-century skills of Technical and Vocational Education Teachers in Vocational Colleges. Therefore, to achieve the goals of this study, the research objectives of the study are as follows:

i. Identify the level of knowledge of Technical and Vocational Education teachers in providing students with 21st-century skills in the implementation of teaching and learning in vocational colleges.

ii. Identify teaching practices applied by Technical and Vocational Education teachers in providing students with 21st-century skills in the implementation of teaching and learning in vocational colleges.

Research Question

The research questions of this study are as follows:

i. What is the level of knowledge of Technical and Vocational Education teachers in providing students with 21st-century skills in the implementation of teaching and learning in vocational colleges?
ii. What are the teaching practices applied by Technical and Vocational Education teachers in providing students with 21st-century skills in the implementation of teaching and learning in vocational colleges?

Methodology

This study used a questionnaire adapted from Noordiana (2017) research to perform the survey. The study sample consisted of 30 professional college teachers around Johor Bahru with a total of 32 items. The questionnaire constructed contains three parts. Section A is the demographic of the respondents. Section B is a questionnaire about teacher's knowledge about 21st-century skills and Section C about teaching practice applied by technical and vocational teachers on 21st-century skills. These skills are communication, creativity, collaboration, and critical thinking. The research items in the questionnaire are analyzed using SPSS.

Findings

Table 1 shows the demographic profile of the respondent has answered the study questionnaire. Profile respondents obtained gender, age, professional qualifications and teaching experiences.

Table 1: Demography Profile Respondent (N=30)

Demographic Factors	Category	Frequency	Percentage
Gender	Men	12	40
	Women	18	60
Age	20-25 years	2	6.67
	26-35 years	10	33.33
	36-45 years	10	33.33
	46 years	8	26.67
Professional Qualifications	Bachelor (Master)	2	6.67
	Bachelor	28	93.33
Teaching Experiences	1-5 years	3	10
	6-10 years	7	23.33
	11-15 years	9	30
	16-20 years	7	23.33
	21 years and above	4	13.33
	Total	**30**	**100%**

Table 2 shows the level of teacher knowledge of 21st-century skills for TVET teachers and how they apply. Descriptive analysis which involves the mean and standard deviation carried out to identify the level of teacher knowledge have the highest level of the knowledge to the first item, namely: "I know the importance of 21st-century skills in teaching and learning" with mean = 3.95 and standard deviation = 0.183. Based on these results, the teachers of many respondents agree that they understand the importance of 21st-century skills.

Next, the lowest mean, but still at the high mean level obtained on the item 4, namely: "I learned 21st-century skills through courses/briefings attended" with mean = 3.57 and standard deviation = 0.504. TVET teachers agree that they understand the abilities of the 21st-century skills through courses/briefings attended, based on the average level. The conclusion that can be drawn is that the teacher's knowledge of 21st-century skills in technical and vocational education is high with an overall mean of 3.78 and the standard deviation is = 0.414.

Table 2: Level of Knowledge of 21st-Century Skills for Technical and Vocational Education Teachers

No.	Item	Mean	Standard Deviation	Level Mean
1	I know the importance of 21st-century skills in teaching and learning.	3.97	0.183	High
2	I am knowledgeable to expose students with 21st-century skills learning resources.	3.73	0.450	High
3	I am knowledgeable to apply 21st-century skills in teaching and learning.	3.83	0.379	High
4	I learned 21st-century skills through courses/briefings attended.	3.57	0.504	High
5	I am knowledgeable to plan to learn by combining 21st-century skills elements in teaching and learning.	3.80	0.484	High
6	I am knowledgeable to use various teaching and learning strategies and techniques appropriate to the current situation.	3.80	0.484	High
7	I know the importance of innovating in teaching and learning towards 21st-century learning.	3.83	0.379	High
8	I know the importance of managing the classroom so that 21st-century learning can take place effectively.	3.73	0.450	High
	Overall Mean	**3.78**	**0.414**	**High**

Communication Skills

The distribution of the mean and standard deviation for each item under the teaching practices applied by technical and vocational education teachers based on 21st-century communication skills in the implementation of teaching and learning in vocational colleges is shown in Table 3. The analysis for each item under this category shows that item 4 *I ask students to communicate for a variety of purposes (examples: telling information, giving instructions, motivating, and persuading*) has the highest mean score of 3.87 among the five items for this category. Item 2 *I ask students to convey ideas followed by clear body language in a variety of ways effectively* has the lowest mean score of 3.47. The overall mean score and standard deviation for the communication skills is 3.69 and 0.515, respectively.

Table 3: The Teaching Practices Applied by Technical and Vocational Education Teachers based on 21st-Century Skills in The Implementation of Teaching and Learning in Vocational Colleges

No.	Item	Mean	Standard Deviation	Level Mean
1	I guide students to present ideas in writing by having variety of ways effectively.	3.80	0.484	High
2	I ask students to convey ideas followed by clear body language in a variety of ways effectively.	3.47	0.629	High
3	I ask students to interpret people's knowledge based on the information they give.	3.57	0.504	High
4	I ask students to communicate for a variety of purposes (examples: Telling information, giving instructions, motivating, and persuading).	3.87	0.507	High
5	I guide students to use various media based on the latest technology for effective communication purposes.	3.73	0.450	High
	Overall Mean	**3.69**	**0.515**	**High**

Creativity Skills

The distribution of the mean and standard deviation for each item under the teaching practices applied by technical and vocational education teachers based on 21st-century creativity skills in the implementation of teaching and learning in vocational colleges is shown in Table 4. The analysis for each item under this category shows that item 1 *I guide students to be able to create new ideas that have the features of improvement or innovation* has the highest mean score of 3.83 among the five items for this category. Item 4 *I ask students to see failure as an opportunity to continue to find new ideas in the long run* has the lowest mean score of 3.53. The overall mean score and standard deviation for the communication skills is 3.72 and 0.454, respectively.

Table 4: The Teaching Practices Applied by Technical and Vocational Education Teachers based on 21st-Century Skills in The Implementation of Teaching and Learning in Vocational Colleges

No.	Item	Mean	Standard Deviation	Level Mean
1	I guide students to be able to create new ideas that have the features of improvement or innovation.	3.83	0.379	High
2	I guide students so that they can analyse my own ideas to improve the weaknesses of my ideas.	3.73	0.450	High
3	I ask students to see failure as an opportunity to learn new things.	3.73	0.450	High
4	I ask students to see failure as an opportunity to continue to find new ideas in the long run.	3.53	0.507	High
5	I guide students to be able to use idea creation techniques well (examples: Brainstorm, etc.)	3.80	0.484	High
	Overall Mean	**3.72**	**0.454**	**High**

Collaboration Skills

The distribution of the mean and standard deviation for each item under the teaching practices applied by technical and vocational education teachers based on 21st-century collaboration skills in the implementation of teaching and learning in vocational colleges is shown in Table 5. The analysis for each item under this category shows that item 5 *I encourage teaching and learning in groups* has the highest mean score of 3.87 among the five items for this category. Item 1 *I allow* *students to demonstrate the ability to work effectively in diverse teams* has the lowest mean score of 3.53. The overall mean score and standard deviation for the communication skills is 3.67 and 0.509, respectively.

Table 5: The Teaching Practices Applied by Technical and Vocational Education Teachers based on 21st-Century Skills in The Implementation of Teaching and Learning in Vocational Colleges

No.	Item	Mean	Standard Deviation	Level Mean
1	I allow students to demonstrate the ability to work effectively in diverse teams.	3.47	0.629	High
2	I ask students to be flexible in performing teamwork to achieve common goals.	3.53	0.507	High
3	I guide students to take on shared responsibilities in teamwork.	3.73	0.450	High
4	I guide students to receive input and encouragement from teammates for mistakes made.	3.73	0.450	High
5	I encourage teaching and learning in groups.	3.87	0.507	High
	Overall Mean	**3.67**	**0.509**	**High**

Critical Thinking Skills

The distribution of the mean and standard deviation for each item under the teaching practices applied by technical and vocational education teachers based on 21st-century critical thinking skills in the implementation of teaching and learning in vocational colleges is shown in Table 6. The analysis for each item under this category shows that item 4 *I plan every question to asked to the students* has the highest mean score of 3.73 among the five items for this category. Item 1 *I guide students to give arguments appropriate to the situation (such as inductive, deductive, etc.)* has the lowest mean score of 3.47. The overall mean score and standard deviation for the communication skills is 3.57 and 0.507, respectively.

Table 6: The Teaching Practices Applied by Technical and Vocational Education Teachers based on 21st-Century Skills in The Implementation of Teaching and Learning in Vocational Colleges

No.	Item	Mean	Standard Deviation	Level Mean
1	I guide students to give arguments appropriate to the situation (such as inductive, deductive, etc.).	3.47	0.571	High
2	I ask students to be flexible in performing teamwork to achieve common goals.	3.57	0.504	High
3	I ask students to ask questions that can explain various points of view.	3.57	0.504	High
4	I plan every question to asked to the students.	3.73	0.450	High
5	I ask questions that explore students' views.	3.53	0.507	High
	Overall Mean	**3.57**	**0.507**	**High**

3. Discussion and Conclusion

Based on the analysis obtained shows the feedback from the questionnaire found that 21st century skills among TVET college teachers for each 21st-century skill are high. Findings show that the most dominated skills are creativity skills followed by communication skills, collaboration skills and finally critical thinking skills. The results can be seen based on the mean score.

The mean score for creativity skills is 3.72 and is rated as high in term of the teaching practices applied by technical and vocational education teachers based on 21st-century skills in the implementation of teaching and learning in vocational colleges. The high creativity among teachers in teaching and learning meant that teachers had to encourage learners to test different ideas more often. In addition, students also need to be encouraged to create ideas for a problem/question or to invent an open-ended question/problem solution. Teachers have been found to lack activities that require students to create an original product or performance to express their ideas. Therefore, to increase the level of implementation of teaching and learning skills, teachers need to perform more activities that instill creativity.

The average score of 3.69 is also rated as high for the implementation of communication skills in teaching practices applied by technical and vocational education teachers based on 21st-century skills in the implementation of teaching and learning in vocational colleges. The results indicated that teachers need to perform more activities that require learners to prepare and deliver an oral presentation to answer questions in front of an audience at the same time. Students need to be more frequently exposed on how to structure information for use in written products or oral presentations, how to communicate ideas using media other than a written paper, and how to present their work or demonstrate their learning. Accordingly, teachers need to move away from the traditional approach to teaching and learning, which may prevent them from adopting communication skills at a higher level.

The mean score for collaboration skills is 3.67 and is rated as high in term of the teaching practices applied by technical and vocational education teachers based on 21st-century skills in the implementation of teaching and learning in vocational colleges. This implied that when completing a task, teachers need to ask students to do more pair work or group work. In addition, teachers need to encourage students to work more often in teams to give feedback on group assignments or projects. Although teachers ask students to create joint products using each student's contributions, this is the least carried out. Thus, students should be asked more frequently as a team to create joint products. In their teaching and learning, teachers need to be aware of the factors that hinder them from adopting more collaborative skills.

The average score of 3.57 is also rated as high for the implementation of critical thinking skills in teaching practices applied by technical and vocational education teachers based on 21st-century skills in the implementation of teaching and learning in vocational colleges. This implied that teachers needed to carry out more activities that encouraged students to summarize what they have read or been taught or create their own interpretation. More activities should also be carried out to encourage students to develop persuasive arguments and to compare information from different sources. More activities that encourage students to analyze competing arguments, perspectives or solutions to a problem must also be prepared by teachers. In addition, activities that have encouraged students to solve complex problems or answer questions that do not have a single correct solution or answer should be carried out even more often. Teachers should overcome any obstacles that might hinder them from adopting critical thinking skills more often in teaching and learning to increase the level of adoption.

The objective of this study is to identify the level of implementation of skills by technical and vocational education teachers in teaching and learning in the 21st century. A discussion of the consequences of the results is also included. By using a questionnaire as the data collection tool, a quantitative survey was performed. The overall results indicate that teachers have implemented 21st century skills at a higher level. Several implications have been discussed based on findings that also provide suggestions on how to increase the level of teachers' implementation of 21st century skills. This research offers data that can help the teachers concerned to be aware of their 21st century skills implementation status. Teachers can then take appropriate measures to help them increase their level of implementation of 21st century skills in the future.

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The Influence of Competence, Integrity, and Emotional Intelligence on The Work Performance of Village Officials in Sawahlunto City

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Abstract: *The work performance of the village government in Sawahlunto City so far to provide services to the community has not been carried out to the maximum. The purpose of this research is to determine the influence of competence, integrity, and emotional intelligence on the work performance of village officials in Sawahlunto City. Associative descriptive analysis is used in this study. To analyze the data of research results, the researcher applied inferential analysis techniques, namely path analysis. The results showed that competence has a significant effect on emotional intelligence; integrity has a significant effect on emotional intelligence; competence has a significant effect on work performance; integrity has a significant effect on work performance; emotional intelligence has a significant effect on work performance.*

Keywords: competence, integrity, emotional intelligence, work performance

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1. Introduction

If the work performance of the village officials in the city of Sawahlunto observed by the naked eye so far, providing services to the community has not been carried out to the maximum. This can be seen from the form of services provided by the village government, including the completion of land ownership certificate, marriage certificate, birth certificate, death certificate, making ID card, and others. This can be seen from the lack of discipline of the work performance of village officials so that the completion of the village officials' works is often delayed concerning the procedure of tasks completion.

Kasmir (2016:193) explains that work performance is influenced by factors such as knowledge possessed by village officials, competence (ability), stimulated work, personality, work motivation, leadership style, organizational culture, work environment, and work commitment.

Bangun (2013:99) stated that work performance is the result of work that individuals have achieved based on job requirements. This requirement is also called the standard of work that is the level at a particular job is expected to be completed and compared to the goals or targets to be achieved. The competence of village officials is one that affects work performance. The competence of village officials is very important to achieve the work performance expected by the village government. With the existence of work tools that have competencies following their fields, the results of work achieved concerning the target compared to those that do not have competencies.
Sedarmayanti (2008:126) defines competence as the basic character that an individual has so that it affects work performance or can predict work performance. The work performance of village

officials will be better if supported by the competencies that it has under the workload it workloads carry such as the knowledge, skills, and attitudes needed to complete the work so that the work can be completed optimally. Robbin (2015) competence is the skill and ability to perform the work activities necessary in creating the main value for the organization that determines its competitive twilight.

Gea (2014) claimed that integrity is directly related to individuals in the organization. Individuals who can be maximized in carrying out work optimally are individuals who have a higher integrity.

Wibowo (2017:2) states that the achievements obtained in the work are influenced by emotional intelligence occupied in the first position while intellectual intelligence in the second position.

Robbins and Judge (2015:70) Emotional intelligence is one's ability to judge emotions within one person and others, understand the meaning of emotions, and organize one's emotions regularly.

MacShane and Von Glinove in Wibowo (2014) define emotional intelligence as a set of abilities to feel and express emotions, assimilating emotions in thinking, understanding, and connecting emotions within themselves and others.

The purpose of this research is to determine the influence of competence, integrity, and emotional intelligence on the work performance of village officials in Sawahlunto City. The idea of this research is to know the review of libraries, research methods, discussion results, and conclusions.

2. Literature Review

Sujiyanto (2017) with his research shows that integrity has a significant effect on work performance. Based on Umar et al (2014) stated that high integrity will be able to encourage high standards of work achievement, which is supported by intelligence, level of education, and training to obtain work performance point credit. Ahmad Fadila (2020), researched that there is a positive and significant influence of competence on the work performance of PT. Semen Baturaja (Persero) Tbk.

Sutrisno (2011:203) competencies are described as individual characteristics related to the effectiveness of individual work performance in their work.

The research results of Permatasari (2016) and Kirana (2016) suggest that there is a positive and significant influence between integrity on work performance, this means that the greater one's integrity, the better the work performance.

Muhammad Rizki (2018) in his research showed that emotional intelligence has a positive and significant effect on work performance. Labbaf (2011) investigated that emotional intelligence is the ability to understand one's own emotions and the emotions of others to distinguish them and use the information to direct one's thoughts and actions. People whose emotional intelligence is good can think clearly even under pressure, act ethically, stick to principles and have the drive to excel.

The type of research that is integrated into this study is associative descriptive, which is to know the existence of independent variables competence, integrity, and emotional intelligence. And, the type is also intended to know the effect on the work performance of village officials in the city of Sawahlunto. The sampling techniques used are proportional random sampling. Sampling using this slovin formula because, given the limited time and cost, the researchers limited the sample in this study to 45 respondents.

3. Discussion and Conclusion

The steps in this research process are:

1. Develop research instruments through the following steps: a) determine the dimensions/indicators of research variables, b) arrange the instrument grid, c) make instrument items, d) perform expert validation, e) conduct instrument trials, f) conduct item validity tests, 8) determine the instrument's reliability coefficient. 2. Provide instruments that have been developed to village officials that are research samples, consisting of work performance questionnaires, competence, integrity, and emotional intelligence;

2. Analyzing the data of the research results by using descriptive analysis techniques to describe the tendency to spread data in general on each variable presented in the form of tables and performed test analysis requirements consisting of tests of normality, heteroscedasticity;

3. Analyzing the data of research results using inferential analysis techniques, namely path analysis. The result of path analysis is intended to know the direct effect and indirect effect of the variables in this study and to know the significance of the relationship between several predicted variables. In other words, path analysis is used to test research hypotheses that have been formulated. Besides, path analysis can be used to determine the amount of free variable contributions that have a direct or indirect effect on bound variables.

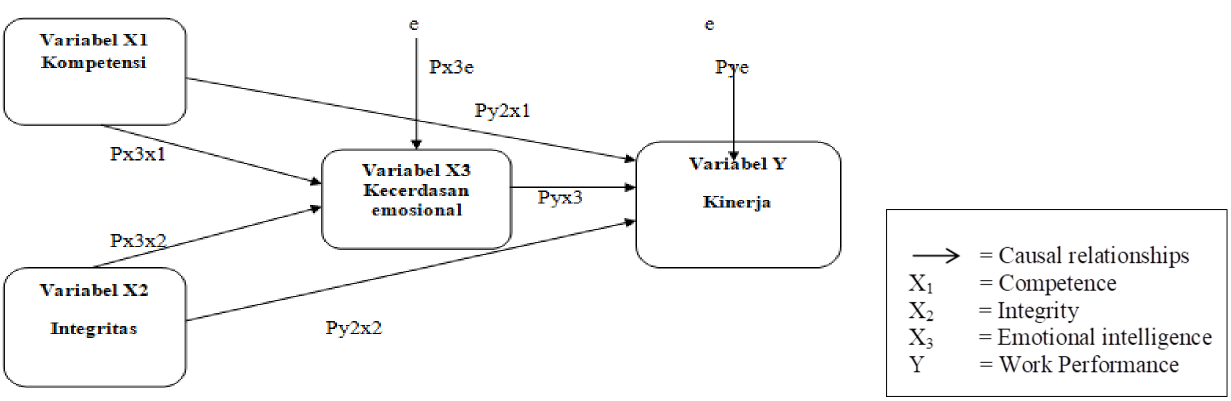

Figure 1: The results of the path analysis can be seen in the flowchart

Table 1: Effect of competence on emotional intelligence (px3x1)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.408[a]	.166	.147	3.698

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	117.228	1	117.228	8.573	.005[b]
	Residual	587.972	43	13.674		
	Total	705.200	44			

Based on the model summary output table, the adjusted R2 amount is 0.147, which means that the influence of emotional intelligence on work performance is 14.7% and the remaining 85.3% was influenced by other variables. While in the ANOVA table above it can be seen that F-count obtained by 8,573 with a significant level of 0.005 < 0.05, then H-0 is rejected, which means competence has a significant effect on emotional intelligence.

Table 2: Effect of competence on emotional intelligence (px3x1)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.553[a]	.306	.290	3.373

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	215.945	1	215.945	18.979	.000[b]
	Residual	489.255	43	11.378		
	Total	705.200	44			

Based on the model summary output table, the amount adjusted R2 is 0.290, which means that the influence of emotional intelligence on work performance is 29.0% and the remaining 71.0% is influenced by other variables. While in the ANOVA table above it can be seen that F-count obtained by 18,979 with a significant level of 0.000 < 0.05, then H0 is rejected, which means integrity has a significant effect on emotional intelligence.

Table 3 : Effect of competence on work performance (py2x1)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.611[a]	.374	.359	3.939

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	397.889	1	397.889	25.643	.000[b]
	Residual	667.222	43	15.517		
	Total	1065.111	44			

Based on the summary model output table, the amount of adjusted R2 is 0.359, which means that the influence of competence on work performance is 35.9% and the remaining 64.1% is influenced by other variables. While in the ANOVA table above it can be seen that F-count obtained by 25,643 with a significant level of 0.000 < 0.05, then H0 is rejected, which means competence has a significant effect on work performance.

Table 4 : Effect of integrity on work performance (py2x2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.558[a]	.312	.296	4.130

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	331.830	1	331.830	19.459	.000[b]
	Residual	733.281	43	17.053		
	Total	1065.111	44			

Based on the summary model output table, the amount adjusted R2 is 0.296, which means that the effect of integrity on work performance is 29.6% and the remaining 70.4% is influenced by other variables. While in the table ANOVA above can be seen that F-count obtained by 19,459 with a significant level of 0.000 < 0.05, then H-0 rejected, which means integrity has a significant effect on work performance.

Table 5 : The effect of emotional intelligence on work performance (pyx3)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.678[a]	.460	.448	3.656

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	490.278	1	490.278	36.675	.000[b]
	Residual	574.833	43	13.368		
	Total	1065.111	44			

Based on the model summary output table, the amount adjusted R2 is 0.448, which means that the influence of emotional intelligence on work performance is 44.8% and the remaining 55.2% is influenced by other variables. While in the ANOVA table above it can be seen that F-count obtained by 36,675 with a significant level of 0.000 < 0.05, then H-0 is rejected, which means that emotional intelligence has a significant effect on work performance.

Path analysis

Path analysis is an extension of multiple linear regression analysis or regression analysis used to measure causality relationships between variables. The causality relationship between variables can be seen in the picture as follows:

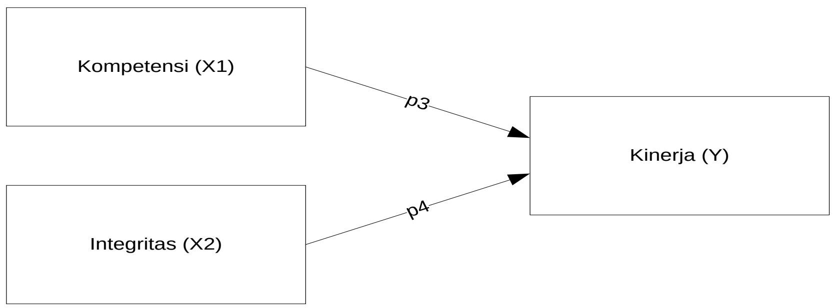

Figure 2: X1 and X2 direct relationship affects Y

The above picture is X1 and X2 variables directly affected Y or often called the direct effect. While in figure 3 describes the form of mediation that is the indirect influence of X1 and X2 to Y through X3 or called the indirect effect. According to Ghozali (2011:250), to know the indirect influence of a path is by multiplying its indirect coefficients. Measurement of direct or indirect influence can be seen as follows :

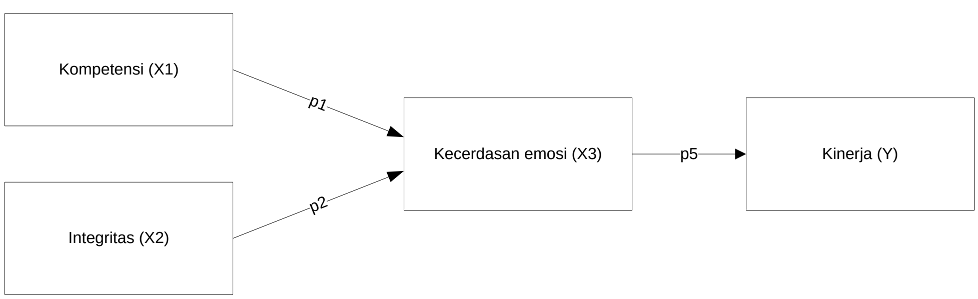

Figure 3 : Indirect relationships X1 and X2 affect Y through X3

Table 6 : The influence of competence on work performance through emotional distress

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-2.088	5.294		-.394	.695
	Komptotal	1.32	.261	.611	5.064	.000

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	16.338	4.970		3.287	.002
	Komptotal	.718	.245	.408	2.928	.005

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-1.126	4.276		-.263	.794
	KEtotal	.834	.138	.678	6.056	.000

Based on the table above, the value of the Standardized Coefficient(beta) of each variable can be seen. The direct influence of the competition on work performance was 0.611, while the indirect influence was 0.408 x 0.678 = 0.276624. From these results can be known the total influence of competition on work performance through emotional intelligence of 0.611 + 0.276624 = 0.887. This means that the total influence of competence on work performance through emotional intelligence is 88.7% and the rest (100-88.7 = 11.3 %) is influenced by other factors. From the calculation above, the model of the causal relationship between variables can be described as follows:

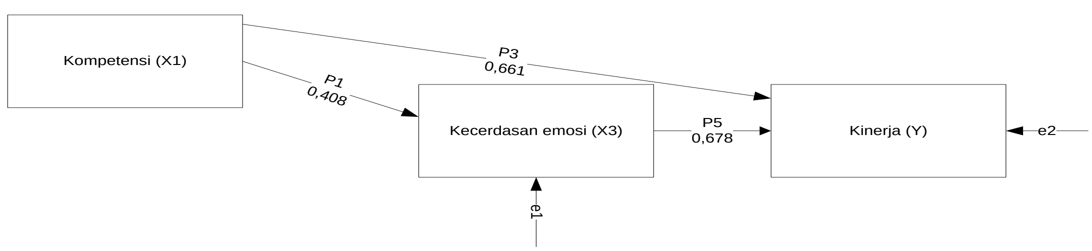

Figure 4: The influence of competence on work performance through emotional distress

Table 7 : The influence of competence on work performance through emotional intelligence

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-1.324	5.899		-.224	.824
	Inttotal	.848	.192	.558	4.411	.000

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	9.923	4.818		2.059	.046
	Inttotal	.684	.157	.553	4.357	.000

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-1.126	4.276		-.263	.794
	KEtotal	.834	.138	.678	6.056	.000

Based on the table above is known the value of the Standardidized Coefficient(beta) of each variable. The direct effect of integrity on work performance was 0.558, while indirect influence was 0.553 x 0.678 = 0.374934. From these results can be known the total influence of integrity on work performance through emotional intelligence of 0.558 + 0.374934= 0.933. This means the total influence of integrity on work performance through emotional intelligence is 93.3% and the rest (100-93.3 = 6.7 %) is influenced by other factors. From the calculation above, the model of the causal relationship between variables can be described as follows:

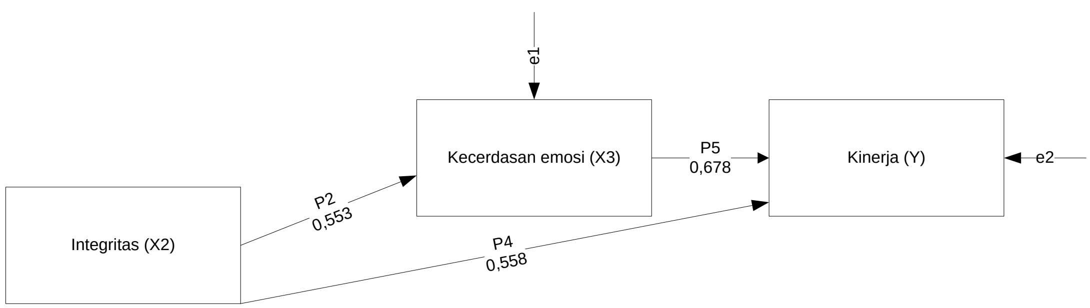

Figure 5 : The influence of competence on work performance through emotional intelligence

Based on the results of the track analysis, this study used two regression equations as follows:

1) The influence of competence and integrity on
   Emotional intelligence = b1x1 + b2x2 + e1
   Emotional intelligence = 0.408 b1 + 0.553 b2 + e1
   Emotional intelligence = 0.961 + e1

From the equation above, if there is an increase in one competency unit followed by an increase in emotional intelligence by 0.408 and if there is an increase of one unit of integrity will be followed by an increase in the emotional intelligence of 0.553.

This shows that the higher the competence and integrity, the higher the emotional intelligence.

2) The influence of competence, integrity, and emotional intelligence on work performance
Work performance = b1x1 + b2x2 + b3x3 + e1
Work performance = 0.661 b1 + 0.558 b2 + 0.678 b3 + e1
Work performance = 1,897 + e1

From the equation above, if there is an increase in one competency unit followed by a work performance increase is 0.661, if there is an increase of one unit of integrity will be followed by a work performance increase is 0.558, and if there is an increase of one unit of emotional intelligence will be followed by a work performance increase is 0.678.

This shows that the higher the competence, integrity, and emotional intelligence, the higher the work performance.

A. Effect of competence on emotional intelligence (px3x1)
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B. The effect of integrity on emotional intelligence (px3x2)
Based on the model summary output table, the amount adjusted R2 is 0.290, which means that the influence of emotional intelligence on work performance is 29.0% and the remaining 71.0% is influenced by other variables. While in the ANOVA table above, it can be seen that Fhitung obtained by 18,979 with a significant level of 0.000 < 0.05, then H0 is rejected, which means integrity has a significant effect on emotional intelligence.

C. Effect of competence on work performance (py2x1)
Based on the summary model output table, the amount of adjusted R2 is 0.359, which means that the influence of competence on work performance of 35.9%, and the remaining 64.1% is influenced by other variables. While in the ANOVA table above it can be seen that F-count obtained by 25,643 with a significant level of 0.000 < 0.05, then H-0 is rejected, which means competence has a significant effect on work performance.

D. Effect of integrity on work performance (py2x2)
Based on the model summary output table, the amount adjusted R2 is 0.296, which means that the effect of integrity on work performance of 29.6%, and the remaining 70.4% is influenced by other variables. While in the ANOVA table above it can be seen that F-count obtained by 19,459 with a significant level of 0.000 < 0.05, then H0 is rejected, which means integrity has a significant effect on work performance.

E. The effect of emotional intelligence on work performance (pyx3)

Based on the summary model output table, the amount adjusted R2 is 0.448, which means that the influence of emotional intelligence on work performance is 44.8% and the remaining 55.2% is influenced by other variables. While in the ANOVA table above it can be seen that F-count obtained by 36,675 with a significant level of 0.000 < 0.05, then H-0 is rejected, which means that emotional intelligence has a significant effect on work performance.

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Understanding the Process of Becoming Male Sex Workers

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Abstract: *This study is anchored on theory-generating mode of inquiry and focused on grounded theory methodology. It is grounded on constructionism as an epistemology using interpretivism as a theoretical perspective. It examined the reasons that have led male sex workers into the business, the processes involved in becoming male sex workers, the tensions they have encountered in this kind of work, and how they managed such tensions. There were nine participants in this study, which include five establishment-based and four freelance sex workers. Grounded theory, following the tradition of Corbin and Strauss (2014) and Charmaz (1994), was used as a major research methodology of this study. After the needed information were gathered through unstructured interviews, followed-up by semi-structured interviews, the data were transcribed, coded, and then analyzed based on the commonalities and differences of themes. To clearly analyze the emerging themes, the conditional relationship guide suggested by Scott (2004) was utilized because of its significant role played in supporting grounded theory analysis. The participants in this study joined the flesh business either voluntarily or by accident. Those who joined voluntarily were prompted by either poverty or the attraction of easy money. Other participants were trapped into the situation because of events or incidents that happened in their lives.*

Keywords: male sex workers, grounded theory, constructionism, interpretivism

1. Introduction

Sex work is a global issue especially in a third-world country such as the Philippines. It has become a major part of the informal economic sector, a "service industry'" to put it euphemistically (Jaen, 2019).

Prostitution in the Philippines has taken on varying forms and degrees. Traditionally, those who entered into prostitution were adult women who left their provinces to find a better life for themselves and for their children in the big city. Recently, however, the practitioners of the so-called "oldest profession" have turned younger and younger hence, the phenomenon of child prostitution. Today, another dimension is added to this flesh trade – male sex workers.

In the Philippines, sex work has been associated mainly with women despite the fact that men are as much a part of the sex industry as women. This is because male sex work is considered degrading for it reduces one to the status of women (Hernandez, 2002).

This study is anchored on constructionism as an epistemology using interpretivism as a theoretical perspective.

Holstein & Gubrium (2008) define constructionism as the view that all knowledge and, therefore, all meaningful realities as such, are contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context. The most important insight of constructionism is its emphasis on the rhetorical and constructive aspects of knowledge: that is, the realization that facts are socially constructed in particular contexts (Schwandt, 2007).

Charmaz (1994) suggested that the researcher constructs theory from the data. By starting with data from the lived experienced of the research participants, the researchers can, from the beginning, attend to how they construct their worlds. The lived experience shapes the resercher's approach to data collection and analysis

Epistemology is the technical term of the theory of knowledge. Epistemology refers to how we see the world; it is a theory of knowledge (Grbich, 2007).

This study also employed interpretivism or the qualitative approach, as a way to gain insights through discovering meanings by improving one's grasp of the whole.

In interpretive research, understanding the meaning of the process or experience constitutes the knowledge to be gained from an inductive or theory-generating mode of inquiry (Payne & Payne, 2005).

This study is anchored on theory-generating mode of inquiry and focused on grounded theory methodology. In grounded theory, according to Payne & Payne (2005), the investigator as the primary instrument for data collection and analysis assumes an inductive stance and strives to derive meaning from the data.

The present study aims to understand the process of becoming male sex workers and the manner they are placed in the context of social reality. Specifically, this research would like to answer the following questions:

1. What has led males to engage in commercial sex work?
2. What is the process of becoming male sex workers?
3. What do they construct themselves as male sex workers?
4. What tensions have they experienced in becoming male sex workers? How do they manage these tensions?

2. Literature Review

Male Sex Work

Male sex work (MSW) is a globalized phenomenon, existing in almost all countries and expanding rigorously into the digital world. This is due to a strong and increasing demand for male sex work in various areas of the world. It was also noted that the existence and the conditions of male sex work changes with and influence the traditional notion of masculinity (Nguyen, 2017).

Defining male sex work

The great challenge of defining male sex work is that there is no one agreed-upon definition, due to changing understanding and attitudes towards this social phenomenon. According to common understanding, Oxford Dictionary (2016) defines prostitution as "the practice or occupation of engaging in sexual activity with someone for payment" and "the unworthy or corrupt use of one's talents for personal or financial gain" and whereas, a prostitute (Oxford Dictionary, 2016) is "a person, in particular a woman, who engages in sexual activity for payment". In layman terms, prostitution is defined in a negative way, where talents are misused. Additionally, a prostitute assumes a prototype of a woman, conveying that women are the sole purveyors of sexual services. Yet, men in history have engaged in the selling of their bodies just as women (Stoddard, 2013). Recently, scholars have attempted to remove the negative connotation associated with the selling of sex and tried to reframe the definition without placing value-based judgment. Scholars have used "sex work" in replacement of "prostitution" (Nguyen HM., 2017).

Steering away from the value-based definition of "prostitution" and heading towards a more neutral definition, Pickering, Maher, and Gerard, (2013) define male sex work as "the adult exchange of direct physical contact and sexual services for monetary gain" However, it is noted that compensation for sex services is not always monetary, but there are alternative ways of compensating male sex workers. Beyond the monetary compensation, scholars have attempted to add other dimensions to the definition such as: support of livelihood necessities (i.e. food, shelter, etc.) and other items of monetary values (i.e. drugs, clothes, cosmetics, luxury goods, overseas vacation, drugs, etc. (Scott J, Minichiello V, Mariño R, Harvey GP, Jamieson M, Browne, J., 2005). Additionally, to distinguish MSW from other forms of sexual relationships with benefits such as marriage (Jesson J., 1993), the dimension of "hired" service or employment is added to the definition. Taking into considerations of multi- dimensional forms of compensation in male sex work industry, scholars (Morrison TG, Whitehead BW., 2005), define male sex worker as a person who is hired to provide sexual services with monetary compensation and/or other valuable items. Morrison & Whitehead (Stoddard TD., 2013) argue that this definition is most fitting to define MSW because it assumes that sex work is a legitimate form of employment, without the elements ofmoral degradation. The dynamic definition of "male sex work" is defined on the basis of understanding and attitudes towards the topic, changing from a moral-based definition to a more neutral, work-based definition. The reason for the dynamic definition of MSW may be influenced by shifting perspectives on this topic.

Methodology

Grounded theory was used to elicit the participants' descriptions as interpretations of their social reality as male sex workers. For this study, the researcher utilized interpretivism as a theoretical research perspective to Grounded Theory for the research design and data generation to include in-depth interview. Documentation was be included in the study.

Grounded theory research is a qualitative tradition built on compared concepts (Glaser & Strauss; in Matthews & Ross, 2010). Proponents of the constant comparative method have suggested that similar data are grouped and conceptually labeled during a process called open coding. Then, concepts are categorized. Categories are linked and organized by relationship in a process called axial coding. Conditions and dimensions are developed, and finally, through an interpretive process called selective coding, a theory emerges (Strauss & Corbin, 1990; in Richards, 2005).

Setting of the Study

The study was conducted in the "Heart City", a pseudonym, a flourishing highly urbanized city in Region VI. The city is a promising economic hub outside Metro Manila as exemplified by the sprouting, like mushrooms of commercial and industrial establishments. These structural improvements are complemented by widening thoroughfares to accommodate the increasing number of transportation facilities plying the different districts within the city.

As lifestyles become more sophisticated, entertainment bars that showcase sex workers catering to both male and female clients surface.

Establishment-based male sex workers were interviewed at the Social Hygiene Clinic. Permission was sought from the head of the office to use one room as venue where the interview of the participants was done to maintain the privacy of information generated from the sex workers.

For freelancers, the researcher had an informal conversation with the participants in streets, lobbies of hotels, parks, boarding houses, and commercial complexes identified and suggested by either the participants themselves or the informants.

Participants of the Study

Participants in the study were the nine (9) young male sex workers presently plying their trade in the "Heart City."

The inclusion criteria for the study were as follows: being engaged in sex work, male, aged 18 to 30. Participation was voluntary and anonymous with verbal informed consent. Establishment-based and freelance sex workers were considered in this research. Information from ancillary sources was considered in order to enrich the data provided by the participants.

Data Sources

Transcripts from open-ended interviews. After the recruitment of research participants and setting up of appointments for interviews, the formal interviews began with open-ended questions focusing on participants self introductions and questions surrounding the research questions.

Transcripts from closed-ended interviews. Follow-up interviews were conducted with some research participants whose responses in the first interviews needed further elucidation. Guide questions were constructed on the basis to responses from research questions.

Data Collection Procedures

The data collection for this type of research strategy included the following: transcripts of the interviews, field notes, official documents, information from informants, and unobtrusive observation. An informal, semi-structured, open-ended in-depth interview guide was used to collect information. In-depth qualitative interviewing fits grounded theory methods particularly well (Charmaz, 2006). The individual male sex worker was the unit of analysis.

The first step in the research process was the approval of the concerned agencies to gather available data from their offices relevant to the present investigation. It was also sought from the Social Hygience Clinic and the Task Force on Moral and Values Formation allowing researcher to interview sex workers as participants in this research project. A signed consent form from each participant in the research process was obtained. Since the prevalence of the data for this investigation was primarily obtained by utilizing the interview process, focus group discussion, and triangulation, the free-lance research participants indicated their convenient times for the informal interview in private settings of their own choice. In the case of establishment-based sex workers, the Social Hygience Clinic set the date of the interview on a Thursday during the regular smearing schedule and Wednesday on the case of those facilitated by The Task Force on Moral and Values Formation. Wednesday was the regular schedule of the office to check bars and other entertainment establishments in compliance with the function. The format of the interview was relaxed, spontaneous, and open-ended, allowing for greater in-depth discussion. A semi-structured interview guide was used to generate preliminary information concerning the research questions. Probe and follow-up questions were developed as the interview unfolded. The researcher took notes when appropriate and the interview was audiotaped for transcription. To ensure valid analysis, the researcher's interpretations of the interview data were discussed with the available participants in subsequent interview sessions to check for agreement. Substantiation was likewise done through triangulation with the other sex workers who had similar views as the previous interviewees. This was further authenticated during the focus interview. It was clarified that the research would cause no harm to them and they were ensured of their anonymity and confidentiality. Permission from the participants was secured to quote verbatim their statements to emphasize important points. The taped interview was transcribed personally by the researcher to assure privacy and confidentiality. After the in-depth interview with the participants, the researcher triangulated the information gathered through identified clients and from other sex workers. Unobtrusive observation also helped the researcher substantiate individual participant's claims. The final phase was focus interview where participants further corroborated on the common themes that emerged in the previous interviews. These were conducted to validate, confirm and authenticate the veracity of the participants' answers.

Informed consent

Informed consent means the right of the participant to be informed about the nature of the research, its purpose, and asking him/her consent to be included in the research project (Research and Economic Development, 2021). This is necessary for research participants to know that the information from them can be taped by the researcher. In this process, a set of ethical principles have to be followed while obtaining people's voluntary consent to give the researcher permission to use the private data, and the researcher has to treat research participants respectfully during the entire research process (Elliot, 2005).

Participants in this study were told about the purpose of the research – a study on the process of becoming male sex workers and the researcher's role in this research – a student who wanted to listen to the life experiences of other men. As always, permission was sought from the participants to record the conversation. The reason why recording was necessary was clearly explained - to keep all precious information; handwritten information could get lost.

The participants were assured that all information gathered during the interview would be considered private and confidential. As a guarantee, the researacher alone did the transcription and translation, to keep their identity and record confidential.

Data Analysis

The researcher transcribed verbatim each audio-taped interview, checked for accuracy, and examined the transcriptions line by line for emergent themes, as suggested by Strauss & Corbin (1990). This open coding allowed the data to be broken down and the phenomena sorted into categories. Through this analytic process, concepts are identified and their properties and dimensions are discovered in the data, as suggested in the literature (Strauss & Corbin, 1998).

3. Discussion and Conclusion

Results

The present study was conducted to understand the process of becoming male sex workers and the manner they are placed in the context of social reality. Conversations with the willing participants yielded the following results.

What led males to engage in sex work?

"Pigado Gid"

"Pigado gid" means stark poverty. This situation drives the participants to sex work. A person who does not have a permanent job, sex work is the easiest option. When "diskarte" [ploy] does not work no matter how hard one strives because of measly income, one is enticed into sex work

"Easy Money"

Another reason why sex workers are into this job is the lure of "easy money." From the perspective of male sex worker, "magpangita kwarta indi mabudlay" [earning money is not difficult]. This usually happens "kon wala wala na gid" [when they have no other means to secure their basic needs]. They go into the flesh trade in exchange for cash. To them selling flesh is an easier way to earn money because they have no education to back them up for gainful employment opportunities. Freelance sex workers ply their trade downtown, in the lobbies of malls and hotels, in parks and commercial complexes while those who are based in establishments perform in dance floors of gay bars.

"Broken Family"

Broken family is a situation when married couples separated ways, live in different domiciles, and usually one or both maintain another family.

A child belonging to a broken family has no one to depend on when they need financial assistance. The best way to earn a living is to look for a source of livelihood even if this means engaging in sex work.

Discussion of the Results on "What led males to engage in sex work?"

Poverty, easy money, and broken family are considered the underlying causes of sex work. Literatures on sex work viewed sex workers as victims of poverty (McCracken, 2007). Poverty is a concept that is commonly associated with sex work and sex workers and this theme emerged several times during the interview with the participants.

Poverty and education are inextricably linked, because people living in poverty may stop going to school so they can work, which leaves them without literacy and numeracy skills they need to further their careers (Childfund International, 2018). Because of limited options in finding work, participants in this research joined this industry.

Poverty is primarily due to low-earning capacity of the poor and to their limited access to regular and productive jobs. Behind these are the two interrelated root causes of in-work poverty—low education of the poor, and the scarcity of productive job opportunities (Rutkowski, 2015).

Process of Becoming Male Sex Worker

The participants in this study disclosed that becoming a sex worker is not based on formal training. Instead, this work is learned spontaneously or accidentally. It may be learned spontaneously through "mag estambay lang," [positioning oneself], "nirito ng kaibigan" [facilitated by a friend], or by observation ["tinitingnan ang ginagawa ng iba"]. By accident, if circumstances plunged them in ["napasubo lang"]. The process also depends on whether one is working as free-lance or establishment based.

In the case of establishment-based sex workers, mere observation of what others are doing gives the newbie an idea how to do it on stage to get the attention of the customers.

Sex workers also engaged in this activity intentionally. The process is spontaneous.

What Do They Construct Themselves as Sex Workers

"Ang Lalaki…. Lalaki Gid" (A man is always a man)

To the participants, engaging in sex work has nothing to do with their masculinity ["Ang lalaki, lalaki gid"]. Sex workers in this study are confident of their sexual orientation. They do not even bother having gay partners in admitting that everything is business since it is an added income.

"Call Boy/Entertainer/Dancer"

The participants' construction of themselves working in the commercial sex industry depends on whether they are in the establishment or as free-lancers.

Freelance sex workers categorized themselves as call boys in the literal sense. While positioning themselves in malls or some strategic areas, they wait until approached by a potential customer. Occasionally, by referral they receive calls from interested clients to render sexual service for a fee.

Being entertainers or dancers, depending on the service they provide to customers and guests, are the most common terms that performers in the club would construct themselves in relation to their work. Entertainers, strictly speaking, do not dance on stage but only accompany customers at the table for a drinking spree. Dancers, on the other hand, are those who perform on stage. In most cases, however, both are taken out by customers.

Discussion of the Results on "What do they construct themselves as sex workers?"

The existing sociological theories can be used to enhance our knowledge of the factors which cause some young males to enter and remain active participants in the "flesh business." There was tremendous support for Rosenberg's principles of self-concept development. These young males perceived themselves as heterosexual primarily and held negative views of homosexuals prior to becoming involved in sex work. They made concerted efforts to protect their identity as heterosexual by adhering to the values, attitudes, and behaviors of people whose evaluation of them they cherish. Additionally, they maintain their identity as heterosexual by boasting love and preference for sex with women and by limiting the sexual roles they perform in homosexual encounters. Furthermore, they report that it is money that primarily influences their participation in this behavior (Rosenberg; in Kendall, 2012).

What tensions have they experienced in becoming sex workers?

"Law-ay sa Mata sang Tawo / Dios" (unpleasant in the eyes of man and God)

Sex workers, though most of them joined the industry voluntarily, felt the impediments in the process of becoming one. These trepidations experienced by the participants are justified regardless of the exposure to similar activities due to personal reasons or social stigma associated with the nature of the work.

Participants acceded to the idea that their work is repugnant despite their claims that they do not do anything harmful to others. In fact, they knew that other people who are not very familiar with what they are doing will label them useless and mean.

Discussion of the Results on "What tensions have they experienced in becoming sex workers?"

By asserting that their participation is economically motivated, participants in this study can separate how they see themselves from how they perceive their "tricks." They accomplish this by using the techniques and strategies of "passing" and "covering" as suggested in dramaturgical approach (Goffman, 2015). These sex workers do not want significant others) to learn about their involvement in this discrediting behavior because they believe it would result in negative labeling; therefore, every effort is used to keep their work secret.

Discussion of the Results on "How Do they Manage the Tension?

The claims justifying sex work as "not a crime" because they are anyway doing commensurate service and providing happiness to clients is very functionalist in orientation. Although functionalism operates in the macro-level (Kendall, 2007), this perspective also finds its meaning in the sex work industry.

According to the functionalist theory, sex work exists because it serves several important functions for society generally and for certain people in society. Obviously, sex work provides a source of income for many sex workers (Davis, 1937; in Kendall, 2007).

Symbolic interactionism moves away from the larger issues to examine the everyday understandings that sex workers and their customers have about their behavior. These understandings help both sex workers and customers justify their behavior. Establsihment-based sex workers are perhaps especially likely to feel they are helping their customers by providing them not only sex but also companionship (Weitzer, 2009).

Conclusion

This investigation found out that the oft-repeated reasons for engaging in sex work are poverty, easy money, and broken family. To overcome the oppression of poverty, many inviduals resort to sex work. Poverty is further aggravated when someone belongs to a broken family. When the stomach is grumbling and no decent job is available, the easier way to escape from hunger and poverty is through sex work. Easy money offered by those belonging to this sex industry is enough invitation why many male sex workers preferred this work as compared to other job opportunities.

Sex workers entered into this “flesh business” spontanteously. Standing by in hotel lobbies, parks, and commercial centers frequented by prospective clients are means of finding sexual partners. The use of “sweet calls” and “eye-balls” contact are effective schemes in getting the attention of would be customers. Newbies may also learn the technique of being sex worker by observing what the veterans in the “profession” are doing. By imitating their style, becoming one of them is easy. Even those who were unknowingly trapped by the situation comfortably immersed themselves into the business spontaneously.

Research participants are certain of their masculinity. Regardless of their constant association and sexual relations with gays, their being “real men” remains intact.

The establishment-based sex workers preferred to be called dancers, macho dancers, professional entertainers, or simply entertainers. Those hunting customers in tha parks, commercial centers, hotel lobbies, by referrals and in the streets construct themselves as “call boys”.

Participants in this research admitted that society regard their work morally offensive and socially unacceptable. They are also aware that “outsiders” frown on this kind of work. It is also contrary to the teaching of the Church. For sex workers whose entry into this job is concealed to their family, being caught seems alarming but considers the possibility remote.
Participants whose involvement in this kind of work is concealed to their family have experienced more tensions that those whose work is acceptable to their loved ones. Although all the participants acknowledged the lowly nature of their work in the eyes of the outsiders, they simply ignore their ill-judgment, justifying that they do not cheat or harm their customers since every amount they earned is given commensurate service in return; therefore, they are not in a sense, engaged in criminal activities.

Therefore, the process of becoming a sex worker as understood from the findings and results of the study are likened to a whirlpool. The moment sex workers plunge into this work, the possibility of exiting is quite remote. The attraction of easy money and as the best option for having not earned any degree further thrusts sex workers into this business. Since opting for another job is less lucrative, remaining in this work is a rational choice.

Regardless of the reasons of engaging in sex work and the strategies employed in addressing tensions related to their work, the participants in this study justified their decisions and activities in line with the flesh business. No matter how outsiders view the nature of their work, sex workers have their own rationalization of the situation. For them, there is always a reason for being one.

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Amalan Kepimpinan Lestari Guru Besar Dan Kepuasan Kerja Guru Di Sekolah Kebangsaan Padang Jawa Shah Alam

(HeadMaster Sustainable Leadership Practice and Teacher Job Satisfaction in Sekolah Kebangsaan Padang Jawa Shah Alam)

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Abstrak: *Kepimpinan lestari merupakan satu bentuk model kepimpinan terkini bagi menilai aspek kepimpinan dalam bidang pendidikan dengan merujuk kepada perubahan-perubahan terkini dan baharu yang berlaku dalam dunia pendidikan. Permasalahan kepada kajian ini adalah secara realitinya perkara yang berlaku di sekolah adalah masa bekerja pengetua umumnya dihabiskan dengan urusan lain. Tujuan kajian adalah untuk mengenal pasti tahap amalan kepimpinan Lestari Guru Besar serta mengenal pasti tahap kepuasan kerja guru di Sekolah Kebangsaan Padang Jawa Shah Alam. Selain itu, kajian ini juga untuk mengenal pasti hubungan tahap amalan kepimpinan lestari guru besar dengan tahap kepuasan kerja guru di Sekolah Kebangsaan Padang Jawa Shah Alam. Kajian ini menggunakan kaedah kuantitatif deskriptif dengan menggunakan soal selidik berskala Likert melibatkan 30 responden yang yang terdiri daripada guru-guru Sekolah Kebangsaan Padang Jawa Shah Alam. Dapatan kajian mendapati tahap amalan kepimpinan guru besar dan tahap kepuasan kerja guru adalah tinggi serta terdapat hubungan yang signifikan antara tahap amalan kepimpinan guru besar dan tahap kepuasan kerja guru. Implikasi hasil dari kajian adalah berharap dapat memberi panduan kepada PPD, JPN dan KPM untuk mengadakan latihan bagi meningkatkan kepimpinan lestari guru besar. Kesimpulan nya guru besar di Sekolah Kebangsaan Padang Jawa telah mengamalkan tahap kepimpinan lestari yang tinggi.*

Kata Kunci: Kepimpinan lestari, kepuasan kerja, hubungan tahap amalan

Abstract: *Sustainable leadership is a form of the latest leadership model to evaluate the aspects of leadership in the field of education with reference to the latest and new changes that occur in the world of education. The problem in this study is that in reality the thing that happens in school is that the headmaster's working time is generally spent on other matters. The purpose of the study is to identify the level of Sustainable leadership practices of headmaster as well as to identify the level of job satisfaction of teachers in Sekolah Kebangsaan Padang Jawa Shah Alam. In addition, this study is also to identify the relationship between the level of sustainable leadership practice of headmasters with the level of job satisfaction of teachers in Sekolah Kebangsaan Padang Jawa Shah Alam. This study uses a descriptive quantitative method using a Likert scale questionnaire involving 30 respondents consisting of teachers from Sekolah Kebangsaan Padang Jawa Shah Alam. The findings of the study found that the level of headmaster leadership practice and the level of teacher job satisfaction are high and there is a significant relationship between the level of headmaster leadership practice and the level of job satisfaction. The implication of the results of* *the study is to hope to provide guidance to PPD, JPN and KPM to conduct training to improve the sustainable leadership of headmasters. In conclusion, the headmaster at Sekolah Kebangsaan Padang Jawa has practiced a high level of sustainable leadership.*

Keywords: Sustainable leadership, job satisfaction, practice level relationships

1. Introduction

Sekolah merupakan tempat untuk membentuk modal insan yang berkebolehan, berketerampilan dan berupaya menggantikan pemimpin negara pada masa hadapan. Peranan utama sesebuah sekolah bukan sahaja melahirkan modal insan yang cemerlang daripada segi jasmani, emosi, intelek, sahsiah dan sosial sebaliknya turut memainkan peranan yang besar dalam menyediakan individu yang boleh memenuhi permintaan pasaran kerja. Fawziah Kassim (2008) berpendapat guru besar adalah seorang pemimpin yang berkeupayaan, bertanggungjawab dalam merancang dan melaksana pengetahuan, berkemahiran, mempunyai kepakaran dalam mentadbir dan mengurus sekolah dengan cekap dan berkesan.

Kenyataan ini disokong oleh Abdul Rahim (2003) yang berpendapat bahawa sekolah sebagai organisasi yang terancang perlu menyediakan perkhidmatan pendidikan yang berkualiti kepada komuniti setempat. Lantas, guru besar perlu memimpin, mengurus dan mentadbir sekolah mengikut gaya kepimpinan yang sesuai dan tepat. Oleh itu, pemimpin utama di sekolah sama ada guru besar atau pengetua memainkan peranan yang penting dalam mendepani segala cabaran melestarikan kecemerlangan pendidikan negara tanpa meminggirkan kerjasama yang erat dengan semua kakitangannya.

Kajian ini dijalankan bagi memerhati, meneliti dan merumuskan sama ada guru besar sekolah rendah adalah pemimpin lestari atau 'sustainable leaders' di Sekolah Kebangsaan Padang Jawa Shah Alam. Dalam konteks kajian ini juga, penyelidik ingin memberi gambaran jelas tentang tahap tingkah laku dan amalan kepimpinan yang diaplikasikan oleh guru besar khususnya dalam membudayakan kepimpinannya di sekolah sebagaimana yang telah diasaskan oleh Andy Hargreaves dan Dean Fink sejak tahun 2003. Hargreaves dan Fink menyarankan agar kepimpinan lestari perlu menjadi komitmen dan keutamaan semua pemimpin sekolah dalam melaksanakan tugas-tugas mereka. Oleh itu, para pentadbir perlu memahami pendekatan atau amalan-amalan kepimpinan lestari untuk menguruskan sekolah dengan lebih berkesan. Tanpa melestarikan legasi kepimpinan sudah pasti keunggulan sesuatu sekolah tidak dapat dikekalkan pada masa hadapan.

1.1 Pernyataan Masalah

Kajian yang dijalankan oleh tokoh pendidikan (Harris, B.2007) mengenai sekolah dan keberkesanan kepimpinan menunjukkan bahawa organisasi sekolah yang semakin kompleks memerlukan anjakan amalan dan penyesuaian dari perspekstif kepimpinan. Azlin Norhaini Mansor (2006), Foo Say Fooi (2003) dan Daresh (2001) menyatakan kebimbangan mereka kerana masih terdapat ramai pengetua menggunakan model pengurusan klasik. Penggunaan model klasik ini memberi impak kepada guru. Kepimpinan sekolah masa kini perlu berubah atau diperbaharui untuk memastikan sekolah mengalami perubahan yang berterusan.

Secara realitinya, perkara yang berlaku di sekolah adalah masa bekerja pengetua umumnya dihabiskan dengan urusan lain. Majoriti pengetua gagal mengamalkan fungsi utama mereka iaitu membantu pengajaran guru di bilik darjah disebabkan banyak masa terpaksa dihabiskan untuk mengurus hal-hal pentadbiran dan pengurusan sekolah yang umum (Maimunah, 2005).

Menurut Azlin (2006), masa bekerja pengetua banyak dihabiskan dengan urusan seperti pentadbiran di pejabat, masalah disiplin, urusan kertas kerja, komunikasi telefon, atau internet dan sebagainya yang tiada kaitan langsung dengan pengajaran guru. Selain itu, menurut Mohd.Suhaimi dan Zaidatol Akmaliah (2007) kebanyakan pengetua banyak melaksanakan pelbagai tugas yang mendesak seperti menghadiri mesyuarat, berjumpa ibu bapa dan melihat kerosakan di kawasan sekolah, sekaligus menghadkan masa mereka untuk memberi perhatian terhadap amalan kepimpinan lestari.

1.2 Tujuan Dan Objektif Kajian

Tujuan kajian adalah untuk Mengenalpasti hubungan tahap amalan kepimpinan lestari guru besar dengan tahap kepuasan kerja guru di Sekolah Kebangsaan Padang Jawa Shah Alam. Secara khususnya objektif kajian adalah:

i. Mengenal pasti tahap amalan kepimpinan lestari Guru Besar
ii. Mengenal pasti tahap kepuasan kerja guru di Sekolah Kebangsaan Padang Jawa Shah Alam.
iii. Mengenal pasti hubungan tahap amalan kepimpinan lestari guru besar dengan tahap kepuasan kerja guru di Sekolah Kebangsaan Padang Jawa Shah Alam.

2. Ulasan Kajian Lepas

Beberapa kajian lepas yang lepas menunjukkan bahawa amalan kepimpinan lestari telah membawa kepada perubahan yang positif dan keberkesanan kepada sekolah. Dapatan kajian yang dijalankan oleh Habib & Zaimah (2012) mendapati bahawa amalan kepimpinan lestari guru besar di daerah Segamat berada pada tahap sederhana tinggi sekaligus menunjukkan bahawa kepimpinan lestari yang diamalkan akan membantu meningkatkan prestasi kerja guru. Supian & khadijah (2012) menyatakan hasil kajian menunjukkan kepimpinan lestari yang telah diamalkan pada keseluruhannya berada pada tahap yang tinggi. Ini bermakna guru besar mengamalkan kepimpinan lestari dengan kadar yang kerap sama ada secara sedar atau sebaliknya. Dapatan ini selari dengan kajian yang dijalankan oleh Syed Ishak (2015) di Sekolah Menengah Agama Bahagian Kuching menunjukkan keseluruhan dimensi amalan kepimpinan lestari pengetua di sekolah yang dikaji berada pada tahap yang tinggi.

Berdasarkan dapatan dalam kajian lepas lain, kepimpinan lestari telah membawa satu keputusan dan perubahan yang positif dalam pentadbiran sesebuah pengurusan di sekolah. Dalam kajian Lokman (2009) kepimpinan di sekolah telah mengamalkan strategi kepimpinan lestari dalam memastikan segala objektif, matlamat dan visi sekolah tercapai. Ng Shok (2014) dalam kajiannya mendapati kepimpinan lestari mempunyai hubungan secara langsung dengan prestasi kerja guru di sekolah.
Abdul Ghani (2005) menegaskan bahawa amalan kepimpinan lestari oleh pengetua berkeupayaan meningkatkan prestasi guru dan sikap guru. Manakala Koh (2008) menyatakan bahawa dengan kepimpinan lestari, pengetua sekolah yang cemerlang akan membangunkan minda guru-guru

melalui keupayaan kepimpinan guru-guru iaitu merujuk kepada penglibatan meluas dan keterampilan dalam tugas memimpin. Jelaslah di sini bahawa kepimpinan lesatri merupakan satu gaya kepimpinan pengurusan ke arah satu keputusan yang positif dan memberi kebaikan kepada semua pihak.

2.1 Teori

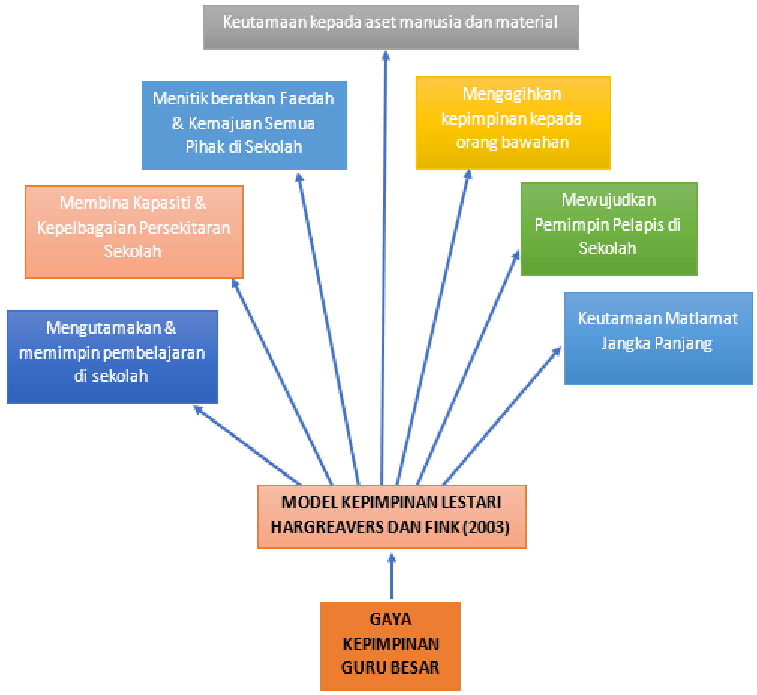
Kepimpinan ialah kebolehan seseorang untuk menginspirasikan keyakinan dan sokongan dalam kalangan sekumpulan manusia yang diperlukan untuk mencapai matlamat organisasi (Kim dan Maubourgne, 1992). Teori Trait adalah teori kepribadian. Teori ini menjelaskan bahawa seseorang yang dilahirkan atau dilatih dengan kepribadian tertentu akan menjadi yang terbaik sebagai seorang pemimpin. Seseorang yang mempunyai keperibadian yang baik terutamanya dari segi komunikasi, pemikiran dalam menyelesaikan sesuatu masalah, bertanggungjawab akan dapat menjadi seorang pemimpin yang baik dan dapat menguruskan pentadbiran dengan baik.

McCall dan Lombardo (1983) menyatakan terdapat empat sifat keperibadian utama yang menjadi penentu keberhasilan atau kegagalan seorang pemimpin. Antara sifat keperibadian yang utama ialah ketenangan emosi, mengakui kesalahan, keterampilan yang baik, mempunyai pengetahuan yang luas. Sifat-sifat keperibadian inilah yang diperlukan dalam diri seorang pemimpin. Menurut Baharom dan kawan-kawan (2009) teori ini mengasingkan sifat-sifat sahsiah, sosial, fizikal, atau intelektual seseorang pemimpin daripada orang yang bukan pemimpin.

Dengan kata lain, sifat-sifat pemimpin berbeza daripada yang bukan pemimpin. Pemimpin yang baik dan mengamalkan gaya kepimpinan yang terpilih merupakan seorang pemimpin yang mempunyai jiwa yang besar dan dapat bertoleransi dalam setiap keputusan yang akan dilakukan.

2.2 Model

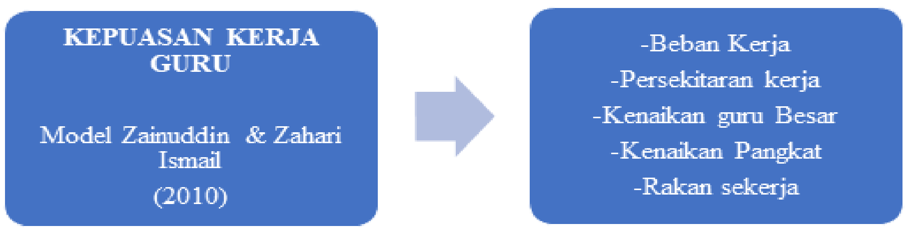
Guru besar merupakan pemimpin di sekolah yang mana lazimnya akan menjadi tempat rujukan guru-guru dan juga pentadbir utama di sekolah. Menurut Nubli (2012), matlamat akhir pendidikan adalah perubahan dan organisasi yang membuahkan kejayaan. Oleh yang demikian, gaya kepimpinan seorang pengetua memainkan peranan penting dalam kejayaan sesebuah pengurusan atau pentadbiran di sekolah. Terdapat tujuh dimensi dalam model kepimpinan lestari seperti dalam Rajah 1 dan Model kepimpinan lestari ini dicetuskan oleh Hargreaves dan Fink (2003). Setiap dimensi mempunyai gaya yang tersendiri dalam corak kepimpinan.



Rajah 1: Model Kepimpinan Lestari Hargreaves dan Fink (2003)

Dalam kajian ini, pengkaji hanya menggunakan lima dimensi model kepimpinan lestari. Dimensi yang digunakan ialah keutamaan matlamat jangka panjang, mewujudkan pemimpin pelapis di sekolah, mengutamakan dan memimpin pembelajaran di sekolah, keutamaan kepada aset manusia dan material dan dimensi kelima yang digunakan ialah membina kapasiti dan kepelbagaian persekitaran sekolah.

Sehubungan itu, kepuasan kerja guru menggunakan Model Zainuddin Awang dan Zahari Ismail (2010) seperti Rajah 2 yang terdiri daripada lima faktor iaitu beban kerja, persekitaran kerja, kepimpinan guru besar, kenaikan pangkat dan rakan sekerja tetapi dalam kajian hanya menggunakan 3 aspek sahaja iaitu kenaikan pangkat, beban kerja dan rakan sekerja.



Rajah 2: Model Kepuasan Kerja Zainuddin & Zahari Ismail (2010)

3. Metodologi

3.1 Rekabentuk Kajian

Rekabentuk kajian menggunakan kaedah kuantitatif deskriptif menggunakan kaedah tinjauan dan menggunakan soal selidik yang menggunakan aplikasi Google Form. Soalan soal selidik direka menggunakan skala Likert lima tahap. Sampel kajian adalah 30 orang responden yang dipilih secara rawak terdiri daripada guru-guru Sekolah Kebangsaan Padang Jawa di Shah Alam.

3.2 Instrumen Kajian

Instrumen kajian adalah menggunakan soal selidik yang direka menggunakan skala Likert:

1 Sangat Tidak Setuju
2 Tidak Setuju
3 Kurang Setuju
4 Setuju
5 Sangat Setuju

Jadual 1: Interpretasi Skor Min (Marwan, 2011)

Skor Min	Interprestasi Skor Min
1.00 - 1.50	Sangat Rendah
1.51 - 2.49	Rendah
2.50 - 3.49	Sederhana
3.50 - 4.49	Tinggi
4.50 - 5.00	Sangat Tinggi

4. Dapatan Kajian dan Perbincangan

Dapatan kajian diperoleh daripada data-data secara menyeluruh dan terperinci berdasarkan soalan-soalan berkaitan dengan dimensi amalan kepimpinan lestari guru besar dan kepuasan kerja guru di Sekolah Kebangsaan Padang Jawa Shah Alam.

Jadual 2: Taburan Responden Mengikut Latar Belakang

Bil	Latar Belakang Responden	Kekerapan (n=30)	Peratus (100%)
1	Kelulusan Akademik		
	1.1 Diploma	4	13.3
	1.2 Ijazah	19	63.3
	1.3 Ijazah Sarjana	7	23.3
	1.4 PhD	0	0
2	Jantina		
	2.1 Lelaki	6	20
	2.2 Perempuan	24	80
3	Umur		
	3.1 Bawah 29 Tahun	6	20
	3.2 30– 35 Tahun	4	13.3
	3.3 36 – 40 Tahun	5	16.7
	3.4 41 – 45 Tahun	6	20
	3.5 46 – 50 Tahun	2	6.7
	3.6 51 – 55 Tahun	6	20
	3.7 56 – 60 Tahun	1	3.3

4	Tempoh Perkhidmatan		
	4.1 1 – 5 Tahun	9	30
	4.2 6 – 10 Tahun	3	10
	4.3 11 – 15 Tahun	6	20
	4.4 16 – 20 Tahun	3	10
	4.5 21 Tahun Dan lebih	9	30
5	Taraf Perkahwinan		
	5.1 Belum Berkahwin	8	26.7
	5.2 Berkahwin	22	73.3

Berdasarkan Jadual 2, responden yang dipilih terdiri daripada 6 orang guru lelaki dan 24 orang guru perempuan di mana masing-masing mewakili 20% dan 80%. Jumlah responden adalah seramai 30 orang guru Sekolah Kebangsaan Padang Jawa Shah Alam yang dipilih secara rawak. Responden yang memiliki kelulusan akademik Ijazah adalah tertinggi iaitu 19 orang mewakili 63.3% berbanding diploma iaitu 4 orang mewakili 13.3% dan Ijazah Sarjana iaitu 7 orang mewakili 23.3%. Selain itu, tempoh perkhidmatan responden dengan masing-masing adalah 9 pada tempoh 1-5 tahun dan 21 tahun dan lebih dan masing-masing mewakili 30%. Manakala tempoh perkhidmatan 6-10 tahun dan 16-20 tahun masing-masing adalah 3 dan mewakili 10% serta tempoh perkhidmatan 11-15 tahun adalah 6 dengan mewakili 20%.

Objektif 1: Mengenal Pasti Tahap Amalan Kepimpinan Lestari Guru Besar Di Sekolah Kebangsaan Padang Jawa Shah Alam

Jadual 3: Amalan Kepimpinan Lestari Guru Besar

Bil	Min	Sisihan Piawai	Interprestasi Skor Min
A. Menggalakkan Pembelajaran Berterusan	4.30	0.60	Tinggi
B. Mewujudkan Pemimpin Pelapis Di Sekolah	4.28	0.76	Tinggi
C.Penerapan Budaya Perkongsian Pembelajaran Dalam Kalangan Guru	4.17	0.67	Tinggi
D.Menggalakkan Perkongsian Dengan Rakan atau Organisasi Di Luar Sekolah	3.86	0.73	Tinggi
E. Kepelbagaian	4.11	0.70	Tinggi

Dapatan seperti dalam Jadual 3 menunjukkan tahap amalan kepimpinan lestari guru besar di Sekolah Kebangsaan Padang Jawa adalah tinggi di mana dimensi menggalakkan pembelajaran berterusan adalah tertinggi (Min = 4.30; s.p = 0.60) berbanding dengan dimensi yang lain. Ini menunjukkan guru besar Sekolah Kebangsaan Padang Jawa cenderung mengamalkan amalan kepimpinan lestari dalam menggalakkan pembelajaran berterusan.

Jadual 3.1 A.: Dimensi Menggalakkan Pembelajaran Berterusan

	Min	Sisihan Piawai	Interprestasi Skor Min
A1. Guru besar memberi sokongan berterusan kepada pembelajaran sepanjang hayat kepada guru dan pelajar	4.50	0.57	Sangat Tinggi
A2. Guru besar mengutamakan penguasaan ilmu bukan untuk lulus	4.10	0.88	Tinggi
A3. Guru besar menjadikan pembelajaran sebagai keutamaan di sekolah	4.37	0.61	Tinggi
A4. Guru besar menggalakkan perkembangan emosi pelajar	4.23	0.68	Tinggi

Seperti dalam Jadual 3.1 menunjukkan dapatan dimensi menggalakkan pembelajaran berterusan yang diukur dengan empat (4) item di mana item yang pertama iaitu 'Guru besar memberi sokongan berterusan kepada pembelajaran sepanjang hayat kepada guru dan pelajar'adalah sangat tinggi (Min = 4.50, s.p = 0.57) dan item yang lain juga berada pada tahap tinggi. Ini jelas menunjukkan guru besar di Sekolah Kebangsaan Padang Jawa sangat memberi galakan dan semangat yang berterusan kepada para guru.

Objektif 2: Mengenal Pasti Tahap Kepuasan Kerja Guru Di Sekolah Kebangsaan Padang Jawa Shah Alam

Jadual 4: Tahap Kepuasan Kerja Guru

Bil	Min	Sisihan Piawai	Interprestasi skor min
A. Kenaikan Pangkat	4.28	0.66	Tinggi
B. Beban Kerja	3.88	0.48	Tinggi
C. Rakan Sekerja	3.71	0.35	Tinggi

Jadual 4 menunjukkan dapatan tahap kepuasan kerja guru di sekolah kebangsaan padang jawa shah alam adalah tertinggi pada aspek kenaikan pangkat (Min = 4.28; s.p = 0.66) seterusnya aspek beban kerja (Min = 3.88; s.p = 0.48) dan aspek rakan sekerja (Min = 3.71; s.p = 0.35). Jelas menunjukkan tahap kepuasan kerja guru di Sekolah Kebangsaan Padang Jawa adalah pada aspek kenaikan pangkat.

Jadual 4.1 A.: Aspek Kenaikan Pangkat

	Min	Sisihan Piawai	Interprestasi Skor Min
BA1. Pangkat yang diperolehi sekarang kurang daripada apa yang sepatunya diterima	3.27	0.85	Tinggi
BA2. Pangkat yang diperolehi tidak setimpal dengan pekerjaan yang dilakukan	4.02	0.74	Tinggi
BA3. Pangkat yang diperolehi memadai dalam bidang kerja seorang guru	3.84	0.96	Tinggi
BA4. Pangkat yang lebih tinggi membuatkan orang lebih hormat dan hargai	4.35	0.69	Tinggi

Seperti dalam Jadual 4.1 menunjukkan dapatan kepuasan guru bagi aspek kenaikan pangkat yang di ukur dengan empat (4) item adalah tinggi tetapi item yang keempat iaitu 'pangkat yang lebih tinggi membuatkan orang lebih hormat dan hargai' berada pada tahap tertinggi (Min = 4.35; s.p =

0.69) berbanding item yang lain. Ini jelas menunjukkan pangkat diperlukan oleh para guru demi menjamin hubungan antara guru dan guru besar.

Objektif 3: Mengenal Pasti Hubungan Tahap Amalan Kepimpinan Lestari Dan Tahap Kepuasan Kerja Guru Di Sekolah Kebangsaan Padang Jawa Shah Alam

Jadual 5: Hubungan Tahap Amalan Kepimpinan Lestari Guru Besar Dan Tahap Kepuasan Kerja Guru

KORELASI

		Amalan Kepimpinan Lestari	Kepuasan Kerja Guru
Amalan Kepimpinan Lestari	Pearson Correlation	1	.291
	Sig. (2-tailed)		.002
	N	30	30
Kepuasan Kerja Guru	Pearson Correlation	.291	1
	Sig. (2-tailed)	.002	
	N	30	30

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

Dapatan seperti dalam Jadual 5 menunjukkan Ujian Korelasi Pearson yang dijalankan dalam menentukan hubungan tahap amalan kepimpinan lestari guru besar dan tahap kepuasan kerja guru di mana kajian mendapati terdapat hubungan yang signifikan antara amalan kepimpinan lestari guru besar dengan kepuasan kerja guru di Sekolah Kebangsaan Padang Jawa Shah Alam ($r= 0.291$, $p<0.05$) maka hipotesis nul berjaya ditolak.

Dapatan kajian mendapati tahap amalan kepimpinan lestari guru besar dan tahap kepuasan kerja guru adalah tinggi dan terdapat hubungan yang signifikan antara tahap amalan kepimpinan lestari dan kepuasan kerja guru di Sekolah Kebangsaan Padang Jawa Shah Alam.

4.1 Implikasi

Implikasi hasil daripada kajian ini kepada guru besar diharapkan dapat memberi lebih penekanan terhadap amalan kepimpinan lestari dalam menjamin kepuasan kerja guru di sekolah. Malah guru besar perlu lebih memberi pendedahan berkenaan kursus, latihan, seminar atau bengkel kepada para guru dalam meningkatkan ilmu dan kemahiran guru seterusnya dapat memberi kelebihan untuk para guru menjawat pangkat yang lebih tinggi

Selain itu, implikasi hasil daripada kajian ini juga diharapkan dapat memberi panduan kepada Pejabat Pendidikan Daerah (PPD), Jabatan Pendidikan Negeri (JPN) dan Kementerian Pendidikan Malaysia (KPM) untuk mengadakan latihan dan kursus bagi meningkatkan kepimpinan lestari guru besar di setiap sekolah di shah alam di samping memberi pendedahan dan maklumat garis panduan agar tahap amalan kepimpinan lestari dapat ditingkatkan oleh guru besar dari masa ke masa demi menjamin profesionalisma guru besar.

5.Kesimpulan

Secara keseluruhannya hasil kajian mendapati tahap amalan kepimpinan lestari oleh guru besar Sekolah Kebangsaan Padang Jawa adalah tinggi dan terdapat hubungan yang signifikan antara amalan kepimpinan lestari guru besar dan kepuasan kerja guru. Ini memperlihatkan persepsi guru terhadap amalan kepimpinan lestari guru besar adalah tinggi dan guru besar telah menjalankan tanggungjawab dan peranan nya dengan baik sekali sebagai guru besar yang lestari.

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Cabaran Dalaman Dan Luaran Pengurusan Zakat Oleh Majlis Agama Islam Wilayah Pathum Thani Thailand

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Abstrak: *Pengurusan zakat yang berkesan amat penting dalam menjana pembangunan ekonomi umat Islam khususnya bagi masyarakat minoriti Muslim di wilayah Pathum Thani Thailand. Kajian ini membincangkan Cabaran dalaman dan luaran pengurusan zakat oleh Majlis Agama Islam wilayah Pathum Thani Thailand. Namun, masih menjadi persoalan terutama dari segi cabaran dan luaran di kalangan minoriti Muslim telah menimbulkan persoalan tentang sejauh manakah cara menguruskannya. Penjelasan kedudukan minoriti dan tanggungjawab berzakat pada masa kini penting diberi huraian demi meningkatkan rasa tanggungjawab kalangan masyarakat seterusnya membolehkan zakat berfungsi sebagai intrumen penting pembangunan ummah serta dapat diterjemahkan secara berkesan dalam segenap segi kehidupan masyarakat Islam di Thailand hari ini.*

Kata Kunci: Cabaran dalaman dan luaran , Minoriti Muslim di Pathum Thani

Abstract: *Effective zakat management is very important in generating the economic development of Muslims, especially for the Muslim minority community in Pathum Thani province of Thailand. This study discusses the internal and external challenges of zakat management by the Islamic Religious Council of Pathum Thani province of Thailand. However, it is still a question, especially in terms of challenges and externalities among the Muslim minority has raised the question of how far to manage it. The explanation of the position of minorities and the responsibility of zakat at present is important to be explained in order to increase the sense of responsibility among the community and further enable zakat to function as an important instrument of ummah development and can be translated effectively in all aspects of Muslim life in Thailand today.*

Keywords: Internal and external challenges, Muslim Minority in Pathum Thani

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1. Pendahuluan

1.1 Pengenalan

Zakat adalah satu perkara yang wajib dikerjakan oleh setiap umat Islam. Apabila seorang Muslim mengerjakan atau mengeluarkan zakat, keredaan dan keberkatan dari Allah S.W.T amat diharapkan. Ini lah hikmah yang mana Allah S.W.T janjikan keberkatan dan sebahagaian harta yang dikeluarkan itu pastinya disucikan dengan zakat yang telah dikeluarkan. Sama juga seperti solat yang mana telah diwajibkan bagi seluruh umat manusia untuk mengerjakan dan seandainya tidak dilaksanakan pasti kesempurnaan tidak dapat dimiliki dalam kehidupan, oleh kerana itu zakat merupakan tiang berdirinya bangunan Islam (Muhammad 2002, hlm 12). Namun, pengurusan zakat kalangan minoriti muslim di Thailand khususnya di wilayah Pathum Thani masih menjadi persoalan terutama dari segi cabaran dalaman dan luaran.

1.2 Metode Dan Kaedah Kajian

1.2.1 Kajian kepustakaan:

Pendekatan kajian kualitatif adalah antara metode yang digunakan dalam kajian ini dengan melihat proses pengumpulan dan penganalisisan dokumen. Oleh itu, ia akan melibatkan kemahiran untuk mentafsir data yang menjurus kepada kajian teoritikal yang cuba untuk memberi garis panduan yang jelas tentang topik perbahasan.

1.2.2 Metode Sejarah

Metode Sejarah adalah suatu proses bagi menentukan adanya pendapat yang tepat mengenai kejadian atau peristwa. Objektif metod ini digunakan adalah untuk mendapatkan data yang mempunyai nilai sejarah. Penulis menganalisis sejarah tersebut berasaakan bahan-bahan dan artikel-artikel berkaitan secara ilmiah. Walau bagaimanapun dalam perkara ini tidak bermakna penulis dapat atau mampu mengumpulkan keseluruh fakta sejarah yang berkaitan secara terperinci, namun penulis telah berusaha sedaya upaya bagi memperolehnya sama ada dengan keupayaan diri sendiri atau bantuan daripada pakar serta ahli dalam bidang berkaitan.

2. Cabaran Dalaman Dan Luaran Pengurusan Zakat Oleh Majlis Agama Islam

Zakat adalah salah satu cabaran yang besar terhadap institusi zakat di Thailand. Antara cabaran yang datang dari kalangan umat Islam sendiri ialah kejahilan terhadap ilmu keagamaan yang didapati berpegang dengan kefahaman bercorak tradisional dalam melaksanakan kewajipan berzakat. Kefahaman berbentuk tradisional ini juga tergambar dalam aspek kaedah pembayaran zakat. Menurut Issra Santhisath (2016), kefahaman yang rendah tentang kewajipan zakat dapat dilihat dari segi tahap pengetahuan mereka tentang ilmu zakat.

Rata-rata masyarakat tidak memahami syarat dan cara untuk membayar zakat harta. Mereka juga kurang berpengetahuan tantang jenis-jenis zakat dan jumlah yang perlu dibayar. Justeru terdapat sesetengah masyarakat Islam yang sempit pemikiran, enggan membayar zakat dengan alasan membayar zakat akan mengurangkan jumlah harta yang mereka miliki. Ini berpunca dari faktor-faktor seperti tahap pendidikan yang rendah, dakwah yang tidak meluas serta ketidak cekapan dalam pentadbiran zakat di Thailand itu sendiri. Sehubungan itu, bagi mengatasi cabaran dalam pengurusan zakat di Thailand ialah mewujudkan forum zakat. Menurut Ismail Ali (2016) masyarakat Islam Thailand perlukan pendidikan menyeluruh tentang kewajipan dan amalan zakat pada masa kini. Menerusi forum ini, ia dapat menyelaraskan peranan semua pihak bagi memperluaskan lagi kefahaman dan pengentahuan tentang ilmu zakat serta pemgurusannya pada masa kini.

Kefahaman masyarakat yang bersifat klasik ini adalah salah satu dari cabaran besar yang dihadapi oleh institusi pengurusan zakat di Pathum Thani. Ilmu zakat yang terhad memberi kesan terhadap kefahaman para pembayar zakat serta jumlah kutipan zakat tahunan oleh institusi pengurusan zakat. Perkara yang menjadi perbualan dan anggapan di kalangan masyarakat adalah isu ketelusan Majlis Agama Islam dan Institusi Masjid. Umumnya kepercayaan dan keyakinan masyarakat terhadap ketelusan institusi tersebut masih lagi rendah. Mereka berminat untuk membayar zakat secara langsung kepada golongan yang mereka telah kenal pasti di persekitaran mereka tanpa melalui institusi zakat seperti Majlis Agama Islam, masjid dan lain-lain (Aroon Boonchom 2016).

Bagi yang menguruskan zakat pula, kurang berinisiatif untuk menyalurkan pengetahuan kepada masyarakat umum. Pengawai yang diberikan tugas untuk menangani masalah itu sendiri kurang berinteraksi dengan masyarakat, mereka tidak meluangkan masa untuk mendekati masyarakat kampung yang beragama Islam untuk memberi penerangan. Di samping itu, keadaan masyarakat juga masih mempunyai tanggapan dan persepsi yang kurang tepat terhadap zakat. Ada antara yang beranggapan zakat, derma, dan sedakah adalah sama dan tidak wujud perbezaan antaranya. Begitu juga ada yang menyamakan antara cukai dan zakat sedangkan wujud banyak perbezaan antara kedua-duanya, terutama dari sudut kewajipan terhadap agama dan negara (Ismail Ali 2016).

Dalam menjalankan sebuah organisasi atau Lembaga, cabaran merupakan hal yang sudah lumrah, meskipun cabaran tersebut terlalu besar. Dalam pengurusan zakat, Majlis Agama Islam di Wilayah Pathum Thani menghadapi beberapa cabaran iaitu cabaran bersifat dalaman dan luaran.

2.1 Cabaran Dalaman

Dalam melaksanakan pengurusan zakat, Majlis Agama Islam di Wilayah Pathum Thani mengalami berbagai macam cabaran terutama sekali dalam memaksimunkan peranan dan kuasanya. Antara cabaran tersebut ialah:

2.1.1 Terhadnya Kempen Kewajipan Zakat

Disebabkan kurangnya kempen tentang peraturan zakat, iaitu berpegang dengan kefahaman bercorak tradisional dalam melaksanakan kewajipan berzakat, maka hal ini menyebabkan berlakunya kejahilan masyarakat mengenai institusi pengurusan zakat, sehingga secara praktiknya masyarakat masih membayar zakat di masjid-masjid yang berhampiran. Bahkan menurut Ismail Ali (2016) "Masyarakat pada umumnya tidak mengetahui tentang peranan dan kuasa Majlis Agama Islam Thailand sebagai Lembaga pengurusan zakat, samada pungutan zakat mahupun pengagihan zakat".

Saat ketika ini, semestinya Majlis Agama Islam perlu melakukan kempen zakat setiap masa, ini kerana masih ramai masyarakat Thailand terutama di Wilayah Pathum Thani yang belum faham tentang peranan Majlis Agama Islam sebagai Lembaga pengurusan zakat. Sehingga dengan adanya kempen zakat tersebut, masyarakat Thailand secara keseluruhan boleh memahami tentang kepentingan zakat.

Namun, amat sukar penerapannya di lapangan. Terutamanya di daerah-daerah yang masih memerlukan kempen mengenai peraturan tersebut. Kesukarannya adalah disebabkan oleh sebahagian masyarakat Thailand belum memahami tentang kewajiban membayar zakat.

Dengan cabaran tersebut, membuatkan Majlis Agama Islam terutama di Wilayah Pathum Thani sedikit tercabar dalam melakukan pengurusan zakat. Walaupun demikian, Majlis Agama Islam telah berupaya semaksimun mungkin dalam memainkan peranan dan kuasanya berkaitan dengan pengurusan zakat.

2.1.2 Terhad dana operasi aktiviti Majlis Agama Islam

Dana atau kewangan merupakan salah satu factor kejayaan dalam setiap aktiviti. Dengan demikian, dana yang diperlukan untuk operasi Majlis Agama Islam di Pathum Thani sangat bergantung kepada dana daripada kerajaan. Selama ini, peruntukan dana dari kerajaan khusus untuk pengurusan zakat sangatlah terhad. Hal ini sangat erat kaitannya dengan polisi politik daripada kerajaan. Sehingga masalah pengurusan zakat belum menjadi keutamaan dari kerajaan. Ini menyebabkan tidak ada dana khas untuk pengurusan zakat. Untuk mewujudkan pengurusan zakat yang professional maka perlu adanya dana yang mencukupi untuk menyokong aktiviti agar lebih telus, bertanggungjawab dan sesuai dengan peruntukan undang-undang.

Dana zakat yang dikumpul oleh Majlis Agam Islam Patum Thani masih sangat terhad, sehingga pengagihan zakat tidak merata kepada tiap-tiap asnaf. Ini disebabkan asnaf zakat lebih ramai, namun dana yang terkumpul masih sedikit, maka masih banyak anggota masyarakat yang berhak mendapat zakat tidak mendapat bahagian, sehingga mereka menganggap pengagihan zakat dilakukan untuk kalangan sendiri sahaja atau tidak telus.

Namun begitu, dana operasi tersebut digunakan untuk aktiviti Majlis Agama Islam Pathum Thani serta untuk membayar gaji pegawai Majlis Agama Islam Pathum Thani. Ini menyebabkan dana operasi Majlis Agama Islam Pathum Thani tidak mencukupi untuk melakukan aktiviti lain, seperti kempen zakat, peningkatan skil pegawai dan sebagainya. Ini menyebabkan aktiviti Majlis Agama Islam Pathum Thani terhad, disebabkan sokongan dan yang minimum daripada kerajaan sebagai penanggung jawab aktiviti Majlis Agama Islam Pathum Thani.

2.2 Cabaran Luaran

Di samping cabaran dalaman yang dihadapi oleh Majlis Agama Islam terutama di Wilayah Pathum Thani, terdapat juga cabaran dari luaran yang dihadapi oleh Majlis Agama Islam tersebut. Majlis Agama Islam di Wilayah Pathum Thani telah mengalami berbagai macam cabaran dalam melakukan pungutan zakat, pengagihan, serta pembangunan harta zakat. Antara cabaran luaran yang dihadapi oleh Majis Agama Islam di Wilayah Pathum Thani adalah :

2.2.1 Terhad Pemahaman Masyarakat tentang kewajipan zakat

Disebabkan kehidupan masyarakat di bandar mempunyai pengetahuan agama yang minimum, sehingga mengakibatkan pengetahuan tentang zakat kurang difahami dan ditaati oleh masyarakat di sekeliling bandar sebagai salah satu kewajipan. Hal ini mengakibatkan kesedaran masyarakat untuk melaksanakan zakat masih rendah dan terhad sama ada zakat fitrah atau zakat mal.

Dalam menunaikan peranannya sebagai lembaga pungutan zakat, Majlis Agama Islam di Wilayah Pathum Thani juga mengalami berbagai macam cabaran. Hal ini disebabkan masyarakat kurang memahami tentang kepentingan zakat, dan juga kurang kesedaran akan makna zakat itu sendiri. Lebih-lebih lagi berkaitan zakat pendapatan. Kebanyakkan masyarakat di wilayah ini menentang zakat pendapatan, kerana zakat ini tidak dibahas di dalam fiqh klasik. Ini merupakan salah satu cabaran yang besar ke atas Majlis Agama Islam tersebut dalam melakukan pungutan zakat.

2.2.2 Kepercayaan masyarakat terhadap kepada Majlis Agama Islam

Sistem pengurusan organisasi yang penuh dengan rasuah, sama ada organisasi kerajaan mahupun organisasi swasta ternyata menjadikan masyarakat tidak percaya dengan Lembaga amil zakat, sifat ini nampaknya masih membekas pada masyarakat. Hal ini dapat dilihat masih sangat rendahnya kepercayaan masyarakat terhadap kerajaan. Sampai saat ini, masyarakat masih berpandangan bahawa kerajaan masih sangat berhampiran dengan amalan rasuah. Sehingga sangat sukar bagi masyarakat untuk percaya kepada kerajaan apalagi untuk menyerahkan zakat kepada Lembaga amil zakat rasmi kerajaan, yang mana dalam hal ini adalah organisasi pengurusan zakat yang dikendalikan oleh kerajaan.

Walaupun kesedaran masyarakat dalam membayar zakat masih kurang, terutama zakat pendapatan, disebabkan ada beberapa muzakki yang cerdik pandai yang menolak membayar zakat pendapatan, terutama muzakki di kalangan salafi. Namun, pengurus Majlis Agama Islam selalu melakukan kempen, untuk meningkatkan kesedaran masyrakata dalam membayar zakat. Dan cabaran lainnya iatu khusus bagi orang-orang yang enggan membayar zakat, mereka mencari-cari alasan untuk tidak membayarnya dengan cara memberi tahu bahawa Majlis Agama Islam tidak telus. Dan masih ada segelintir kaum yang tugasnya khusus berkempen untuk keburukan Islam, tujuannya untuk menghalang kemajuan syariat berkembang di Pathum Thani.

Oleh itu, dalam hal ini, pelbagai isu yang dihadapi oleh masyarakat minoriti Muslim Thailand dalam pengurusan zakat yang sedia ada seperti Majlis Agama Islam di wilayah Pathum Thani dalam mengendalikan operasi urusan zakat khususnya kutipan zakat. Cabaran kefahaman yang dihadapi oleh masyarakat Islam Thailand mesti ditangani secara tersusun dan berterusan. Masyarakat Islam perlu ditingkatkan lagi tahap kefahaman mereka terhadap zakat dan dibangunkan sikap yang positif terhadap peranan zakat dalam konteks pembangunan ummah. Mereka juga perlu memperkukuhkan kualiti terhadap kewajipan zakat sebagai satu perintah agama dan rukun terpenting agama Islam.

3. Cadangan Kajian Lanjutan

Kajian mengenai perkara yang berkaitan zakat masih terbentang luas dari segi pungutan dan kutipan. Manakala cadangan bagi kajian lanjutan berkaitan dengan pengurusan zakat di wilayah Pathum Thani, antaranya adalah:

i. Pengurusan secara moden atau terkini seperti Majlis agama Islam yang ada di wilayah Pathum Thani ingin mencapai potensinya yang sebenar. Maka Majlis agama Islam ini memerlukan cara baru dan terkini agar sejajar dengan pembangunan dan pemikiran moden sebagaimana yang telah dijalankan oleh Malaysia yang memiliki Lembaga Pusat Pungutan Zakat (PPZ) yang patut diambil contoh dalam menjalankan pengurusan zakat.

ii. Dalam mengaktifkan pengutipan zakat, infaq dan sedekah agar lebih berkesan, hendaknya para kakitangan majlis agama Islam di wilayah Pathum Thani atau yang berkenaan mesti bersikap proaktif dalam mengutip dana tersebut, dan tidak hanya menunggu datangnya para muzakki, munfiq atau musaddiq untuk mengantarkannya ke pejabat majlis agama Islam atau dengan menyediakan kaunter-kaunter di tempat-tempat yang strategis atau selesa dan memudahkan masyarakat untuk berzakat ,infak dan sedekah, kerana kepuasan terhadap agihan yang dijalankan akan menjamin kesinambungan pembayaran zakat tiap tahun dan bahkan akan menambah ramai lagi bilangan muzakki.

4. Kesimpulan

Pengurusan zakat sebaiknya dikelolai oleh institusi atau badan khas yang dilantik oleh pemerintah. Hal ini juga adalah bagi memastikan urusan berkaitan zakat dapat dijalankan dengan baik serta zakat dapat diagihkan kepada mereka yang layak serta adil. Ataupun wujudnya situasi pembayaran zakat secara langsung oleh pembayar zakat tanpa melalui institusi formal menimbulkan cabaran besar kepada institusi zakat di wilayah Pathum Thani Thailand.

Sebagai Lembaga yang diberikan kuasa oleh kerajaan Thailand, Majlis agama Islam Thailand selalunya melakukan pengurusan zakat yang telus, bermula daripada laporan kewangan mahupun laporan aktiviti Majlis Agama Islam Thailand dalam melakukan pungutan mahupun pengagihan zakat kepada asnaf zakat. Tujuan daripada Majlis Agama Islam Thailand iaitu untuk mewujudkan pengurusan zakat yang professional.

Meskipun demikian, banyak cabaran yang dihadapi oleh Majlis Agama Islam Thailand dalam melakukan pengurusan zakat, bermula cabaran dalaman mahupun cabaran luaran. Namun, Majlis Agama Islam Thailand selalu berusaha untuk menghadapi cabaran tersebut, sehingga kejayaan Majlis Agama Islam Thailand dalam pengurusan zakat boleh tercapai.

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Hubungan Antara Gaya Pembelajaran Dengan Pencapaian Subjek Bahasa Melayu Murid Cina SJKC Di Labuan

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Abstrak: *Murid Cina mempunyai masalah dalam menguasai subjek Bahasa Melayu di sekolah. Namun, terdapat juga murid Cina yang mampu menguasai subjek BM dengan cemerlang. Maka, satu kajian dilakukan untuk melihat hubungan antara gaya pembelajaran dengan pencapaian murid berdasarkan kepada gaya pembelajaran VAK (Visual, Auditori dan Kinestetik). Kebanyakan kajian lalu hanya berfokus kepada murid berbangsa Cina yang lemah dalam mempelajari mata pelajaran Bahasa Melayu. Lantas, kajian yang dilakukan ini memfokuskan murid yang cemerlang dengan melihat kepada gaya pembelajaran apa mereka gunakan. Terdapat 3 objektif dan persoalan kajian yang telah digariskan iaitu mengenal pasti gaya pembelajaran dominan murid Cina, mengenal pasti perbezaan gaya pembelajaran terhadap jantina dan mengenal pasti hubungan antara gaya pembelajaran dengan pencapaian subjek Bahasa Melayu. Kajian ini merupakan kajian berbentuk kuantitatif dan merupakan kajian korelasi. Instrumen soal selidik telah digunakan bagi mengutip data. Seramai 66 orang murid yang berbangsa Cina telah dipilih sebagai peserta kajian daripada dua buah sekolah di sekitar Wilayah Persekutuan Labuan. Data dikumpul dan dianalisis secara statistik deskriptif dan inferensi dengan menggunakan Statistical Package for the Social Science (SPSS). Hasil dapatan menunjukkan bahawa min Gaya Pembelajaran responden adalah pada tahap yang tinggi dengan catatan min keseluruhan sebanyak 3.78. Gaya Pembelajaran Kinestetik merupakan gaya pembelajaran paling dominan digunakan diikuti oleh Auditori dan disusuli oleh gaya pembelajaran Visual. Hasil dapatan terhadap ujian t pula mendapati tidak terdapat perbezaan yang signifikan antara gaya pembelajaran berdasarkan jantina dengan catatan ($t=-.975, df=64, p=.333$), menunjukkan $p>0.05$. Manakala, ujian pekali Kolerasi Pearson menunjukkan nilai pekali r bagi Gaya Pembelajaran dengan pencapaian adalah bersamaan dengan $r=.068$, dengan aras siginfikan ($p<0.05$) sekaligus menjelaskan bahawa tidak terdapat hubungan yang signifikan antara gaya pembelajaran dengan pencapaian murid. Melalui hasil kajian ini diharapkan pengkaji seterusnya akan dapat melakukan kajian lanjut dengan mempelbagaikan penggunaan model gaya pembelajaran selain gaya pembelajaran VAK dan juga menambahkan bilangan responden dengan jumlah yang lebih besar.*

Kata Kunci: gaya pembelajaran, VAK, murid Cina, pencapaian, Bahasa Melayu

Abstract: *Chinese students usually have problems in mastering Malay Language subject in schools. However, it is also evident that there are also some Chinese students who are capable of mastering Malay Language subject with excellence. Thus, a study was conducted to see the relationship between learning styles and student achievement based on VAK learning style (Visual, Auditory and Kinaesthetic). Previous studies mostly only focused on Chinese students who were* *weak in Malay Language subject. This study, however, highlighted excellent students by looking into the types of learning style they used. There are three objectives and outlined research questions aimed to identify the dominant learning style of Chinese students, identify the different learning styles between gender, and the relationship between learning styles and achievement in Malay Language subject. This research is a quantitative correlation study. Questionnaire was used as an instrument for collecting data. A total of 66 Chinese students were selected as study participants from two schools around the Federal Territory of Labuan. Data were collected and analysed statistically, descriptively, and inferentially using the Statistical Package for the Social Science (SPSS). The results showed that the mean Learning Style of the respondents was at a high level with an overall mean score of 3.78. Kinaesthetic Learning Style was the most dominant learning style used followed by Auditory and Visual learning style. The results of the t-test rendered that there was no significant difference between learning style based on gender as (t=-.975,df=64, p=.333), showing p>0.05. Meanwhile, the Pearson Correlation coefficient test showed that the value of the coefficient r for Learning Style with achievement equals to r=.068, with a significant level (p <0.05) thus explaining that there was no significant relationship between learning style and student achievement. Through the results of this study, it is hoped that further research can be conducted by diversifying the use of learning style models in addition to VAK learning styles and also increase the number of respondents in the future.*

Keywords: learning styles, VAK, Chinese students, achievement, Malay Language

1. Introduction

Isu rutin yang sering berlaku saban tahun adalah mengenai murid-murid Cina di SJKC yang tidak menguasai Bahasa Melayu di sekolah. Hal ini dapat dibuktikan melalui keputusan Ujian Pencapaian Sekolah Rendah (UPSR) yang mana peratusan murid yang menguasai Bahasa Melayu dalam kalangan murid berbangsa Cina agak kurang memuaskan. Jika ditinjau, kajian-kajian yang dilakukan sebelum ini hanya berfokuskan kepada mengapa murid Cina tidak menguasai subjek Bahasa Melayu dengan baik. Hasil dapatan para pengkaji menemui banyak faktor penentu yang menyumbang kepada masalah tersebut. Misalnya, murid Cina tidak menguasai Bahasa Melayu disebabkan oleh faktor persekitaran, keluarga, dan tidak kurang juga disebabkan oleh faktor minat dan motivasi. Berkesinambungan daripada perkara tersebut, pengkaji merasanya tiba masanya untuk membuat kajian berfokus lain iaitu kajian yang berunsurkan untuk melihat apakah gaya pembelajaran murid Cina cemerlang yang menguasai subjek Bahasa Melayu ini. Jika murid itu berketurunan Cina agak sukar baginya untuk menguasai mata pelajaran Bahasa Melayu. Lantaran itu, melalui kajian inilah pengkaji hendak melihat apakah rahsia disebalik kejayaan tersebut dengan melihat kepada gaya pembelajaran apa yang digunakan oleh golongan murid yang dinyatakan itu tadi berdasarkan kepada model pembelajaran VAK iaitu Visual,Auditori dan Kinestetik.

Objektif Kajian

Secara khususnya, objektif kajian ini adalah seperti yang berikut :-

i. Mengenal pasti gaya pembelajaran dominan murid Cina SJKC terhadap subjek Bahasa Melayu.

ii. Mengenal pasti perbezaan gaya pembelajaran terhadap jantina murid Cina SJKC dalam subjek Bahasa Melayu.
iii. Mengenal pasti hubungan antara gaya pembelajaran dengan pencapaian subjek Bahasa Melayu murid Cina SJKC di Labuan

Persoalan Kajian
Persoalan kajian pula adalah seperti yang berikut :-

i. Apakah gaya pembelajaran dominan murid Cina SJKC terhadap subjek Bahasa Melayu.
ii. Adakah terdapat perbezaan gaya pembelajaran terhadap jantina murid Cina SJKC dalam subjek Bahasa Melayu.
iii. Adakah terdapat hubungan antara gaya pembelajaran dengan pencapaian subjek Bahasa Melayu murid Cina SJKC di Labuan.

Hipotesis Kajian
Dalam kajian ini pengkaji menggunakan Hipotesis Nol (Ho). Berikut merupakan hipotesis kajian ini :-

Ho1 : Tidak terdapat perbezaan yang signifikan antara Gaya Pembelajaran berdasarkan jantina murid.
Ho2 : Tidak terdapat hubungan yang signifikan antara Gaya Pembelajaran dengan pencapaian murid dalam subjek Bahasa Melayu.

2. Metodologi

Reka bentuk kajian
Kajian yang dijalankan ini merupakan kajian yang berbentuk kuantitatif dan merupakan kajian korelasi. Instrumen soal selidik telah digunakan bagi mengumpul segala data yang diperlukan. Data-data yang dikumpul itu telah dilaporkan mengikut kaedah analisis deskriptif dan analisis inferensi yang mana semua skor min dan kekerapan dilaporkan dalam bentuk penerangan serta penjelasan. Nilai korelasi juga dilaporkan bagi melihat aspek singnifikan serta hubungannya antara kesemua pemboleh ubah yang terlibat. Melalui kajian ini, gaya pembelajaran telah dijadikan sebagai pemboleh ubah tidak bersandar, manakala pencapaian subjek Bahasa Melayu murid Cina di SJKC pula sebagai pemboleh ubah bersandar.

Lokasi dan Populasi
Kajian ini telah dilakukan di dua buah sekolah rendah yang berstatus Sekolah Jenis Kebangsaan Cina (SJKC) yang terletak di Wilayah Persekutuan Labuan. Sampel kajian pula terdiri daripada murid-murid tahap 2 dan berbangsa Cina di kedua-dua buah sekolah. Sampel kajian dipilih dengan cara menggunakan teknik persampelan tidak kebarangkalian atau persampelan bukan rawak iaitu persampelan bertujuan. Peserta kajian ini terdiri daripada 66 orang murid yang terdiri daripada 33 orang murid lelaki dan 33 orang murid perempuan.

Instrumen Kajian
Kajian ini telah menggunakan borang soal selidik. Borang soal selidik diadaptasi dan diubahsuai daripada kajian yang dilakukan oleh Rasidah Binti Rashid (2017). Terdapat 2 bahagian pada

borang soal selidik iaitu Bahagian A dan juga Bahagian B. Bahagian A mengandungi maklumat diri setiap responden dan juga latar belakang meraka.
Melalui bahagian B pula, bahagian ini mengandungi 15 item yang mana setiap item pada pernyataan itu akan mewakili sub-skala serta jenis gaya pembelajaran yang ada.

Jadual 1: Aspek-aspek yang dikaji

KOMPONEN	ITEM	JUMLAH
Visual (V)	1, 4, 7, 10, 13	5
Auditori (A)	2, 5, 8, 11, 14	5
Kinestetik (K)	3, 6, 9, 12, 15	5
JUMLAH	15	

Kesahan dan Kebolehpercayaan

Sebelum borang soal selidik diberikan kepada peserta kajian yang sebenar, pengkaji telah melaksanakan kajian rintis terhadap 30 orang responden yang terdiri daripada murid-murid tahap 2, berbangsa Cina dan sekolah-sekolah yang dipilih terletak di sekitar daerah Kuala Penyu, Menumbok dan juga Beaufort Sabah. Disamping itu juga, pengkaji terlebih dahulu membuat proses realibiliti untuk melihat nilai pekali kebolehpercayaan item-item yang diuji pada instrumen soal selidik.

Jadual 2: Nilai Pekali Kebolehpercayaan Item

Reliability Statistics

Cronbach's Alpha	N of Items
.775	5

Gaya pembelajaran Visual (V)

Reliability Statistics

Cronbach's Alpha	N of Items
.618	5

Gaya pembelajaran Auditori (A)

Reliability Statistics

Cronbach's Alpha	N of Items
.672	5

Gaya pembelajaran Kinestetik (K)

Penganalisisan data

Aspek pengukuran yang digunakan bagi soal selidik adalah dengan menggunakan skala Likert lima mata iaitu “Sangat Setuju”, “Setuju”, “Tidak Pasti”, “Tidak Setuju” dan juga “Sangat Tidak Setuju”. Bagi menjawab persoalan kajian kedua jadual tafsiran skor min yang dirujuk melalui kajian Jamal Ahmad (2002) telah digunakan sebagai sumber rujukan dan dapat dilihat pada jadual 3.

Jadual 3: Tafsiran Skor Min

Skor Min	Tahap
1.00 - 2.33	Rendah
2.34 - 3.66	Sederhana
3.67 - 5.00	Tinggi

Untuk menjawab persoalan kajian ketiga pula, jadual tafsiran hubungan yang diambil daripada kajian Borg & Gall (1983) dijadikan sumber rujukan dan dapat dilihat pada Jadual 4.

Jadual 4: Tafsiran Hubungan

Nilai	Kekuatan perkaitan
0.01 - 0.09	Sedikit hampir tidak mempunyai perkaitan
0.10 - 0.29	Hubungan lemah
0.30 - 0.49	Hubungan yang sederhana
0.50 - 0.69	Hubungan yang kuat
>0.70	Hubungan yang sangat kuat

3. Ulasan Kajian Lepas

Jika ditinjau, ternyata banyak kajian lalu yang berkaitan dengan gaya pembelajaran dilakukan oleh para pengkaji. Namun, kesemua kajian tersebut bukanlah menggunakan gaya pembelajaran yang sama. Dan, pemboleh ubah yang digunakan dalam setiap kajian juga berbeza. Ada kajian menggunakan pelajar Universiti sebagai peserta kajian, tidak kurang ada juga yang menggunakan murid-murid sekolah rendah dan menengah. Di samping itu, fokus subjek juga berbeza kerana ada pengkaji yang mengunakan subjek matematik, sains dan juga subjek-subjek lain untuk melihat hubungan antara gaya pembelajaran dengan subjek yang difokuskan itu terutamanya dalam pencapaian para respondennya.

Melalui kajian yang telah dijalankan oleh Uk Raai, Alias & Mohd Hasril (2014) telah mendapati bahawa gaya pembelajaran dengan pencapaian pelajar tidak menunjukkan perbezaan yang signifikan. Dapatan ini juga selari dengan hasil kajian Nurul Farahanaa (2013) yang mendapati bahawa tidak terdapat perbezaan yang signifikan di antara gaya pembelajaran dengan jantina pelajar. Sebagai tambahan, Mohammad Yusof & Nor Hafidatulhusna (2010) dalam kajian mereka juga mendapati tidak terdapat hubungan antara gaya pembelajaran dominan dengan pencapaian akademik. Ahmad Johari & Hanisah (2010) dalam kajian yang dijalankan pula mendapati gaya pembelajaran tidak mempunyai hubungan yang signifikan dengan pencapaian akademik. Ia juga menunjukkan gaya pembelajaran tidak mempunyai perbezaan yang signifikan dengan jantina, kaum dan fakulti.

Berbeza pula dengan hasil kajian Zainab (2008), mendapati bahawa terdapat perbezaan gaya pembelajaran antara pelajar lelaki dan perempuan. Pelajar lelaki lebih cenderung kepada gaya pembelajaran auditori dan gaya pembelajaran kumpulan manakala pelajar perempuan lebih kepada gaya pembelajaran taktil, kinestetik serta visual. Turut memaparkan hasil kajian yang hampir sama iaitu Tumerah (1998) mendapati bahawa gaya pembelajaran sangat dipengaruhi dengan signifikan oleh konstruk etnik.

Hamidah Jaafar Sidek (2002) telah mendapati bahawa terdapat perbezaan yang signifikan di antara pelajar lelaki dengan perempuan di dalam rangsangan persekitaran dan fizikal. Hii Siong Ting (2006) pula dalam kajiannya telah mendapati bahawa terdapat perbezaan yang signifikan antara gaya pembelajaran pelajar lelaki dengan pelajar perempuan bagi elemen bunyi dan elemen motivasi.

Berkaitan dengan gaya pembelajaran VAK pula, salah satu kajian yang telah dilakukan oleh Noor Zuhidayah, Wan Muna, & Shahlan (2019) yang bertajuk Pengaplikasian Gaya Pembelajaran VAK

Bagi Pembelajaran Budaya Melayu dalam Kalangan Pelajar Di TUFS, Jepun mendapati bahawa pelajar yang menjadi peserta kajian tersebut lebih kepada gaya pembelajaran Audio dengan catatan min 3.35, diikuti dengan gaya pembelajaran Visual dengan min 2.70 dan juga gaya pembelajaran kinestatik min sebanyak 2.40.

Berdasarkan kepada semua sorotan kajian yang telah dibincangkan diatas, ada kajian yang mengatakan terdapat hubungan yang signifikan di antara gaya pembelajaran dengan pencapaian, dan ada juga hasil dapatan yang mengatakan tidak terdapat hubungan yang signifikan. Sehubungan dengan itu, kajian yang dijalankan ini adalah bertujuan untuk melihat sejauh mana hubungan antara gaya pembelajaran yang menggunakan gaya pembelajaran VAK ini mempengaruhi pencapaian murid Cina di Sekolah Jenis Kebangsaan. Jika dilihat pada dapatan Noor Zuhidayah, Wan Muna, & Shahlan (2019), pelajar Jepun lebih kepada gaya pembelajaran Auditori, lantas melalui kajian ini dijalankan untuk melihat gaya pembelajaran jenis apa yang lebih dominan bagi murid Cina yang menjadi peserta kajian tersebut.

Dapatan kajian

Persoalan kajian Pertama : Apakah gaya pembelajaran dominan murid Cina SJKC terhadap subjek Bahasa Melayu. Jadual 5 menunjukkan min Gaya Pembelajaran responden adalah pada tahap yang tinggi dengan catatan min keseluruhan sebanyak 3.78. Jika dilihat pada gaya pembelajaran mengikut konstruk VAK pula, ternyata Gaya Pembelajaran Kinestetik berada pada tahap tertinggi dengan min 3.84, diikuti oleh Gaya Pembelajaran Auditori dengan catatan min 3.72 manakala min gaya pembelajaran yang paling rendah adalah gaya pembelajaran visual dengan min 3.67 berada pada tahap tinggi.

Jadual 5: Gaya Pembelajaran Responden

Konstruk Gaya Pembelajaran	Min	Sisihan Piawai	Tahap
Gaya Pembelajaran Auditori	3.7242	.51771	Tinggi
Gaya Pembelajaran Kinestetik	3.8394	.44957	Tinggi
Gaya Pembelajaran Visual	3.6758	.51413	Tinggi
Min Gaya Pembelajaran keseluruhan	3.7465	.37843	Tinggi

Persoalan kajian Kedua : Adakah terdapat perbezaan gaya pembelajaran terhadap jantina murid Cina SJKC dalam subjek Bahasa Melayu. Berdasarkan kepada jadual 6, hasil dapatan pada ujian t (t=-.975, df=64, p=.333), menunjukkan p>0.05. (Siginfikan pada aras $p < 0.05$). Maka, Ho1 adalah diterima iaitu tidak terdapat perbezaan yang signifikan antara gaya pembelajaran berdasarkan jantina. Ini menunjukkan bahawa antara murid lelaki dan juga murid perempuan tiada perbezaan yang ketara berdasarkan kepada penggunaan gaya pembelajaran sama ada gaya visual, auditori mahupun kinestetik.

Jadual 6: Ujian t perbezaan Gaya Pembelajaran berdasarkan jantina.

Jantina	N	Min	Sp	t	p
Lelaki	33	3.70	.302	-.975	.333
Perempuan	33	3.79	.441		

Persoalan kajian Ketiga : Adakah terdapat hubungan antara gaya pembelajaran dengan pencapaian subjek Bahasa Melayu murid Cina SJKC di Labuan. Berdasarkan kepada jadual 7, didapati nilai pekali r bagi Gaya Pembelajaran dengan pencapaian adalah bersamaan dengan r=.068. Ini menunjukkan bahawa wujudnya hubungan positif yang sangat lemah dan hampir tiada perkaitan. Dalam erti kata lain, semakin tinggi tahap gaya pembelajaran maka semakin tinggi pencapaian pelajar. Berdasarkan nilai p=0.588, oleh kerana p>0.01 (Aras signifikan pada p<0.01), maka hipotesis Ho2 adalah diterima. Secara kesimpulannya, dapatlah disimpulkan bahawa tidak terdapat hubungan yang signifikan antara gaya pembelajaran dengan pencapaian murid.

Jadual 7 : Hubungan Gaya Pembelajaran dengan Pencapaian Murid

Gaya Pembelajaran	Pencapaian
Pekali Kolerasi (r)	.068
Aras Kesignifikan (p)	0.588
N	66

4. Perbincangan dan Kesimpulan

Jika diimbas kembali makna gaya pembelajaran, nyatalah bahawa Felder & Henriques (1995) telah melontarkan pandangan dengan mengatakan bahawa gaya pembelajaran adalah kaedah-kaedah yang digunakan oleh seseorang untuk mencari, menyimpan dan mengeluarkan semua maklumat yang diterima. Berbeza dengan pandangan yang dikemukakan oleh pengkaji tersohor yakni Dunn dan Dunn (1978), mengatakan bahawa gaya pembelajaran adalah cara seseorang mula menumpu perhatian, memproses dan mengingat sesuatu maklumat yang sukar atau baru. Juga, Honey dan Mumford (1992) mendefinisikan gaya pembelajaran sebagai penerangan ke atas sikap dan tingkah laku belajar yang diamalkan oleh individu. Gaya pembelajaran adalah suatu keutamaan manakala kecerdasan ialah keupayaan untuk berurusan dengan perkara tertentu (Gardner, 1983).

Seperti yang kita sedia maklum, terdapat banyak jenis serta model gaya pembelajaran yang ada dan sehingga kini kesemua gaya pembelajaran ini masih menjadi bahan kajian oleh segenap lapisan para pengkaji. Manakan tidak, ada kajian yang menggunakan model gaya pembelajaran yang sama tetapi hasil dapatan mereka berbeza, lantas pelbagai faktor serta pemboleh ubah yang mampu menentukan hasil dapatan tersebut dengan mengambil kira aspek gaya pembelajaran yang diguna pakai. Agaknya tidak keterlaluan jika dikatakan setiap murid mempunyai gaya belajar yang berbeza dan tersendiri. Pandangan ini selari dengan pendapat yang telah dikemukakan oleh Abdul Azizi (2001) yang mengatakan setiap murid mempunyai gaya pembelajaran yang tersendiri yang dirasakan berkesan atau selesa bagi mereka. Sehubungan dengan itu, kajian yang telah dilakukan ini adalah untuk melihat gaya pembelajaran apakah yang diamalkan oleh murid berbangsa Cina dalam mempelajari subjek Bahasa Melayu di sekolah.

Jika ditinjau, kebanyakan kajian dalam negara yang telah dilakukan oleh para pengkaji adalah lebih kepada mengkaji hubungan gaya pembelajaran dengan pencapaian murid dalam mata pelajaran tertentu sahaja seperti subjek matematik, sains, kimia dan Geografi. Buktinya, dapat dilihat pada kajian yang telah dilakukan oleh Azizi dan Shareeza (2003), Asiah (1999), Abdul Razak dan Rashidi (1997), Tumerah (1996), Misnan (1999) dan Baharin et al. (2007). Mata pelajaran Bahasa Melayu jarang sekali dan hampir tiada kajian yang dilakukan. Lantas, melalui ruangan inilah hasil dapatan pengkaji terhadap hubungan gaya pembelajaran dengan pencapaian murid dalam subjek Bahasa Melayu di SJKC dibincangkan. Murid-murid sekolah rendah kadang kala tidak menyedari bahkan tidak mengambil tahu mengenai gaya pembelajaran yang mereka gunakan. Sehubungan itu dengan adanya kajian ini pengkaji akan mendedahkan kepada murid mengenai gaya pembelajaran apa yang mereka gunakan agar mereka mengetahui dan mampu meningkatkan cara penggunaan gaya pembelajaran yang mereka amalkan. Bass dan Greary (1996) ada mengatakan salah satu cara penentuan kecekapan atau prestasi seseorang individu mempelajari dan menguasai ilmu adalah dengan menyedari gaya pembelajarannya.

Secara harfiahnya, kajian ini diperlukan bagi mengesan jenis gaya pembelajaran apa yang diamalkan oleh murid Cina yang cemerlang subjek BM di sekolah disamping melihat apakah hubungan antara gaya pembelajaran VAK itu terhadap pencapaian murid. Kajian seperti ini amat diperlukan masa kini. Ng Sook Chin (2005), juga mengatakan kajian tentang gaya pembelajaran murid ini perlu dan kajian seumpama ini akan dapat mencelikkan para guru dalam mengetahui gaya pembelajaran yang paling banyak diamalkan oleh murid-murid dan seterusnya meningkatkan minat murid dalam sesuatu subjek.

Perbincangan Persoalan Kajian Pertama

Gaya pembelajaran Visual, Auditori, Kinestetik (VAK) yang telah dipelopori oleh Fernald, Keller, Orton, Gillingham, Stillman dan Montessori pada tahun 1920, telah menjelaskan bahawa kebanyakan murid di sekolah mempunyai gaya pembelajaran yang dominan atau mengutamakan satu gaya pembelajaran dalam proses pembelajaran murid tersebut. Walaubagaimanapun, terdapat juga kes dimana sesetengah murid telah menggunakan beberapa jenis gaya pembelajaran ataupun murid tersebut menggunakan kesemua jenis gaya pembelajaran VAK tersebut bagi menyeimbangkan proses pembelajaran mereka di sekolah.

Setelah dilihat hasil dapatan data, daripada 3 jenis gaya pembelajaran Visual, Auditori dan juga Kinestetik, ternyata gaya pembelajaran Kinestetik adalah gaya pembelajaran yang paling dominan digunakan oleh kesemua murid Cina dalam kajian ini. Dengan catatan min yang berada pada tahap tinggi telah membuktikan bahawa gaya pembelajaran kinestetik menjadi pilihan dalam mempelajari subjek Bahasa Melayu di dalam bilik darjah. Sungguhpun begitu, dalam kes ini pengkaji tidak boleh menyatakan bahawa kesemua 66 orang responden lebih dominan menggunakan gaya pembelajaran kinestetik, mungkin boleh saja ada beberapa orang responden menggunakan lebih dari satu jenis gaya pembelajaran atau juga menggunakan kesemua jenis gaya pembelajaran yang ada dalam VAK. Akan tetapi, dalam bab perbincangan ini pengkaji akan meneliti segenap ciri gaya kinestetik tersebut lantaran ia merupakan gaya pembelajaran yang kerap digunakan oleh murid Cina ini dalam mempelajari subjek Bahasa Melayu.

Seperti yang telah dicatatkan di dalam buku-buku mengenai gaya pembelajaran, antara ciri utama murid yang mengamalkan gaya pembelajaran Kinestetik ini adalah, murid belajar melalui pergerakan badan dan kemahiran psikomotor. Selain itu, murid tersebut juga akan mencuba latihan-latihan baru hasil daripada penglihatan mereka. Lantas, dengan melihat kepada ciri tersebut tidak hairan mengapa dalam soal selidik yang telah dijalankan mempunyai catatan min tertinggi dalam item Kinestetik yakni item K3 yang berpernyataankan “Saya berasa seronok melakukan eksperimen di dalam kelas”. Item ini jelas membuktikan bahawa murid-murid berbangsa Cina gemar melakukan eksperimen yang berunsurkan pergerakan di dalam kelas sewaktu mempelajari subjek Bahasa Melayu. Misalnya, melalui aktiviti Pembelajaran Abad Ke-21 (PAK21) simulasi, lakonan, gallery walk dan sebagainya mampu meningkatkan minat murid itu dalam mempelajari subjek Bahasa Melayu di dalam bilik darjah.

Rentetan itu, tugas guru Bahasa Melayu sebagai agen penyampai ilmu di sini perlu ditekankan agar murid-murid yang berbangsa Cina khususnya ini mampu mempelajari subjek Bahasa Melayu itu dengan lebih berkesan. Di samping itu, jika dilihat ciri lain murid yang menggunakan gaya Kinestetik ini, murid jenis ini gemar menulis nota khas dan nota guru. Mereka lebih berminat menjawab soalan dalam bentuk penulisan. Tambahan pula, murid jenis kinestetik akan belajar dengan baik melalui pengalaman dan mengambil bahagian secara fizikal dalam aktivii bilik darjah. Mereka dapat mengingati sesuatu dengan lebih baik apabila mencuba terus sesuatu aktiviti melalui pelaksanaan menggunakan kecekapan tangan.

Kata kunci yang ingin digariskan melalui ciri-ciri yang dinyatakan itu tadi adalah “mengingat”. Rasanya tidak perlu disangkal lagi bahawa murid-murid berbangsa Cina mempunyai daya ingatan yang agak kuat dan mempunyai kelebihan menghafal serta mengingat yang tinggi. Manakan tidak, murid-murid Cina mempelajari subjek Bahasa Melayu di sekolah banyak didedahkan dengan perkataan-perkataan yang baharu bagi mereka dan janggal untuk mereka gunakan pada pertuturan harian di rumah mahupun sekolah. Lantas, dengan adanya kaedah menghafal suku kata atau perkataan Bahasa Melayu berserta maksudnya secara tidak langsung membuatkan murid Cina ini mampu menghafalnya dengan baik. Salah satu contoh paling mudah adalah, di dalam subjek Bahasa Melayu kertas penulisan murid dikehendaki membina karangan, dan melalui hal ini lah guru-guru akan mengarahkan murid-murid Cina ini menghafal format penulisan disamping menghafal peribahasa, simpulan bahasa, bidalan kata dan kata-kata mutiara untuk dimasukkan di dalam penulisan mereka agar mampu menghasilkan karangan yang berkualti dan menepati skema pemarkahan. Natijahnya, tidak hairan mengapa murid Cina mampu mendapat markah penulisan yang baik kerana meraka telah dilatih untuk menghafal dan mengingat.

Sehubungan dengan itu, guru Bahasa Melayu perlulah meningkatkan mutu pengajaran serta mempelbagaikan gaya penyampaian di dalam kelas dalam mengajar subjek Bahasa Melayu di sekolah. Guru-guru telah tahu dan sedar akan ciri murid yang menggunakan gaya pembelajaran Kinestetik, lantas peranan guru disini sangat penting agar murid tersebut dapat menggunakan gaya pembelajaran yang dominan baginya itu seiring dengan cara murid itu belajar di kelas. Sebagai contoh, jika guru itu mengesan muridnya lebih mudah belajar subjek Bahasa Melayu dengan cara mendengar yakni Auditori, agaknya tidak wajar jika guru mengadakan sesi pembelajaran bagi murid tersebut dengan cara mengarahkan murid itu lakukan pergerakan yang bersifat Kinestetik. Maksudnya, kaedah guru perlu seiiring dengan gaya pembelajaran murid agar murid mampu “menangkap” segala ilmu yang dipelajarinya.

Contoh yang paling dekat, antara ciri gaya pembelajaran jenis Kinestetik ini adalah penggunan komputer, permainan dan aktiviti-aktiviti yang melibatkan perbendaharaan kata dapat meningkatkan keberkesanan pembelajaran murid. Lantas, guru boleh menggunakan pembelajaran bersifat maya iaitu Pengajaran dan Pembelajaran dengan menggunakan laman sesawang atau tapak pembelajaran yang telah disediakan seperti Google Classroom, Google Meet, Quizizz, BookWidgets, BrainPOP, Edcite, Padlet, Blendspace, Edpuzzle, Plickers, Kahoot, dan sebagainya.

Dengan adanya pengintegrasian unsur Teknologi Maklumat dan Komunikasi ke dalam sesi pembelajaran subjek Bahasa Melayu ini sudah pasti murid-murid akan lebih berminat dan belajar dengan cara yang seronok. Tatkala seluruh dunia bergelut dengan pandemik Corona Virus pada tahun 2020, negara kita juga tidak terkecuali dan perlu berhadapan dengan Perintak Kawalan Pergerakan (PKP). Lantas, setelah Kementerian Pendidikan Malaysia (KPM) mengumumkan penutupan sekolah sepanjang PKP maka disini peranan para guru dalam mendepani cara mengajar dari rumah iaitu Pengajaran dan Pembelajaran di rumah (PDPR). Pelbagai tapak pembelajaran maya telah digunakan dan hal inilah yang telah menjadikan sesi pengajaran subjek Bahasa Melayu itu lebih menarik dek kerana adanya penggunaan TMK tersebut.

Secara harfiahnya, kajian ini diperlukan bagi mengesan jenis gaya pembelajaran apa yang diamalkan oleh murid Cina yang cemerlang subjek Bahasa Melayu di sekolah disamping melihat apakah hubungan antara gaya pembelajaran VAK itu terhadap pencapaian murid. Kajian yang dijalankan ini telah dilakukan di sekolah Jenis Kebangsaan Cina (SJKC), maka kajian untuk melihat gaya pembelajaran murid terhadap subjek Bahasa Melayu ini boleh dijalankan di sekolah-sekolah rendah yang lain yang berstatus Sekolah Kebangsaan (SK) mahupun Sekolah Jenis Kebangsaan Tamil (SJKT) kerana subjek Bahasa Melayu merupakan subjek yang wajib di semua sekolah. Akhir sekali, dalam kajian ini pengkaji hanya gunakan gaya pembelajaran VAK, sehubungan dengan itu, untuk kajian-kajian yang mendatang pengkaji bolehlah menggunakan model gaya pembelajaran yang lain agar kepelbagaian dalam hasil dapatan mampu dilihat disana sekaligus memberi kebaikan kepada dunia pendidikan khususnya dalam mempelajari mata pelajaran Bahasa Melayu di sekolah.

Perbincangan Persoalan Kajian Kedua

Jika ditelusuri hasil dapatan, ternyata paparan data menunjukkan bahawa tidak terdapat perbezaan yang signifikan antara gaya pembelajaran berdasarkan jantina. Ini menunjukkan bahawa gaya pembelajaran Visual, Auditori mahupun Kinestetik digunakan oleh murid lelaki dan juga murid perempuan. Persoalannya, adakah jantina mempengaruhi gaya pembelajaran? Hah ini demikian kerana ada kajian lalu yang menunjukkan hasil dapatan berbeza yakni terdapat perbezaan gaya pembelajaran berdasarkan kepada jantina murid. Sebagai contoh, melalui kajian Hamidah Jaafar Sidek (2002) yang mengkaji tentang tentang stail pembelajaran pelajar terhadap prestasi akademik di UiTM kampus Arau, telah mendapati bahawa terdapat perbezaan yang signifikan di antara pelajar lelaki dengan perempuan di dalam rangsangan persekitaran dan fizikal. Dalam kajian tersebut juga menyatakan pelajar lelaki kurang dipengaruhi oleh rangsangan tersebut berbanding dengan pelajar perempuan.

Selain itu, kajian yang telah dijalankan oleh Dunn & Dunn, Price (1984) pula menunjukkan hasil pelajar lelaki lebih cenderung belajar dalam suhu persekitaran yang sejuk, dalam keadaan yang tidak formal, belajar bersama rakan sebaya serta memerlukan struktur untuk belajar dengan cara yang pelbagai. Berbanding dengan pelajar perempuan, mereka cenderung belajar dalam keadaan yang tidak formal tetapi ia tidak berkait dengan orentasi rakan sebaya, pengambilan makanan dan pergerakan. Selain itu juga, Hii Siong Ting (2006) dalam kajiannya telah mendapati bahawa terdapat perbezaan yang signifikan antara gaya pembelajaran pelajar lelaki dengan pelajar perempuan bagi elemen bunyi dan elemen motivasi. Berdasarkan kepada tiga kajian lalu yang dinyatakan itu tadi, maka dapatlah disimpulkan bahawa gaya pembelajaran mampu mewujudkan gaya pembelajaran yang berbeza dengan berpandukan kepada jantina. Sungguhpun begitu, perkara ini tidak boleh dikatakan kesemuanya kerana ada juga kajian yang mendapati tidak terdapat perbezaan yang ketara ataupun signifikan. Sebagao contoh, di dalam kajian yang telah dilakukan oleh Norlia et al (2006) mendapati bahawa tidak terdapat perbezaan gaya pembelajaran bagi subjek Matematik tambahan berdasarkan kepada jantina dan bangsa. Juga, melalui kajian yang dilaksanakan oleh Hanisa (2008) yang mendapati gaya pembelajaran tidak mempunyai perbezaan yang signifikan berdasarkan jantina, kaum dan fakulti. Sebagai tambahan, Watson (1997) melalui kajiannya telah membuktikan tidak terdapat perbezaan gaya pembelajaran mengikut jantina dimana pelajar lelaki dan perempuan sama-sama cenderung kepada gaya pembelajarn konkrit dan juga kombinasi gaya pembelajaran konkrit dan abstrak.

Secara harfiahnya, setelah melihat kepada hasil kajian lalu yang dinyatakan, maka dapatlah disimpulkan bahawa sememangnya terdapat dan tidak terdapat perbezaan yang signifikan antara gaya pembelajaran dengan jantina peserta kajian. Dalam kajian yang dilakukan sendiri oleh pengaji ini pula menyatakan bahawa tidak terdapat perbezaan yang signifikan. Ini menunjukkan bahawa gaya pembelajaran VAK itu diamalkan oleh kedua-dua jantina yakni murid lelaki dan perempuan. Namun, mengapa ada kajian yang menyatakan terdapat perbezaan yang signifikan? Hal ini dapat dibincangkan kemungkinan gaya pembelajaran yang pengkaji terdahulu gunakan adalah berbeza dengan gaya pembelajaran VAK ini. Dan, faktor kedua kemungkinan adalah disebabkan oleh bilangan responden yang dijadikan peserta kajian serta faktor umur. Analoginya jika latar belakang kajian tersebut adalah untuk mengkaji pelajar Universiti maka gaya pembelajaran yang lebih kompleks dan bukannya gaya pembelajaran VAK ini dijadikan item dalam salah satu kaedah untuk mengukur hasil sesuatu kajian tersebut. Sudah pasti gaya pembelajaran lain digunakan. Memandangkan dalam kajian ini melibatkan murid sekolah rendah, maka pengkaji merasakan gaya pembelajaran VAK lebih sesuai kerana mudah untuk mengesan gaya pembelajaran ini pada murid.

Perbincangan Persoalan Kajian Ketiga

Berpandukan kepada dapatan, kajian ini mendapati bahawa tidak terdapat hubungan yang signifikan antara gaya pembelajaran dengan pencapaian murid. Sama seperti perbincangan dapatan kedua, dalam hal ini juga ada kajian yang menunjukkan hasil yang berbeza iaitu ada kajian yang mendapati terdapat perbezaan yang signifikan dan ada juga kajian yang menyatakan tidak terdapat perbezaan yang signifikan antara gaya pembelajaran dengan pencapaian murid atau pelajar. Sebagai contoh, dalam kajian lalu yang telah dilakukan oleh Hii Siong Ting (2006) telah menunjukkan bahawa tidak terdapat perbezaan yang signifikan antara gaya pembelajaran pelajar bagi elemen-elemen lain dalam kategori persekitaran dan kategori emosional berdasarkan pencapaian akademik iaitu CPA. Begitu juga dengan hasil dapatan Azizi dan Shareeza (2002), mendapati gaya belajar pelajar tidak mempengaruhi pencapaian akademik didalam proses pembelajaran. Selain itu, Hanisah (2008) yang mengkaji gaya pembelajaran dan hubungannya dengan pencapaian akademik pelajar tahun tiga UTM Skudai, Johor mendapat hasil dapatan iaitu gaya pembelajaran tidak mempunyai hubungan yang signifikan dengan pencapaian akademik.

Terdapat juga kajian yang mempunyai hasil yang sama dengan kajian menggunakan gaya pembelajaran VAK ini dengan berkata kuncikan "wujudnya hubungan positif yang sangat lemah dan hampir tiada perkaitan". Misalnya, kajian lalu yang telah dilakukan oleh Azizi et al. (2002) mendapati terdapat hubungan positif yang tidak signifikan antara gaya pembelajaran dengan pencapaian akademik. Begitu juga dengan kajian Wei (2009) mendapati terdapat hubungan positif yang tidak signifikan antara gaya pembelajaran dengan pencapaian akademik. Selain melihat kajian-kajian lalu yang mempunyai hasil yang menyatakan tidak terdapat hubungan yang signifikan, terdapat pula kajian yang mempunyai hasil sebaliknya iaitu hasil kajian ini telah menunjukkan bahawa terdapat hubungan yang signifikan diantara gaya pembelajaran yang diamalkan dengan pencapaian para respondenya.

Misalnya, kajian K.H.Wang et.al (2006) telah mengkaji kesan penilaian formatif dan gaya pembelajaran ke atas pencapaian pelajar dalam Web-based learning environment. Hasil kajian menunjukkan gaya pembelajaran dan strategi penilaian formatif mempunyai hubungan yang signifikan dengan pencapaian pelajar dalam Web-based learning environment.

Berdasarkan kepada perbincangan diatas, maka dapatlah disimpulkan bahawa gaya pembelajaran VAK tidak mempengaruhi pencapaian murid dalam mempelajari subjek Bahasa Melayu di sekolah. Hal ini demikian kerana, hubungan yang tidak signifikan menjadikan ia tiada perkaitan. Maksudnya boleh saja unsur pencapaian itu didorong oleh pelbagai pemboleh ubah dan bukannya gaya pelbelajaran. Sebagai contoh, pemboleh ubah seperti persekitaran, ibu bapa, rakan sebaya mahupun media sosial mampu mempengaruhi pencapaian murid tersebut. Memandangkan kesemua responden dalam kajian ini merupakan golongan murid cemerlang subjek Bahasa Melayu, maka pencapaian mereka semua berada pada tahap yang tinggi dan gaya pembelajaran VAK yang mereka gunakan juga pada tahap yang tinggi. Ini membuktikan bahawa gaya pembelajaran VAK bukanlah suatu faktor pendorong yang boleh melihat hubungan antara gaya pembelajaran dengan pencapaian.

Kesimpulan

Secara harfiahnya, setelah melihat data-data mengenai Gaya Pembelajaran yang telah dianalisis dengan menggunakan statistik deskriptif dan statisitik inferensi, persoalan demi persoalan telah terjawab dimana persoalan kajian pertama mendapati diantara gaya pembelajaran Visual, Auditori dan KInestetik, ternyata gaya pembelajaran jenis Kinestetik paling dominan digunakan oleh murid-murid berbangsa Cina dalam mempelajari mata pelajaran Bahasa Melayu di sekolah. Jika dilihat pada persoalan kajian kedua pula, analisis statistik inferensi yang menggunakan ujian t telah menunjukkan bahawa tidak terdapat perbezaan yang signifikan min Gaya Pembelajaran berdasarkan jantina murid. Dan, persoalan kajian ketiga yang menggunakan ujian kolerasi pearson telah mendapati hubungan positif yang sangat lemah antara gaya pembelajaran dengan pencapaian pelajar atau dalam erti kata lain tidak terdapat hubungan yang signifikan antara gaya pembelajaran dengan pencapaian murid.

Antara penambahbaikan yang dapat dikemukakan disini adalah bilangan responden boleh dibesarkan lagi bilangannya agar gaya pembelajaran VAK ini mampu dilihat dengan lebih luas. Dalam kajian ini hanya murid berbangsa Cina yang cemerlang subjek Bahasa Melayu di sekolah sahaja dippilih dan kerana itulah skop serta bilangan murid hanya seramai 66 orang sahaja. Lantas, untuk kajian-kajian yang akan dilakukan kelak, pengkaji bolehlah menambahkan bilangan responden mengikut kesesuaian kajian. Selain itu, kajian yang dijalankan ini telah dilakukan di sekolah Jenis Kebangsaan Cina (SJKC), maka kajian untuk melihat gaya pembelajaran murid terhadap subjek Bahasa Melayu ini boleh dijalankan di sekolah-sekolah rendah yang lain yang berstatus Sekolah Kebangsaan (SK) mahupun Sekolah Jenis Kebangsaan Tamil (SJKT) kerana subjek Bahasa Melayu merupakan subjek yang wajib di semua sekolah. Akhir sekali, dalam kajian ini pengkaji hanya gunakan gaya pembelajaran VAK, sehubungan dengan itu, untuk kajian-kajian yang mendatang pengkaji seterusnya bolehlah menggunakan model gaya pembelajaran yang lain agar kepelbagaian dalam hasil dapatan mampu dilihat disana sekaligus memberi kebaikan kepada dunia pendidikan khususnya dalam mempelajari mata pelajaran Bahasa Melayu di sekolah.

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Hubungan Antara Kepimpinan Transformasi Terhadap Tingkah Laku Kerja Guru Di Sekolah Berprestasi Tinggi

(The Relationship Between Transformational Leadership And Teachers' Innovative Work Behaviour In High Performing School)

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Abstrak: *Inovasi semakin dianggap sebagai elemen penting untuk kelestarian dan kejayaan organisasi termasuk dalam bidang pendidikan. Inovasi dalam pendidikan adalah satu oligasi dalam memenuhi amanah masyarakat dalam meningkatkan kualiti pendidikan negara khususnya Sekolah Berprestasi Tingg. Namun penyelidikan mengenai anteseden tingkah laku kerja yang inovatif agak terhad. Kajian ini menggunakan pendekatan kuantitatif melalui kaedah tinjauan. Sampel kajian ini seramai 94 orang guru SBT yang terpilih. Kajian rintis ini dianalisis melalui dua pendekatan statsistik iaitu deskriptif, dan inferens. Data dianalisis menggunakan PLS-SEM Hasil kajian menunjukkan bahawa kepimpinan transformasional adalah penentu tingkah laku kerja inovatif guru SBT. Kajian ini juga telah memenuhi kesahihan konvergen dan diskriminasi. Data juga menunjukkan bahawa semua dimensi kepemimpinan transformasi mempengaruhi tingkah laku kerja inovatif mereka. Kajian ini menyumbang kepada literatur dengan menyelidiki hubungan antara kepemimpinan transformasional terhadap tingkah laku kerja inovatif guru SBT.*

Kata Kunci: tingkah laku inovatif guru, kepimpinan transformasi

Abstract: *Innovation is increasingly being considered as an important element for the sustainability and success of the organization including in the field of education. Innovation in education is an oligation in meeting the trust of the people in improving the quality of education in the country, especially High Performance Schools. However, research on innovative work behavior antecedents is relatively limited. This study uses a quantitative approach through survey methods. The sample of this study was 94 SBT teachers selected. This pilot study was analyzed through two statistical approaches namely descriptive, and inferential. Data were analyzed using PLS-SEM The results of the study showed that transformational leadership is the determinant of SBT teachers' innovative work behavior. This study has also met the validity of concentration and discrimination. The data also show that all dimensions of transformational leadership influence their innovative work behaviors. This study contributes to the literature by investigating the relationship between transformational leadership and innovative work behaviors of SBT teachers.*

Keywords: teacher's innovative work behaviour; transformational leadership

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1. Pengenalan

Sistem pendidikan masa kini semakin mencabar berbanding dahulu ekoran dunia dilanda Pandemik COVID19 yang telah serta-merta merubah landskap dunia dalam semua sektor termasuklah pendidikan. Di dalam bidang pendidikan, cara guru melaksanakan tugas harian mereka ternyata sangat mencabar di Normal Baharu. Mereka terpaksa berubah dari kebiasaan kepada luar kebiasaan. Pandemik ini telah merubah pemikiran dan metodologi mereka dalam rutin harian. Ini sejajar dengan pandangan pakar yang diketengahkan oleh Gales & Gallon [1] bahawa pendidikan perlu mengembangkan pendekatan baru ke arah ketangkasan. Ketangkasan dalam pendidikan memerlukan guru untuk lebih inovatif dan lebih tangkas dalam pendekatan mereka. Oleh itu, ini dapat dilaksanakan melalui inovasi dalam pendidikan pada tahap individu, iaitu tingkah laku kerja yang inovatif. Ini memberi konotasi bahawa guru & pemimpin sentiasa memainkan peranan sebagi pelajar sepanjang dan menjadi agen perubahan di sekolah dengan mencuba proses, strategi, atau pendekatan baharu akhirnya akan menjadi sebahagian daripada kehidupan guru.

Di samping itu, inovasi dalam pendidikan adalah dilihat elemen sangat penting untuk organisasi untuk kekal relevan dan berkesan. Oleh kerana inovasi adalah suatu aset bernilai, ini akan membuka lebih banyak peluang bagi pemimpin sekolah untuk memimpin guru-guru dalam mengubah amalan pedagogi guru mereka, pengalaman kelas atau pentaksiran bilik darjah dalam normal baharu. Justeru, keupayaan untuk guru-guru terus berinovasi turut bergantung pada gaya kepemimpinan pengetua atau Guru Besar. Malangnya, berdasarkan Laporan OECD pada tahun 2019 mendapati tahap inovasi dari segi amalan guru masih lagi sederhana. Ini disokong oleh keratan akhbar The Star Online bertarikh 15 Oktober 2017 menyatakan guru-guru didapati tiada banyak kebebasan & sokongan untuk melaksanakan tugas mereka di sekolah. Tambahan pula, menurut Dalail, Sidhu, & Chan (2018) tingkah laku inovatif guru masih lagi bergelut dengan isu yang berpanjangan yakni beban tugas guru yang menimbun. Justeru kajian ini ingin melihat hubungan gaya kepimpinan pengetua terhadap tingkah laku guru di sekolah seperti yang diketengahkan oleh ramai pengkaji (Verschuere, Beddeleem, & Verlet, 2014; Voet, Bekkers, & Tummers, 2016).

2. Ulasan Kajian Lepas

Hubungan kepimpinan transformasi dan tingkah laku inovatif

Kepemimpinan transformasional sangat penting untuk tingkah laku inovatif dalam organisasi (Bass, 1985; Eisenbeiss dan Boerner, 2010; Eisenbeiss, van Knippenberg dan Boerner, 2008; Jung, Chow dan Wu, 2003; Sanders dan Shipton, 2012) seperti yang dikemukakan oleh ahli teoritis. Namun begitu, kajian lepas telah menunjukkan terdapat dapatan kajian yang pelbagai gaya kepimpinan dapat memberikan kesan terhadap tingkah laku inovatif sepertimana dalam kajian Basu dan Green (1997), dan Jaussi dan Dionne (2003) membuktikan terdapatnya hubungan negatif antara kedua-dua pemboleh ubah, sementara Eisenbeiss et al., (2008). Kajian oleh Kahai, Sosik dan Avolio (2003) tidak menunjukkan hubungan antara dua pemboleh ubah ini.

3. Metodologi

Kajian rintis ini dilakukan pada bulan Disember 2019. Penyelidik menggunakan pendekatan deduktif dalam kajian ini. Strategi penyelidikan yang digunakan oleh pengkaji ialah kaedah tinjauan. Responden kajian adalah guru di sekolah berprestasi tinggi di Semenanjung Malaysia. Bilangan sampel bagi kajian rintis ini seramai 94 orang yang melibatkan guru-guru di Sekolah Berprestasi Tinggi (SBT) yang terpilih. Instrumen yang digunakan bagi kepimpinan transformasi ialah Leithwood, & Jantzi (2006), manakala pengukuran tingkah laku inovatif guru menggunakan Janssen (2000).

4. Analisis dapatan kajian

Analisis data dilaksanakan melibatkan dua peringkat statistik iaitu secara deskriptif dan inferens. Data demografi dianalisis berdasarkan peratusan menggunakan SPSS, manakala statistik inferens melibatkan teknik statistik PLS-SEM ekoran datanya bersifat Non-parametric. Majoriti responden adalah guru wanita iatu sebanyak 60.7%, dan diikuti guru lelaki iaitu sebanyak 39.3%.

Pengkaji membuat analisis bagi dua bentuk penilaian iaitu Model Pengukuran & Model Struktur. Model Pengukuran melibatkan beberapa langkah yang perlu dipatuhi yakni melihat Factor loading, Average Variance Extracted (AVE) dan Composite Reliability (C.R).Berdasarkan kriteria minimum PLS-SEM untuk mengukur Model Pengukuran, didapati semua enam domain dalam pembolehubah Kepimpinan transformasi dan tiga domain dalam Tingkah laku Inovatif Guru melepasi Factor loading pada nilai melebihi 0.70 (Hair, Black, Babin & Anderson (2010) manakala nilai AVE memenuhi syarat iaitu melebihi 0.50,dan diikuti oleh C.R adalah melebihi nilai 0.8 (Hair, et.al, 2010). Di samping itu, Analisis PLS-SEM menunjukkan Average Variance Extracted (AVE) dan Composite Reliability (C.R) bagi kepimpinan Transformasi ialah 0.515 dan 0.906. Ini diikuti oleh tingkah laku inovatif dengan AVE (0.751) dan C.R (0.964). Keputusan analisis ini membuktikan terdapat Kesahan Diskriminan di antara konstruk.

Model Struktural dalam kajian ini melibatkan analisis berikut: Nilat t, Nilai p, Nilai R2, nilai f2, dan Nilai Q2. Nilai R2 mengukur Ketepatan model ramalan (predictive accuracy) yang mana mengabungkan kesan pembolehubah kepimpinan transformasi ke atas pembolehubah tingkah laku inovatif guru. Nilai f2 hanyalah mengukur Kesan saiz (effect size) sama ada kesan saiznya kecil, sederhana atau besar. Nilai Q2 pula mengukur Kerelevanan Ramalan bagi model ini (Predictive Relevance). Namun, pengkaji hanya memaparkan dua nilai sahaja iaitu Nilai t dan Nilai p. Kajian ini juga menunjukkan terdapat hubungan yang signifikan di antara pembolehubah kepimpinan transformasi pengetua terhadap tingkah laku inovatif guru SBT berdasarkan keputusan yang ditunjukkan dalam Jadual 1.

Jadual 1: Model Struktur

Hipotesis	Hubungan	Min sampel	Sisihan piawai	Nilai t	Nilai p	Keputusan
H_1	TFL---->IWB	0.548	0.057	9.728	0.000	Diterima

t-value >1.65*(p<0.10); t-value >1.96**(p<0.05); t-value***>2.58(p<0.01)

5. Perbincangan dan Kesimpulan

Perbincangan kajian ini berdasarkan dapatan kajian yang telah dianalisis. Kajian ini membuktikan kepemimpinan transformasional mempengaruhi tingkah laku kerja yang inovatif dalam kalangan guru di SBT. Ini sejajar dengan kajian oleh Basu & Green (1997) bahawa pemimpin transformasional dapat merangsang tingkah laku inovatif pengikut dengan menyatakan visi yang memberi inspirasi, merangsang pengikut dengan mencabar status quo, dan mengalakkan pembangunan diri individu. Sebagai tambahan, kajian terdahulu juga mendapati terdapatnya hubungan positif antara kepemimpinan transformasional dan inovasi organisasi (Gumusluoglu & Ilsev, 2009; Jung, Chow, & Wu, 2003; Jung, Wu, & Chow, 2008).

Dalam erti kata yang sama, pengetua SBT melalui kepimpinan beliau dapat mengalakkan guru SBT berinovasi. Pengetua berjaya mengalakkan guru-guru SBT membuat semakan semula amalan mereka sebagai guru di SBT bagi mencuba pendekatan yang baharu. Guru SBT faham makna mengambil risiko dan mencuba sesuatu yang baharu kerana mereka tidak akan dipersalahkan oleh pengetua sekiranya mereka membuat kesilapan semasa berinovasi. Selain itu, guru-guru SBT didapati meneroka banyak peluang baharu melalui penjanaan idea, promosi idea-idea tersebut kepada guru lain malahan mereka melaksanakannya dalam rutin harian mereka dari aspek pedagogi, aktiviti kokurikulum dan pembangunan kapasiti. Di samping itu, pengetua yang mengamalkan kepimpinan transformasi memberikan autonomi sepenuhnya kepada guru SBT dengan memberi makna dalam kerja harian guru. Akhir sekali, tingkah laku guru SBT akan sentiasa dibugarkan sekiranya pengetua turut mengotakan apa yang mereka perkatan melalui tindakan pemimpin dan inovasi dijadikan satu kemestiaan bagi setiap warga sekolah. Di samping itu, pengetua perlu sentiasa menjadi suri tauladan dengan membina lebih banyak jaringan dan jalinan dengan agensi luar bagi menaja aktiviti inovasi di SBT.

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Hubungan Antara Tahap Penerapan Nilai Etika Dengan Faktor Penentu Potensi Kejayaan Usahawan Non Muslim

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Abstrak: *Etika perniagaan merupakan prinsip moral yang perlu dipatuhi dan diterima pakai oleh golongan usahawan. Amalan etika yang diterapkan dalam perniagaan merupakan tindak tanduk atau perlakuan yang sangat ditikberatkan dan perlu diamalkan oleh semua usahawan dalam operasi perniagaan tanpa mengira agama. Etika juga telah diajar dalam agama-agama lain selain daripada agama Islam iaitu dalam agama Buddha, Hindu serta Kristian. Justeru untuk melihat nilai etika ini maka kajian yang menggunakan pendekatan kuantitatif telah dijalankan. Seramai 81 usahawan non-muslim dari Daerah Kuala Lipis, Pahang telah dilibatkan dalam kajian. Kajian ini menggunakan soal selidik sebagai instrumen pengumpulan data. Data yang diperolehi daripada responden dianalisis menggunakan statistik inferensi dengan bantuan perisian SPSS versi 21.0. Setelah melalui proses analisis, dapatan kajian menunjukkan bahawa usahawan non-muslim mempunyai nilai etika yang baik di dalam bidang perniagaan. Hubungan antara tahap penerapan nilai dan faktor agama serta disiplin juga didapati signifikan. Ini menggambarkan bahawa usahawan non muslim mempunyai nilai etika dan mengamalkannya dalam operasi perniagaan mereka.*

Kata Kunci: Usahawan Non Muslim, Etika Perniagaan

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1. Pengenalan

Tidak dinafikan asas sesebuah perniagaan yang dijalankan pada hari ini adalah bermatlamatkan keuntungan semata-mata. Persaingan yang sangat hebat dalam perniagaan dan melihat kepada keadaan ekonomi semasa yang tidak menentu telah mendorong sesetengah usahawan untuk bertindak melakukan perbuatan yang tidak beretika bagi tujuan memperoleh keuntungan (Ferrel, Thorne, Ferrel 2010). Rentetan tersebut banyak masalah timbul sama ada dipihak pengguna mahupun peniaga. Peniaga dihukum atas tindakan yang tidak beretika sementara pengguna pula selalu dilaporkan mendapat mudarat daripada aktiviti tersebut. Oleh yang demikian, tuntutan terhadap mengamalkan nilai beretika dalam operasi perniagaan adalah diperlukan.

Umumnya, etika dalam perniagaan telah lama diperkenalkan sejak tahun 1970an lagi (Nor Aishah 2013). Menurut Hisrich, Peters dan Shepherd (2016), etika perniagaan berkaitrapat dengan tingkah laku dan moral usahawan dalam setiap operasi perniagaan sama ada baik atau buruk atau betul atau salah. Sementara menurut Ferrel, Thorne, Ferrel (2010) pula etika perniagaan adalah satu set peraturan yang merangkumi nilai, prinsip dan standard yang akan mengarah manusia untuk berkelakuan baik dalam dunia perniagaan. Prinsip moral perlu dipatuhi dan diterima pakai oleh semua usahawan semasa menjalankan perniagaan. Bermaksud amalan etika yang diterapkan dalam bidang perniagaan adalah sangat penting untuk diaplikasikan oleh semua usahawan.

Etika bukan sahaja dipelajari dalam agama islam tetapi dalam semua agama iaitu agama Buddha, Hindu serta Kristian. Untuk berjaya dalam bidang perniagaan ini, nilai etika perlu diterapkan supaya elemen yang positif dapat membantu para usahawan menjadikan perniagaan mereka lebih baik dan mencapai kejayaan dalam bidang perniagaan. Setiap individu yang mempunyai agama diketahui mempunyai nilai etika yang menyeru kepada kebaikan. Nilai etika ini jika dipraktiskan dalam operasi perniagaan dilaporkan berupaya membawa kejayaan serta kelangsungan sesebuah perniagaan (Agil 2007). Pada dasarnya, nilai etika yang diamalkan oleh setiap agama di Malaysia adalah pada aras yang sama dan perbezaan adalah tidak terlalu banyak. Pembawakan nilai etika dan perbezaan pandangan sahaja yang membezakan antara agama masing-masing.

Dalam membentuk sesebuah perniagaan, pegangan agama dan kepercayaan merupakan garis panduan kepada semua usahawan. Ini kerana semua agama menegah umatnya daripada melakukan perkara yang tidak baik dan salah disisi agama (Singer 1994). Kazemi (2010), telah membincangkan perkongsian mengenai nilai etika yang menyatakan pembawakan nilai etika dan perbezaan pandangan sahaja yang membezakan antara agama. Secara umumnya kajian ini bertujuan untuk mengkaji hubungan antara tahap penerapan nilai etika dengan faktor potensi kejayaan perniagaan usahawan non muslim.

Nilai dan etika merupakan gabungan elemen yang sangat penting di dalam pengurusan, pentadbiran serta perniagaan. Hal ini telah diakui oleh beberapa ahli sejarah dan tokoh falsafah sebagai elemen yang sangat ditikberatkan agar semua tindakan yang tidak bertanggungjawab dapat dikawal atau dipantau. Umumnya mengetahui Malaysia merupakan sebuah negara yang mempunyai pelbagai bangsa serta agama. Terdapat tiga bangsa utama di Malaysia iaitu bangsa Melayu, Cina dan India. Ketiga-tiga bangsa ini beramal dengan budaya dan pegangan agama sendiri namun kertas kerja ini hanya mengfokus kepada usahawan non-Muslim. Hal ini kerana kajian berkaitan dengan usahawan Non-Muslim amat sukar dijumpai.

2. Pernyataan Masalah

Umumnya, usahawan selalu berhadapan dengan pelbagai masalah semasa menjalankan perniagaan. Namun walaupun berdepan dengan pelbagai masalah, masih terdapat sebilangan usahawan yang berjaya dan memperolehi keuntungan yang besar. Oleh yang demikian, adalah sangat penting untuk mengenal pasti faktor-faktor potensi kejayaan usahawan non muslim yang boleh dijadikan contoh kepada usahawan muslim agar mereka juga berjaya bergelar usahawan berjaya. Permasalah dalam perniagaan wujud di kalangan pengguna apabila konsep etika tidak dipraktikkan di dalam kebanyakkan organisasi sama ada di Malaysia mahupun seluruh dunia, menurut Abdul Razak dan Nor Zanah (2001).

Usahawan yang tidak beretika akan menyukarkan pengguna. Sebagai contoh, tindakan usahawan menyorok barangan boleh menyebabkan harga barangan naik dan hal ini akan menjejaskan pihak pengguna (Laporan Dimensikoop, Pusat Konsultansi dan Penyelidikan, 2015). Tindakan ini juga bertentangan dengan nilai etika yang dipegang oleh agama dan masyarakatdi mana orang kaya akan menjadi kaya dan miskin bertambah miskin (Zulkifli 2015).
Peningkatan kadar tidak beretika dalam bidang perniagaan juga semakin tinggi dan terus meningkat dari semasa ke semasa (*Ethics Resource Centre, 2007*). Pada dasarnya, seperti yang

dilihat kini di Malaysia kejayaan usahawan muslim masih lagi berada di tahap yang sederhana. Penglibatan usahawan muslim yang tergolong dalam golongan usahawan yang berjaya adalah tidak ramai berbanding dengan kebanyakan usahawan non muslim. Kurangnya penglibatan usahawan muslim di dalam bidang perniagaan secara tidak langsung menyebabkan usahawan muslim tercicir dalam bidang ekonomi berbanding dengan non muslim. Ini dibuktikan dengan kajian yang telah dilakukan oleh Majalah Perniagaan Popular Forbes, www.forbes.com (2020) apabila menyenaraikan daripada 50 orang terkaya di Malaysia hanya 7 orang sahaja usahawan muslim dan selebihnya usahawan non muslim.

Pada hakikatnya, peluang dan bantuan yang diberikan oleh pihak kerajaan tidak menjanjikan kejayaan pada usahawan itu sendiri. Namun realitinya, dengan adanya nilai yang ada dalam seorang usahawan itu yang boleh menyebabkan kejayaan seseorang usahawan. Menurut Abdul Aziz (2001), jika dibuat perbandingan dengan usahawan muslim dengan non muslim kedudukan ekonomi dalam kalangan usahawan non muslim adalah lebih maju ke kehadapan berbanding dengan usahawan bangsa lain. Usahawan non muslim didapati lebih berjaya dalam bidang perniagaan walaupun kurang bantuan yang diberikan oleh agensi kerajaan. Jaafar, Ramayah dan Nasrudin (2005) mendapati bahawa usahawan muslim memperolehi kemahiran keusahawanan melalui program pendidikan dan latihan formal yang lebih meluas melalui sokongan oleh pihak kerajaan telah meningkatkan pengetahuan mereka dalam perniagaan. Tidak seperti usahawan non muslim yang kebanyakannya memperoleh kepemimpinan dan kemahiran keusahawanan melalui amalan perniagaan secara langsung sambil membantu keluarga mereka menjalankan tugas perniagaan harian. Dengan mempraktikkan aktiviti perniagaan, usahawan non muslim dapat mengumpul pengalaman bertahun-tahun dalam perniagaan sebelum memulakan perniagaan mereka sendiri. Gomez (2005) menyatakan bahawa usahawan non-muslim menampilkan gaya etnik yang dicirikan oleh firma keluarga itu sendiri. Amalan ini tidak diamalkan dalam perniagaan usahawan muslim.

Kajian-kajian tentang nilai dan kejayaan usahawan non muslim ini amat kurang dijalankan di Malaysia. Oleh sebab itu, kajian mengenai nilai dan etika keusahawanan non muslim perlu dijalankan dan akan menguji peniaga-peniaga atau usahawan non muslim yang terpilih. Penerapan nilai etika dalam perniagaan adalah pembolehubah tidak bersandar dalam kajian ini. Manakala pemboleh ubah bersandar pula ialah faktor potensi penentu kejayaan usahawan non muslim yang terdiri daripada ketaatan kepada agama, disiplin, kepimpinan serta kemahiran dalam menguruskan perniagaan yang digunakan oleh pengkaji untuk menjawab setiap persoalan dalam kajian ini. Oleh itu, tujuan kajian ini dilakukan untuk menguji hubungan antara tahap penerapan nilai etika dengan faktor potensi penentu kejayaan usahawan non muslim.

3. Kajian Literatur

Teori Umum Etika Pemasaran Hunt dan Vitell (1986)

Memandangkan penglibatan usahawan non muslim menjadi peneraju ekonomi negara, etika di dalam perniagaan yang diamalkan oleh usahawan ini menjadi satu kaedah tumpuan kepada usahawan muslim yang lain. Teori-teori yang dikemukakan oleh ahli psikologi mengenai etika dalam perniagaan dan faktor penentu kejayaan usahawan ialah Teori Umum Etika Pemasaran Hunt dan Vitell (1986). Teori UmumEtika Pemasaran dan Hunt (1986) memperincikan bagaimana seseorang mempertimbangkan tingkah laku beretika melalui empat fasa. Fasa pertama kepekaan terhadap hadirnya permasalahan, fasa kedua iaitu menilai isu yang menjadi permasalahan berdasarkan norma yang dipegang, seterusnya pertimbangan beretika yang akan membentuk niat dan fasa keempat yang merupakan fasa yang terakhir adalah niat yang menentukan tingkah laku.

Teori Umum Etika Pemasaran dan Hunt (1986) digunakan sebagai kerangka teori dalam kajian ini kerana teori ini secara keseluruhannya menguji perkaitan diantara faktor-faktor pembuat keputusan terhadap amalan yang dilakukan oleh individu di dalam perniagaan. Faktor tersebut ialah ketaatan kepada agama, kepimpinan, disiplin serta kemahiran dalam menguruskan perniagaan.

Model yang dibangunkan oleh Hunt and Vitell (1986) adalah tidak seperti model-model yang lain dalam teori etika seperti Teori Keperibadian Mulia (Virtue). Menurut Teori Keperibadian Mulia, etika adalah berkaitan dengan keperibadian, sifat perangai dan ciri watak yang mulia. Model Hunt dan Vitell (1986) menggabungkan proses penilaian isu yang melibatkan penilaian tentang teleological dan deontological. Teori Teleologikal menggatakan bahawa nilai “betul” atau “salah” adalah bergantung kepada kesan ke atas sesuatu perbuatan. Ini bererti sesuatu tindakan atau perbuatan yang dilakukan sekiranya ia memberibanyak kepada kebaikan,ia perlu mengikut peraturan berkenaan. Manakala Teori Deontologi pula menolak apa yang diperkatakan oleh Teori Teleological. Menurut teori ini, kesan ke atas sesuatu pelakuan adalah tidak penting, yang lebih penting adalah sifat perlakuan atau ciri-ciri peraturan. Teori Teleological dan Deontologi yang digabungkan bersama didalam Teori Hunt dan Vitell (1986) dijadikan asas kepada pemilihan teori di dalam kajian ini.

Kejayaan Usahawan

Jenning & Beaver (1997) menyatakan bahawa untuk menentukan kejayaan seseorang usahawan itu adalah sukar. Ramai ahli penyelidik telah sepakat menyatakan bahawa "tidak ada satu definisi kejayaan perniagaan yang dipersetujui" (Stefanovic et al. 2010), dan juga "kejayaan perniagaan dapat ditafsirkan dalam banyak cara" (Foley & Green 1989; Islam et al, 2011). Fisher et al. (2014) menyatakan bahawa kejayaan seseorang usahawan dapat difahami dengan adanya indikator, namun indikator ini secara umumnya tidak mudah untuk difahami. Indikator ini merangkumi elemen perniagaan, persekitaran ekonomi dan taraf hidup. Bermakna terdapat pelbagai perspektif atau teori yang berbeza mengenai kejayaan usahawan.

Murphy et al. (1996) mengatakan bahawa pelbagai ukuran prestasi yang diterapkan dalam kajian keusahawanan dan sebahagian besar kajian tentang keusahawanan dikaitkan dengan prestasi sebagai pemboleh ubah bersandar. Ini dapat dijelaskan bahawa dalam mencapai kejayaan individu perlu tahu apakah hasilnya. Adakah kejayaan diukur pada akhir sesuatu projek? Sebagai contoh, adakah kejayaan mencapai keuntungan 80% dalam perniagaan adalalah keuntungan? Individu tersebut yang menentukan definisi kejayaan mereka. Kejayaan usahawan sering diukur dengan menggunakan petunjuk prestasi yang bertujuan untuk menerangkan, meramalkan, dan mengenal pasti keberhasilan keusahawanan (Venkatraman & Ramanujam 1986). Menurut Fisher et al. (2014), dalam mengukur nilai prestasi usahawan tetap berhadapan dengan pelbagai masalah sehingga sekarang. Seperti yang dijelaskan oleh Sarwalo et al. (2013), kejayaan dapat diukur secara kuantitatif seperti pulangan pelaburan, keuntungan,dan penjualan. Sementara pengukuran kualitatif tertumpu kepada pengukuran prestasi seperti pengetahuan dan pengalaman perniagaan, kemampuan untuk menawarkan produk dan perkhidmatan yang berkualiti. Carnison di Sanchez & Marin (2005) mengukur prestasi kejayaan usahawan dengan merujuk kepada tiga aspek iaitu produktiviti, keuntungan, dan pasaran. Manakala Lee & Tsang (2001) mengukur prestasi yang terdiri dari aspek peningkatan jualan, pertambahan aset perusahaan, dan peningkatan kadar keuntungan. Namun, menurut kajian yang dilakukan oleh Beal (2000), pendekatan pengukuran prestasi usahawan harus menggunakan campuran indikator kewangan dan bukan kewangan, namun permasalahan akan timbul kerana kebanyakan pengusaha tidak bersedia memberikan maklumat yang relevan.

Dari kajian lepas berkenaan usahawan, terdapat pelbagai petunjuk yang digunakan untuk mengukur kejayaan usahawan. Walaupun Venkataraman & Ramanujam (1986) membuat perbezaan antara petunjuk prestasi kewangan dan bukan kewangan, pengukuran penunjuk kewangan masih dianggap sebagai ukuran prestasi keusahawanan yang paling boleh dipercayai Harada (2003), Murphy et al. (1996), Robinson (1999), Santos Requejo & Gonzalez Benito (2000) Willard et al. (1992), Zahra & Covin (1995).

Faktor Ketaatan Kepada Agama

Bellu dan Fiume (2004) menyatakan bahawa ketaatan kepada agama adalah penyumbang kepada kejayaan seseorang keusahawanan. Sekiranya seseorang usahawan itu hanya mengejar keuntungan semata-mata tanpa penerapan nilai keagamaan hasilnya tidak membawa apa-apa nilai kecuali hanya memberi kepuasan hidup yang lebih besar. Galbraith dan Gailbraith (2007) berpendapat bahawa keagamaan individu dikaitkan dengan aktiviti keusahawanan dan pertumbuhan ekonomi. Individu yang mempunyai ketaatan agama yang tinggi dalam tekad dan harga diri sehingga mendorong dan menjangkakan aktiviti keusahawanan yang sebenarnya. McCormick (1994) mengkaji bahawa agama dan kerohanian sangat mempengaruhi tingkah laku pengurus di tempat kerja. Rulindo dan Mardhatillah (2010), menyimpulkan dalam kajian mereka bahawa keagamaan sangat penting dalam meningkatkan prestasi ekonomi usahawan mikro. Barro (2003) dan McCleary dan Barro (2006), secara empirikal mendapati bahawa negara yang mempunyai peratusan individu agama yang lebih tinggi pada umumnya mengatasi negara dengan peratusan individu agama yang lebih kecil.

Ramai penyelidik mendapati hubungan yang kuat antara keagamaan dan keutamaan nilai Roccas dan Schwartz (1997), Schwartz dan Huisman (1995), Fontaine et al. (2000), dan Rokeach (1969). Sebilangan ahli falsafah menganggap agama dan nilai etika menjadi segmen penting dalam kehidupan perniagaan Culliton (1949), Gebert, Boerner, & Chatterjee, (2011) yang membentuk sifat individu (McCleary & Barro, 2006). Roccas (2005) menekankan bahawa orang beragama berbeza dalam banyak aspek tingkah laku, termasuk ajaran yang mereka patuhi dan beberapa amalan harian mereka. Penyelidik menyedari bahawa usahawan dinilai tinggi pada cita-cita, pencapaian, kebolehpercayaan, tanggungjawab, kerja keras, kompetensi, optimisme, inovasi, agresiviti, kejujuran, kreativiti, pengiktirafan sosial dan perkembangan perniagaan. Sebaliknya, pemilik atau pengurus yang konservatif menilai rendah pada nilai di atas tetapi sangat tinggi pada nilai kesetaraan, kasih sayang, memiliki sikap yang baik, dan perlindungan sosial (Rokeach, 1973).

Faktor Kepimpinan

Kamus Dewan (2007), menerangkan maksud pemimpin adalah orang yang memimpin. Ia berasal dari perkataan pimpin yang membawa maksud bimbing, pandu, tuntun serta tunjuk. Kepimpinan juga melibatkan aspek keupayaan, kebolehan, kebijaksanaan seseorang mengawal dalam menyesuaikan diri dalam pelbagai keadaan. Individu yang mempunyai sikap kepimpinan dalam dirinya mampu untuk mengelak daripada perkara-perkara yang tidak bersesuaian dalam dirinya. Menurut Habibah dan Noran Fauziah (1997), segala matlamat yang ditetapkan akan dapat dicapai kerana seseorang pemimpin dapat menguasai dirinya tanpa dipengaruhi unsur lain. Menurut Cartwright dan Zender (1960) dan Halpin (1960), kepimpinan adalah tingkah laku yang mempunyai daya untuk mengubah haluan sesebuah organisasi.

Seseorang usahawan yang memiliki pemikiran yang bijak, akan mengetahui hala tuju sesebuah syarikat dan menggunakan hak kepimpinan yang ada untuk mengubah arah haluan sesebuah organisasi sekiranya organisasi tersebut mengalami permasalahan dan sebaliknya. Dengan kebijaksanaan yang dimiliki oleh pemimpin ini akan memberikan kesan sama ada negatif atau positif kepada prestasi sesebuah syarikat (Nahanvadi 2002). Faktor kepimpinan yang membawa kepada kejayaan usahawan, menurut Timmon (1994) dalam Nor Aishah (2002) melaporkan keusahawanan sebagai satu tindakan kemanusiaan yang kreatif dalam membina sesuatu yang sangat bernilai dan mengejar peluang-peluang tanpa menghiraukan kewujudan sumber. Ia memerlukan tekad wawasan, keghairahan dan komitmen dalam memimpin orang lain untuk mencapai wawasan disamping sedia berhadapan dengan risiko yang bakal berlaku.

Menurut El-Annan (2013), inovasi, sikap pro-aktif dan mempunyai visi yang tepat merupakan dimensi yang digabungkan antara kepimpinan dan keusahawanan. Gabungan tersebut merupakan gabungan yang penting dalam mengkaji tentang keusahawanan. Gabungan dimensi tersebut merupakan faktor yang signifikan dan membawa kepada kejayaan seseorang usahawan. Faktor kepimpinan ini mempunyai hubungan yang singifikan dengan kejayaan usahawan non muslim di Daerah Kuala Lipis, Pahang.

Faktor Disiplin

Mc Graw hill (1984) menjelaskan bahawa disiplin merupakan satu tindakan atau pelakuan yang baik disusuli dengan adab yang tertib, menghormati hak individu lain serta mengamalkan tingkah laku atau perbuatan yang baik dan tidak menggangu kepentingan orang lain, menghormati antara satu dengan yang lain serta mempunyai semangat tolong menolong dan kesangupan membaiki keadaan yang sedia ada menerusi usaha dalam membina serta berkhidmat kepada masyarakat. Manakala menurut Muhammad (1982), disiplin merupakan peraturan dan perundangan yang telah ditetapkan disusuli dengan usaha yang bersungguh-sungguh untuk mencapai kecemerlangan di dalam sesuatu misi atau matlamat.

Pengurusan masa dan pengurusan kewangan dalam perniagaan adalah sangat penting bagi seseorang usahawan kerana ia sangat berkait rapat dengan disiplin. Ia disokong oleh Danial (2009), antara disiplin kerja yang perlu diikuti oleh seseorang usahawan adalah menggunakan masa sebaik-baiknya dan pengurusan masa yang efektif supaya usahawan dapat membuat perancangan dengan teliti dalam menentukan matlamat kerja serta melakukan perkara dengan betul. Selain itu, seorang usahawan yang cemerlang tidak akan menangguhkan kerja kerana sikap menagguhkan kerja akan mendatangkan kemudaratan dan keburukan kepada usahawan itu sendiri.

Disiplin sangat berhubung kait dengan fokus dalam melakukan sesuatu pekerjaan (Druker 1985). Selain itu, kajian yang dilakukan oleh Wan Sabri (2001) pula menyatakan dalam kajian beliau terhadap usahawan muslim di Malaysia mendapati usahawan yang mempunyai disiplin yang tinggi akanmudah untuk didekati dan disenangi oleh individu lain disekeliling mereka. Ini kerana seseorang usahawan yang berdisplin akan menggunakan sebaik mungkin peluang yang ada di hadapan mereka serta tidak akan membuang masa dengan perkara-perkara yang tidak mendatangkan keuntungan.

Faktor Kemahiran dalam Pengurusan Perniagaan

Usahawan berperanan sebagai suri teladan dalam bidang perniagaan terutamanya melibatkan Perindustrian Kecil dan Sederhana (PKS). Usahawan merupakan penyumbang terbesar kepada sebilangan negara. Usahawan merupakan individu yang mengaut keuntungan sendiri dengan menyediakan perkhidmatan dan barangan kepada pengguna bagi memenuhi kehendak pembeli. Menurut teori Histrich & Peter (2002), usahawan merupakan pemangkin kepada perubahan sesebuah organisasi, masyarakat dan Negara sertabukan hanya penyumbang kepada peningkatan pendapatan perkapita. Oleh demikian, seseorang usahawan perlu mempunyai kemahirandalam bidang pengurusan supaya dapat membantu meningkatkan pendapatan dalam usaha menyediakan perkhidmatan dan barangan kepada pengguna. Menurut Griffin dan Ebert (1991), sesebuah organisasi yang menjalankan perniagaan dibangunkan adalah bermatlamatkan kepada keuntungan dengan membekalkan barang serta perkhidmatan kepada pengguna.

Sesorang usahawan perlu bersikap kreatif. Untuk memiliki sikap kreatif seseorang usahawan harus mempunyai motivasi, pengetahuan, serta persekitaran yang menggalakan kepada pemikiran yang kreatif selari dengan ciri-ciri personaliti yang sesuai (Molai 2014). Selain bijak dalam menguruskan perniagaan, seseorang usahawan juga perlu mahir dalam mengendalikan komputer. Teknologi yang berkembang sangat pantas memerlukan seseorang usahawan mahir dalam bidang teknologi supaya tidak ketinggalan. Penggunaan teknologi seperti penggunaan komputer memudahkan sistem kerja diuruskan secara bersistem dan teratur. Seseorang usahawan perlu bertindak secara kreatif untuk menghasilkan sesuatu idea yang baru dan menarik serta untuk untuk menghasilkan produk mereka. Dari aspek fizikal menurut Nurdin, G.Chan, Selvadurai & Suraiya (2014), permulaan produk dihasilkan, proses pembungkusan dan penjenamaan produk dapat dilihat dari segi secara fizikal manakala bukan secara fizikal pula termasuklah proses pemasaran, sumber manusia, jaringan hubungan sosial diantara pelanggan khususnya.

4. Metodologi

Kajian ini adalah berbentuk kajian kuantitatif yang bertujuan untuk mengkaji hubungan pembolehubah bersandar dengan pembolehubah yang tidak bersandar. Reka bentuk kajian yang telah diaplikasikan adalah berbentuk tinjauan dengan menggunakan kaedah soal selidik. Kaedah persampelan rawak mudah telah digunakan dalam kajian ini untuk memberi peluang kepada setiap unit atau subjek dalam populasi untuk dipilih sebagai responden kajian (Chua 2006). Data sekunder dalam kajian ini adalah lebih mudah kerana ia telah sedia ada dan dibuat oleh penyelidik terdahulu.

Populasi kajian adalah usahawan non muslim yang berjumlah 320 orang (Majlis Daerah Kuala Lipis 2020). Merujuk kepada jadual penentuan saiz sampel Krejcie dan Morgan (1970), sampel yang akan dilibatkan dalam kajian adalah seramai 81 orang usahawan non muslim.

Borang edaran soal selidik digunakan sebagai instrument dalam kajian ini. Soal selidik ini dibahagikan kepada lima bahagian. Bahagian A ialah latar belakang usahawan atau demografi responden yang terdiri daripada jantina responden, umur, agama, status perkahwinan. Bahagian B pula merupakan latar belakang perniagaan usahawan yang terdiri daripada tempoh menjalankan perniagaan, jenis perniagaan yang dijalankan, bilangan pekerja, modal permulaan, sumber modal yang diperolehi dan tahap keuntungan setahun.

Bahagian C pula, berkaitan dengan tahap penerapan nilai etika usahawan non muslim. Seterusnya Bahagian D adalah berkaitan dengan faktor penentu potensi kejayaan usahawan non muslim dalam perniagaan. Item-item dalam soal selidik dibina berdasarkan kepada pendapat yang dikemukakan oleh Syed Omar (2002), Raffik Issa (1998), Mustafa (1994), Abdul Sami' (1993) dan Jiwa (1991) dan kesemuanya berkaitan dengan etika perniagaan. Maklum balas daripada responden diukur kecederungannya dengan menggunakan Skala Likert (5= Sangat setuju, 4= Setuju, 3 = Kurang setuju, 2 = Tidak setuju dan 1 = Sangat tidak setuju).

Data-data yang diperolehi dikumpul serta dianalisa dengan menggunakan perisian *"Statistical Package for Social Science"* (SPSS) versi 2.1. Menurut Uma (1992), prosedur analisis data yang paling sesuai digunakan untuk mengukur data pembolehubah yang dikaji adalah menggunakan analisis skor min. Ia bagi memenuhi objektif kajian dan tafsiran bagi setiap min yang diperolehi menggunakan tafsiran Lendell (1997) iaitu skor min 1.0-2.3 = Tidak setuju, 2.4-3.7 = Kurang setuju dan 3.8-5.0 = Setuju. Selain itu, dalam kajian ini pengkaji mengunakan statistik inferensi untuk mengukur hubungan penerapan nilai etika dalam perniagaan dengan faktor kejayaan usahawan non muslim.

Kolerasi 'r' digunakan untuk menghuraikan kekuatan serta arah hubungan antara dua pemboleh ubah. Apabila hubungan dua pemboleh ubah selanjar, maka pekali Pearson dirujuk dalam menentukan kekuatan serta arah hubungan antara dua pemboleh ubah berkenaan.

Jadual 1: Latar Belakang Responden

Elemen		Jumlah	Peratus (%)
Jantina	Lelaki	61	75.3
	Perempuan	20	24.7
Umur	< 30 Tahun	12	14.8
	31-40 Tahun	18	22.2
	41-50 Tahun	25	30.9
	51-60 Tahun	13	16.0
	61 Tahun >	13	16.0
Agama	Buddha	64	79.0
	Hindu	10	12.3
	Kristian	2	2.5

	Lain-lain	5	6.2
Status Perkahwinan	Bujang	14	17.3
	Berkahwin	65	80.2
	Duda / Janda	2	2.5

Jadual 2 : Latar Belakang Perniagaan

	Elemen	Jumlah	Peratus (%)
Tempoh Menjalankan Perniagaan	< 5 Tahun	12	14.8
	6-10 tahun	11	13.6
	11- 20 tahun	57	70.4
	21 Tahun >	1	1.2
Jenis Perniagaan yang Dijalankan	Pertanian	5	6.2
	Peruncitan / Pemborongan	23	28.4
	Ubatan Tradisional	5	6.2
	Kedai Buku	5	6.2
	Perhiasan / Bunga	6	7.4
	Pakaian	8	9.9
	Kecantikan	9	11.1
	Restoran	15	18.5
	Lain-lain	5	6.2
Bilangan Pekerja	1-3 orang	9	11.1
	4-6 orang	57	70.4
	7-9 orang	11	13.6
	10 orang dan >	4	4.9
Modal Permulaan	<5000	8	9.9
	6000-15000	13	16.0
	16000-25000	29	35.8
	26000 >	31	38.3
Sumber Modal	Sendiri	43	53.1
	Bantuan Keluarga	34	42.0
	Lain-lain Pinjaman	4	4.9
Tahap Keuntungan	Menikmati keuntungan perniagaan selama 2 tahun	12	14.8
	Menikmati keuntungan perniagaan selama > 3 tahun	69	85.2

5. Dapatan Kajian

Bagi persoalan kajian tahap penerapan nilai etika dalam perniagaan, interpretasi skor min adalah daripada kajian Norasmah (2002) seperti yang ditunjukkan dalam Jadual 3, skor 1.00- 2.00 menunjukka tahap yang rendah, sederhana rendah diwakili oleh skor 2.00- 3.00. Manakala skor 3.01- 4.00 adalah tahap sederhana tinggi dan skor 4.01- 5.00 pula merupakan tahap tinggi.

Jadual 3: Interpretasi Skor Min

Skor Min	Interpretasi Skor Min
1.00-2.00	Rendah
2.01-3.00	Sederhana Tinggi
3.01-4.00	Sederhana Tinggi
4.01-5.00	Tinggi

Sumber: Norasmah (2002)

Jadual 4: Frekuensi, Skor Min dan Sisihan Piawai Penerapan Nilai Etika

No	Penerapan Nilai Etika	STS		TS		KS		S		SS	
		Bil	%	Bil	%	Bil	%	Bil	%	Bil	%
1.	Saya mengetahui wujudnya konsep etika dalam perniagaan	8	**9.9**	6	**7.4**	9	**11.1**	12	**14.8**	46	**56.8**
2.	Saya memahami konsep etika perniagaan ialah satu set peraturan yang mengawal tingkah laku usahawan / peniaga.	12	**14.8**	15	**18.5**	0	**0**	0	**0**	54	**66.7**
3.	Saya pernah mengikuti kursus yang berkaitan dengan etika perniagaan	26	**32.1**	17	**21.0**	0	**0**	0	**0**	38	**46.9**
4.	Saya mengetahui etika perniagaan boleh membantu meningkatkan keuntungan.	12	**14.8**	3	**3.7**	8	**9.9**	11	**13.6**	47	**58.0**
5.	Saya mengetahui di samping undang-undang, etika dalam perniagaan juga sepatutnya dipatuhi oleh peniaga / usahawan.	13	**16.0**	**12**	**14.8**	**0**	**0**	**6**	**7.4**	**50**	**61.7**

Terdapat lima pernyataan mengenai tahap penerapan nilai etika. Jadual 4 menunjukkan dapatan bagi frekuensi, purata skor min dan sisihan piawai serta tahap penerapan nilai etika dalam perniagaan usahawan non muslim. Secara keseluruhannya purata skor min bagi konstruks tahap penerapan nilai etika dalam perniagaan usahawan non muslim ialah 3.75 dan sisihan piawainya ialah 3.961. Berdasarkan maklumat ini, tahap penerapan nilai etika adalah berada di tahap sederhana tinggi.

Analisis per iteam menunjukkan frekuensi tertinggi ialah item 2 sebanyak (SS=66.7%) iaitu *'Saya memahami konsep etika perniagaan ialah satu set peraturan yang mengawal tingkah laku usahawan / peniaga'*. Pernyataan kedua pula ialah *'Saya mengetahui di samping undang-undang etika perniagaan juga sepatutnya dipatuhi oleh peniaga/usahawan'* (SS 61.7%) dalam kalangan usahawan non muslim berpendapat sedemikian. *'Saya mengetahui etika perniagaan boleh membantu meningkatkan keuntungan'* (item 4) menunjukkan peratusan persetujuan (SS= 58%). Item 3 menunjukkan frekuensi terendah dalam penyataan tahap penerapan nilai etika. *'Saya pernah mengikuti kursus yang berkaitan dengan etika perniagaan'*. Sementara itu, item 1 menunjukkan (SS=56.8%) dalam kalangan usahawan non muslim dan berpendapat bahawa *'Saya mengetahui wujudnya konsep etika dalam perniagaan'*. Ini menunjukkan usahawan non muslim mempunyai persepsi yang positif terhadapat tahap penerapan nilai etika di dalam bidang perniagaan.

Untuk menguji hubungan antara tahap penerapan nilai etika dengan faktor potensi kejayaan usahawan non muslim hubungan korelasi Pearson dijalankan untuk menjawab setiap persoalan kajian yang dikemukakan dalam kajian ini. Korelasi Pearson telah digunakan kerana data adalah berbentuk normal. Nilai 0.1 hingga 0.29 menunjukan korelasi yang kecil, 0.30 hingga 0.49 adalah korelasi aras sederhana dan nilai 0.5 hingga 1.0 adalah menggambarkan korelasi yang besar Pallant (2005).

Jadual 5 : Analisis Korelasi

		Disiplin	Kepimpinan	Kemahiran	Agama
	Pearson Correlation	*0.763*	*0.313*	*0.145*	*0.603*
NilaiEtika	*Sig. (2-Tailed)*	*.048**	*0.009*	*0.196*	*0.003*
	n	81	81	81	81

*p<0.05

Berdasarkan kepada Jadual 5 menunjukkan nilai korelasi Pearson antara penerapan nilai etika dengan faktor agama iaitu 0.603. Apabila nilai korelasi berada di antara 0.5 hingga 1.0 iaitu (0.603) ia menggambarkan korelasi yang besar atau kuat. Maka dapat disimpulkan bahawa hubungan kedua pembolehubah tersebut adalah kuat. Nilai signifikan 0.003 < 0.05 maka hubungan keduanya adalah signifikan. Ia menggambarkan faktor agama memberikan kesan kepada tahap penarapan nilai etika di dalam bidang perniagaan. Pengkaji telah membuat kesimpulan bahawa penerapan nilai etika dalam perniagaan usahawan non muslim sangat terkait dengan ketaatan kepada agama. Ini menunjukkan nilai etika yang terdapat di dalam elemen keagamaan sangat dititikberatkan oleh usahawan non muslim.

Jadual 5 juga memaparkan nilai korelasi Pearson antara penerapan nilai etika dan faktor kepimpinan dan hubungan tersebut adalah signifikan (p< 0.05). Disebabkan nilai korelasi berada di nilai 0.20-0.39 maka hubungan antara kedua pembolehubah tersebut adalah rendah. Nilai signifikan bagi kepimpinan adalah 0.009 < 0.05 maka wujud hubungan secara signifikan antara dua pembolehubah bagi tahap penerapan nilai etika dan faktor kepimpinan pada kadar yang rendah.

Faktor kemahiran menunjukkan nilai pekali korelasi iaitu nilai r= 0.145. Pekali korelasi (r= 0.145, p> 0.05) iaitu nilai p= 0.196 menunjukkan tidak wujud hubungan antara nilai etika dan faktor kemahiran. Kesimpulan bahawa penerapan nilai etika tidak memberikan sebarang kaitan dengan faktor kemahiran pengurusan dalam perniagaan. Ini jelas menunjukkan bahawa kemahiran pengurusan usahawan non muslim ini diterapkan sedari kecil lagi melalui kemahiran secara langsung atau pun usahawan ini mempelajari ilmu pengurusan melalui pengalaman sendiri.

Faktor keempat iaitu faktor disiplin dan berdasarkan kepada Jadual 5 di atas pula menunjukkan nilai pekali korelasi antara tahap penerapan nilai etika dengan faktor disiplin dengan nilai r= 0.763. Apabila nilai korelasi 0.763 berada diantara 0.5 hingga 1.0 ia menunjukkan perhubungan yang kuat atau besar. Berdasarkan kepada keputusan analisis korelasi ini, pengkaji dapat membuat kesimpulan bahawa nilai signifikan 0.048 < 0.05 maka jelas menunjukkan hubungan keduanya adalah signifikan. Ini jelas menunjukkan bahawa nilai disiplin dalam diri usahawan non muslim di Daerah Kuala Lipis, Pahang adalah tinggi.

6. Perbincangan Dan Implikasi Kajian

Ketaatan kepada agama memberikan manfaat kepada keusahawanan walaupun usahawan tersebut adalah non muslim ini. Asas kepada kejayaan usahawan non muslim ini adalah kepercayaan dan ketaatan mereka kepada agama diterapkan di dalam bidang perniagaan yang mereka ceburi. Oleh yang demikian, keuntungan yang merupakan matlamat sesebuah perniagaan dijalankan tetapi elemen keagamaan tidak diketepikan. Amalan agama juga dapat mengeratkan hubungan dengan pencipta serta menjadikan usaha yang dihasilkan adalah membawa kepada perkara positif di dalam diri. Perasaan yang positif akan membawa kepada kebaikan di dalam persekitaran organisasi serta menjadikan sesbuah organisasi itu lebih berkualiti. Amalan seperti melakukan ibadat oleh usahawan non muslim, serta mengamalkan perkara yang baik di dalam kehidupan membawa kepada kejayaan di dalam bidang perniagaan kerana elemen keagamaan telah lama menerapkan perkara-perkara yang baik.

Dalam ajaran kristian yang bersumberkan kepada kitab *Bible* yang menjadi kitab suci penganut agama kristian, ia mengandungi *'Old Testement'* dan *'New Testement'*.Kedua-dua lembaran ini mengandungi elemen nilai dan etika yang tersendiri serta berkaitan dengan kehidupan.

Agama Buddha dan Hindu adalah kepercayaan yang popular dikalangan masyarakat India dan Cina di Malaysia. Buddhisme adalah agama budaya yang diasaskan di India oleh Siddharta Gautama Buddha, seorang yang kuat berusaha untuk mencapai ketinggian moral dalam kehidupan, mencari keharmonian hidup dengan usahanya sendiri. Falsafah Buddhisme adalah untuk memberikan panduan kepada manusia mengenai kehidupan yang bermaruah dan berasaskan etika kehidupan yang sempurna. Oleh yang demikian, matlamat dalam kehidupan mereka ialah untuk mencapai satu tahap yang dipanggil *'Nirwana'*. Untuk itu, seseorang itu perlulah melepasi 'Empat Kebenaran Mulia' *(Four Noble Truths)* atau tahap penderitaan dalam kehidupan *(circle of suffering)* s Auni (1991).

Dalam ajaran konfusianisme (551~479 SM) yang menekankan nilai dan sifat moral mulia-perikemanusiaan *(ren)*, kesusilaan *(li)*, ketaatan kepada ibubapa *(xiao)*, yang merupakan susunan falsafah dan etika yang mengajar bagaimana manusia untuk bertingkah laku. Ajaran konfusianisme menetapkan setiap manusia perlu berusaha menjadi baik dan menekankan kepatuhan kepada nenek moyang dan konsep keseimbangan alam. Ajaran konfusianisme menekankan aspek mementingkan akhlak yang mulia dengan menjaga hubungan antara manusia di langit dengan manusia di bumi dengan baik. Perkara yang sama turut ada dalam ajaran Jainisme, Sikhisme, Bahai dan Toisme. Ajaran konfusianisme telah membentuk satu etika yang bersifat kemanusiaan danfokus yang utama adalah terhadap kehidupan sosial pada masa kini Y. King (1997) dan Abdul Halim (2008).
Oleh itu, faktor amalan atau ketaatan kepada agama merupakan faktor utama yang mendorong kepada kejayaan usahawan melalui penerapan nilai etika selain daripada faktor kepimpinan, disiplin serta kemahiran dalam pengurusan perniagaan.

Kesimpulan

Nilai etika merupakan satu bidang cakupan yang sangat meluas. Manakala nilai etika perniagaan pula merupakan satu bentuk amalan yang telah diamalkan oleh setiap usahawan terhadap perniagaan mereka. Amalan ini bergantung kepada kefahaman usahawan terhadap nilai etika perniagaan. Dalam perniagaan,nilai etika sangat penting tidak kira dalam perniagaan apa sekalipun yang dijalankan oleh usahawan. Sehingga setiap tindak tanduk yang dilakukan akan memberikan kesan positif atau negatif terhadap perniagaan. Penerapan nilai etika dalam bidang perniagaan kepada usahawan non muslim turut membantu kejayaan dalam bidang perniagaan. Pengkaji mendapati faktor ketaatan kepada agama merupakan faktor potensi kepada penentu kejayaan usahawan non muslim. Ketaatan kepada agama yang diamalkan oleh usahawan non muslim membawa usahawan non muslim percaya bahawa Tuhan mereka membantu kejayaan dalam kejayaan sekiranya selalu mengamalkan perkara-perkara yang baik. Usahawan muslim boleh mengambil elemen penting yang diterapkan oleh usahawan non muslim untuk bersaing dengan mereka. Manakala dari skop usahawan itu sendiri perlulah sentiasa berusaha untuk memajukan perniagaan yang mereka usahakan.

Faktor seterusnya adalah faktor kepimpinan. Jika seseorang usahawan mempunyai asas kepimpinan yang tinggi ia akan mempengaruhi hala tuju sesebuah organisasi atau syarikat. Kepimpinan adalah tunjang kepada pembentukan sesebuah organisasi yang berjaya. Seterusnya, pengkaji mendapati faktor disiplin menjadi faktor ketiga yang terpenting dalam menentukan potensi kejayaan usahawan non muslim. Oleh itu, ini menggambarkan seseorang usahawan yang ada nilai disiplin dalam diri yang tinggi berpotensi untuk membantu di dalam perniagaan untuk terus berjaya. Untuk faktor yang keempat iaitu kemahiran di dalam pengurusan perniagaan. Kebanyakkan responden tidak begitu menitik beratkan pemblehubah ini di dalam pentadbiran mereka.

Berdasarkan kepada analisis dapatan dan perbincangan kajian, jelas menunjukkan bahawa faktor ketaatan kepada agama dan disiplin merupakan faktor penentu kepada potensi kejayaan usahawan non muslim dalam bidang perniagaan. Manakala dua faktor lagi iaitu kemahiran dalam pengurusan perniagaan dan kepimpinan adalah tidak berkaitan atau tiada hubungan. Jelas disini dua faktor tersebut bukanlah penentu kepada potensi kejayaan usahawan non muslim. Untuk itu, kajian seterusnya perlu dilaksanakan yang melibatkan jumlah responden yang lebih banyak. Ini kerana kajian ini mempunyai dapatan yang bercanggah dengan kajian lain yang melaporkan bahawa wujud korelasi antara pegangan nilai etika dengan kejayaan sesebuah perniagaan.

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Hubungan Personaliti Guru Dan Pembentukan Akhlak Kanak-Kanak

(Relationship between Teacher Personality and Child Moral Formation)

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Abstrak: *Tadika merupakan medium utama dalam melahirkan modal insan kelas pertama berikutan melentur buluh dari rebungnya, begitulah kanak-kanak yang perlu mempelajari pelbagai cabang ilmu serta melalui proses membentuk diri mereka dengan personaliti dari seawal usia di tadika. Kajian ini dijalankan untuk mengenalpasti hubungan pembentukan akhlak kanak-kanak dan personaliti guru pendidikan awal kanak-kanak di Malaysia. Kajian ini menggunakan kaedah kuantitatif dengan menggunakan instrumen soal selidik yang mempunyai nilai alfa cronbach .94 dalam menentukan perhubungan antara dua pembolehubah yang dikaji. Sampel kajian ini telah diperoleh daripada guru-guru pendidikan awal kanak-kanak yang berkhidmat di sektor kerajaan mahupun swasta seluruh Malaysia menggunakan persampelan rawak mudah. Sebanyak 302 sampel telah diperoleh oleh pengkaji sebagai responden kajian. Analisis data menggunakan perisian Statistical Package for Social Science (SPSS) versi 21. Dapatan kajian mendapati terdapat hubungan yang signifikan pada tahap sederhana r=0.492; p<0.05. Analisis korelasi Pearson menunjukkan bahawa nilai sig 0.001< 0.05 maka personaliti guru dan pembentukan akhlak kanak-kanak mempunyai hubungan positif pada tahap sederhana. Oleh hal yang demikian, kajian ini memberi dorongan dan teladan yang baik kepada guru pendidikan awal kanak-kanak dalam usaha mengajar dengan mengikut kemampuan. Seterusnya, guru dapat membentuk akhlak kanak-kanak minda kelas pertama (Abuddin Nata, 1997).*

Kata Kunci: personaliti, pembentukan akhlak, kanak-kanak

Abstract: *Kindergarten is the main medium in producing first-class human capital due to bending the bamboo from the shoots, so children need to learn various branches of knowledge as well as through the process of shaping themselves with personalities from an early age in kindergarten. This study was conducted to identify the relationship between the formation of children's morals and the personality of early childhood education teachers in Malaysia. This study uses a quantitative method using a questionnaire instrument that has a cronbach's alpha value of .94 in determining the relationship between the two variables studied. Samples of this study were obtained from early childhood education teachers serving in the government and private sectors throughout Malaysia using simple random sampling. A total of 302 samples were obtained by the researcher as the study respondents. Data analysis using Statistical Package for Social Science (SPSS) version 21. The findings of the study found that there was a significant relationship at the medium level r = 0.492; p <0.05. Pearson correlation analysis showed that the sig value of 0.001 <0.05 then teacher personality and child morality formation had a positive relationship at* *moderate level. Therefore, this study gives good encouragement and example to early childhood education teachers in the effort to teach according to ability. Next, teachers can shape the morals of first-class children (Abuddin Nata, 1997).*

Keywords: personality, moral formation, children

1. Pengenalan

Elemen akhlak, moral dan nilai-nilai murni adalah unsur penting dalam mencapai hasrat Falsafah Pendidikan Kebangsaan ini tercapai seperti yang termaktub dalam Falsafah Pendidikan Kebangsaan iaitu pendidikan adalah satu proses yang berterusan dalam mencungkil bakat dan keupayaan setiap individu secara menyeluruh dan bersepadu dalam melahirkan modal insan kamil berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bagi melahirkan rakyat Malaysia yang berilmu pengetahuan, berketrampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran masyarakat dan Negara (Pusat Perkembangan Kurikulum, 2005; hlm ii).

Seiring dengan falsafah yang dirujuk oleh setiap guru prasekolah khususnya, kanak-kanak dipengaruhi oleh orang dewasa yang berada disekeliling mereka tamsilnya dalam setiap pembelajaran, tingkahlaku dan personaliti guru terutamanya. Dalam Islam, insan kamil itu bukan dilihat dari pertambahan ilmu semata dalam melahirkan sifat manusia dalam manusia malah ia lebih kepada pembentukan akhlak dan rohani berikutan pendidikan adalah satu pelajaran bagi kognitif, fizikal dan roh (Kurshid, 1975 dalam Norfaezah Mohd Hamidin, Siti Nurhajariah Md Isa, Awatif Abdul Rahman dan Idi Hamdi)

Sikap guru yang berakhlak dan mempunyai nilai diri Muslim yang berpegang dan berakhlak dengan Al quran dan Sunnah dalam membentuk modal insan kelas pertama amatlah penting dan perlu dititikkan beratkan. Akhlak yang baik dan nilai diri yang positif adalah penting dalam proses pembentukan akhlak sempurna. Akhlak merupakan simbol kepada kemantapan akidah dimana bergantung kepada proses pembentukan akidah yang sempurna. Abu Bakar, 1976, menyatakan manusia akan terpelihara dari maksiat di dunia dan akhirat apabila mempunyai pegangan akidah yang kuat. Selain itu, proses pembentukan tingkah laku dan jati diri seseorang adalah hasil daripada pengaruh persekitaran yang boleh memberi kesan secara hubungan timbal balas (Zakaria Stapa, Ahmad Munawar Ismail dan Noranizah Yusuf 2012).

2. Ulasan Kajian Lepas

Personaliti mempengaruhi sikap seseorang dan disifatkan sebagai satu set pola sikap yang terbentuk hasil persekitaran seseorang individu sebagai ahli masyarakat dan kumpulan-kumpulan yang disertainya (Dionco-Adetayo, 2002). Setiap diantara kita mempunyai pola tingkahlaku yang tersendiri dan berbeza antara satu sama lain. Walaupun personaliti tidak mempunyai hubungan yang signifikan dengan prestasi akademik, namun guru harus memiliki personaliti yang dinamik seperti extroversion, conscientiousness, openness dan agreeableness (Zulelawati Bujang dan Yusni Zaini Yusof, 2015). Teori personaliti yang di bina adalah untuk menjelaskan tentang personaliti iaitu sifat tabii manusia dan untuk menghuraikan perbezaan-perbezaan antara individu (Hergenhahn dan Olson, 2007; Schultz dan Schultz, 2009). Kajian yang dijalankan ini untuk melihat personaliti daripada perspektif Islam yang membawa takrifan sahsiah ataupun secara umumnya akhlak yang terdiri daripada akhlak terpuji dan akhlak tercela serta merangkumi dua dimensi zahir dan batin (Shahabuddin dan Rohizani, 2004).

Fariza et al. (2008) dalam Izzah Nur Aida Zur Raffar, 2015, menyokong kenyataan yang mendefinisikan personaliti sebagai keperibadian, tingkahlaku, perangai atau perwatakan seseoarng yang terhasil daripada faktor dalaman dan luaran, jasmani dan rohani secara umumnya dalam memperihalkan sifat-sifat fizikal, emosi, kognitif seseorang individu sehingga menampakkan ciri-ciri tersendiri yang boleh dibezakan dengan seorang dan seorang yang lain. Kajian beliau juga mendapati personaliti Muslim dilihat melalui keadaan jiwa manusia yang akan menghasilkan tindakan luaran. Kajian Marzuki Ngah, 2005, menyatakan personaliti pengajaran positif yang dibawa oleh guru dapat memberi pengaruh kepada hasil pembelajaran yang diterima oleh individu sekelilingnya. Kenyataan ini disokong oleh kajian Norhannan Ramli, Nor Zanariah Talib dan Zaharah Hussin, 2017, persekitaran sekolah yang positif dapat meningkatkan komitmen yang diberikan oleh guru khususnya guru pendidikan Islam dalam kajian tersebut.

Individu yang mengamalkan agama dalam kehidupan seharian dan menyampaikan kepada individu lain pasti mempunyai akhlak yang terpuji berikutan masa kini penghayatan nilai murni dalam kalangan pelajar berada pada tahap sederhana tinggi (Mohamad Khairi Othman, Asmawati Suhid dan Samsilah Roslan, 2015). Kajian Sofiah Mohamed, Kamarul Azmi Jasmi, Muhammad Azhar Zailani, 2016,mendapati guru pendidikan islam sentiasa mengamalkan akhlak mulia dalam proses pengajaran dan pembelajaran di bilik darjah seperti kasih sayang, ikhlas, nasihat, berhikmah dalam usaha menegur kesilapan, pengajaran bertahap dan beramal dengan ilmu mengikut pendekatan mereka yang Qudwah Hasanah. Guru adalah suri tauladan terbesar dalam pembentukan akhlak dan tingkahlaku kanak-kanak melalui emosi yang ditunjukkan oleh guru (Yousra Osman, 2019). Hal ini demikian, masa yang diluangkan oleh guru dan kanak-kanak lebih lama berbanding masa ibu bapa bersama anak-anak dirumah. Oleh hal demikian, tingkahlaku guru dan tingkalaku pelajar mempunyai hubungan yang berkesan dalam mempengaruhi pembentukan akhlak pelajar sama ada secara langsung atau tidak langsung (Syafiqah Solehah Ahmad dan Tengku Sarina Aini Tengku Kasim, 2020)

Akhlak adalah salah satu bahagian terpenting dalam proses kehidupan seorang Muslim. Guru yang berakhlak mulia akan mendidik anak muridnya supaya berkelakuan baik (Sofiah Mohamed, Kamarul Azmi Jasmi, Muhammad Azhar Zailani, 2016). Hal ini selari dengan penghayatan agama dalam kehidupan itu sendiri dalam melatih individu untuk menjadi insan yang berbudi pekerti serta baik dalam lisannya dan tingkahlakunya. Sifat empati dalam diri yang tinggi juga dapat melahirkan individu yang berakhlak baik. Hal ini demikian, sifat empati seperti kesediaan berkongsi, dapat memahami kepelbagaian ragam manusia dapat menjadikan individu tersebut sedaya upaya untuk membantu individu lain melalui perspektif diri yang positif (Tracey Woolrych, Michelle J. Eady & Corinne A. Green, 2020). Di samping itu, akhlak juga adalah perbuatan yang disenangi dan disukai hasil daripada kefahaman ilmu yang diperoleh dari seseorang secara formal melalui sistem pendidikan mahupun tidak formal.

Individu yang berakhlak mulia akan memiliki sifat al-Haya' dalam diri mereka. Selari dengan kajian Nur Anis Hanani Mohd Talib, Latifah Abdul Majid dan Nurliyana Mohd Talib (2019), rasa malu al-Haya' dapat menjaga batas pergaulan antara lelaki dan perempuan, membentuk tingkahlaku yang baik dan mulia, memelihara penampilan sekaligus menjauhkan mereka dari terjebak dengan masalah sosial. Kajian-kajian lepas yang banyak mengaitkan pendidikan akhlak yang sempurna terkait dengan pendidikan akidah yang mantap. . Ismail A. M. & Jasmi, K.A. (2016) menyatakan dalam bukunya mengenai kepentingan peranan akidah terhadap penghayatan akhlak amat penting dalam melahirkan generasi cilik yang kamil dan holistik mengikut aspek perkembangan bukan sahaja perkembangan kognitif, sosial, rohani, emosi dan jasmani yang dititikberatkan.

Seseorang Muslim cemerlang akan memiliki keperibadian yang baik serta nilai-nilai diri yang dapat memberi kebaikan pada diri dan buat manusia sejagat. Oleh hal demikian, elemen al hikmah (Kebijaksanaan), al syaja; ah (Keberanian), al iffah (Kesederhanaan) dan al adlu (Keadilan) dibangunkan dan dijadikan sebagai personaliti yang harus ada pada seorang guru pendidikan awal kanak-kanak khususnya dalam kajian ini. Guru perlu memahami psikologi pendidikan dalam membuat penjelasan yang lebih mendalam mengenai peranan keperibadian guru dalam proses pendidikan. Kemampuan dalam memahami nilai dalam pendidikan dan diintreprestasi dengan baik dapat memberi kesan positif dalam pembelajaran, emosi, sosial, moral dan akademik kanak-kanak (Terence Lovat, 2017). Kestabilan kerja yang dicapai oleh seseorang adalah kecenderungan individu dalam memiliki personaliti yang selaras dengan latar belakang kerjayanya (Sidek, 2008; Zulelawati Bujang dan Yusni Zaini Yusof, 2015). Kajian Nor Azrin (2005), Zulelawati Bujang et al, (2015) menyatakan minat kanak-kanak untuk belajar semakin tinggi apabila guru memiliki personaliti seperti sikap mudah bertegur sapa dan terbuka, cepat berkawan, bersifat keibuan dan sebagainya.

Personaliti dan pembentukan akhlak sering dikaitkan dengan persekitaran. Guru atau orang dewasa perlu menyediakan ruang dan peluang untuk kanak-kanak mengekspresi kreativiti dan juga permainan bebas dalam merangka suasana pembelajaran yang mesra kanak-kanak. Persekitaran juga dikaitkan pembelajaran semula jadi dan melalui pemerhatian. Oleh hal demikian, ekspresi kerohanian peribadi untuk guru hasil kajian Jennifer mata-mcMohan, 2018, mendapati perhubungan kanak-kanak dan guru melalui pemerhatian semula jadi dapat memupuk semangat kanak-kanak untuk berperibadi positif. Peraturan emosi yang berfokus pada anteseden lebih diinginkan berbanding peraturan emosi yang berfokus kepada tindakbalas. Dalam erti kata lain, guru perlu membuat penilaian terhadap pembentukan akhlak kanak-kanak daripada memberi penekanan dalam meningkatkan ekspresi positif dan mengurangkan ekspresi emosi negatif mereka (JingwenJiang, Marja Vaurus, Simone Volet & Yili Wang, 2016)

Oleh hal yang demikian, M. Shabir U, 2015, menyatakan iktisas keguruan sebagai pendidik profesional yang bertanggungjawab untuk mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi pelajarnya bermula dari pendidikan awal sehingga ke jalur pendidikan formal. Guru adalah individu yang dipertanggungjawabkan oleh pelajar, ibu bapa, masyarakat, bangsa, negara, dan agama untuk memastikan peningkatan kompetensi serta berkewajiban untuk merencanakan pembelajaran secara terbaik. Inkeri Rissanen, Elina Kuusisto, Eija Hanhimaki & Kir si Tirri, 2017, menyatakan pelbagai cara bergantung kepada kepercayaan tersirat yang diamalkan oleh guru dan disampaikan kepada pelajar dapat mempengaruhi usaha guru untuk mendidik keupayaan etika pelajar. Selari dengan kajian Mohd Zailani Mohd Yusoff, 2012, yang menyatakan aspek kepercayaan dan keimanan, aspek instrinsik dan aspek ekstrinsik dalam dimensi kecenderungan kerohanian islam berperanan mempengaruhi pertimbangan moral kanak-kanak. Pembentukan akhlak juga perlu dikembangkan seiring dengan potensi dan bakat semulajadi kanak-kanak secara holistik.

3. Metodologi kajian

Kajian adalah berbentuk tinjauan dengan mengutip data kuantitatif bagi melihat Hubungan Antara Personaliti Guru Dan Pembentukan Akhlak Kanak-Kanak. Persampelan kebangkalian ini menggunakan kaedah persempelan rawak mudah ataupun convenience sampling. Pemilihan sampel adalah secara rawak mudah dimana responden yang dipilih daripada populasi terpilih. Responden di dalam populasi mempunyai peluang yang sama untuk dipilih sebagai sampel menurut jadual Krejie & Morgan 1970, bagi satu populasi untuk satu kajian yang mempunyai populasi 100000 orang bilangan sampel yang diperlukan untuk Confident level 95% dan Margin of Error 5% ialah 384 sampel/responden.

Kajian ini dijalankan terhadap guru-guru pendidikan awal kanak-kanak di Malaysia. Pengkaji menggunakan statistik inferensi dan ujian korelasi dijalankan untuk melihat hubungan antara personaliti dan pembentukan akhlak kanak-kanak bagi kajian ini. Statistik inferensi yang digunakan adalah Kaedah Hasil Darab Momen Pearson 'Pearson Product Moment Correlatation' yang dibuat untuk melihat hubungan antara personaliti, guru dan menguji hipotesis yang telah dibentuk. Aras signifikan yang digunakan adalah 0.05. Dalam kajian ini seramai 417 orang responden yang menghantar soal selidik melalui google form, namun hanya 302 sahaja yang terlibat dalam kajian, selebihnya dianggap sebagai outlier dalam usaha pengkaji untuk mendapatkan data yang bertaburan normal.

Kajian rintis telah dijalankan kepada 30 orang guru pendidikan awal kanak-kanak dan tidak terlibat sebagai sampel ujian sebenar. Nilai Alpha-Cronbach yang dijalankan, bagi item keseluruhan personaliti guru dengan pembentukan akhlak kanak-kanak ialah a=0.948 maka kebolehpercayaan kajian ini adalah menepati kesahan yang mempunyai ciri-ciri kestabilan, konsistensi dan ketepatan (Nunnaly & Bernstein, 1994). Berdasarkan Pallant (2010), nilai Pekali Alpha Cronbach yang lebih tinggi daripada 0.7 menunjukkan instrumen mempunyai kebolehpercayaan yang boleh diterima. Ini bermakna instrumen yang digunakan pengkaji mempunyai kebolehpercayaan yang baik dan diterima.

Kajian ini menggunakan instrument soal selidik yang diadaptasi oleh kajian lepas berkaitan personaliti guru dalam pembentukan akhlak kanak-kanak yang perlu dilengkapkan oleh guru pendidikan awal kanak-kanak samada di sektor kerajaan mahupun swasta di Malaysia. Data yang diperoleh dianalisis menggunakan perisian Statistical Package for Social Science (SPSS) Version 21 dengan teknik-teknik statistik berbentuk deskriptif dan inferensi.

Responden memberi respons terhadap item dalam soal selidik dengan membulatkan skor, sama ada 1(sangat tidak setuju), 2 (tidak setuju), 3 (setuju) atau 4 (sangat setuju). Skor 1-4 digunakan setelah analisis menunjukkan skala likert 4 adalah aras paling sesuai digunakan untuk melihat hubungan personaliti guru dengan pembentukan akhlak kanak-kanak berdasarkan konstruk kesederhanaan, keberanian, kebijaksaan, dan keadilan serta melihat hubungan melalui apa yang dilakukan dengan pembentukan akhlak kanak-kanak melalui konstruk yang sama pada bahagian berikutnya.

4. Dapatan

Bahagian ini memaparkan hasil analisis data kajian yang meliputi profil responden serta dapatan kajian berdasarkan persoalan kajian iaitu adakah terdapat hubungan personaliti guru dan pembentukan akhlak kanak-kanak. Hasil daripada 302 orang responden (100%) yang terdiri daripada 17 (5.6 %) orang responden lelaki dan 285 (94.4%) orang daripada responden perempuan. Majoriti responden berlatar belakangkan pendidikan Ijazah Sarjana Muda iaitu seramai 133 (44.0%) orang responden dan mempunyai pengalaman kurang daripada 1 tahun iaitu seramai 113 (37.4%) daripada 100%. Kebanyakkan responden yang menjawab soal selidik ini adalah mereka yang berkhidmat di di institusi Tadika Swasta iaitu seramai. 231 (76.5%) responden.

Hasil analisis keseluruhan ujian, ujian normality berdasarkan nilai Skewness dan Kurtosis telah menunjukkan bahawa data adalah bertaburan normal. Merujuk kepada George dan Mallery (2003), jika nilai Skewness dan Kurtosis berada di antara nilai 1.0 hingga -1.0 maka data adalah bertaburan normal. Ringkasan bagi nilai Skewness dan Kurtosis adalah seperti dalam jadual berikut.

Jadual 1: Ujian normaliti berdasarkan Skewness dan Kurtosis

	Skewness	**Kurtosis**
Personaliti guru	-.691	-.340
Pembentukan Akhlak Kanak-kanak	-1.07	0.72

Seterusnya data bagi kajian ini adalah normal dan analisis data diteruskan dengan menggunakan Statistical Package for the Social Sciences (SPSS). Jadual dibawah menunjukkan nilai pekali korelasi serta maksud kekuatan hubungan antara pembolehubah yang diuji (Mohd Majid, 2000).

Jadual 2: Kekuatan Hubungan Mengikut Nilai Korelasi

Nilai Indeks Korelasi	Interpretasi Hubungan
0.00 – 0.20	Sangat Lemah
0.21 – 0.40	Lemah
0.41 – 0.70	Sederhana
0.71 – 0.90	Kuat
0.91 – 1.00	Sangat kuat

Jadual 3: Korelasi Personaliti Guru dan Pembentukan Akhlak Kanak-kanak

	Personaliti Guru	Pembentukan Akhlak Kanak-kanak
Korelasi Pearson	0.492	0.492
Signifikan (2-tailed)	0.000	0.000
N	302	302

Berdasarkan Jadual 3, didapati nilai pekali korelasi, r bagi faktor personaliti guru dengan pembentukan akhlak kanak-kanak adalah bersamaan $r=0.492$; $p<0.05$, sekaligus menunjukkan korelasi yang sederhana. Memandangkan nilai p adalah lebih kecil daripada 0.05, maka hipotesis ini gagal untuk diterima. Hal ini demikian, terdapat hubungan yang signifikan di antara personaliti guru dengan pembentukan akhlak kanak-kanak. Oleh itu, personaliti guru mempunyai perkaitan positif yang sederhana dengan skor pembentukan akhlak kanak-kanak iaitu semakin tinggi skor personaliti maka semakin tinggi pula skor pembentukan akhlak kanak-kanak. Keputusan ini membawa implikasi bahawa seseorang yang mempunyai personaliti yang baik cenderung untuk membentuk akhlak kanak-kanak yang baik.

5. Perbincangan

Personaliti guru yang baik dalam pembentukan akhlak kanak-kanak merupakan elemen utama dalam agama Islam kerana akhlak dapat membentuk dan memberi makna dalam kehidupan setiap individu. Oleh kerana itu, akhlak menjadi indikator utama bagi individu menentukan tingkahlaku dan perbuatan yang dilakukan sama ada memberi kesan yang baik mahupun buruk. Kesedaran peri pentingnya personaliti yang di bawa dalam membentuk generasi yang syumul dan seimbang dunia akhirat selari dengan kajian yang dijalankan oleh Desa. N, Tengku Puji.T.I.Z & Mohamad. S (2018), masyarakat yang berpegang teguh dengan ajaran Islam sebenar iaitu berakhlak dengan akhlak yang baik dan berpegang teguh pada tali Allah iaitu Al Quran dan As sunnah dapat mengatasi permasalahan keruntuhan akhlak masa kini.

Personaliti guru dengan mengaitkan kepada empat indikator yang diambil dari kajian yang dijalankan oleh Sovia Mas Ayu dan Marzuki (2017) iaitu berkaitan Al ‘Iffah yang merujuk kepada kelahiran nafsu melalui pendidikan idea dan syariat. Bermula seawal zaman kanak-kanak dan kesopanan dalam diri individu berkembang melalui iman dan ketakwaan, perkahwinan dan malu (miskawaih (1398, ms 32), Syaja’ah dimana seorang guru adalah pemimpin di dalam kelas, sebagai pemimpin, seorang guru mempunyai kuasa dalam pelaksanaan aktiviti pengajaran dan pembelajaran juga Al Hikmah yang melihat keadaan diri sendiri untuk memahami pilihan yang betul dan salah dalam semua tingkahlaku yang mempunyai ikhtiar (pilihan). Keinginan dalam diri sendiri termasuk kemarahan dan hawa nafsu serta yang terakhir iaitu personaliti Al ‘Adalah iaitu kejayaan dan sikap bertanggungjawab dengan setiap tindakan yang dilakukan. Keadaan diri dan kekuatan diri dalam mengatasi dan menguasai emosi dan nafsu mengikut keperluan digunakan dalam kajian ini.

Dapatan kajian ini menunjukkan hubungan yang positif antara personaliti guru dengan pembentukan akhlak kanak-kanak. Kajian ini disokong oleh kajian Nor Azrin (2005) dalam dalam Zulelawati Bujang et al, (2015) menyatakan minat kanak-kanak untuk belajar semakin tinggi apabila guru memiliki personaliti seperti sikap mudah bertegur sapa dan terbuka, cepat berkawan, bersifat keibuan dan sebagainya.

Pembentukan akhlak kanak-kanak adalah cerminan dalaman mereka terhadap nilai-niali praktikal yang dominan dalam pengalaman pembelajaran kanak-kanak seharian. Dalam kajian ini, peranan jantina, lokasi dan pengalaman guru tidak diambilkira dalam mengkaji hubungan antara dua variable ini.Perkaitan personaliti dan pembentukan akhlak yang dikaji ini selari dengan kajian Haseena Banun Abdul Kalam, (2016), yang menyatakan personaliti guru untuk mencapai misi dan visi dan pembentukan akhlak kanak-kanak yang baik adalah penting.

Kajian mengenai hubungan antara personaliti guru dan pembentukan akhlak kanak-kanak secara eksklusifnya bergantung kepada keseluruhan pencapaian kanak-kanak sepanjang sesi persekolahan bagi tahun tersebut dan bagaimana kanak-kanak itu mempunyai konsep kendiri dan efisikasi diri yang baik. Selari dengan dapatan kajian Priscilla Gathoni Wanderi, (2015), sikap guru mempunyai hubungan yang positif dan signifikan yang tinggi dengan komitmen afektif kerja guru dalam pembelajaran inklusif.

Melalui sekolah, sosialisasi yang luas berlaku, pendidikan anak berlaku dan mempunyai kesan yang mendalam terhadap keseimbangan emosi anak pada peringkat awal menjadikan elemen utama bagi keluarga yang prihatin dalam tempoh transisi ini (Paraskevi Foti, 2020). Oleh hal demikian, pembentukan akhlak yang didasari dengan nilai moral di dalam Islam, maka sama ada guru bersifat individu seperti keikhlasan, kesabaran, kasih sayang, menjaga jiwa dan perasaan serta apa-apa yang dituntut oleh agama Islam untuk kebaikan diri serta memberi manfaat dan melindungi kemaslahatan manusia.

Kajian Adam Adesina Muhammed-Lawal & Suhailah Hussien, 2018, juga menyokong dapatan pembentukan akhlak kanak-kanak adalah dipengaruhi oleh personaliti guru. Berikutan pendidikan dilihat sebagai satu tarbiyah yang bertujuan memupuk tingkahlaku kanak-kanak, maka guru harus memberi sepenuh usaha dan perhatian dalam membentuk keperibadian kanak-kanak selaras dengan panduan Islam. Malah guru harus menunjukkan teladan yang baik dalam bertingkahlaku di dalam dan diluar sekolah.

6. Kesimpulan

Dorongan dan teladan yang baik kepada guru pendidikan awal kanak-kanak dalam usaha mengajar dengan mengikut kemampuan perlu dalam membentuk akhlak kanak-kanak minda kelas pertama (Abuddin Nata, 1997). Oleh hal yang demikian, kajian ini harap dapat memberi fokus yang positif kepada personaliti guru dan hubungannya dalam pembentukan akhlak kanak-kanak.

Wan Mohd Nor Wan Daud, 1998; Hamid, S. A & Kila, N. A (2017), merumuskan makna pendidikan kepada ta'dib dengan merujuk kepada perbuatan adalah sesuatu yang dapat mendisiplinkan jiwa dan minda untuk bertingkahlaku dengan perbuatan yang sesuai, pengetahuan yang memberi keselamatan kepada diri di dunia dan akhirat. Guru adalah muaddib kerana ia melibatkan proses yang membentuk manusia berilmu, beradab dan berakhlak mulia.

Berikutan, manusia adalah makhluk sosial. Oleh hal demikian, pembentukan akhlak kanak-kanak sejak usia dini penting dalam menyiapkan kemampuan kanak-kanak untuk menjadi manusia yang boleh hidup bermasyarakat sehingga dengan kemampuan yang dimiliki dapat membawa perubahan yang baik pada lingkungan masyarakat yang memiliki pemikiran maju di era globalisasi.
Pembentukan akhlak kanak-kanak merupakan satu usaha murni dalam memupuk manusia berkualiti yang dapat menjalankan amanah dan tanggungjawabnya sebagai khalifah dimuka bumi. Proses pembentukan akhlak adalah satu usaha yang berterusan dan penting dalam mendidik manusia dengan mengambilkira hakikat bahawa manusia dijadikan dari segi intelek, jasmani dan roh. Oleh hal demikian, proses seawal usia ini mampu memberi impak yang besar dalam kehidupan berikutan manusia adalah pewaris yang harus memakmurkan bumi.

Selari dengan beberapa kajian lepas, manusia adalah bergantung pada tingkahlaku dan moral yang baik manakala tradisi, norma dan agama adalah mustahak dalam membantu penilaian tingkahlaku seseorang. Kelakuan dalam Islam adalah berkait rapat dengan kepercayaan seorang Muslim (Dorothy Emmet (1979); Mohd Zailani Mohd Yusoff & Aswati Hamzah (2015). Tuntasnya, Kajian ini diharap agar pihak institusi tadika awam mahupun swasta harus memperhatikan amalan bersesuaian dengan praktis setiap guru yang memikul amanah mendidik kanak-kanak. Seterusnya berusaha untuk menjalinkan dan membina satu hubungan yang baik antara guru dan kanak-kanak, guru dan ibu bapa dan guru dengan rakan sekerja dalam mempraktikan personaliti yang baik dalam memastikan pembentukan akhlak kanak-kanak. Hal ini selari dengan kajian Tallam Maldrine & Henry K.Kiplangat, 2020, bahawa penyeliaan adalah aspek penting dalam pengurusan pendidikan dalam meningkatkan kualiti organisasi pendidikan. Disamping, pembangunan modal insan guru adalah kunci penyeliaan yang lebih baik.

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Keberkesanan Nilai Dan Amalan Bhagaved Gita Dalam Matapelajaran Pendidikan Moral

(The Effectiveness Of Bhagaved Gita Values and Practices in Moral Education)

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Abstrak: *Kajian ini dilakukan bagi mengkaji berkebersanan nilai dan amalan bhagaved gita dalam matapelajaran Pendidikan Moral. Kajian ini berbentuk kuantitatif dengan menggunakan reka bentuk kuasi eksperimen. Perbandingan pendekatan pengajaran telah dilakukan bagi melaksanakan kajian ini iaitu perbandingan antara pendekatan amalan dan nilai bhagaved gita dan pendekatan kontekstual dengan melihat skor ujian pra dan pasca. Responden kajian ini terdiri daripada 34 pelajar SJK (Tamil) Batu Anam. Ujian Pendidikan Moral digunakan untuk mendapatkan data skor ujian pra dan ujian pasca bagi menguji keberkesanaan rawatan. Perisian Package For Social Science (SPSS) versi 2.0 digunakan untuk menganalisis data deskiptif dan inferensi. Dapatan kajian menyatakan bahawa nilai purata min bagi pencapaian pelajar bagi skor pra untuk kumpulan rawatan (min=29.65) dan kumpulan kawalan (min= 30.06). Dalam ujian pasca bagi kumpulan rawatan (min = 39.00) dan kumpulan kawalan (min = 28.71). Oleh itu, amalan dan nilai dapat meningkatkan pencapaian murid dalam Pendidikan Moral.*

Kata Kunci: Bhagaved Gita, Pendekatan Kontekstual, Pendidikan Moral, pencapaian

Abstract: *This study is conducted to examine the intensification of bhagaved gita values towards moral learning. The study was a quasi experimental design and quantitative study. Comparision between implement of bhagaved gita and contextual approaches has been done. Student achievement was recorded through pre and post- test. 34 respondents from SJK(Tamil) Batu Anam divided into treatment groups and control groups. Pre-test and post-test are given to test the effectiveness of treatment. Statistic Package For Social Science (SPSS) version 20.0 used to analyzed the data to determine descriptive and inference data. The mean value in the pre test for treatment group (min =29.65) and the control group (min=30.06). For the post-test the mean for the treatment group (min =39.00) and control group was (min =28.71). In other words, learning of bhagaved gita values can improve the students achievement in the moral subject.*

Keywords: Bhagaved Gita l, Contextual Approach, Moral education, achievement

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1. Pengenalan

Sistem pendidikan kita menekanan pembangunan rohani dan emosi secara seimbang dengan menerapkan nilai-nilai murni merentasi kurikulum. Pengetahuan agama dapat membentuk jati diri dan spiritual dalam kalangan murid. Namun pada era globalisasi kini, pelbagai cabaran terutamanya masalah sosial dan keruntuhan akhlak dalam kalangan murid amat membimbingkan. Penghayatan dan pengetahuan agama dan nilai murni yang tinggi perlu diterapkan dalam kalangan pelajar untuk mengelakkan daripada berlakunya perbuatan - perbuatan yang negatif yang bertentangan dari segi agama serta mendatangkan keburukan kepada diri sendiri dan juga masyarakat.

Kajian-kajian lepas juga menunjukkan terdapat perkaitan yang signifikan antara “amalan spiritual dengan pencapaian akademik pelajar FPI (Salasiah Hanin Hamjah , Ermy Azziaty Rozali, Rosmawati Mohamad Rasit & Zainab Ismail, (2012). Selain itu, kajian lepas juga menjelaskan bahawa organisasi perlu meningkatkan tahap nilai murni pekerja. Hal ini kerana ia akan memberi kesan yang positif terhadap hubungan kepintaran emosi dan tingkah laku kewargaan organisasi. (Junaidah Yusof, Siti Aisyah Abdul Rahman & Hashim Fauzy Yaacob,2019). Majoriti remaja yang bermasalah akhlak juga menunjukkan tahap pengetahuan keagamaan berada pada tahap yang rendah. (Fauziah Ibrahim, Norulhuda Sarnon, Khadijah Alavi, Mohd Suhaimi Mohamad, Noremy Md Akhir & Salina Nen, 2012).

Menurut Campbell (2010) teori- teori pendidikan perlu menerapkan peranan kerohanian sebagai faktor utama. Selain itu, satu kajian juga menjelaskan peningkatan masalah sosial dalam kalangan remaja disebabkan oleh faktor kelemahan agama. Namun, dalam era globalisasi kini kita gagal menerapkan falsafah ini. Pemahaman dan penghayatan nilai falsafah perlu dipertimbangkan dalam kalangan masyarakat. Nilai murni memainkan peranan yang penting dalam membentuk budaya. Kajian yang dijalankan oleh Siti Aishah Yahya & Sidar Binti Nasrun (2016) menjelaskan kepentingan nilai . Justeru, aspek dan nilai kepembangunaan telah dititikberatkan oleh ramai tokoh ilmuwan Islam seperti Ibn Khaldun (Faridah & Tengku,2006) dan Ibn Sina (Wan Suhaimi, 2013).

Malah, masyarakat kini lebih mementingkan kecerdasan intelek atau lebih dikenali sebagai ‘Intelligent Quotient’. Kecerdasan intelek ini hanya memberi pendidikan tinggi, nutrisi yang baik, dan ilmu pengetahuan. Ibu bapa dan masyarakat hanya memberi penumpuan terhadap kecerdasan intelek malah keadaan ini mengabaikan penekanaan terhadap penilaian nilai-nilai murni dalam kalangan kanak-kanak . Gejala-gejala yang menunjukkan kemerostan tingkah laku pelajar ialah seperti keganasan, jenayah, penyalahgunaan dadah, kemurungan, pembuangan bayi, pembulian di sekolah, keciciran di sekolah, penyakit, pemakanan, alienasi dan sebagainya. Pihak sekolah dan guru amat bimbing apabila masalah sosial dan kadar jenayah menular dalam kalangan kanak-kanak dan remaja.

Dengan ini, sistem pendidikan kita menekanan pembangunan rohani dan emosi secara seimbang dengan menerapkan nilai-nilai murni merentasi kurikulum. Ibrahim (2012) juga menerangkan bahawa pendidikan dan pengetahuan agama dapat membentuk jati diri dan spiritual dalam kalangan murid. Namun pada era globalisasi kini, pelbagai cabaran terutamanya masalah sosial dan keruntuhan akhlak dalam kalangan murid amat membimbingkan. Penghayatan dan pengetahuan agama dalam Pendidikan Moral perlu diterapkan dalam kalangan pelajar untuk mengelakkan daripada berlakunya perbuatan - perbuatan yang negatif yang bertentangan dari segi agama serta mendatangkan keburukan kepada diri sendiri dan juga masyarakat.

Dengan ini, pendidik mendapati bahawa amalan kerohanian dapat meningkatkan dan membina keperibadian diri seseorang. Oleh itu, secara ringkasnya keberkesanan pengajaran Bhagaved Gita dalam usaha untuk memupukan nilai murni menerusi matapelajaran Pendidikan Moral bagi mengatasi masalah yang menular dalam kalangan pelajar serta ia memberi impak kepada masa hadapan.

2. Ulasan Kajian Lepas

2.1. Penghayatan nilai kerohanian

Kerohanian juga sering dikaitkan dengan Ilahi terhadap diri dan alam (Nora Ahmad,2014).Rohani juga merupakan salah satu penentu moral sosial masyarakat serta menekankan keadaan mental yang logik. Menurut Ghazali (2000) aspek kerohanian memberi impak positif kepada kesihatan jiwa dan dapat menerima hidayah daripada Tuhan. Kerohanian juga merupakan sesuatu yang terpenting di bawah ketetapan iman, keutuhan jiwa, kemuliaan akhlak (Che Zarrina Sa'ari dan Joni Tamkin Borhan, 2013). Menurut Zakaria Stapa (2004) kerohanian juga merupakan suatu usaha yang membangunkan nilai-nilai positif.

Menurut Al-Ghazali(1993) kerohanian juga sesuatu yang berkait rapat dengan nilai dalaman dan kejiwaan manusia. Pernyataan ini juga dikukuhkan dengan oleh Seyyed Hossein Nasr (1987) kerohanian merujuk kepada dunia roh yang tulus dan murni dan mengandungi unsur roh Islam yang lebih dikenali sebagai spiritual (Elmi Baharuddin & Zainab Ramli, 2014). Bagi Shatar (2005) menjelaskan bahawa kerohanian juga amat berkait rapat dengan aspek psikologi dan kesihatan mental manusia. Oleh itu, penghayatan amalan kerohanian mampu memberi kesan yang positif terhadap akhlak. Dengan ini, penghayatan kerohanian dapat melahirkan insan yang sempurna akhlaknya.

Menurut sarjana Islam Al Ghazali (1058-1111) rohani juga terdiri daripada akal, hati, jiwa dan roh. Amalan kerohanian merupakan satu aktiviti keagamaan mengikut agama masing-masing. Aktiviti-aktiviti keagamaan merupakan satu insiatif dalam membentuk akhlak murid (Syarifah Nooraida dan Syarifah Fatimah, 2011) .

2.2.Konsep Bhagaved Gita

Bhagaved Gita merupakan salah satu falsafah yang dapat memupuk kerohanian serta membantu dalam pembangunan modal insan (Muniapan, 2010). Kajian yang dijalankan oleh Patrick Kim Cheng Low & Balakrishnan Muniapan, (2011) meyatakan ajaran Bhagaved Gita juga merangkumi pengetahuan, tindakan, kebijaksanaan, disiplin, meditasi dengan keinsafan diri. Bhagaved Gita juga memberikan kebijaksanaan kepada kepimpinan dengan ajaran-ajaran inspirasi yang mengubah kepimpinan dari transaksional ke transformasional (Patrick Kim Cheng Low & Balakrishnan Muniapan, 2011).

Bhagaved Gita juga memaninkan peranan sebagai petunjuk dan pedoman dalam kehidupan manusia. Bhagaved Gita juga memainkan peranan sebagai pendidikan yang menerima pengetahuan yang menekankan untuk melihat Tuhan dalam setiap jiwa (Ramachandran Sharma

& Ramachandran, 2015). Dalam kajian yang dijalankan oleh Anoushka Mirgnani & Dr. Rinkesh Chheda, (2020) menjelaskan bahawa Bhagaved Gita (Bab II, Ayat 15) mendapati terdapat konsep Kecerdasan Emosi yang menjelaskan ketenangan seseorang adalah keperibadian yang mencapai keabadian dalam kehidupan.

Kajian menunjukkan Bhagaved Gita mengemukan prinsip kehidupan iaitu mendisiplinkan minda dan badan (yoga) , menemui tujuan dalam kehidupan (dharma), meditasi yang berterusan (dhyana), berinteraksi dunia dengan keseimbangan (samabhava), tindakan yang tidak mementingkan diri sendiri (Nishkama Karma) dan menghormati semua manusia (Tat-Twam-Asi). Secara tidak langsung, Prabhupad (1986) dalam kajiannya menyatakan Bhagaved Gita merupakan sumber pengetahuan yang menyumbang kepada komuniti global (Bhawuk, 2011) serta tanpa mengira agama, bahasa dan budaya. (Fosses,2007)

Kajian –kajian yang telah dijalankan dengan menggunakan pendekatan Bhagaved Gita diklasifikasikan sebagai psikologi peradaban Timur (Marsella, 2011) serta ia mensintesis idea Veda dan dikembangkan melalui proses instruksional (Radhakrishnan dan Moore , 2011). Menurut kajian yang dijalankan oleh Roka (2011) dalam bukunya " Bhagaved Gita on Effective Leadership" menyatakan terdapat pelajaran mengenai kepimpinan yang dapat menyumbang sikap kepimpinan dalam kalangan masyarakat. Dalam kajian yang dijalankan oleh Metha (2015) juga mengkaji semula konstruk kecerdasan emosi melalui amalan Bhagaved Gita serta mendapat sokongan daripada teks Bhagaved Gita. Dalam kajian yang dijalankan oleh Janardan Ghimire (2013) mendapati pendidikan komprehensif daripada Bhagaved Gita dapat menyumbang untuk memberi inspirasi untuk mencari ilmu yang berharga.

Daripada tinjauan literatur yang dibuat, kajian – kajian lepas membuktikan bahawa amalan dan nilai pembelajaran Bhagaved Gita dapat memberi kesan dalam pencapaian murid dalam meningkatkan amalan nilai murni.

2.3 Nilai-nilai murni

Nilai merupakan sesuatu yang abstrak dan tidak dapat dilihat atau difahami melalui mata kasar. (Mohammah Jodi, 2012). Rajendran dan Meng (1994) memberi maksud nilai-nilai murni sebagai kebaikan, kewajipan, kesucian, kecantikan dan kebenaran. Zaidin (2015) menyatakan sahsiah yang mulia dalam kalangan pelajar dapat diterapkan melalui nilai-nilai yang diajar di dalam kelas. Menurut Othman (2010) juga menjelaskan tanggungjawab seorang pengajar adalah perlu menerapkan nilai-nilai murni dalam pendidikan di dalam kelas dan secara tidak langsung ia akan membentuk sahsiah yang mulia dalam kalangan pelajar.

Nilai-nilai murni dapat membentuk akhlak mulia yang dapat menjadi ukuran dalam kehidupan manusia (Noordin,1994) yang menghasilkan budaya dan berubah mengikut masa dan persekitaraan (Kasran, 2011). Amalan nilai murni juga menguatkan jiwa dan kerohanian dengan mengamalkan ibadat terhadap tuhan supaya dapat menjadi manusia yang seimbang dalam kehidupan (Norazri Bin Mohd Zaidin, 2015). Menurut Majid (2012) nilai adalah idea mengenai tingkahlaku yang murni, sikap adab serta tatasusila manusia dengan mengaitkan manusia, alam dan tuhan.

Menurut Omar (2008) dalam kajiannya, pelajar perlu menghayati nilai-nilai sejak alam persekolahan kerana pendidikan nilai murni dapat membanteras gejala dan masalah sosial. Penerapan nilai murni menerusi pendidikan sekolah perlu diambil berat melalui matapelajaran Pendidikan Islam, Pendidikan Moral dan Pendidikan Sivik dan Kewarganegaraan dalam subjek kurikulum Malaysia (Hashim, 2000; Norazri Bin Mohd Zaidin, 2015).

3. Metodologi

Kajian ini menggunakan pendekatan kuantatif dan menggunakan reka bentuk kuasi eksperimen. Populasi kajian ini terdiri daripada pelajar sekolah Sekolah Jenis Kebangsaan (Tamil) Batu Anam, Segamat, Johor. Sampel kajian terdiri daripada 34 pelajar daripada tahap 2. Kaedah Persampelan bertujuan telah digunakan untuk memilih sampel kajian bagi mewakili kumpulan rawatan dan kumpulan kawalan. Penyelidik akan mengajar kelas rawatan dengan mengaplikasikan amalan dan nilai bhagaved gita pada waktu matapelajaran Pendidikan Moral selama 7 minggu. Set ujian pra dan set ujian pasca digunakan sebagai instrumen kajian utama bagi mengenalpasti keberkesanan nilai dan amalan bhagaved gita dalam kalangan pelajar SJK T. Kesahan Kandungan ujian penilaian, telah ditentukan berdasarkan Jadual Penentu Ujian (JPU) mengikut aras taksonomi Bloom.

Analisis deskriptif digunakan bagi mendapatkan min dan sisihan piawai bagi pencapaian skor ujian pra dan ujian pasca kumpulan rawatan dan kumpulan kawalan. Analisis inferensi digunakan bagi mengkaji perbezaan pencapaian pelajar dalam ujian antara kumpulan rawatan dan kumpulan kawalan.

Jadual 1: Pencapaian skor min dan sisihan piawai kumpulan rawatan dan kumpulan kawalan

Kumpulan	**Kawalan**		**Rawatan**	
	Pra	*Pasca*	*Pra*	*Pasca*
Min	30.06	29.65	28.71	39.00
Sisihan Piawai	5.17	3.54	3.55	3.74

Berdasarkan kepada jadual, pada ujian pra kumpulan kawalan dan kumpulan rawatan menunjukkan perbezaan min yang kecil iaitu min kumpulan rawatan adalah sebanyak 28.71 dan min kumpulan kawalan adalah sebanyak 30.06. Pada ujian pasca min kumpulan kawalan adalah 29.65 dan min bagi kumpulan rawatan adalah 39.00. Kumpulan rawatan menunjukkan peningkatan yang tinggi dalam pencapaian murid selepas rawatan diberikan. Manakala, min kumpulan kawalan pada ujian pra adalah 30.06 dan min ujian pasca adalah 29.65.

Jadual 2 :Perbandingan kumpulan rawatan dan kumpulan kawalan terhadap min, sisihan piawai pencapaian ujian pra dengan menggunakan ujian-t

Kumpulan	Min	Sisihan Piawai	DK	Nilai t	p
Rawatan	29.65	4.17	32	0.462	0.650
Kawalan	30.06	5.16			

Ho1 : Tidak terdapat perbezaan yang signifikan terhadap pencapaian pelajar dalam ujian pra Pendidikan Moral antara kumpulan rawatan dan kumpulan kawalan.

Analisis inferensi telah digunakan oleh pengkaji untuk mengkaji persoalan kajian dan hipotesis yang telah dinyatakan oleh pengkaji. Berdasarkan ujian-t, nilai p ialah 0.462 lebih besar daripada nilai alpha 5 % maka setakat ini tidak mempunyai bukti untuk menolak Ho. Dengan ini, hipotesis Ho1 diterima dimana tiada perbezaan yang signifikan terhadap pencapaian pelajar antara kumpulan rawatan dan kumpulan kawalan dalam ujian.

Jadual 4 :Perbandingan kumpulan rawatan dan kumpulan kawalan terhadap min, sisihan piawai pencapaian ujian pasca dengan menggunakan ujian-t

Kumpulan	Min	Sisihan Piawai	DK	Nilai t	p
Rawatan	39.00	3.74	32	7.434	.000
Kawalan	28.71	3.55			

Ho2 : Tidak terdapat perbezaan yang signifikan terhadap pencapaian pelajar dalam ujian Pendidikan Moral antara kumpulan rawatan dan kumpulan kawalan dalam ujian pasca.

Berdasarkan ujian-t, nilai p ialah 0.00 lebih kecil daripada nilai alpha 5 % maka setakat ini mempunyai bukti yang kukuh untuk menolak Ho. Terdapat perbezaan yang signifikan antara kumpulan rawatan yang menggunakan amalan dan nilai Bhagaved Gita dalam matapelajaran Pendidikan Moral.

4. Perbincangan dan Kesimpulan

Hipotesis kajian pertama menyatakan bahawa, tidak terdapat perbezaan yang signifikan terhadap pencapaian pelajar. Berdasarkan dapatan kajian, Ho1 diterima kerana tidak terdapat perbezaan yang signifikan terhadap pencapain pelajar dalam kumpulan rawatan dan kumpulan kawalan dalam ujian pra. Hal ini kerana, kedua-dua kumpulan telah mempelajari melalui kaedah berpusatkan guru.

Hipotesis kedua kajian ini menyatakan tidak terdapat perbezaan yang signifikan. Berdasarkan dapatan, Ho2 telah ditolak kerana terdapat perbezaan yang signifikan antara pencapaian pelajar dalam kumpulan rawatan dengan kumpulan kawalan dalam ujian pasca. Dapatan kajian secara keseluruhan menunjukkan bahawa amalan dan nilai Bhagaved memberi kesan terhadap peningkatan pelajar. Maka, pengajaran amalan nilai Bhagaved Gita boleh diteruskan untuk jangka masa yang panjang supaya dapat melihat perubahan yang ketara dalam kalangan pelajar.

Kajian telah membuktikan bahawa intervensi “ Pengajaran Amalan Bhagaved Gita” ini dapat membantu dalam meningkatkan tahap kerohanian pelajar. Hal ini disokong oleh Gayathri N. dan Meenakshi K. (2015) dalam kajianya yang menyatakan bahawa Bhagaved Gita merupakan suatu teks yang sempurna dan memberi kesan yang efektif dalam menangani masalah dalam kelas. Melalui kajian ini juga didapati, Bhagaved Gita meningkatkan kesan positif dalam nilai dalaman serta kejiwaan manusia. Hal ini, penyelidik dapat dilihat apabila terdapat perbezaan yang signifikan antara kumpulan kawalan dan kumpulan rawatan.

Dapatan kajian juga dapat menyimpulkan bahawa pelajar menunjukkan jenis aktiviti yang berasaskan nilai pengajaran Bhagaved Gita menerusi soalan dalam ujian. Pelajar sering mengamalkan amalan ibadat, menjalankan tanggungjawab dan amanah, ingin membersihkan jiwa dengan amalan ajaran agama serta ingin mengawal tingkahlaku yang tidak diingini. Amalan nilai Bhagaved Gita juga menjelaskan lima jenis aktiviti iaitu pengabdian kepada Tuhan, melakukan tindakan atau karma tanpa balasan, memberi tumpuan dalam jiwa, menjaga pancaindera terkawal serta menjalankan tugas seseorang masyarakat (Krishnan, 2006 ; Zubin R. Mulla & Venkat R.Krishnan, 2013) .

Selain itu, amalan nilai pengajaran Bhagaved Gita juga dapat meningkatkan penghayatan kerohanian melalui pembinaan akhlak yang mulia. Pelajar dapat mengubah sikapnya dalam amalan ibadah dan dapat menambahkan nilai keagamaan secara spiritual. Pelajar juga mula mencari jalan dharma dalam kehidupannya. Hal ini disokong oleh Krishnan (2003) yang menegaskan budaya seseorang akan memiliki kepercayaan yang mendalam mengenai sifat manusia, alam dunia dan tujuan kehidupan. Pelajar juga menyedari tanggungjawab mereka dan mengubahsuai tingkah laku mereka. Bhagaved Gita juga merupakan salah satu kitab suci yang menyediakan jawapan bagi soalan asas siapa kita dan apa yang tujuan kita dan insipirasi kepada dunia. (Prabhavananda, 1960 & Vivekananda, 1972).

Hasil daripada dapatan juga, penyelidik mendapati pengajaran yang terdapat dalam Bhagaved Gita boleh diajar berasaskan Teori Tingkahlaku Dirancang. Teori ini menekankan tiga konsep utama iaitu niat (sikap) , norma subjektif dan faktor kawalan tingkah laku. Hasil daripada dapatan kajian temubual pelajar penyelidik mendapati Bhagaved Gita juga dapat dikaitkan dengan teori ini. Bhagaved Gita menekankan tahap keinginan atau pengetahuan seseorang (niat atau sikap) dan pengabadian (norma subjektif) serta tindakan (kawalan tingkah laku). Secara tidak langsung, teori ini memberi fokus kepada keinginan dalam menjalankan atau perancangan bagi keadaan sebenar (Zaidatol & Hisyamuddin, 2010)

Antara cadangan kajian lanjutan yang boleh dicadangan adalah seperti mengkaji keberkesanan pengajaran Bhagaved Gita dalam tingkah laku murid yang mempunyai masalah disiplin. Kajian yang dijalankan oleh Venkat R. Krishnan & Zubin R.Mulla (2013) yang bertajuk " Karma Yoga : The Indian Model of Moral Development" menyatakan aspek pengajaran karma yoga melalui Bhagaved Gita dapat membantu dalam perkembangan moral pelajar di India. Selain itu, kajian yang dijalankan oleh Dr.Prem Shankar Srivastava yang bertajuk " Value-oriented education regarding Bhagavad Gita's teachings" merumuskan bahawa ajaran Bhagaved Gita dapat membantu menanamkan nilai pendidikan seperti keadaan mental, moral, nilai disiplin, kecerdasan emosi, kedudukan politik, nilai politik, nilai budaya, nilai estetika, kognitif, keagamaan dan sebagainya. Oleh itu, kaedah pengajaran Bhagaved Gita boleh diubah suai kerana ia merangkumi aspek metafizik, nilai moral, kerohanian dan praktikal serta boleh menjadikan pedoman kehidupan.

Kesimpulannya, amat berharap kajian yang melibatkan Bhagaved Gita perlu meneruskan dan perlu mengaplikasikan dalam bilik darjah. Kajian ini juga dapat membantu penyelidik membuktikan bahawa kaedah pengajaran amalan nilai Bhagaved Gita dapat memupuk amalan nilai-nilai murni. Melalui dapatan kajian ini, penyelidik mendapati pengajaran amalan nilai Bhagaved Gita dapat meningkatkan pencapaian dan amalan nilai-nilai murni dalam kalangan pelajar. Data ujian pra dan pasca menunjukkan keberkesanan pengajaran nilai Bhagaved Gita dalam kalangan pelajar. Hal ini secara tidak langsung, mempengaruhi tingkah laku murid serta menjejaskan pencapaian akademik mereka.

Kajian ini merupakan salah satu cara untuk meningkatkan amalan penambahbaikan guru dalam kelas.Pengajaran Bhagaved Gita juga dapat melahirkan generasi yang terpelajar dan terdidik. Selain itu, melalui kajian ini juga dapat melahirkan individu yang intelektual yang semmpurna dari segi rohani, emosi, intelek, jasmani dan sosial. Oleh itu, pengajaran amalan Bhagaved Gita dapat melahirkan modal insan yang seimbang dari segi intelek, emosi, rohani dan sosial. Pembangunan Modal Insan merupakan faktor yang kritikal bagi menjana insan yang seimbang. Menurut Mohd Fauzi Hamat & Mohd Khairul Naim Che Nordin (2012), modal insan atau modal manusia didefinisikan sebagai ciri-ciri yang dimiliki oleh pekerja yang menyebabkan mereka lebih produktif. Oleh itu, melalui pengenalan pengajaran ini saya dapat melahirkan modal insan yang berwibawa dalam kalangan murid sekolah.

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Kemahiran Teknologi dan Kesediaan Melaksanakan Pembelajaran dan Pemudahcaraan Dalam Talian Semasa Era Pandemik Dalam Kalangan Guru di Sekolah Rendah Tamil

(Technology Skills and Readiness to Implement Online Learning and Facilitation During the Pandemic Era Among Teachers in Tamil Primary Schools)

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Abstrak: *Pembelajaran dan Pemudahcaraan (PdPc) dalam talian adalah trend pembelajaran yang terkini dalam era pandemik COVID-19 yang memberi cabaran kepada golongan guru untuk mengadaptasi norma pengajaran yang baharu ini. Oleh itu, kajian tinjauan ini telah dijalankan untuk mengkaji kemahiran teknologi dan kesediaan melaksanakan Pembelajaran dan Pemudahcaraan (PdPc) dalam talian semasa era pandemik dalam kalangan guru di sekolah rendah Tamil. Kajian ini menggunakan reka bentuk tinjauan dengan pendekatan kuantitatif yang melibatkan seramai 205 orang guru daripada 400 populasi guru sekolah rendah Tamil di daerah Klang. Responden menjawab soal selidik dalam talian dengan menggunakan Google Forms bagi mendapatkan data yang diperlukan untuk kajian. Platform teknologi pembelajaran dalam talian yang dipilih ialah Google Classroom. Perisian Statiscal Package for Social Science (SPSS) versi 25 digunakan untuk menganalis data secara deskriptif iaitu untuk nilai min, sisihan piawai, peratus dan frekuensi manakala analisis secara inferensi melalui ujian Anova adalah untuk menguji perbezaan dalam pemboleh ubah bersandar berdasarkan faktor demografi. Analisis deskriptif menunjukkan bahawa kemahiran teknologi dan kesediaan melaksanakan PdPc dalam talian semasa era pandemik dalam kalangan guru di sekolah rendah Tamil adalah tinggi. Manakala analisis inferensi menunjukkan bahawa terdapat perbezaan yang signifikan dalam kemahiran teknologi dan dalam kesediaan guru untuk melaksanakan PdPc dalam talian berdasarkan faktor pengalaman mengajar. Kesimpulannya, guru mahir dengan teknologi dan bersedia melaksanakan PdPc secara dalam talian sepanjang musim pandemik COVID-19, justeru aktiviti pengajaran dan pembelajaran masih boleh dilaksanakan bagi memastikan pelajar tidak ketinggalan untuk pembelajaran.*

Kata Kunci: Kemahiran teknologi, kesediaan guru melaksanakan pembelajaran dan pemudahcaraan dalam talian, era pandemik, sekolah rendah Tamil, tinjauan

Abstract: *Online Learning and Facilitation (PdPc) is the latest learning trend in the COVID-19 pandemic era that challenges teachers to adapt to this new teaching norm. Therefore, this survey study was conducted to study the technology skills and readiness to implement Online Learning and Facilitation (PdPc) during the pandemic era among teachers in Tamil primary schools. This* *study uses a survey design with a quantitative approach involving 205 teachers from 400 Tamil primary school teacher population in Klang district. Respondents answered the questionnaire online using Google Forms to obtain the data needed for the study. The chosen online learning technology platform is Google Classroom. Software Statiscal Package for Social Science (SPSS) version 25 is used to analyze data descriptively that is for mean value, standard deviation, percentage and frequency while inferential analysis through Anova test is to test differences in dependent variables based on demographic factors. Descriptive analysis shows that technological skills and readiness to implement PdPc online during the pandemic era among teachers in Tamil primary schools is high. While inference analysis shows that there are significant differences in technology skills and in teachers' willingness to implement PdPc online based on teaching experience factors. In conclusion, teachers are skilled in technology and ready to implement PdPc online during the COVID-19 pandemic season, therefore teaching and learning activities can still be implemented to ensure that students are not left behind for learning.*

Keywords: Technology skills, teacher readiness to implement online learning and facilitation, pandemic era, Tamil primary school, survey

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1. Pengenalan

Semasa era pandemik COVID-19 (*Corona Virus Desease*) ini, pertukaran pengajaran guru daripada bersemuka kepada Pembelajaran dan Pemudahcaraan (PdPc) dalam talian yang berasaskan teknologi seperti portal pembelajaran, laman web, *YouTube*, persidangan video, aplikasi mudah alih dan sebagainya adalah satu perubahan yang drastik yang memberi kesan terhadap sistem pendidikan di seluruh dunia. Pada akhir tahun 2019, wabak penyakit koronavirus mula menyebar dari Wuhan, China ke tempat lain (Lee, 2020). Pertubuhan Kesihatan Sedunia (WHO) menyatakan wabak ini sebagai pandemik kerana penularan virus ini cepat di antara individu dengan individu melalui udara atau titisan dalam masa yang singkat. Dalam pengawalan penularan virus ini, kerajaan Malaysia telah menguatkuasa Perintah Pergerakan Kawalan (PKP) di seluruh negara pada 18 Mac 2020. Sehubungan itu, Kementerian Pendidikan Malaysia (KPM) juga telah mengeluarkan perintah untuk menutup semua sekolah awam dan institusi pendidikan tinggi. Maka, pengajaran guru telah diubah dari pendekatan konvensional kepada penerimaan teknologi PdPc dalam talian (Aboagye et al. 2020; Radha et al. 2020). Selanjutnya, wabak ini telah mengubah cara hidup di seluruh dunia yang mana pergerakan manusia harus dikawal. Oleh itu, institusi pendidikan ditutup dan memberi kesan kepada lebih daripada 60% pelajar terutamanya negara yang mengalami kes positif tertinggi sebagai langkah kecemasan untuk berhenti penularan virus ini (Alqahtani et al. 2020). Kemudian, hampir 120 negara telah menghentikan pembelajaran secara bersemuka dan kira-kira satu bilion pelajar mengikuti PdPc dalam talian di pengajian tinggi di seluruh dunia sepanjang COVID-19 (Azzi Huck et al. 2020; Shahzad et al. 2020a; 2020b; 2020c). Namun, peralihan ke mod dalam talian telah menimbulkan banyak pertanyaan mengenai kualiti PdPc dalam talian (Sahu 2020).

Walaupun pelbagai kajian lepas telah dijalankan untuk mengkaji penerimaan guru terhadap PdPc dalam talian, namun masih kurang kajian dijalankan bagi kemahiran teknologi dan kesediaan guru melaksanakan PdPc dalam talian semasa era pandemik di sekolah rendah Tamil khususnya di negara Malaysia. Menurut Sidhartha (2020), PdPc dalam talian iaitu *Google Classroom* masih kurang digunakan oleh guru dalam memupuk minat pelajar untuk belajar. Selain itu, ramai guru yang kurang mahir menghadapi cabaran untuk menggabungkan teknologi dalam pengajaran kelas mereka dengan berkesan (Amala et al. 2020). Walaupun Google Classroom mempunyai ciri-ciri yang cukup lengkap, malangnya sehingga kini masih banyak guru di sekolah yang tidak mengetahui sepenuhnya tentang penggunaan *Google Classroom* (Fauzan et al. 2019).

Walau bagaimanapun, para guru terpaksa menerima hakikat yang tidak dirancang untuk melaksanakan PdPc dalam talian semasa era pandemik ini agar pelajar tidak ketinggalan dalam pelajaran. Dengan memahami situasi yang sebenar, dapatan kajian ini penting menjadi petunjuk kepada pihak-pihak yang terlibat bagi memastikan pemilihan kaedah pengajaran yang sesuai. Kajian ini memberikan satu gambaran keseluruhan kemahiran teknologi yang dimiliki oleh guru dan sejauh manakah kesediaan guru melaksanakan PdPc dalam talian.

Dalam kajian ini, *Google Classroom* dipilih sebagai teknologi pembelajaran dalam talian yang menjadi medium pilihan utama PdPc dalam talian yang sangat terkenal dalam kalangan guru di sekolah sejak penularan wabak COVID-19, namun masih terdapat guru yang kurang berkemahiran dan bersikap sambil lewa dalam penggunaan teknologi pembelajaran dalam talian (*Google Classroom*) di sekolah. Dalam kajian Rusdiana et al. (2020) menyatakan bahawa tahap penguasaan teknologi yang rendah dalam kalangan pendidik menyebabkan penyampaian bahan PdPc kepada pelajar juga kurang memuaskan. Pemahaman guru masih kurang dalam penggunaan *Google Classroom* disokong oleh Apriyanti et al. (2019). Tambahan pula. ramai guru yang masih menggunakan kaedah konvensional (ceramah, penerangan, latih tubi dan sebagainya) dalam pengajaran dan tidak menggunakan media *internet* untuk menyokong PdPc dalam talian. Pelaksanaan penggunaan PdPc dalam talian dengan berkesan adalah menjadi satu cabaran kepada guru (Kaukab et al. 2018). Namun begitu, Sidhartha (2020) berpendapat bahawa kesediaan guru yang bersungguh dan bersemangat menggunakan teknologi dapat mendorong pelajar meluangkan masa dalam talian dan meningkatkan pencapaian pelajar. Heggart et al. (2018) telah mengkaji keberkesanan penggunaan *Google Classroom* pendidikan sekolah rendah mendapati ia memberi dorongan kepada pelajar untuk menggunakan platform PdPc dalam talian sehingga peringkat pengajian tinggi. Menurut Kaukab et al. 2018, pada permulaan PdPc dalam talian iaitu *Google Classroom* adalah kurang mesra pengguna dalam kalangan guru tetapi galakkan pentadbir menyebabkan penggunaanya meningkat secara drastik.

Oleh itu, kajian ini bertujuan untuk mengkaji secara mendalam tentang kemahiran teknologi dan kesediaan melaksanakan PdPc dalam talian semasa era pandemik dalam kalangan guru di sekolah rendah Tamil. Objektif kajian ini untuk mengenal pasti kemahiran teknologi dan kesediaan guru melaksanakan PdPc dalam talian serta kemudahan penggunaan *Google Classroom* dan menguji perbezaan yang signifikan dalam kemahiran teknologi dan dalam kesediaan guru melaksanakan PdPc dalam talian berdasarkan faktor pengalaman mengajar.

Berdasarkan senario ini, pembelajaran dalam talian sudah dilaksanakan, namun beberapa isu sering dibahaskan dan diberi perhatian khusus dengan kemahiran teknologi dan kesediaan guru melaksanakan PdPc dalam talian semasa era pandemik. Seterusnya, artikel ini membentangkan bahagian literatur, metodologi, hasil dapatan dan perbincangan serta kesimpulan.

2. Tinjauan Literatur

Pembelajaran dan Pemudahcaraan dalam talian terus berkembang dan memainkan peranan penting dalam pendidikan di Malaysia. Dunia pendidikan dalam era pandemik ini telah mula menuju ke arah PdPc dalam talian yang menggunakan pelbagai aplikasi yang sedia ada (Gunawan et al. 2020). Penyelidik Muhammad et al. (2016) menyatakan bahawa PdPc dalam talian adalah penggunaan pelbagai alat teknologi yang berasaskan web untuk pendidikan. Oleh itu, PdPc dalam talian telah berkembang dengan pesat kerana terdapat banyak kelebihan seperti fleksibiliti, kebolehcapaian internet dan keberkesanan kos (Naveed et al. 2018). Kelebihan ini dapat mengubah pendidikan ke arah proses pembelajaran sepanjang hayat yang mendorong pelajar supaya lebih kreatif dalam mengakses pelbagai sumber pengetahuan. Di samping itu, institusi pendidikan melaksanakan teknologi PdPc dalam talian untuk meningkatkan komunikasi antara pelajar dan tenaga pengajar agar perkongsian ilmu pengetahuan serta memperkukuh komuniti pembelajaran untuk mencapai objektif (Basak et al. 2016). PdPc dalam talian adalah asas kepada perkembangan teknologi maklumat dan komunikasi (Fauzan et al. 2019). Oleh itu, penyelidikan untuk mengkaji keberkesanan PdPc dalam talian telah meningkat dalam beberapa tahun kebelakangan ini. Suharyanto et al. (2016) mengatakan bahawa dengan menggunakan kaedah PdPc dalam talian, pensyarah dapat meningkatkan minat berkomunikasi dengan pelajar di luar jadual kuliah. Penggabungan teknologi memberikan masa yang lebih bermanfaat kepada pelajar melalui kaedah pengajaran ini (Gajanan, 2020). Fenomena ini menunjukkan bahawa transformasi pantas dalam dunia pendidikan dapat meneruskan PdPc dalam talian (Rusdiana et al. 2020). Menurut Cassidy (2016), persekitaran PdPc dalam talian adalah sistem berasaskan web yang menyediakan alat dan aplikasi perisian dalam proses pembelajaran. Manakala Bdiwi et al. (2019) memberitahu bahawa pembelajaran dalam talian berdasarkan teknologi maklumat dan komunikasi (ICT), yang mana kaedah segerak (*synchronous*) dan tidak segerak (*asynchronous*) boleh digunakan.

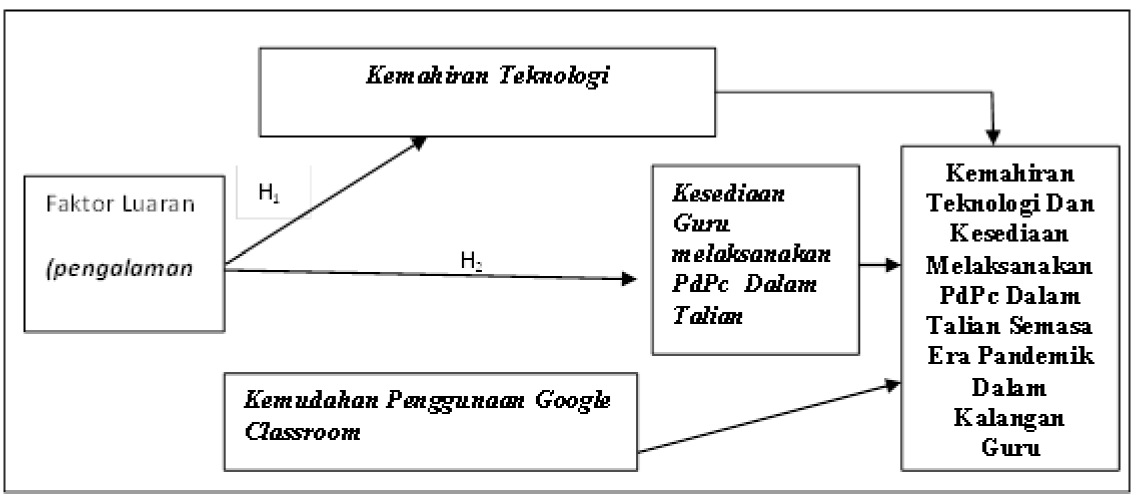
Kajian ini memberi tumpuan kepada teknologi PdPc dalam talian yang digunakan di peringkat sekolah rendah. KPM membangunkan satu platform pembelajaran digital yang digunakan di sekolah iaitu Portal DELIMa (*Digital Educational Learning Initiative Malaysia*) pada Julai 2019 untuk memudahkan pengurusan PdPc dalam talian di antara pelajar dengan pendidik secara lebih sistematik. Semasa era pandemik, statistik daripada laman *Google Trends* (2020) menunjukkan carian kata kunci *Google Classroom* adalah kedua tertinggi di dunia dalam kalangan guru di Malaysia. Secara tidak langsung, guru dan pelajar menunjukkan kadar minat yang tinggi terhadap perisian ini. Oleh itu, *Google Classroom* sebagai kaedah alternatif untuk meningkatkan kualiti PdPc dalam talian (Sewang 2017) dan *Google Classroom* sebagai media utama untuk meningkatkan pencapaian kualiti siswazah (Madhavi et al. 2018; Pritasari et al. 2018). *Google Classroom* diperkenalkan oleh *Google* secara percuma untuk pelajar membuat tugasan, menghantar tugasan dalam talian dan menilai hasil mereka tanpa menggunakan kertas (Wikipedia, 2020). Banyak aktiviti dapat dilakukan oleh guru dan pelajar semasa PdPc dalam talian melalui *Google Classroom* (Sujana et al. 2019). Disokong oleh Shampa (2016), guru boleh memuat naik tugasan untuk pelajar dan diberi masa yang sesuai untuk serahkan tugasan mereka. Namun begitu, melaksanakan PdPc dengan menggunakan *Google Classroom* mungkin masih asing bagi sesetengah guru dalam era pandemik ini kerana tempoh pelaksanaannya sangat pendek dan lebih berminat kepada pembelajaran campuran. Pembelajaran campuran untuk pelajar lebih cenderung kepada penguasaan konsep pembelajaran dengan baik (Rusdiana et al. 2020 & Kholiqul et al. 2017). Tetapi dalam kajian Asnawi (2018) menyokong bahawa *Google Classroom* adalah teknologi PdPc dalam talian yang memberi tugasan kepada pelajar tanpa penggunaan kertas agar mengatasi kesulitan dan menemukan satu penyelesaian untuk belajar dengan menggunakan pendekatan pembelajaran campuran.

Model Penerimaan Teknologi (TAM)

Dalam penyelidikan ini, Model Penerimaan Teknologi (TAM) digunakan untuk menilai kesediaan guru melaksanakan PdPc dalam talian sebagai satu teknologi pembelajaran terkini yang digunakan semasa era pandemik COVID-19 yang mempengaruhi banyak faktor. Begitu juga, (Espinosa et al. 2017) melakukan penyelidikan untuk menilai fungsi *Google Classroom* sebagai Sistem Pengurusan Pembelajaran (LMS). Model TAM mengkonsepkan bagaimana individu menerima dan mengaplikasikan teknologi baru. Untuk pelaksanaan *Google Classroom* yang berjaya, guru dan pelajar mesti mempunyai sikap positif terhadap teknologi untuk tujuan pengajaran (Shampa, 2016). Kajian ini menguji hipotesis berikut:

H1: Tidak terdapat perbezaan yang signifikan dalam kemahiran teknologi berdasarkan faktor pengalaman mengajar semasa era pandemik di sekolah rendah Tamil
H2: Tidak terdapat perbezaan yang signifikan dalam kesediaan guru melaksanakan PdPc dalam talian berdasarkan faktor pengalaman mengajar semasa era pandemik di sekolah rendah Tamil

Menurut Al-Fraihat et al. (2020), model ini diperluaskan dengan menambahkan pemboleh ubah luaran untuk memahami penentu penerimaan teknologi PdPc dalam talian dan penggunaannya. Dengan ini, TAM membenarkan penerimaan teknologi baru dalam PdPc dalam talian yang akan dinilai dan memahami aspek yang berkaitan dengan tingkah laku. Justeru, peranan guru dalam penerapan metodologi pembelajaran baru tidak boleh diabaikan kerana mereka adalah penggerak utama dalam transformasi amalan pendidikan (Kaukab et al. 2018). Oleh itu, golongan guru di negara-negara membangun bersedia menerima teknologi PdPc dalam talian tanpa sebarang alasan untuk meningkatkan kecekapan proses pendidikan (Karkar et al. 2020).



Rajah 1: Kerangka Konseptual Kajian (Adaptasi daripada Davis, 1989)

Berdasarkan model TAM dapat disimpulkan bahawa bagaimana penerimaan teknologi PdPc dalam talian dapat mengubah kaedah PdPc dalam kalangan guru semasa era pandemik ini. Semua guru harus menyesuaikan diri semasa era pandemik ini dan bersedia menerima Google Classroom sebagai platform PdPc dalam talian dan boleh diteruskan di peringkat sekolah rendah. Oleh itu, mengkaji kesediaan guru dalam pelaksanaannya adalah penting ketika era pandemik ini walaupun belum bersedia dari segi teknikal dan pengurusan secara sistematik.

3. Metodologi

Dalam kajian ini, reka bentuk tinjauan dengan pendekatan kuantitatif digunakan. Reka bentuk Tinjauan Rentasan telah dipilih dengan menggunakan borang soal selidik dalam talian sebagai instrumen kajian untuk mendapatkan maklumat daripada responden. Kaedah persampelan dalam kajian ini adalah persampelan secara rawak. Populasi sasaran adalah guru-guru dari 14 buah sekolah rendah Tamil di daerah Klang. Kajian ini melibatkan 205 sampel daripada 400 populasi guru sekolah rendah Tamil di daerah Klang berdasarkan Jadual Sampel Krejcie dan Morgan (1970). Responden menjawab soal selidik dalam talian yang menggunakan *Google Forms* untuk mendapatkan maklumat yang dikehendaki untuk kajian ini. Kajian rintis dijalankan dan dikumpul data daripada 50 sampel untuk mengukur kebolehpercayaan dan kesahan item-item dalam soal selidik. Dalam kajian ini, nilai kebolehpercayaan Cronbach Alpha bagi keseluruhan item telah meningkat kepada 0.932.

4. Dapatan Dan Perbincangan Kajian

Data demografi seramai 205 responden dianalisis menggunakan statistik deskriptif. Umur 20 tahun hingga 30 tahun adalah seramai 4 responden (2%), 56 responden (27.3%) daripada umur 31 hingga 40 tahun, 94 responden (45.9%) yang berumur 41 hingga 50 tahun dan responden 51 tahun ke atas pula 51 responden (24.9%). Responden perempuan adalah majoriti seramai 165 orang (80.5%) manakala responden lelaki adalah seramai 40 orang (19.5%). Hasil dapatan responden mengikut pendekatan pengajaran yang dipilih pada masa kini iaitu seramai 38 responden (18.5%) memilih pengajaran bersemuka, hanya 13 responden (6.3%) memilih pembelajaran dalam talian manakala 154 responden (75.1%) lebih suka kedua-dua pendekatan ini. Pengalaman mengajar antara 1 hingga 5 tahun adalah 2 responden (1%), antara 6 hingga 10 adalah 33 responden (16.1%), responden yang mempunyai pengalaman mengajar antara 11 hingga 15 tahun adalah 44 responden (21.5%), antara 16 hingga 20 tahun adalah 59 responden (28.8%) dan 21 tahun ke atas adalah 67 (32.7%).

Analisa Deskriptif Terhadap Kemahiran Teknologi, Kesediaan Guru Melaksanakan PdPc Dalam Talian dan Kemudahan Penggunaan Google Classroom dalam kalangan guru

Berdasarkan Jadual 1, kemudahan penggunaan Google Classroom (min=4.24, SP=0.64), kemahiran teknologi (min=4.06, SP=0.64) dan kesediaan guru melaksanakan PdPc dalam talian (min=4.06, SP= 0.62) berada pada tahap tinggi.

Jadual 1: Analisa Deskriptif Terhadap Teknologi PdPc Dalam Talian (N=205)

Item	Nilai Min	Nilai Sisihan piawai	Tahap
Kemudahan Penggunaan Teknologi Pembelajaran Dalam Talian *(Google Classroom)*	4.24	0.64	**Tinggi**
Kemahiran Teknologi	4.06	0.64	**Tinggi**
Kesediaan Guru Melaksanakan PdPc Dalam Talian	4.06	0.62	**Tinggi**

Dalam kajian ini hasil analisis deskriptif menunjukkan bahawa kemahiran teknologi, kesediaan guru melaksanakan PdPc dalam talian dan kemudahan penggunaan *Google Classroom* adalah berada pada tahap yang tinggi. Ini mengambarkan bahawa guru menginterasikan teknologi PdPc dalam talian (*Google Classroom*) semasa era pandemik COVID-19 ini. Oleh itu, PdPc dalam talian semakin meningkat secara global dan popular di seluruh dunia (Shahzad et al. 2020c). Di samping itu, PdPc dalam talian digambarkan juga sebagai satu kaedah penyampaian pembelajaran dengan menggunakan teknologi dan internet (Gros et al. 2016; Hong et al. 2017; Aljawarneh 2020).

Jadual 2 menunjukkan kesemua item dalam penggunaan kemudahan Google Classroom mendapati bahawa peratus setuju dan sangat setuju adalah lebih tinggi. Peratus tertinggi iaitu *Google Classroom* menyimpan semua bahan pembelajaran secara automatik di *Google Drive* (GC8) dan *Google Classroom* menjimatkan masa dan kos percetakan (GC10) manakala peratus terendah iaitu *Google Classroom* meningkatkan pembelajaran kendiri murid (GC7).

Ini menunjukkan bahawa guru lebih peka kepada kemudahan penggunaan teknologi PdPc dalam talian (*Google Classroom*) yang disediakan. Hasil kajian ini selari dengan kajian oleh Henukh et al. (2020) dan Rusdiana et al. (2020) yang menyatakan bahawa ciri-ciri yang mudah terdapat dalam teknologi PdPc dalam talian (*Google Classroom*) ialah menyediakan bilik darjah tanpa kertas, akses kepada Google yang lain seperti *Google Forms*, *Google Drive* , *Gmail* dan *You Tube*, senang diurus dan mempunyai kolaborasi antara guru dan pelajar di luar bilik darjah, menjimatkan wang dan guru dapat menilai lebih baik dengan pencapaian pelajar. Ini adalah kelebihan berbeza berbanding platform PdPc dalam talian yang lain seperti Edmodo, *MOODLE dan Massive Open Online Courses (MOOCs)*. Industri pendidikan juga menggunakan teknologi yang sedia ada seperti platform persidangan video digital seperti *Zoom*, *Microsoft Teams* dan *Webex* dan *Google Meet* semasa era pandemik ini. Menurut hasil kajian Barman et al. (2019), guru memberikan perkhidmatan pengajaran tambahan menggunakan platform PdPc dalam talian. Ciri-ciri *Google Classroom* adalah sangat mesra pengguna terutamanya para guru kerana mereka dapat menggunakannya tanpa halangan setelah latihan diberikan (Nitin, 2020). Dalam kajian Shampa (2016) menyatakan bahawa peranti mudah alih seperti tablet, komputer riba dan telefon pintar sebagai media penting dalam proses PdPc dalam talian.

Jadual 2: Kemudahan Penggunaan Google Classroom

	Item Interpretasi	**Bil. Responden / Peratus**				
		1	**2**	**3**	**4**	**5**
GC1	*Google Classroom* mudah untuk akses.	1 0.5%	5 2.5%	21 10%	98 48%	80 39%
GC2	*Google Classroom* senang dan mesra pengguna.	2 1%	3 1.5%	31 15%	84 41%	85 41.5%
GC3	*Google Classroom* membantu proses PdP di luar bilik darjah.	1 0.5%	2 1%	31 15%	83 40.5%	88 43%
GC4	*Google Classroom* mudah membuat kuiz dan senang dijawab oleh murid.	2 1%	1 0.5%	24 12%	83 40.5%	95 46%
GC5	*Google Classroom* digunakan untuk memantau segala tugasan yang perlu disiapkan dalam tempoh masa tertentu.	1 0.5%	2 1%	40 20%	87 42%	75 36.5%

GC6	*Google Classroom* digunakan untuk berkomunikasi dengan murid tanpa bersemuka di mana-mana saja.	1 0.5%	2 1%	32 15.5%	88 43%	82 40%
GC7	*Google Classroom* meningkatkan pembelajaran kendiri murid.	1 0.5%	5 2.5%	40 20%	85 41%	74 36%
GC8	*Google Classroom* menyimpan semua bahan pembelajaran secara automatik di Google Drive.	1 0.5%	3 1.5%	14 7%	83 40.5%	104 50.5%
GC9	*Google Classroom* membantu guru ke arah pembelajaran maya.	1 0.5%	2 1%	18 9%	89 43%	95 46%
GC10	*Google Classroom* menjimatkan masa dan kos percetakan.	0	1 0.5%	20 9%	80 39%	104 50.5%
	Min Keseluruhan = 4.24 SP =0.64					

Perbezaan Yang Signifikan Dalam Kemahiran Teknologi Berdasarkan Faktor Pengalaman Mengajar

Berdasarkan Jadual 3, hasil kajian ini mendapati bahawa terdapat perbezaan yang signifikan dalam skor min kemahiran teknologi dalam kalangan guru berdasarkan faktor pengalaman mengajar $F(4,200)=8.39{:}p<0.05$). Hipotesis nul ditolak, maka keputusan ujian Anova menunjukkan bahawa terdapat perbezaan yang signifikan dalam kemahiran teknologi berdasarkan faktor pengalaman mengajar semasa era pandemik di sekolah rendah Tamil. Kemahiran teknologi bagi guru yang berpengalaman mengajar 1 hingga 5 tahun (M=4.00, SP=0.0), guru yang berpengalaman mengajar 6 hingga 10 tahun (M=4.39, SP=0.53), guru yang berpengalaman mengajar antara 11 hingga 15 tahun (M=4.24, SP=0.56) dan guru yang berpengalaman mengajar antara 16 hingga 20 tahun (M=4.11, SP=0.62) lebih tinggi berbanding guru yang berpengalaman mengajar 21 tahun ke atas (M=3.74, SP=0.65). Keputusan ujian Post Hoc pula mendapati bahawa skor min kemahiran teknologi bagi guru yang berpengalaman mengajar 21 tahun ke atas adalah berbeza secara signifikan dengan skor min kumpulan yang lain.

Jadual 3: Ujian Anova Dan Ujian Post Hoc Bagi Kemahiran Teknologi Berdasarkan Faktor Pengalaman Mengajar (N=205)

Kemahiran Teknologi Berdasarkan Faktor Pengalaman Mengajar	Nilai Min	Nilai Sisihan piawai
1-5 tahun	4.00	0.00
6 – 10 tahun	4.39	0.53
11 – 15 tahun	4.24	0.56
16 – 20 tahun	4.11	0.62
21 tahun ke atas	3.74	0.65

Kemahiran Teknologi Berdasarkan Faktor Pengalaman Mengajar	Jumlah Kuasa Dua	Darjah Kebebasan	Min Kuasa Dua	Nilai F	Signifikan
Antara Kumpulan	12.19	4	3.05	8.39	0.000
Dalam Kumpulan	72.66	200	0.36		
Jumlah	84.85	204			

Kemahiran Teknologi Berdasarkan Faktor Pengalaman Mengajar		**Perbezaan Min**	**Ralat Piawai**	**Signifikan**
21 tahun ke atas	1-5 tahun	-0.26	0.43	0.97
	6 – 10 tahun	-0.66	0.13	0.00
	11 – 15 tahun	-0.50	0.12	0.00
	16 – 20 tahun	-0.37	0.11	0.01

Hasil ujian Anova Sehala dan ujian Post Hoc menunjukkan bahawa pengalaman mengajar 21 tahun ke atas kurang menguasai kemahiran teknologi berbanding dengan kumpulan pengalaman mengajar yang lain.

Hasil kajian ini juga menyatakan bahawa guru yang berpengalaman dari 1 hingga 20 tahun mempunyai kemahiran teknologi berada pada tahap tinggi berbanding 21 tahun ke atas. Kumpulan pengalaman mengajar 21 tahun ke atas adalah kumpulan yang suka menggunakan pendekatan pengajaran secara tradisional dan tidak mudah mengadaptasikan perubahan dalam PdPc dalam talian. Golongan guru juga berasa takut dan sukar untuk belajar teknologi baharu (Shampa 2016). Kumpulan yang berpengalaman 20 tahun ke bawah menunjukkan minat dan mudah menggunakan teknologi dalam kehidupan harian. Dalam kajian Apriyanti et al. (2019) membuktikan kreativiti guru sangat diperlukan untuk menggunakan teknologi PdPc dalam talian (*Google Classroom*) di dalam kelas penulisan perniagaan Inggeris yang menyokong program tanpa kertas memberi kesan yang positif. Melalui penggunaan *Google Classroom*, pendidik dapat memantau kemajuan pelajar melalui kemudahan digital yang dapat digunakan (Bondarenko et al. 2019). Hasil kajian Gajanan (2020) menyatakan bahawa kaedah dan amalan teknologi pembelajaran dalam talian (*Google Classroom*) berfungsi untuk mengintegrasikan teknologi bersepadu dalam proses PdP Bahasa Inggeris dan kelas dalam aplikasi *Google Classroom* juga membolehkan guru memanfaatkan masa secara berkualiti dengan kemampuan dan pengalaman kreatif. Oleh itu, penggunaan trend digital ini akan menjadi sumber yang baik untuk generasi yang mahir dalam bidang teknologi. Untuk mengatasi perbezaan ini, sekolah mungkin perlu memasukkan tahap latihan teknologi yang berbeza untuk guru, berdasarkan tahap kecekapan mereka dalam penggunaan teknologi (Ballew 2017). Kajian Stoitsov et al. (2019) membuktikan bahawa penggunaan pendekatan inovatif terpilih untuk latihan ICT meningkatkan tahap motivasi pembelajaran. Seterusnya, ia memberi kesan positif kepada penggunaan dan penerimaan teknologi PdPc dalam talian (Google Classroom) dapat meningkatkan keberkesanan dan aktiviti pelajar disokong oleh beberapa kajian yang dilakukan oleh Anshari et al. (2017) dan Aditya (2018).

Perbezaan Yang Signifikan Dalam Kesediaan Melaksanakan PdPc Dalam Talian Berdasarkan Faktor Pengalaman Mengajar

Berdasarkan Jadual 4, didapati terdapat perbezaan yang signifikan dalam skor min kesediaan guru melaksanakan PdPc dalam talian berdasarkan faktor pengalaman mengajar F(4,200)=5.87:p□0.05). Hipotesis nul ditolak, maka keputusan ujian Anova menunjukkan bahawa terdapat perbezaan dalam kesediaan guru melaksanakan PdPc dalam talian berdasarkan faktor pengalaman mengajar. Kesediaan guru melaksanakan PdPc dalam talian bagi guru yang berpengalaman mengajar antara 1 hingga 5 tahun (M=4.00, SP=0.0, guru yang berpengalaman mengajar antara 6 hingga 10 tahun (M=4.37, SP=0.56), guru yang berpengalaman mengajar antara 11 hingga 15 tahun (M=4.18, SP=0.57) dan guru yang berpengalaman mengajar antara 16 hingga

20 tahun (M=4.09, SP=0.55) lebih tinggi berbanding guru yang berpengalaman mengajar 21 tahun ke atas (M=3.80, SP=0.66). Keputusan ujian Post Hoc mendapati bahawa skor min kesediaan guru melaksanakan PdPc dalam talian, guru yang berpengalaman mengajar 21 tahun ke atas adalah berbeza secara signifikan dengan skor min kumpulan yang lain.

Jadual 4: Ujian Anova dan Ujian Post Hoc bagi Kesediaan Guru Melaksanakan PdPc Dalam Talian Berdasarkan Faktor Pengalaman Mengajar (N=205)

Kesediaan Guru Melaksanakan PdPc Dalam Talian Berdasarkan Faktor Pengalaman Mengajar	Nilai Min	Nilai Sisihan piawai
1-5 tahun	4.00	0.00
6 – 10 tahun	4.37	0.56
11 – 15 tahun	4.18	0.57
16 – 20 tahun	4.09	0.55
21 tahun ke atas	3.80	0.66

Kesediaan Guru Melaksanakan PdPc Dalam Talian Berdasarkan Faktor Pengalaman Mengajar	Jumlah Kuasa Dua	Darjah Kebebasan	Min Kuasa Dua	Nilai F	Signifikan
Antara Kumpulan	8.23	4	2.06	5.87	0.000
Dalam Kumpulan	70.10	200	0.35		
Jumlah	78.33	204			

Kesediaan Guru Melaksanakan PdPc Dalam Talian Berdasarkan Faktor Pengalaman Mengajar		Perbezaan Min	Ralat Piawai	Signifikan
21 tahun ke atas	1-5 tahun	-0.20	0.42	0.99
	6 – 10 tahun	-0.56	0.13	0.00
	11 – 15 tahun	-0.38	0.11	0.11
	16 – 20 tahun	-0.29	0.11	0.05

Hasil ujian Anova Sehala dan ujian Post Hoc menunjukkan bahawa pengalaman mengajar 21 tahun ke atas kurang bersedia menerima PdPc dalam talian berbanding kumpulan pengalaman mengajar yang lain.

Manakala kajian ini juga menyatakan bahawa guru yang berpengalaman dari 1 hingga 20 tahun mempunyai kesediaan melaksanakan PdPc dalam talian berada pada tahap yang tinggi berbanding 21 tahun ke atas. Menurut Ballew (2017), guru berpendapat bahawa menambahkan Google Classroom sebagai norma baru dalam pengajaran mereka menyebabkan mereka meluangkan lebih masa untuk merancang pelajaran dan tugas kolaboratif dalam talian. Oleh itu, persepsi guru didapati positif terhadap pelaksanaan PdPc dalam talian. Akhirnya, semasa guru membiasakan diri dengan teknologi PdPc dalam talian, masa perancangan dapat dikurangkan. Penemuan ini mungkin menunjukkan bahawa guru muda lebih biasa dengan teknologi semasa latihan perguruan (Ismail, 2015). Tambahan pula, guru generasi ini lebih celik teknologi walaupun kurang pengalaman mengajar, sedangkan guru dengan pengalaman lebih dari 25 tahun harus berusaha menerima teknologi baru (Kayalar, 2016). Menurut Ketut Sudarsana et al. 2019 menggunakan teknologi PdPc dalam talian dapat meningkatkan kualiti guru dengan menghasilkan pembelajaran inovatif yang memberi satu pengalaman yang terbaik. Tambahan pula, hasil kajian Haggag (2019) mengesahkan pembelajaran maya di bilik darjah meningkatkan autonomi dalam persekitaran pembelajaran kolaboratif berasaskan pelajar. Hasil kajian Rusdiana et al. (2020) dan Zahra et al. (2020) menunjukkan bahawa kesediaan guru melaksanakan PdPc dalam talian adalah satu penyelesaian masalah dalam proses pembelajaran semasa era pandemik Covid-19. Seterusnya, pelaksanaan PdPc dalam talian dapat memotivasi pelajar untuk belajar dan meningkatkan prestasi mereka (Amala et al. 2020; Umairah et al. 2020).

5. Kesimpulan

Tujuan kajian ini adalah untuk mengkaji secara mendalam tentang kemahiran teknologi dan kesediaan guru melaksanakan PdPc dalam talian di sekolah rendah Tamil semasa era pandemik COVID-19 ini. Dalam kajian ini, hasil analisis deskriptif menunjukkan bahawa kemahiran teknologi dan kesediaan melaksanakan PdPc dalam talian semasa era pandemik dalam kalangan guru di sekolah rendah Tamil adalah tinggi. Manakala analisis inferensi yang menggunakan Ujian Anova menunjukkan bahawa terdapat perbezaan yang signifikan dalam kemahiran teknologi dan kesediaan guru melaksanakan PdPc dalam talian berdasarkan faktor pengalaman mengajar.

Oleh itu, pihak KPM telah menyedari terdapat beberapa kekangan dalam pelaksanaan PdPc dalam talian. Guru-guru menyedari tentang kepentingan PdPc dalam talian semasa era pandemik ini dan dapat mengadaptasikan norma pengajaran baru. Tambahan pula, kajian ini membantu guru menilai diri sendiri tahap keberkesanan pelaksanaan PdPc dalam talian dan dapat meningkatkan keyakinan diri. Pengadaptasian Model TAM yang digunakan dalam kajian ini sangat sesuai untuk menilai penerimaan teknologi yang baharu dalam pengajaran semasa era pandemik dalam kalangan guru. Justeru, harus mencari jalan penyelesaian dengan memantau penggunaan teknologi PdPc dalam talian di peringkat sekolah. Di samping itu, KPM juga perlu menyemak semula kurikulum terkini yang berpusatkan pelajar agar mereka boleh belajar secara mudah dan menyesuaikan diri dengan PdPc dalam talian.

Implikasi kajian ini juga mencadangkan untuk menambahkan jumlah bengkel dan pembinaan bahan digital yang lebih inovatif bagi memudahkan proses PdPc berjalan secara lancar agar dapat mencapai perkembangan dalam dunia pendidikan setaraf dengan peringkat global. Kajian ini perlu diteruskan untuk memastikan peningkatan kemahiran dan kesediaan guru melaksanakan PdPc dalam talian selari dengan pembangunan teknologi terkini di semua institusi pendidikan. Semua pihak harus berganding bahu untuk melaksanakan PdPc dalam talian demi pelajar tidak ketinggalan semasa Perintah Kawalan Pergerakan (PKP) dalam era pandemik. Kajian ini terbukti bahawa guru lebih mahir dan bersedia untuk melaksanakan PdPc dalam talian dalam era pandemik COVID-19 sebagai satu norma baru dalam proses PdPc untuk meningkatkan keupayaan dalam persekitaran pembelajaran digital demi kepentingan pelajar.

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Kesan Intervensi Terhadap Tingkah Laku Disruptif Dalam Kalangan Kanak-Kanak Prasekolah

(Effects of Intervention Disruptive Behavior Among Preschool Children)

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AbstraK: *Tujuan kajian ini dilakukan adalah untuk melihat pengubah suaian tingkah laku yang berlaku kesan daripada perlaksanaan intervensi dalam proses pembelajaran. Intervensi "Topi Kapten Kebenaran Papa Zola" diaplikasikan bagi mengurangkan tingkah laku disruptif kanak-kanak prasekolah dengan menggunakan peneguhan positif ganjaran Kajian ini menggunakan pendekatan kualititatif untuk mengumpul data yang diperlukan. Data dikumpulkan hasil analisis instrumen daripada senarai semak dan pemerhatian yang menggunakan reka bentuk A-B-A. Peserta kajian terdiri daripada tiga kanak-kanak lelaki berumur 6 tahun di sebuah sekolah di daerah Sepang yang menunjukkan ciri-ciri tingkah laku yang ingin dikaji. Peneguhan positif ganjaran ini bertujuan meningkatkan motivasi diri dan galakan bagi mengurangkan tingkah laku disruptif dalam kalangan kanak-kanak dengan memberi tanggungjawab mengetuai aktiviti kumpulan sepanjang intervensi dilaksanakan. Hasil dapatan menunjukkan perubahan positif terhadap tingkah laku dan tiada pengulangan tingkah laku disruptif apabila proses pembelajaran diselitkan dengan intervensi dan perkara yang diminati oleh kanak-kanak seperti karakter "Super Hero" Papa Zola dalam filem animasi Boboiboy.*

Kata Kunci: Kanak-kanak prasekolah, Tingkah laku, Intervensi

Abstract: *The purpose of this study is to look at behavior modifications that occur as a result of the implementation of interventions in the learning process. Intervention "Topi Kapten Kebenaran Papa Zola" was applied to reduce disruptive behavior preschoolers using positive reinforcement reward This study used a qualitative approach to collect the necessary data. Data were collected as a result of instrument analysis from checklists and observations using A-B-A design. The study participants consisted of three 6-year-old boys at a school in the Sepang district who showed behavioral characteristics to be studied. Positive reinforcement of these rewards aims to increase self-motivation and encouragement to reduce disruptive behavior among children by giving the responsibility of leading group activities throughout the intervention. The findings show a positive change in behavior and there is no repetition of disruptive behavior when the learning process is interspersed with interventions and things of interest to children such as the character "Super Hero" Papa Zola in the animated film Boboiboy.*

Keywords: Preschool Children, Behavior, Intervention

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1. Pengenalan

Profession perguruan merupakan tunggak utama terhadap sistem Pendidikan Malaysia. Namun begitu, peranan guru dalam Abad ke -21 terdedah dengan pelbagai cabaran yang memaksa guru memberikan komitmen yang tinggi demi menggalas tanggungjawab sebagai seorang pendidik, pengajar dan pembimbing kepada anak-anak bangsa dalam usaha melahirkan generasi berilmu dan berdaya saing di peringkat global. Cabaran kini bukan sahaja bersifat saintifik dan teknologi malahan lebih tertumpu kepada tingkah laku, tabiat, nilai dan sikap dalam diri kanak-kanak. Ini memperlihatkan pembangunan modul insan pada kini kerana bukan sahaja modal manusia yang memiliki pengetahuan, kemahiran dan kepakaran sahaja, namun insan turut diterjemahkan kepada amalan dan perbuatan yang baik bagi membangunkan kejayaan sesebuah institusi.

Tingkah laku disruptif merupakan sebarang tingkah laku mengganggu dan boleh menjejaskan kelancaran proses pembelajaran yang sedang berlansung dalam kelas dalam pelbagai cara yang memberi impak terhadap individu, guru ataupun keseluruhan kelas. Tingkah laku ini diperlihatkan daripada gerak geri seperti menjerit, bercakap tanpa kebenaran guru, hiperaktif, tidak fokus, bertindak agresif dan tidak mematuhi peraturan yang telah ditetapkan. Hal ini terjadi apabila mereka tidak mampu mengawal perilaku dan emosi dengan baik sehingga mempamerkan perilaku yang tidak jangka.

Rawatan awal (intervensi) perlu diberikan bagi mengatasi masalah tingkah laku untuk mengelakkan perbuatan ini terus menjadi tabiat diri kanak-kanak dan bakal merosakkan keperibadian mereka, sekaligus akan memberi impak negatif kepada tahap perkembangan. Maka, program interversi dilaksanakan dapat mengurangkan dan mengubah tingkah laku disruptif kepada tingkah laku positif dalam diri kanak-kanak. Dapat dijelaskan bahawa interversi merupakan ransangan yang diberikan dalam bentuk pujian ataupun ganjaran dan juga satu proses pemulihan untuk membentuk perilaku yang baik. Pada masa yang sama, kaedah intervensi ini dapat menarik dan mengekalkan minat kanak-kanak untuk terus melibatkan diri dalam aktiviti yang dirancang Oleh itu, untuk merealisasikan kemenjadian murid daripada aspek keperibadian dan nilai, satu kajian menggunakan interversi ‘Topi Kapten Kebenaran Papa Zola’ telah dilaksanakan untuk memahami lebih mendalam mengenai tingkah laku disruptif dalam kalangan kanak-kanak prasekolah.

2. Ulasan Kajian Lepas

Isu kajian-kajian lepas menunjukkan bahawa kanak-kanak prasekolah juga terlibat dengan masalah tingkah laku dalam kelas. Kesan daripada permasalahan ini, dapat dilihat dengan jelas bahawa tingkah laku disruptif dalam kalangan kanak-kanak menjejaskan kelancaran proses pengajaran dan pembelajaran sekaligus menyebabkan objektif pada hari berkenaan tidak berjaya dicapai (Abdullah et al. 2016). Turut menerima impak ialah guru di mana kegagalan untuk membendung masalah ini akan mengakibatkan kanak-kanak berkenaan terus kekal dengan tingkah laku disruptif tanpa sebarang usaha untuk membantu dan membentuk tingkah laku yang positif. Menurut Azmil Hashim (2015) dalam kajian menyatakan bahawa guru perlu mempunyai tahap kesediaan yang tinggi iaitu daripada aspek kemahiran pengajaran dan pembelajaran, penguasaan ilmu pengetahuan, motivasi diri dan personaliti yang positif. Malahan tingkah laku disruptif turut mempengaruhi sikap rakan sebaya yang lain kerana penglibatan rakan sebaya turut menyumbang kepada pembentukan tingkah laku dan akhlak dalam kalangan kanak-kanak (Ambotang el al, 2018). Namun begitu dilihat masih kurang kajian terhadap tingkah laku disruptif dalam kalangan kanak-kanak prasekolah melayu luar bandar. Oleh itu, kajian ini dilaksanakan bagi mengenalpasti tingkah laku disruptif dalam kalangan kanak-kanak dan adakah intervensi yang dilaksanakan dapat mengubah tingkah disruptif kepada tingkah laku positif dengan lebih terperinci kerana permasalahan ini akan memberi impak yang negatif terhadap tumbesaran kanak-kanak sekiranya tidak diatasi dengan segera.

Tujuan Kajian

Secara khusus, kajian yang dilaksanakan ini bertujuan melihat tingkah laku disruptif dalam kalangan kanak-kanak dan adakah intervensi yang dilaksanakan dapat mengubah tingkah disruptif kepada tingkah laku positif dengan lebih terperinci.

Soalan Kajian

Kajian ini bertumpu kepada soalan kajian yang berikut, iaitu:

i. Mengenalpasti tingkah laku disruptif dalam kalangan kanak-kanak prasekolah melayu di luar bandar.
ii. Meneroka sejauh mana keberkesanan interversi 'Topi Kapten Kebenaran Papa Zola' dapat mengubah tingkah laku disruptif dalam kalangan kanak-kanak prasekolah melayu di luar bandar.

Sorotan Literatur

Tingkah laku disruptif ialah merujuk kepada sebarang tingkah laku menjejaskan keberkesanan proses pengajaran dan pembelajaran di dalam bilik darjah misalnya suka mengganggu rakan lain, sering memberontak dalam kelas dan bersifat tidak selamat daripada segi psikologi dan mental (Shrigley, 1979; Feldhusen, 1978; Ab Latif et al. 2016 & Ridzuan Kamis, 2016). Berdasarkan kajian Azizi Yahaya et al. (2007) pula menyatakan bahawa sifat penganggu atau pengacau (disruptif) merupakan kecelaruan tingkah laku di mana fenomena yang luar biasa dan sukar difahami berlaku dalam diri seseorang individu atau kumpulan yang selalunya dikaitkan dengan gangguan mental. Turut terdapat beberapa faktor yang turut mempengaruhi tingkah laku iaitu seperti faktor genetik, keluarga, persekitaran dan akibat trauma masa lalu (Asizah, 2015). Oleh yang demikian, ibu bapa juga perlu memainkan peranan yang penting dalam membentuk tingkah laku yang baik dalam diri kanak-kanak bagi melahirkan masyarakat yang berbudaya, berobjektif serta mempunyai jati diri yang tinggi (Ab Latif et. al 2016).

Bagi pandangan Rasit et al. (2016), Yee et al. (2017), Ryazila Yusof (2016), Umar et al. (2011) pula menyatakan dengan menggunakan pendekatan kooperatif dan berkumpulan serta intervensi ganjaran seperti menonton video klip kanak-kanak, animasi dapat mengubah tingkah laku disruptif disamping dapat memupuk nilai-nilai murni dalam diri kanak-kanak. Berdasarkan hasil kajian yang dijalankan oleh Ishak et. al (2016) dan Syarinah (2015) mendapati dengan mengaplikasikan Intervensi Integrated Play Grup dapat mengurangkan masalah tingkah laku disruptif serta terdapat kesan yang positif terhadap tingkah laku disruptif dalam kalangan kanak-kanak prasekolah dengan menggunakan intervensi token ekonomi, peneguhan dan peraturan.

Dapatan juga ini disokong oleh Ainul et. al (2016) dan Hartman, Kelsey et. al (2016) dengan menyatakan bahawa terdapat pergurangan tingkah laku disruptif terhadap seorang pelajar yang bermasalahan tingkah laku menggunakan pendekatan intervensi "The Good Behavior Game". Manakala pendapat Siti Shahidah et. al (2016) pula menyatakan dengan menggunakan intervensi *Social Story* dan ganjaran dapat meminimakan tingkah laku disruptif disamping meningkatkan kualiti hasil kerja serta perilaku.

Perkara ini turut diperjelaskan oleh Dantini (2011) dalam Annual el al. (2018) yang menyatakan bahawa masalah tingkah laku dalam kalangan pelajar bermasalah pembelajaran bukanlah suatu masalah yang serius tetapi boleh menjadi serius sekiranya tidak dirawat. Jika perlakuan ini tidak dibendung dengan berkesan daripada awal, tidak mustahil ia akan menjadi punca yang membawa kepada terjadinya tingkah laku distruktif yang akan membahayakan pelajar yang lain kerana sifatnya lebih keras dan sukar dikendalikan. Semua penyataan ini menyokong bahawa dengan adanya interversi atau ransangan luar dapat membantu mengurangkan tingkah laku disruptif, namun begitu perlu adaptasikan mengikut keperluan kerana kanak-kanak mempunyai tahap yang berbeza-beza dengan mengambil kira aspek tahap pemikiran, kehalusan perasaan dan peringkat umur.

Metodologi

Kajian ini berbentuk kajian kes dengan menggunakan pendekatan kualitatif. Hal ini sejajar dengan pandangan Yin (2003) yang menyatakan bahawa kajian kes sesuatu fenomena dapat diterokai secara mendalam dengan dibantu kaedah pengumpulan data sebagai bukti-bukti yang menjelaskan fenomena itu. Perubahan tingkah laku kanak-kanak diperhatikan dan diukur melalui bilangan kekerapan tingkah laku disruptif yang dipamerkan oleh kanak-kanak dalam reka bentuk A-B-A iaitu keadaan baseline, keadaan intervensi dan penarikan intervensi. Kekerapan tingkah laku disruptif menjadi sampel yang diukur sebelum, semasa dan selepas penarikan intervensi ketika kanak-kanak mengikuti proses pembelajaran seperti biasa. Reka bentuk A-B-A merupakan satu pendekatan pembelajaran yang menggunakan pengukuhan positif untuk mengurangkan tingkah laku negatif seterusnya dapat meningkatkan kelakuan dan interaksi yang positif.

Tingkah laku disruptif kanak-kanak diperhatikan dalam tempoh satu jam selama tiga minggu berturut-turut semasa kanak-kanak mengikut proses pembelajaran dalam kelas. Namun bagi melihat lebih jelas tingkah laku disruptif, pemerhatian dilakukan selepas waktu rehat. Dengan mengaplikasikan struktur A-B-A di mana reka bentuk A-B-A acapkali digunakan dalam kajian untuk melihat pengubahsuaian tingkah laku yang berlaku terhadap kesan terapi dan intervensi yang dijalankan (Lammers & Badia, 2005). Data yang diperolehi dianalisis menggunakan statstik deskriptif iaitu dengan melihat jumlah sela kekerapan tingkah laku disruptif berlaku.

Perlaksanaan intervensi "Topi Kebenaran Kapten Papa Zola"

Dalam intervensi ini, peserta kajian berpeluang memakai "Topi Kebenaran Kapten Papa Zola" dan diberi tanggungjawab mengetuai aktiviti kumpulan yang dilaksanakan dalam kelas. Secara tidak langsung keadaan ini akan dapat memupuk semangat bekerjsama dan menggalakkan motivasi kanak-kanak ke tahap yang lebih tinggi serta mengcungkil potensi daripada pelbagai aspek perkembangan. Hasil kajian Mohd Asnorhisham et al. (2017) menunjukkan dengan melaksanakan pembelajaran berbentuk aktiviti berkumpulan mampu meningkatkan penguasaan dan keberkesanan pengajaran dalam kalangan kanak-kanak. Bahkan lebih efektif dan memberi kesan yang positif dalam pembentukkan tingkah laku dalam kalangan kanak-kanak.

Peserta Kajian

Kajian kes ini dijalankan di sebuah sekolah luar bandar di sekitar daerah Sepang, Selangor dan pesserta kajian merupakan 3 orang kanak-kanak lelaki berumur 6 tahun. Pemilihan peserta kajian berdasarkan pemerhatian yang dijalankan pada peringkat awal melalui borang senarai semak berkaitan tingkah laku disruptif kanak-kanak ketika proses pengajaran dan pembelajaran dijalankan. Turut disokong dengan hasil perbincangan guru bersama pembantu pengurusan murid melalui pemerhatian setiap hari terhadap tingkah laku responden. Menurut Bailey (2006) bilangan yang dipilih untuk pensampelan sentiasa kecil, namun peserta kajian yang dipilih itu kaya dengan informasi untuk kajian yang sistematik. Dalam kajian ini, pengkaji telah mengambil kira kriteria peserta kajian bagi memenuhi syarat untuk dimasukkan ke dalam kajian ini iaitu berdasarkan kepada ciri-ciri yang berikut:

A) Kanak-kanak melayu luar bandar yang berumur diantara 5-6 tahun.
B) Kanak-kanak yang mempamerkan dan mempunyai rekod tingkah laku disruptif sama ada rekod bertulis mahupun maklumat hasil daripada perbincangan bersama pembantu pengurusan murid.

Instrumen Kajian

Senarai semak dilaksanakan untuk mengenalpasti masalah tingkah laku disruprif dalam kalangan kanak-kanak semasa proses pengajaran dan pembelajaran dilaksanakan. Manakala perekodan kekerapan tingkah laku pula bertujuan merekodkan tingkah laku disruptif kanak-kanak yang telah dikenal pasti dalam tempoh yang ditetapkan. Rekod ini diisi oleh pengkaji melalui pemerhatian iaitu sebelum, semasa dan selepas penarikan intervensi dijalankan bagi membolehkan pengkaji melihat adakah terdapat pengubah suaian tingkah laku dalam diri kanak-kanak sepanjang proses pembelajaran dijalankan.

Dapatan

Berikut adalah hasil pemerhatian terhadap tingkah laku disruptif peserta kajian

Nama Murid		M1												
Tarikh		9 September 2020 (Rabu)												
Tempoh Masa		7.40 hingga 11.30 pagi (4 jam)												
Tempat		Kelas Mustika Hati												
BIL.	Tingkah Laku Disruptif	1	2	3	4	5	6	7	8	9	10	11	12	Jumlah
1.	Hiperaktif	/	/	/	/	/	/	/	/	/	/			10
2.	Suka mengejek kawan	/	/											2
3.	Suka mengganggu kawan	/	/	/	/									4
4.	Suka terjerit-jerit	/	/											2
5.	Membaling benda	/	/	/										3
6.	Tidak menyiapkan tugasan	/												1
7.	Tidak tumpukan perhatian	/	/	/										3
8.	Berdiam diri ketika disoal	/	/	/										3

Rajah 1: Senarai semak bagi mengenal pasti tingkah laku disruptif M1

Hasil daripada pemerhatian dan catatan yang dilakukan, didapati M1 sering kali mempamerkan tingkah laku disruptif sepanjang proses pembelajaran berlangsung. Antara tingkah laku disruptif yang acapkali ditunjukkan oleh M1 sepanjang tempoh 4 jam ialah hiperaktif dengan 10 kali tingkah laku berulangan seperti menggoyangkan kaki dan tangan tanpa henti, meninggalkan kerusi tanpa sebab, berlari dan memanjat kerusi serta bising ketika bermain.

Nama Murid		M2												
Tarikh		10 September 2020 (Khamis)												
Tempoh Masa		7.40 hingga 11.30 pagi (4 jam)												
Tempat		Kelas Mustika Hati												
BIL.	Tingkah Laku Disruptif	1	2	3	4	5	6	7	8	9	10	11	12	Jumlah
1.	Hiperaktif	/	/	/	/	/	/							6
2.	Suka mengejek kawan	/	/											2
3.	Suka mengganggu kawan	/	/	/	/	/	/	/	/	/				9
4.	Suka terjerit-jerit	/	/	/	/	/								5
5.	Membaling benda	/	/	/	/	/	/	/						7
6.	Tidak menyiapkan tugasan	/												1
7.	Tidak tumpukan perhatian	/	/	/	/	/	/							6
8.	Berdiam diri ketika disoal	/	/	/										3

Rajah 2: Senarai semak bagi mengenal pasti tingkah laku disruptif M2

Hasil daripada pemerhatian dan catatan yang dilakukan, didapati M2 turut mempamerkan tingkah laku disruptif sepanjang proses pembelajaran berlangsung. Antara tingkah laku disruptif yang sering kali ditunjukkan oleh M2 ialah suka menggangu rakan sekelas iaitu sebanyak 9 kali seperti menconteng hasil kerja rakan, menyorokkan dan merampas peralatan tulis. Guru menerima banyak aduan tentang perilaku M2 dariapda rakan sekelas dan hal ini turut dilihat mengganggu proses pembelajaran pada hari berkenaan. Ini kerana guru harus berhenti seketika untuk memberi teguran terhadap perilaku M2. Namun dilihat M2 sering mengulangi kelakuannya walaupun telah diberikan amaran oleh guru. Oleh yang demikian, guru merasakan M2 perlu diberikan intervensi bagi mengurangkan tingkah laku disruptif dalam kelas.

Nama Murid		M3												
Tarikh		11 September 2020 (Jumaat)												
Tempoh Masa		7.40 hingga 11.30 pagi (4 jam)												
Tempat		Kelas Mustika Hati												
BIL.	Tingkah Laku Disruptif	1	2	3	4	5	6	7	8	9	10	11	12	Jumlah
1.	Hiperaktif	/	/	/	/	/	/	/	/					8
2.	Suka mengejek kawan	/	/	/	/	/								5
3.	Suka mengganggu kawan	/	/	/	/									4
4.	Suka terjerit-jerit	/	/											2
5.	Membaling benda	/	/	/	/	/								5
6.	Tidak menyiapkan tugasan	/	/	/	/									4
7.	Tidak tumpukan perhatian	/	/	/										3
8.	Berdiam diri ketika disoal	/	/	/	/									4

Rajah 3: Senarai semak bagi mengenal pasti tingkah laku disruptif M3

Manakala hasil daripada pemerhatian dan catatan yang dilakukan terhadap M3 menunjukkan kecenderungan kepada masalah tingkah laku hiperaktif. Sebanyak 8 kali pengulangan perilaku yang sama iaitu meninggalkan kerusi tanpa kebenaran seperti pergi ke tandas tanpa kebenaran guru, bergerak ke kumpulan lain, mengasah pensel warna di tong sampah dan sebagainya. Hal ini dilihat mempengaruhi rakan sekelas yang lain di mana mereka turut melakukan perkara yang sama oleh M3. Pergerakan yang tidak dirancang akan menjejaskan kawalan kelas dan turut menyebabkan kanak-kanak tidak dapat menepati masa untuk menyiapkan tugasan yang diberikan.

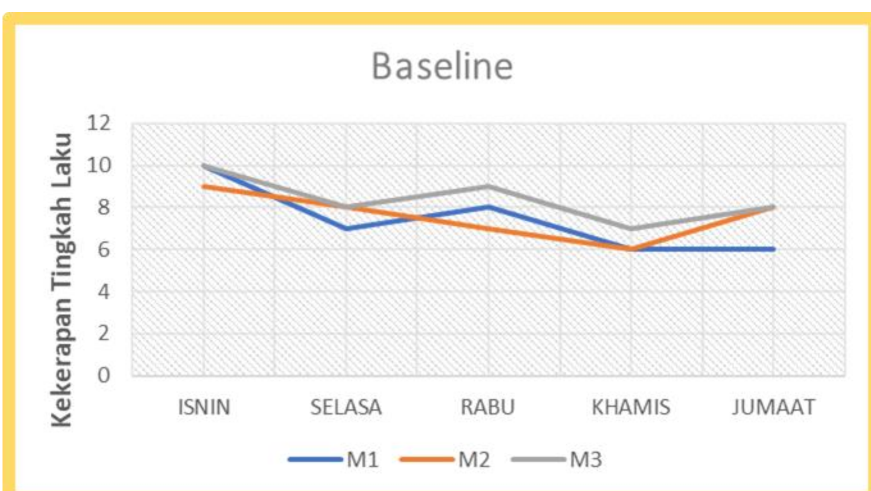
Oleh demikian, pengkaji merasakan perlu ada pengubahsuai tingkah laku yang perlu dilakukan terhadap peserta kajian agar dapat mengurangkan tingkah laku disruptif yang akan menjejaskan kelancaran penyampaian pembelajaran dalam kelas. Selain daripada itu, turut memberi impak kepada tahap perkembangan dan seterusnya akan mempengaruhi tingkah laku rakan sebaya yang lain. Sebagai rumusan, guru perlu mengambil langkah insentif seperti mendedahkan peserta kajian dengan intervensi bersesuaian dengan masalah tingkah laku disruptif yang ditonjolkan sebagai rawatan awal.

Analisis data

Dapatan kajian diperolehi daripada pemerhatian yang dilakukan oleh pengkaji selama 3 minggu. Data dikutip setiap hari ketika peserta kajian terlibat dalam proses pembelajaran iaitu pada waktu rehat (9.50-10.20 pagi) dan selepas rehat (10.20-11.20 pagi). Pada minggu pertama iaitu fasa baseline tiada sebarang intervensi dilaksanakan. Manakala minggu kedua, data diperolehi daripada hasil pemerhatian apabila intervensi dperkenalkan. Pada minggu yang terakhir, tiada sebarang intervensi dilakukan.

Jadual 1: Minggu pertama fasa baseline

Fasa	Hari	Tarikh	Kekerapan Tingkah Laku Disruptif		
			M1	M2	M3
Baseline	Isnin	21/9/2020	10	9	10
	Selasa	22/9/2020	7	8	8
	Rabu	23/9/2020	8	7	9
	Khamis	24/9/2020	6	6	7
	Jumaat	25/9/2020	6	8	8
Jumlah			37	38	42

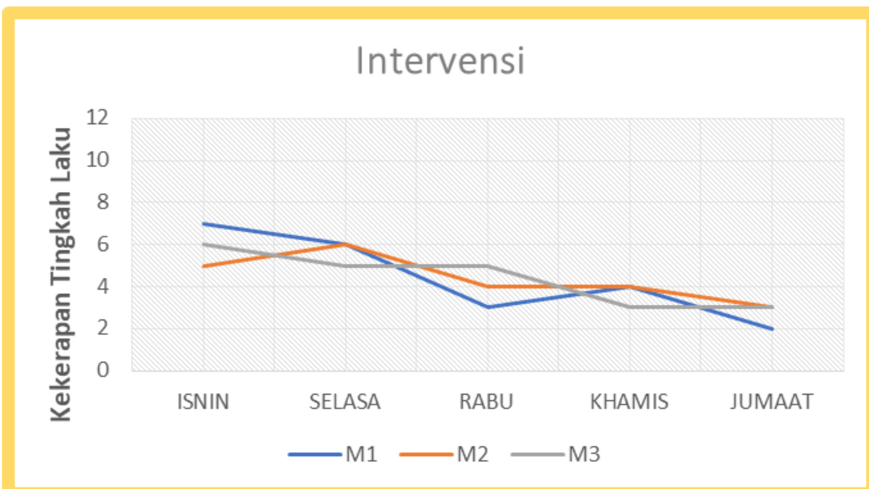


Rajah 4: Rekod kekerapan tingkah laku M1, M2 dan M3 berdasarkan fasa baseline

Merujuk kepada jadual 1 yang menunjukkan keputusan analisis yang dijalankan terhadap peserta kajian. Bagi fasa A iaitu pemerhatian tingkah laku tanpa sebarang intervensi mempamerkan pengulangan tingkah laku disruptif sepanjang 5 hari iaitu sebanyak 37 kali, M2 sebanyak 38 kali dan M3 menunjukkan kekerapan yang paling tinggi iaitu 42 kali. Keadaan ini membolehkan pengkaji melihat tingkah laku disruptif dalam suasana sebenar yang berlaku ketika proses pengajaran dan pembelajaran berlangsung sekiranya tiada sebarang ransangan seperti ganjaran yang diberikan kepada kanak-kanak bagi menghapuskan tingkah laku disruptif.

Jadual 2: Minggu kedua fasa intervensi

Fasa	Hari	Tarikh	Kekerapan Tingkah Laku Disruptif		
			M1	M2	M3
Intervensi	Isnin	28/9/2020	7	5	6
	Selasa	29/9/2020	6	6	5
	Rabu	30/9/2020	3	4	5
	Khamis	1/10/2020	4	4	3
	Jumaat	2/10/2020	2	3	3
Jumlah			22	22	22

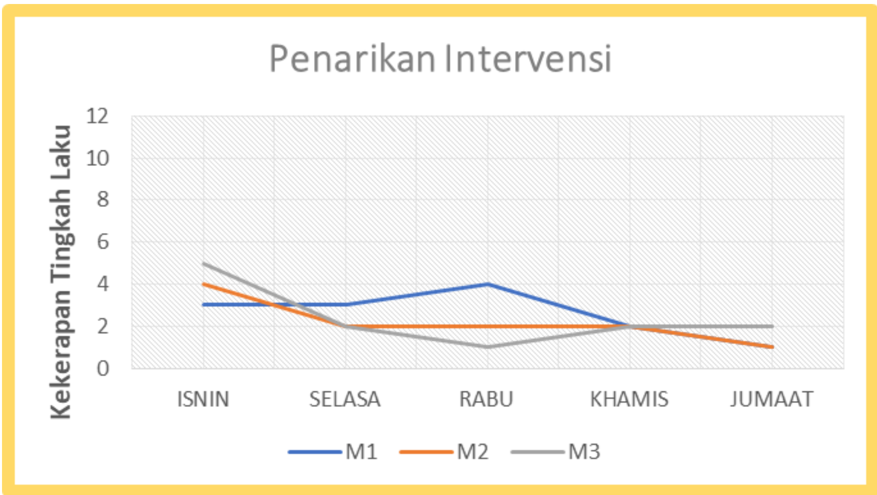


Rajah 5: Rekod kekerapan tingkah laku M1, M2 dan M3 berdasarkan fasa intervensi

Manakala fasa intervensi (jadual 2) pula menunjukkan hasil analisis apabila kanak-kanak didedahkan dengan intervensi “Topi Kebenaran Kapten Papa Zola” sepanjang proses pengajaran dan pembelajaran dilaksanakan. Terdapat pengubahsuaian tingkah laku yang berlaku berbanding fasa yang pertama iaitu masing-masing mempamerkan kekerapan tingkah laku disruptif sebanyak 22 kali sepanjang pemerhatian. Walaupun terdapat penurunan daripada hari ke hari namun nilai yang diperolehi masih tinggi dan agak membimbangkan. Ini kerana kanak-kanak masih belum dapat menerima intervensi yang diberikan dengan sebaiknya. Keadaan ini dapat menjelaskan bahawa kanak-kanak juga memerlukan ruang dan masa untuk menerima sebarang perubahan dalam kehidupan seharian mereka. Dapat dirumuskan bahawa terdapat perubahan tingkah laku yang dipamerkan oleh kanak-kanak setelah intervensi ‘Topi Kapten Kebenaran Papa Zola’ diperkenalkan. Juga dapat dilihat pengalaman dan pembelajaran yang bermakna dapat melahirkan kanak-kanak yang lebih bermotivasi tinggi dalam memperbaiki kelemahan serta sentiasa berusaha meningkatkan kemajuan diri.

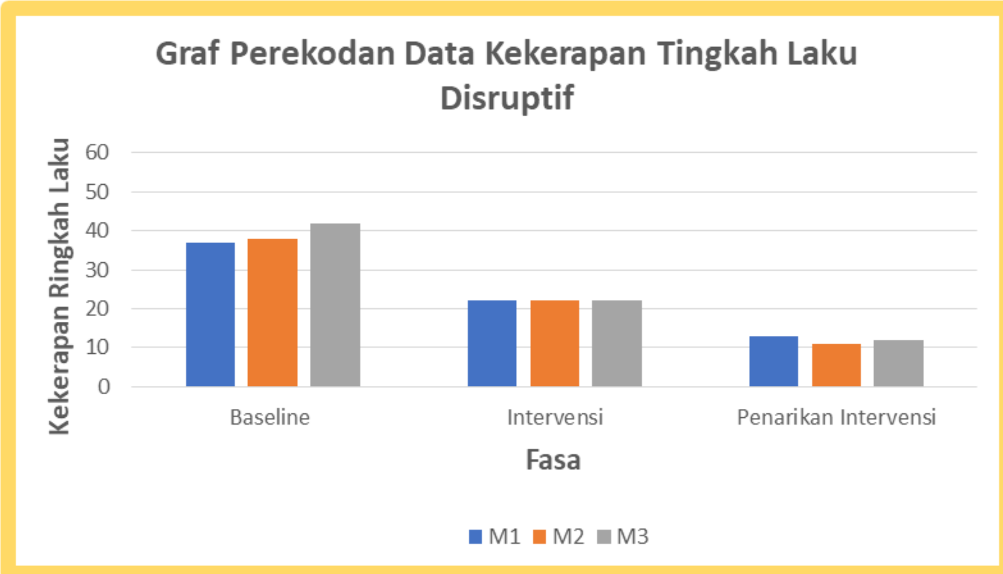
Jadual 3: Minggu ketiga fasa penarikan intervensi

Fasa	Hari	Tarikh	Kekerapan Tingkah Laku Disruptif		
			M1	M2	M3
Penarikan Intervensi	Isnin	5/10/2020	3	4	5
	Selasa	6/10/2020	3	2	2
	Rabu	7/10/2020	4	2	1
	Khamis	8/10/2020	2	2	2
	Jumaat	9/10/2020	1	1	2
Jumlah			13	11	12



Rajah 6: Rekod kekerapan tingkah laku M1, M2 dan M3 berdasarkan fasa penarikan intervensi

Bagi fasa terakhir iaitu fasa penarikan intervensi (jadual 3) menunjukkan hasil yang lebih memberangsangkan berbanding dua fasa yang terdahulu. Dalam fasa ini dilihat terdapat pengurangan tingkah laku disruptif berlaku hampir pada setiap hari apabila M1 memperolehi 13 kali, M2 sebanyak 11 kali dan terakhir M3 sebanyak 12 kali. Sebagai kesimpulan, dengan penarikan intervensi dalam proses pdp tidak akan menjejaskan motivasi kanak-kanak untuk terus berkelakuan baik sepanjang proses Aktiviti yang menarik dan kreatif turut menyumbang kepada penglibatan secara aktif dan pengekalan tingkah laku positif dalam diri individu.



Rajah 7: Graf perekodan data kekerapan tingkah laku disruptif

Berdasarkan rajah 7, terdapat perbezaan bacaan kekerapan tingkah laku disruptif yang ketara berjaya direkodkan di antara fasa baseline sebelum intervensi dengan fasa intervensi dan selepas intervensi. Hasil dapatan menunjukkan terdapat perbezaan yang positif terhadap tingkah laku selepas intervensi dijalankan.

Berdasarkan kajian yang dijalankan didapati bahawa dengan menggunakan intervensi 'Topi Kapten Kebenaran Papa Zola' dapat mengubah tingkah laku disruptif kepada tingkah laku positif dengan memberi pendedahan baru kepada kanak-kanak seperti membina pengalaman yang bermakna dan memberi peluang kepada kanak-kanak merasai sesuatu perkara-perkara baharu dalam hidup mereka. Seterusnya melihat bagaimana mereka menggunakan pengalaman sedia ada dan pengalaman baru bagi membentuk satu kefahaman dalam diri mereka sekaligus membantu meningkatkan perkembangan daripada pelbagai aspek terutama daripada perkembangan bersosial, komunikasi, bahasa dan emosi. Juga mengalakkan kanak-kanak berkolaboarasi dengan melibatkan diri dalam aktiviti berkumpulan misalnya menerima pandangan orang lain dengan hati yang terbuka, bertolak ansur dan sentiasa hormat-menghormati antara satu sama lain. Pembelajaran dengan menggunakan pendekatan kooperatif dan ganjaran dapat mengubah tingkah laku disruptif dalam diri kanak-kanak (Rasit et al. 2016).

Kajian-kajian lepas menunjukkan bahawa galakkan dalam pembelajaran dengan menggunakan pendekatan intervensi adalah sangat relevan. Namun begitu, cara intervensi diadaptasikan perlulah melihat daripada beberapa aspek utama seperti tahap perkembangan, minat dan kesediaan setiap individu dalam menerima sesuatu proses pembelajaran yang hendak disampaikan. Sehubungan dengan itu, perlu ada perancangan yang teliti sebelum sebarang intervensi dilaksanakan kerana setiap individu mempunyai tahap yang berbeza-beza antara satu sama lain. Dengan mengambil kira kepelbagaian perbezaan dalam kelas dapat memastikan aktiviti yang dirancang mampu dilaksanakan dengan sebaiknya tanpa sebarang prejudis. Hal ini bertepatan dalam kajian Mohamad Khairudin Bajuri et al. (2012) menyatakan bahawa dengan mengamalkan pemberian ganjaran mampu mengukuhkan dan meransang minat pelajar di mana ganjaran dapat memberikan motivasi untuk terus meningkatkan prestasi serta menjadi pendorong dalam kalangan rakan yang lain.

Peneguhan yang diberikan secara berterusan atau berkala akan mendorong kanak-kanak menghasilkan kerja yang bermutu tinggi dan dapat mengekalkan perilaku yang diingini. Menurut Rayzila Sofraz Yusof et al. (2016) guru perlu memikirkan cara penyelesaian bagi masalah tingkah laku agar tidak berulang. Oleh itu, peneguhan berbentuk kata pujian dan interversi mampu meningkatkan keberkesanan kawalan kelas dan mengekalkan minat kanak-kanak dalam proses pembelajaran. Manakala peneguhan negatif pula ialah ransangan serta merta yang tidak selesa atau yang menyakitkan. Rangsangan ini dapat dielakkan dengan membuat gerak balas yang betul atau gerak balas yang dikehendaki. Peneguhan negatif masih boleh diaplikasikan dalam proses pembelajaran namun begitu tindakan ini akan menjejaskan emosi dalam diri kanak-kanak. Dalam kajian Fhatin Nurnaqibah Alyaa Mod Noor (2016) dengan menggunakan time –out sebagai interversi bagi mengurangkan tingkah laku disruptif menunjukkan hasil yang positif sekiranya guru seimbangkan dengan kata-kata pujian.

3. Perbincangan dan Kesimpulan

Dengan penggunaan intervensi "Topi Kapten Papa Zola" peserta kajian menunjukkan impak yang positif terhadap pengubahsuaian tingkah laku. "Topi Kapten Papa Zola" ini sesuai dijadikan sebagai bahan sokongan pembelajaran bagi kanak-kanak yang mempunyai tingkah laku disruptif. Justeru, diharapkan hasil dapatan kajian ini dapat memberi faedah kepada kumpulan yang disasarkan oleh penyelidik

i. Kajian ini dapat mengurangkan tingkah laku disruptif dalam kalangan kanak-kanak semasa proses pembelajaran dilaksanakan dalam kelas.
ii. Memberikan motivasi dan galakan kepada kanak-kanak untuk terus bertingkah laku positif sepanjang proses pembelajaran.
iii. Dengan intervensi ini, akan mengekalkan minat dan perhatian kanak-kanak untuk terus melibatkan diri dalam aktiviti yang dijalankan.
iv. Responden turut menunjukkan percapaian yang baik secara berperingkat daripada pelbagai aspek perkembangan misalnya kemahiran literasi, pemimpin, sosial dan kognitif.

Penggunaan intervensi merupakan satu cara penghapusan tingkah laku disruptif dalam kalangan kanak-kanak prasekolah melayu luar bandar. Hasil kajian menunjukkan bahawa terdapat pengubahsuaian tingkah laku dalam kalangan kanak-kanak apabila mereka didedahkan dengan intervensi pada peringkat awal. Oleh yang demikian, rutin ini perlu dilanjutkan bagi memastikan tiada pengulangan tingkah laku disruptif dengan cara guru mempelbagaikan aktiviti dalam kelas bagi mengekalkan tingkah laku positif antaranya memperkenalkan permainan sensori seperti bermain doh, bermain pasir, aktiviti fizikal, aktiviti seni dan sebagainya. Menurut Mahfuzal Zainol (2016) masalah sensori yang dihadapi oleh kanak-kanak akan memberi impak negatif terutamanya terhadap tingkah laku, kemahiran motor, kognitif dan juga emosi yang menyebabkan proses pembelajaran kanak-kanak terganggu. Oleh itu, dengan menguasai perkembangan sensori, kanak-kanak dapat didedahkan cara pengurusan tingkah laku yang baik disamping meningkatkan pelbagai kemahiran seperti kemahiran berfikir, bahasa dan sosial. Masalah tingkah laku dapat dikurangkan melalui aktiviti yang melibatkan permainan (Ishak et al. 2016). Oleh itu, pengkaji mengharapkan kajian ini dapat membantu para guru, ibu bapa mahupun masyarakat kepentingan melaksanakan kepelbagaian aktiviti dalam membentuk dan mengurus tingkah laku positif dalam kalangan kanak-kanak luar bandar.

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Kesediaan Komuniti Hulu Terengganu Dalam Aktiviti Ekopelancongan

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Abstrak: *Ekopelancongan merupakan salah satu cabang sektor pelancongan yang penting di Malaysia pada masa kini. Aktiviti ekopelancongan merupakan satu aktiviti ekonomi yang menyumbang kepada pendapatan negara dan dapat meningkatkan taraf hidup komuniti setempat. Penglibatan komuniti setempat terutamanya komuniti belia luar bandar dalam aktiviti ekopelancongan dapat menawarkan peluang pekerjaan seperti pemandu pelancong (nature guide), terlibat dalam aktiviti perniagaan dalam sektor ekopelancongan, mendapat faedah daripada aktiviti dan produk ekopelancongan dan berpeluang meluaskan rangkaian sosial. Namun, kesediaan komuniti dalam aktiviti ekopelancongan ini menjadi isu utama bagi usaha pembangunan pelancongan yang berjaya. Oleh itu, artikel ini bertujuan untuk melihat kesediaan komuniti belia luar bandar dalam aktiviti ekopelancongan di Hulu Terengganu. Kajian ini dijalankan semasa Program Penghayatan Alam: Apresiasi Flora dan Fauna yang telah dilaksanakan pada 25 hingga 27 Julai 2017 bertempat di Hutan Lipur Sekayu, Hulu Terengganu. Data dikumpulkan melalui borang soal selidik. Jumlah peserta yang terlibat adalah seramai 50 orang yang berasal dari kampung-kampung di sekitar Hulu Terengganu. Dapatan menunjukkan majoriti responden tidak pernah menghadiri sebarang program seperti ini dan tidak pernah mendapat latihan sebagai pemandu pelancong. Tujuh faktor utama responden menghadiri program penghayatan alam ini ialah untuk meningkatkan ilmu pengetahuan, menimba pengalaman, mengisi masa terluang, faktor minat untuk menceburi bidang pemandu pelancong, meningkatkan kesedaran, bersesuaian dengan bidang dan faktor peranan keluarga. Walaupun majoriti daripada responden tidak terlibat dalam aktiviti ekopelancongan, namun selepas mengikuti program ini, majoriti responden berminat untuk menjadi pemandu pelancong dan bersedia untuk menghadiri Kursus Pemandu Pelancong Alam Semulajadi (nature guide) di masa hadapan. Hal ini menunjukkan bahawa majoriti belia yang menghadiri program ini bersedia untuk terlibat dalam aktiviti ekopelancongan di tempat mereka.*

Kata Kunci: kesediaan, belia, luar bandar, ekopelancongan

Abstract: *Ecotourism is one of the important tourism sector in Malaysia at present. Ecotourism is an economic activity that contributes to the national income and improve the living standards of local communities. The involvement of local communities, especially rural youth community in ecotourism activities can offer jobs such as nature guide, engage in business activities in the ecotourism sector, benefit from the activities and ecotourism products and the opportunity to* *expand social networks. However, community readiness in these ecotourism activities is a key issue for successful tourism development efforts. Therefore, this article aims to see the readiness of the rural youth community in ecotourism activities in Hulu Terengganu. This study was conducted during the Nature Appreciation Program: Flora and Fauna which was implemented on 25 to 27 July 2017 at Hutan Lipur Sekayu, Hulu Terengganu. Data were collected through questionnaires. The number of respondents is 50 people who came from the villages around Hulu Terengganu. The findings showed that the majority of respondents had never attended any program like this and never trained as nature guides. The seven main factors of respondents attending this program are to improve the knowledge, gain experience, fill free time, interest factors to venture into the field of nature guides, increase awareness, suit the field and family role factors. Although the majority of respondents did not engage in ecotourism activities, but after joining the program, the majority of respondents are interested in becoming a nature guide and willing to attend courses Nature Guide in the future. It shows that majority of youths who attend this program are ready to engage in ecotourism activities in their place.*

Keywords: readiness, youth, rural, ecotourism

1. Pengenalan

Ekopelancongan merupakan pelancongan yang bertujuan ke arah penggalakan skala kecil pelancongan yang berimpak rendah di kawasan semula jadi seperti taman negara, taman negeri, hutan lipur dan lain-lain. Ekopelancongan mendidik para pelancong sebagai sebahagian daripada konsep ekopelancongan dan pada masa yang sama menyediakan dana untuk pemuliharaan ekologi dan pembangunan ekonomi kepada komuniti setempat (Clifton, 2004). Ekopelancongan merupakan perjalanan yang bertanggungjawab terhadap alam sekitar untuk menikmati dan menyedari sifat-sifat semula jadi termasuk kebudayaan, pemuliharaan alam sekitar, meninggalkan kesan negatif yang rendah serta melibatkan komuniti setempat dalam aktiviti sosioekonomi yang positif (Scheyvenes, 1999; Ross & Wall, 1999; Weaver, 2001). Konsep ekopelancongan turut berlandaskan kepada beberapa prinsip iaitu membantu industri pelancongan mencapai matlamatnya dan seharusnya disokong oleh pihak berkepentingan yang lain seperti pengusaha pusat pelancongan, agensi pelancongan dan penduduk tempatan (Eagels, 1996).

Aktiviti ekopelancongan pada masa kini merupakan salah satu cabang sektor pelancongan yang penting di Malaysia kerana ia berkait rapat dengan konsep pelancongan lestari. Pelancongan lestari bermaksud sumber-sumber pelancongan semulajadi seperti ekopelancongan, kebudayaan dan lain-lain yang dipulihara untuk penggunaan yang berterusan pada masa hadapan tanpa menjejaskan peluang masyarakat pada masa kini untuk mendapatkan manfaatnya (Honey, 2008). Oleh yang demikian, ekopelancongan merupakan sejenis aktiviti pelancongan yang berterusan untuk memulihara, menyediakan pelbagai kemudahan di kawasan yang mempunyai tarikan pelancong, sama ada tarikan alam semulajadi atau ekologi buatan, melalui pemodenan infrastruktur fizikal dan sosial di kawasan tersebut sehingga menjadi satu aktiviti ekonomi yang menyumbang kepada pendapatan negara dan pada masa yang sama mampu meningkatkan taraf hidup komuniti setempat (Murphy, 2013).

Komuniti setempat pula perlu mempunyai pengetahuan ekopelancongan yang mencukupi bagi membolehkan mereka untuk terlibat secara berkesan dalam aktiviti tersebut. Penglibatan komuniti khususnya golongan belia menawarkan peluang pekerjaan yang luas seperti pemandu pelancong (nature guide). Golongan ini adalah golongan yang amat produktif dalam membangunkan kegiatan ekonomi disebabkan kekuatan fizikal dan mental yang dimiliki (Choy et.al, 2017).

Terdapat dua jenis produk ekopelancongan iaitu pulau dan pantai serta alam semulajadi dan aktiviti lasak. Produk ekopelancongan yang terdapat di Negeri Terengganu adalah seperti Pulau Redang, Pulau Perhentian, Pulau Lang Tengah, Pulau Kapas dan Tasik Kenyir (Set, 2013). Tasik Kenyir merupakan produk ekopelancongan yang terdapat di Hulu Terengganu dan termasuk dalam produk ekopelancongan alam semulajadi dan aktiviti lasak. Sumbangan ekopelancongan utama di Tasik Kenyir adalah kawasan berasaskan alam semulajadi, tarikan alam sekitar, pendidikan, budaya dan warisan, pemeliharaan dan pemuliharaan, pengembaraan ekologi dan penglibatan masyarakat setempat (Adam, 2018). Berkaitan dengan pengenalan di atas, artikel ini bertujuan untuk melihat kesediaan golongan belia dalam aktiviti ekopelancongan dalam komuniti setempat Hulu Terengganu.

2. Ulasan Kajian Lepas

Penglibatan Komuniti Tempatan dalam Sektor Ekopelancongan

Kejayaan penglibatan masyarakat setempat dapat dilihat berdasarkan beberapa kajian sebelumnya seperti pro-poor tourism, Community Based Tourism dan ecotourism yang memberi manfaat kepada masyarakat setempat melalui pelancongan (Chin, 2009). Sektor ekopelancongan berasaskan penyertaan komuniti merupakan sektor pelancongan yang pesat membangun di Malaysia dari tahun 90-an sehingga Malaysia menggubal pelan pembangunan iaitu National Ecotourism Plan 1996 (NEP, 1996). Pada tahun 2016, Kementerian Pelancongan dan Budaya Malaysia telah melancarkan National Ecotourism Plan 2016-2025 untuk menggabungkan kesemua kajian mengenai ekopelancongan di bawah NEP 1996, menilai kejayaan dan kelemahan NEP 1996 dan mencadangkan polisi, strategi dan pelan tindakan untuk menambah baik pengurusan dan pembangunan ekopelancongan.

Ekopelancongan merupakan salah satu bentuk keterlibatan komuniti dan Community Based Tourism merupakan alat dalam pembangunan komuniti (Leksakundilok, 2004). Penglibatan komuniti meningkatkan peluang untuk program pelancongan mencapai objektif pelancongan lestari, namun terdapat masalah dalam usaha mendapatkan penglibatan komuniti itu. Rahnema (1992) mengutarakan beberapa keadaan di mana istilah ‘penglibatan’ disalahgunakan termasuklah dikatakan sebagai satu cara untuk memanipulasi penduduk tempatan supaya mereka menerima program-program kerajaan, yang memenuhi objektif pihak kerajaan tetapi bercanggah dengan objektif komuniti tempatan itu sendiri. Istilah penglibatan ini juga digunakan untuk menarik pihak-pihak tertentu supaya menghulurkan pembiayaan tanpa usaha yang jelas bagi mewujud dan mengimplentasikan elemen penglibatan dalam projek pembangunan. Dalam semua kes tersebut, penglibatan hanya ada pada nama sahaja tanpa bentuk struktur yang jelas. Harus juga difikirkan dan mengenalpasti bagaimana komuniti tempatan sepatutnya melibatkan diri dalam pembangunan pelancongan dan samada ‘penglibatan’ yang menjurus kepada komuniti mempunyai kawalan ke atas sumber-sumber dan keadaan mereka pada masa akan datang. Tahap kawalan yang dimiliki sesebuah komuniti dalam projek pembangunan adalah merupakan elemen yang penting dalam kelestarian (Mowforth dan Munt, 1998).

Terdapat tujuh jenis penglibatan penduduk tempatan dalam projek pembangunan di dalam komuniti mereka iaitu penglibatan manipulatif, penglibatan pasif, penglibatan melalui perundingan, penglibatan bermotivasikan pulangan material yang diperlukan oleh penduduk, penglibatan berperanan, penglibatan interaktif dan penglibatan pergerakan sendiri (Mowforth dan Munt, 1998).

Kesediaan Komuniti Luar Bandar dalam Sektor Ekopelancongan

Pembangunan industri pelancongan luar bandar amat bergantung kepada pembangunan perniagaan mikro dan kecil dalam pelbagai sektor untuk merangsang ekonomi tempatan, sekaligus memberi manfaat kepada masyarakat tempatan dari segi perkembangan ekonomi, budaya sosial, perkhidmatan, dan taraf hidup (Nunkoo & Gursoy, 2012). Ekopelancongan dianggap mampu membangunkan komuniti terutamanya golongan wanita dan belia (Scheyvens, 1999; 2000; 2007). Melalui sektor ekopelancongan, ahli komunti setempat di luar bandar diberikan peluang pekerjaan, mendapat faedah daripada aktiviti dan produk ekopelancongan, berpeluang meluaskan rangkaian sosial, memulakan perniagaan atau perusahaan baru dan terlibat dalam pembuatan keputusan khususnya berkaitan pelaksanaan dan pengurusan sektor ekopelancongan (Schevvens, 2007). Melalui blueprint transformasi luar bandar, terdapat enam fokus utama dengan 19 transformasi yang ingin dicapai dalam tempoh pelaksanaan bermula 2016 hingga 2020. Fokus utama yang ingin dicapai ialah melibatkan prasarana luar bandar, pembangunan belia luar bandar, ekonomi, keusahawanan, modal insan dan sistem penyampaian (Rashid, 2001).

Banyak komuniti di negara-negara membangun mempunyai keperluan untuk menyara kehidupan mereka menggunakan sumber-sumber yang terdapat dalam komuniti mereka sendiri (Salleh, 2004). Wujudnya industri pelancongan di sesebuah kawasan, dapat meningkatkan peluang pembangunan setempat terutamanya kawasan pedalaman. Industri pelancongan dapat membantu pembangunan sesebuah kawasan dan komuniti terutamanya kawasan luar dan pinggir bandar seperti peluang pekerjaan dan aktiviti ekonomi (Halim et.al, 2017). Namun, tahap kesediaan adalah isu utama bagi usaha pembangunan pelancongan yang berjaya.

Teori kesediaan komuniti didasarkan kepada masyarakat dengan menggunakan kaedah yang sistematik dan dapat dipindahkan secara berperingkat untuk membangunkan dan melaksanakan program yang berkesan (Khatun et.al, 2016). Langkah pertama adalah membentuk pasukan komuniti setempat yang bertanggungjawab dan mempersiapkan pasukan itu dengan menggunakan model kesediaan. Langkah seterusnya adalah menentukan tahap kesediaan komuniti berhadapan dengan masalah yang berkenaan (Edwards et.al, 2000). Menurut Khatun et. al, (2016), terdapat empat elemen yang perlu diketengahkan untuk mengenal pasti kesediaan masyarakat setempat terhadap sesuatu program. Elemen tersebut adalah; i) kesediaan teras; ii) kesediaan teknologi; iii) sumber manusia; dan iv) kesediaan motivasi.

Contohnya Komuniti Ulu Dong menyambut baik projek ekopelancongan yang dibangunkan di kawasan mereka. Kepelbagaian peluang pekerjaan yang boleh dilakukan mereka menyebabkan mereka memberi tanggapan yang positif. Kepelbagaian khazanah alam seperti flora dan fauna, air terjun, sumber hutan menyebabkan Ulu Dong menjadi mukim yang boleh diterokai kerana pelbagai sumber semulajadi yang boleh digunakan oleh komuniti dalam menjadikan sumber pendapatan utama. Lebih-lebih lagi apabila Lata Jarum dibangunkan sebagai kawasan ekopelancongan menyebabkan mereka didedahkan dengan pelbagai peluang pekerjaan. Antara pekerjaannya seperti pemandu pelancong, pengusaha dan pengurusan chalet, peniaga gerai dan sebagainya. Selain itu, galakan pelancong secara beramai-ramai juga menggalakkan perkembangan industri kecil sederhana (IKS) dengan baik. Penglibatan komuniti khususnya golongan belia dalam kegiatan ekopelancongan Lata Jarum yang menawarkan peluang pekerjaan yang luas contohnya sebagai pemandu pelancong, “nature guide”, dan menjadi artis-artis kesenian asli mengikut keperluan ekopelancongan semakin meningkat dengan pesatnya (Choy, 2017).

3. Metodologi kajian

Kajian ini dijalankan semasa Program Penghayatan Alam: Apresiasi Flora dan Fauna yang telah dilaksanakan pada 25 hingga 27 Julai 2017 bertempat di Hutan Lipur Sekayu, Hulu Terengganu. Program tersebut diadakan bagi menarik minat peserta untuk menjadikan nature guide sebagai kerjaya mereka memandangkan peluang kerjaya tersebut mempunyai prospek ekonomi yang tinggi kepada komuniti setempat dan kerajaan negeri. Statistik menunjukkan permintaan terhadap ekopelancongan semakin meningkat dari semasa ke semasa namun keterlibatan komuniti setempat dalam kerjaya nature guide berlesen masih tidak mencukupi. Program ini dijalankan bertujuan untuk i) memberi pendedahan kepada peserta tentang kepentingan memelihara alam semula jadi, ii) mengenali spesis flora dan fauna yang terdapat di sekitar kawasan Hutan Lipur Sekayu, iii) menarik minat komuniti setempat dan Orang Asli untuk menjadi pemandu pelancong setempat dan menjana pendapatan alternatif bagi membantu meningkatkan taraf sosioekonomi mereka dan iv) menyediakan landasan untuk menggabungkan ilmu saintifik daripada pakar-pakar daripada Universiti Malaysia Terengganu dan ilmu tradisi masyarakat setempat.

Jumlah peserta yang terlibat adalah seramai 50 orang yang berasal dari kampung-kampung di sekitar Hulu Terengganu. Terdapat dua soal selidik yang telah diedarkan kepada peserta iaitu soalan kaji selidik sebelum dan selepas program.

4. Perbincangan

Maklumat demografi responden seperti jantina, kampung, jawatan responden di perkampungan mereka, tempoh menetap di Hulu Terengganu, umur, tahap pendidikan, pekerjaan dan pendapatan adalah sepertimana jadual 1.

Jadual 1: Taburan Responden Kajian

Demografi	Kategori	Peratus
Jantina	Lelaki	65.8
	Perempuan	34.2
Kampung	Kg.Padang Setar	5.3
	Felda Bukit Bading	10.5
	Kg. Bukit Diman	7.9
	Kg.Lubuk Batu	2.6
	Kg. Kubang Palas	18.4
	Kg. Kuala Menjing	2.6
	Kg.Gaung	2.6

	Kg.Payang Kayu	5.3
	Kg.Landas	2.6
	Sekayu	7.9
	Kg. Tok Dor	5.3
	Kg.Basong	2.6
	Kg. Baru Sungai Mali	2.6
	Kg. Tok Gebok	5.3
	Kg. Batu 18	5.3
	Ajil	2.6
	Mengkawang	2.6
	Felda Jerangau Barat	2.6
	Kg Rahmat	2.6
	Kg. Buluh	2.6
Jawatan di Kampung	Setiausaha Belia 4B & JKKK Belia dan Teknologi Maklumat	2.6
	Tiada	78.9
	AJK Belia, AJK Puteri	5.3
	JK KRT	2.6
	Naib Pengerusi Belia & AJK SKS	2.6
	AJK Belia 4B	7.9
Tempoh Menetap	5 Tahun dan kebawah	18.4
	6 hingga 15 tahun	44.7
	16 hingga 27 tahun	36.8
Umur	20 Tahun dan Kebawah	21.1
	21 hingga 25 Tahun	52.6
	26 hingga 30 Tahun	13.2
	31 Tahun dan Keatas	13.2
Tahap Pendidikan	SPM	50.0
	STPM	5.3
	Sijil	7.9
	Diploma	26.3
	Ijazah Sarjana Muda	10.5
Pekerjaan Utama	Tiada Maklumat	13.2
	Bekerja sendiri	2.6
	Belum bekerja	34.2
	Berniaga	2.6
	Driver Houseboat	2.6
	Guru Pintar Quran	2.6
	Juru teknik komputer	2.6
	Kimpalan	2.6
	Night auditor	2.6
	Pelajar	2.6
	Pemandu pelancong	2.6

	Petani	2.6
	petani/pekebun	2.6
	Sendiri	5.3
	Shell desa damai	2.6
	Storkeeper	2.6
	Tiada	7.9
	Tukang Masak	2.6
	Wearing man	2.6
Pekerjaan Sambilan	Tiada Maklumat	31.6
	Baiki motor	2.6
	Basuh pinggan	2.6
	Bekerja	2.6
	Bekerja sebagai pengurus kedai runcit	2.6
	Belum bekerja	2.6
	Berniaga	2.6
	Car wash	2.6
	Guru Tuisyen dan penternak ikan keli	2.6
	Hiking	2.6
	Katering	2.6
	Krew houseboat kenyir	2.6
	Menternak	2.6
	Online business	2.6
	Pekebun	2.6
	Peneroka sawit	2.6
	Sawit	2.6
	Sport and Recreation	2.6
	Sukarelawan	2.6
	Tiada	18.4
	Tukang Gunting	2.6
Pendapatan sebulan	Kurang RM500	7.9
	RM501-RM1000	7.9
	RM1001-RM1500	5.3
	RM1501-RM2000	5.3
	RM2001-RM2500	2.6
	RM2501-RM3000	2.6
	Lebih RM3001	2.6
	Tiada	65.8
Bilangan Isi Rumah	2 orang dan kebawah	18.4
	3 hingga 6 orang	52.6
	7 hingga 10 orang	21.1
	Tiada Maklumat	7.9

Jadual 1 menunjukkan bahawa responden terdiri daripada 20 buah kampung di sekitar Hulu Terengganu yang majoritinya adalah terdiri daripada lelaki (65.8%). Kebanyakan responden tidak memegang apa-apa jawatan di kampung mereka (78.9%). Dari segi umur, kebanyakan responden adalah dalam lingkungan umur 21 hingga 25 tahun (52.6%), walaubagaimanapun tempoh menetap paling lama adalah dalam lingkungan 6 hingga 15 tahun. Bilangan isi rumah yang tertinggi adalah 3 hingga 6 orang. Majoriti responden mempunyai tahap pendidikan sehingga SPM, walaubagaimanapun terdapat juga responden yang mendapat pendidikan sehingga tahap Ijazah Sarjana Muda. Rata-rata responden masih belum bekerja dan tidak mempunyai sebarang pendapatan dan ini memberi peluang kepada mereka untuk menceburi sektor ekopelancongan dengan menjadi pemandu pelancong.

Jadual 2: Penyertaan dalam Program Lain yang berkaitan

Penyertaan dalam Program Lain		Peratus
Pernahkan anda menghadiri sebarang program seperti ini	Ya	18.4
	Tidak	81.6
	Tidak dan Tiada Maklumat	92.1
Ya, Nyatakan	Ekspedisi, karnival belia	2.6
	Eksplorasi negeri kedah dan kayak bintang 3	2.6
	Program penghayatan alam di Pulau Kapas program Belia	2.6

Majoriti responden tidak pernah menghadiri sebarang program seperti ini sebelum ini (81.6%). Ini kerana mereka tidak mendapat sebarang maklumat berkenaan program seperti ini (92.1%).

Jadual 3: Penyertaan dalam Latihan Sebagai Pemandu Pelancong

Latihan Sebagai Pemandu Pelancong		Peratus
Pernahkah anda menghadiri sebarang latihan sebagai pemandu pelancong	Ya	5.3
	Tidak	94.7
Ya, Nyatakan penganjur latihan	Tidak dan Tiada Maklumat	97.4
	PERHILITAN	2.6
Adakah anda seorang pemandu pelancong berlesen	Tidak	100.0

Berdasarkan jadual 3, 94.7 peratus responden tidak pernah menghadiri sebarang latihan sebagai pemandu pelancong dan 5.3 peratus yang menghadiri latihan sebagai pemandu pelancong masih lagi tidak menjadi pemandu pelancong berlesen. Oleh itu, kursus seperti ini amat memberi manfaat kepada mereka.

Jadual 4: Faktor Dorongan Menghadiri Program Penghayatan Alam

Dorongan Menghadiri Program Penghayatan Alam	Faktor	Peratus
Belajar tentang alam semulajadi	Meningkatkan Ilmu Pengetahuan	44.7
Dapat mengenali burung-burung		
Dapat mengenali flora dan fauna dan mendapat lebih pengalaman tentang alam		
Ingin menambah ilmu pengetahuan dan menambahkan pengalaman		
Ingin menambah pengetahuan, ingin sijil sebagai pemandu pelancong		
Ingin mengenal dan mencuba sesuatu yang jarang ditemui tentang flora dan fauna		
Ingin mengetahui mengenai program penghayatan alam, termasuk flora dan fauna		
Ingin mengenali flora dan fauna		
Keinginan untuk menimba ilmu mengenai pemandu pelancong		
Menambah ilmu pengetahuan dalam bidang pelancongan dan mencari insentif untuk menjana pendapatan		
Menambah ilmu sebagai pemandu pelancong		
Mengenal lebih ramai penggiat aktiviti luar dan menambah pengetahuan sedia ada		
Mengenali tentang flora dan fauna		
Menimba ilmu tentang flora dan fauna serta berminat untuk mempelajari ilmu alam		
Menimba ilmu, pengalaman baru, melatih diri untuk bergaul dengan orang ramai		
Untuk menambah ilmu dalam penghayatan alam		
Mahu mengenal jenis burung, merasai pengalaman tentang penghayatan alam flora dan fauna		
Ibubapa	Peranan Keluarga	2.6
Ingin benda baru, mengumpul pengalaman, sukarela	Menimba Pengalaman	13.2
Ingin mencuba benda baharu untuk pengalaman		
Mencari pengalaman		
Mencari pengalaman dan mencari rakan untuk mengeratkan silatulrahim		
Sukarela ingin mencari pengalaman dan mengenali, serta menambah ilmu		
Kesedaran untuk menjadikan flora dan fauna sebagai sumber pendapatan serta lebih menghargai flora dan fauna kawasan setempat	Meningkatkan kesedaran	5.3
Rasa ingin tahu tentang selok belok alam flora dan fauna		
Kesesuian dengan bidang yang dipelajari di universiti		5.3

Membantu dalam bidang yang saya ceburi	Sesuai dengan bidang	
Mengisi masa terluang	Mengisi masa terluang	13.2
Mengisi masa terluang sambil ingin pengalaman baru		
Mengisi masa terluang, mendapat pengalaman menarik		
Nak tengok alam sekitar		
Untuk menghayati alam		
Minat yang mendalam terhadap hutan dan ingin menjadi pemandu pelancong berlesen	Minat	10.5
Pengisian program yang berimpak tinggi dan minat terhadap flora dan fauna		
Untuk menceburi bidang pemandu pelancong		
Untuk mengetahui cara-cara untuk menjadi pemandu pelancong		
Tiada Maklumat	Tiada	5.3

Terdapat tujuh faktor utama yang menyebabkan responden menghadiri program penghayatan alam iaitu meningkatkan ilmu pengetahuan (44.7 peratus), menimba pengalaman (13.2 peratus), mengisi masa terluang (13.2 peratus), faktor minat untuk menceburi bidang pemandu pelancong (10.5 peratus), meningkatkan kesedaran (5.3 peratus), bersesuaian dengan bidang (5.3 peratus) dan faktor peranan keluarga (2.6 peratus).

Jadual 5: Harapan daripada Program Penghayatan Alam

Harapan	Peratus
Mendapat pengalaman baru	10.5
Menimba ilmu pengetahuan	36.8
Memupuk kesedaran	31.6
Dorongan Kerjaya	10.5
Lain-lain	5.3
Tiada	5.3

Terdapat 4 faktor utama yang responden harapkan daripada program ini iaitu untuk menimba ilmu pengetahuan (36.8 peratus), memupuk kesedaran (31.6 peratus), untuk mendapat pengalaman baru (10.5 peratus) dan sebagai dorongan untuk kerjaya pemandu pelancong (10.5 peratus).

Jadual 6: Jenis Sumber Flora dan Fauna yang digunakan

Penggunaan Sumber Flora dan Fauna		Peratus
Penggunaan Sumber Flora dan Fauna	Ya	60.5
	Tidak	39.5
Sumber Flora	Sungai	82.8
	Air terjun	
	Batang pinang	

	Buluh	
	Daun palas	
	Daun tapai	
	Herba	
	Kayu	
	Paku pakis	
	Pucuk midin	
	Rotan	
	Tumbuhan	
	Ulam-ulaman	
	Kelapa	
	Buah	
	Bukit	
	Bunga	
	Daun getah	
	Daun kesum	
	Daun Sirih	
	Pokok pisang	
	Terung bulat kecil	
	Akar kayu	
	Cendawan	
	Kunyit	
	Petai	
Sumber Fauna	Ikan	17.2
	Lain-lain haiwan	

Sebanyak 60.5 peratus responden menggunakan sumber - sumber daripada hutan di sekitar kampung mereka. Di antara sumber flora yang digunakan ialah seperti sungai, air terjun, batang pinang, buluh, daun palas, daun tapai, herba, kayu, paku pakis, pucuk midin, rotan, tumbuhan, ulam-ulaman, kelapa, buah, bukit, bunga, daun getah, daun kesum, daun sirih, pokok pisang, terung bulat kecil, akar kayu, cendawan, kunyit dan petai manakala sumber fauna seperti ikan dan haiwan lain.

Jadual 7: Kegunaan Sumber Flora dan Fauna

Kegunaan Sumber Flora dan Fauna		**Peratus**
Kegunaan sendiri atau untuk dijual	Sendiri	60.5
	Tidak	39.5
Kegunaan Sendiri, Bahan Binaan	Ya	26.3
	Tidak	39.5
	Tiada Maklumat	34.2
Kegunaan Sendiri, Bahan Makanan	Ya	55.3
	Tidak	10.5
	Tiada Maklumat	34.2

Kegunaan Sendiri, Ubat - Ubatan	Ya	28.9
	Tidak	36.8
	Tiada maklumat	34.2
Kegunaan Sendiri, Nyatakan	Tidak dan Tiada Maklumat	81.6
	hiasan	7.8
	tanaman	5.2
	tiada	5.3
Sekiranya dijual, Berapa hasil yang diperolehi	Tiada maklumat	89.5
	RM300.00	2.6
	RM500.00	7.9

Rata-rata responden (60.5 peratus) menggunakan sendiri sumber-sumber flora dan fauna berbanding untuk dijual. Mereka menggunakan sumber flora dan fauna ini sebagai bahan binaan, sumber makanan, sumber perubatan tradisional dan lain-lain seperti sebagai hiasan dan tanaman sahaja.

Jadual 8: Penglibatan dalam Aktiviti Pelancongan

Penglibatan dalam Aktiviti Pelancongan		Peratus
Penglibatan dalam aktiviti pelancongan	Ya	15.8
	Tidak	84.2

Sebanyak 84.2 peratus responden tidak terlibat dalam aktiviti pelancongan. Walaubagaimanapun, sebanyak 15.8 peratus responden yang terlibat dalam aktiviti pelancongan menjalankan aktiviti-aktiviti seperti membawa houseboat, membawa pelancong untuk aktiviti di dalam hutan seperti mendaki gunung dan memancing serta membawa pelancong ke Tasik Kenyir.

Jadual 9: Isu/Masalah dalam Usaha Pelancongan

Isu/Masalah dalam Usaha Pelancongan		Peratus
Adakah terdapat sebarang masalah dalam usaha pelancongan?	Ya	44.7
	Tidak	55.3
Isu/Masalah yang dihadapi	Tiada Kerjasama	38.9
	Kurang Ilmu Pengetahuan	33.3
	Kurang Kesedaran	11.1
	Masalah Pencemaran	5.6
	Kurang Pengalaman	5.6
	Masalah Kewangan	5.6

Daripada kesemua responden, sebanyak 38.9 peratus responden mempunyai isu atau masalah kerjasama antara komuniti setempat dan persatuan setempat diikuti isu atau masalah kurang ilmu pengetahuan iaitu sebanyak 33.3 peratus berkenaan dengan ilmu ekopelancongan. Seterusnya berkenaan isu atau masalah kurang kesedaran tentang penjagaan alam sekitar iaitu sebanyak 11.1 peratus. Selebihnya berkenaan isu atau masalah pencemaran, kurang pengalaman dan masalah kewangan iaitu masing-masing sebanyak 5.6 peratus.

Jadual 10 merupakan soalan yang diberikan selepas tamat program bagi melihat tahap kesediaan mereka dalam aktiviti pelancongan.

Jadual 10: Kesediaan Responden

Tahap Kesediaan dalam Aktiviti Pelancongan		Peratus
Setelah menghadiri program ini, adakah anda berminat untuk menjadi seorang pemandu pelancong di kawasan anda	Ya	86.8
	Tidak	13.2
Jika ya, adakah anda bersedia untuk menghadiri Kursus Pemandu Pelancong di masa hadapan	Ya	84.2
	Tidak	13.2
	Telah mengambil kursus *nature guide*	2.6
Jika Tidak, sila nyatakan	Tiada Maklumat	92.1
	Kurang Berminat	2.6
	Masalah dalam pertuturan bahasa	2.6
	Sesuatu yang baru dan masih dalam penilaian	2.6

Majoriti responden iaitu sebanyak 86.8 peratus berminat untuk menjadi pemandu pelancong setelah mengikuti program ini dan 84.2 peratus bersedia untuk menghadiri Kursus Pemandu Pelancong di masa hadapan. Hanya segelintir yang tidak bersedia untuk menghadiri Kursus Pemandu Pelancong di masa hadapan kerana beberapa faktor iaitu kurang berminat, masalah pertuturan bahasa dan mereka menyatakan ia adalah perkara baru.

5. Kesimpulan dan Penutup

Daerah Hulu Terengganu merupakan sebuah destinasi ekopelancongan dan kaya dengan pelbagai sejarah, warisan dan budaya kerana di sinilah tempat dijumpai batu bersurat, fosil dinasour, bewah man, empangan Tasik Kenyir, makam Tok Pauh, makam Tok Gajah dan pelbagai lagi. Tempat bersejarah dan aktiviti ekopelancongan sebeginilah yang mampu menjadi daya tarikan pelancong bagi dalam dan luar Negara untuk datang ke daerah ini. Program yang dilaksanakan ini merupakan satu inisiatif pihak UMT untuk memupuk minat dan kesedaran komuniti setempat kepada usaha pemeliharaan flora dan fauna dan memberikan galakan kepada mereka untuk menjadi pemandu pelancong (nature guide) dan seterusnya mengikuti Kursus Pemandu Pelancong Alam Semulajadi untuk menjadi pemandu pelancong secara profesional. Melalui penganjuran program ini, peserta diharapkan dapat menjana pendapatan alternatif sekaligus membantu meningkatkan taraf sosioekonomi mereka. Disamping menerapkan kesedaran kepada pemeliharaan alam sekitar, program ini sedikit sebanyak telah memberi pengetahuan dan kesedaran berkaitan peluang penjanaan pendapatan kepada komuniti setempat untuk melibatkan diri dalam sektor pelancongan alam semulajadi di kampung mereka sendiri. Di akhir program, peserta dapat mempelajari ilmu asas untuk menjadi pemandu pelancong alam semulajadi, peserta mendapat pengetahuan tentang penilaian asas untuk aktiviti ekopelancongan di kawasan tersebut, meningkatkan pengetahuan peserta terhadap spesies flora, fauna dan interaksi kedua-duanya dalam persekitaran semulajadi dan melahirkan dan memperkasakan lebih ramai pemandu pelancong setempat di kawasan Hutan Lipur Sekayu. Secara kesimpulannya, majoriti peserta yang menghadiri program ini berminat untuk menjadi pemandu pelancong dan bersedia untuk menghadiri Kursus Pemandu Pelancong di masa hadapan.

6. Penghargaan

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Literasi Kewangan: Kajian Kuantitatif Dalam Kalangan Murid B40 Terhadap Simpanan

(Financial Literacy: A Quantitative Study Among B40 Pupils Towards Savings)

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Abstrak: *Kemiskinan menjadi salah satu cabaran terbesar yang dihadapi oleh manusia dan merupakan matlamat pertama dalam Matlamat Pembangunan Mampan atau Sustainable Development Goal (SDG). Matlamat utama SDG adalah untuk menamatkan kemiskinan, mengimbangi kemampanan sosial, ekonomi, alam sekitar dan memastikan keamanan dapat dinikmati menjelang 2030. Dalam ekonomi sesebuah negara, kewangan adalah penyumbang utama bagi sesebuah negara di seluruh dunia. Pendidikan kewangan di sekolah merupakan aset pelaburan penting dalam menanam minat murid terhadap kewangan terutamanya dalam kalangan murid B40. Kajian ini bertujuan untuk mengkaji tahap literasi kewangan murid B40 sekolah rendah terhadap simpanan dan juga perbezaannya dari segi jantina. Rekabentuk kajian ini merupakan pendekatan kuantitatif dengan menggunakan kaedah persampelan bertujuan berdasarkan ciri populasi kajian. Kaedah soal selidik dijalankan di 4 buah sekolah di zon Bangi. Nilai kebolehpercayaan soal selidik adalah 0.883. Dapatan kajian menunjukkan tahap literasi kewangan murid B40 sekolah rendah terhadap simpanan adalah sederhana dan tidak mempunyai perbezaan yang signifikan dari segi jantina murid B40 sekolah rendah. Secara keseluruhannya, semua pihak termasuklah ibu bapa, guru dan masyarakat perlu memainkan peranan masing-masing dalam memberi pendedahan yang sewajarnya kepada para murid tentang literasi kewangan bermula di peringkat sekolah rendah.*

Kata Kunci: literasi kewangan, simpanan, Murid B40, pendapatan rendah, sekolah rendah, jantina

Abstract: *Poverty is one of the biggest challenges in humanity and is the first goal in the Sustainable Development Goals (SDGs). The SDGs act to end poverty, balance social, economic, environmental sustainability and ensure peace can be enjoyed by 2030. Economic wise, financial literacy is a major contributor to a country economy around the world. Financial education in schools is an important investment asset in cultivating pupils' interest in finance, especially among B40 pupils. This study aims to examine the level of financial literacy of B40 pupils towards savings in primary school as well as their differences in terms of gender. The design of this study is a quantitative approach by using a purposeful sampling method based on the characteristics of the study population. Questionnaires were conducted among 248 samples from 4 schools in the Bangi zone. The reliability value of the questionnaire was 0.883. The findings of the study showed that the level of B40 pupils' knowledge on savings is moderate and there is no significant difference in terms of gender of B40 pupils in primary school. Hence, all parties including parents, teachers* *and the community should play their respective roles in providing appropriate exposure to pupils regarding financial literacy since primary school.*

Keywords: financial literacy, savings, B40 pupil, low income, primary school, gender

1. Pengenalan

Menjelang tahun 2030, kemiskinan sifar adalah matlamat utama dalam Matlamat Pembangunan Mampan atau lebih dikenali sebagai *Sustainable Development Goal* (SDG) bagi kumpulan isi rumah berpendapatan 40 peratus terendah atau golongan B40 daripada pelbagai dimensi (The World Bank Group 2017; UNDP 2019). Kemiskinan ini menjadi salah satu dugaan terbesar yang dihadapi oleh manusia maka SDG bertindak untuk menamatkan kemiskinan, mengimbangi kemampanan sosial, ekonomi dan alam sekitar serta memastikan semua dapat menikmati keamanan menjelang 2030 (UNDP 2019).

Kajian yang dijalankan oleh OECD (2020) menunjukkan skor min literasi kewangan bagi Malaysia adalah 3.7 (pengetahuan), 6.1 (tingkahlaku) dan 2.7 (sikap). 60% responden memiliki tahap pendidikan kewangan yang sederhana. Latar belakang pendidikan sangat mempengaruhi keupayaan individu dalam literasi kewangan selain mempunyai pengalaman perniagaan dan pengaruh keluarga yang merupakan usahawan boleh mempengaruhi tahap kualiti kewangan (Akhsan dan Othman 2019; Raiz et al. 2019).

PISA 2018 menunjukkan skor min bagi Matematik adalah 440, Membaca adalah 415 dan Sains adalah 438 di Malaysia (OECD 2019). Malaysia telah memperbaiki skor min dalam PISA 2012 (Matematik, 421, Membaca, 398 dan Sains, 420) meskipun kita mencapai di bawah skor purata dunia. Malaysia berada pada kedudukan 56 dalam kalangan 78 negara (OECD 2019). Sistem pendidikan kita tidak menunjukkan kedudukan yang baik walaupun telah berlaku penambahbaikan dari 2012 kepada 2018. Ini menunjukkan pendidikan di sekolah merupakan aset pelaburan penting dalam membantu murid supaya mempunyai minat terhadap pembelajaran terutamanya dalam literasi kewangan. Pendidikan kewangan di sekolah dapat menyiapkan murid untuk meminati kerjaya dalam bidang keusahawanan dan mempermudahkan peralihan mereka ke alam realiti pekerjaan (Siti dan Narimah 2018).

Pendapatan golongan isi rumah berpendapatan di bawah 40 peratus (B40) perlu diambilkira juga. Mereka banyak menghabiskan pendapatan untuk perbelanjaan asas seperti makanan, utiliti, pakaian dan tempat kediaman (Siti dan Narimah 2018; Rashid, Sulaiman dan Rahizal 2018). Hanya dua pertiga dari golongan B40 bergantung kepada satu pendapatan sahaja yang diketuai oleh individu yang mempunyai pendidikan rendah, pencapaian dan pekerjaan berkemahiran rendah (Siti dan Narimah 2018). Hasil kajian ini mendapati lebih kurang 64.7 % isi rumah golongan B40 hanya mempunyai satu pendapatan dan mengakibatkan mereka mempunyai risiko yang boleh menjejaskan kehidupan seharian. Hanya 9% isi rumah mempunyai pendapatan yang mencukupi perbelanjaan bulanan mereka untuk keperluan asas (Azrul dan Noordeyana 2018).

Golongan B40 biasanya mudah terdedah kepada persekitaran tempat tinggal yang merbahaya dan pelbagai gaya hidup (Chamhuri et al. 2019). Apabila sesuatu krisis terjadi melibatkan sejumlah wang yang besar, mereka menghadapi kesukaran untuk kembali kepada kedudukan kewangan seperti sebelumnya (Raiz et al. 2019). Kurang kemampuan kewangan akibat daripada simpanan yang rendah menyebabkan mereka lebih mudah terjejas akibat risiko (Chiew 2018). Ini boleh memberi impak negatif kepada psikologi dan memberi tekanan kepada kesejahteraan keluarga. Oleh sebab itu, mereka yang mampu menguruskan kewangan dengan tanggungjawab, dapat meningkatkan taraf kehidupan mereka ('Alyaa et al. 2013). Meskipun berpendapatan dalam kumpulan B40, sekiranya individu berkemampuan untuk menguruskan sumber kewangan mereka sebaiknya maka ini membolehkan mereka berada dalam keadaan mencukupi (Izyani dan Khadijah 2019).

Simpanan adalah salah satu aspek terpenting dalam kehidupan ekonomi seseorang kerana ia merupakan kunci untuk memperolehi kebebasan dalam kewangan dan mengumpul kekayaan. Simpanan boleh mempunyai objektif yang berbeza iaitu untuk menampung pendidikan atau perkhidmatan, penjagaan kesihatan, perancangan persaraan atau menghadapi pelbagai jenis kecemasan. Hubungan antara pendidikan dan tingkah laku simpanan diterokai oleh Yoshino, Morgan & Trinh (2017) di Jepun iaitu tahap pendidikan dan celik kewangan mempunyai hubungan secara positif dan signifikan terhadap simpanan dan literasi kewangan.

Kebanyakan kajian lepas seperti Hurst (2019) di Texas, Lobato (2018) di Mexico dan Mwange (2017) di Zambia lebih fokus kepada mahasiswa dan golongan belia. Kajian Wetlesen (2018) pula fokus kepada ketua isi rumah di Norway. Di Malaysia pula kajian Baizura, Ruhizan dan Norasmah (2020), Ali (2018) dan Yasmin dan Anuar (2017) juga memberi penekanan kepada golongan mahasiswa. Kajian Nor Azrul dan Noordeyana (2018) pula fokus kepada golongan lewat kembang (*late bloomer*) manakala kajian Ishak et al. (2020) dan Haziman et al. (2018) lebih tertumpu kepada pekerja sektor awam di Malaysia. Fokus kepada golongan B40 pula lebih kepada isu, cabaran, perlindungan insurans dan takaful seperti Chamhuri et al. (2019), Izyani dan Khadijah (2019) dan Chiew (2018). Namun, kajian mengenai tahap literasi kewangan murid B40 terhadap simpanan masih lagi terhad.

Maka, objektif kajian ini adalah untuk mengenalpasti tahap literasi kewangan murid B40 sekolah rendah terhadap simpanan dan juga mengenalpasti samada terdapat perbezaan yang signifikan dari segi jantina.

2. Ulasan Kajian Lepas

Murid B40

Murid B40 merupakan murid sekolah rendah yang tergolong dalam kumpulan isi rumah berpendapatan 40 peratus terendah (B40). Menurut hasil Kaji Selidik Kemudahan Asas dan Pendapatan Isi Rumah (Jabatan Perangkaan Malaysia 2020), kumpulan B40 ini mempunyai pendapatan isi rumah di bawah RM4850. Bagi konteks kajian ini, murid B40 merupakan murid sekolah rendah tahun 5 dan 6 yang mempunyai keluarga berpendapatan isi rumah di bawah RM4850.

Literasi Kewangan

Literasi kewangan dalam kajian ini merujuk kepada mengetahui bagaimana aliran wang dan kegunaannya dalam kehidupan seharian, simpanan, keberkesanan pengurusan kewangan dan cara-cara untuk mengelakkan masalah kewangan (Huston 2010).

Teori Keperluan Maslow, Bandura dan Keperluan Kewangan

Literasi kewangan diilustrasikan daripada Teori Keperluan Maslow. Ini disebabkan isi rumah akan mengalihkan sumber kewangan mereka dengan mengikut tahap keperluan. Menurut Betz (1984), selagi keperluan asas semua orang tidak dipenuhi maka mereka tidak akan berusaha untuk mencapai ke peringkat yang lebih tinggi. Semua orang akan menggunakan pendapatan terhad untuk memenuhi keperluan fisiologi mereka dahulu kerana keperluan asas bagi manusia untuk berterusan hidup.

Pembelajaran individu berlaku melalui pemerhatian tingkahlaku orang lain dan respon yang ditunjukkan adalah merujuk kepada Teori Pembelajaran Sosial. Teori Bandura (1977) digunakan kerana literasi kewangan murid B40 terhadap simpanan dipengaruhi oleh faktor persekitarannya. Imitasi boleh berlaku seperti peniruan secara langsung, peniruan hasil pemerhatian yang tersimpan dalam ingatan dan respon yang diberi berdasarkan apa yang dilihat, didengar atau dirasai. Bannier dan Schwartz (2018) dalam kajiannya mendapati bahawa nilai kewangan para remaja dan ibu bapa mereka adalah sama. Ini menunjukkan tingkahlaku kewangan anak-anak mencerminkan tingkahlaku ibubapa mereka. Jika ibubapa mempunyai pengurusan kewangan yang baik, maka anak mereka akan mencontohi mereka. Bagi konteks simpanan, tahap literasi kewangan adalah tinggi sekiranya sesebuah keluarga mempunyai jumlah pendapatan yang tinggi dan latar belakang pendidikan lebih baik (Lusardi 2019).

Faktor Yang Mempengaruhi Literasi Kewangan Terhadap Simpanan

Menurut Lusardi (2019), terdapat perbezaan jantina dalam literasi kewangan di seluruh negara. Dapatan beliau menunjukkan kaum wanita dari peringkat pendapatan dan usia yang berbeza kurang cenderung untuk menjawab topik kewangan dengan betul berbanding dengan lelaki. Ini disebabkan oleh kurangnya pengetahuan dan kesedaran terhadap kewangan. OECD (2020) juga membuktikan secara statistik, lelaki dalam lingkungan 30-59 tahun memiliki pengetahuan kewangan yang lebih baik dan mempunyai skor min lebih tinggi dalam literasi kewangan berbanding perempuan.

Kajian Ishak et. al (2020) mengkaji perbezaan jantina dan tingkah laku kewangan dalam kalangan penjawat awam di Lembah Klang termasuk Putrajaya. Hasil kajian ini menunjukkan bahawa terdapat perbezaan tingkah laku antara jantina dengan celik kewangan. Kajian ini juga menunjukkan hubungan toleransi risiko rendah dengan kemungkinan wanita membuat simpanan adalah negatif. Hasil dapatan ini bertentangan dengan kajian Ali (2018) terhadap 229 mahasiswa dari pelbagai bidang di Pahang yang mendapati pelajar wanita mempunyai literasi kewangan yang lebih baik berbanding mahasiswa lelaki dalam simpanan, pengetahuan pelaburan dan insurans.

Simpanan

Golongan B40 biasanya mempunyai sedikit simpanan atau tiada simpanan langsung untuk menampung keadaan semasa kecemasan atau kejadian yang tidak dijangka (Izyani dan Khadijah 2019). Hasil kajian mereka menunjukkan golongan B40 ini membuat simpanan untuk menghadapi hari-hari sukar di masa hadapan berbanding perkara lain. Kajian Azrul dan Noordeyana (2018) pula mendapati hanya 9% isi rumah mempunyai pendapatan yang hanya cukup makan untuk membiayai perbelanjaan seharian. Hasil dapatan menunjukkan simpanan tidak dapat dilakukan akibat dari pendapatan yang rendah dan tidak cukup untuk menampung keperluan seharian mereka.

Kebanyakan golongan B40 ini mempunyai masalah yang sangat besar apabila berhadapan dengan jumlah simpanan (purata simpanan 5.54%) (AKPK 2018). Hasil kajian AKPK (2018) berkenaan dengan tabiat tingkahlaku kewangan rakyat Malaysia yang bekerja mendapati bahawa mereka tidak mempunyai lebihan gaji, hutang yang tinggi, kerap berbelanja yang melampau, ketidakpastian jumlah yang perlu disimpan, tiada pengetahuan tentang simpanan dan tidak bersedia untuk membuat simpanan. Ini menunjukkan betapa pentingnya pengetahuan literasi kewangan kepada semua.

Kajian Mahdzan dan Tabiani (2013) pula melibatkan 200 orang responden di Lembah Klang mengenai kesan literasi terhadap simpanan mereka. Hasil kajian mereka menunjukkan pengetahuan kewangan dan kadar simpanan mempunyai hubungan yang positif. Individu yang memiliki tahap pengetahuan kewangan yang tinggi akan cekap menguruskan kewangan peribadi mereka dengan mempunyai simpanan yang tetap. Ini selaras dengan hasil dapatan Mwange (2017) di Zambia menunjukkan pengetahuan kewangan 172 mahasiswa tahun akhir dalam aspek kewangan, simpanan, pelaburan dan pendedahan terhadap isu kewangan berada pada tahap yang tinggi. Ini bermakna jika seseorang tiada kemahiran dalam pengurusan kewangan maka mereka sangat berisiko untuk tidak memperuntukkan pendapatan bagi tujuan simpanan dan pelaburan. Perbelanjaan akan melebihi pendapatan akibat daripada gagal menguruskan kewangan peribadi. Mereka menggunakan wang tanpa memikirkan risiko pada masa akan datang dan sukar untuk membuat simpanan.

Kesimpulannya, literasi kewangan murid B40 terhadap simpanan merupakan perkara yang penting untuk memastikan kefahaman dan amalan yang murni di kalangan mereka. Murid B40 akan dapat memahami dan membuat simpanan demi masa depan selain belajar berbelanja secara berhemah dan berjimat cermat dalam perbelanjaan.

3. Metodologi

Rekabentuk kajian ini adalah kaedah tinjauan kuantitatif. Kajian ini menggunakan analisis desktiptif dan inferensi dengan menggunakan analisis ujian T sampel bebas untuk mencapai objektif kajian.

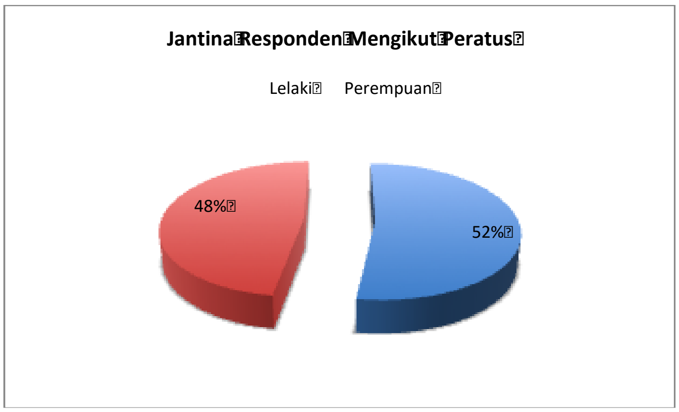
Responden terdiri daripada murid sekolah rendah yang berusia antara 10-11 tahun di zon Bangi. Sampel rawak bertujuan digunakan memandangkan hanya murid B40 dari 4 buah sekolah rendah di zon Bangi sahaja digunakan. Berdasarkan jadual Krecjie dan Morgan, sekiranya populasi adalah seramai 700 orang, maka sampel adalah seramai 248 orang.
Soal selidik digunakan untuk mengutip data dengan bantuan guru. Soal selidik ini diadaptasi dari kajian ’Alyaa et al. (2013) dan Mohd Fadzli (2007) yang diubahsuai mengikut tahap kesesuaian responden kajian, iaitu murid Tahun 4 dan 5. Soal selidik ini mempunyai dua bahagian iaitu a) 3 item berkenaan dengan demografi dan b) 10 item berkenaan tahap literasi kewangan murid B40 terhadap simpanan. Pembolehubah literasi kewangan menggunakan 4 poin skala likert iaitu (1) sangat setuju (2) setuju (3) tidak setuju (4) sangat tidak setuju.

Kajian rintis telah dilakukan ke atas 30 orang murid B40. Ujian Cronbach Alfa dilaksanakan bagi memastikan kesahan dan kebolehpercayaan soalan-soalan yang diberikan dan ia adalah tinggi iaitu 0.883.

4. Dapatan

Responden

Berdasarkan 248 murid yang memberi respon terhadap soal selidik ini, 130 murid adalah lelaki manakala 118 murid adalah murid perempuan.Umur mereka adalah di antara 10-11 tahun. Rajah 1 di bawah menunjukkan carta pai bagi jantina murid B40.



Rajah 1 : Jantina Responden

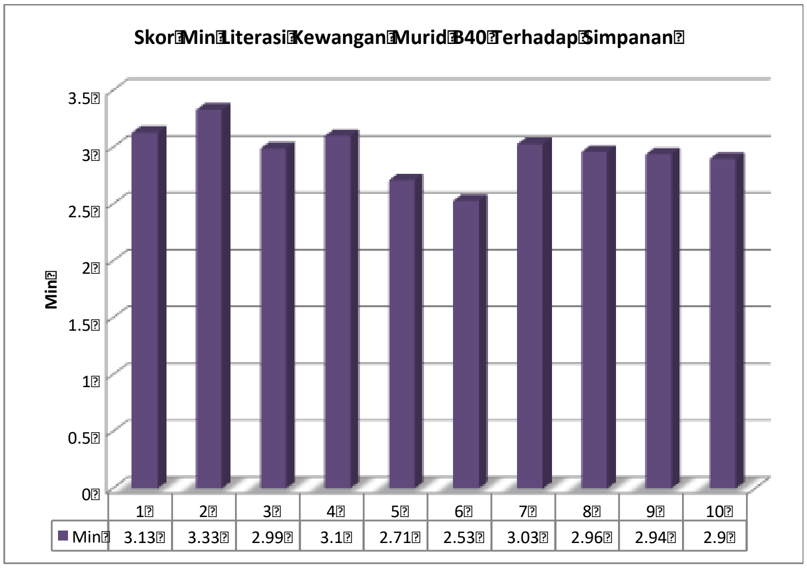
Tahap Literasi Kewangan Murid B40 terhadap Simpanan

Jadual 1 menunjukkan analisis deskriptif tahap literasi kewangan murid B40 terhadap simpanan manakala Rajah 2 menunjukkan skor min literasi kewangan murid B40 terhadap simpanan. Hasil analisa menunjukkan setiap item dalam soal selidik yang melibatkan min dan sisihan piawai. Didapati, setiap item dalam tahap literasi kewangan murid B40 terhadap simpanan adalah sederhana. Item yang mempunyai min paling tinggi ialah "Saya mempunyai tabung simpanan sendiri di rumah" memperolehi min 3.33 dan sisihan piawai 0.76 merupakan item min yang paling tinggi. "Saya telah terlebih belanja apabila menggunakan simpanan untuk membeli keperluan harian" (M = 2.53 dan SP = 0.85) merupakan item min paling rendah dan berada pada tahap yang sederhana.

Jadual 1: Literasi Kewangan Murid B40 terhadap Simpanan

Bil	Pernyataan	Min	SP	Interpretasi
1	Saya menyimpan lebihan daripada wang saku saya	3.13	0.82	Sederhana
2	Saya mempunyai tabung simpanan sendiri di rumah	3.33	0.76	Sederhana
3	Saya menabung sejak dari kecil	2.99	0.92	Sederhana
4	Saya menyimpan duit untuk membeli barangan yang diimpikan	3.10	0.86	Sederhana
5	Simpanan adalah lebihan pendapatan setelah ditolak perbelanjaan	2.71	0.92	Sederhana
6	Saya telah terlebih belanja apabila menggunakan simpanan untuk membeli keperluan harian	2.53	0.84	Sederhana
7	Keluarga saya perlu mempunyai simpanan kecemasan sekurang-kurangnya 3 bulan pendapatan keluarga	3.03	0.91	Sederhana

8	Saya mempunyai akaun simpanan sendiri di bank	2.96	0.92	Sederhana
9	Saya ada menyimpan untuk kegunaan hari tua	2.94	0.89	Sederhana
10	Saya mengguna simpanan untuk keperluan harian	2.90	0.91	Sederhana
	Purata Keseluruhan	**2.96**	**0.88**	**Sederhana**



Rajah 2 : Skor Min Literasi Kewangan Murid B40 terhadap Simpanan

Perbezaan yang Signifikan Tahap Literasi Kewangan Murid B40 terhadap Simpanan Berdasarkan Jantina

Ujian T sampel bebas dijalankan untuk melihat perbezaan tahap literasi kewangan murid B40 terhadap simpanan berdasarkan murid lelaki dan perempuan. Berdasarkan Jadual 2, nilai t bagi bagi tahap literasi kewangan murid B40 terhadap simpanan dari segi jantina adalah t = 0.402 (p>0.05). Maka, hipotesis nul gagal ditolak. Walaupun skor min murid lelaki (M=2.9446) adalah rendah berbanding murid perempuan (M=2.9669) namun perbezaannya hanyalah 0.0223 iaitu terlalu kecil maka tidak terdapat perbezaan yang signifikan tahap literasi kewangan murid B40 terhadap simpanan dari segi jantina.

Jadual 2 : Perbezaan berdasarkan Jantina

Jantina	*N*	Min	Sisihan Piawai	nilai *t*	Sig.
Lelaki	130	2.9446	0.47235	0.402	0.105
Perempuan	118	2.9669	0.39507		

5. Perbincangan

Simpanan merupakan salah satu antara elemen penting dalam kewangan. Ia membantu meningkatkan lagi pemahaman dan penguasaan murid dalam bidang perniagaan. Dalam kajian ini, literasi kewangan murid B40 terhadap simpanan dijalankan untuk mengetahui sejauh manakah pemahaman dan pengetahuan murid B40 terhadap elemen penting ini. Secara keseluruhannya, dapatan kajian menunjukkan tahap literasi kewangan murid B40 terhadap simpanan adalah sederhana.

Ini menunjukkan murid memahami maksud simpanan dan ibu bapa telah menerapkan pengetahuan ini sejak kecil lagi. Dapatan ini selari dengan hasil kajian Aisyah dan Wajeeha (2016) menunjukkan apabila meningkat dewasa, amalan kewangan bertambah baik akibat daripada akaun simpanan yang dimiliki individu sejak kecil. Hal ini menunjukkan apabila ibu bapa dan guru menerapkan kepentingan elemen-elemen kewangan sejak kecil lagi kepada murid B40, maka pengetahuan mereka akan meningkat seiring dengan kesan positif apabila mereka dewasa kelak. Dapatan kajian ini menunjukkan bahawa responden memahami kegunaan dan sebab utama simpanan dilakukan, tetapi kurang memahami cara perbelanjaan dengan betul. Ini ditunjukkan melalui pernyataan 6 (Saya telah terlebih belanja apabila menggunakan simpanan untuk membeli keperluan harian) mempunyai min yang terendah di mana 44.4% murid bersetuju dengan pernyataan ini.

Dapatan ini sejajar dengan hasil kajian Hairunnizam dan Siti Aisyah (2020) yang menunjukkan individu yang memiliki tahap literasi kewangan yang rendah tidak akan cekap menguruskan kewangan peribadi mereka terutamanya dalam mempunyai simpanan yang tetap. Kajian Lusardi (2019) mendapati tahap literasi kewangan yang rendah terhadap simpanan mempunyai hubungan dengan perbelanjaan dan perancangan kewangan yang kurang memberangsangkan. Chiew (2018) dalam kajian beliau turut berpendapat kemampuan kewangan berkurang akibat daripada simpanan yang rendah menyebabkan mereka lebih mudah terjejas akibat risiko. Ini selaras dengan hasil dapatan Ishak et al. (2020) iaitu jika seseorang tiada kemahiran dalam pengurusan kewangan maka mereka sangat berisiko untuk tidak memperuntukkan pendapatan bagi tujuan simpanan.

Ali (2018) dalam kajiannya terhadap 229 mahasiswa dari pelbagai institusi pengajian mendapati tingkahlaku simpanan dipengaruhi oleh amalan kewangan sejak kecil lagi. Ibu bapa yang mempunyai tingkahlaku kewangan dengan baik akan melahirkan anak-anak yang lebih positif terhadap tingkahlaku kewangan. Ini menunjukkan betapa pentingnya pengetahuan terhadap simpanan dititikberatkan sejak kecil lagi. Ini dikukuhkan lagi dengan dapatan kajian oleh Haziman et al. (2018) terhadap 400 penjawat awam di Putrajaya iaitu tahap simpanan mereka adalah sederhana. Literasi kewangan terbukti mempengaruhi tingkah laku simpanan, pelaburan, pengurusan hutang dan amalan meminjam (Lusardi 2019). Simpanan yang konsisten dan tetap dimiliki oleh individu yang celik kewangan menunjukkan tahap literasi kewangan yang tinggi dan mampu menggunakan simpanan sebaiknya pada masa hadapan.

Perbezaan Dari Segi Jantina

Dapatan juga menunjukkan tidak terdapat perbezaan yang signifikan tahap literasi kewangan murid B40 berdasarkan jantina. Murid lelaki dan perempuan B40 mempunyai tahap literasi kewangan terhadap simpanan yang sama. Ini mungkin juga disebabkan oleh tahap literasi kewangan murid lelaki dan perempuan dalam kalangan murid B40 sekolah rendah terhadap simpanan adalah masih di peringkat permulaan dan mereka mempunyai kefahaman dan asas yang sama. Ini juga kerana murid B40 sekolah rendah kurang diberi pendedahan tentang kepentingan literasi kewangan terhadap simpanan dalam kehidupan seharian. Selain itu, diskriminasi terhadap jantina tidak lagi diamalkan di kebanyakan negara termasuk Malaysia kerana implementasi “no one left behind” yang memberi maksud setiap individu berhak dan layak untuk mendapatkan pendidikan tidak mengira jantina, warna kulit serta asal usul. Selain itu, belum terdapat kajian lain yang melibatkan murid B40 sekolah rendah sebelum ini.

Terdapat beberapa kajian literasi kewangan yang melibatkan jantina yang menunjukkan tiada perbezaan yang signifikan terhadap simpanan dari segi jantina seperti kajian Lobato et al. (2018) terhadap 60 mahasiswa di Mexico. Kajian beliau adalah mengenai simpanan, perbelanjaan makanan dan gadaian berdasarkan faktor jantina. Lebih daripada 50% wanita mempunyai beberapa jenis kemampuan simpanan, walaupun kegiatan mereka dibatasi untuk bekerja di rumah. Kajian Wetlesen (2018) terhadap satu set data dari tahun 1993 – 2014 di Norway juga menunjukkan tiada perbezaan tahap literasi kewangan lelaki dan perempuan dari segi tingkahlaku simpanan namun perempuan lebih gemar mengambil risiko dalam literasi kewangan. Namun, kajian Yoshino, Morgan & Trinh (2017) di Jepun mengenai kesan literasi kewangan terhadap tingkahlaku kewangan dan perbezaannya dari segi jantina menunjukkan bahawa lelaki mempunyai tahap literasi kewangan yang tinggi berbanding perempuan terhadap simpanan. Ini bertentangan dengan kajian Ali (2018) di Malaysia yang mendapati pelajar wanita mempunyai literasi kewangan yang lebih baik jika dibandingkan dengan pelajar lelaki dari segi tingkahlaku kewangan, simpanan dan pengetahuan terhadap insurans dan pelaburan.

The World Bank Group (2017) menyatakan bahawa ibu bapa memainkan peranan penting dalam pendidikan awal anak-anak kerana boleh memberi kesan positif terhadap prestasi sekolah secara keseluruhannya. Berdasarkan laporan PISA 2018 di dalam OECD (2020), ibu bapa boleh mempengaruhi tahap literasi kewangan murid. Ini menunjukkan pendidikan di rumah adalah salah satu faktor yang boleh memberi kesan kepada pengetahuan anak-anak. Maka adalah sangat penting bagi semua ibu bapa memberi pendidikan awal kepada anak-anak sejak kecil lagi terutamanya berkaitan literasi kewangan.

6. Kesimpulan

Kajian ini menunjukkan tahap literasi kewangan murid B40 sekolah rendah terhadap simpanan adalah pada tahap yang sederhana. Ini menunjukkan pendidikan kewangan perlu diterapkan sejak di bangku sekolah lagi agar pemahaman dan konsep asas tentang literasi kewangan dapat diperkukuhkan. Pihak ibu bapa, keluarga, guru, sekolah dan masyarakat perlu memainkan peranan masing-masing dengan lebih baik kerana anak-anak memperoleh sesuatu pengetahuan adalah berdasarkan persekitaran. Ini bukan sahaja membantu murid memahami dengan lebih mendalam tentang literasi kewangan tetapi dapat memperbaiki pemikiran mereka selaras dengan laporan PISA 2018 yang menyatakan bahawa 94% murid mempelajari literasi kewangan daripada ibu bapa sendiri terutamanya dari Brazil, Bulgaria, Lithuania dan Serbia (OECD 2019). Ini adalah selari dengan Teori Bandura yang menjelaskan bahawa persekitaran mudah mempengaruhi tingkahlaku dan pemerhatian individu. Apa yang dilihat, didengar, diamati dan dirasai akan dibawa dalam kehidupan individu tersebut sehinggalah dewasa kelak. Amatlah penting jika semua pihak berganding bahu memberi pendidikan yang sewajarnya kepada murid B40 ini agar tidak terus ketinggalan dalam literasi kewangan.

Limitasi kajian ini adalah kajian ini hanya berfokus kepada kawasan Bangi sahaja dan tidak menggeneralisasikan tahap literasi kewangan murid B40 sekolah rendah terhadap simpanan di

Selangor. Adalah disarankan agar sampel kajian ini dapat diperluaskan dan mengkaji faktor-faktor yang mempengaruhi pendidikan kewangan murid B40 sekolah rendah.

Penghargaan

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Motivasi Menggunakan E Pembelajaran Dan Pencapaian Sejarah Dalam Kalangan Pelajar Tingkatan 4

(Motivation using E Learning and Achievement of History Subject among Form 4 Students)

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Abstrak: *E Pembelajaran merupakan revolusi 4.0 pedagogi dan inovasi pembelajaran abad ke-21. Sifat E Pembelajaran yang interaktif dan menarik membuatkan pendekatan ini semakin menjadi pilihan. Namun, disebalik kerancakkan pelaksanaan E Pembelajaran sewaktu Pandemik Covid 19 dan Perintah Berkurung, keberkesanan pelaksanaan E Pembelajaran masih lagi rendah, kurang berkesan dan dipercayai berkaitrapat dengan pencapaian pelajar. Oleh itu, kajian ini telah dijalankan untuk mengenal pasti sama ada terdapat perbezaan dalam tahap motivasi menggunakan E Pembelajaran berdasarkan jantina dan mengenalpasti hubungan motivasi menggunakan E Pembelajaran dengan pencapaian Sejarah dalam kalangan 328 pelajar Tingkatan Empat di Daerah Samarahan, Sarawak yang dipilih menggunakan teknik persampelan rawak berstrata. Kajian ini menggunakan instrument yang diubahsuai dan diadaptasi daripada kajian lepas, sesuai dengan tujuan dan objektif kajian. Dapatan kajian mendapati bahawa tahap motivasi pelajar menggunakan E Pembelajaran adalah sederhana. Manakala analisis Ujian t sampel tidak bersandar menunjukkan tidak terdapat perbezaan pada tahap motivasi menggunakan E Pembelajaran berdasarkan jantina. Seterusnya, hasil korelasi Pearson menunjukkan wujud hubungan positif yang sangat lemah ($r = 0.109^*$, $r<0.20$) antara tahap motivasi menggunakan E Pembelajaran dengan pencapaian mata pelajaran Sejarah. Kajian ini telah membantu mengenalpasti beberapa faktor penting iaitu faktor mudah guna, kebergunaan, keseronokan, dan keyakinan diri yang merupakan antara faktor yang boleh mempengaruhi motivasi murid menggunakan E Pembelajaran. Walaupun hubungan yang lemah, dapatan ini menyokong perhatian guru kepada faktor yang mempengaruhi motivasi pelajar dalam usaha untuk meningkatkan prestasi murid dalam pembelajaran.*

Kata Kunci: tahap motivasi, E Pembelajaran, mudah guna, kebergunaan, keseronokan, keyakinan diri, pencapaian

Abstract: *E Learning is a revolution of 4.0 pedagogy and 21st century learning innovation. The nature of E Interactive and interesting learning makes this approach increasingly an option. However, despite the rapid implementation of E Learning during the Covid 19 Pandemic and the Curfew, the effectiveness of the implementation of E Learning is still low, less effective and believed to be related to student achievement. Therefore, this study was conducted to identify whether there is a difference in the level of motivation using E Learning based on gender and identify the relationship of motivation using E Learning with History achievement among 328*

*Form Four students in Samarahan District, Sarawak selected using stratified random sampling techniques . This study uses instruments modified and adapted from previous studies, in accordance with the purpose and objectives of the study. The findings of the study found that the level of motivation of students using E Learning is moderate. While the analysis of the t sample of independent samples showed no difference in the level of motivation using E Learning based on gender. Furthermore, Pearson correlation results show a very weak positive relationship (r = 0.109 *, r <0.20) between the level of motivation using E Learning with the achievement of History subjects. This study has helped identify several important factors, namely ease of use, usefulness, enjoyment, and self-confidence which are among the factors that can influence students' motivation to use E Learning. Despite the weak relationship, these findings support teachers' attention to the factors that influence student motivation in an effort to improve student performance in learning.*

Keywords: motivation level, E Learning, easy to use, usefulness, fun, self confidence, achivement

1. Pengenalan

E Pembelajaran merupakan satu revolusi 4.0 pedagogi dan inovasi pembelajaran abad ke-21. Dalam anjakan Ketujuh Pelan Pembangunan Pendidikan Negara (2013), penggunaan ICT dalam pdpc telah memperkenalkan E Pembelajaran sebagai pendekatan. Kemajuan teknologi yang pantas dan tanpa sempadan membuatkan pemahaman definisi E Pembelajaran sentiasa berkembang. Bermula dengan penggunaan komputer sebagai alat bantu mengajar dalam E Pembelajaran, kini penggunaan telefon bimbit, tablet dan beberapa peranti komunikasi moden yang lebih popular telah banyak digunakan. Seterusnya, ciri-ciri E Pembelajaran yang menggabungkan grafik, audio, teks, interaksi dan video melalui pelbagai platform terkini telah menjadikan kaedah ini semakin menarik, interaktif dan semakin menjadi pilihan utama. Menurut beberapa kajian lepas, pelajar lebih tertarik kepada kaedah paragogy dan cybergogy (Nor Asmawati Ismail, Najihah Abd & Norsuhada Mat Hasan, 2019). Pada 1 April 2020, pihak Kementerian Pendidikan telah mengeluarkan panduan pelaksanaan pdpc ketika Perintah Kawalan Pergerakan PKP (Sumber: KPM 2020). Dalam panduan tersebut, semua guru digalakkan untuk mengamalkan kaedah pembelajaran berbentuk teknologi (secara dalam talian) yang menggunakan medium komunikasi dan aplikasi yang boleh diakses oleh pelajar. Oleh itu, pelaksanaan dan pemerkasaan E Pembelajaran adalah amat relevan dengan situasi pandemik Covid 19.

2. Ulasan Kajian Lepas

Kajian motivasi terhadap pembelajaran menggunakan E Pembelajaran

Motivasi merupakan pendorong dalaman dan mempunyai pengaruh yang kuat terhadap peningkatan keberkesanan pelaksanaan E Pembelajaran. Kajian terdahulu mendefinisikan motivasi adalah satu entiti hasil daripada pelbagai faktor (multi factorical) yang boleh menyumbang kepada pembelajaran yang lebih berkesan dan berkembang (Siti Hajar Bidin et al., 2019). Namun dalam konteks kajian ini, motivasi merupakan suatu kuasa yang menggerakkan pemikiran, perasaan dan tingkahlaku yang bertujuan untuk memenuhi keinginan dan keperluan sehingga mencapai tahap kepuasan. Berdasarkan kepada beberapa kajian dalam dan luar negara, terdapat beberapa dapatan yang menyokong penyataan ini. Menurut Oxford dan Shearin (1994), terdapat beberapa faktor yang memberi kesan kepada pembentukan motivasi antaranya adalah sikap, kepercayaan diri, matlamat, penglibatan, persekitaran dan nilai diri. Kajian lepas mendapati sikap positif pelajar merupakan faktor yang mempengaruhi tahap motivasi terhadap pembelajaran yang dilakukan (Abdul Hakim, Ab. Aziz & Wan Ismail, 2015). Dalam konteks kajian ini, E Pembelajaran adalah merupakan pembelajaran digital yang menggunakan internet yang dilengkapi dengan perkakasan digital seperti komputer riba atau telefon pintar melalui pelbagai aplikasi. Dalam laporan kajian motivasi pembelajaran menggunakan E Pembelajaran, kajian Nor Aziah Abdul Aziz dan Mohd Taufik Hj Ahmed (2016) telah melaporkan bahawa motivasi boleh mempengaruhi dan mendorong tahap penggunaan E Pembelajaran dalam kalangan pelajar. Keberkesanan pelaksanaan E Pembelajaran ditunjukkan apabila pelajar tersebut bersedia untuk memberikan perhatian sepenuhnya dan mengikuti pembelajaran secara aktif. Dalam kajian lain, kaedah pembelajaran E Pembelajaran yang menggunakan media interaktif disifatkan sebagai kaedah yang sesuai dengan keperluan pengajaran dan pembelajaran abad ke-21 (Harlina, Zubaidah & Ainee Ahmad, 2017). Hasil daripada dapatan kajian tersebut memberikan maklumat bahawa penggerak utama tingkahlaku adalah minat dan motivasi pelajar. Dapatan yang sama juga dilaporkan oleh kajian Simeo Kisanjara (2020) yang mendapati bahawa terdapatnya hubungan antara tahap motivasi dengan E Pembelajaran.

Kajian hubungan motivasi terhadap E Pembelajaran dengan pencapaian pelajar

Dalam Teori Pembelajaran Sosial Albert Bandura (1994), sikap positif terhadap pembelajaran memberi kesan yang kuat kepada motivasi seseorang pelajar. Menurut beberapa kajian terdahulu, konsep kendiri seperti minat, sikap dan motivasi adalah antara faktor yang boleh menentukan tahap pencapaian seseorang pelajar dalam proses pengajaran dan pembelajaran (Nor Hayati, Bani Hidayat, Jamil Ahmad & Ab Halim Tamuri, 2014). Dalam satu kajian kuasi eksperimen yang dijalankan mendapati hasil ujian pra dan pos telah menunjukkan wujud perbezaan yang signifikan terhadap perubahan prestasi pembelajaran hasil daripada penggunaan aplikasi Telegram berbanding kaedah tradisional (Mohd Iqbal Al-Baqri Shaharuddin & Ani Liza Abd Rahman, 2016). Penemuan tersebut penting kerana kewujudan motivasi minat pelajar untuk belajar dipercayai dapat menghasilkan suasana persekitaran pembelajaran yang lebih bermakna serta berupaya meningkatkan prestasi pembelajaran. Seterusnya, dalam kajian Fariza Mohd Isa dan Mohd Jasmy Abd Rahman (2018) melaporkan motivasi mempunyai peranan penting dalam menentukan tingkat usaha belajar pelajar. Laporan dapatan kajian tersebut adalah selari dengan dapatan kajian sebelumnya yang telah menyatakan bahawa motivasi mempunyai pengaruh yang signifikan dengan prestasi pelajar (Hazwani Mohd Najib et al. (2017). Seterusnya, dalam kajian Siti Hajar Bidin et al. (2019) mendapati semakin tinggi tahap motivasi, semakin tinggi keinginan pelajar untuk menguasai apa yang dipelajari. Laporan tersebut memberikan maklumat berguna kerana mempercayai bahawa pencapaian akademik dipengaruhi motivasi belajar. Yong Kai Siong dan Faridah Mydin Kutty (2020) melalui kajian yang dilakukan mendapati keberkesanan aplikasi Coggle iaitu sebuah aplikasi interaksi online telah menunjukkan tahap motivasi pelajar semakin meningkat dan pemahaman pelajar dalam pembelajaran menjadi lebih baik. Laporan yang selari juga dilaporkan pada tahun yang sama mendapati bahawa penggunaan aplikasi rangkaian media sosial dan alat-alat teknologi moden diperakui boleh membantu proses pembelajaran menjadi semakin menarik dan lebih berkesan (Noradilah Abdul Wahab, Najmi Muhammad & Mohd. Sani Ismail, 2020). Merujuk kepada Teori Minimalis, penyampaian maklumat adalah lebih berkesan dengan terbinanya pengalaman sepanjang proses pembelajaran berlangsung. Laporan kajian Muhammad Sabiq Mohd Noor dan Megat Aman Zahiri Megat Zakaria (2018) mendapati motivasi dan pengalaman E Pembelajaran yang dilengkapi pelbagai ciri-ciri bahan dan aktiviti yang ditambahbaik dengan multimedia telah menunjukkan peningkatan dalam prestasi murid. Laporan dapatan tersebut penting kerana hasil kajian yang menyatakan bahawa pengalaman mudah guna dan seronok pelajar dalam menggunakan E Pembelajaran adalah penting untuk kepuasan pelajar serta sekaligus dapat meningkatkan motivasi. Tuntasnya, kesemua dapatan kajian lepas ini telah memberi gambaran yang jelas bahawa pengalaman menggunakan E Pembelajaran mampu meningkatkan tahap motivasi dan dalam masa yang sama motivasi keyakinan terhadap pembelajaran juga meningkat.

Kedua, kesemua dapatan dan penemuan kajian ini penting kepada pengkaji dalam mencapai tujuan dan objektif kajian. Kebanyakan hasil dapatan lepas telah menunjukkan bahawa usaha untuk meningkatkan keberkesanan E Pembelajaran merupakan perkara yang sangat penting dan memerlukan kajian yang menyeluruh. Justifikasinya, E Pembelajaran adalah sangat relevan dengan keadaan semasa negara dan global. Menerusi hasil dapatan dan perbincangan dari kesemua kajian lepas, maka dapat disimpulkan bahawa faktor-faktor isu keberkesanan E Pembelajaran kebanyakannya dipengaruhi oleh faktor dalaman iaitu konsep kendiri pelajar itu sendiri. Oleh itu, kepentingan E Pembelajaran dan manfaatnya kepada peningkatan pencapaian akademik seseorang pelajar adalah amat penting. Bagi mengatasi beberapa kelemahan berdasarkan dapatan kajian-kajian terdahulu adalah wajar isu keberkesanan E Pembelajaran ini perlu dikaji dari semasa ke semasa. Antara kepentingan isu E Pembelajaran yang telah dikenal pasti adalah kebanyakan kajian semasa lebih berfokuskan kepada kaedah pembelajaran di bilik darjah sahaja (Jeffri Amran Ibrahim, 2019). Manakala seperti yang telah ditekankan dalam kajian Sumarni Lapammu dan Zamri Mahamod (2018) yang menyatakan bahawa E Pembelajaran penting diberi perhatian untuk mempersiapkan komuniti yang berketerampilan global pada abad ke-21. Seterusnya, ia juga berkepentingan untuk mengenalpasti sejauh mana keberkesanan pelaksanaan E Pembelajaran dalam menyebarluaskan pelaksanaan. Kajian-kajian baharu yang pelbagai dimensi dan perspektif perlu dilakukan dan ditambahbaik terutamanya untuk mengetahui kelemahan dan kekangan yang wujud (Suzlina Hilwani Baharuddin & Jamaludin Badusah, 2016). Oleh itu, usaha untuk meningkatkan keberkesanan E Pembelajaran merupakan isu yang amat penting dan memerlukan kajian yang lebih meluas dari semasa ke semasa. Akhir sekali. kajian ini merupakan penambahbaikkan kepada kajian terdahulu kerana lebih memfokuskan motivasi intrinsik yang terhasil sepanjang pengalaman pelajar menggunakan E Pembelajaran. Kajian ini juga penting kerana ia juga merupakan satu usaha untuk menjelaskan bahawa motivasi boleh mempengaruhi pencapaian dan wujudnya hubungan yang positif antara motivasi dengan pencapaian. Justeru, dalam usaha meningkatkan keberkesanan E Pembelajaran, hubungan motivasi menggunakan E Pembelajaran dengan pencapaian dalam kalangan pelajar merupakan perkara yang penting untuk diketengahkan serta berkeperluan untuk dibincangkan bersama agar dapat dijadikan sumber maklumat dan memberi pengetahuan berkenaan dengan isu keberkesanan E Pembelajaran kepada semua pihak yang berkepentingan.

Tujuan dan Objektif Kajian

i. Mengenalpasti tahap motivasi menggunakan E Pembelajaran dalam kalangan pelajar Tingkatan 4.
ii. Mengenalpasti perbezaan dalam tahap motivasi menggunakan E Pembelajaran berdasarkan jantina dalam kalangan pelajar Tingkatan 4.

iii. Mengenalpasti hubungan dalam motivasi menggunakan E Pembelajaran dengan pencapaian Sejarah dalam kalangan pelajar Tingkatan 4.

3. Metodologi Kajian

Reka bentuk dan Sampel Kajian

Penyelidikan ini menggunakan pendekatan kuantitatif secara kajian tinjauan sebagai rekabentuk kajian dan telah menggunakan borang soal selidik secara dalam talian untuk mengumpulkan data. Untuk memperoleh hasil kajian, data diperolehi dan kemudiannya dianalisis menggunakan analisis deskriptif dan inferensi. Sampel kajian adalah terdiri daripada pelajar Tingkatan Empat daripada tiga buah sekolah menengah di Daerah Kota Samarahan, Sarawak. Populasi dalam kajian ini merupakan pelajar Tingkatan Empat sekolah menengah dari Daerah Samarahan, Sarawak yang berjumlah 2221 orang pelajar. Oleh kerana objektif kajian adalah untuk mengenalpasti perbezaan tahap motivasi menggunakan E Pembelajaran berdasarkan jantina pelajar, kajian telah menggunakan teknik pensampelan rawak berstrata atau berlapis (stratified random). Pensampelan rawak berstrata digunakan kerana dalam populasi jumlah pelajar lelaki dan perempuan adalah tidak seimbang. Seterusnya pemilihan sampel secara rawak mudah bagi setiap kategori ciri populasi adalah mengikut perkadaran. Berdasarkan Krejcie and Morgan (1970), populasi sesuatu kajian yang mempunyai populasi 2000 orang, seramai 327 orang responden diperlukan. Dalam kajian ini, jumlah sampel yang digunakan ialah seramai 328 orang sahaja.

Instrumen Kajian

Instrumen utama yang digunapakai dalam kajian ialah borang soal selidik. Kesemua Borang soal selidik dicapai secara atas talian. Kajian ini telah menggunakan soalan yang dibina dari kajian lepas dan diadaptasi berdasarkan konteks, tujuan dan objektif kajian. Item soal selidik yang diubahsuai adalah adaptasi penuh daripada beberapa kajian penyelidik terdahulu (Nor Aziah Abdul Aziz & Mohd Taufik Hj Ahmed, 2016; Rafizah Daud, Noor Azah Abd Raman & Zarulrizam Ab. Jalil, 2020 dan Agatha F. Umbit & Muhamad Suhaimi Taat, 2016). Instrumen soal selidik yang digunakan dalam kajian ini adalah soalan tertutup yang menggunakan pengukuran Skala Likert 4 iaitu Sangat Tidak Setuju (STS), Tidak Setuju (TS), Setuju (S) dan Sangat Setuju (SS). Pada bahagian A, maklumat demografi responden akan diperolehi. Manakala pada bahagian B merupakan 22 item soal selidik yang terdiri daripada empat komponen untuk mengukur motivasi intrinsik penggunaan E Pembelajaran iaitu Komponen Tanggapan Mudah Guna, Tanggapan Kebergunaan, Keyakinan Diri, dan Keseronokan. Seterusnya, untuk mengukur keberkesanan E Pembelajaran, pada akhir sesi pembelajaran bagi topik yang diajar menggunakan E Pembelajaran, pelajar diberikan ujian. Markah ujian pelajar yang telah selesai menggunakan E Pembelajaran akan digunakan untuk mengkaji hubungan E Pembelajaran dengan pencapaian pelajar.

Kesahan dan Kebolehpercayaan Instrumen

Pada peringkat ini, pengesahan instrumen oleh ahli pakar telah dilakukan sebagai memenuhi prosedur menentusahkan instrumen. Dalam kajian ini, kesemua instrument dan item soalselidik telah diadaptasi sepenuhnya daripada instrument dan item kajian Nor Aziah Abdul Aziz & Mohd Taufik Hj Ahmed, 2016, kajian Rafizah Daud, Noor Azah Abd Raman & Zarulrizam Ab. Jalil, 2020 dan kajian Agatha F. Umbit & Muhamad Suhaimi Taat, 2016). Sebagai sokongan, bantuan khidmat dan panduan dari penyelia untuk tujuan permurnian terhadap instrument juga dilakukan sepanjang kajian ini dilaksanakan sehingga tamat. Untuk mengukur prestasi pelajar, ujian yang mempunyai item berbentuk objektif aneka pilihan iaitu A, B atau C telah digunakan. Analisis item bagi ujian juga telah dilaksanakan dengan menentukan Indeks Kesukaran dan Indeks Pembezaan seperti yang disarankan oleh Macintosh dan Morrison (1969). Pada waktu yang sama, khidmat guru pakar dan Jurulatih Utama (JU) KSSM SPM Mata Pelajaran Sejarah yang berpengalaman lebih 20 tahun telah digunakan untuk tujuan pengesahan dan kebolehpercayaan item ujian yang digunakan dalam kajian.

4. Dapatan Kajian

Sebelum dapatan kajian dilaporkan, maklumat dari segi penggunaan gajet dan aplikasi dalam E-pembelajaran dalam kalangan responden dipaparkan untuk memberi gambaran tentang pengalaman E-Pembelajaran responden kajian seperti ditunjukkan dalam Jadual 1 dan 2 berikut.

Kekerapan Dan Peratus Mengikut Jenis Gadget Yang Digunakan

Jadual 1: Kekerapan dan Peratus Jumlah Gadget yang digunakan

Bil.	Jenis Gadget	Kekerapan	Peratus
1.	Komputer/Laptop	68	20.7
2.	Telefon Pintar	245	74.7
3.	Tablet/Ipad	15	4.6
4.	Lain-lain	0	0
	Jumlah	328	100.0

Jadual 1 menunjukkan kekerapan dan peratus jumlah gadget yang digunakan untuk E Pembelajaran dalam kalangan pelajar Tingkatan Empat di Daerah Samarahan. Daripada 328 orang responden, seramai 68 (20.7%) orang responden menggunakan komputer/laptop, manakala seramai 245 (74.7%) orang menggunakan telefon pintar dan seramai 15 (4.6%) orang menggunakan Tablet/Ipad. Merujuk kepada dapatan kajian, jenis gadget yang mencatat peratus tertinggi adalah Telefon Pintar iaitu seramai 245 (74.7%) orang. Bacaan peratus terendah pula adalah Tablet/Ipad iaitu sebanyak 4.6% persamaan dengan 15 orang.

Kekerapan Dan Peratus Mengikut Aplikasi Yang Digunakan Dalam E Pembelajaran

Jadual 2 : Kekerapan Jenis Aplikasi yang digunakan dalam E Pembelajaran

Bil.	Jenis Aplikasi	Kekerapan	Peratus
1.	Google Classroom	66	20.12
2.	Schoology	1	0.30
3.	Telegram	132	40.24
4.	WhatsApp	125	38.11
5.	Lain-lain	4	1.22
	Jumlah	328	100.0

Jadual 2 menunjukkan bahawa Aplikasi “Telegram” telah menunjukkan kekerapan tertinggi iaitu seramai 132 (40.24%) orang pelajar. Manakala aplikasi kedua tertinggi adalah “WhatsApp” seramai 125 (38.11%) orang pelajar. Seterusnya aplikasi ketiga tertinggi yang digunakan adalah

"Google Classroom" iaitu seramai 66 (20.12%) orang pelajar. Lain-lain aplikasi adalah seramai 4 (1.22%) orang pelajar dan "Schoology" pula hanya menunjukkan 1 (0.30%) orang pelajar.

Tahap Motivasi Menggunakan E Pembelajaran Dalam Kalangan Pelajar Tingkatan 4

Merujuk kepada Jadual Interpretasi Skor Min Skala Likert Empat Min (Riduwan, 2012) menunjukkan bahawa secara keseluruhan telah memperlihatkan keempat-empat komponen dalam tahap Motivasi menggunakan E Pembelajaran menunjukkan min yang berada ditafsiran tahap yang sederhana.

Jadual 3: Min dan sisihan piawai tahap motivasi menggunakan E Pembelajaran mengikut komponen-komponen

Motivasi/ Item/ Komponen	N	Min	SP	Tahap
Mudah Guna S1-S8	328	3.27	.581	Sederhana
Kebergunaan S9-S12	328	3.22	.639	Sederhana
Keyakinan S13-S19	328	3.24	.651	Sederhana
Keseronokan S20-S22	328	3.25	.609	Sederhana
Jumlah	328	3.25	.620	Sederhana

Berdasarkan jadual 3 di atas, Komponen Mudah Guna telah mencatat nilai min yang tertinggi iaitu 3.27, manakala komponen kedua tertinggi adalah Komponen Keseronokan dengan catatan min 3.25. Seterusnya komponen yang ketiga tertinggi adalah Komponen Kayakinan dengan catatan min 3.24. Komponen Kebergunaan mencatat min yang paling rendah iaitu sebanyak 3.22.

Perbezaan Dalam Tahap Motivasi Menggunakan E Pembelajaran Berdasarkan Jantina Dalam Kalangan Pelajar Tingkatan 4

Jadual 4: Tahap motivasi menggunakan E Pembelajaran antara pelajar lelaki dan perempuan

Komponen	Jantina	Min	Nilai - t	Tahap Signifikan
Tahap Motivasi	Lelaki	2.88	1.696	0.091
	Perempuan	2.73		

Berdasarkan Jadual 4, setelah melakukan ujian T-sampel tidak bersandar, didapati nilai -t bagi perbezaan tahap motivasi menggunakan E-pembelajaran antara pelajar lelaki dan perempuan ialah $t = 1.696$ dan tahap signifikan $p = 0.091$. Tahap signifikan ini adalah lebih besar daripada 0.05 ($p>0.05$). Oleh itu, Hipotesis Nul kajian diterima. Sebagai kesimpulan, kajian telah mendapati tidak terdapat perbezaan yang signifikan pada tahap motivasi menggunakan E-pembelajaran antara pelajar lelaki dan perempuan.

Hubungan Dalam Motivasi Menggunakan E Pembelajaran Dengan Pencapaian Sejarah Dalam Kalangan Murid Tingkatan 4

Untuk interpretasi data ujian korelasi, Jadual Garis Panduan Guilford (Rodziah, 2004) digunakan untuk menentukan kekuatan hubungan.

Jadual 5: Hubungan tahap motivasi menggunakan E Pembelajaran dengan pencapaian Sejarah dalam kalangan pelajar

	Korelasi Pearson (r)	**Signifikan (p)**	**Keterangan**
Tahap Motivasi menggunakan E Pembelajaran dengan Pencapaian Sejarah	0.109*	0.049	Sangat Lemah

Berdasarkan Jadual 5, keputusan yang diperoleh adalah signifikan dengan nilai r=0.109*. Dengan merujuk kepada Jadual Garis Panduan Guilford, nilai r menunjukkan kekuatan korelasi pada tahap Sangat Lemah (r = 0.109*, r<0.20). Oleh itu, dapatan kajian telah menunjukkan terdapat hubungan yang signifikan antara tahap motivasi menggunakan E Pembelajaran dengan pencapaian mata pelajaran sejarah dalam kalangan pelajar (p = 0.049, p<0.05). Hipotesis null ditolak.

5. Perbincangan dan Kesimpulan

Secara keseluruhannya, tahap Motivasi menggunakan E Pembelajaran adalah Sederhana. Dapatan kajian mendapati komponen Motivasi Mudah Guna dan Komponen Keseronokan adalah paling dominan. Dapatan kajian ini telah menyokong beberapa laporan dapatan kajian terdahulu. Dalam laporan dapatan kajian Nor Aziah Abdul Aziz dan Mohd Taufik Hj Ahmed (2016) mendapati pelajar yang mempunyai kemahiran dan pengetahuan asas tentang internet memiliki motivasi yang tinggi sewaktu menggunakan E Pembelajaran. Hasil laporan dapatan kajian tersebut telah menyokong dapatan pengkaji kerana telah menunjukkan bahawa faktor mudah guna, tiada kesukaran sewaktu menggunakan dan keselesaan pelajar merupakan perkara yang penting dalam menentukan tahap motivasi pelajar menggunakan E Pembelajaran. Selain itu, laporan hasil dapatan pengkaji juga penting kerana memberi maklumat bahawa keempat-empat komponen tersebut perlu diberi perhatian dan perlu ditingkatkan dari semasa ke semasa. Seterusnya, kesemua dapatan kajian mendapati bahawa kaedah pengajaran dan pembelajaran yang menggunakan E Pembelajaran adalah lebih menarik, menimbulkan minat, menyeronokan dan mampu mendorong pelajar untuk aktif dalam proses pengajaran dan pembelajaran (M. Kaviza, 2016; Mohd Mahzan Awang, Abdul Razaq Ahmad, & Nur Syazwani Abdul Talib, 2016; Brodahl & Wathne, 2016 dan Nurul Shida et al., 2019). Jelas bahawa tahap motivasi yang sederhana dalam menggunakan E Pembelajaran dalam kalangan pelajar memberi maklumat berguna agar kaedah E Pembelajaran dimanfaatkan sepenuhnya dalam membantu meningkatkan motivasi belajar dalam pembelajaran. Laporan dapatan kajian dalam mengenalpasti faktor-faktor seperti ciri-ciri keseronokan, dan mudah guna menggunakan E Pembelajaran dalam pembelajaran perlu dimanfaat oleh semua pihak kerana dipercayai boleh meningkatkan motivasi dan pencapaian pembelajaran. Dalam dapatan kajian kedua, pengkaji mendapati tidak terdapat perbezaan yang signifikan dalam tahap motivasi menggunakan E Pembelajaran berdasarkan jantina. Oleh itu, dapatan kajian pengkaji telah menyokong kajian Mohamad Firdaus Ahmad et al. (2020) yang mempercayai bahawa kedua-dua jantina mempunyai tahap motivasi yang sama dalam penggunaan E Pembelajaran.

Di samping itu, hasil kajian ketiga mendapati bahawa terdapat hubungan yang signifikan dalam tahap motivasi menggunakan E Pembelajaran dengan pencapaian Sejarah. Melalui hasil dapatan pengkaji, tahap motivasi menggunakan E Pembelajaran dengan pencapaian mempunyai hubungan dan pengaruh antara satu sama lain. Pelajar yang menunjukkan motivasi yang tinggi dalam penggunaan E Pembelajaran secara langsung akan menunjukkan prestasi pencapaian akademik yang tinggi. Sebagai tambahan, beberapa kajian terdahulu mendapati, penggunaan E

Pembelajaran membuatkan pelajar lebih faham dan sekali gus meningkatkan prestasi (Adelabu, Makgato dan Ramaligela, 2019; Ardiç & Isleyen, 2018, Iskrenovic-Momcilovic, 2020 dan Valencia-Vallejo, López-Vargas, & Sanabria-Rodríguez, 2018). Seterusnya, kajian Norhafiza Idris dan Noor Rulhanim Mohamad Ariffin (2018) juga mendapati program intervensi yang menggunakan Teknologi Digital menunjukkan persepsi pelajar adalah positif dan mampu menghasilkan keputusan yang lebih baik. Seterusnya, hasil dapatan yang sama juga dilaporkan oleh Abdul Hamid et al. (2018) dan Suzlina Hilwani Baharuddin dan Jamaludin Badusah (2016) yang telah mendapati bahawa penggunaan E Pembelajaran telah meningkatkan motivasi serta pemahaman penguasaan pelajar. Dalam kajian Panteli dan Fatade (2017), pengkaji telah memberikan maklumat penting bahawa pembelajaran yang menggunakan teknologi menunjukkan penggunaan pembelajaran yang ebih efisien kepada pelajar yang berprestasi rendah dan sekali gus membantu meningkatkan pencapaian. Hubungan yang signifikan ini penting kerana pelajar yang bermotivasi tinggi terutamanya ketika menggunakan E Pembelajaran akan menunjukkan pencapaian akademik yang tinggi.

Kesimpulan daripada data yang diperolehi dalam kajian menunjukkan bahawa terdapat hubungan yang signifikan antara tahap motivasi menggunakan E Pembelajaran dengan pencapaian dalam kalangan pelajar memberi maklumat kepada ibu bapa, guru dan pelajar untuk memanfaatkan kaedah E Pembelajaran dalam membantu meningkatkan pemahaman, penguasaan, serta prestasi akademik ke arah yang lebih cemerlang. Dalam usaha meningkatkan pencapaian dalam pembelajaran terutamanya mata pelajaran yang sukar seperti Sejarah, maklumat dalam kajian ini adalah penting. Selain itu, kajian ini juga boleh membantu mengenalpasti beberapa faktor penting seperti mudah guna, kebergunaan, keseronokan, dan keyakinan diri merupakan antara kriteria yang boleh mempengaruhi motivasi murid menggunakan E Pembelajaran dan sekali gus dimanfaatkan oleh semua dalam meningkatkan prestasi murid dalam pembelajaran. Seterusnya, dalam konteks kajian, tiada perbezaan pada tahap motivasi menggunakan E Pembelajaran berdasarkan jantina memberikan maklumat yang penting kepada semua. Ketiadaan perbezaan ini terutamanya dalam tahap motivasi menggunakan E Pembelajaran ini telah menunjukkan bahawa kaedah ini adalah sesuai dan relevan kepada pelajar tanpa dipengaruhi oleh jantina. Oleh itu, isu berkenaan jenis jantina dalam kajian bukanlah penentu utama kepada tahap motivasi dalam kalangan pelajar menggunakan E Pembelajaran. Impikasi kajian yang utama adalah hubungan tahap motivasi dengan pencapaian pelajar yang signifikan telah ditunjukkan dan hal ini telah menambah maklumat penting yang menjelaskan bahawa E Pembelajaran mampu meningkatkan motivasi pelajar untuk belajar. Hubungan yang signifikan ini memberikan maklumat kepada pengkaji kerana kaedah E Pembelajaran mampu membantu pelajar untuk lebih bermotivasi untuk belajar, melibatkan diri secara aktif, meningkatkan keyakinan diri sekali gus meningkatkan pemahaman, penerimaan serta pencapaian akademik dalam kalangan pelajar. Seterusnya, laporan dapatan kajian ini bukan sahaja memberi maklumat penting tentang isu-isu yang berkaitan E Pembelajaran malah, kajian ini juga diharap dapat menambah kajian berkaitan E Pembelajaran dan menjadi rujukan pada masa akan datang. Akhir sekali, berdasarkan hasil kajian ini juga dan kajian-kajian yang dijalankan sebelumnya, tahap motivasi dan hubungannya dengan pencapaian merupakan bidang yang amat luas dan perlu dibuat kajian lanjutan. Dicadangkan juga agar pihak terbabit akan mengambil usaha proaktif yang menyeluruh dan lebih berkesan. Oleh itu, adalah dicadangkan bahawa bagi kajian yang mendatang akan melibatkan populasi sampel yang lebih luas dan pendekatan metodologi yang pelbagai. Hal ini bertujuan untuk mendapatkan skop yang lebih luas dalam melihat hubungan tahap motivasi dengan pencapaian pelajar secara menyeluruh. Konteks kajian di pelbagai peringkat sekolah juga perlu diperluaskan kepada pelbagai peringkat umur dan golongan.

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Motivasi Pelajar Sekolah Menengah Kebangsaan Di Kuala Lumpur Dan Keterlibatan Pelajar Dalam Pengajaran Dan Pembelajaran Dalam Talian Sepanjang Tempoh Pandemik Covid-19

(Motivation of High School Students in Kuala Lumpur and their Involvement in Online Teaching and Learning during the Covid-19 Pandemic period)

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Abstrak: *Penularan wabak pandemik Covid-19 yang melanda dunia serta pelaksanaan Perintah Kawalan Pergerakan (PKP) telah menyebabkan sistem pendidikan negara menerima kesan. Pembelajaran dalam talian secara menyeluruh dan drastik telah dilaksanakan berikutan pelaksanaan PKP. Kajian ini bertujuan untuk mengenalpasti tahap motivasi dan keterlibatan serta hubungan antara motivasi dan keterlibatan pelajar sepanjang tempoh Pandemik Covid-19. Kajian ini menggunakan kaedah persampelan kebarangkalian yang melibatkan seramai 116 orang pelajar tingkatan 1 hingga 5 di Kuala Lumpur. Instrumen yang digunakan adalah Motivated Strategies for Learning (MSLQ) (Pintrich & De Groot, 1990) untuk mengukur motivasi manakala soal selidik keterlibatan pelajar yang dibina dan diadaptasi oleh beberapa pengkaji turut digunakan dalam kajian ini. Keputusan kajian menunjukkan tahap motivasi berada di tahap sederhana tinggi dan keterlibatan pelajar dalam pengajaran dan pembelajaran dalam talian berada di tahap sederhana. Keputusan kajian juga menunjukkan terdapat hubungan signifikan antara motivasi dan keterlibatan pelajar dalam pengajaran dan pembelajaran dalam talian. Kajian ini memberi implikasi kepada bidang pendidikan dan memberi maklumat kepada pihak kementerian serta membantu guru-guru untuk menambahbaik teknik mengajar secara dalam talian. Bahkan, kajian ini juga dapat memberi kesedaran kepada ibu bapa untuk menyediakan persekitaran yang kondusif dan selesa dari segi ruang pembelajaran, capaian internet yang stabil dan sokongan ibu bapa terhadap pelajar.*

Kata Kunci: motivasi, keterlibatan pelajar, pengajaran dan pembelajaran, dalam talian (online), perintah kawalan pergerakan (PKP).

Abstract: *The spread of the Covid-19 pandemic that hit the world as well as the implementation of the Movement Control Order (PKP) has affected our national education system to have an impact. Comprehensive and drastic online learning has been implemented following the implementation of PKP. This study aims to identify the level of motivation and involvement as well as the relationship between student motivation and involvement during the Covid-19 Pandemic period. This study uses probability sampling method involving 116 form 1 to 5 students in Kuala Lumpur. The instrument used is Motivated Strategies for Learning (MSLQ) (Pintrich & De Groot,* *1990) to measure motivation while students engagement questionnaires developed and adapted by several researchers were also used in this study. The results of the study show that the level of motivation is at medium high level and involvement of students in online teaching and learning is at a moderate level. The results of the study also show that there is a significant relationship between student motivation and involvement in online teaching and learning. This study has implications for the field of education and provides valuable information to the ministry as well as helping teachers to improve online teaching techniques. In fact, this study can also provide awareness to parents to provide a conducive and comfortable environment in terms of learning space, stable internet access and parental support for students.*

Keywords: motivation, student engagement, teaching and learning, online, movement control order (MCO)

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1. Pengenalan

Motivasi merupakan satu desakan dan dorongan yang menggerakkan seseorang untuk berusaha mencapai sesuatu kejayaan. (Ryan & Deci, 2000). Terdapat dua bentuk motivasi iaitu kategori orientasi dalaman (intrinsik) yang merujuk kepada kepuasan dan rasa seronok seperti pengembangan ilmu pengetahuan, pencapaian diri atau mendapat pengalaman yang mengembirakan manakala kategori kedua ialah orientasi luaran (ekstrinsik) yang disebabkan oleh ganjaran yang diperolehi seperti mendapat pekerjaan, pengiktirafan dan sebagainya (Noels, 2002).

Seterusnya, keterlibatan pelajar menurut Welch dan Bonnan-White (2012) adalah pelajar menyertai pelbagai aktiviti di dalam bilik darjah dan luar bilik darjah seperti pembelajaran di dalam kelas, berinteraksi dengan rakan sekelas, guru dan melibatkan diri dengan aktiviti-aktiviti di sekolah. Keterlibatan pelajar di sekolah secara amnya meliputi pelbagai ciri seperti tingkah laku, emosi, kognitif dan penglibatan dalam aspek psikologi (Skinner & Pitzere, 2012). Menurut Sidik I. F. et al (2020), keterlibatan pelajar adalah penting untuk meningkatkan keyakinan diri, motivasi, minat dalam bidang akademik, ko-akademik mahupun kokurikulum (Sidik I. F. et al., 2020).

Pandemik Covid-19 yang mula melanda negara dan dunia amnya sepanjang tahun 2020 merupakan suatu peristiwa ancaman kesihatan yang telah menjejaskan pelbagai aspek kehidupan seharian masyarakat. Pada tanggal 18 Mac 2020, kerajaan Malaysia telah mengumumkan Perintah Kawalan Pergerakan (PKP) diseluruh negara disebabkan oleh penularan wabak Covid-19 di negara ini. Perintah ini menyaksikan semua agensi kerajaan dan swasta termasuk sektor pendidikan ditutup. Penutupun sektor pendidikan menyaksikan perubahan kaedah pembelajaran secara konvensional kepada pembelajaran secara dalam talian.

Pelan Pembangunan Pendidikan Malaysia 2013-2025 (Kementerian Pendidikan Malaysia, 2013), berdasarkan lonjakan kesembilan iaitu dengan memanfaatkan teknologi maklumat untuk meningkatkan kualiti pembelajaran dengan menekankan kepada pembelajaran secara dalam talian. Ini merupakan salah satu persediaan yang telah dirangka oleh kerajaan dalam memastikan pendidikan yang berkualiti. Bahkan, pelan ini menekankan kepada kesamarataan akses kepada pendidikan berkualiti dengan memanfaatkan teknologi komunikasi dan maklumat (ICT) bagi membina dan menaiktaraf kualiti pembelajaran di Malaysia seiring dengan kualiti pendidikan antarabangsa. Pembelajaran dalam talian dengan berpusatkan murid iaitu dengan mengambil kira kandungan pelajaran, kaedah penilaian dan pendekatan pembelajaran yang berbeza daripada kaedah konvensional dibina dan disesuaikan dengan kurikulum yang ada. Berdasarkan pelan pembangunan yang telah dirangka oleh kerajaan ini, menunjukkan bahawa kerajaan telah bersedia dengan arus perubahan teknologi.

Namun begitu, penularan wabak Covid-19 yang melanda dunia telah menyebabkan sistem pendidikan negara menerima kesan daripada PKP yang dilaksanakan. Penutupan sekolah yang berlaku secara drastik telah menyebabkan pelajar sekolah menerima kesan yang ketara. Penutupan institusi pendidikan di seluruh negara menyebabkan pembelajaran dijalankan secara dalam talian secara menyeluruh menyebabkan motivasi pelajar dan keterlibatan pelajar dalam pengajaran dan pembelajaran secara dalam talian terjejas.

Kajian yang dijalankan oleh Tabung Kanak-Kanak Pertubuhan Bangsa-Bangsa Bersatu (UNICEF, 2020) selepas tamatnya tempoh PKP menunjukkan peratusan murid menengah atas yang tidak hadir ke sekolah selepas sekolah dibuka semula adalah sangat membimbangkan. Kajian ini menunjukkan seorang daripada 5 kanak-kanak hilang minat untuk ke sekolah (Tabung Kanak-Kanak Pertubuhan Bangsa-Bangsa Bersatu, 2020).

Laporan oleh Suruhanjaya Komunikasi dan Multimedia Malaysia (SKMM) menunjukkan bahawa terdapat peningkatan sebanyak 23.5 peratus aliran trafik internet di seluruh negara pada pelaksanaan minggu pertama PKP dan berlaku peningkatan sebanyak 8.6 peratus pada minggu kedua (SKMM, 2020). Peningkatan aliran trafik internet berlaku disebabkan oleh pelaksanaan pengajaran dan pembelajaran secara dalam talian.

Antara isu yang sering dihadapi oleh pelajar semasa pembelajaran secara dalam talian ini adalah tiada capaian internet di rumah dan gangguan kepada akses internet seperti talian internet yang terputus-putus serta tidak stabil. Gangguan ini menyebabkan pelajar menghadapi kesukaran untuk menyertai pengajaran dan pembelajaran secara dalam talian. Pelajar yang tinggal di kawasan pedalaman mengalami kesukaran untuk mendapat capaian internet yang stabil dan ini memerlukan mereka untuk memilih rangkaian talian yang mempunyai capaian yang baik di kawasan kediaman (Aziz A. et al., 2020).

Seterusnya, pelajar mempunyai masalah tidak mempunyai akses kepada peranti digital pintar untuk mengikuti kelas secara dalam talian. Kajian oleh UNICEF (2020) menunjukkan seramai 9 daripada 10 kanak-kanak menggunakan telefon bimbit sebagai peralatan untuk pengajaran dan pembelajaran secara dalam talian manakala 8 daripada 10 orang kanak-kanak tidak mempunyai akses kepada komputer. Kebanyakan pelajar menggunakan telefon bimbit yang dikongsi dengan ibu bapa serta adik-beradik yang lain. Perkongsian alat peranti digital bagi tujuan pembelajaran ini menyebabkan adakalanya pelajar tidak dapat mengikuti kelas secara dalam talian kerana ibu bapa bekerja atau digunakan oleh adik-beradik yang lain.

Persekitaran rumah yang tidak kondusif juga menjadi antara penyumbang kepada keterlibatan pelajar dalam pengajaran dan pembelajaran secara dalam talian. Ketiadaan ruang untuk belajar di rumah, suasana yang bising, ruang yang sempit menyebabkan pelajar tidak dapat fokus dalam pengajaran dan pembelajaran secara dalam talian yang seterusnya menyebabkan motivasi mereka untuk menghadiri kelas secara dalam talian merosot (Aziz A. et al., 2020). Di samping itu, sikap dan disiplin murid juga menjadi antara faktor keterlibatan pelajar kurang semasa kelas secara dalam talian. Menurut kajian oleh Aziz A. et al. (2020) pembelajaran dalam talian tidak dapat membentuk disiplin belajar kerana kurang pengawasan dan pelajar cenderung bersikap sambil lewa disebabkan kurangnya pemantauan oleh guru berbanding secara di dalam kelas konvensional. Terdapat pelajar yang tidak mengambil endah jadual pengajaran dan pembelajaran secara dalam talian yang seterusnya menyebabkan pelajar tersebut terlepas untuk menghadiri kelas secara dalam talian.

Selain itu, tidak dinafikan sokongan dan dorongan ibu bapa berperanan dalam keterlibatan pelajar semasa kelas secara dalam talian yang dilaksanakan oleh guru. Terdapat segelintir ibu bapa yang tidak menegur anak-anak untuk memasuki kelas secara dalam talian, tidak memantau aktiviti kerja rumah anak-anak, tidak mengetahui jadual kelas anak-anak dan sebagainya. Bahkan, terdapat ibu bapa yang bekerja dan terpaksa meletakkan tanggungjawab menjaga adik dan membuat kerja rumah yang lain kepada pelajar seperti membeli barangan rumah, mengemas rumah dan sebagainya. Hal ini menyebabkan pelajar tidak dapat menyertai kelas secara dalam talian dan memberi fokus yang baik ketika dalam kelas secara dalam talian (Aziz A. et al., 2020).

Oleh itu, ini dilihat dapat memberi implikasi kepada pihak kementerian, para pendidik, ibu bapa dan pelajar sendiri tentang pentingnya motivasi dan keterlibatan pelajar semasa dalam tempoh pandemik.

Objektif Kajian

i. Mengenalpasti tahap motivasi dan keterlibatan pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur dalam pengajaran dan pembelajaran atas talian sepanjang tempoh Pandemik Covid-19.
ii. Mengenalpasti hubungan antara Motivasi Pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur dan Keterlibatan Pelajar dalam Pengajaran dan Pembelajaran atas Talian sepanjang tempoh Pandemik Covid-19.
iii. Mengenalpasti pengaruh Motivasi Pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur terhadap Keterlibatan Pelajar dalam Pengajaran dan Pembelajaran atas Talian sepanjang tempoh Pandemik Covid-19.

2. Ulasan Kajian Lepas

Motivasi pelajar

Jusoh Z. et al. (2016) telah menjalankan kajian tentang motivasi belajar dan keterlibatan pelajar dalam pembelajaran kemahiran mengarang Bahasa Melayu dalam kalangan pelajar yang rendah pencapaian. Kajian yang dijalankan ini melibatkan seramai 166 orang murid di tiga buah sekolah menggunakan kaedah kajian rentas dengan pengedaran soal selidik kepada responden kajian. Keputusan kajian mendapati murid-murid yang rendah pencapaian mempunyai motivasi belajar dan keterlibatan dalam pembelajaran kemahiran mengarang yang tinggi. Kajian ini hanya melihat kepada motivasi murid dan keterlibatan dalam kemahiran mengarang dalam Bahasa Melayu.
Vibulphol J. (2016) menjalankan kajian berkenaan motivasi pelajar iaitu untuk mengkaji motivasi dan pembelajaran Bahasa Inggeris dan strategi motivasi guru di bilik darjah dalam kalangan pelajar sekolah. Kajian terhadap 329 orang pelajar dan 12 orang guru di Thailand menunjukkan bahawa

motivasi pelajar di dalam kelas agak tinggi dan pelajar mempunyai minat untuk mempelajari Bahasa Inggeris. Namun, tahap pembelajaran didapati tidak tinggi dan sebilangan pelajar di hampir setiap kelas mempunyai tahap motivasi yang rendah. Dapatan kajian ini juga menunjukkan bahawa motivasi yang tinggi dan minat mempelajari Bahasa Inggeris adalah tinggi dalam kalangan pelajar di kelas yang maju. Keputusan dari kajian ini memberi maklumat bahawa kepentingan teori motivasi yang diaplikasikan oleh guru adalah sangat penting dalam meningkatkan motivasi pelajar.

Seterusnya, kajian oleh Saad S. (2015) terhadap 687 orang pelajar kolej vokasional bertujuan untuk mengenalpasti tahap motivasi pencapaian pelajar dan mengenalpasti hubungan antara sikap pelajar terhadap kursus, sokongan ibu bapa, pengaruh rakan sebaya, peranan guru dan persekitaran bengkel dengan motivasi pencapaian. Keputusan kajian berbentuk tinjauan ini menunjukkan bahawa majoriti pelajar mempunyai tahap motivasi pencapaian yang tinggi dan terdapat perbezaan bagi motivasi pencapaian dalam pelbagai kursus. Keputusan kajian juga menunjukkan terdapat hubungan antara faktor sikap terhadap bidang dengan motivasi pencapaian, hubungan yang psoitif antara sokongan ibu bapa, pengaruh rakan sebaya, peranan guru dan persekitaran bengkel dengan motivasi pencapaian. Bahkan, analisis regressi yang dijalankan menunjukkan faktor sikap terhadap kursus adalah penyumbang utama kepada motivasi pencapaian murid.

Di samping itu, Daniela P. (2015) telah menjalankan kajian keatas 270 orang pelajar sekolah menengah yang berusia 12 hingga 14 tahun di Romania. Kajian ini bertujuan untuk mengenalpasti fakor motivasi pelajar iaitu efikasi kendiri, kawalan kendiri, minat dalam subjek yang mempengaruhi tahap prestasi pelajar. Keputusan kajian menunjukkan pelajar yang rendah keyakinan dalam kejayaan mempunyai tahap prestasi pembelajaran yang rendah. Pelajar tidak menyedari nilai intrinsik dan menganggap dipaksa belajar oleh guru dan ibu bapa kerana takut akan gagal dalam peperiksaan. Secara keseluruhannya, dapatan kajian ini menunjukkan bahawa tahap regulasi diri yang tinggi mempunyai hubungan dengan tahap motivasi yang tinggi. Kajian ini mendapati prestasi pembelajaran akan meningkat sekiranya seseorang individu mempunyai rasa ingin tahu, tinggi efikasi kendiri, mempunyai kawalan kendiri, regulasi dan mempunyai perancangan dalam mencapai matlamat.

Zubir M. et al. (2018) telah melaksanakan kajian ke atas 30 orang murid sekolah yang bertujuan untuk mengenalpasti tahap motivasi dan sikap terhadap pembelajaran Bahasa Melayu. Keputusan kajian menunjukkan kesemua responden mempunyai tahap sikap positif yang tinggi berbanding motivasi. Kajian ini menunjukkan motivasi murid kurang memberangsangkan disebabkan oleh kurangnya semangat untuk belajar. Ini disebabkan oleh faktor-faktor lain yang mempengaruhi pelajar ini yang seterusnya menyebabkan motivasi untuk mempelajari bahasa berkurang.

Iberahim A. et al. (2017) menjalankan kajian untuk mengenal pasti pengaruh pembelajaran abad ke-21 terhadap sikap, motivasi, dan pencapaian pelajar dalam pembelajaran Bahasa Melayu. Seramai 277 orang murid tingkatan 4 aliran sains dan sastera di 3 buah sekolah di Kelantan di pilih sebagai sampel kajian ini. Pengaruh pembelajaran abad ke-21 memberi banyak kesan positif kepada motivasi, sikap dan pencapaian pelajar dalam subjek Bahasa Melayu.

Kajian ini menunjukkan sikap pelajar terhadap pembelajaran abad ke-21 berada pada tahap tinggi, motivasi pelajar terhadap pembelajaran Bahasa Melayu yang telah diterapkan kemahiran abad ke-21 dan tahap pencapaian juga berada pada tahap yang tinggi. Secara keseluruhannya kajian ini mendapati motivasi yang tinggi secara tidak langsung dapat mendorong untuk mempertingkatkan pencapaian dalam pembelajaran pelajar.

Keterlibatan pelajar

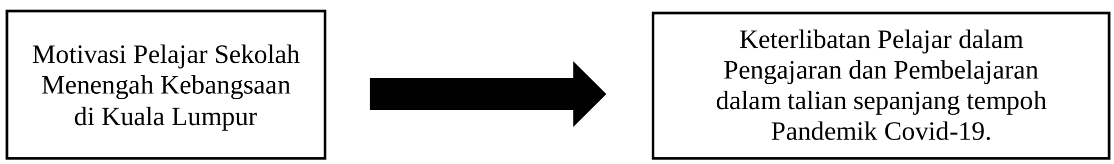
Yusoff H. M. dan Azman N. (2018) telah menjalankan kajian keatas 800 orang murid berusia 16 tahun yang bertujuan untuk mengenalpasti hubungan antara keterlibatan murid, sokongan pembelajaran dan pencapaian akademik mengikut jantina. Keputusan kajian menunjukkan bahawa keterlibatan murid mempunyai hubungan dengan sokongan pembelajaran dan pencapaian akademik. Pencapaian akademik dan keterlibatan pelajar perempuan didapati lebih baik berbanding pelajar lelaki. Kajian ini juga mendapati keterlibatan pelajar menjadi faktor pengantara bagi faktor sumbangan pencapaian akademik dan sokongan dalam pembelajaran. Kajian ini mendapati melalui keterlibatan murid di sekolah yang disebabkan oleh sokongan dari ibu bapa, sokongan dari guru dan sokongan rakan sebaya akan memberi kesan kepada pencapaian akademik pelajar. (Yusoff H. & Azman N, 2018).

Seterusnya, kajian oleh Sidik I. F. et al (2019) yang bertujuan untuk mengenalpasti tahap dan hubungan antara keterlibatan pelajar dalam aktiviti pembelajaran abad ke-21 dengan tahap berfikir aras tinggi (KBAT). Kajian yang dijalankan ke atas 200 orang pelajar tingkatan 4 menunjukkan keterlibatan pelajar dalam aktiviti pembelajaran abad ke-21 dalam bilik darjah dan KBAT masing-masing berada pada tahap sederhana tinggi. Bahkan, kajian ini menunjukkan bahawa terdapat hubungan antara keterlibatan pelajar dalam pembelajaran abad ke-21 dalam bilik darjah dan KBAT.

Kajian ini memberi implikasi bahawa pelajar perlu mempunyai tahap kesediaan yang tinggi bagi memastikan kejayaan pelaksanaan pembelajaran abad ke-21 dalam bilik darjah dan seterusnya dapat menyumbang kepada perkembangan kemahiran berfikir aras tinggi. Kajian ini memberi signifikan bahawa pelaksanaan pembelajaran abad ke-21 akan terlaksana dengan jayanya apabila para pelajar mempunyai tahap kesediaan yang tinggi dalam pembelajaran secara dalam talian yang seterusnya membantu pelajar dalam perkembangan kemahiran berfikir aras tinggi.

Di samping itu, kajian oleh Sidik I. F. et al (2020) bertujuan untuk mengenalpasti tahap dan mengenalpasti hubungan antara keterlibatan pelajar dengan kemahiran insaniah. Kajian yang melibatkan seramai 1600 orang pelajar tingkatan 4 di semenanjung Malaysia ini menunjukkan bahawa tahap keterlibatan dan kemahiran insaniah pelajar berada pada tahap sederhana tinggi. Keterlibatan pelajar dalam aktiviti pembelajaran di bilik darjah, aktiviti kokurikulum dan aktiviti sosial di sekolah dapat membantu pelajar meningkatkan kemahiran insaniah. Bahkan, kajian ini mendapati interaksi sosial di sekolah dapat membantu pelajar untuk memupuk sikap berkerjasama, saling memahami dan berkongsi maklumat antara satu sama lain. Bukan itu sahaja, keterlibatan pelajar melalui aktiviti berkumpulan menjadikan pelajar mudah untuk berkongsi pandangan dan berkongsi idea-idea yang seterusnya dapat mempertingkatkan kemahiran sosial dalam kalangan pelajar. Melalui keterlibatan pelajar, ianya dapat menjadikan pelajar mampu berfikir aras tinggi, kritis dan kreatif, berkemahiran dalam berkomunikasi, menyelesaikan masalah dan beretika.

Mat S. & Matore M. (2020) menjalankan kajian terhadap faktor yang mempengaruhi keterlibatan pelajar dalam pembelajaran matematik menerusi kaedah sorotan literature bersistematik. Kajian ini melibatkan sejumlah 41 artikel yang berkaitan keterlibatan pelajar dalam pembelajaran matematik. Keputusan kajian menunjukkan terdapat 15 faktor yang kemudiannya dikelaskan kepada 4 kategori iaitu demografi (jantina dan status sosio-ekonomi), kontekstual (strategi dalam PdP, persekitaran dalam kelas, penggunaan teknologi dan latar belakang sekolah), individu (efikasi kendiri, pencapaian akademik, sikap dan tingkahlaku, emosi, kemahiran berfikir dan kemahiran sosial pelajar.) dan persekitaran (sokongan guru dan kesepaduan rakan). Fauzi A. et al (2018) menyatakan bahawa penglibatan ibu bapa juga turut menyumbang dalam kajian keterlibatan pelajar selain daripada sokongan guru dan kesepaduan rakan. Model ini memberi gambaran yang lebih jelas berkaitan dengan hipotesis kajian yang dibina.



Rajah 1: Kerangka Konseptual Kajian

Teori Hierarki Keperluan Maslow

Menurut Hierarki Keperluan Maslow, keperluan merupakan satu desakan yang dapat memotivasikan seseorang untuk bertindak terhadap sesuatu matlamat seperti memenuhi keperluan-keperluan fisiologi, emosi, psikologi dan intelek. Asmawati (2002), menyatakan bahawa Teori Maslow ini menyatakan tentang keperluan-keperluan motivasi yang berbeza yang terdapat dalam satu sesebuah hierarki, iaitu keperluan primer perlu diperolehi dahulu sebelum memperoleh keperluan yang lebih tinggi. Menurut Kamaliah (2005), antara 4 keperluan asas yang perlu dipenuhi menurut Hierarki Maslow adalah keperluan fisiologi, keselamatan, kasih sayang dan penghargaan kendiri manakala 3 keperluan yang paling atas adalah perkembangan diri. Berdasarkan teori ini juga, ciri-ciri individu seperti kompetensi kendiri, penghargaan kendiri, pencapaian kendiri, autonomi dan memberi penekanan kepada kawalan dalaman individu. Teori ini dapat menjelaskan bagaimana keperluan asas dipenuhi seperti persekitaran rumah yang selesa bagi pembelajaran secara dalam talian, akses kepada internet, peralatan untuk pembelajaran secara dalam talian dapat meningkatkan motivasi pelajar dalam keterlibatan proses pengajaran dan pembelajaran sepanjang PKP.

Teori Regulasi Perhubungan

Keterlibatan pelajar dalam kajian ini dilihat berpandukan kepada teori regulasi perhubungan yang dibangunkan oleh Lakey dan Orehek (2011). Secara umumnya, teori ini menyatakan bahawa sokongan sosial yang diperoleh mahupun diberikan secara berterusan akan meningkatkan tahap kesejahteraan mental. Apabila seseorang dapat meregulasikan emosi dengan baik, pemikiran dan tingkah laku melalui komunikasi yang efektif akan dapat menjadikan kesejahteraan mental individu tersebut berada dalam keadaan baik. Di samping itu, teori ini menjelaskan bagaimana hubungan dan sokongan melalui individu sekeliling dapat mengurangkan tekanan seseorang (Lakey & Orehek, 2011). Oleh itu, teori ini dilihat dapat menjelaskan bagaimana sokongan sosial yang diperolehi daripada rakan, ibu bapa, keluarga, individu signifikan dan guru dan dapat menjadikan pelajar menyesuaikan diri dengan pembelajaran secara dalam talian.

3. Metodologi

Dalam kajian ini, pengkaji menggunakan reka bentuk kaedah tinjauan dengan menggunakan soal selidik yang telah diadaptasi dan dibina. Pengedaran soal selidik dilaksanakan untuk mengumpul data daripada subjek kajian, dan data-data yang dikutip akan dianalisis dengan ujian statistik. Pengumpulan data bagi kajian ini dijalankan di sekitar Kuala Lumpur. Pengkaji menjalankan kajian ke atas sekolah menengah kebangsaan yang berada di kawasan PPW Bangsar Pudu untuk mendapatkan responden yang terdiri daripada pelajar sekolah menengah kebangsaan dari tingkatan 1 hingga tingkatan 5. Persampelan kebarangkalian digunakan yang membawa maksud semua individu dalam populasi mempunyai peluang yang sama untuk dipilih sebagai sampel. Kajian ini berfokus kepada pelajar sekolah menengah kebangsaan yang berada di kawasan PPW Bangsar Pudu.

Kaedah persampelan rawak mudah digunakan dalam kajian ini dengan merujuk Tabachnick & Fidel (2001). Berdasarkan formula, saiz sampel yang sesuai bagi kajian ini adalah seramai 82 orang responden. Walaubagaimanapun, berdasarkan formula yang dikemukan oleh Tabachnick & Fidel (2001) menjelaskan bahawa jumlah sampel bagi kajian ini mestilah melebihi 82 orang responden. Oleh itu, hasil daripada edaran set soal selidik mendapati bahawa seramai 116 orang responden terlibat dalam kajian ini.

Kajian ini menggunakan soal selidik Motivated Strategies for Learning (MSLQ) yang telah dibina oleh Pintrich dan De Groot (1990). Antara dimensi yang terlibat dalam pemboleh ubah motivasi pelajar semasa pengajaran dan pembelajaran dalam talian adalah ekstrinsik, instrinsik, efikasi kendiri dan kognitif. Selain itu, pengkaji juga telah menggunakan soal selidik keterlibatan pelajar yang telah dibina dan diadaptasi oleh In F. C. dan Ahmad Z (2019); Yusoff H. dan Azman N (2018); Hamzah M. I dan Razak K. A (2020); Omar R. dan Ahmad J (2009). Di mana, pemboleh ubah keterlibatan merangkumi yang merangkumi dimensi sokongan ibu bapa, sokongan rakan-rakan, sokongan guru dan persekitaran.

Kajian ini merangkumi tiga aspek kajian di mana bahagian A mengkaji tentang latar belakang responden. Di mana, bahagian A dalam soal selidik digunakan untuk mendapat maklumat peribadi responden kajian. Maklumat yang dikumpulkan adalah seperti (jantina, tingkatan, bangsa, agama, nama sekolah dan alat peranti yng digunakan dalam pengajaran dan pembelajaran dalam talian. Maklumat ini penting untuk membantu pengkaji memastikan responden – responden kajian adalah bersifat homogen atau tidak terlalu berbeza dari segi karakteristiknya. Bahagian B mengkaji tentang motivasi pelajar semasa pengajaran dan pembelajaran dalam talian. yang merangkumi empat aspek iaitu ekstrinsik, instrinsik, efikasi kendiri dan kognitif. Di mana, bahagian ini mempunyai 16 soalan dan bahagian C iaitu keterlibatan pelajar dalam pengajaran dan pembelajaran dalam talian yang merangkumi perkara sokongan ibu bapa, sokongan rakan-rakan, sokongan guru dan persekitaran yang ketiga ialah demografi responden. Bahagian ini melibatkan sebanyak 18 soalan untuk dikaji.

Kajian ini menggunakan kaedah analisis data yang piawai dan standard digunakan secara meluas dalam bidang kajian ini. Kaedah ini menggunakan kaedah kuantitatif yang menggunakan perisian *Statistical Package of Social Sciences 23* (SPSS 23.0). Perisian ini digunakan bertujuan untuk memudahkan pengkaji untuk menjawab hipotesis-hipotesis yang dibina dengan lebih tepat, cepat dan efektif. Nilai aras signifikan yang digunakan adalah pada aras 0.05 atau sebanyak 95%.

4. Kajian Rintis

Keputusan Kebolehpercayaan

Jadual 1: Kebolehpercayaan Alat Ujian

Pembolehubah	Nilai pekali *Alpha Cronbach*	Bil item
Motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur	0.866	16
Keterlibatan dalam Pengajaran dan Pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19	0.909	18

Keputusan kebolehpercayaan mengikut dimensi menunjukkan dimensi motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur menunjukkan nilai kebolehpercayaan iaitu 0.866 di mana hubungannya adalah baik dan diterima antara item-item yang dikaji dalam dimensi tersebut. Manakala, dimensi keterlibatan dalam pengajaran dan pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19 menunjukkan nilai kebolehpercayaan yang diperolehi menunjukkan nilai 0.909 di mana nilai tersebut menunjukkan sangat baik, efektif, tahap konsistensi yang tinggi.

5. Dapatan Kajian

Analisis Demografi

Jadual 2: Analisis Deskriptif Demografi

Demografi		Kekerapan	Peratusan (%)
Jantina	Lelaki	32	27.6%
	Perempuan	84	72.4%
Tingkatan	Satu	41	35.4%
	Dua	45	38.8
	Tiga	4	3.4
	Empat	12	10.3
	Lima	14	12.1
Bangsa	Melayu	106	91.4%
	India	5	4.3%
	Cina	1	0.9%
Agama	Islam	106	91.4%
	Budha	1	4.3%
	Hindu	5	0.9%
Sekolah yang Terlibat	SMK Aminuddin Baki	36	31%
	SMK Cheras	33	28.5%
	SMK (P) Pudu	2	1.7%

	SMK Bangsar	3	2.6%
	SMK Cochrane	6	5.1%
	SMK Dato' Onn	4	3.4%
	SMK Datok Lokman	5	4.4%
	SMK Seri Mutiara	2	1.7%
	SMK Seri Pantai	7	6%
	SMK Seri Permaisuri	1	0.9%
	SMK Seri Sentosa	2	1.7%
	SMK Taman Maluri	13	11.3%
	SMK Yaacob Latif	2	1.7%
Alat Peranti yang Digunakan untuk Mengikuti Pengajaran dan Pembelajaran dalam talian	Telefon Pintar	73	62.9%
	Komputer Riba	36	31%
	iPad atau Tab	2	1.7%
	Lain-lain	5	4.5%

Berdasarkan analisis deskriptif yang dijalankan ke atas profil demografi responden mendapati bahawa kajian ini telah dilaksanakan ke atas 116 orang pelajar di sekolah menengah kebangsaan di Kuala Lumpur. Daripada 116 orang responden, seramai 32 orang (27.6%) adalah responden lelaki manakala seramai 84 orang (72.4%) adalah jumlah responden perempuan. Responden kajian ini terdiri dari pelajar tingkatan satu hingga pelajar tingkatan lima. Di mana, majoriti responden merupakan pelajar tingkatan dua iaitu seramai 45 orang (38.8%). Manakala, responden yang merupakan pelajar tingkatan tiga adalah seramai 4 orang (3.4%).

Pengkaji juga telah mengklasifikasikan etnik berdasarkan etnik-etnik utama di Malaysia iaitu etnik Melayu, Cina dan India. Majoriti responden yang terlibat adalah responden yang berbangsa Melayu iaitu seramai 106 orang (91.4%). Diikuti dengan responden berbangsa Cina iaitu seramai 1 orang (0.9%). Seterusnya, kajian ini juga melihat kepada agama yang dianuti oleh responden. Majoriti responden menganut agama Islam iaitu seramai 106 orang (91.4%). Dikuti dengan responden yang menganut agama Budha iaitu seramai 1 orang (0.9%). Kajian ini melibatkan sebanyak 13 buah sekolah yang berada di kawasan PPW Bangsar Pudu. Di mana, penglibatan responden majoritinya adalah pelajar daripada SMK Aminuddin Baki iaitu seramai 36 orang (31%) dan penglibatan responden yang terendah adalah daripada SMK Seri Permaisuri iaitu seramai 1 orang (0.9%). Bagi melengkapkan lagi kajian ini, pengkaji turut menyenarai soalan yang berkaitan dengan alat peranti yang digunakan untuk mengikuti pengajaran dan pembelajaran dalam talian. Berdasarkan analisis yang dilakukan, seramai 73 orang responden (62.9%) menggunakan telefon pintar untuk mengikuti pengajaran dan pembelajaran dalam talian. Tambahan pula, seramai 2 orang responden (1.7%) menggunakan iPad atau Tab untuk mengikuti pengajaran dan pembelajaran dalam talian.

Analisis Deskriptif

Jadual 3: Analisis Tahap Motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur dan Keterlibatan Pelajar dalam Pengajaran dan Pembelajaran dalam talian sepanjang tempoh Pandemik

Pembolehubah	Tahap	Kekerapan	Peratusan (%)	Min	Sisihan Piawai
Motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur	Rendah	8	6.9	69.93	10.07
	Sederhana	55	47.4		
	Tinggi	53	45.7		
	Jumlah	**116**	**100.0**		
Keterlibatan Pelajar dalam Pengajaran dan Pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19	Rendah	11	9.5	58.72	7.88
	Sederhana	78	67.2		
	Tinggi	27	23.3		
	Jumlah	**116**	**100.0**		

Analisis deskriptif dijalankan untuk mengetahui tahap motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur dan tahap keterlibatan pelajar dalam Pengajaran dan Pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19. Bagi menguji objektif kajian ini iaitu untuk mengenalpasti tahap motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur dan tahap keterlibatan dalam pengajaran dan pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19. Keputusan analisis tahap motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur secara keseluruhannya berada di tahap sederhana tinggi iaitu seramai 55 orang (47.4%) responden berada di tahap yang sederhana dan 53 orang (45.7%) responden berada di tahap yang tinggi. Manakala seramai 8 orang (6.9%) berada di tahap yang rendah. Seterusnya, bagi analisis tahap keterlibatan pelajar dalam Pengajaran dan Pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19 secara keseluruhannya berada di tahap sederhana iaitu seramai 78 orang (67.2%), manakala seramai 27 orang (23.3%) berada di tahap tinggi dalam melibatkan diri dalam Pengajaran dan Pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19 dan seramai 11 orang (9.5%) berada di tahap rendah dalam melibatkan diri dalam Pengajaran dan Pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19.

Analisis Inferensi

Bagi menguji hipotesis kajian ini, analisis ini digunakan untuk menguji kekuatan hubungan linear antara setiap pembolehubah kajian. Setiap hubungan antara pembolehubah adalah berdasarkan kepada pengujian hipotesis kajian yang telah dibina. Ujian korelasi Pearson dijalankan untuk menguji hipotesis-hipotesis kajian.

Keputusan kajian menunjukkan secara keseluruhannya terdapat hubungan yang signifikan dengan kekuatan hubungan positif yang sederhana antara Motivasi Pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur dan Keterlibatan Pelajar dalam Pengajaran dan Pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19 iaitu $r = 0.527$, $p = 0.000$ ($p<0.05$). Keputusan kajian ini menunjukkan bahawa hipotesis alternatif bagi hipotesis 1 diterima Setiap hubungan antara pembolehubah ditunjukkan seperti dalam jadual di bawah.

Jadual 4: Analisis Hubungan Motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur dan Keterlibatan Pelajar dalam Pengajaran dan Pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19.

Pembolehubah	Keterlibatan dalam Pengajaran dan Pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19	Sig
Motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur	0.527**	0.000

*. Correlation is significant at the 0.05 level (2-tailed).

Seterusnya, pengujian terhadap hipotesis kedua kajian ini menggunakan analisis regresi di mana analisis ini digunakan untuk mengenalpasti pengaruh motivasi Pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur terhadap keterlibatan pelajar dalam pengajaran dan pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19.

Jadual 5: Keputusan Analisis Regresi antara Motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur dan Keterlibatan dalam Pengajaran dan Pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19

	Keterlibatan Pelajar dalam Pengajaran dan Pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19				
Motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur	**F**	β	**t**	**Sig**	R^2
	43.766	.527	6.616	.000	.277

a. Pemboleh ubah terikat: Keterlibatan dalam Pengajaran dan Pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19
b. Peramal: (Constant Motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur

Hipotesis 2 bertujuan untuk menguji sama ada terdapat pengaruh antara Motivasi Pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur terhadap Keterlibatan Pelajar dalam Pengajaran dan Pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19. Jadual 5 menunjukkan bahawa motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur mempunyai pengaruh terhadap keterlibatan pelajar dalam pengajaran dan pembelajaran dalam talian (β= 0.527, p=0.000). Di mana, dimensi motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur dapat menyumbang terhadap varians keterlibatan dalam pengajaran dan pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19 sebanyak 27.7%. Maka, berdasarkan hasil analisis, hipotesis 2 diterima.

6. Perbincangan dan Kesimpulan

Berdasarkan hasil analisis kajian didapati bahawa tahap motivasi pelajar sekolah menengah kebangsaan di Kuala Lumpur adalah sederhana tinggi. Kajian ini disokong oleh Nik Shahrul et al. (2014) di mana tahap kesedaran motivasi pelajar berada di tahap yang sederhana tinggi. Hal ini selaras dengan peranan motivasi itu sebagai pendorong dalam proses pengajaran dan pembelajaran pelajar di dalam kelas. Akan tetapi, perbezaan situasi di mana pelajar perlu belajar secara dalam talian yang menyebabkan motivasi pelajar berada di tahap sederhana disebabkan oleh pelbagai faktor yang mengurangkan motivasi mereka terhadap pengajaran dan pembelajaran dalam talian. Manakala, kajian ini juga seiring dengan kajian oleh Siti Aishah Saad (2015) di mana bahawa majoriti pelajar mempunyai tahap motivasi pencapaian yang tinggi dan terdapat perbezaan bagi motivasi pencapaian dalam pelbagai kursus. Tambahan pula, kajian ini mendapati bahawa keterlibatan pelajar dalam pengajaran dan pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19 adalah berada di tahap yang sederhana. Ini seiring dengan kajian oleh Irwan Fariza Sidik, Mohd Mahzan Awang dan Abdul Razaq Ahmad (2020) yang mendapati bahawa tahap keterlibatan dan kemahiran insaniah pelajar berada pada tahap sederhana tinggi.

Selain itu, kajian ini berjaya membuktikan bahawa motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur mempunyai hubungan dengan keterlibatan pelajar dalam pengajaran dan pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19 dengan nilai $r = 0.527$, $p<0.05$. Ini seiring dengan kajian daripada Hanita Mohd Yusoff dan Norzaini Azman (2018) yang menunjukkan bahawa keterlibatan murid mempunyai hubungan dengan sokongan pembelajaran dan pencapaian akademik. Hubungan ini berjaya dibuktikan apabila dimensi-dimensi yang terlibat dalam motivasi pelajar sekolah menengah kebangsaan di Kuala Lumpur seperti motivasi ekstrinsk, intrinsik, efikasi kendiri dan kognitif yang mendorong pelajar untuk terus melibatkan diri dalam pengajaran dan pembelajaran dalam talian. Ini menunjukkan hubungan yang positif dan memberi maksud sekiranya berlaku peningkatan dalam motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur, maka keterlibatan pelajar dalam pengajaran dan pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19 juga akan meningkat. Faktor-faktor tersebut berjaya dipupuk hasil daripada sokongan ibu-bapa, rakan-rakan, persekitaran yang kondusif dari segi pencapaian internet yang laju serta bimbingan daripada guru-guru yang sentiasa menyokong pelajar. Keterlibatan pelajar dalam pengajaran dan pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19 perlu diawasi bagi memastikan pencapaian akademik mereka sentiasa berada di aras yang memuaskan. Walaubagaimanapun, situasi pandemik Covid-19 tidak menghalang pelajar untuk terus mengikuti pengajaran dan pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19.

Malahan, kajian ini juga mendapati bahawa motivasi pelajar Sekolah Menengah Kebangsaan di Kuala Lumpur mempengaruhi keterlibatan pelajar dalam pengajaran dan pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19 sebanyak 27.7%. Di mana sebanyak 72.3% disumbang oleh faktor-faktor lain yang tidak dikaji dalam kajian ini. Peratusan pengaruh tersebut dinilai sebagai satu cabang untuk memastikan keterlibatan pelajar dalam pengajaran dan pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19. Peratusan itu boleh ditingkatkan sekiranya faktor motivasi instrinsik iaitu faktor dalam pelajar itu sendiri berjaya ditingkatkan yang mendorong mereka melibatkan diri dalam pengajaran dan pembelajaran dalam talian sepanjang tempoh Pandemik Covid-19 tanpa perlu dipaksa oleh ibu-bapa, guru dan rakan-rakan.

Motivasi merupakan satu elemen yang penting dalam menggerakkan aktiviti pengajaran dan pembelajaran agar pembelajaran yang berkesan dapat dihasilkan oleh para pendidik. Motivasi penting dalam aktiviti seharian terutama sekali semasa melibatkan diri dalam pengajaran dan pembelajaran dalam talian. Ini kerana penglibatan tersebut tidak berada di dalam kelas secara fizikal malahan dilakukan di rumah disebabkan oleh situasi Pandemik Covid-19. Pelaksanaan di rumah perlu disokong oleh ibu-bapa dan persekitaran yang kondusif untuk pelajar selesa melibatkan diri dalam pengajaran dan pembelajaran dalam talian. Tambahan pula, keterlibatan pelajar juga memainkan peranan yang penting untuk memastikan pencapaian akademik pelajar adalah selaras dan seiring dengan penjadualan yang telah dilakukan oleh guru-guru. Walaupun dunia sedang menghadapi Pandemik Covid-19, aspek pendidikan perlu sentiasa diambil berat bagi memastikan Malaysia menghasilkan satu sistem yang berkualiti dan dapat mendidik pelajar-pelajar untuk menjadi pelapis tonggak kepimpinan negara di masa akan datang. Hasil kajian ini dapat memberi implikasi kepada ibu-bapa, guru-guru dan Kementerian Pendidikan Malaysia. Kajian ini juga dapat menambah pengetahuan kepada pengkaji sendiri dalam penambahbaikan bidang e-pembelajaran.

Pengkaji dapat menguasai dan menggunakan teknik e-pembelajaran yang sesuai digunakan mengikut keadaan semasa. Pendekatan ini penting dan sejajar dengan Revolusi 4.0 yang sedang giat dipelopori dan diterajui oleh Malaysia. Dari segi ibu bapa pula, ibu-bapa boleh mendapatkan maklumat hasil daripada kajian ini dengan menyediakan persekitaran rumah yang kondusif dan selesa dari segi ruang pembelajaran kepada pelajar, capaian internet yang stabil dan sokongan ibu-bapa terhadap pelajar-pelajar itu sendiri. Hal ini boleh menyebabkan guru-guru dapat menyediakan satu platform dan tugasan yang sesuai dilaksanakan oleh para pelajar semasa mengikuti pengajaran dan pembelajaran dalam talian. Selain itu, kajian ini turut dapat disumbangkan kepada Kementerian Pendidikan Malaysia sebagai satu maklumat yang menggambarkan situasi sebenar yang dihadapi oleh pelajar-pelajar dalam mengikuti pengajaran dan pembelajaran dalam talian semasa Pandemik Covid-19. Gambaran sebenar tersebut menjadi satu cerminan awal kepada pihak Kementerian Pendidikan Malaysia dalam merencanakan bantuan yang dapat membantu meningkatkan mutu dan kualiti pendidikan di Malaysia.

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Pelaksanaan PDPC Dalam Tempoh Perintah Kawalan Pergerakan (PKP) Covid 19 Di IPGKPM

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Abstrak: *Kajian ini dijalankan bertujuan untuk mengenal pasti pelaksanaan pembelajaran dan pemudahcara (PdPc) dalam tempoh perintah kawalan pergerakan (PKP) Covid 19 di kalangan Pensyarah Institut Pendidikan Guru Kampus Perempuan Melayu (IPGK PM) Melaka. Pensyarah memainkan peranan penting dalam menentukan hasil pembelajaran dalam tempoh PKP ini dapat dilaksanakan dengan berkesan. Pelaksanaan PdPc semasa pandemik ini adalah cabaran buat pensyarah, oleh itu pengetahuan, resos, kemudahan dan perkembangan profesionalisme menyumbang impak yang besar keatas kualiti PdPc. Satu kajian kualitatif melibatkan 30 orang pensyarah telah dijalankan untuk mengetahui pandangan pensyarah berhubung pelaksanaan PdPC sepanjang tempoh PKP. Soal selidik berskala lima likert telah diedarkan kepada kesemua peserta kajian untuk mengumpulkan maklumat berkaitan tiga konstruk utama iaitu pandangan pensyarah terhadap amalan pengetahuan teknologi, amalan pengetahuan teknologi pedagogi dan kreativiti. Data dapatan soal selidik telah dianalisis menggunakan Model Rasch bagi mendapatkan min persetujuan. Dapatan kajian menunjukkan bahawa pensyarah mempunyai pandangan yang positif terhadap PdPc dalam tempoh PKP terutama aspek kreativiti berada pada tahap interpretasi tinggi. Pensyarah IPGK PM juga menguasai amalan pengetahuan teknologi dan amalan pengetahuan teknologi pedagogi yang berada pada tahap interpretasi tinggi.*

Kata Kunci: PdPc, Perintah kawalan pergerak dan Pensyarah.

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1. Pengenalan

Pandemik covid-19 telah banyak mengubah pelaksanaan PdPc yang mustahil jadi tak mustahil dimana PdPc yang disifatkan tak boleh dahulu kini sudah jadi boleh seperti PdPc bersemuka atas talian (Muhyiddin, 2020). Menurut Mohd. Airul (2020), pandemik ini menunjukkan amalan normal baru PdPc di kalangan pensyarah IPGK PM mesti komprehensif merangkumi pensyarah atas talian, syarahan atas talian dan pentaksiran atas talian. PdPc atas talian norma baru ini, pensyarah IPGK PM perlu menyesuaikan diri dengan kebiasaan yang baharu.

Pelaksanaan PdPc dalam tempoh perintah kawalan pergerakan (PKP) Covid 19 di kalangan Pensyarah, pensyarah memainkan peranan penting dalam menentukan hasil pembelajaran dalam tempoh PKP ini dapat dilaksanakan dengan berkesan (Abdullah & Ainon, 2006 dan Askin, 2002). Pengetahuan, resos, kemudahan dan perkembangan professionalisme menyumbang impak yang besar keatas kualiti PdPc (Abdul Rahim et. al.,2000). Mohamad, H. (2020) menyatakan institut pendidikan perlu mempunyai perancangan pereka instrusional yang mengkonseptualisasi kandungan e-learning komprehensif supaya mudah difahami oleh siswi pendidik. Justeru menurut beliau lagi, IPGK PM perlu membuat pelaburan dalam teknologi untuk membangunkan PdPC atas talian supaya bersedia hadapi risiko (Koehler & Mishra, 2009) seperti pandemik covid-19. IPG perlu kehadapan dalam penyelidikan dan pengembangan untuk membina platform khusus masing-masing yang merangkumi aspek 'realtime' dan 'non-realtime' yang boleh dijadikan sebagai panduan. Platform yang IPG guna sekarang adalah kepunyaan pihak ketiga seperti Zoom, Google Apps yang berisiko kebocoran maklumat peribadi (Najmi, 2020). Platform PdPc atas talian ini suatu kerpeluan ke arah menuju Malaysia maju.

Di dalam era digital revolusi terkini, Mohamad (2020) menyatakan bidang pendidikan tidak ketinggalan dalam mengalami transformasi ke arah PdPc secara atas talian. Seiring dengan Perintah Kawalan Pergerakan (PKP) yang dilaksanakan oleh kerajaan Malaysia bagi membendung penularan wabak COVID-19, kaedah pembelajaran atas talian merupakan suatu keperluan. Oleh itu kajian ini perlu dijalankan untuk mengenal pasti pelaksanaan PdPc dalam tempoh perintah kawalan pergerakan (PKP) Covid 19 di kalangan Pensyarah IPGK PM.

2. Penyataan Masalah

Pelaksanaan PdPc atas talian telah lama dipraktikkan di negara-negara maju kerana ia dipercayai mampu memberikan pelbagai manfaat dan kebaikan. Seiring dengan Perintah Kawalan Pergerakan (PKP) yang dilaksanakan oleh kerajaan Malaysia bagi membendung penularan wabak COVID-19, kaedah PdPc atas talian merupakan suatu keperluan. Kebanyakan universiti dan institusi tempatan baik awam mahupun swasta termasuk institut pendidikan guru (IPG) di Malaysia tiada pilihan lain dengan menggunakan kaedah PdPc secara maya bagi memastikan silibus pengajaran dapat disampaikan dengan sebaik mungkin dan sesi pembelajaran tidak ditangguhkan.

Bagi memastikan kaedah pembelajaran atas talian yang berkesan, terdapat beberapa faktor yang perlu diambil kira seperti pembinaan kawalan persekitaran, kepentingan interaksi secara interaktif, latihan yang efektif dan berkesan, akses capaian teknologi yang maksimum, tahap piawaian yang standard, jaminan kualiti sumber yang tidak terhad, penentangan terhadap perubahan semasa dan teknologi, permasalahan berkaitan harta intelektual dan hak cipta serta sokongan institusi pendidikan yang menjalankan kaedah pembelajaran atas talian.

Justeru, setiap pensyarah harus memperkenalkan apparatus dan metodologi yang dapat membantu meningkatkan kualiti amalan PdPc dengan menyediakan informasi yang berguna tentang pelajar dan aktiviti yang telah dijalankan oleh mereka dalam sistem pembelajaran atas talian. Selain itu juga, pensyarah dan juga institusi yang menjalankan kaedah PdPc atas talian perlu memastikan bahawa rangkaian sosial adalah boleh dipercayai dan mampu untuk mengukur prestasi akademik sebenar selain memastikan jaringan keselamatan yang terkawal agar tiada isu kebocoran maklumat yang tidak wajar. Oleh itu kajian ini dijalankan bertujuan untuk mengenal pasti pelaksanaan PdPc dalam tempoh perintah kawalan pergerakan (PKP) Covid 19 di kalangan Pensyarah IPGK PM.

3. Objektif Penyelidikan

i. Mengenal pasti pandangan pensyarah tentang amalan PdPc tempoh PKP.
ii. Mengenal pasti dan memahami faktor penyumbang utama kreativiti PdPc tempoh PKP pensyarah

4. Persoalan Penyelidikan

i. Apakah pandangan pensyarah tentang amalan PdPc tempoh PKP?
ii. Apakah faktor penyumbang utama kreativiti PdPc tempoh PKP pensyarah?

5. Ulasan Kajian Lepas

Di negara maju seperti Amerika dan Eropah, penggunaan teknologi dalam PdPc telah dianggap sebagai agen yang berupaya untuk meningkatkan potensi dan kemahiran dalam kalangan pelajar. Pada masa yang sama, keperluan ini juga semakin mendesak semasa pendemik ini dan kepentingannya untuk dikuasai oleh pensyarah dalam bidang pengajaran. Dalam merealisasikan impian ini, banyak langkah proaktif telah diperkenalkan oleh kerajaan dan IPG antaranya menggalakkan guru-guru sekolah dan pensyarah menggunakan pembelajaran abad ke 21 (KPM, 2019). Usaha ini dilihat sebagai Langkah bijak dan seiring dengan negara-negara lain yang mula menterjemahkan aplikasi teknologi maklumat dalam proses PdPc seperti yang berlaku di negara Australia, Hong Kong, New Zealand dan Singapura (William, 2000).

Pada masa yang sama juga, Kementerian Pelajaran Malaysia memikul tanggungjawab yang amat berat dalam memastikan sistem pendidikan negara sentiasa relevan dalam perkembangan pesat dunia. Dalam hal ini, Hawkridge (1990) mencadangkan ICT boleh bertindak sebagai pemangkin kepada perubahan pedagogi. Atika (2020) menyatakan bahawa penggunaan bahan interaktif multimedia courseware telah menjadikan pembelajaran Pendidikan Khas lebih menyeronokkan dan berjaya menarik minat pelajar. Sementara itu kajian Norizan Abdul Razak (2003) terhadap 60 orang guru pelatih di Institut Perguruan Sultan Abdul Halim, Sungai Petani, Kedah medapati 60% guru pelatih belajar mengenai ICT semasa proses pengajian di institut, manakala 27% belajar sendiri dan 18% belajar daripada luar proses pengajian di institut. Dapatan kajian ini menunjukkan pemerolehan pengetahuan teknologi adalah daripada proses pengajian secara formal di institut.

Sehubungan dengan itu, pada masa sekarang sebenarnya ramai pensyarah telah berusaha menggunakan teknologi dalam proses PdPc seperti penggunaan ‘google classroom’ (Brush et al., 2001; Dawson & Norris, 2000; Rademacher, Tyler-Wood, Doclar, & Pemberton, 2001; Thomas & Cooper, 2000). Usaha ini berlaku kerana epercayaan kepada keberkesanan teknologi dalam mempengaruhi proses PdPc. Oleh sebab itu, setiap pensyarah IPGK PM perlu menguasai pengetahuan yang cukup serta kemahiran yang lengkap berkaitan dengan teknologi dalam pendidikan.

Kesimpulannya, pensyarah perlu mempersiapkan diri untuk menghadapi perubahan seperti pendemik yang berlaku dan mengubah di dalam corak PdPc pada masa kini. Kesediaan pensyarah untuk mempelajari sesuatu yang baharu merupakan aset utama untuk menghadapai perubahan pesat yang berlaku di dalam industri pendidikan. Furst-
Bowe et al. (1996) dan Chao, Butler & Ryan (2003) berpendapat bahawa pensyarah seharusnya kompeten dan berupaya untuk belajar dengan cara melayari internet kerana ia merupakan sumber terbuka yang utama pada masa kini kearah pembelajaran abad ke 21..

6. Metadologi

Pendekatan kajian ini adalah kuantitatif. Kajian ini melibatkan 30 orang pensyarah IPGK PM. Bilangan sampel kajian ditentukan berdasarkan pemilihan saiz sampel dicadangkan Linacre (1999). Pengkaji menggunakan soal selidik, item skala likert sebagai instrument untuk mengenalpasti PdPc tempoh PKP pensyarah. Piaw (2011), Muijs (2004) dan Konting (2004) bersependapat bahawa kekuatan penggunaan soal selidik bukan hanya menjimatkan kos, masa dan tenaga, tetapi juga dapatan maklumat soal selidik daripada sampel yang banyak dapat meningkatkan ketepatan anggaran statistik. Data dapatan telah dianalisis menggunakan pendekatan Model Rasch. Analisis yang dijalankan adalah berdasarkan kepada objektif dan soalan kajian yang telah dinyatakan.

7. Data Penyelidikan

Secara keseluruhan dapatan amalan PdPc tempoh PKP pensyarah menjelaskan pensyarah IPGK PM menguasai konstruk amalan pengetahuan teknologi dan amalan teknologi pedagogi.

a) Amalan Pengetahuan Teknologi

Penyataan	Min	Tahap
Menggunakan Internet	4.80	Tinggi
Belajar perkara yang berkaitan dengan teknologi pendidikan	4.10	Tinggi
Mengikut perkembangan teknologi pendidikan terkini	3.92	Sederhana Tinggi
Mencuba teknologi pendidikan untuk pembelajaran	4.75	Tinggi
Memahami isu-isu budaya organisasi yang berkaitan teknologi	4.10	Tinggi
Menggunakan perkakasan teknologi pendidikan untuk membuat laporan	4.10	Tinggi
Menggunakan teknologi untuk menyelesaikan masalah yang dihadapi	4.20	Tinggi
Menggunakan perkakasan teknologi pendidikan untuk memproses data	3.78	Sederhana Tinggi
Menyelesaikan masalah teknikal berkaitan teknologi pendidikan	3.50	Sederhana Tinggi
Memahami isu-isu melibatkan etika teknologi	3.90	Sederhana Tinggi
Mempunyai peluang berinteraksi dengan pelbagai jenis teknologi pendidikan	4.20	Tinggi
Tahu pelbagai jenis teknologi pendidikan	4.30	Tinggi
Mempunyai kemahiran teknikal menggunakan teknologi pendidikan	3.50	Sederhana Tinggi
Memahami undang-undang tentang teknologi	3.51	Sederhana Tinggi
Mempunyai keupayaan membina koswer multimedia	3.10	Sederhana Tinggi
Min keseluruhan	**4.19**	**Tinggi**

Dapatan kajian ini menunjukkan terdapat tujuh daripada lima belas item bagi pengetahuan teknologi berada pada sederhana tinggi. Antara item tersebut ialah mengikut perkembangan teknologi pendidikan terkini (Min 3.92), menggunakan perkakasan teknologi pendidikan untuk memproses data (min 3.78), menyelesaikan masalah teknikal berkaitan teknologi pendidikan(min 3.5), memahami isu-isu melibatkan etika teknologi (min 3.9), mempunyai kemahiran teknikal menggunakan teknologi pendidikan (min 3.5) dan mempunyai keupayaan membina koswer multimedia (min 3.1). Di samping itu. pensyarah juga sentiasa menggunakan Internet, belajar perkara yang berkaitan dengan teknologi pendidikan, mencuba teknologi pendidikan untuk pembelajaran, memahami isu-isu budaya organisasi yang berkaitan teknologi, menggunakan perkakasan teknologi pendidikan untuk membuat laporan, menggunakan teknologi untuk menyelesaikan masalah yang dihadapi, mempunyai peluang berinteraksi dengan pelbagai jenis teknologi pendidikan dan tahu pelbagai jenis teknologi pendidikan. Ini menunjukkan, pensyarah IPGK PM sangat menguasai pengetahuan teknologi berdasarkan min keseluruhan 4.19.

b) Amalan Pengetahuan Teknologi Pedagogi

Penyataan	Min	Tahap
Tahu menggunakan teknologi untuk pdpc	4.12	Tinggi
Boleh menerapkan teknologi dalam proses pdpc	4.13	Tinggi
Boleh pilih teknologi pendidikan yang mampu tingkatkan pdpc	3.94	Sederhana Tinggi
Boleh guna teknologi pendidikan untuk tujuan berkomunikasi semasa pdpc	4.80	Tinggi
Boleh guna perkakasan teknologi pendidikan bagi tingkatkan pdpc	3.91	Sederhana Tinggi
Boleh sesuaikan penggunaan teknologi pendidikan untuk aktiviti pdpc	4.80	Tinggi
Boleh guna teknologi pendidikan bagi kolaborasi dan komunikasi dengan rakan sejawat.	4.85	Tinggi
Boleh berfikir cara teknologi pendidikan mempengaruhi pendekatan pdpc yang digunakan	4.13	Tinggi
Boleh guna teknologi pendidikan untuk merangsang kemahiran berfikir aras tinggi semasa proses pdpc	4.23	Tinggi
Berfikir secara kritikal cara menggunakan teknologi pendidikan di dalam pdpc	3.89	Sederhana Tinggi
Keseluruhan	**4.28**	**Tinggi**

Daptan kajian ini menunjukkan semua 10 item amalan pengetahuan teknologi pedagogi berada pada tahap tinggi dan nilai min keseluruhannya iaitu 4.28. Dapatan ini juga menjelaskan pensyarah menguasai pengetahuan teknologi pedagogi terutamanya dalam aspek boleh guna teknologi pendidikan bagi kolaborasi dan komunikasi dengan rakan sejawat bagi tujuan menguasai teknologi pedagogi dan seterusnya melaksanakan proses PdPc semasa PKP. Dapatan juga menunjukkan pensyarah menguasai teknologi pendidikan untuk tujuan berkomunikasi semasa PdPc serta juga dapat sesuaikan penggunaan teknologi pendidikan untuk aktiviti PdPc semasa PKP.

Pada masa yang sama, dapatan juga menjelaskan antara item yang paling rendah nilai min ialah item berfikir secara kritikal cara menggunakan teknologi pendidikan di dalam PdPc (Min= 3.89), item boleh guna perkakasan teknologi pendidikan bagi tingkatkan PdPc (Min=3.91 dan item boleh pilih teknologi pendidikan yang mampu tingkatkan PdPc (Min=3.94).

Kesimpulannya, dapatan ini menjelaskan pensyarah IPGK PM berjaya menguasai amalan pengetahuan teknologi pedadogi dalam melaksanakan PdPc semasa PKP. Dapatan ini juga menunjukkan dan menjelaskan pensyarah IPGK PM menguasai pengetahuan teknologi pedadogi dan mampu memahaminya dengan menggunakan pengetahuan Teknologi Pedadogi yang dimilikinya. Pengaji juga merasakan pensyarah IPGK PM berada pada tahap sangat menguasai dalam penguasaan teknologi pedagogi dalam PdPc semasa PKP.

c) Kreativiti Pengajaran Pensyarah

Penyataan	Min	Tahap
terbuka menerima cadangan pelajar	4.32	Tinggi
memotivasikan pelajar	4.75	Tinggi
memberi maklum balas membina terhadap jawapan pelajar	4.85	Tinggi
menggunakan laras bahasa yang mudah difahami pelajar untuk berkomunikasi	4.80	Tinggi
mengalakkan pelajar berfikir secara fleksible	4.92	Tinggi
Keseluruhan	**4.73**	**Tinggi**

Dapatan kajian menunjukkan kesemua 5 item kreativiti pengajaran pensyarah berada pada tahap tinggi dengan min keseluruhannya adalah 4.73. Aspek mengalakkan pelajar berfikir secara fleksible berada pada tahap min tertinggi iaitu 4.92, diikuti memberi maklum balas membina terhadap jawapan pelajar (min 4.85) dan aspek terbuka menerima cadagan pelajar berada pada paras min paling rendah iaitu 4.32. Dapatan ini menjelaskan bahawa pensyarah sangat menguasai kreativiti pengajaran apabila melaksanakan proses PdPc semasa PKP.

8. Perbincangan

i. Apakah pandangan pensyarah tentang amalan PdPc tempoh PKP?

a. Amalan Pengetahuan Teknologi

Koehler & Mishra (2009), pengetahuan teknoloogi yang mendalam tentang proses dan amalan serta teknik pengajaran yang merangkumi keseluruhan tujuan, nilai dan matlamat pendidikan. Pengetahuan teknologi ini adalah satu bentuk generik pengetahuan yang digunakan untuk pembelajaran pelajar, pengurusan kelas, perancangan aktiviti PdPc dan penilaian pelajar (M. Rusdi, 2017 & HU Jing-Jing, 2014). Kajian ini mendapati bahawa kekuatan utama pensyarah menguasai pengetahuan teknologi terutamanya dalam aspek sentiasa menggunakan Internet, belajar perkara yang berkaitan dengan teknologi pendidikan, mencuba teknologi pendidikan untuk pembelajaran, memahami isu-isu budaya organisasi yang berkaitan teknologi, menggunakan perkakasan teknologi pendidikan untuk membuat laporan, menggunakan teknologi untuk menyelesaikan masalah yang dihadapi, mempunyai peluang berinteraksi dengan pelbagai jenis teknologi pendidikan dan tahu pelbagai jenis teknologi pendidikan. Dapatan ini konsisten dengan cadangan yang terdapat dalam Model Perkembangan Profesional Guru dalam ICT yang telah diperkenalkan oleh Yusuf Hashim (2003). Model yang diperkenalkan ini telah memberi penekanan kepada kemahiran menggunakan internet bagi memenuhi syarat literasi dalam ICT bagi seorang pensyarah. Dapatan ini juga disokong oleh kajian yang telah dijalankan oleh Furst-Bowe et al. (1996) dan Chao, Butler & Ryan (2003).

Perkara penting yang perlu diambil perhatian daripada dapatan kajian ini ialah tentang keupayaan membina koswer multimedia dalam kalangan pensyarah. Dapatan kajian menunjukkan keupayaan tersebut berada pada tahap menguasai bukannya pada tahap sangat menguasai. Kelemahan ini mungkin disebabkan latar belakang pengajian pensyarah yang bukan menjurus kepada pengetahuan tersebut. Kajian menunjukkan majoriti bidang pensyarah terdiri daripada bidang pendidikan yang tidak mempunyai perkaitan yang khusus dalam pengetahuan teknologi terutamanya kemahiran membina koswer multimedia. Dapatan ini selari dengan Noor Awanis et. al (2006) dan mengukuhkan lagi bahawa pensyarah adalah golongan pengguna kepada teknologi sedia ada dan bukannya pencipta kepada sesuatu program. Keadaan ini sesuai dengan latar belakang pensyarah yang bukan dari bidang teknologi. Walau bagaimanapun ianya merupakan salah satu kekuatan bagi pensyarah apabila mampu menguasai kemahiran teknologi (Roblyer, 2006). Kelemahan tersebut mampu ditampung dengan kewujudan kursus teknologi yang diperkenalkan oleh IPGKPM dan juga pihak Kementerian Pendidikan Malaysia yang wajib dihadiri oleh setiap pensyarah.

Secara keseluruhannya, kajian menjelaskan bahawa pensyarah mempunyai keupayaan menggunakan internet dengan baik dan sentiasa mengikuti perkembangan teknologi pendidikan terkini. Elemen ini membantu pensyarah mempunyai pengetahuan yang baik dalam Pengetahuan Teknologi. Kedudukan ini memberi kelebihan kepada pensyarah kerana perkembangan teknologi yang pesat bermakna kemahiran-kemahiran yang baharu telah muncul dan harus dikuasai oleh pensyarah. Kelebihan ini memberi motivasi dan dorongan kepada pensyarah kerana mereka perlu meningkatkan kemahiran untuk berperanan sebagai agen perubahan. Pensyarah sepatutnya bukan sekadar tahu mengenai teknologi malahan perlu menghayati aspek teknologi yang sentiasa berubah dalam pengajaran seperti yang dicadangkan oleh Mohamad (2020), Loveless, DeVoogd dan Bohlin (2001). Kesimpulannya, kajian mendapati pensyarah IPGK PM hanya berada pada tahap sangat menguasai Pengetahuan Teknologi.

b. Amalan Pengetahuan Teknologi Pedagogi

Pengetahuan teknologi Pedagogi (PP) bukan hanya melibatkan soal pengetahuan tentang bagaimana isi pelajaran disampaikan kepada pelajar tetapi juga bersangkutan dengan sejauh mana guru dapat memahami masalah pembelajaran yang dihadapi pelajar khususnya dalam isi pelajaran tersebut (Shulman, 2005). Dari aspek pedagogi pensyarah perlu mengajar mengikut kemampuan pelajarnya dan juga perlu memahami kepelbagaian keupayaan intelek mereka. Kemahiran ini akan memudahkan pensyarah dalam menyesuaikan bahan pedagogi menggunakan teknologi. Dari aspek komunikasi, pensyarah perlu menyantuni pelajar semasa membentuk tingkahlaku mereka. Dengan menyantuni pelajar bersama kemahiran pedagogi, pelajar akan dapat memahami ilmu dan nilai yang diberikan dengan mudah.

Dalam konteks kajian ini, Pengetahuan Pedagogi (PP) merupakan antara elemen yang dijadikan sebagai kajian utama dalam kalangan pensyarah IPGK PM. Perkara ini dijadikan sebagai kajian utama kerana kepentingannya bagi seorang pensyarah terutamanya ketika melaksanakan proses PdPC. Kajian ini telah membuktikan bahawa Pengetahuan teknologi Pedagogi merupakan komponen yang sangat dikuasai oleh pensyarah. Kepentingan tersebut telah dinyatakan oleh Koehler & Mishra (2009) apabila mentakrifkan maksud Pengetahuan teknologi Pedagogi berdasarkan model Pengetahuan Teknologi Pedagogi. Kepentingan ini juga disokong oleh kajian yang dilakukan oleh Najmi (2020); Shulman, 2005; Ishak & Koh, 1992; dan Grossman, 1990. Kepentingan ini juga ditekankan oleh Kementerian Pendidikan Malaysia apabila Standard Guru Malaysia (SGM) (2010) juga memberi penekanan yang khusus kepada kepentingan Pengetahuan Teknologi Pedagogi dalam memberi penarafan terhadap guru.

Kajian juga menunjukkan bahawa Pengetahuan teknologi Pedagogi merupakan antara elemen utama yang benar-benar dikuasai oleh pensyarah. Pengetahuan Teknologi Pedagogi merupakan suatu kepercayaan yang mampu mempengaruhi pelaksanaan kurikulum di samping dapat mencerminkan perwatakan seorang pensyarah dalam melaksanakan proses PdPc. Menurut HU Jing-Jing, (2014); Loveless et.al., (2000) dan Shahabuddin et al., (2007) sekirranya, seorang pensyarah tidak mempunyai Pengetahuan Teknologi Pedagogi yang baik kemungkinan besar tidak akan dapat mencapai faktor kepuasan dalam melaksanakan PdPc kerana salah satu daripada faktornya adalah bergantung kepada penguasaan Pengetahuan teknologi Pedagogi.

ii. Apakah faktor penyumbang utama kreativiti PdPc tempoh PKP pensyarah?

Kajian menunjukkan pensyarah IPGK PM sangat menguasai kreativiti dalam pengajaran. Antara penunjuknya ialah pensyarah mengalakkan pelajar berfikir secara fleksible, memberi maklum balas membina terhadap jawapan pelajar, menggunakan laras bahasa yang mudah difahami pelajar untuk berkomunikasi, memotivasikan pelajar dan terbuka menerima cadangan pelajar.

Dapatan ini menunjukkan dengan jelas bahawa pensyarah memiliki ciri-ciri kreativiti yang diperlukan bagi menjana daya kreativiti PdPc. Ciri-ciri yang dimiliki oleh pensyarah dalam dapatan kajian ini adalah bertepatan dengan kajian yang telah dijalankan oleh Chumo, (2014), Baer, (2008), dan Furlong (2005) yang telah mendapati antara ciri yang perlu dimiliki oleh pensyarah untuk menggalakkan perkembangan kreativiti pelajar ialah seperti dapatan dalam kajian ini.

Kreativiti pensyarah dalam proses pengajaran merupakan antara agenda penting dalam matlamat pendidikan negara. Menurut Chumo, (2014), Baer, (2008) dan Furlong (2005) penerapan aspek kreativiti dalam proses pengajaran penting untuk menyuburkan bakat dan kebolehan berkreatif dikalangan pelajar terutama di peringkat awal persekolahan hingga ke pengajian tinggi. Hal ini telah diakui oleh hampir kebanyakan pakar pemikiran kreatif dunia dengan menyifatkan institusi pendidikan merupakan tempat yang paling sesuai untuk memupuk kreativiti.

9. Rumusan

Berdasarkan dapatan kajian dan perbincagan, dapat dirumuskan bahawa pensyarah IPGK PM mempunyai pandangan yang positif terhadap PdPc dalam tempoh PKP terutama aspek kreativiti berada pada tahap interpretasi tinggi. Pensyarah IPGK PM juga menguasai amalan pengetahuan teknologi dan amalan pengetahuan teknologi pedagogi yang berada pada tahap interpretasi tinggi. Hyde & Thomas. (2005) dan Amabile, (1997) turut menyatakan pensyarah perlu ke hadapan dan kreatif kearah pedagogi digital. PdPc menggunakan teknologi mampu mengangkat pedagogi pensyarah terutama dalam cabaran menghadapai PdPc semasa pandemik dan dalam tempoh PKP.

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Pelaksanaan Terapi Pertuturan Mempengaruhi Kemahiran Sosial Murid Bermasalah Pembelajaran

(Implementation Of Speech Therapy Affects Social Skills Of Students With Learning Problems)

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Abstrak: *Pelaksanaan terapi pertuturan dalam pendidikan adalah sangat penting dan amat diperlukan dalam kalangan murid pendidikan khas bermasalah pembelajaran. Namun, amalan terapi di sistem pendidikan di Malaysia masih kurang berbanding negara maju yang lain seperti Amerika Syarikat. Kajian ini dilaksanakan bertujuan melihat pelaksanaan terapi pertuturan mempengaruhi peningkatan kemahiran sosial dan perubahan penglibatan murid bermasalah pembelajaran dalam sesi pengajaran dan pembelajaran. Kajian ini merupakan kajian kes yang menggunakan pendekatan kualitatif melibatkan 10 peserta kajian di mana 5 peserta kajian primer yang merupakan murid bermasalah pembelajaran dan 5 peserta kajian sekunder adalah guru pendidikan khas. Kajian ini dilaksanakan di sebuah sekolah daerah Hulu Langat, Selangor. Secara keseluruhan, dapatan kajian menunjukkan terdapat peningkatan dalam kemahiran sosial selepas pelaksanaan terapi pertuturan. Dari segi penglibatan dalam sesi pengajaran dan pembelajaran (PdPc) dapatan kajian melihat keberkesanan pelaksanaan terapi pertuturan malah kemahiran bertutur murid bermasalah pembelajaran juga ditingkatkan secara tidak langsung. Akhir sekali, kajian yang dilaksanakan memberi gambaran bahawa pelaksanaan terapi pertuturan dengan konsultasi dan kolaborasi Pegawai Pemulihan Perubatan dapat memberi impak positif terhadap kemenjadian murid bermasalah pembelajaran dan perlu dipraktikan dalam sistem pembelajaran dalam pendidikan khas.*

Kata Kunci: Terapi Pertuturan, Kemahiran Sosial, Penglibatan Murid Dalam PdPc

Abstract: *The implementation of speech therapy in education is very important and much needed among special education students with learning disabilities. However, the practice of therapy in the education system in Malaysia is still less compared to other developed countries such as in the United States. This study was conducted to look at the implementation of speech therapy that influences the improvement of social skills and changes in the involvement of students with learning difficulties in teaching and learning sessions. This study is a case study that uses a qualitative approach involving 10 study participants where 5 primary study participants whom are students with learning difficulties and 5 secondary study participants whom are special education teachers. This study was conducted in a school district Hulu Langat, Selangor. Overall, the findings show that there is an increase in social skills after the implementation of speech therapy. In terms of involvement in teaching and learning sessions (PdPc), the findings of the study see the effectiveness of the implementation of speech therapy and even the speaking skills of* *students with learning difficulties are also indirectly improved. Finally, the study conducted gives the impression that the implementation of speech therapy with the consultation and collaboration of Medical Rehabilitation Officers can have a positive impact on the development of students with learning disabilities and should be practiced in the learning system in special education.*

Keywords: Speech Therapy, Social Skills, Students' Involvement in PdPc

1. Pengenalan

Peluang pendidikan tidak hanya kepada murid-murid yang sempurna tubuh badan dan akal fikiran malah untuk murid-murid yang mempunyai kelainan upaya juga dari segi masalah pembelajaran, pendengaran dan penglihatan. Terdapat ramai murid-murid pendidikan khas masalah pembelajaran yang tidak dapat berkomunikasi kerana mempunyai masalah dalam pertuturan. Menurut Che Rabiaah dan Abdullah (2017), kemahiran komunikasi melibatkan bunyi bahasa pertuturan digelar sebagai bahasa lisan dan tidak melibatkan pertuturan sebagai bahasa bukan lisan. Kemahiran komunikasi berperanan sebagai penghantar dan penerima maklumat di antara individu dengan individu yang lain. Komunikasi merupakan perkara penting terhadap manusia tanpa mengira sama ada mereka itu mempunyai ketidakupayaan, sakit atau dalam keadaan normal (Che Rabiaah, Chua & Abdullah, 2011).

Setiap masalah yang wujud dan kaitan dengan kajian-kajian lepas yang telah dilaksanakan serta persoalan-persoalan yang muncul untuk dijawab semasa kajian ini dilaksanakan. Pendidikan adalah penting untuk perkembangan setiap individu terhadap pembangunan negara. Menurut Singal, Salifu, Iddrisu, Casely-Hayford & Lundebye (2015), semua orang mencari pengetahuan di tahap tertinggi adalah untuk mempunyai tempat di dalam alam pekerjaan. Peraturan-Pendidikan Khas (2013) menyatakan Pendidikan Khas merupakan pendidikan untuk Murid Berkeperluan Khas (MBK) pada peringkat pra sekolah, pendidikan sekolah rendah, pendidikan sekolah menengah dan pendidikan selepas sekolah menengah di tempat yang tertentu seperti Program Pendidikan Khas Integrasi (PPKI) atau Program Pendidikan Inklusif (PPI). Di Malaysia, PPKI adalah tempat di mana MBK memperolehi ilmu pengetahuan. Walaupun begitu, MBK memerlukan pendidikankan untuk mencapai kebolehan yang berkualiti dan dapat menguasai kemahiran-kemahiran tertentu di dalam kehidupan harian (Singal et al. 2015; Nadhir & Alfa 2016).

Kemahiran bahasa mempunyai perkaitan rapat dengan pengajaran Bahasa Melayu yang memberikan kesan secara langsung kepada aktiviti yang dijalankan oleh MBK di dalam mahupun di luar bilik darjah kepada kehidupan harian mereka. Kemahiran prapertuturan perlu dikuasai oleh semua peringkat individu untuk merangkumi aktiviti mendengar, memberikan perhatian, kemahiran sosial, kognitif dan bahasa ekspresif. Aktiviti bermain setiap hari juga memerlukan kemahiran bahasa agar MBK dapat menguasai kemahiran komunikasi dengan baik. Jika murid mempunyai kemahiran komunikasi, mereka dapat melibatkan diri dalam aktiviti yang membolehkan MBK memperolehi kemahiran asas yang diperlukan untuk perkembangan diri sehingga dewasa (WHO 2001; Angelika et al. 2019). Penglibatan MBK bersama-sama murid lain memerlukan kemahiran komunikasi dan bahasa yang baik bagi menyesuaikan diri mereka dengan persekitaran.

Oleh itu, terapi pertuturan mempunyai perkaitan dalam membantu untuk memulihkan pertuturan MBK bagi mendapatkan faedah daripada Pendidikan Khas. Terapi pertuturan merupakan satu kaedah bagi membantu dalam meningkatkan kemahiran bertutur dalam menyebut perkataan, kemahiran komunikasi dan berbahasa. Perkara ini bertujuan membantu MBK membiasakan diri menghasilkan bunyi-bunyi bahasa yang dapat meningkatkan kefungsian kognitif, emosi dan sosial MBK malah untuk meningkatkan kualiti kehidupan serta keyakinan diri di dalam diri mereka. Pendidikan Khas bukan sahaja memerlukan keperluan akademik malah juga keperluan MBK supaya mereka dapat mengikuti kurikulum pendidikan (IDEA 2004). Terapi pertuturan bertujuan untuk memberikan pemulihan kesihatan dalam aktiviti kehidupan seharian. Terapi pertuturan dilaksanakan kepada MBK bukan untuk hanya ingin mereka bertutur dengan baik tetapi adalah untuk meningkatkan kemahiran komunikasi mereka. Selain itu, terapi pertuturan juga dapat meningkatkan penglibatan murid semasa PdPc di dalam bilik darjah mahupun luar bilik darjah kerana dapat menyesuaikan diri dengan persekitaran mereka.

Objektif kajian ini adalah untuk:

i. Meneroka kemahiran sosial murid bermasalah pembelajaran selepas pelaksanaan terapi pertuturan dilaksanakan.
ii. Meneroka penglibatan murid dalam sesi PdPc selepas pelaksanaan terapi pertuturan dilaksanakan.

2. Kajian Literatur

Pertuturan adalah kegiatan melafazkan bunyi-bunyi daripada alat artikulasi yang juga merupakan kemahiran interaksi menggunakan bahasa manusia (Kamarudin, 2015). Gangguan pertuturan yang dihadapi oleh individu merupakan masalah pertuturan yang disebabkan dua faktor iaitu fizikal ataupun mental. Sebagai contoh, masalah fizikal yang dihadapi oleh kanak-kanak ialah sumbing yang memberi kesan kepada masalah pertuturan. Maka terapi pertuturan dilaksanakan bagi membantu individu yang mempunyai masalah pertuturan. Seterusnya ialah, terapi yang dilaksanakan adalah untuk meningkatkan kemahiran komunikasi seperti penggunaan bahasa isyarat dan simbol-simbol bergambar. Menurut Kelder S et. (2017), terapi merupakan satu kaedah yang boleh digunakan bagi membantu murid yang mengalami kesukaran dalam menyebut perkataan dan berkomunikasi. Hal ini demikian bertujuan bagi membantu kanak-kanak menghasilkan bunyi bahasa serta melatih kanak-kanak yang menghadapi masalah artikulasi melalui latihan asas yang tertentu. Justeru, jika murid gagal menyebut perkataan dengan betul, guru boleh memulakan pengajaran dengan melakukan terapi terlebih dahulu sebelum PdPc berlangsung atau menjalankan terapi sebagai salah satu langkah dalam aktiviti pembelajaran.

Kajian lepas menunjukkan penglibatan ibu bapa dalam terapi pertuturan membawa impak kepada murid berkeperluan khas dalam pembelajaran mereka. Penekanan terhadap keinginan dan penglibatan ibu bapa dalam kursus-kursus mempengaruhi keberkesanan pelaksanaan terapi pertuturan. Namun, sumber-sumber yang berkaitan dengan terapi ini adalah sangat terhad jika dibandingkan dengan negara-negara maju (Leong, Jennifer, & Mark 2014; Masne, Rachael & Primrose, 2015). Kajian yang dilaksanakan terhadap murid masalah pembelajaran membuktikan bahawa penghasilan modul terapi amat berguna untuk ibu bapa, ahli terapi dan guru dalam penyediakan dan pelaksanaan kurikulum, modul pendidikan serta Rancangan Pendidikan Individu (RPI) bawah Kementerian Pendidikan Malaysia.

Komunikasi lisan didefinisikan sebagai satu proses komunikasi yang menggunakan percakapan untuk menyampaikan maklumat kepada penerima. Komunikasi bersifat omnipresent iaitu hadir di mana-mana sahaja, pada bila-bila masa sahaja dan dengan siapa sahaja. Hal ini kerana manusia menggunakan kemahiran komunikasi pada bila-bila masa sahaja dan tidak dapat dihindari pada setiap hari (Ahmad Sultra Rustan, 2017). Kemahiran komunikasi lisan adalah berkait rapat dengan mata pelajaran Bahasa Melayu, jika murid tidak dapat menguasai kemahiran pertuturan Bahasa Melayu dengan baik maka murid tidak dapat berkomunikasi lisan dengan jelas. Kebolehan dan kesediaan murid-murid adalah penting dalam menggunakan kemahiran bahasa semasa berkomunikasi (Aini, 2012).

Kajian ini juga menekankan kemahiran pratuturan merupakan kemahiran asas dalam komunikasi lisan iaitu merangkumi aktiviti mendengar, memberi perhatian, kemahiran sosial, kognitif dan bahasa ekspresif. Menurut Abdullah Yusuf (2014), jika seseorang murid mempunyai masalah dalam penggunaan komunikasi lisan, maka guru perlu mencari komunikasi alternatif yang membolehkan guru dan murid untuk berkomunikasi. Murid lembam tidak dapat menguasai Bahasa Melayu baku kerana kebanyakkan murid menggunakan loghat bahasa yang berbeza semasa mereka di rumah. Perkara ini disokong oleh Chew (2016), murid perlu menguasai kemahiran Bahasa Melayu untuk berkomunikasi dengan lebih berkesan dalam pelbagai situasi disamping meningkatkan kosa kata murid dalam Bahasa Melayu.

Seterusnya, kajian menunjukkan murid bermasalah pembelajaran mengalami pengasingan diri dan hubungan sosialisasi. Valeria, Ilaria & Veronica (2017) menyatakan kanak-kanak yang tidak berinteraksi dengan orang lain di sekolah tidak dapat membina hubungan malah mempunyai kecenderung untuk berasa sunyi, tingkah laku negatif dan tekanan emosi. Kanak-kanak pendidikan khas selalu berasa rendah diri dan kurang dihargai oleh rakan-rakan sebaya. Menurut Nelson & Harwood (2011), ketidakselesaan, emosi kemarahan dan kekecewaan wujud disebabkan pengalaman kekurangan kemahiran yang diperlukan di dalam bilik darjah seperti kemahiran 3 M iaitu membaca, menulis dan mengira untuk melibatkan diri dalam aktiviti pembelajaran. Penglibatan diri dalam sesi PdPc juga merupakan salah satu kemahiran yang perlu ada dalam setiap diri kanak-kanak. Melalui Taylod dan Parson (2011) merumuskan bahawa penglibatan murid dalam aktiviti pembelajaran menggalakkan perlu diwujudkan untuk menyokong murid bagi perkembangan bahasa, keperluan melakukan aktiviti, meneroka topik pembelajaran secara mendalam, penglibatan diri yang bersungguh-sungguh serta berusaha bagi mencapai kecemerlangan diri sendiri.

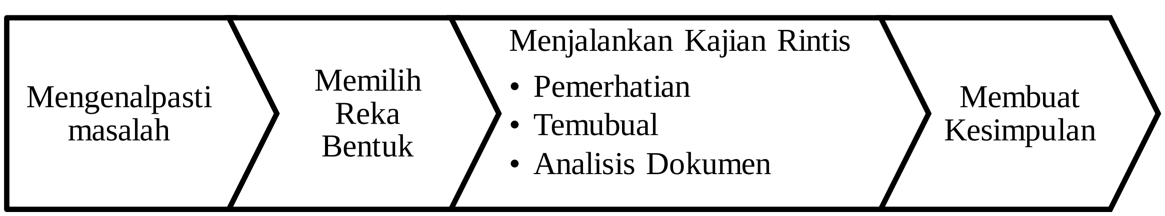
Berdasarkan hasil kajian-kajian dalam mahupun di luar negara memberikan banyak maklumat berguna bagi pelaksanaan terapi di sekolah. Walaupun begitu, negara barat menunjukkan perkembangan yang menyeluruh dalam kalangan guru pendidikan khas untuk bidang pendidikan khas berbanding dengan negara Malaysia yang jauh ketinggalan dalam bidang ini (Leong, Jennifer, & Mark 2014; Masne, Rachael & Primrose 2015; Madhya 2016). Pelaksanaan terapi untuk murid pendidikan khas adalah untuk memenuhi keperluan pendidikan inklusif (Kerry et al 2012; Kelder et al 2017). Hal ini demikian penting kerana murid pendidikan khas berhak untuk memperolehi peluang pendidikan yang sama rata seperti murid normal yang lain. Perkara ini adalah bagi mengurangkan diskriminasi kepada murid pendidikan khas di bawah perundangan dan hak pendidikan.

3. Metodologi Kajian

Kajian ini merupakan kajian kes yang menggunakan pendekatan kualitatif. Populasi kajian ini melibatkan murid Program Pendidikan Khas Integrasi Bermasalah Pembelajaran di sebuah sekolah sekitar daerah Hulu Langat, Selangor. Peserta kajian primer terdiri daripada 3 murid lelaki dan 2 murid perempuan. Pemilihan 5 peserta kajian primer ini berdasarkan laporan Pegawai Pemulihan Perubatan (pertuturan) dan kriteria ditentukan oleh penyelidik. Peserta kajian yang dipilih merupakan murid di Program Pendidikan Khas Integrasi yang mempunyai ketidakupayaan dalam pelbagai kategori iaitu Sindrom Down, Kecelaruan Spektrum Autisme tahap sederhana, Kekurangan Intelektual dan sebagainya. Penyelidik memilih peserta kajian dalam kuantiti yang sedikit iaitu 5 orang adalah bertujuan untuk mendapatkan maklumat secara terperinci dan mendalam. Penyelidik melibatkan 5 peserta kajian iaitu guru pendidikan khas masalah pembelajaran sebagai peserta kajian sekunder. Maka menurut Spencer dan Spencer (1993), subjek kajian seramai 7 orang sudah mencukupi bagi memperolehi data kualitatif. Pemilihan sampel di dalam kajian ini mempunyai bilangan yang kecil dan sudah memadai untuk penyelidik mengkaji sampel secara mendalam dan persoalan kajian dapat kajian. Perkara yang ditekankan ialah jumlah yang dipilih boleh menjawab setiap persoalan kajian yang telah disediakan (Marshall & Rossman, 2006).

Pemilihan sampel yang dilaksanakan tidak merujuk kepada bangsa, umur dan jantina. Sampel yang dipilih di dalam kajian ini berdasarkan kriteria yang diperlukan iaitu kebolehan bahasa lisan yang rendah, keupayaan mengeluarkan suara (prapertuturan) dan tidak mempunyai keyakinan untuk berkomunikasi. Pemilihan peserta kajian memerlukan guru Bahasa Melayu dan penyelidik untuk mendapatkan persetujuan daripada ibu bapa, guru pendidikan khas dan pentadbir sekolah. Perkara ini kerana tempoh kajian bukan merupakan masa yang singkat untuk diperlukan bagi mengumpulkan maklumat yang bertujuan untuk merakam, menyimpan, meneliti dan menggunakan alat dan bahan yang berkaitan dengan persoalan kajian.

Kaedah kajian dalam kajian ini berbentuk kajian kes dengan melibatkan teknik pengumpulan data secara tringulasi iaitu pengumpulan data dari tiga sumber melalui pemerhatian, temu bual dan analisis dokumen. Pada akhir kajian ini, penyelidik dijangka dapat membuat kesimpulan samada pelaksanaan terapi pertuturan dalam kalangan murid bermasalah pembelajaran mempengaruhi kemahiran sosial dan penglibatan murid bermasalah pembelajaran dalam sesi PdPc.



Rajah 1.1: Reka bentuk kajian

Reka bentuk pada rajah 1.1 menunjukkan bahawa penyelidik membuat pemerhatian, temu bual dan analisis data terhadap elemen-elemen di dalam kemahiran sosial dan penglibatan peserta kajian dalam sesi PdPc. Menurut Cresswell (1994), penyelidik boleh melihat dan memahami setiap perubahan berlaku dalam situasi yang sebenar. Selain itu, penyelidik dapat memerihal setiap ciri sebelum dan selepas pelaksanaan terapi pertuturan dapat mempengaruhi kemahiran sosial dan penglibatan peserta kajian dalam sesi PdPc. Penyelidik membuat jangkaan bahawa pelaksanaan terapi pertuturan dapat mempengaruhi kemahiran sosial mereka di dalam bilik darjah.

4. Dapatan Kajian

Secara keseluruhan berkaitan mengenai dapatan dan analisis kajian yang telah memberi fokus kepada kemahiran sosial murid pendidikan khas masalah pembelajaran dan penglibatan di bilik darjah. Bahagian akhir membincangkan tentang penglibatan murid pendidikan khas semasa sesi pengajaran dan pembelajaran. Hasil dapatan kajian berdasarkan maklum balas bagi setiap kajian yang menjawab dua persoalan kajian yang iaitu 1) Bagaimanakah kemahiran sosial murid bermasalah pembelajaran dipengaruhi selepas terapi pertuturan dilaksanakan? 2) Bagaimanakah penglibatan murid bermasalah pembelajaran dalam sesi PdPc dipengaruhi selepas terapi pertuturan dijalankan? Dapatan kajian dipaparkan ini dapat menunjukkan setiap data yang pengkaji perolehi dalam bentuk temu bual, pemerhatian dan analisis dokumen. Setiap dapatan kajian dibahagikan mengikut persoalan kajian yang merangkumi aspek kemahiran sosial peserta kajian semasa sesi pengajaran dan pembelajaran berlangsung di dalam kelas dan penglibatan peserta kajian dalam sesi PdPc.

Kemahiran Sosial Peserta Kajian

Berdasarkan analisis dapatan kajian yang diperolehi melalui temu bual dan pemerhatian, terdapat peningkatan yang positif di dalam kemahiran sosial dalam kalangan peserta kajian. Penyelidik mengategorikan peningkatan di dalam kemahiran sosial yang terdapat dalam diri peserta kajian. Hal ini demikian peserta kajian yang mempunyai masalah pertuturan mempunyai masalah untuk berkomunikasi secara dua hala atau sehala dengan orang di sekeliling mereka. Mereka juga hanya mengikut kehendak ibu bapa dan tujuan kehidupan sepenuhnya bergantung kepada ibu bapa. Kemahiran sosial asas memerlukan gaya pertuturan yang sebenar walaupun mereka tidak dapat bertutur dengan jelas.

Interaksi Sosial Antara Rakan Bilik Darjah

Menurut analisis temu bual yang dijalankan terhadap kesemua responden iaitu R1, R2, R3, R4 dan R5 mempunyai pendapat yang sama terhadap peningkatan kemahiran sosial di dalam diri PK1, PK2, PK3, PK4 DAN PK5 semasa pelaksanaan terapi pertuturan. Terapi pertuturan berlangsung dengan lancar kerana mendapat kerjasama sepenuhnya daripada peserta kajian dan dapat menarik minat mereka menyertai setiap aktiviti yang diadakan walaupun pada awalnya PdPc Bahasa Melayu ini dilaksanakan secara individu dan diakhiri secara berkumpulan. Terdapat interaksi secara dua hala yang diperlukan di dalam setiap aktiviti terapi pertuturan sama ada dengan guru, atau dengan rakan peserta kajian yang lain atau dengan guru dan rakan peserta kajian yang lain. Perjalanan terapi pertuturan adalah secara berperingkat supaya murid tidak terkejut dengan perubahan yang berlaku di dalam bilik darjah.

R3 mengatakan:

"...peningkatan dalam kemahiran sosial merupakan perkara paling ketara dapat dilihat apabila bilik darjah mula menjadi riuh rendah di mana murid-murid mula berkawan dan bersembang antara satu sama lain menggunakan pertuturan yang dipulihkan walaupun tidak begitu sempurna

seperti murid yang lain. PK1 dan PK2 juga mula bercakap semasa aktiviti berlangsung dengan rakan-rakan bilik darjah semasa sesi PdPc berlangsung…."

Selain itu, setiap aktiviti yang dijalankan merupakan aktiviti yang dicadangkan oleh Pegawai Pemulihan Perubatan (Pertuturan) yang sesuai dilaksanakan kepada murid pendidikan khas masalah pembelajaran yang mempunyai tahap kemampuan yang berbeza dan untuk meningkatkan kemahiran sosial mereka dengan pertuturan yang dibaiki dengan lebih baik. Perkara ini disokong oleh R5 beranggapan bahawa kolaborasi dan konsultansi dengan pihak profesional dapat memberikan manfaat kepada kemahiran sosial peserta kajian. Walau bagaimanapun, hasil keberkesanan pelaksanaan terapi pertuturan dapat dilihat dengan baik walaupun pertuturan peserta kajian masih berada di tahap yang rendah. Jika hendak menunggu pertuturan menjadi baik seperti murid normal yang lain akan memakan masa dan murid makin ketinggalan dalam kemahiran sosial. Walaupun setiap aktiviti memerlukan bimbingan sepenuhnya daripada penyelidik namun peserta kajian berada dalam keadaan selesa dan tidak berasa janggal.

Peningkatan Interaksi Sosial Dengan Guru Bilik Darjah

Hasil dapatan kajian melalui temu bual yang telah dijalankan ke atas responden yang merupakan guru mengajar peserta-peserta kajian dan mengenali dengan lebih dekat berbanding dengan orang lain. Mereka bersetuju bahawa terdapat peningkatan interaksi sosial dengan guru semasa sesi PdPc berlangsung. R3 berpendapat dengan R1, R2, R4 dan R5 yang bersetuju bahawa tingkah laku peserta-peserta kajian mempunyai perubahan yang menyebabkan interaksi sosial mempunyai peningkatan yang positif.

R3 mengatakan bahawa:

"Peserta-peserta kajian yang terpilih merupakan rakan sekelas. Mereka mempunyai personaliti yang berbeza tetapi mempunyai masalah pertuturan yang hampir sama. Sebelum pelaksanaan terapi pertuturan ini dilaksanakan, mereka kurang berinteraksi dengan guru. Ada juga saya tanya ibu bapa, ibu bapa menjelaskan bahawa perkara yang sama berlaku di rumah. Mereka juga kurang bercakap dan hanya menurut apa yang dikatakan ibu bapa. Masalah lain adalah tidak menyiapkan kerja dengan baik kerana jika tidak faham tidak tanya kepada guru dan tidak selesa apabila diajukan soalan dan bertindak mendiamkan diri sahaja"

Secara keseluruhannya, pelaksanaan terapi pertuturan memberi kesan kepada kemahiran sosial peserta kajian. Mereka mula bergaul dengan rakan sekelas dan memberikan maklum balas kepada guru malah dapat meminta kebenaran untuk keluar ke tandas. Berdasarkan hasil dapatan kajian, R2 dan R3 mengatakan perubahan kemahiran sosial iaitu berinteraksi di dalam bilik darjah dalam kalangan peserta kajian adalah tidak ketara namun mereka menunjukkan peningkatan yang positif. Hal demikian kerana kemahiran sosial adalah perkara yang memerlukan jangka masa yang panjang dan berterusan untuk melihat peningkatan yang ketara.

Penglibatan Diri Dalam Sesi Pengajaran Dan Pembelajaran

Hasil dapatan temu bual mendapati bahawa peserta kajian menunjukkan tahap penglibatan yang ketara dalam sesi pengajaran dan pembelajaran (PdPc) adalah peserta kajian dapat memberikan perhatian kepada aktiviti dalam perancangan guru yang dilaksanakan, mendengar arahan guru dan menyiapkan tugasan yang diberikan di akhir PdPc berlangsung. Perkara tersebut mempunyai perhubungan antara satu sama lain untuk menilai penglibatan peserta kajian dalam sesi PdPc. Berdasarkan hasil dapatan kajian, penyelidik memgenalpasti perubahan yang ditunjukkan oleh peserta kajian dari segi tahap pemerhatian peserta kajian dalam PdPc selepas pelaksanaan terapi pertuturan. Peserta kajian dapat memahami arahan, mempunyai daya tumpuan, kebolehan melaksanakan tugasan dan memberi maklum balas terhadap guru ditingkatkan. Justeru, tahap penglibatan peserta kajian dalam PdPc dilihat meningkat selepas pelaksanaan terapi pertuturan.

Jadual 1: Perbandingan Pemerhatian Masalah Pembelajaran Sebelum dan Selepas Pelaksanaan Terapi Pertuturan

Kelas	Masalah Pembelajaran			
	Sebelum		Selepas	
	Kekerapan	%	Kekerapan	%
PK 1	41	21.02	32	16.41
PK 2	44	22.56	36	18.46
PK 3	30	15.38	15	7.69
PK 4	38	19.49	28	14.36
PK 5	36	18.46	31	15.89

Berdasarkan pemerhatian menggunakan senarai semak yang telah direkodkan oleh guru mata pelajaran mendapati bahawa kekerapan dalam masalah pembelajaran dalam sesi PdPc bagi peserta kajian telah dikurangkan selepas pelaksanaan terapi pertuturan. Selepas menjalankan pelaksanaan terapi pertuturan, penyelidik mendapati bahawa terdapat penurunan skor kekerapan bagi masalah pembelajaran peserta kajian.

Jadual 2: Perbandingan Lembaran Kerja Sebelum dan Selepas Pelaksanaan Terapi Pertuturan

PK	Sebelum Pelaksanaan Terapi Pertuturan	Selepas Pelaksanaan Terapi Pertuturan
4		
	Perbandingan : Penyelidik mendapati hasil lembaran mewarna PK4 lebih kemas dan bersih selepas pelaksanaan terapi pertuturan malah kemahiran mewarna PK4 menunjukkan sedikit peningkatan dibandingkan dengan hasil lembaran sebelum pelaksanaan intervensi terapi pertuturan di mana PK4 hanya menconteng dengan menggunakan pensel.	

5		
	Perbandingan : Penyelidik mendapati bahawa PK5 dapat mewarna lembaran kerja yang diberikan dengan baik malah penggunaan teknik dan kemahiran juga menunjukkan peningkatan yang baik selepas pelaksanaan terapi pertuturan.	

Secara keseluruhan, hasil dapatan kajian menunjukkan kemahiran sosial dan penglibatan diri peserta kajian dalam PdPc selepas pelaksanaan terapi pertuturan mempunyai peningkatan positif. Penyelidik juga mendapati keberkesanan pelaksanaan terapi pertuturan merupakan satu proses yang sistematik dan boleh dilaksanakan secara berterusan. Guru sebagai individu yang memainkan peranan utaman dalam PdPc yang berjaya perlulah mempunyai konsultasi dan kolaborasi bersama pakar terapi yang profesional bagi merancang aktiviti-aktiviti terapi yang bersesuai mengikut tahap kemampuan peserta kajian untuk meningkatkan kemahiran sosial dan penglibatan mereka dalam PdPc secara langsung mahupun tidak langsung dari semasa ke semasa.

5. Perbincangan & Kesimpulan

Bahagian ini membincangkan mengenai dapatan kajian yang telah diperolehi bagi kedua-dua persoalan kajian iaitu 1) Bagaimanakah kemahiran sosial murid bermasalah pembelajaran dipengaruhi selepas terapi pertuturan dilaksanakan? 2) Bagaimanakah penglibatan murid bermasalah pembelajaran dalam sesi PdPc dipengaruhi selepas terapi pertuturan dijalankan?

Pelaksanaan terapi pertuturan mempengaruhi kemahiran sosial murid pendidikan khas masalah pembelajaran malah memberi impak kepada tahap penglibatan murid dalam sesi PdPc serta memberikan kesan positif terhadap diri peserta kajian itu sendiri. Kajian yang telah dijalankan dapat memberikan gambaran berkaitan pelaksanaan terapi pertuturan secara terperinci dan keberkesanannya terhadap kemahiran sosial dan tahap penglibatan murid bermasalah pembelajaran dalam sesi PdPc. Walaupun pelaksanaan terapi pertuturan kelihatan berjalan dengan lancar dengan bimbingan dan tunjuk ajar guru pendidikan khas matapelajaran Bahasa Melayu namun terdapat batasan kajian yang wujud semasa pelaksanaan kajian ini adalah tempoh kajian dilaksanakan semasa berada di bawah Perintah Kawalan Pergerakan Bersyarat (PKPB), lokasi pelaksanaan kajian, kekangan masa dan hanya menumpukan terhadap satu jenis terapi sahaja.

Selain itu, penyelidik mengenalpasti kelemahan yang terdapat dalam sistem pendidikan khas di Malaysia di mana guru pendidikan khas tidak mengetahui terapi yang bersesuaian dilaksanakan kepada murid pendidikan khas bermasalah pembelajaran walaupun ia merupakan salah satu alternatif bagi meningkatkan kemenjadian murid bermasalah pembelajaran. Perkara ini demikian kerana Kementerian Pendidikan Malaysia (KPM) tidak menyediakan panduan dan prosedur pelaksanaan terapi dalam pengajaran harian di sekolah. Kebanyakkan guru pendidikan khas mempunyai kesedaran berkaitan dengan kepentingan terapi dalam pembelajaran murid bermasalah pembelajaran meningkatkan kemahiran mereka tetapi guru pendidikan khas tidak mengetahui cara yang sebenar dan tidak mengetahui landasan yang betul untuk mendapatkan perkhidmatan daripada Pegawai Pemulihan Perubatan. Malah guru pendidikan khas juga tidak mempunyai masa yang mencukupi untuk mendapatkan konsultasi dan kolaborasi daripada pihak profesional. Oleh itu, jika KPM dapat menyediakan modul pelaksanaan terapi-terapi yang jelas dapat memberikan impak yang berkesan.

Kesimpulan

Rumusnya, kajian yang telah dilaksanakan telah menjawab setiap persoalan kajian tentang pelaksanaan terapi pertuturan mempengaruhi kemahiran sosial dan tahap penglibatan murid bermasalah pembelajaran dalam sesi PdPc. Terdapat cadangan-cadangan yang telah dikemukakan untuk pengkaji-pengkaji yang berminat untuk melaksanakan kajian berkaitan pelaksanaan terapi pertuturan dari segi pemilihan peserta kajian, pemilihan teori yang berkaitan dan pelbagaikan konstruk pelaksanaan kajian serta penglibatan guru dan ibu bapa kepada murid bermasalah pembelajaran bagi mengatasi masalah kekangan yang wujud. Mengembangkan dan menambahbaik pengetahuan mengenai pelaksanaan terapi pertututuran merupakan cadangan kajian lanjutan bagi menjadi selaras dengan era globalisasi tuntutan yang bersesuaian pada masa kini.

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Pengetahuan Dan Sikap Guru Aliran Perdana Terhadap Program Pendidikan Inklusif Di Daerah Sibu

(Knowledge And Attitude Of Mainstream Teachers On Inclusive Education Programs In Sibu District)

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Abstrak: *Pengetahuan dan sikap guru aliran perdana berkaitan Pogram Pendidikan Inklusif (PPI) adalah penting untuk membantu kecemerlangan akademik murid pendidikan khas (MPK). Terdapat banyak isu yang berkaitan dengan pengetahuan dan sikap berkaitan guru aliran perdana yang mengajar murid pendidikan khas. Kajian ini bertujuan untuk meninjau tahap pengetahuan dan sikap guru aliran perdana sekolah rendah dan menengah terhadap PPI di kawasan Sibu. Kajian tinjauan ini menggunakan pendekatan kajian kuantitatif. Pengkaji menggunakan teknik persampelan rawak untuk memilih sampel kajian di sekolah. Daripada populasi guru sebanyak 966 seramai 401 orang guru aliran perdana yang mengajar di sekolah rendah dan menengah dipilih sebagai sampel dalam kajian. Instrumen kajian yang digunakan ialah soal selidik dan diedarkan melalui google form. Dapatan data dianalisis secara deskriptif dan inferensi. Data analisis deskriptif mencari kekerapan, peratusan, min dan sisihan piawai. Data analisis secara inferensi menggunakan kolerasi Pearson . Dapatan kajian menunjukkan tahap pengetahuan guru terhadap PPI berada pada tahap sederhana (min = 3.28, SP = 0.571). Sikap guru terhadap PPI adalah berada pada tahap tinggi (min = 3.62, SP = 0.52). Hubungan kolerasi antara tahap pengetahuan guru dengan sikap guru terhadap PPI adalah sederhana (r = 0.688, sig = .000). Hasil dapatan menunjukkan guru menujukkan sikap positif tentang PPI tetapi mereka memerlukan pengetahuan yang lebih mendalam tentang PPI. Hasil kajian dapat mengambarkan tahap pengetahuan dan sikap guru terhadap PPI di Sibu. Kajian ini boleh melihat kekurangan yang masih ada pada PPI di Sibu seterusnya langkah-langkah penambahbaikan dapat dilakukan untuk membaiki keadaan PPI.*

Kata Kunci: Pengetahuan; Sikap; Guru Aliran Perdana; Program Pendidikan Inklusif; Sekolah Rendah; Sekolah Menengah

Abstract: *The knowledge and attitudes of mainstream teachers related to the Inclusive Education Program (IEP) are important to help the academic excellence of special education students (SES). There are many issues related to the knowledge and attitudes related to mainstream teachers who teach special education students. This study aims to examine the level of knowledge and attitude of primary and secondary school mainstream teachers towards IEP in Sibu area. This survey study uses quantitative research approach. Researchers use random sampling techniques to select study samples in schools. Of the 966 teacher population, 401 mainstream teachers who teach in primary and secondary schools were selected as the sample in the study. The research instrument used was* *a questionnaire and distributed through google form. Data findings were analyzed descriptively and inferences. Descriptive analysis data find frequency, percentage, mean and standard deviation. Inferential analysis data using Pearson correlation. The findings show that the level of teachers' knowledge of IEP is moderate (mean = 3.28, SP = 0.571). Teachers' attitudes towards IEP are at a high level (mean = 3.62, SP = 0.52). The correlation relationship between teachers' knowledge level and teachers' attitudes towards IEP was moderate (r = 0.688, sig = .000). The findings show that teachers show a positive attitude about IEP but they need a deeper knowledge of IEP. The results of the study can reflect the level of knowledge and attitude of teachers towards IEP in Sibu. This study can see the shortage that still exist in IEP in Sibu and further improvement steps can be taken to improve the condition of PPI.*

Keywords: Knowledge; Attitude; Mainstream Teacher; Inclusive Education Program; Primary School; Secondary School

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1. Pengenalan

Kenyataan Salamanca (UNESCO, 1994), Biwako (United Nation, 2007) dan Kerangka Dakar pendidikan tindakan untuk semua (UNESCO, 2000) menyatakan setiap kanak-kanak mempunyai hak asas untuk menerima pendidikan. Kenyataan ini telah menjadi asas kepada pembinaan dasar pendidikan di negara-negara termasuk Malaysia. Persidangan-persidangan ini telah bersumbangan kepada Akta Pendidikan 1996 dan Akta Pendidikan Khas 2013 untuk mengadakan Program Pendidikan Inklusif (PPI) yang menekankan pendidikan kesaksamaan kepada semua pelajar termasuk pelajar kurang upaya (Muhammad & Abdul, 2016).

Program pendidikan inklusif adalah satu sistem pendidikan di mana MPK dan murid tipikal belajar bersama dengan sistem pengajaran dan pembelajaran yang bersesuaian untuk memenuhi keperluan pembelajaran bagi MPK yang berlainan jenis (Thomas & Uthaman, 2019). Dalam PPI, MPK belajar bersama dengan murid tipikal dalam kelas normal dan akan dididik oleh guru aliran perdana. Pengetahuan dan sikap guru aliran perdana memainkan peranan penting dalam melaksanakan PPI. Kejayaan MPK dalam PPI bergantung pada guru mata pelajaran yang mendidik mereka di dalam kelas. Menurut Mazmi & Noor (2019), kejayaan pengajaran di PPI sangat bergantung pada kemampuan, pengetahuan dan kemahiran guru untuk menampung dan menyesuaikan pedagogi pengajaran yang disesuaikan untuk memenuhi keperluan pelajar kurang upaya. Kajian Elizabeth dan Seema (2019) menyatakan pengetahuan guru berhubung kait dengan sikap guru terhadap PPI. Guru yang lebih berpengetahuan tentang PPI adalah lebih bersikap positif terhadap PPI.

Guru aliran perdana harus bersedia, bersikap positif, berkemahiran dan berpengetahuan untuk menerima MPK di dalam kelas aliran perdana. Pengetahuan yang diterima oleh MPK sangat bergantung kepada kebolehan, kemahiran, pedagogi, pengetahuna dan sikap guru aliran perdana. Pengetahuan dan sikap guru menentukan kejayaan MPK di dalam kelas. Kajian ini adalah untuk mengkaji pengetahuan dan sikap guru aliran perdana terhadap PPI serta melihat hubungan antara pengetahuan dan sikap guru dalam mendidik MPK.

Kajian menunjukkan MPK yang diinklusifkan menunjukkan perubahan positif dari segi pencapaian akademik dan sahsiah (Hamdan & Hussin, 2013). Tetapi PPI yang dijalankan terdapat halangan-halangan yang tidak dapat dielakkan. Halangan yang berlaku adalah guru aliran perdana kekurangan latihan dan pengetahuan tentang cara untuk mengajar MPK dalam program inklusif (Muhammad & Abdul, 2016; Norliah & Hanafi, 2016). Guru-guru dilatih secara profesional dalam bidang pendidikan. Tetapi latihan untuk guru aliran perdana tidak termasuk cara mengendali MPK. Kekurangan latihan dan pengetahuan untuk mengendali PPI menyebabkan guru aliran perdana tidak mahir mengakomodasi dan memodifikasi kemahiran mengajar semasa Pdpc dalam kelas (Grace et. al, 2012; Johnstone, 2009). Guru aliran perdana kurang bersedia dalam melaksanakan PPI (Mohd. Mokhar & Farhana, 2019) disebabkan oleh kekurangan pengetahuan dan tidak tahu menggunakan cara yang bersesuaian dengan kurang upaya MPK. Halangan yang lain termasuk guru aliran perdana bersikap negatif tentang kehadiran MPK dalam kelas aliran perdana serta menganggap bahawa pengajaran MPK merupakan tanggungjawab guru resos (Ammer, 1984; Elizabeth & Seema, 2019; Schultz, 1982; Zhang, 2018). Punca muncul sikap negatif adalah guru aliran perdana kurang pengetahuan dan kurang memahami tentang PPI. Sekiranya mereka memahami PPI, maka sikap negatif akan dihapuskan.

Maka, pengetahuan guru aliran perdana terhadap PPI adalah penting dalam melaksanakan PPI supaya guru aliran perdana tidak berasa bimbang semasa mengajar MPK. Di samping mereka juga lebih berkemahiran mendidik MPK dalam PPI dengan lebih efektif. Hasil dapatan kajian dapat membantu untuk melihat kekurangan pada kesediaan, pengetahuan dan kemahiran yang masih ada pada guru aliran perdana supaya latihan yang berkaitan dapat diberikan untuk meningkatkan strategi pengajaran guru aliran perdana dalam PPI. Kajian ini djalankan untuk meninjau tahap pengetahuan dan sikap guru aliran perdana terhadap program pendidikan inklusif di daerah Sibu. Melalui kajian, pengkaji berharap dapat mengenal pasti tahap pengetahuan dan sikap guru aliran perdana sekolah rendah dan menengah terhadap PPI di Sibu. Seterusnya, pengkaji juga ingin mengenal pasti perhubungan pengetahuan dan sikap guru aliran perdana tentang PPI.

Terdapat empat bahagian dalam artikel. Bahagian pertama adalah kajian literatur tentang pengetahuan dan sikap guru terhadap PPI. Seterusnya adalah metodologi kajian yang mengenali sampel kajian, reka bentuk kajian, pendekatan dan kaedah menganalisis data. Bahagian ketiga akan membincangkan dapatan kajian dan kesimpulan. Bahagian terakhir akan membuat kesimpulan untuk seluruh artikel.

2. Tinjauan Literatur

Program Pendidikan inklusif adalah model yang diakui di peringkat antarabangsa yang bertujuan untuk memastikan penyediaan dan pendidikan sekolah yang berkualiti untuk semua tanpa mengira ciri peribadi, latar belakang, budaya, atau asal usul. Objektif utama pendidikan inklusif termasuk penempatan pelajar dengan kebolehan yang pelbagai di bilik darjah biasa serta menangani halangan untuk penyertaan semua pelajar di bilik darjah biasa (Umesh & Erika, 2019).

Pengetahuan guru terhadap PPI

Dalam melaksanakan PPI, terdapat banyak kajian yang telah dilaksanakan di dalam negara dan luar negara tentang isu PPI. Kebanyakkan guru hanya mendengar tentang MPK, tetapi tahap pengetahuan dan kefahaman mereka terhadap MPK masih rendah (Mariani, Shazia & Agnis, 2017). Ramai guru masih kurang menyedari keperluan MPK dalam PPI (Bruggink, Goei & Koot, 2015). Mereka menganggap MPK lebih sesuai berada di program pendidikan khas dan mendidik

MPK adalah tanggungjawab guru pendidikan khas (Mokhtar & Farhana, 2019). Pengetahuan tentang ciri-ciri MPK, tingkah laku, masalah kurang upaya, kekurangan dan kelebihan mereka adalah penting dalam pengajaran dan pembelajaran guru dan murid dalam kelas. Guru yang mengajar PPI harus mengetahui keperluan khas MPK, khususnya dari segi keupayaan belajar dan alat bantuan yang membantu murid mengurus diri (Muhammad & Abdul, 2016).

Norliah & Hanafi (2016) dalam kajian mereka tentang pelaksanaan PPI MPK dalam Pelan Pembangunan Pendidikan Malaysia 2013-2025 menyatakan guru kekurangan pengetahuan pedagogi dan kemahiran dalam mengajar MPK yang mempunyai tahap yang berlainan dalam PPI. Perkara ini juga disokong oleh Mohd Mokhtar & Farhana (2019) serta Rohaizat (2019) mengatakan bahawa tahap pengetahuan guru aliran perdana tentang PPI masih berada pada tahap sederhana sahaja. Kajian yang dilaksanakan di luar negara juga menunjukkan guru kekurangan pengetahuan tentang PPI (Muna, Mayada & Bassam. 2016; Timo. 2020).

Masalah kekurangan pengetahuan tentang PPI adalah masalah kritikal semasa PPI dijalankan. Guru aliran perdana memerlukan pengetahuan tentang PPI untuk meningkatkan kemahiran pengajaran untuk PPI (Muhammad & Abdul, 2016). Kekurangan pengetahuan guru aliran perdana terhadap MPK dan PPI boleh menimbulkan masalah iaitu guru mempunyai salah faham terhadap murid, guru berasa terkejut dengan tingkah laku murid, guru berasa kecewa terhadap murid, MPK didiskriminasi dalam kelas aliran perdana dan MPK tidak dapat menerima ilmu dengan berkesan. Akhirnya, MPK kurang bermotivasi untuk mengikuti dalam kelas aliran perdana.

Kekurangan dalam pengetahuan juga menyebabkan guru masih kurang mahir dalam mendidik MPK dalam PPI. Perkara ini dapat dilihat melalui isu ramai guru aliran perdana masih kekurangan latihan tentang PPI (Mokhtar & Farhana, 2019; Muhammad & Abdul, 2016). Ramai guru yang mengendalikan PPI mengakui bahawa mereka tidak mendapat latihan khusus yang berkaitan teknik dan kaedah Pdpc yang berkaitan dengan MPK (Norliah & Hanafi, 2016). Latihan yang diberi dapat membantu meningkatkan kemahiran guru aliran perdana dalam Pdpc PPI. Kemudian, latihan diberi juga dapat meningkatkan kualiti guru dalam strategi pengajaran, pengawalan bilik darjah dan penilaian pelajar (Norfishah & Mohd, 2018).

Kekurangan latihan tentang PPI menyebabkan sesetengah guru bersikap negatif terhadap PPI (Su & Wang, 2003). Keadaan ini akan menurunkan kualiti pengajaran dan pembelajaran. Maka, guru aliran perdana memerlukan bantuan daripada guru pendidikan khas atau guru resos untuk membantu mereka (Mazmi & Noor, 2019). Terutama semasa guru mengajar MPK yang mempunyai masalah kurang upaya yang kompleks, pelbagai, kritikal dan berat. Keadaan ini memerlukan guru yang berpengetahuan dan profesional dalam bidang pendidikan khas. Pengetahuan guru pendidikan khas tentang MPK serta kaedah pengajaran untuk MPK dapat membantu guru aliran perdana mempunyai gambaran yang lebih jelas tentang kaedah mengajar dalam PPI.

Guru yang mengajar PPI memerlukan latihan tentang PPI supaya dapat mengajar MPK dengan kaedah yang relevan dengan keperluan murid. Kekurangan pengetahuan guru juga boleh membawa masalah pengajaran di dalam kelas menjadi tidak bermanfaat kepada MPK. Guru yang berpengalaman tidak menunjukkan mereka dapat memahami kaedah mengajar PPI (Muhammad dan Abdul, 2016) tetapi memerlukan latihan yang berkaitan.

Sikap guru aliran perdana terhadap MPK dan PPI

Guru merupakan pemimpin dalam kelas. Menurut Traci-Ann, Christopher dan Scott (2019), sikap guru aliran perdana terhadap PPI adalah kunci kejayaan PPI. Sikap positif guru dapat membina sikap positif murid tipikal terhadap MPK di dalam kelas. Pemahaman yang positif terhadap MPK dapat mengurangkan perasaan kurang selesa guru aliran perdana semasa menjalankan pengajaran di dalam kelas (Tina & Vanja, 2017). Maka, pengetahuan terhadap MPK adalah faktor penting untuk mengurangkan diskriminasi MPK di dalam kelas.

Keadaan guru aliran perdana mempunyai persepsi yang negatif (Mokhtar & Farhana, 2019) terhadap MPK merupakan halangan kepada keyajaan PPI. Guru aliran perdana tidak memahami keperluan MPK diinklusifkan. Mereka menganggap MPK lebih sesuai berada di program pendidikan khas dan mendidik MPK bukan tanggungjawab mereka. Terdapat guru yang menganggap bahawa mengajar MPK akan menambahkan beban tugas mereka.

Daripada kajian-kajian lepas, didapati bahawa ramai guru aliran perdana bersikap negatif terhadap PPI. Kejayaan PPI bergantung pada sikap positif guru. Sikap guru terhadap PPI terjejas oleh pengetahuan guru terhadap PPI (Muna, Mayada & Bassam, 2016). Guru aliran perdana tidak mempunyai latihan yang berkaitan dengan MPK. Mereka berasa terkejut apabila terdapat murid yang bertingkah laku agresif di dalam kelas serta berlaku sawan dan asma. Mereka juga akan berasa kecewa apabila tidak tahu cara untuk membantu murid yang lemah dalam pembelajaran dan kognitif. MPK yang lambat dalam pembelajaran akan menimbulkan perasaan negatif guru terhadap murid. Guru aliran perdana perlu mengajar mengikut sukatan pelajaran. Mereka perlu mengajar dengan cepat supaya sukatan pelajaran dapat dihabiskan dalam masa yang ditetapkan. MPK yang diinklusifkan akan menjadi gangguan kepada guru untuk menyiapkan sukatan.

Terdapat respon yang berlainan tentang sikap guru terhadap PPI dalam kajian yang berlainan. Terdapat guru percaya bahawa MPK akan belajar dengan lebih baik di kelas pendidikan khas (Timo, 2020). Terdapat guru berpendapat PPI adalah tidak berfaedah terhadap MPK. Selain itu, mereka juga berasa kelas biasa adalah tidak sesuai untuk MPK. Guru juga menyatakan MPK selalu mempunyai masalah tingkah laku di dalam kelas. Mereka akan menjerit semasa guru sedang mengajar (Muna, Mayada & Bassam, 2016). Terdapat kajian menunjukkan guru menunjukkan sikap positif terhadap PPI (Tina & Vaja, 2017). Dalam kajian yang dilakukan oleh Elizabeath & Seema (2019) menunjukkan majoriti guru menunjukkan sikap positif terhadap PPI dan guru yang menunjukkan sikap negatif terhadap PPI adalah menuju kepda murid yang mempunyai masalah pembelajaran tertentu. Sikap guru yang positif boleh memotivasikan dan meyakinkan MPK di dalam kelas PPI. MPK mempunyai masalah rendah diri apabila belajar bersama murid tipikal. Guru yang bersikap positif membawa nilai positif kepada murid-murid di dalam kelas. MPK tidak sepatutnya didiskriminasi dan dibanding bezakan dengan murid tipikal.

MPK perlu diberi peluang untuk belajar di kelas perdana (Leonila & Karen, 2019). Richel (2014) mendapati guru bersetuju PPI adalah untuk mengurangkan diskriminasi sosial, menguatkan interaksi sosial dan mengurangkan stereotaip negatif terhadap MPK. Guru juga bersetuju bahawa

PPI dapat meningkatkan keyakinan diri MPK, membantu membina kemahiran bersosial dengan murid tipikal, meningkatkan interaksi sosial dan mengubah sikap murid tipikal terhadap MPK (Muna, Mayada & Bassam, 2016). Terdapat guru juga bersikap positif terhadap PPI. Guru aliran perdana bersikap mesra semasa berkomunikasi dengan MPK (Lai et.al., 2017). Guru berpendapat MPK perlu mempunyai peluang belajar yang sama dengan murid tipikal (Richel, 2014).

Terdapat guru aliran perdana yang sanggup membuat pengubahsuaian dalam pengajaran semasa mengajar MPK (Yeo et. al., 2014). Guru sanggup membuat pengubahsuaian keadaan fizikal kelas untuk MPK fizikal. Guru juga memberikan masa tambahan kepada MPK untuk menjawab soalan yang diberikan.

Berdasarkan kajian-kajian lepas, terdapat guru bersikap negatif terhadap PPI juga terdapat guru bersikap positif terhadap PPI. Sikap guru memberi kesan kepada MPK dan kejayaan PPI. Kajian ini untuk meninjau tahap pengetahuan dan sikap guru aliran perdana terhadap PPI harap dapat memberi impak positif kepada PPI di Sibu.

3. Metodologi Kajian

Kajian ini menggunakan kaedah tinjauan dengan set soal selidik yang terbahagi kepada 3 bahagian yang akan diisi dan dijawab oleh guru aliran perdana di sekolah-sekolah rendah dan menengah yang mempunyai kelas inklusif di kawasan Sibu. Pendekatan kuantitatif deskriptif digunakan untuk mengenal pasti tahap pengetahuan guru aliran perdana terhadap PPI dan sikap guru aliran perdana terhadap PPI. Seterusnya, kajian berbentuk inferensi dengan menggunakan kaedah analisis kolerasi ini untuk melihat perhubungan pengetahuan guru aliran perdana tentang PPI dengan sikap guru aliran perdana tentang PPI dalam mendidik MPK.

Kajian pengkaji adalah berkaitan dengan pengetahuan dan sikap guru aliran perdana sekolah tentang PPI di sebuah daerah di negeri Sarawak. Pengkaji berfokus kepada guru aliran perdana yang sedang mengajar di sekolah rendah dan menengah yang terlibat dalam PPI. Sekolah yang mempunyai kelas Program Pendidikan Khas Integrasi (PPKI) merupakan sekolah yang terlibat dalam PPI. Terdapat 10 buah sekolah rendah dan 5 buah sekolah menengah yang mempunyai kelas PPKI.

Berpandukan data yang diperolehi, sebanyak sepuluh buah sekolah rendah dan lima buah sekolah menengah mempunyai PPKI di daerah Sibu. Seramai 511 orang di sekolah rendah dan 455 orang guru di sekolah menengah. Pengkaji telah memilih sampel kajian melibatkan seramai 401 untuk menjawab soal selidik kajian.

Kajian ini menggunakan instrumen soal selidik sebagai alat kajian utama untuk mengumpul data yang berkaitan dengan tajuk kajian. Bahagian pertama berkaitan dengan demografi sampel kajian. Seterusnya adalah instrumen soal selidik yang mengkaji tahap pengetahuan guru aliran perdana terhadap PPI dan instrumen soal selidik yang mengkaji sikap guru aliran perdana terhadap PPI.

Dalam kajian ini, pengkaji mengambil dan mengubahsuai instrument kajian yang telah dilakukan oleh Melissa, Gunasegaran dan Kung (2018) untuk mengkaji tentang penyediaan, pengetahuan dan sikap guru PPI di kawasan Sibu, Sarawak, Malaysia. Kajian tentang perhubungan pengetahuan guru aliran perdana tentang PPI dengan sikap guru terhadap PPI akan dikaji dengan menggunakan ujian kolerasi.

Instrumen asal bagi mengkaji tahap pengetahuan dan sikap guru aliran perdana terhadap PPI adalah dalam bahasa Inggeris. Pengkaji mengadaptasi dan mengubahsuai instrumen kajian dalam bahasa Melayu. Pengkaji telah meminta bantuan guru yang mengajar bahasa Melayu dan guru yang mengajar bahasa Ingeris untuk menterjemahkan item-item soalan.

Bahagian ini terdapat 14 item masing-masing di bahagian dua dan tiga yang perlu dijawab oleh responden. Skala Likert lima peringkat digunakan untuk semua item yang mengkaji persoalan kajian 1 dan 2.

Pengkaji telah mengambil 30 orang responden untuk membuat kajian rintis. Cronbach's alpha bagi item-item untuk mengkaji tahap pengetahuan guru aliran perdana terhadap PPI telah mendapat skor sebanyak 0.941. Manakala Cronbach's alpha bagi item-item untuk mengkaji sikap guru aliran perdana terhadap PPI telah mendapat skor sebanyak 0.95. Keputusan ini adalah tinggi dan memuaskan untuk mendapatkan kebolehpercayaan instrumen kajian.
Prosedur pengumpulan dan menganalisis data

Proses pengumpulan data melalui penggunaan borang soal selidik yang dibina dengan borang google. Pengkaji mengedarkan borang google dengan bantuan pengetua dan guru di lokasi kajian. Pengkaji menetapkan tempoh masa pelaksanaan kajian iaitu dua minggu dari tarikh serahan borang soal selidik kepada guru-guru. Pengumpulan penerimaan borang soal selidik akan ditunjukkan dalam borang google.

Penganalisisan data dalam kajian ini dilakukan dengan menggunakan statistik deskriptif. Data yang dikutip diperjelaskan dalam bentuk kekerapan, peratusan, skor min dan sisihan piawai bagi menghuraikan sampel dan persoalan-persoalan kajian. Kesemua data kuantitaif ini dianalisis menggunakan perisian pakej statistik untuk sains sosial (SPSS) versi 25.

Dalam kajian ini, statistik deskriptif digunakan oleh pengkaji untuk menghurai demografi guru aliran perdana dari aspek umur, jantina, kaum, agama, tahap pendidikan, pengalaman mengajar, pendedahan kepada MPK dan nama sekolah. Kajian ini menggunakan kekerapan, peratus, min serta sisihan piawai untuk menganalisis item. Pengkaji menggunakan kaedah deskriptif untuk menganalisis data tentang tahap pengetahuan dan sikap guru aliran perdana terhadap PPI. Bagi mengenal pasti tahap pengetahuan guru aliran perdana terhadap PPI dan sikap guru aliran perdana terhadap PPI. Kajian tentang perhubungan pengetahuan guru aliran perdana tentang PPI dengan penguasaan kemahiran dalam mendidik MPK akan dinalisis dengan menggunakan kaedah kolerasi. Tahap pengetahuan guru aliran perdana merupakan pemboleh ubah tidak bersandar manakala sikap guru merupakan pemboleh ubah bersandar.

4. Dapatan Kajian

Demografi sampel kajian

Kajian ini melibatkan 401 orang guru aliran perdana sekolah rendah dan sekolah menengah di daerah Sibu, Sarawak. Sekolah yang terlibat adalah sekolah yang mempunyai kelas inklusif di kawasan Sibu. Terdahap 5 buah sekolah menengah dan 10 buah sekolah sekolah rendah yang mempunyai kelas inklusif di Sibu. Pengkaji mengedarkan borang google melalui PPD Sibu. Dapatan demografi sampel kajian adalah seperti ditunjukkan dalam jadual 1.

Jadual 1: Demografi sampel kajian

Umur	Frekuensi	Peratus(%)
25 tahun ke bawah	0	0
26 - 30 tahun	19	4.7
31 - 35 tahun	56	14
36 - 40 tahun	89	22.2
41 – 46 tahun	99	24.7
46 tahun ke atas	138	34.4
Jantina		
Lelaki	97	24.2
Perempuan	304	75.8
Kaum		
Cina	224	55.9
Melayu	64	16
Iban	64	16
Lain-lain	48	12
India	1	0.2
Agama		
Kristian	257	64.1
Islam	98	24.4
Buddha	39	9.7
Lain-lain	6	1.5
Hindu	1	0.2
Tahap Pendidikan		
Sarjana muda	327	81.5
Diploma	41	10.2
Sarjana	33	8.2
Doktor falsafah	0	0
Pengalaman Mengajar		
Melebihi 20 tahun	146	36.4
11-15 tahun	102	25.4
16-20 tahun	71	17.7
6-10 tahun	64	16
1-5 tahun	18	4.5
Kurang daripada 1 tahun	0	0
Status pendedahan terhadap PPI		
Tidak	299	74.6
Ya	102	25.4
Sekolah		
SK A	26	6.5

SK B	31	7.7
SK C	7	1.7
SK D	31	7.7
SK E	16	4
SK F	42	0.5
SJK (C) G	8	2
SJK (C) H	49	12.2
SJK (C) I	31	6.2
SJK (C) J	21	5.2
SMK K	32	8
SMK L	9	2.2
SMK M	51	12.7
SMK N	12	3.0
SMK O	41	10.2

Tahap Pengetahuan Guru Aliran Perdana Sekolah Rendah Dan Sekolah Menengah Terhadap PPI

Hasil purata min menunjukkan tahap pengetahuan guru aliran perdana terhadap PPI berada pada tahap sederhana. Nilai purata min 3.35 dan sisihan piawai 0.835 menunjukkan guru-guru aliran perdana masih belum mempunyai pengetahuan yang tinggi terhadap PPI. Jadual 2 menunjukkan dapatan kajian tahap pengetahuan guru terhadap PPI.

Jadual 2: Tahap Pengetahuan Guru Aliran Perdana Sekolah Rendah Dan Sekolah Menengah Terhadap PPI

	Pengetahuan guru tentang PPI	Sangat Tidak Setuju	Tidak Setuju	Kurang Setuju	Setuju	Sangat Setuju	Hilang	Sisihan Piawai
1	Saya dilatih untuk mengajar pelajar berkeperluan khas di kelas inklusif.	64 16.0%	102 25.4%	130 32.4%	99 24.7%	6 1.5%		1.056
2	Saya dapat menyampaikan pengetahuan saya dengan berkesan kepada pelajar berkeperluan khas.	26 6.5%	86 21.4%	158 39.4%	127 31.7%	4 1.0%		0.912
3	Saya mempunyai pengetahuan inklusif mengenai pengajaran di kelas inklusif di sekolah ini.	29 7.2%	82 20.4%	162 40.4%	124 30.9%	2 0.5%	2 0.5%	0.910
4	Saya berkesan dalam kelas inklusif dari segi penerapan pengetahuan inklusif di kelas inklusif di sekolah.	27 6.7%	71 17.7%	180 44.9%	119 29.7%	4 1.0%		0.886
5	Saya bersedia dilengkapi agar berpengetahuan dalam pendidikan inklusif.	12 3.0%	31 7.7%	86 21.4%	251 62.6%	21 5.2%		0.826
6	Pengetahuan saya mengenai inklusif membantu saya mengajar pelajar berkeperluan khas dengan berkesan.	23 5.7%	43 10.7%	107 26.7%	218 54.4%	10 2.5%		0.919
7	Saya tahu bahawa setiap guru yang terlibat dengan pendidikan inklusif dapat mengajar dengan berkesan di kelas inklusif.	8 2.0%	23 5.7%	102 25.4%	246 61.3%	22 5.5%		0.761

8	Di kelas inklusif saya, saya menggunakan semua pengetahuan saya untuk menyediakan pengajaran saya agar pengajaran saya berkesan.	11 2.7%	36 9.0%	82 20.4%	253 63.1%	19 4.7%		0.827
9	Saya mempunyai pengetahuan dalam teori motivasi untuk menyediakan pengajaran saya untuk menjadikan pengajaran saya	7 1.7%	29 7.2%	97 24.2%	251 62.6%	16 4.0%	1 0.2%	0.756
10	Saya tahu pengetahuan saya menyumbang dengan berkesan untuk program inklusif	11 2.7%	37 9.2%	110 27.4%	234 58.4%	9 2.2%		0.803
11	Saya adalah terpilih dalam strategi pengajaran dalam penyediaan saya untuk pelajar berkeperluan khas	36 9.0%	77 19.2%	170 42.4%	114 28.4%	4 1.0%		0.934
12	Saya tahu guru lain dilengkapi dengan pengetahuan untuk inklusif.	11 2.7%	35 8.7%	113 28.2%	229 57.1%	13 3.2%		0.810
13	Pengetahuan saya memberi kesan positif terhadap keputusan akademik pelajar saya	5 1.2%	8 2.0%	59 14.7%	302 75.3%	25 6.2%	2 0.5%	0.615
14	Pengetahuan saya membantu guru lain untuk mengajar dengan lebih berkesan semasa pengajaran dan pembelajaran	4 1.0%	18 4.5%	96 23.9%	266 66.3%	16 4.0%	1 0.2%	0.670
	Min keseluruhan	3.35						0.835

Sikap Guru Aliran Perdana Sekolah Rendah Dan Sekolah Menengah Terhadap PPI

Hasil kajian menunjukkan sikap guru aliran perdana sekolah rendah dan sekolah menengah terhadap PPI di daerah Sibu. Purata skor min item-item menujukkan sikap guru terdahap PPI berada pada tahap tinggi (purata min = 3.66). Purata sisihan piawai adalah sebanyak 0.704. Jadual 3 di bawah menunjukkan sikap guru tentang PPI.

Jadual 3: Sikap Guru Aliran Perdana Sekolah Rendah Dan Sekolah Menengah Terhadap PPI

	Sikap Guru Tentang PPI	Sangat Tidak Setuju	Tidak Setuju	Kurang Setuju	Setuju	Sangat Setuju	Hilang	Sisihan Piawai
1	Saya sanggup menggunakan arahan khusus untuk pelajar berkeperluan khas di kelas inklusif.	11 2.7%	21 5.2%	94 23.4%	262 65.3%	13 3.2%		0.757
2	Saya mempunyai sikap positif untuk mengajar pelajar berkeperluan khas di kelas inklusif di sekolah ini sepanjang masa.	9 2.2%	25 6.2%	96 23.9%	255 63.6%	16 4.0%		0.761
3	Saya menggalakkan pelajar keperluan khas untuk mengambil bahagian dalam aktiviti di kelas.	4 1.0%	14 3.5%	48 12.0%	307 76.6%	28 7.0%		0.631

4	Saya sanggup mengajar kelas inklusif walaupun saya tidak terlatih dalam pengajaran inklusif.	22	47	128	193	11		0.913
		5.5%	11.7%	31.9%	48.1%	2.7%		
5	Setiap kali, saya akan berasa gembira dengan pengajaran saya di kelas inklusif.	14	29	149	200	9		0.801
		3.5%	7.2%	37.2%	49.9%	2.2%		
6	Saya adalah contoh yang sesuai untuk pelajar berkeperluan khas di kelas saya sepanjang masa.	20	45	171	158	7		0.855
		5.0%	11.2%	42.6%	39.4%	1.7%		
7	Saya tahu bahawa pelajar keperluan khas dapat dibimbing untuk berjaya dalam kelas inklusif.	5	19	73	280	24		0.693
		1.2%	4.7%	18.2%	69.8%	6.0%		
8	Saya percaya pelajar keperluan khas boleh diajar di kelas inklusif.	9	14	103	258	17		0.720
		2.2%	3.5%	25.7%	64.3%	4.2%		
9	Saya dapat menolong pelajar keperluan khas dalam pelajaran mereka	8	22	121	241	8	1	0.720
		2.0%	5.5%	30.2%	60.1%	2.0%	0.2%	
10	Sikap saya mendorong guru lain untuk mempunyai sikap positif terhadap pelajar berkeperluan khas.	5	15	88	281	10	2	0.644
		1.2%	3.7%	21.9%	70.1%	2.5%	0.5%	
11	Sikap saya terhadap pelajar berkeperluan khas adalah positif.	4	7	34	331	25		0.548
		1.0%	1.7%	8.5%	82.5%	6.2%		
12	Sikap saya menyumbang kepada keberkesanan pendidikan inklusif.	6	13	80	289	13		0.649
		1.5%	3.2%	20.0%	72.1%	3.2%		
13	Saya menunjukkan rasa hormat terhadap pelajar berkeperluan khas.	2	3	13	318	65		0.510
		0.5%	0.7%	3.2%	79.3%	16.2%		
14	Saya bersedia menggunakan teknik bahasa yang sesuai dalam komunikasi saya dengan pelajar berkeperluan khas.	5	13	58	294	30	1	0.659
		1.2%	3.2%	14.5%	73.3%	7.5%	0.2%	
	Min keseluruhan	3.66						0.704

Kolerasi

Berdasarkan dapatan kajian, terdapat hubungan kolerasi yang sederhana kuat antara tahap pengetahuan guru terhadap PPI dengan sikap guru terhadap PPI. (r = 0.736, sig.=0.000). Keputusan analisis juga menunjukkan hipotesis ditolak kerana nilai kurang daripada 0.05. Ini menunjukkan bahawa terdapat perbezaan min yang signifikan antara pengetahuan guru aliran perdana terhadap PPI dengan sikap guru aliran perdana terhadap PPI kerana nilai p adalah kurang daripada aras signifikan yang ditetapkan iaitu 0.05.

Jadual 4: Analisis Nilai Kolerasi Pearson Antara Tahap Pengetahuan Guru Aliran Perdana Terhadap PPI Dengan Sikap Guru Aliran Perdana Terhadap PPI

	Sikap Guru Aliran Perdana	
Pengetahuan Guru Aliran Perdana	Kolerasi *Pearson*	Sig
	0.736	0.000
Signifikasi pada aras p < 0.05		

5. Perbincangan

Kajian ini mendapati bahawa guru aliran perdana sekolah rendah dan menengah daerah Sibu mempunyai tahap pengetahuan yang sederhana dan sikap yang sederhana tinggi terhadap PPI. Kebanyakkan guru mengakui bahawa mereka tidak ada latihan yang berkenaan dengan PPI. Majoriti guru ini tidak mempunyai pengetahuan inklusif mengenai pengajaran di kelas inklusif walaupun mereka tahu pengetahuan mereka menyumbang dengan berkesan untuk program inklusif. Perkara ini menyebabkan guru tidak tahu kaedah yang sesuai untuk mengendali masalah yang timbul semasa pdpc di dalam kelas. Guru-guru juga tidak bersedia untuk menghadapi MPK di dalam kelas. Mereka tidak ada pengetahuan pedagogi untuk mendidik MPK di PPI. Mereka akan berasa tertekan semasa mereka mengatasi masalah yang timbul khususnya berkaitan dengan masalah tingkah laku murid yang berlaku di dalam kelas (Grace et. al, 2012). Kemahiran mengajar dan pengetahuan guru adalah komponen yang penting dalam PPI (Biamba, 2016; Lai et. al., 2017). Pengetahuan guru membawa kemahiran guru yang bersesuaian untuk PPI seterusnya membawa keberkesanan pdpc dalam kelas PPI. Hasil kajian adalah selaras dengan kajian lepas yang dilakukan oleh Norliah dan Hanafi (2017) yang mengatakan bahawa tahap pengetahuan guru aliran perdana tentang PPI masih berada pada tahap yang sederhana. Terdapat guru tidak memahami maksud PPI (Rohaizat, 2019). Keputusan kajian memberi maklumat guru aliran perdana di Sibu masih mempunyai ruang untuk meningkatkan tahap pengetahuan terhadap PPI. Guru memerlukan latihan yang berkaitan dengan PPI sebelum mereka mengajar MPK dalam PPI.

Sikap guru terhadap PPI di Sibu adalah tinggi. Majoriti guru mempunyai sikap positif terhadap PPI. Mereka menunjukkan rasa hormat terhadap MPK di dalam kelas. Kebanyakkan guru mengakui bahawa sikap mereka terhadap pelajar berkeperluan khas adalah positif. Walau bagaimanapun, tahap pengetahuan guru tentang PPI mempunyai hubungan yang sederhana tinggi dengan sikap guru terhadap PPI. Sikap guru terhadap MPK dan PPI penting dalam pdpc kelas.

Daripada kajian ini menunjukkan tidak ada hubungan kolerasi antara sikap guru terhadap PPI dengan pengalaman pendedahan guru terhadap MPK. Walaupun dalam kajian pengkaji terdapat ramai guru yang berpengalaman melebihi 10 tahun, tetapi mereka masih tidak mengetahui tentang PPI. Tahap pengetahuan guru tentang PPI hanya berada pada tahap sederhana. Kajian Rohaizat (2019) menyatakan tidak ada perbezaan tahap pengetahuan antara guru yang berpengalaman lama dengan guru yang berpengalaman singkat. Guru yang berpengalaman masih tidak tahu tentang MPK dan PPI.

Pengkaji juga mendapati pengalaman pendedahan guru aliran perdana dengan MPK dan PPI tidak menyumbang kepada pengetahuan dan sikap guru terhadap PPI. Guru yang pernah mengajar MPK dan PPI masih tidak mempunyai pengetahuan yang mendalam tentang PPI.

Hasil kajian telah mengambarkan keperluan guru aliran perdana tentang PPI di Sibu. Walaupun para guru menunjukkan sikap positif terhadap PPI, tetapi ini tidak membantu mereka untuk berpengetahuan dan berkemahiran dalam mendidik MPK di PPI. Guru tidak tahu mengubahsuai kaedah pdpc untuk memenuhi keperluan MPK. Murid tidak mendapat faedah dari segi akademik atau bukan akademik dalam kelas inklusif. Akhirnya, PPI di Sibu tidak membantu MPK di sekolah. Tetapi murid hanya membazir masa untuk menghadiri kelas PPI di sekolah.

Kekurangan pengetahuan menyebabkan guru melaksanakan pdpc untuk MPK mengikut kaedah sendiri. Guru kekurangan garis panduan yang jelas tentang peranan yang perlu dimainkan. Guru juga kekurangan arah tuju tentang kaedah yang tepat untuk mendidik MPK di kelas perdana. Dapatan kajian ini dapat memberi implikasi kepada Kementerian Pendidikan Malaysia (KPM) bahawa guru-guru aliran perdana di Malaysia masih kurang pengetahuan tentang cara pelaksanaan PPI. Melalui hasil kajian, diharapkan KPM dapat menyediakan modul yang jelas sebagai panduan kepada semua guru di Malaysia. Selain itu, KPM juga perlu menyediakan kursus dan latihan yang berkaitan PPI kepada semua guru aliran perdana. Guru aliran perdana juga harus menghadiri kursus dan latihan yang berkaitan dengan PPI (Saiful, 2017). Kehadiran latihan dapat membantu guru aliran perdana lebih memahami MPK. Kefahaman terhadap PPI juga dapat meningkatkan teknik guru untuk mengatasi masalah yang dihadapi semasa pdpc di dalam kelas. Guru tidak berasa tertekan semasa berlaku masalah tingkah laku murid di dalam kelas. Guru juga memahami keperluan MPK di dalam kelas. Selain itu, guru juga memahami sebab berlaku kekurangan pada MPK. Perkara ini dapat mengurangkan masalah MPK digelarakan sebagai malas, tidak dapat dididik, suka menjerit dan tidak dapat berkomunikasi.

Dapatan kajian ini juga dapat memberi kesedaran kepada Jabatan Pendidikan Negeri (JPN), Pejabat Pendidikan Daerah (PPD) dan sekola-sekolah tentang masalah yang dihadapi oleh guru aliran perdana dan MPK semasa PPI dilaksanakan. Pihak-pihak berkuasa dapat mengambil tindakan untuk menyelesaikan masalah ini. Gabungan suara JPN, PPD dan sekolah harap dapat disampaikan kepada KPM supaya masalah ini dapat diselesaikan. MPK yang diinklusifkan boleh mendapat faedah melalui PPI.

Siti dan Mustafa (2018) mencadangkan kewujudan guru resos yang berkualiti tinggi di dalam PPI. Guru resos adalah guru yang dipilih di kalangan guru pendidikan khas di sekolah. Peranan guru resos adalah untuk memberi ilmu pengetahuan dan bantuan yang berkaitan dengan PPI kepada guru aliran perdana. Guru resos boleh diwujudkan di sekolah. Sekolah boleh menyediakan guru resos untuk membantu guru aliran perdana. Tetapi sekolah perlu mengenalpasti guru resos yang boleh membantu guru aliran perdana. Selain itu, pemberian guru resos perlu memastikan tidak membawa masalah kepada kapasiti guru di kelas Program Pendidikan Khas Integrasi. Kewujudan guru resos juga tidak menambahkan bebanan tugas guru pendidikan khas.

MPK akan mendapat manfaat apabila guru aliran perdana lebih berpengetahuan tentang PPI. MPK dapat pengajaran yang bersesuaian untuk mereka. Dengan ini, MPK boleh mendapat ilmu yang mendalam dalam bentuk akademik dan bukan akademik yang tidak dapat di kelas PPKI.

Selain daripada mendapatkan pengetahuan secara pasif, guru-guru aliran perdana boleh mendapatkan pengetahuan PPI melalui PLC (Professional Learning Community) dengan guru-guru pendidikan khas di sekolah. Sekolah boleh mengadakan sesi PLC guru pendidikan khas bersama guru aliran perdana supaya guru pendidikan khas dapat mengongsikan ilmu tentang bidang pendidikan khas kepada guru aliran perdana.

Kajian ini membantu pengkaji untuk mengetahui punca PPI kurang berjaya di sekolah. Guru mempunyai niat yang baik untuk mendidik MPK. Tetapi mereka tidak mampu untuk memberi khidmat pengajaran yang berkualiti kepada MPK. Mereka diarahkan untuk mengajar PPI tanpa kesediaan yang mencukupi. Maka, PPI dan MPK menjadi isu kepda guru aliran perdana.

Kajian ini hanya menggunakan kaedah kuantitatif. Tanpa kajian melalui temu bual, pengkaji tidak dapat mendapat maklumat yang lebih teliti dan maklumat tambahan tentang kajian. Kajian berkaitan pengetahuan dan sikap guru boleh dilakukan melalui kaedah temu bual pada masa yang akan datang. Kaedah kajian kualitatif dapat membantu untuk mendapatkan maklumat yang lebih mendalam dan maklumat tambahan berkaitan dengan isu-isu program pendidikan inklusif. Walaupun kajian pengkaji melibatkan semua guru perdana di sekolah yang mempunyai program pendidikan khas integrasi di Sibu. Tetapi kajian ini belum sempurna untuk mengetahui masalah-masalah lain yang mungkin dihadapi oleh guru aliran perdana dan masalah-masalah lain yang mungkin menyebabkan PPI kurang berjaya. Faktor masa, faktor dokumen standard kurikulum dan pentaksiran (DSKP), faktor murid aliran perdana, faktor pentadbiran, faktor infrastruktur dan faktor-faktor lain juga mungkin boleh menyumbang kepada isu yang timbul kepada PPI. Kajian ini menggunakan instrumen Melissa, Gunasegaran dan Kung (2018) yang diadaptasi. Sebagai langkah penambahbaikan, dicadangkan satu insturmen yang lengkap untuk menilai tahap pengetahuan dan sikap guru dapat dibina dalam kajian akan datang untuk dijadikan sumber rujukan bagi kajian yang akan datang. Seterusnya, kajian ini juga terbatas kepada pengetahuan dan sikap guru aliran perdana di daerah Sibu. Diharapkan kajian lanjutan boleh diluaskan kepada guru-guru di daerah lain di Sarawak.

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Penggunaan Kaedah Pengajaran Realiti Tambahan Dalam Pengajaran Bahasa Inggeris Untuk Murid Berkeperluan Khas

(The Use of Augmented Reality Teaching Method in English for Students with Learning Disabilities)

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Abstrak: *Penggunaan teknologi yang pelbagai dalam pengajaran oleh para pendidik merupakan ciri guru Abad ke-21. Kaedah realiti tambahan merupakan kaedah pengajaran yang melibatkan penggunaan teknologi yang terhasil melalui pengintegrasian objek maya 3 dimensi ke dalam persekitaran sebenar dalam masa nyata yang diimbas oleh aplikasi tertentu menggunakan telefon pintar. Kajian ini dijalankan bertujuan untuk melihat keberkesanan kaedah pengajaran realiti tambahan kepada Murid Berkepeluan Khas (MBK) pembelajaran bagi mata pelajaran Bahasa Inggeris dalam topik perbendaharaan kata nombor. Kajian kualitatif berbentuk eksperimen kuasi menggunakan instrumen ujian pra dan ujian pasca ini dijalankan ke atas enam orang MBK pembelajaran di sebuah sekolah di Malaysia. Peserta kajian dibahagikan secara rawak strata kepada dua kumpulan iaitu kumpulan rawatan dan kawalan berdasarkan ciri MBK pembelajaran. Data dianalisis secara deskriptif menggunakan peratus untuk melihat perbezaan pencapaian ujian pra dan pasca kumpulan rawatan setelah kaedah pengajaran realiti tambahan digunakan dan kumpulan kawalan yang menggunakan kaedah tanpa penggunaan alat teknologi dalam pengajaran perbendaharaan kata nombor bagi mata pelajaran Bahasa Inggeris. Dapatan kajian menunjukkan kaedah pengajaran realiti tambahan mencatatkan peningkatan dalam ujian pasca kumpulan rawatan. Dapatan kajian ini memberi implikasi terhadap penggunaan kaedah realiti tambahan untuk pengajaran dan pembelajaran MBK. Ini selaras dengan seruan KPM melalui anjakan 7 Pelan Pembangunan Pendidikan Malaysia 2013-2025 supaya memanfaatkan teknologi maklumat dan komunikasi bagi meningkatkan kualiti pembelajaran di Malaysia. Kaedah realiti tambahan dapat memberikan kesan yang positif kepada pencapaian MBK pembelajaran dan semua murid lain di dalam pembelajaran mereka.*

Kata Kunci: Kaedah realiti tambahan, Murid berkeperluan khas pembelajaran, Perbendaharaan kata, Telefon pintar, Teknologi maklumat dan komunikasi.

Abstract: *The use of various technologies in teaching by educators is a characteristic of 21st Century teachers. Augmented reality teaching method involves the use of technology generated through the integration of 3-dimensional virtual objects into real-world environments scanned by specific applications using a smartphone. This study was conducted to see the effectiveness of augmented reality teaching method to Students with Learning Disablilities (SLD) for English subjects in the topic of vocabulary numbers. A qualitative study in the form of quasi-experiments using pre-test and post-test instruments was conducted on six SLD in a school located in Malaysia.*

Participants were divided into two groups using randomly strata sampling, namely treatment and control groups based on their characteristics. Data were analyzed descriptively using percentages to see differences in pre-test and post-test treatment group achievement after augmented reality teaching method were used while control group used method without technological tools in teaching vocabulary numbers for English subjects. The finding shows that augmented reality teaching method recorded an enhancement in post-test treatment group. This study gives implications on augmented reality method in the process of teaching and learning for SLD. This is in line with the MOE's call through the shift of 7 Malaysia Education Development Plan 2013-2025 in utilizing information and communication technology to improve the quality of learning in Malaysia. Augmented reality method can have positive impact on the achievement of SLD and other students in their learning.

Keywords: Augmented reality method, Students with learning disabilities, Vocabulary, Smartphone, Information communication and technology.

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1. Pengenalan

Kebanyakan Murid Berkeperluan Khas (MBK) mengalami kesukaran untuk mempelajari kemahiran baharu seperti perbendaharaan kata. Ini adalah disebabkan oleh masalah ingatan yang mereka hadapi berkaitan kemahiran memproses maklumat yang berlaku dalam ruang mental yang kompleks (*American Psychiatric Association* 2013; Bahagian Pendidikan Khas 2015; Mutumburanzou 2018; Santacruz & Ortega 2018). Kaedah pengajaran yang sesuai dan berkesan perlu digunakan bagi mengatasi masalah yang dialami oleh murid. Penggunaan teknologi yang pelbagai dalam pengajaran merupakan salah satu pilihan kepada pengajaran yang berkesan dan kerap digunakan dalam kalangan pendidik abad ke-21(Mohd Ridzuan 2019).

Untuk berkomunikasi dalam bahasa Inggeris, MBK perlu menguasai topik perbendaharaan kata nombor 1 hingga 10 kerana ia kerap digunakan di sekolah mahupun di luar sekolah (Jimenez & Stanger 2017; Salminen, Koponen, Rasanen, & Aro 2015). Menurut Shanley, Clarke, Doabler, Kurtz-Nelson dan Fien (2017), kebolehan mengenal nombor boleh memberi kesan kepada pencapaian MBK terutama dalam pembelajaran bahasa Inggeris. Dalam mempelajari perbendaharaan kata, terdapat pelbagai kaedah yang telah digunakan seperti lembaran kerja (Basal et al. 2016b; Dakhi & Fitria 2019), buku panduan kursus (Şan, Kiymaz & Kiş 2020), Kaedah Tindak Balas Fizikal, Pendekatan Semula Jadi, Pengajaran Bahasa Komunikatif dan *Suggestopedia* (Yusuf, Asyik, Yusuf & Rusdi 2017), novel grafik (Basal et al. 2016a) dan aplikasi mobil (Basal et al. 2016b; Bonner & Reinders 2018). Kanak-kanak mudah mengambil bahagian dalam pembelajaran yang melibatkan pergerakan fizikal (Yusuf et al. 2017). Namun begitu, kaedah pengajaran yang menggunakan lebih daripada satu modaliti seperti realiti tambahan lebih berkesan kepada pembelajaran MBK kerana ia berupaya membantu MBK meningkatkan kemampuan mengingat (Basal et al. 2016b). Kaedah realiti tambahan menggunakan lebih daripada satu modaliti iaitu paparan video, suara, foto, teks, model 3D dan lain-lain yang terhasil daripada pertindihan imej maya ke atas imej nyata (Azuma 1997; Joan 2015; Takedere & Göker 2016). Oleh itu, kaedah realiti tambahan berupaya meningkatkan perhatian, keseronokan, interaksi, motivasi dan pencapaian pelajar (Lozada-Yánez, La-Serna-Palomino& Molina-Granja2019; Sáez-Lopez, Sevillano-Garcia, & Pascual-Sevillano 2019; Sirakaya & Cakma 2018a; Sirakaya & Cakma 2018b; Siti Fatimah, Setiawan, Junaeti, & Surur 2019; Yuliono, Sarwanto & Rintayati

2018). Kaedah realiti tambahan juga mampu menggalakkan inovasi dan penguasaan guru dalam bidang teknologi pendidikan (Sáez-Lopez et al. 2019). Tambahan pula, kaedah pengajaran realiti tambahan merupakan satu bentuk penambahbaikan kepada kaedah pengajaran yang menggunakan kapur dan papan tulis yang bersifat tradisional dan dianggap kurang berkesan serta tidak mengikuti peredaran zaman (Sirakaya & Cakmak 2018b).

Terdapat banyak kajian lepas yang mengkaji tentang penggunaan kaedah realiti tambahan dalam bidang pendidikan. Namun kajian yang sama masih kurang dijalankan ke atas MBK pembelajaran bagi pengajaran perbendaharaan kata nombor dalam bahasa Inggeris. Kebanyakan kajian penggunaan kaedah pengajaran realiti tambahan bertumpu kepada pelajar tipikal (Lozada-Yánez et al. 2019; Sirakaya & Cakmak 2018a; Sirakaya & Cakmak 2018b). Justeru, kajian ini dijalankan untuk melihat penggunaan kaedah pengajaran realiti tambahan dan kesannya ke atas MBK pembelajaran dalam pengajaran bahasa Inggeris bagi topik perbendaharaan kata nombor 1 hingga 10.

Kajian ini dijalankan berpandukan objektif yang telah digariskan iaitu mengenal pasti pencapaian ujian pra dan ujian pasca bagi kumpulan rawatan yang menggunakan kaedah pengajaran realiti tambahan dan kumpulan kawalan yang menggunakan kaedah pengajaran latih tubi dalam pengajaran perbendaharaan kata nombor 1 hingga 10 bagi mata pelajaran Bahasa Inggeris MBK pembelajaran. Seterusnya, perbezaan pencapaian ujian pra dan ujian pasca bagi kedua-dua kumpulan ini dikenal pasti supaya pengkaji dapat mengetahui keberkesanan kaedah pengajaran realiti tambahan yang digunakan dalam kumpulan rawatan berbanding kumpulan kawalan. Kertas kerja in juga membincangkan kajian lepas, metodologi kajian yang digunakan, dapatan dan perbincangan hasil kajian serta implikasi kajian.

2. Ulasan Kajian Lepas

Program Pendidikan Khas di Malaysia disediakan kepada kategori murid penglihatan, pendengaran dan pembelajaran (Bahagian Pendidikan Khas 2015). Semua murid layak dan mempunyai hak untuk mendapatkan pendidikan di sekolah-sekolah di bawah KPM. Menerusi Akta Pendidikan 1996 (Akta 550), Polisi Penolakan Sifar diwujudkan dengan memperuntukkan sabitan kesalahan terhadap ibu bapa yang gagal menghantar anak-anak mereka termasuklah anak OKU ke sekolah jika mencapai umur 6 tahun (Astro Awani 2018). Oleh itu, semua kanak-kanak OKU diberi peluang yang sama seperti kanak-kanak tipikal yang lain untuk mengikuti pembelajaran di sekolah. Konsep ketidakupayaan adalah merujuk kepada kefungsian dan bagaimana individu tersebut berfungsi dan berhubung dengan persekitarannya (Hebbeler & Spiker 2016). Menurut Hebbeler dan Spiker, terdapat sejumlah kanak-kanak pada peringkat umur tiga hingga lima tahun mengalami perkembangan lewat dalam pertuturan dan bahasa. Mereka mencadangkan supaya diwujudkan persekitaran pembelajaran yang menyokong pembelajaran murid seperti penggunaan teknologi dalam pendidikan sebagai satu bentuk intervensi dalam pengajaran. Di Qatar, penggunaan teknologi bantuan adalah sangat tinggi dalam kalangan guru tadika untuk pendidikan MBK walaupun guru-guru ini kurang pengalaman dan kepakaran (Arouri, Al Attiyah, Dababneh & Hamaidi 2020). Gabungan penggunaan kaedah realiti tambahan dan kaedah realiti maya berjaya meningkatkan kompetensi sosial dalam kalangan pelajar masalah penglihatan bagi kategori buta dan penglihatan terhad (Lannan 2019). Penggunaan elemen kesenian seperti muzik dan karya seni juga berupaya mempengaruhi MBK untuk membina hubungan yang baik antara guru dan MBK (Saldafia 2016).

Basal et al. 2016(b) melihat penguasaan perbendaharaan kata sebagai tunjang utama untuk berbahasa lebih-lebih lagi apabila melibatkan bahasa Inggeris yang merupakan bahasa kedua di Malaysia (Siti Hamin, Nadzrah & Rozmel 2007). Dalam Teori Pemerolehan Bahasa Kedua, peningkatan kemahiran dalam bahasa kedua boleh dilakukan melalui dua cara iaitu melalui pembelajaran dan pemerolehan (Gulzar, Gulnaz& Ijaz 2014; Tricomi 1986). Pembelajaran bahasa kedua melibatkan proses yang berlaku secara sedar dan bertujuan manakala pemerolehan bahasa kedua merupakan cara memperoleh bahasa secara semula jadi melalui proses aktiviti bawah sedar yang menekankan kepada makna dan bukannya pada struktur bahasa tersebut (Gulzar et al. 2014). Kaedah pengajaran realiti tambahan dalam kajian ini adalah menjurus kepada proses pemerolehan bahasa kerana tidak memerlukan penggunaan peraturan tatabahasa dan latihan yang membosankan serta melibatkan proses menyampaikan mesej yang penting sahaja (Krashen 1982).

Dalam pengajaran perbendaharaan kata bahasa Inggeris, Şan et al. (2020) mendapati bahawa kaedah tradisional berjaya meningkatkan pencapaian akademik murid namun mereka tidak menganggap kaedah tradisional lebih berkesan daripada pendekatan moden kerana tiada definisi yang standard berkaitan maksud kaedah tradisional. Kajian Yusuf et al. (2017) pula mendapati bahawa Kaedah Tindak Balas Fizikal lebih kerap digunakan dalam pengajaran perbendaharaan kata bahasa Inggeris. Justeru, kanak-kanak mudah mengambil bahagian dalam pembelajaran yang melibatkan pergerakan fizikal (Yusuf et al. 2017). Namun, Basal et al. (2016b) membidas kenyataan tersebut kerana kaedah pengajaran seperti realiti tambahan yang menggunakan lebih daripada satu modaliti lebih berkesan kepada pembelajaran MBK kerana ia mampu membantu meningkatkan kemampuan mengingat melalui pemuatan dan penggabungan objek maya pada gambar dunia nyata melalui paparan video, suara, foto, teks, model 3D dan lain-lain (Joan 2015; Takedere & Göker 2016). Kaedah realiti tambahan atau augmented reality merupakan pengintegrasian objek maya 3D ke dalam persekitaran sebenar dalam masa nyata (Azuma 1997) dan ia merupakan contoh aplikasi mobil yang semakin banyak digunakan dalam pelbagai bidang dan peringkat umur (Cabero & Barroso 2016; Sirakaya & Sirakaya 2016).

Manfaat kaedah realiti tambahan dapat dilihat melalui peningkatan pencapaian pelajar (Lozada-Yánez et al. 2019; Sirakaya & Cakma 2018a; Sirakaya & Cakma 2018b; Yuliono et al. 2018) selain dapat menggalakkan inovasi dan penguasaan pendidik dalam teknologi pendidikan (Sáez-Lopez et al. 2019). Yuliono et al (2018) melihat manfaat kaedah realiti tambahan berupaya peningkatan interaksi dalam kalangan pelajar namun Sirakaya dan Cakmak (2018b) mempunyai pendapat yang berbeza. Menurut Sirakaya dan Cakmak, semasa menggunakan kaedah realiti tambahan pelajar kurang berkomunikasi dan berinteraksi. Hal ini kerana, pelajar belajar secara individu menggunakan telefon pintar masing-masing dan aktiviti mengimbas dilakukan secara kendiri (Sirakaya & Cakmak 2018b). Di samping itu, Lozada-Yánez et al. (2019) melihat kewajaran menggunakan kaedah realiti tambahan kepada murid yang lemah kerana realiti tambahan mampu mencatatkan peningkatan skor yang lebih tinggi bagi pelajar yang lemah berbanding pelajar lain dalam kajian mereka. Oleh itu, kajian ini dijalankan dengan mengambil kira hasil kajian masa lalu.

3. Metodologi

Kajian ini adalah kajian kualitatif yang menggunakan reka bentuk kuasi eksperimen yang melibatkan dua kumpulan iaitu kumpulan rawatan dan kumpulan kawalan. Enam orang MBK Tahun 1 dipilih menggunakan persampelan bertujuan (*purposive sampling*). Responden kajian dibahagikan kepada dua kumpulan secara rawak strata berdasarkan ciri dan tahap keupayaan yang hampir sama (Akhiar & Shamsina 2015; Piaw 2014).

Instrumen kajian terdiri daripada ujian pra dan ujian pasca ditadbir menggunakan senarai semak mengandungi 10 soalan lisan dan 10 soalan bertulis. Dalam ujian pra, kedua-dua kumpulan rawatan (kaedah pengajaran realiti tambahan) dan kumpulan kawalan (kaedah pengajaran latih tubi) diberi soalan dan arahan pengujian yang sama iaitu 10 soalan lisan memerlukan MBK menyebut nombor yang dilihat manakala 10 soalan bertulis memerlukan MBK menulis nombor yang didengar. Bagi ujian pasca pula, soalan lisan kumpulan rawatan memerlukan MBK menyebut nombor yang diimbas secara rawak pada buku *Counting Fun with Mickey* menggunakan telefon pintar manakala kumpulan kawalan pula menyebut nombor yang dilihat. Soalan bertulis dalam ujian pasca bagi kedua-dua kumpulan memerlukan MBK menulis nombor yang didengar.

Kajian ini dijalankan selama sembilan sesi pengajaran. Sesi pertama ialah ujian pra diikuti 7 sesi pembelajaran dan 1 sesi ujian pasca. Kaedah pengajaran yang digunakan untuk kumpulan rawatan ialah menggunakan imbasan simbol *Hippo Magic* dalam buku C*ounting Fun with Mickey* menggunakan aplikasi *Hippo Magic* yang dimuat turun dari *Google Apps*. MBK melakukan aktiviti menyebut dan menyurih nombor mengikut arahan watak kartun tersebut. Kumpulan kawalan pula menggunakan kaedah pengajaran latih tubi dengan mengikut sebutan nombor yang didengar dan menulis bentuk nombor menggunakan jari.

Data kumpulan rawatan diperoleh melalui ujian pra dan pasca yang dianalisis secara deskriptif menggunakan peratus dan dibandingkan dengan kumpulan kawalan bagi melihat keberkesanan kaedah pengajaran realiti tambahan dalam pengajaran perbendaharaan kata nombor 1 hingga 10 bahasa Inggeris.

4. Dapatan

Jadual 1: Pencapaian ujian pra dan ujian pasca kumpulan rawatan dan kumpulan kawalan.

Kumpulan	Pencapaian Ujian Pra (%)	Pencapaian Ujian Pasca (%)	Perbezaan Pencapaian Ujian Pra dan Pasca (%)	% Pencapaian antara Kumpulan
Rawatan	23.33	46.67	+23.34	11.67
Kawalan	20.00	31.67	+11.67	

Pencapaian ujian pra kumpulan rawatan ialah 23.33% manakala kumpulan kawalan ialah 20.00%. Pencapaian ujian pasca kumpulan rawatan pula ialah 46.67% dan kumpulan kawalan ialah 31.67%. Perbezaan pencapaian ujian pra dan ujian pasca kumpulan rawatan selepas menggunakan kaedah pengajaran realiti tambahan ialah 23.34 % manakala kumpulan kawalan berjaya mencatatkan peningkatan pencapaian sebanyak 11.67%. Berdasarkan perbandingan yang dilakukan, kumpulan rawatan menunjukkan peningkatan yang lebih tinggi berbanding kumpulan kawalan iaitu sebanyak 11.67%. Hasil kajian menunjukkan kaedah pengajaran realiti tambahan lebih berkesan dalam pengajaran perbendaharaan kata nombor 1 hingga 10 bagi mata pelajaran Bahasa Inggeris dalam kalangan MBK pembelajaran.

5. Perbincangan dan Kesimpulan

Kajian ini menunjukkan bahawa kaedah pengajaran realiti tambahan berjaya meningkatkan pencapaian MBK dalam mata pelajaran Bahasa Inggeris bagi topik perbendaharaan kata nombor 1 hingga 10. Hasil kajian in menyokong kajian oleh Lozada-Yánez et al. (2019), Saáz-López et al. (2019), Sirakaya dan Cakmak (2018a), Sirakaya dan Cakmak (2018b) serta Toledo-Morales dan Sanchez-Garcia (2018). Kesemua kajian tersebut menunjukkan peningkatan pencapaian pelajar dalam kajian mereka. Ciri kaedah pengajaran realiti tambahan yang mempunyai lebih daripada satu modaliti iaitu paparan video, suara, foto, teks, model 3D dan lain-lain yang terhasil daripada pertindihan imej maya ke atas imej nyata berupaya membantu murid melakukan aktiviti yang tersedia dalam imbasan realiti tambahan semasa mereka mempelajari topik perbendaharaan kata nombor. Menurut Basal et al. (2016b) kelebihan menggunakan lebih daripada satu modaliti dalam pembelajaran dapat membantu murid meningkatkan kemampuan untuk mengingat.

Melalui maklum balas ibu bapa, murid kumpulan rawatan yang menerima pengajaran melalui kaedah realiti tambahan dalam kajian ini lebih seronok dan teruja untuk belajar. Menurut Bicen dan Bal (2016) serta Mundy, Hernandez dan Green (2019), kajian yang mereka jalankan menunjukkan pembelajaran menjadi lebih seronok dengan penglibatan murid yang lebih tinggi sekiranya kaedah realiti tambahan digunakan. Kaedah realiti tambahan in lebih mudah diakses dengan peralatan yang mudah didapati seperti telefon bimbit, tablet dan komputer (Sirakaya & Sirakaya 2018; Toledo-Morales & Sanchez-Garcia 2018). Oleh itu, MBK boleh belajar di rumah melalui kaedah realiti tambahan dengan hanya menggunakan telefon pintar yang diimbas pada buku *Counting Fun with Mickey*.

Lozada-Yánez et al. (2019) menyarankan kaedah realiti tambahan lebih sesuai digunakan kerana berupaya memberi kesan yang positif kepada murid yang lemah berbanding murid yang berprestasi tinggi. Kesan positif ini dapat dilihat dalam kajian in kerana peserta kajian adalah MBK Tahun 1 yang lemah prestasinya. Kumpulan rawatan yang menggunakan kaedah pengajaran realiti tambahan menunjukkan peningkatan yang lebih tinggi berbanding kumpulan kawalan dalam pencapaian ujian pasca.

Kajian ini memberi implikasi kepada guru dan pentadbir sekolah untuk membudayakan pengajaran menggunakan kaedah realiti tambahan dalam situasi ancaman pandemik Covid-19 pada masa kini yang memerlukan pembelajaran dilaksanakan secara atas talian. Namun usaha perlu dilakukan untuk menghasilkan lebih banyak bahan bantu belajar berasaskan realiti tambahan bagi semua mata pelajaran. Kajian ini memberi implikasi terhadap akses kepada teknologi melalui aktiviti pdpc kepada MBK, iaitu menyediakan kesamarataan akses kepada pendidikan berkualiti bertaraf antarabangsa tanpa mengira latar belakang dan kategori murid. Kajian in juga membawa implikasi kepada ibu bapa untuk memupuk amalan pembelajaran berasaskan teknologi bermula dari rumah dengan menyediakan peralatan telefon pintar dan kemudahan internet untuk kegunaan pembelajaran MBK di rumah. Pejabat Pendidikan Daerah, Jabatan Pendidikan Negeri dan Kementerian Pendidikan Malaysia berperanan untuk merangka lebih banyak program yang melibatkan kaedah realiti tambahan dalam pendidikan sama ada dalam pdpc mahu pun di luar pdpc. Penganjuran bengkel pembinaan bahan bantu belajar realiti tambahan merupakan antara program yang boleh dirangka bagi membolehkan guru sebagai pelaksana sistem pendidikan negara untuk menjunjung dasar PPPM 2013-2025.

Bahagian Sumber dan Teknologi Pendidikan (BSTP) KPM melalui Bahagian Buku Teks dan Bahagian Teknologi Pendidikan disarankan untuk menghasilkan buku teks yang mengandungi teknologi realiti tambahan jenis persembahan penanda kedudukan yang dapat diimbas. Selain itu, BSTP KPM juga boleh menganjurkan kursus dan bengkel pembinaan bahan bantu belajar berasaskan kaedah realiti tambahan kepada semua guru termasuklah guru pendidikan khas. Usaha ini adalah selari dengan kehendak KPM melalui anjakan 4 PPPM 2013-2025 iaitu mentransformasikan profesion keguruan menjadi profesion pilihan melalui peningkatan pengetahuan, kemahiran dan sikap para guru terhadap amalan TMK dalam pendidikan.

Kesimpulannya, kaedah pengajaran realiti tambahan boleh digunakan oleh guru untuk meningkatkan penguasaan MBK dalam pembelajaran. Ini boleh dilakukan dengan sokongan dan kerjasama daripada ibu bapa menyediakan persekitaran pembelajaran berasaskan teknologi bermula dari rumah. Maklumat kajian ini diharapkan dapat membantu guru terhadap alternatif kepada kaedah pengajaran yang baik iaitu kaedah realiti tambahan untuk digunakan dalam pengajaran dan pemudahcaraan MBK. Justeru, semua pihak khususnya guru perlu mengambil peluang meneroka bidang teknologi masa kini supaya dapat dimanfaatkan dalam pdpc, sekaligus dapat meningkatkan penguasaan murid dalam pembelajaran. Ini selaras dengan saranan Kementerian Pendidikan Malaysia melalui anjakan 7 PPPM 2013-2025 supaya memanfaatkan teknologi maklumat dan komunikasi bagi meningkatkan kualiti pembelajaran di Malaysia.

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Penggunaan Modul Addie Dalam Merekabentuk Perisian Khusus Pemikiran Algebra Bagi Matematik Tahun 4

(Usiang ADDIE Module to Design Software Specifically Algebraic Thinking for Mathematics Year 4)

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Abstrak: *Matematik sentiasa menjadi salah satu mata pelajaran teras dalam sukatan pelajaran sekolah di seluruh dunia. Menurut PISA 2012 (Abdullah, 2012) Algebra adalah salah satu tajuk yang menjadi asas kepada pengajaran matematik bagi negara-negara maju seperti Singapura, China, Korea dan Finland. Rasional kajian ini memberi pendedahan kepada murid-murid Tahun 4 dalam bidang Algebra tentang pemahaman pembolehubah, ungkapan dan persamaan. Perisian Pemikiran Algebra digunakan sebagai alat bantu pengajaran bagi memudahkan pembelajaran dan pengajaran. Penyelidikan ini melibatkan pemahaman dan penguasaan pemikiran Algebra dalam bidang Algebra bagi mata pelajaran matematik Tahun 4. Objektif kajian pertama ialah merekabentuk dan menghasilkan perisian multimedia interaktif dengan menggunakan model ADDIE (Analyze, Design, Develop, Implement, and Evaluate). Objektif kedua pula, mengkaji kesan perisian pemikiran multimedia interaktif dengan menggunakan rangka kerja Kieran (2016) dalam membantu meningkatkan pemikiran Algebra dalam kalangan murid-murid Tahun 4. Reka bentuk kuasi-eksperimen digunakan ke atas kumpulan rawatan dan kumpulan kawalan. Kajian ini melibatkan murid-murid Tahun 4 dari Sekolah SJKT Menglembu dan Sekolah SJKT Desa Pinji sebanyak 84 sebagai sampel kajian. Dapatan kajian akhir intervensi jelas menunjukkan peningkatan dalam tahap pemikiran Algebra. Pencapaian dalam ujian pra adalah 6.76 (SD:2.750) bagi kumpulan rawatan manakala min purata bagi ujian pasca meningkat kepada 14.69 (SD:2.694) bagi kumpulan rawatan. Kajian terhadap pemikiran Algebra perlu dilanjutkan dengan melibatkan sampel yang lebih besar dan memastikan kajian seperti ini boleh digunakan melalui media teknologi maklumat bagi meningkatkan proses pengajaran dan pembelajaran matematik di peringkat sekolah rendah.*

Kata Kunci: Teknologi multimedia, perisian, rangka kerja

Abstract: *Mathematics has always been one of the core subjects in school syllabus worldwide. According to PISA 2012 (Abdullah, 2012), Algebra is one of the key topic that forms the teaching lesson for Mathematics in developed countries such as Singapore, China, Korea and Finland. The rationale of this study is to expose Year 4 students to the field of Algebra that consists of understanding the variables, expressions and equations. Algebra Thinking Software is used as a teaching aid to facilitate learning and teaching. This research involves understanding and mastering Algebraic thinking in the teaching and learning of Algebra for Year 4 mathematics subjects. The first objective of this study is to design and produce interactive multimedia* *courseware using ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model. The second objective is to study the effects of interactive multimedia thinking software course through the use of Kieran (2016) framework in helping to improve Algebra thinking among Year 4 students. Quasi-experimental design was used on treatment groups and control groups. This study involved students from SJKT Menglembu School and SJKT Desa Pinji School, consists of 84 students from Year 4. The average mean for pre-test was 6.76 (SD: 2.750) for the treatment group while the value increased for the post-test to 14.69 (SD: 2.694) for the treatment group. The findings of the final intervention study clearly shows an increase in the level of Algebra thinking. The study of Algebraic thinking needs to be extended by involving a larger sample and ensure that such studies can be implemented through information technology media to enhance the process of teaching and learning mathematics at the primary school level.*

Keywords: Multimedia technology, software course, framework

1. Pengenalan

Matematik sentiasa menjadi salah satu mata pelajaran teras dalam sukatan pelajaran sekolah di seluruh dunia. Pelan Pembanggunan Pendidikan Malaysia (PPPM) dalam kajian ini mengambilkira bidang Algebra dan Perkaitannya bagi meningkatkan tahap pemikiran dalam penyelesaian masalah. PPPM (Malaysia K. P., Pelan Pembangunan Pendidikan Malaysia 2013-2025, 2012), sepanjang dua dekad yang lalu, mengambil kira pentaksiran antarabangsa seperti Programme for International Student Assessment (PISA) dan Trends in International Mathematics and Science Study (TIMSS). Mengikut Laporan TIMSS 2015 dalam purata skor pencapaian Algebra di negara Malaysia menunjukkan pencapaian yang kurang memuaskan berbanding dengan Singapura dan Thailand. Laporan ini telah muncul sebagai kaedah perbandingan langsung tentang kualiti keberhasilan pendidikan merentas pelbagai sistem.

2. Kajian Lepas

Yusof, S. M., & Ibrahim, N. (2012), dalam artikel mengatakan bahawa matlamat Kurikulum Standard Sekolah Rendah (KSSR) bagi mata pelajaran Matematik adalah untuk membina pemahaman murid-murid tentang konsep nombor, kemahiran asas dalam pengiraan, memahami idea matematik yang mudah dan berketrampilan mengaplikasikan pengetahuan serta kemahiran matematik secara berkesan dan bertanggungjawab dalam kehidupan seharian. Buku teks tahun 4 matematik (KSSR, 2014) menggabungkan idea-idea para pendidik yang berperanan dalam penilaian memastikan kandungan yang memenuhi kehendak Kurikulum Standard Sekolah Rendah (KSSR) yang dihasratkan oleh KPM (2011).

Pemikiran Algebra ialah ilmu asas algebra untuk mereka yang belum mempelajari ilmu matematik formal lain selain aritmetik. Antara konsep penting yang diperkenalkan dalam algebra permulaan ialah pembolehubah. Rangka kerja bagi pemikiran Algebra oleh Kieran (2016) adalah a) Amalan yang berkaitan dengan aktiviti penggolongan, b) Amalan berkaitan dengan sifat operasi dan struktur berangka, c) Perwakilan hubungan antara kuantiti, dan d) Memperkenalkan notasi alfanumeri. Dengan berfokuskan murid-murid sekolah rendah yang berumur dari 6 tahun hingga 12 tahun, dokumen rangka kerja Kieran (2016) memudahkan ciri-ciri penyelidikan yang telah dinyatakan dalam algebra.

Di Kementerian Pendidikan Malaysia bahagian Pengurusan Jemaah Nazir dan Jaminan Kualiti (2015) mengatakan bahawa matematik sekolah rendah merupakan salah satu bidang yang dapat mengembangkan intelektual individu dalam membuat penaakulan logik, visualisasi ruang, analisis dan pemikiran abstrak. Murid-murid mengembangkan kemahiran berfikir, numerasi, penaakulan dan menyelesaikan masalah melalui aplikasi matematik. Kemahiran sedemikian meningkatkan minat murid mempelajari mata pelajaran matematik di luar bilik darjah dan seterusnya di peringkat pengajian yang lebih tinggi. Menurut Dokumen Stadard Kurikulum dan Pentaksiran (DSKP) Matematik Tahun 4 (2011), Kurikulum Standard Sekolah Rendah (KSSR) bagi mata pelajaran matematik adalah untuk membina pemahaman murid-murid tentang konsep nombor, kemahiran asas dalam pengiraan, memahami idea matematik yang mudah dan berketrampilan mengaplikasikan pengetahuan dan kemahiran matematik secara berkesan dalam kehidupan harian.

Zulkfli (2013) mengatakan bahawa fokus utama Standard, K., & Rendah, S. (2011) ialah kemahiran asas ICT, perkembangan fizikal, kognitif, sikap dan nilai bagi Tahap 1 (Tahun 1 hingga 3) penguasaan 3M iaitu membaca, mengira dan menulis. Pembelajaran matematik bagi tahap satu ini menjurus kepada penguasaan kefahaman, kemahiran matematik dan aplikasi asas serta penguasaan numerasi. Manakala bagi tahap dua, pembelajaran matematik adalah berfokus kepada penguasaan kefahaman, kemahiran matematik dan aplikasi yang lebih kompleks. Penekanan kurikulum matematik tahun 4 dibahagikan kepada pengukuhan dan aplikasi kemahiran 4M serta menguasai kemahiran yang lebih kompleks perkembangan fizikal, kognitif, sikap dan nilai.

2. Metodologi Kajian

Penyelidikan ini menggunakan kaedah kuasi-eksperimen dan kajiannya tertumpu kepada kelas Tahun 4 di dua buah sekolah. Kajian di Sekolah Jenis Kebangsaan (Tamil) Menglembu dan Sekolah Jenis Kebangsaan (Tamil) Desa Pinji yang terletak di pinggir Bandaraya Ipoh yang sedia ada tanpa mengubah kedudukan dan pelbagai pencapaian murid. Sebanyak 84 orang murid-murid digunakan sebagai sampel kajian. Kajian ini dibahagikan kepada dua peringkat iaitu peringkat I and peringkat II (Rajah 1).

	Reka Bentuk dan Pembangunan Kursus (Model ADDIE)
Peringkat I	Fasa Analisis Fasa Reka Bentuk Fasa Pembangunan Fasa Pelaksanaan Fasa Penilaian
	Menguji Kesan Perisian Kursus
Peringkat II	Pemahaman Konsep Pemikiran Algebra
	Pencapaian Konsep Pemikiran Algebra

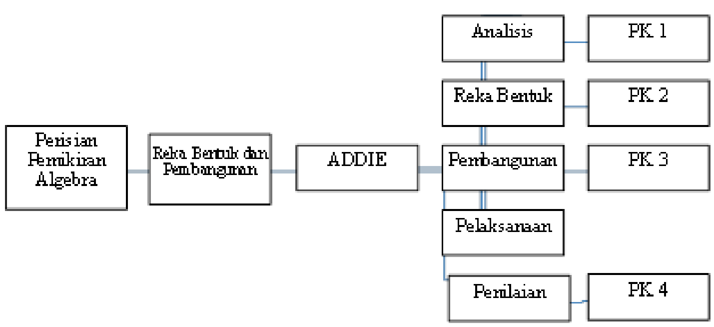
Rajah 1: Prosedur Keseluruhan Kajian

Pada peringkat I, Modal ADDIE (Analyze, Design, Develop, Implement, and Evaluate) digunakan untuk membina perisian pengajaran dan pembelajaran yang efektif. Bagi menerapkan pengajaran dan pengajaran konsep Algebra, Model ADDIE (Gordon dan Zemke, 2000) digunakan sebagai salah satu instrument kajian. Pembangunan perisian ini digunakan bagi merancang pengajaran yang sistematik. Berikut adalah perincian kajian melalui Model ADDIE.

Jadual 1: Kajian Peringkat I

Analisis	1. Kenalpasti sampel kajian iaitu pelajar Tahun 4 (Grade 4) 2. Kepentingan menerapkan konsep asas Algebra. 3. Soalan-soalan penyelesaian masalah (KBAT) dan cara penyelesaiannya. 4. Mengetahui konsep konkrit kepada konsep simbol. 5. Analisis kepentingan kandungan tajuk dan mata pelajaran matematik Tahun 4.
Reka Bentuk	1. Menentukan objektif pembelajaran. 2. Menulis panduan guru berdasarkan objektif 3. Membina papan cerita. 4. Pemilihan media. 5. Instrumen penilaian dan menentukan latihan.
Pembangunan	1. Pembinaan Multimedia Interaktif Algebra berdasarkan reka bentuk dengan menggunakan Adobe Director. 2. Membangunkan program dan mengaitkan dengan teknologi multimedia interaktif.
Pelaksanaan	1. Melaksanakan modul (pengajaran dan pembelajaran) untuk latihan fasilitator. 2. 'Hands-on' aktiviti bersama murid Tahun 4. 3. Latihan untuk mencapai objektif kajian.
Penilaian	1. Ujian pra dan ujian pasca. 2. Analisis dapatan kajian

Kajian peringkat I bermula dengan merekabentuk dan membangunkan aktiviti-aktiviti berdasarkan penggabungjalinan serta meningkatkan pemikiran Algebra dalam kalangan murid-murid Tahun 4. Setelah aktiviti dibangunkan menerusi aplikasi Macromedia Adobe Director. Model reka bentuk ADDIE ini dipilih kerana fasa yang ada di dalamnya disusun secara teratur dan jelas sehingga pembangunan strategi perisian kursus pemikiran algebra ini lebih kepada matematik. Kajian ini menjurus kepada 4 persoalan kajian iaitu tahap kesukaran pembelajaran Algebra bagi murid-murid Tahun 4, rekabentuk perisian kursus Pemikiran Algebra yang sesuai dan memanfaatkan sepenuhnya serta membantu murid-murid dalam mempertingkatkan pemikiran algebra, aktiviti pembelajaran kandungan perisian kursus Pemikiran Algebra yang sesuai dan boleh membantu murid-murid bagi mempertingkatkan pemikiran algebra dan penilaian pakar pendidikan



Rajah 3: Pelaksanaan Persoalan Kajian Melalui Modul ADDIE

Pada peringkat II, rekabentuk kuasi-eksperimen (quasi-experimental) telah digunakan bertujuan untuk melihat kesan pendekatan pengajaran melalui multimedia interaktif yang menggunakan CD ke atas kumpulan rawatan dan membandingkan kesan pendekatan tradisional terhadap kumpulan kawalan. Penyelidik memilih kaedah penyelidikan kuasi-eksperimen yang biasanya digunakan untuk menilai keberkesanan sesuatu program apabila responden kajian tidak dapat diagihkan secara rawak.

Jadual 2: Reka Bentuk Kajian Kuasi Eksperimen Ujian Pra dan Pasca Tidak Seimbang

Kumpulan	Pra Ujian	Variable Bebas	Pasca Ujian
Kumpulan Rawatan (KR)	Kelas Rawatan	Pendekatan Multimedia	Kelas Rawatan
Kumpulan Kawalan (KK)	Kelas Kawalan	Pendekatan Tradisional	Kelas Kawalan

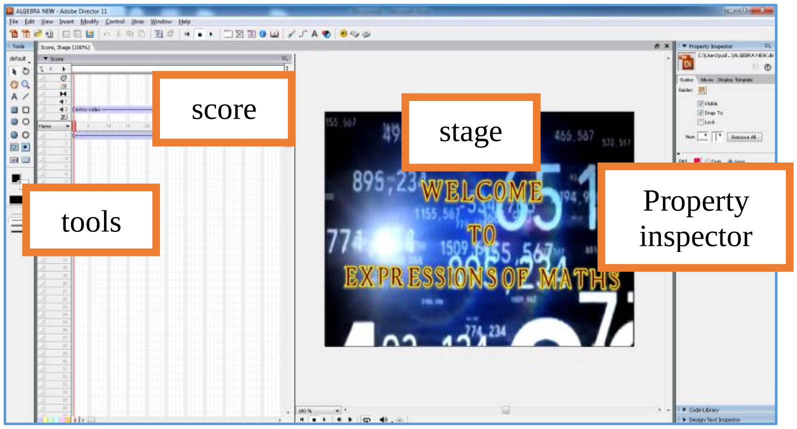
Setiap sekolah dibahagikan kepada 2 kumpulan iaitu Kumpulan Kawalan (KK) dan Kumpulan Rawatan (KR). KK dan KR menjalani ujian pra secara manual untuk meninjau sejauhmana murid-murid mengetahui atau memahami konsep Algebra. Selepas ujian pra, KK melalui proses kuasi eksperimen iaitu dengan proses menjalankan pengajaran dan pembelajaran secara manual dalam Pengajaran dan Pembelajaran. Manakala kumpulan KR diajar konsep Algebra dengan menggunakan CD sebagai multimedia interaktif.

Menurut kajian Appah, M. K., Brown, I. G., & Baidoo, S. R. (2020) yang bertujuan untuk membantu murid-murid Sekolah Rendah, bagi meningkatkan minat dalam dengan mempromosikan pemikiran murid-murid dalam Algebra. Kajian ini juga untuk mengembangkan kemampuan berfikir algebra untuk memperkenalkan pembelajaran matematik secara aktif.

Jadual 3: Analisis Keperluan Pengguan (Guru dan Murid)

Analisis Keperluan Pengguna	Maklum balas Guru	Maklum balas Murid
Pemasalahan yang timbul dalam pengajaran dan pembelajaran pemikiran Algebra	Pendekatan yang sesuai untuk pemahaman kosep Tajuk Algebra sukar difahami oleh murid Murid lemah dalam matematik	Masalah dengan konsep asas (40%) Sukar memahami (22.3%) Pembelajaran membosankan (31%)
Tajuk baru yang sukar difahami	Pemikiran Algebra	Pemikiran Algebra
Cadangan terhadap keperluan / kemudahan yang diperlukan dalam mengajar tajuk baru.	Memerlukan pendekatan pengajaran yang mampu memberi peluang kepada semua murid meneroka pemikiran Algebra dan mewujudkan pembelajaran bermakna. Mempelbagaikan reka bentuk pengajaran dengan mengaplikasikan penggunaan teknologi dalam pengajaran dan pembelajaran.	Memerlukan pengajaran dan pembelajaran yang tidak membosankan Memerlukan pendedahan yang realistik.

Merujuk Jadual 3 di atas didapati dapatan temu bual dari guru dan kajian dari soal selidik dari murid-murid menunjukkan pandangan yang hampir iaitu menghadapi masalah dengan konsep Algebra, tajuk Algebra sukar difahami dan hilang minat serta tajuk Algebra membosankan. Pemilihan Perisian Aplikasi dan Ikon-ikon Perisian Pemikiran Algebra. Macromedia adobe director adalah aplikasi perisian (software) pembuat aplikasi multimedia. Software ini merupakan aplikasi yang dapat mengabungkan lima unsur multimedia iaitu: teks, gambar, animasi, suara dan video menjadi suatu sajian informasi yang interkatif. Macromedia director memberikan beberpa jendela pentingnya.



Rajah 5: Jendela dari Macromedia Adobe Director

Bagi memenuhi persoalan ketiga cadangan aktiviti yang boleh mengubahsuai berdasarkan situasi dan aktiviti tambahan yang berfikir perlu bagi mencapai standard pembelajaran. Langkah pertama yang dilaksanakan ialah pembinaan dan penyusunan aktiviti pembelajaran secara teliti yang merujuk penggabungjalinan dan penerapan konsep pemikiran Algebra ke tahap penguasaan pemikiran Algebra. Aktiviti disediakan mengikut rangka kerja Kieran (2016) seperti berikut: Rangka Kerja Pertama, berkaitan dengan aktiviti pencorakan.

Jadual 4: Cadangan Standard Pengajaran dan Pembelajaran Aktiviti

<table>
<tr><th>Cadangan Standard Pengajaran</th><th>Cadangan Standard Pembelajaran</th><th>Ciri-ciri Tahap Pemikiran Algebra</th><th>Soalan-soalan Aktiviti Pembelajaran Pertama</th></tr>
<tr><td rowspan="2">Memahami terma-terma Algebra Serupa Bukan serupa Koefisyen

Mengetahui penggunaan anu dalam operasi tambah, tolak, darab dan bahagi</td><td>Mengenal terma-terma algebra</td><td>Amalan yang berkaitan dengan aktiviti penggolongan Perwakilan hubungan antara kuantiti</td><td rowspan="2"><table>
<tr><th>Soalan</th><th>Keterangan</th></tr>
<tr><td>4a + = 10a
3y + 8y =
+ 6y = 15y
200m + = 300m
6100p + = 10 000p</td><td>Guru pengalaman: Cadangkan supaya memberi soalan berbentuk ayat matematik dan pelbagai bentuk.
Sediakan soalan yang melibatkan terma-terma.</td></tr>
<tr><td>65 lebih daripada w
65 + w
15 kurang dari q
15 – q
r lebih dari s
r + s
4 kali lebih dari k
4 × k
10 diagihkan sama dengan y
10 ÷ y</td><td>Pakar MT : dengan jawapan, minta murid-murid membina struktur ayat.</td></tr>
</table></td></tr>
<tr><td>Menganalpasti anu yang melibatkan operasi-operasi tambah, tolak, darab dan bahagi.</td><td>Amalan yang berkaitan dengan aktiviti penggolongan Perwakilan hubungan antara kuantiti.</td></tr>
</table>

Rangka Kerja Kedua: Amalan berkaitan dengan sifat operasi dan struktur berangka

Jadual 5: Cadangan Standard Pengajaran dan Pembelajaran Aktiviti

<table>
<tr><th>Cadangan Standard Pengajaran</th><th>Cadangan Standard Pembelajaran</th><th>Ciri-ciri Tahap Pemikiran Algebra</th><th>Soalan-soalan Aktiviti Pembelajaran Kedua</th></tr>
<tr><td rowspan="2">Memahami Ungkapan Anu dalam ayat matematik.
Menulis Ungkapan Anu melalui penyelesaian masalah</td><td>Mengenal ayat matematik yang melibatkan anu</td><td>Amalan yang berkaitan dengan aktiviti penggolongan
Perwakilan hubungan antara kuantiti
Amalan berkaitan dengan sifat operasi dan struktur berangka</td><td rowspan="2"><table>
<tr><th>Soalan</th><th>Keterangan</th></tr>
<tr><td>P + 3 = 5, P =</td><td rowspan="5">Pakar MT: pelbagaikan soalan supaya murid dapat memahami konsep asas.</td></tr>
<tr><td>Q – 5 = 25, Q =</td></tr>
<tr><td>30 + 25 = G, G =</td></tr>
<tr><td>K × 5 = 40, K =</td></tr>
<tr><td>T ÷ 2 = 30, T =</td></tr>
</table></td></tr>
<tr><td>Membentuk ayat matematik yang melibatkan anu.</td><td>Amalan berkaitan dengan sifat operasi dan struktur berangka</td></tr>
</table>

Di bahagian ini, soalannya memudahkan murid-murid mencari nilai anu yang dikehendaki dalam ayat matematik. Dengan ini, murid-murid dapat memahami konsep yang berkaitan dengan anu dalam pemikiran algebra. Operasi-operasi tambah, tolak, darab dan bahagi dikaitkan dengan anu supaya dapat mencai nilai anu dalam operasi yang diberi.

Rangka Kerja Ketiga: Perwakilan hubungan antara kuantiti.

Jadual 6: Cadangan Standard Pengajaran dan Pembelajaran Aktiviti

<table>
<tr><th>Cadangan Standard Pengajaran</th><th>Cadangan Standard Pembelajaran</th><th>Ciri-ciri Tahap Pemikiran Algebra</th><th>Soalan-soalan Aktiviti Pembelajaran Ketiga</th></tr>
<tr><td rowspan="2">Memahami penggunaan Ungkapan Algebra dalam ayat matematik

Menulis Ungkapa Algebra melibatkan penyelesaian masalah</td><td>Mengenal ayat matematik yang melibatkan ungkapan algebra</td><td rowspan="2">Amalan berkaitan dengan sifat operasi dan struktur berangka</td><td rowspan="2"><table>
<tr><th>Soalan</th><th>Keterangan</th></tr>
<tr><td>5 bungkusan beratnya m kg, berapakah berat bagi 3 bungkusan?</td><td rowspan="3">Pakar MT: cadangkan lebihkan soalan. Contoh jawapan bagi soalan perlu disediakan. Lebihkan soalan.
Aktiviti pengukuhan disediakan sebagai latihan tambahan.</td></tr>
<tr><td>Jika 6 kg gula berharga q, berapakah harga bagi 2 kg gula?</td></tr>
<tr><td>Kongsi w stem secara sama rata kepada 5 perempuan, berapakah stem setiap perempuan dapat?</td></tr>
</table></td></tr>
<tr><td>Membentuk ayat matematik yang melibatkan ungkapan algebra</td></tr>
</table>

Penyelesaian masalah mudah ini dapat kaitkan dalam hubungan mencairi kuantiti dalam bentuk anu. Soalan sedemikian ini menjadi asas dalam soalan-soalan penyelesaian masalah.
Rangka Kerja Keempat: Memperkenalkan notasi alfanumerik.

Jadual 7: Cadangan Standard Pengajaran dan Pembelajaran Aktiviti

Cadangan Standard Pengajaran	Cadangan Standard Pembelajaran	Ciri-ciri Tahap Pemikiran Algebra	Soalan-soalan Aktiviti Pembelajaran Keempat
Memahami maksud persamaan dalam ayat matematik	Mengenal persamaan yang melibatkan algebra	Amalan berkaitan dengan sifat operasi dan struktur berangka Perwakilan hubungan antara kuantiti	

<table>
<tr>
<td>Menulis persamaan algebra melalui penyelesaian masalah</td>
<td>Membentuk ayat matematik yang persamaan algebra</td>
<td>Memperkenalkan notasi alfanumerik</td>
<td>
<table>
<tr><th>Soalan</th><th>Keterangan</th></tr>
<tr><td>Jumlah gula-gula dalam bekas adalah 19. Saya telah mengambil sedikit gula-gula dari bekas, baki gula-gula dalam bekas adalah 1. Berapakah gula-gula yang telah diambil dari bekas itu?</td><td rowspan="2">Guru pengalaman: cadangan lebihkan soalan. Soalan pendek perlu dimulakan dahulu.</td></tr>
<tr><td>Lee mempunyai q buku. Dia membeli 50 buah buku dari kedai buku. Jumlah buku yang dia ada ialah 120. Berapakah q buah buku dia ada?</td></tr>
</table>
</td>
</tr>
</table>

Soalan penyelesaian masalah ini bertujuan untuk membina ayat matematik dan penyelesaian bagi masalah tersebut. Bagi menguji perisian kursus pemikiran Algebra berfungsi sebagaimana yang diharapkan, pakar matematik dan ICT menilai keberkesanannya. Selepas itu, beberapa pembetulan dilakukan untuk memurnikan perisian tersebut.

Kajian penilaian pakar menggunakan 18 item untuk dinilai. Setiap item kajian ini diadaptasi daripada melakukan pengubahsuaian terhadap instrumentasi asal sejajar dengan keperluan kajian ini. Setelah tiga orang pakar pendidikan matematik memberikan persetujuan mereka terhadap proses koding yang dilakukan, seterusnya penyelidik mengira indeks kebolehpercayaan proses pengiraan indeks Cohen Kappa.

Dapatan Kajian

Hasil daripada ujian pasca juga dianalisis bagi melihat perbezaan antara keupayaan atau kebolehan kedua-dua kumpulan dengan kaedah pembelajaran yang berbeza. Menurut (Ansari, 3 September 2019) ADDIE digunakan bagi pembangunaan model pembelajaran Kemahiran Berfikir Aras Tinggi (KBAT) dalam matematik melalui strategik metakognitif. Tujuan kajian dijalankan bagi menguji keberkesanan model dan mengkaji trend pembangunan kemahiran berfikir berpusatkan murid dan kesukaran dalam pembelajaran menggunakan strategi metakognitif. Rekabentuk perisian Pemikiran Algebra dalam kajian ini sesuai dan memberi memanfaatkan serta membantu murid dalam mempertingkatkan kemahiran pemahaman konsep dan tahap pemikiran algebra.

Secara umumnya, perisian yang mengandungi 4 pengajaran (Learning) ini disertakan contoh dan aktiviti bagi pemahaman konsep murid-murid. Pengajaran yang dirancang dalam perisian pemikiran Algebra adalah seperti berikut:

Jadual 9: Statistik Deskriptif Bagi Kumpulan Rawatan dan Kumpulan Kawalan dalam penggunaan serta Aktiviti Pengukuhan

Kumpulan	Analisis	N	Ujian Pra	Ujian Pasca	Aktiviti 1	Aktiviti 2	Aktiviti 3	Aktiviti 4
Kawalan	Min	35	4.80	7.66	1.14	1.31	1.45	1.57
	SD		1.694	2.849	0.355	0.471	0.505	0.502
Rawatan	Min	49	6.76	14.69	1.08	1.16	1.18	1.27
	SD		2.750	2.694	0.277	0.373	0.391	0.446

Petunjuk:
N = Bilangan Sampel, M = Min, SD = Sisihan Piawai, Aktiviti 1 = Aktiviti Pengukuhan 1, Aktiviti 2 = Aktiviti Pengukuhan 2, Aktiviti 3 = Aktiviti Pengukuhan 3, Aktiviti 4 = Aktiviti Pengukuhan 4

Nilai Min bagi kempat-empat ciri dalam penggunaan pemikiran algebra sebagai bahan bantu mengajar dan menghubungkaitkan dengan ciri tersebut menunjukkan penurunan dalam kumpulan kawalan berbanding dengan kumplan rawatan kajian. Aktiviti pertama hingga keempat dalam kajian menjadi bukti bagi penguasaan ciri-ciri pemikiran algebra. Menurut dapatan kajian intervensi latihan pencapaian aktiviti menunjukkan bahawa purata min 1.14 (SD: 0.355) bagi kumpulan kawalan manakalan purata min kumpulan rawatan adalah1.08 (SD: 0.277). Sisihan piawai (SD) bagi aktiviti pertama adalah normal. Bagi purata min aktiviti kedua adalah tinggi sebanyak 0.17 dari aktiviti pertama. Kumpulan rawatan menunjukkan peningkatan dalam purata min bagi aktiviti kedua. Berbezaan min antara aktiviti pertama dan kedua adalah 0.08. Min purata bagi ujian pra adalah 5.94 manakala min purata bagi ujian pasca adalah 11.76. Kumpulan kawalan mendapat min dalam ujian pra sebanyak 4.8 (SD:1.694), dan kumpulan rawatan dalam ujian pra meningkat kepada 6.76 (SD:2.75). Manakala ujian pasca bagi kumpulan kawalan pula menunjukkan peningkatan dalam ujian pasca iaitu min 7.66 (SD: 2.879). Ujian pasca bagi kumpulan rawatan juga menunjukkan peningkatan dua kali ganda iaitu min 14.69 (SD: 2.694). Penemuan ini juga menunjukkan bahawa membangunkan model pengajaran dan pembelajaran (pdp) matematik ilustrasi memberikan nilai yang mendalam kepada keseluruhan proses dalam meningkatkan persekitaran yang menyeronokan untuk memupuk tahap pemahaman tentang penyerapan pembelajaran matematik. Kajian ini dapat meningkatkan tahap minat dalam pembelajaran matematik di sekolah rendah dengan membuat multimedia interaktif. Ini membuktikan bahawa perisian pemikiran Algebra memberi kesan positif dalam pencapaian penguasaan kemakiran pemikiran Algebra dikalangan murid Tahun 4. Sebanyak 35 soalan dikemukakan kepada murid dalam bentuk soalselidik. Hasil nilai min bagi keyakinan murid terhadap pengajaran dan pembelajaran pemikiran algebra ialah 2.94 (SP .899) adalah lebih tinggi berbanding dengan nilai keseronokkan dan nilai motivasi iaitu masing-masing 2.83 (SP .829) dan 2.87(SP .848). Nilai sisihan piawai menunjukkan bahawa responden amat berkeyakinan dalam mempelajari pembelajaran pemikiran Algebra menggunakan perisian.

3. Perbincangan dan Kesimpulan

Somasundram, P., Akmar, S. N., & Eu, L. K. (2019) kajian bagi generalisasi pencorakkan yang merupakan salah satu unsur yang paling penting dalam memajukan pemikiran fungsi di sekolah rendah yang membawa kepada asas bagi algebra dalam pendidikan. Dapatan menunjukkan tiada korelasi antara kebolehan keupayaan untuk pencorakkan dan pencapaian matematik. Dengan dapatan hasil terhadap keyakinan, keseronokan dan bermotivasi dengan menggunakan perisian kursus multimedia ini dapat meningkatkan dalam mengintegrasikan pemikiran fungsi dalam pengajaran dan pembelajaran sekolah rendah, kebolehan mungkin menarik para pendidik untuk mengenalpasti cara pembentuk pencorakkan dapat menggalakkan pemikiran fungsional dan membawa kepada asas yang kukuh untuk pembelajaran algebra bagi peringkat pembelajaran menengah. Para pendidik matematik, pembuat dasar, dan penyelidik percaya bahawa Algebra harus menjadi sebahagian daripada kurikulum pendidikan dasar. NCTM (National Council of Teachers of Mathematics), pada tahun 2000, telah membenarkan integrasi Algebra ke dalam kurikulum Matematik pada peringkat awal.

Dapatan bagi sampel sebanyak 84 menunjukkan peningkatan dalam pencapaian ujian pasca berbanding dengan ujian pra. Oleh itu, perlu melanjutkan kajian yang melibatkan sampel yang lebih besar iaitu termasuk murid-murid berpencapaian tinggi. Melalui kajian tersebut, dapat dikenalpasti kesan pembelajaran menerusi perisian kursus pemikiran Algebra kepada akademik murid-murid yang berbeza. Sekiranya kajian menunjukkan terdapat perkembangan dalam tahap penguasaan pemikiran Algebra secara signifikan maka generalisasi terhadap kesan strategi pembelajaran ini dapat dilakukan dan seterusnya memperkukuh dapatan kajian ini. Di samping itu, pengguanaan perisian kursus ini boleh diperluas dan dicadangkan sebagai bahan pengajaran kendiri murid-murid. Kajian ini perlu dilanjutkan bagi melibatkan murid-murid tahap 2 yang pelbagai pencapaian. Menurut dapatan kajian ini, pengkaji mencadangkan rangka kerja yang sama iaitu Kieran (2016) boleh digunakan bagi memastikan murid-murid tahun 5 dan tahun 6 dalam menggunakan perisian kursus pemikiran Algebra.

Perisian kursus pemikiran Algebra boleh digunakan melalui media teknologi maklumat bagi meningkatkan proses pengajaran dan pembelajaran. Perisian ini boleh di muat turun melalui beberapa medium elektronik teknologi terkini seperti berbantukan komputer dan perisian, melalui sistem rangkaian (networking), perisian dan pangkalan data atau melalui sistem internet antaranya termasuklah Telegram, Whattsup, facebook dan sebagainya boleh dicapai oleh murid-murid di mana jua mereka berada.

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Penggunaan Sistem Perakaunan Berkomputer Di Kalangan Usahawan Perusahaan Kecil Dan Sederhana Di Sekitar Bandar Kota Bharu, Kelantan

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Abstrak: *Kajian ini dilakukan untuk menguji penggunaan sistem perakaunan berkomputer di kalangan usahawan Perusahaan Kecil dan Sederhana (PKS) di sekitar bandar Kota Bharu, Kelantan. Penggunaan sistem ini merangkumi kemampuan, kemahiran dan pengetahuan di kalangan usahawan PKS tersebut. Bagi memenuhi objektif kajian, penggunaan borang soal selidik sebagai instrumen dan kaedah kuantitaif dipilih sebagai reka bentuk kajian. Hasil kajian dianalisis menggunakan kaedah statistik deskriptif dan perisian SPSS (Statistical Package for the Social Sciences) bagi memudahkan penganalisaan. Dapatan kajian menunjukkan bahawa usahawan PKS berada pada tahap sederhana di dalam penggunaan sistem perakaunan berkomputer ini. Diharapkan pendedahan dari masa ke semasa mengenai kebaikan penggunaan sistem perakaunan berkomputer oleh pihak-pihak berwajib dan ini akan memberi kesedaran kepada usahawan PKS secara khasnya.*

Kata Kunci: sistem perakauan berkomputer, Perusahaan Kecil dan Sederhana, katakunci

Abstract: *This study was conducted to investigate adoption of computerised accounting systems among Small and Medium (SMEs) entrepreneurs in Kota Bharu, Kelantan. This adoption of systems include ability, skills and acknowledge among SMEs entrepreneurs. To meet the objectives of the study, the use of questionnaires as instruments and quantitative methods were selected as the study design. The results of the study were analyzed using descriptive statistical methods and SPSS (Statistical Package for the Social Sciences) software to facilitate analysis. The findings of the study show that SME entrepreneurs are at a moderate level in the adoption of this computerized accounting system. It is hoped that the exposure from time to time on the benefits of using a computerized accounting system by the authorities and particularly this will give awareness to SME entrepreneurs.*

Keywords: computerized accounting system, Small Medium Enterprises (SMEs)

1. Pengenalan

Menurut laporan khas Perusahaan Kecil dan Sederhana (PKS) 2018/2019 menyatakan PKS Malaysia mewakili majoriti (98.5%) daripada populasi perniagaan dengan sumbangan sebanyak 38.3% kepada Keluaran Dalam Negara Kasar (KDNK) keseluruhan, 17.3% kepada jumlah eksport dan 66.2% kepada guna tenaga keseluruhan pada tahun 2018 dan ia sememangnya menjadi pemangkin untuk menangani ketidaksamaan ekonomi merentasi kumpulan pendapatan, etnik, wilayah dan rantaian bekalan. Walaupun sektor PKS mempunyai prestasi yang stabil, tetapi masih terdapat pemilik perniagaan yang kurang arif mengenai pengurusan perakaunan dan perekodan transaksi urusniaga aktiviti perniagaan harian mereka. Menurut Dorothy Davis, Paul Dunn dan Katherine Boswell (2009), didapati bahawa peniaga-peniaga kecil tidak menyedari kebaikan merekod dan menguruskan kewangan dalam perniagaan mereka walaupun ianya hanyalah perniagaan kecil sahaja. Malah mereka lebih memilih untuk tidak merekod data kewangan mereka. Pengetahuan asas tentang simpan kira-kira adalah penting untuk pelaporan kewangan perniagaan yang konsisten. Antara kebaikan operasi harian perniagaan direkodkan adalah antaranya akan membolehkan untuk membuat keputusan berkaitan pengurusan dan kewangan dengan lebih baik, membantu dalam menyediakan pembayaran cukai tahunan dan menyediakan rancangan seterusnya dalam perniagaan. Tambahan pula, menurut Brecht dan Martin (1996), keperluan sistem perakaunan juga boleh membantu maklumat-maklumat yang bukan kewangan dalam menyokong maklumat kewangan untuk membuat keputusan yang lebih bagus.

Menurut Shaun Wong (2017), ramai di kalangan usahawan mempunyai fikiran hanya perniagaan besar sahaja yang memerlukan sistem perakaunan berkomputer. Namun persepsi dan pemikiran itu tidak tepat kerana perniagaan kecil mahupun besar, perakaunan merupakan perkara asas kepada semua jenis perniagaan. Tanpa perakaunan, kita tidak tahu adakah perniagaan kita memperolehi keuntungan atau tidak. Bagi membantu syarikat kecil atau Perusahaan Kecil dan Sederhana (PKS), sistem perakaunan berkomputer telah dibangunkan. Sistem akaun ini adalah penting untuk mereka yang tidak ada pengetahuan mengenai perakaunan supaya dapat menghasilkan laporan kewangan dengan mudah dan cepat. Perakaunan manual seperti namanya menandakan adalah sistem perakaunan berasaskan kertas, di mana jurnal dan daftar buku, baucer dan buku akaun digunakan untuk menyimpan, mengklasifikasikan dan menganalisis transaksi kewangan sesebuah organisasi. Ia sering digunakan oleh ahli perniagaan kecil seperti pemilik tunggal, pemegang kedai dan lain-lain untuk mengekalkan rekod transaksi perniagaan kerana kos yang lebih rendah.

Sistem perakaunan berkomputer memproses data urusniaga bagi menyediakan maklumat kepada pengguna dalaman dan luaran. Selain daripada itu juga, sistem perakaunan berkomputer juga memberi interaksi dengan sistem maklumat pegurusan yang memproses data-data bukan urusniaga bagi menghasilkan maklumat yang membantu pengurus syarikat membuat keputusan bagi perniagaan mereka (Warren & Fess, 1989). Di Malaysia terdapat pelbagai sistem perakaunan berkomputer yang boleh didapati antaranya Sistem Perakaunan Sage UBS, Sistem Perakaunan Quickbooks, Sistem Perakaunan MYOB dan Sistem Perakaunan Waveapps. Ada di antara sistem perakaunan berkomputer ini didatangkan dengan aplikasi telefon pintar untuk pengguna Android dan iOS. Ini untuk memudahkan para usahawan PKS merekod maklumat urusniaga dan perniagaan mereka. Oleh yang demikian, kajian ini cuba meneliti penggunaan sistem perakaunan berkomputer di kalangan usahawan Perindustrian Kecil dan Sederhana (PKS) di sekitar Bandar Kota Bharu, Kelantan.

1.1. Pernyataan Masalah

Perakaunan merujuk kepada kaedah simpan kira yang merekod secara sistematik urusniaga sesebuah perniagaan dan ianya diringkaskan serta dipersembahkan dalam bentuk penyata kewangan seperti penyata pendapatan, kunci kira-kira dan penyata aliran tunai. Menurut petikan daripada laman web SME Corp, objektif utama memulakan perniagaan adalah untuk mendapatkan keuntungan. Kebanyakan perniagaan baharu gagal dalam tempoh 3 tahun pertama beroperasi disebabkan oleh faktor pengurusan kewangan dan pengurusan akaun atau simpan kira-kira yang lemah. Adalah penting untuk setiap usahawan mempunyai rekod yang baik bagi setiap transaksi perniagaan, pendapatan dan perbelanjaan supaya dapat mengenal pasti sama ada perniagaan tersebut mencapai keuntungan atau kerugian.

Permasalahan dalam penggunaan sistem perakaunan berkomputer yang dapat dilihat adalah dari segi kemampuan, kemahiran dan kesedaran di kalangan usahawan PKS. Kemampuan adalah mengenai kaedah perekodan urusniaga perniagaan usahawan atau lebih tepat lagi kaedah pengurusan kewangan usahawan PKS tersebut. Ramai usahawan terutamanya Perusahaan Kecil dan Sederhana (PKS) yang masih tidak menggunakan sistem atau perisian perakaunan. Mereka masih merekod urusan perakaunan menggunakan "excel" dan membuat catatan duit keluar masuk secara manual. Penyimpanan maklumat secara manual ini amat mebimbangkan kerana ia boleh dipadamkan, dimanupulasi oleh pihak lain atau hilang dalam simpanan usahawan tersebut.

Selain itu, para usahawan juga memerlukan ilmu dan kemahiran dalam penggunaan. Ini kerana usahawan yang mempunyai ilmu dan kemahiran akan mewujudkan kecekapan dalam menjamin hasil kerja akaun yang bermutu. Penggunaan sistem perakaunan berkomputer dapat membantu tugas yang berulang kerana ia dilakukan dengan cepat dan tepat oleh komputer berbanding dengan membuat perekodan secara manual atau konservatif. Oleh itu, kesilapan dapat dielakkan seperti memasukkan nilai yang salah, merekod ke dalam akaun yang salah atau satu urusniaga direkod sebanyak dua kali. Oleh itu, dengan adanya sistem perakaunan berkomputer segala proses tersebut dilakukan secara automatik. Ini akan mengelakkan pengguna daripada melakukan kesilapan dan laporan-laporan yang terhasil juga lebih tepat.

Seterusnya, pengetahuan dalam penggunaan sistem perakaunan berkomputer oleh usahawan PKS juga amat penting dalam kajian ini. Ini kerana kebanyakan usahawan PKS tidak mempunyai kesedaran dalam kelebihan menggunakan sistem perakaunan berkomputer dalam urusniaga mereka. Para usahawan PKS perlu tahu dengan menggunakan sistem ini tempoh pemprosesan yang lebih pendek menunjukkan kecekapan yang tinggi dan efisyen. Kecekapan ini boleh membantu mengurangkan kos kerana kurang masa dan tenaga kerja yang diperlukan. Begitu juga, penggunaan sistem atau perisian perakaunan dalam persekitaran perniagaan yang kompetitif. Secara kesimpulan dari pernyataan di atas, timbul persoalan tentang penggunaan sistem perakaunan berkomputer oleh usahawan PKS di sekitar Bandar Kota Bharu, Kelantan. Ianya akan memberi penumpuan dari segi kemampuan, kemahiran dan kesedaran oleh para usahawan mengenai sistem ini dan amatlah wajar satu kajian dijalankan.

1.2 Objektif Kajian

Objektif kajian ini dijalankan adalah untuk mengkaji sejauh mana penggunaan sistem perakaunan berkomputer oleh usahawan PKS di sekitar Kota Bharu, Kelanatn. Secara terperincinya, kajian ini ingin membuktikan bahawa penggunaan sistem perakaunan berkomputer dalam sesebuah perniagaan amat penting dalam pengurusan kewangan mereka.
Antara objektif kajian ini adalah :

i. Mengenalpasti kemampuan usahawan PKS dalam menggunakan sistem perakaunan berkomputer dalam menguruskan maklumat perakaunan mereka.

ii. Mengenalpasti kemahiran usahawan PKS dalam menggunakan sistem perakaunan berkomputer dalam menguruskan maklumat perakaunan mereka.
iii. Mengenalpasti pengetahuan usahawan PKS dalam menggunakan sistem perakaunan berkomputer dalam menguruskan maklumat perakaunan mereka.

2. Kajian Literatur

Sesebuah perniagaan yang ditubuhkan adalah mempunyai matlamat yang sama iaitu untuk mendapatkan keuntungan. Pengurusan perakaunan akan memberi kesan kepada pengawalan aliran tunai serta pengurusan kewangan syarikat. Selain itu, keupayaan dalam menguruskan kewangan sesebuah perniagaan adalah melibatkan proses pembelajaran aktif adalah dipengaruhi faktor persekitaran dalaman dan luaran (Deakins, D., Morrison, A., & Galloway, L., 2002). Ini disokong oleh Saleh, M., Zulkifli, N., dan Muhamad, R. (2010), pemeriksaan aliran tunai yang bagus merupakan langkah awal dalam merancang kewangan perniagaan. Hasil dari Ahmad Zukni (2000) mendapati segelintir usahawan PKS mengamalkan amalan perekodan kewangan. Ini memberi gambaran bahawa para usahawan PKS masih kurang kesedaran dalam mengurus kewangan syarikat mereka. Melalui penggunaan sistem perakaunan berkomputer, ianya akan memudahkan usahawan PKS membuat keputusan yang cepat, mudah dan tepat. Ini disokong melalui Noor Azizi Ismail, Abdullah, S.N., dan Mahamad Tayib (2003), menyatakan dengan penggunaan sistem perakauan berkomputer akan menjadi faktor kelangsungan kejayaan perniagaan usahawan PKS. Menurut Brett Nuckles (2014), menyatakan mengenai penggunaan sistem perakaunan berkomputer dengan menggabungkan dokumen sebenar dan digital akan menjimatkan masa dan wang kepada syarikat. Menurut Dougles Prawit et al., (1997), penggunaan teknologi komputer telah digunakan secara meluas untuk melaksanakan tugas-tugas perakaunan daripada proses pemindahan catatan urusniaga sehinggalah menyediakan laporan kewangan.

Mohd Fazli et al., (2012), telah mengkaji penggunaan sistem perakaunan berkomputer di kalangan perniagaan kecil dan sederhana di Malaysia, menerangkan tentang kriteria pengurus syarikat boleh menyokong atau menolak penggunaan sistem ini. Kajian Haleem (2016), pula menerangkan mengenai enam faktor yang menghalang atau menyokong penggunaan sistem perakaunan berkomputer di institusi kerajaan. Faktor-faktor tersebut adalah kos, sokongan pengurusan, sumber manusia, pandangan pengguna, infrastruktur dan sistem kawalan dalaman. Semasa menganalisa kejayaan dalam pelaksanaan sistem perakaunan berkomputer oleh sesebuah perniagaan, kurangnya latihan staf yg efektif akan menjejaskan kejayaan sistem (Nakyobe et al., (2016). Menurut Amanamah, Morrison dan Aseidu (2016), dan Nyang'au, Okibo, dan Nyanga'u, (2015), menjelaskan bahawa tahap pendidikan kakitangan sebagai faktor yang akan mempengaruhi keberkesanan pelaksanaan sistem perakaunan di kalangan perniagaan kecil dan sederhana. Tahap pendidikan ini juga memberi kaitan dengan faedah dan kebaikan dalam penggunaan sistem perakaunan berkomputer ini. Amanamah et al., (2016), juga menjelaskan bahawa persepsi negatif akan memberikan halangan yang paling utama dalam menggunakan sistem perakaunan berkomputer secara berkesan. Ifinedo (2011), pula memberitahu kejayaan dalam penggunaan sistem perakaunan berkomputer adalah dari faktor dalaman peniaga itu sendiri.
Setiap sistem perakaunan berkomputer yang digunapakai sama ada melalui bayaran kepada firma akaun atau mempunyai sistem perakaunan sendiri mempunyai nilai dan bayarannya yang tersendiri. Kebanyakan usahawan bimbang dengan kos yang perlu ditanggung terutamanya bagi mereka yang ingin memiliki sistem perakaunan sendiri (Metro, 2014). Menurut Choe (1996),

antara faktor yang mempengaruhi penggunaan sistem perakaunan berkomputer adalah termasuklah penglibatan pengguna, sokongan pengurusan atasan, pendidikan dan latihan pengguna serta hubungan kumpulan sistem itu sendiri. Terdapat dua pembolehubah yang mengukur prestasi sistem perakaunan berkomputer iaitu tahap penggunaan dan kepuasan pengguna (Amoroso & Cheney 1991; Igbaria & Nachman 1990; Kim et al. 1996). Tetapi menurut De Lone dan McLean (1992), dalam mengukur prestasi penggunaan sistem perakaunan berkomputer, faktor penggunaan merupakan pengukuran yang terbaik kerana ianya lebih tertumpu dan lebih mudah untuk diukur berbanding dengan pengukuran faktor-faktor lain. Choe (1996), juga menjelaskan kepuasan pengguna adalah pengukur alternatif bagi tahap penggunaan sistem ini.

Menurut Noor Azizi Ismail et al., (2003), PKS seperti juga perniagaan yang lain, mengharapkan untuk mencapai keuntungan melalui persaingan kualiti, harga dan perkhidmatan daripada mereka. Dalam negara yang semakin menuju era globalisasi perdagangan dan pelaburan serta perubahan teknologi yang mencabar, PKS perlu membuat perubahan dalam menghadapi persaingan yang ketara di masa hadapan. Perubahan ini melibatkan sumber kewangan dan penggunaan teknologi yang bagus di samping ianya akan menjimatkan kos malah digunakan dengan baik (El Louadi, 1998). Selain itu, didapati antara sebab tahap penggunaan yang rendah oleh para usahawan PKS adalah merasa takut dan khuatir dengan teknologi (Peter, 1999) dan juga kerana para usahawan tidak begitu mengenali secara mendalam teknologi tersebut (Soon, 1990) dan mereka juga tidak menyedari pelbagai insentif diberikan oleh pihak-pihak berwajib. Menurut Gable dan Raman (1992), kerajaan Singapura telah mengambil insentif dengan memperkenalkan Program Pengkomputeran Perusahaan Kecil dan Sederhana untuk memberi dorongan dan membantu peniaga-peniaga perusahaan kecil dan sederhana dalam menjadi lebih kompetetif melalui penerapan teknologi dan operasi seharian mereka. Sistem perakaunan berkomputer telah lama wujud di negara barat, menurut Duschinsky dan Dunn (1988), telah membuat kajian terhadap 800 usahawan PKS yang berjaya di negara British, mereka telah mendedahkan 80% adalah mereka yang menggunakan sistem perakaunan berkomputer. Menurut Shahrum et al., (1996), bagi usahawan PKS di Malaysia pula, sebanyak 52% PKS menggunakan pakej sistem perakaunan yang sedia ada, 19% menggunakan pakej sistem perakaunan secara dalaman dan hanya 9% menggunakan pakej yang diubahsuai mengikut keperluan mereka. Yap et al., (1992) telah memberi cadangan untuk mencapai kejayaan dalam menggunakan sistem perakaunan berkomputer oleh usahawan PKS, ianya perlu menggabungkan antara kepakaran sistem perakauanan berkomputer dan pengetahuan dalam perniagaan mereka itu sendiri.

Oleh yang demikian, timbul persoalan sama ada sistem perakaunan berkomputer ini digunakan dengan baik dan berkesan dan adakah mendapat sambutan yang baik di kalangan usahawan PKS. Disebabkan itu, satu kajian dijalankan untuk mengkaji penggunaan sistem perakaunan berkomputer di kalangan usahawan PKS di sekitar bandar Kota Bharu, Kelantan.

3. Metodologi Kajian

Metodologi amat penting dalam membuat suatu penyelidikan kerana ianya akan memberi panduan kepada pengkaji bagaimana data dikutip dan dikumpulkan. Brew (2001), mendefinisikan metodologi adalah kajian yang melengkapi cara penghasilan, pengujian dan pengesahan ilmu serta suatu proses sistematik kajian. Metodologi merupakan elemen yang penting dalam kajian ini kerana ianya akan memastikan keputusan dalam maklumat tentang penggunaan sistem perakaunan berkomputer oleh usahawan PKS di bandar Kota Bharu, Kelantan.

Oleh yang demikian, reka bentuk kajian adalah kaedah kuantitatif iaitu berbentuk tinjauan dengan menggunakan borang soal selidik. Hasil soal selidik yang dijawab oleh responden ini akan dianalisis menggunakan analisis deskriptif. Kajian deskriptif merupakan kajian yang berkaitan dengan persoalan alam, peristiwa ataupun pembolehubah yang lain.

3.1 Populasi dan Sampel Kajian

Menurut Sekaran, U. (2003), populasi boleh didefinisikan kepada keseluruhan manusia dalam sesuatu kumpulan, fenomena atau sesuatu perkara menarik yang membuatkan penyelidik ingin mengkajinya. Populasi bagi kajian ini adalah usahawan yang mengusahakan perusahaan kecil dan sederhana berdaftar di bandar Kota Bharu, Kelantan. Dalam mendapatkan populasi kajian dengan jelas, pengkaji telah memilih seramai 50 orang usahawan PKS di sekitar bandar Kota Bharu, Kelantan. Antara kegiatan ekonomi yang dijalankan oleh usahawan PKS yang dipilih adalah peruncitan, makanan dan minuman serta pakaian.

3.2 Instrumen Kajian

Bagi mendapatkan data daripada responden, alat atau instrumen yang digunakan dalam kajian ini adalah melalui soal selidik yang telah dibina. Soal selidik yang telah dibina seharusnya dapat mencapai objektif kajian, memperolehi maklumat yang paling tepat dan lengkap serta mencapai tujuan kajian ini dibuat. Menurut Mohd Najib Ghafar (1998), instrument soal selidik mudah dikawal setelah dibina dengan baik dan data senang diproses untuk dibuat analisis.

Bahagian A terdiri daripada 5 item yang memperihalkan maklumat berkaitan dengan latar belakang responden. Antara maklumat yang ditanya adalah jantina, umur, jenis perniagaan, tempoh perniagaan dan tahap pendidikan.

Manakala bahagian B terdiri daripada 15 soalan dan dipecahkan kepada 3 bahagian iaitu berkaitan objektif sebenar kajian ini dibuat. Maklumbalas yang diterima daripada responden diukur berdasarkan kepada skala Likert. Menurut Sekaran (2013), skala Likert direka bentuk untuk menguji sejauh mana responden bersetuju atau tidak bersetuju dengan sesuatu kenyataan berdasarkan kepada skala 4 mata.

3.3 Kajian rintis

Satu kajian rintis telah dilakukan untuk menguji kebolehpercayaan item-item soalan dalam soal selidik sebelum kajian seterusnya dilakukan. Dalam kajian rintis yang dijalankan, seramai 10 usahawan PKS di sekitar Kota Bharu telah dilipih secara rawak sebagai responden. Untuk menguji dan menentukan kebolehpercayaan sesuatu soal selidik, ujian pekali “Alpha Cronbach” merupakan antara kaedah yang paling meluas dilaksanakan (Serakan, 2003).

4. Hasil Kajian dan Perbincangan

4.1 Analisis Maklumat Peribadi Responden

Hasil kajian menunjukkan 36 usahawan (72%) responden adalah dari kalangan perempuan. Majoriti responden usahawan PKS adalah berumur 25 tahun ke bawah iaitu 44%. Bagi jenis perniagaan, responden yang mempunyai kedai makanan dan minuman (34%), kedai runcit dan kedai pakaian masing-masing (28%) dan lain-lain perniagaan adalah 10%. Kebanyakan tempoh perniagaan yang ditubuhkan antara 6 hingga 10 tahun (38%), 5 tahun dan ke bawah (34%), 21 tahun dan ke atas (16%) dan 11 hingga 20 tahun (12%). Bagi tahap pendidikan pula, responden yang mempunyai sijil SPM (38%), sijil STPM dan Diploma (32%), Ijazah dan ke atas (28%) dan PMR adalah (2%).

4.2 Analisis Dapatan Kajian Bahagian B

4.2.1 Analisis Kemampuan Usahawan PKS Dalam Menggunakan Sistem Perakaunan Berkomputer Dalam Menguruskan Maklumat Perakaunan Mereka.

Dalam bahagian ini mempunyai 5 item soalan yang berkaitan dengan kemampuan menggunakan sistem perakaunan berkomputer bagi usahawan PKS. Analisis data dibuat menggunakan nilai skor min. Hasil dapatan adalah seperti dalam Jadual 4.2.1.

Jadual 4.2.1: Analisis skor min bagi kemampuan usahawan PKS dalam menggunakan sistem perakaunan berkomputer

Kemampuan Menggunakan Sistem Perakaunan Berkomputer	Skor Min
Saya mempunyai pengetahuan tentang kewujudan sistem perakaunan berkomputer di pasaran.	3.32
Saya membuat penilaian tentang jenis-jenis sistem perakaunan berkomputer di pasaran.	3.20
Saya membuat pemantauan tentang harga bagi setiap perakaunan berkomputer di pasaran.	3.54
Saya mampu untuk memiliki sistem perakaunan berkomputer di pasaran.	2.88
Saya berpendapat harga sistem perakaunan berkomputer di pasaran adalah berpatutan.	2.14
Min keseluruhan	**3.016**

Jadual 4.2.1 menunjukkan skor min bagi kemampuan usahawan PKS dalam menggunakan sistem perakaunan berkomputer dalam menguruskan maklumat perakaunan oleh usahawan PKS di bandar Kota Bharu, Kelantan. Pada keseluruhan, skor min adalah berada pada tahap sederhana iaitu 3.016. Skor yang paling tinggi adalah saya membuat pemantauan tentang harga bagi setiap perakaunan berkomputer di pasaran iaitu 3.54 manakala yang paling rendah adalah saya berpendapat harga sistem perakaunan berkomputer di pasaran adalah berpatutan iaitu 2.14. Pada kesimpulannya, dapat dinyatakan bahawa kemampuan usahawan PKS dalam menggunakan sistem perakaunan berkomputer masih di tahap yang sederhana dan jelas dari soal selidik ini, para usahawan masih berpendapat harga bagi sistem perakaunan di pasaran masih tinggi. Ini akan memberi kesan kepada kemampuan mereka untuk mendapatkannya.

4.2.2 Analisis Kemahiran Usahawan PKS Dalam Menggunakan Sistem Perakaunan Berkomputer Dalam Menguruskan Maklumat Perakaunan Mereka.

Dalam bahagian ini mempunyai 5 item soalan yang berkisar tentang kemahiran usahawan PKS dalam penggunaan sistem perakaunan berkomputer.

Jadual 4.2.2: Analisis skor min bagi kemahiran usahawan PKS dalam menggunakan sistem perakaunan berkomputer

Kemahiran menggunakan perisian perakaunan berkomputer	Skor Min
Saya mempunyai kemahiran dalam menggunakan sistem perakaunan bekomputer.	3.40
Saya dapat merekod transaksi perniagaan dengan cepat apabila menggunakan sistem perakaunan berkomputer.	3.50
Saya sedar dengan kemahiran yang ada dalam menggunakan sistem perakaunan berkomputer mempunyai banyak kelebihan kepada perniagaan saya.	3.64
Saya pernah menghadiri kursus atau latihan yang berkaitan dengan sistem pengurusan berkomputer sepanjang saya menceburi perniagaan PKS.	3.60
Saya dapat menyediakan laporan kewangan syarikat saya dengan tepat apabila menggunakan sistem perakaunan berkomputer.	3.52
Min keseluruhan	**3.532**

Jadual 4.2.2 di atas menunjukkan hasil dapatan bagi kemahiran usahawan PKS dalam menggunakan sistem perakaunan berkomputer di sekitar bandar Kota Bharu, Kelantan. Skor min tertinggi adalah saya sedar dengan kemahiran yang ada dalam menggunakan sistem perakaunan berkomputer mempunyai banyak kelebihan kepada perniagaan saya iaitu 3.64 dan yang terendah adalah saya mempunyai kemahiran dalam menggunakan sistem perakaunan berkomputer sebanyak 3.40. Pada keseluruhannya, didapati kemahiran usahawan PKS dalam mengendalikan sistem perakaunan berkomputer adalah pada tahap yang sederhana. Untuk meningkatkan lagi kemahiran para usahawan dalam menggunakan sistem perakaunan berkomputer dalam menguruskan perakaunan mereka, latihan-latihan perlu diberikan kepada mereka secara berterusan oleh pihak berwajib.

4.2.3 Analisis Pengetahuan Usahawan PKS Dalam Menggunakan Sistem Perakaunan Berkomputer Dalam Menguruskan Maklumat Perakaunan Mereka.

Dalam bahagian terakhir ini mengandungi 5 item soalan yang berkaitan dengan pengetahuan usahawan PKS yang berkaitan dengan penggunaan sistem perakaunan berkomputer.

Jadual 4.2.3: Analisis skor min bagi pengetahuan usahawan PKS dalam menggunakan sistem perakaunan berkomputer

Pengetahuan Usahawan PKS Dalam Menggunakan Sistem Perakaunan Berkomputer	Skor Min
Saya tahu dengan menggunakan sistem perakaunan berkomputer keselamatan maklumat perakaunan saya terjamin.	3.44
Saya tahu sistem perakaunan berkomputer akan memudahkan pengurusan kewangan perniagaan saya.	3.42
Saya mendapat banyak ilmu pengetahuan melalui kursus yang berkaitan dengan sistem perakaunan berkomputer.	3.28
Saya tahu untuk menggunakan sistem perakaunan berkomputer memerlukan kemahiran pengetahuan yang tinggi.	3.42
Saya tahu penggunaan sistem perakaunan berkomputer dapat menjimatkan masa dalam pengurusan kewangan saya.	3.28
Min keseluruhan	**3.368**

Jadual 4.2.3 di atas menunjukkan hasil dapatan bagi pengetahuan usahawan PKS dalam menggunakan sistem perakaunan berkomputer di sekitar bandar Kota Bharu, Kelantan. Skor min tertinggi adalah saya tahu dengan menggunakan sistem perakaunan berkomputer keselamatan

maklumat perakaunan saya terjamin iaitu 3.44 dan yang terendah adalah saya mendapat banyak ilmu pengetahuan melalui kursus yang berkaitan dengan sistem perakaunan berkomputer sebanyak 3.28. Pada keseluruhannya, didapati pengetahuan usahawan PKS dalam mengendalikan sistem perakaunan berkomputer adalah pada tahap yang sederhana iaitu 3.368. Pengetahuan tentang kelebihan dalam menggunakan sistem perakaunan berkomputer adalah amat wajar untuk diwar-warkan kepada usahawan. Ini kerana, melalui penggunaan sistem ini akan memberi banyak kemudahan dan kesenangan kepada mereka dalam memastikan kewujudan perniagaan mereka di masa hadapan.

5. Perbincangan dan Kesimpulan

Kesimpulan daripada kajian ini yang bertajuk penggunaan sistem perakaunan berkomputer oleh usahawan PKS di sekitar bandar Kota Bharu, Kelantan dapat dinyatakan kajian yang telah dijalankan ini telah mencapai objektif yang ditetapkan. Terdapat banyak kelebihan apabila usahawan mengadaptasikan sistem perakaunan berkomputer ini dalam menjalankan urusniaga perniagaan mereka. Sistem perakaunan berkomputer amat penting dalam meningkatkan dan memajukan perniagaan PKS. Melalui sistem ini, usahawan PKS dapat mengetahui keuntungan yang tepat dan sebenar serta dapat meningkatkan tahap kualiti kerja mereka. Selain itu, usahawan juga dapat menilai aliran wang masuk dan keluar apabila menggunakan sistem ini.

Dari dapatan yang didapati daripada kemampuan, kemahiran dan pengetahuan jelas menunjukkan penggunaan sistem perakaunan berkomputer masih berada di tahap yang sederhana. Untuk meningkatkan lagi penggunaan sistem perakaunan berkomputer di kalangan usahawan PKS dicadangkan agar pihak berwajib memberi insentif yang sesuai kepada usahawan untuk mendorong mereka menggunakan sistem ini dengan lebih meluas. Antara insentif yang sesuai diberikan adalah seperti memperkenalkan insentif cukai oleh pihak kerajaan kepada usahawan PKS bagi menggalakkan lagi pembelian peralatan teknologi maklumat seperti komputer dan perisian sistem perakaunan. Seperti maklum, satu set lengkap untuk setiap perisian sistem perakaunan berkomputer adalah agak mahal untuk dimiliki dan ini akan membebankan para usahawan PKS. Oleh itu, amatlah sesuai sekiranya pihak kerajaan memberi pelepasan cukai kepada mereka bagi mengurangkan bebanan para usahawan ini. Selain itu, salah satu cara lain untuk meningkatkan lagi penggunaan sistem perakaunan berkomputer adalah firma-firma perakaunan memberi peluang kepada usahawan PKS untuk menggunakan khidmat mereka pada kadar yang rendah. Akhirnya, diharap kajian ini dapat memberi maklumat yang berguna kepada pihak-pihak di luar sana. Keupayaan pengurusan kewangan, pekerja, kualiti dan pemasaran adalah penting untuk dikuasai oleh usahawan PKS untuk memastikan kesinambungan perniagaan dan keupayaan menghadapi cabaran (Alauddin Sidal, 2014).

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Penggunaan Teknik Skop Dalam Penghasilan Ayat

(Using SKOP Technique In Constructing Sentences)

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Abstrak: *Ayat merupakan binaan yang terdiri daripada unsur-unsur dalam ayat, iaitu unit-unit yang membentuk ayat seperti subjek, predikat dan penerangan. Penulisan ayat inilah yang mendasari kajian yang dilaksanakan. Penyelidikan tindakan ini bertujuan untuk melihat keberkesanan teknik SKOP (Subjek, Kata kerja, Objek dan Perluasan) dalam pengajaran guru yang melibatkan dua orang murid tahun 3 dari salah sebuah sekolah yang terletak di Tawau, Sabah. Objektif kajian adalah memastikan peserta kajian berkemahiran dalam membina ayat yang dibuktikan pada tindakan yang dijalankan. Model Stephen Kemmis telah digunakan yang melibatkan satu kitaran gelung sahaja yang terdiri daripada satu tindakan. Data kualitatif dikumpulkan berdasarkan pemerhatian menggunakan nota lapangan, analisis dokumen, temubual, tinjauan menerusi soal selidik serta penilaian yang melibatkan ujian diagnostik, ujian awal dan ujian akhir. Dapatan kajian membuktikan teknik ini memberi impak positif dalam pembinaan ayat murid. Peningkatan yang konsisten dalam pembinaan ayat dibuktikan dengan pengurangan kesilapan yang dilakukan oleh peserta kajian semasa setiap aktiviti yang dijalankan. Selain daripada refleksi terhadap dapatan, refleksi keseluruhan juga mendapati fokus pelaksanaan aktiviti membina ayat menggunakan teknik SKOP juga didorong oleh lima faktor yang merangkumi faktor ibu bapa, faktor latar belakang pendidikan murid, faktor persekitaran, faktor rakan sebaya dan faktor guru.*

Kata Kunci: penulisan ayat, keberkesanan, teknik SKOP

Abstract: *Sentence is structured from some important sentence elements, it involves some sentence units like subject, predicate and elaboration. The implementation of this study was based on the writing structure. Its aim to observe the effectiveness of SKOP (Subjek, Kata Kerja, Objek dan Perluasan) technique in teaching strategy involving two Year 3 students from a school in Tawau, Sabah. The objective of this study is to ensure the participants can construct correct sentences through the action study. Stephen Kemmis model was used by involving a circle with two actions. A qualitative data was collected by observation on-site notes, document analysis, interview and assessment involving diagnostic, pre and post/final test. The result has shown that this technique can give a positive impact on students writing skill.The consistency of development in student's sentence construction was proved by the decreasing errors made by the students during the writing activity. Besides that, overall reflection also proved that the implementation of SKOP technique in sentence construction activity also encouraged by five factors including mother, father, student's education background, environment, peer and teacher.*

Keywords: writing sentences, effectivenss, SKOP technique

1. Pengenalan

Menulis ayat merupakan satu pembelajaran yang berkait rapat dengan kebolehan murid untuk mengeluarkan idea mereka sendiri sama ada melalui bantuan bahan rangsangan ataupun tidak. Menurut Siti Nurhajariah Md Isa et. al (2016), menulis adalah satu wadah yang membantu murid untuk mengeluarkan buah fikiran mereka, melahirkan bentuk perasaan yang dialami dan menceritakan tentang sesuatu perkara. Kementerian Pendidikan Malaysia (KPM) yang telah menjana Pelan Pembangunan Pendidikan Malaysia (2013 - 2025) ada menyebut tentang kepentingan murid mempunyai kemahiran menulis ayat bukan sahaja di peringkat kebangsaan, malah di peringkat global. Oleh yang demikian, KPM mengeluarkan Dokumen Standard Kurikulum dan Pentaksiran (DSKP) bagi mata pelajaran Bahasa Melayu khususnya di peringkat sekolah sebagai panduan yang digunakan oleh semua guru. Seterusnya, keupayaan guru Bahasa Melayu membimbing dan mengajar murid menulis ayat ini bersandarkan kepada DSKP akan dapat merealisasikan impian tersebut. Malaysia adalah sebuah negara yang kaya dengan variasi etnik di serata negeri terutamanya di Sabah. Menurut Sharifah (2019), Sabah mempunyai 41 kumpulan etnik dan menggunakan hampir 50 bahasa dalam 80 dialek. Daerah Tawau mempunyai dua etnik yang majoriti iaitu etnik Bajau dan Bugis. Tidak dapat dinafikan bahawa wujudnya halangan penggunaan Bahasa dalam pengajaran dan pemudahcaraan (PdPc) Bahasa Melayu di mana ianya dipengaruhi oleh bahasa utama etnik tersebut. Pembinaan ayat murid-murid juga terpengaruh dengan Bahasa etnik yang digunakan.

2. Ulasan Kajian Lepas

Penerangan Ulasan Kajian Lepas

Peranan guru agak mencabar bagi menyelesaikan permasalahan murid yang menghadapi masalah menulis. Masalah ini dapat dikenal pasti apabila pentaksiran bilik darjah dijalankan dalam kelas. Murid lemah dalam membina ayat pada usia 9 tahun iaitu mereka berada dalam darjah 3 ini akan menghadapi kesukaran untuk membuat karangan apabila mereka berada pada awal tahap 2 iaitu darjah 4. Kemahiran menulis melibatkan pelbagai teknik-teknik pembelajaran yang dilakukan oleh guru selaras dengan keperluan murid mereka. Penggunaan buku bergambar kepada murid tahun 4 yang telah dijalankan oleh Chai Chooi Wei & Ng Miew Hoon (2020) merupakan salah satu teknik yang boleh membantu murid menulis ayat dalam Bahasa Cina. Teknik SALAK daripada A. Rahman et. al (2016) akronim daripada perkataan (S) bagi ‘Siapa’, (A) bagi ‘Aktiviti’, (L) bagi ‘Lokasi’,(A) bagi ‘Alatan’ dan (K) merujuk kepada ‘Keterangan’ pula digunakan bagi membantu murid tahun satu membina ayat Bahasa Melayu berdasarkan grafik. Manakala kajian Ahmad Fikri & Zamri (2019) menggunakan teknik lakaran bersama peta alir i-think untuk membantu murid Lun Bawang mengeluarkan idea dalam penulisan karangan bahasa Melayu. Berbeza dengan kajian Mohd Zikri et. al (2019) yang mengkaji penggunaan peta pemikiran dalam pembelajaran penulisan Bahasa Melayu kepada murid tingkatan 3. Namun begitu, kajian Suppiah et. al (2018), mengkaji penggunaan Kemahiran Kognisi dalam pengajaran guru untuk membantu murid dalam pembelajaran karangan Bahasa Melayu. Sementara itu, kajian Zuraini & Abdul Rasid (2016) menghuraikan teknik bercerita sangat membantu murid membina karangan khususnya murid tingkatan satu. Manakala Monica (2020) menerangkan kesan pembelajaran yang berasaskan projek bagi meningkatkan kemahiran menulis murid tahun 5 berdasarkan pembelajaran abad ke-21.

Teknik-teknik yang dihuraikan oleh pengkaji-pengkaji lepas lebih banyak kepada penulisan karangan murid-murid, sedangkan penghasilan karangan mestilah bermula dengan penghasilan ayat yang baik. Oleh sebab itu, kajian yang hendak dijalankan bertujuan menunjukkan kesan kepada murid darjah 3 menggunakan teknik SKOP dalam menghasilkan satu ayat mudah. Teknik ini adalah akronim bagi S-Subjek, K-Kata Kerja, O-Objek, dan P-Perluasan.

Metodologi

Kajian ini bersandarkan kepada model kajian tindakan Stephen Kemmis (1988) dengan melibatkan satu kitaran gelung terhadap satu tindakan sahaja. Menurut Khairuddin et.al (2014) model ini sesuai digunakan bagi menyelesaikan permasalahan murid yang melibatkan kaedah inkuiri reflektif kendiri dalam situasi sosial yang sedikit. Oleh sebab itu, pengkaji hanya mengambil dua peserta kajian yang dipilih melalui ujian diagnostik yang dijalankan. Pengkaji menjalankan empat langkah dalam kajian tindakan mengikut kitaran model iaitu merancang, bertindak, memerhati dan mereflek. Kajian kualitatif ini dijalankan di salah sebuah sekolah rendah di Tawau Sabah. Peserta kajian dipilih kerana mereka baru melepasi ujian pemulihan pada usia darjah 3 yang mana agak lewat dari rakan yang lain. Analisis dokumen merupakan kaedah utama yang digunapakai selain kaedah pemerhatian dalam kajian ini dengan menganalisis setiap aktiviti murid semasa pelaksanaan intervensi yang dirancang. Instrumen yang digunakan adalah soalan-soalan yang telah mendapat kesahan daripada pihak pentadbir yang terlibat. Data dianalisis melalui jadual perbandingan yang dibuat oleh pengkaji setelah murid melakukan setiap aktiviti dalam kajian tindakan tersebut. Pengurangan kesilapan yang dilakukan dalam aktiviti membuktikan peningkatan yang konsisten dilakukan oleh peserta kajian..

Objektif

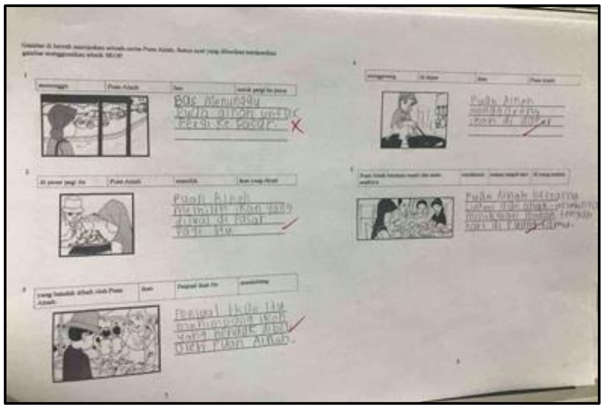
Kajian ini dijalankan untuk eningkatkan kemahiran murid membina ayat menggunakan teknik SKOP.

Dapatan Kajian

Tindakan yang dilakukan mempunyai tiga aktiviti. Aktiviti pertama ialah Jom Susun. Aktiviti kedua pula dinamakan Jadual SKOP dan aktiviti ketiga dikenali sebagai Saya Boleh Bina. Dapatan dihurai melalui aktiviti yang dijalankan.

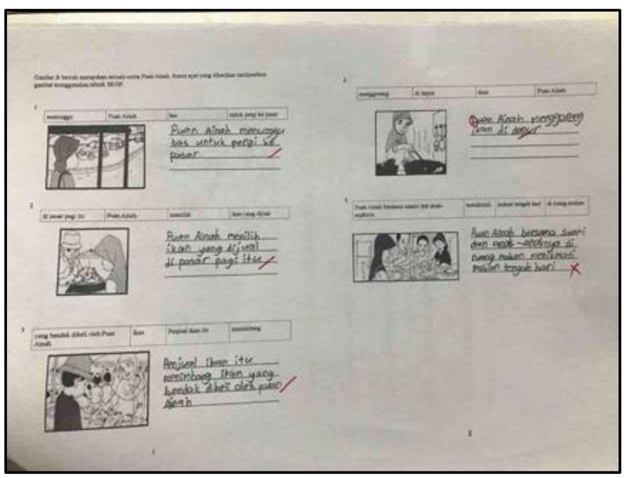
Aktiviti Jom Susun

Melalui aktiviti pertama, aktiviti silakan susun, peserta kajian X memperlihat peningkatannya menggunakan teknik ini dengan begitu cemerlang. Beliau membuat kesalahan pada sesi pertama sahaja dalam penyusunan ayat ‘Bas menunggu Puan Ainah untuk pergi ke pasar’ dan sesi kedua, beliau menjawab dengan betul. Beliau agak keliru ayat dan gambar yang diberikan. Hal ini dapat dilihat berdasarkan gambar di bawah.



Rajah 1: Hasil kerja peserta kajian X aktiviti pertama

Bagi peserta kajian Y pula, dalam aktiviti yang pertama, dia juga menunjukkan pencapaian yang begitu baik. Pemerhatian pengkaji semasa melihat peserta kajian menjawab aktiviti pertama ini ialah beliau lebih menyukai dengan aktiviti ini. Beliau boleh menyebut kedudukan SKOP dalam ayat yang diberikan dalam aktiviti ini. Kesalahan pada sesi pertama hanyalah pada ayat kelima. Beliau menjawab " Puan Ainah bersama suami dan anak-anaknya di ruang makan menikmati makan tengah hari". Hal ini dapat dilihat melalui gambar di bawah.



Rajah 2: Hasil kerja peserta kajian Y aktiviti pertama

Aktiviti Jadual SKOP

Aktiviti kedua pula, merupakan aktiviti yang agak mencabar bagi peserta kajian X. Beliau dikehendaki membina ayat menggunakan jadual SKOP. Aktiviti ini dilakukan bagi meningkatkan penggunaan SKOP dalam ayat mereka. Hasil kerja peserta kajian X ditunjukkan melalui analisis kesalahan dan rajah di bawah. Peserta kajian X telah membina ayat-ayat dalam jadual SKOP seperti di bawah :

i. Sese dan Deena bermain bola di padang taman perumahan kami.
ii. Ali berlari-lari di luar kelas 3 Bakti.
iii. Misda dan kawan-kawannya membaca buku cerita di perpustakaan sekolah kami.
iv. Umai tidur nyenyak kerana tidak sihat.
v. Ady dan Nasir bercerita hantu di taman sekolah.

Kesalahan yang dilakukan oleh peserta kajian X hanya dilihat pada sesi 1. Setelah diberi pengulangan pada minggu seterusnya, beliau menjawab dengan betul pada sesi kedua. Analisis kesalahan yang dilakukan ditunjukkan dalam jadual di bawah.

Jadual 1: Analisis kesalahan peserta kajian X

Ayat	Komponen	Pengklasifikasian yang Dibuat		Kesilapan Mengklasifikasi
		Betul	Salah	
1	Subjek	/		-
	Kata Kerja	/		-
	Objek	/		-
	Peluasan	/		-
2	Subjek	/		-
	Kata Kerja	/		-
	Objek		/	Kesilapan pada kedudukan frasa: di
	Peluasan		/	Kesilapan pada kedudukan frasa: kelas 3 Bakti
3	Subjek	/		-
	Kata Kerja		/	Kesilapan pada kedudukan frasa: membaca buku
	Objek		/	Kesilapan pada kedudukan frasa: cerita di perpustakaan
	Peluasan		/	Kesilapan pada kedudukan frasa: sekolah kami
4	Subjek	/		-
	Kata Kerja	/		-
	Objek		/	Kesilapan pada kedudukan frasa: nyenyak kerana
	Peluasan		/	Kesilapan pada kedudukan frasa: tidak sihat
5	Subjek	/		-
	Kata Kerja	/		-
	Objek	/		-
	Peluasan	/		-

Peserta kajian Y melakukan aktiviti dengan menggunakan jadual skop seperti yang dapat dilihat melalui analisis kesalahan dan gambar di bawah. Peserta kajian Y membina lima ayat dalam jadual SKOP seperti berikut :

i. Rayan dan Sara memasak nasi goreng di dapur rumah saya.
ii. Anis dan Farah menggoreng pisang di kedai Makcik Kiah.
iii. Aiman dan Aina menyanyi lagu rasa sayang dengan kuat di kelas.
iv. Nizam tertidur di dalam kelas.
v. Naufal dan kawan-kawannya bermain bola sepak di taman permainan.

Kesalahan yang dilakukan oleh peserta kajian Y juga hanya dilihat pada sesi 1. Setelah diberi pengulangan pada minggu seterusnya, beliau menjawab dengan betul pada sesi kedua. Analisis Kesalahan yang dilakukan ditunjukkan dalam jadual di bawah.

Jadual 2: Analisis kesalahan peserta kajian Y

Ayat	Komponen	Pengklasifikasian yang Dibuat		Kesilapan Mengklasifikasi
		Betul	Salah	
1	Subjek	/		-
	Kata Kerja		/	Kesilapan pada kedudukan frasa: memasak nasi
	Objek		/	Kesilapan pada kedudukan frasa: goreng
	Peluasan	/		-
2	Subjek	/		-
	Kata Kerja	/		-
	Objek	/		-
	Peluasan	/		-
3	Subjek	/		-
	Kata Kerja		/	Kesilapan pada kedudukan frasa: menyanyi lagu
	Objek		/	Kesilapan pada kedudukan frasa: rasa sayang dengan
	Peluasan		/	Kesilapan pada kedudukan frasa: kuat di kelas
4	Subjek	/		-
	Kata Kerja	/		-
	Objek	/		-
	Peluasan	/		-
5	Subjek	/		-
	Kata Kerja	/		-
	Objek	/		-
	Peluasan	/		-

Kesimpulannya, kedua-dua peserta kajian menggunakan teknik SKOP ini dengan baik. Kesalahan ditunjukkan pada sesi pertama sahaja iaitu sedikit kesalahan pada kata kerja ayat yang dibina.

Aktiviti Saya Boleh Bina

Aktiviti terakhir iaitu aktiviti ketiga, aktiviti Saya Boleh Bina. Aktiviti ini dilakukan sebagai peneguhan ke atas aktiviti pertama dan kedua. Peserta kajian X diminta membina ayat berdasarkan gambar tanpa jadual SKOP. Aktiviti ini dapat melihat penggunaan teknik SKOP dalam ayat yang dibina. Kesalahan yang dilakukan oleh peserta kajian X dapat dilihat melalui analisis kesalahan di bawah. Peserta kajian X telah membina lima ayat berdasarkan gambar yang diberikan. Ayat-ayat tersebut ialah :

i. Pembantu itu mengangkat teh.

ii. Ibu melipat kain.
iii. Kakak mengajar adiknya.
iv. Abang menggantung gambar di dinding.
v. Ayah membaca surat khabar.

Analisis kesalahan yang dilakukan adalah seperti dalam jadual di bawah.

Jadual 3: Analisis kesalahan peserta kajian X

Ayat	Komponen	Pengklasifikasian yang Dibuat		Kesilapan Mengklasifikasi
		Betul	Salah	
1	Subjek	/		
	Kata Kerja	/		
	Objek	/		
	Peluasan		/	tiada ayat perluasan
2	Subjek	/		
	Kata Kerja	/		
	Objek	/		
	Peluasan		/	tiada ayat perluasan
3	Subjek	/		
	Kata Kerja	/		
	Objek	/		
	Peluasan		/	tiada ayat perluasan
4	Subjek	/		
	Kata Kerja	/		
	Objek	/		
	Peluasan	/		
5	Subjek	/		
	Kata Kerja	/		
	Objek	/		
	Peluasan		/	tiada ayat perluasan

Melalui analisis tersebut, peserta kajian X menunjukkan kesilapan pada komponen perluasan. Apabila diberi pengulangan pada minggu seterusnya, peserta kajian dapat membina ayat dengan betul. Ayat yang dibina adalah seperti berikut :

i. Pembantu rumah itu mengangkat the ke ruang tamu.
ii. Ibu melipat kain dengan kemas.
iii. Kakak mengajar adiknya di atas meja.
iv. Abang menggantung gambar di dinding menggunakan kerusi.
v. Ayah membaca surat khabar sambal duduk di kerusi.

Jadual di bawah menunjukkan hasil kerja yang dianalisis daripada peserta kajian Y. Lima ayat yang dibina berdasarkan gambar oleh peserta Y adalah seperti berikut :

i. Ibu Aisyah melipat baju Asyah dan Aidil.

ii. Pembantu itu membuat teh.
iii. Aisyah membaca buku Bahasa Melayu.
iv. Ayah membaca surat khabar.
v. Abang menggantung gambar bunga.

Jadual 3: Analisis kesalahan peserta kajian X

Ayat	Komponen	Pengklasifikasian yang Dibuat		Kesilapan Mengklasifikasi
		Betul	Salah	
1	Subjek	/		
	Kata Kerja	/		
	Objek	/		
	Peluasan	/		
2	Subjek	/		
	Kata Kerja	/		
	Objek	/		
	Peluasan		/	tiada ayat perluasan
3	Subjek	/		
	Kata Kerja	/		
	Objek	/		
	Peluasan	/		
4	Subjek	/		
	Kata Kerja	/		
	Objek	/		
	Peluasan		/	tiada ayat perluasan
5	Subjek	/		
	Kata Kerja	/		
	Objek	/		
	Peluasan		/	tiada ayat perluasan

Analisis di atas menunjukkan peserta kajian Y juga melakukan kesalahan yang sama iaitu tiada ayat perluasan. Setelah diberi pengulangan pada minggu seterusnya, peserta kajian Y dapat membina ayat dengan lengkap pada ayat kedua, keempat dan kelima iaitu :

i. Pembantu rumah itu menghidangkan teh panas untuk ayah di ruang tamu.
ii. Ayah membaca surat khabar di kerusi malas.
iii. Abang menggantung gambar bunga dengan menggunakan kerusi.

Secara keseluruhannya, jelaslah peningkatan yang dihasilkan daripada analisis dokumen yang merangkumi hasil kerja peserta kajian dan pemerhatian pengkaji terhadap tingkah laku ataupun sikap peserta kajian, teknik SKOP sangat membantu mereka dan mencapai objektif kajian yang pertama dan kedua dengan jayanya. Murid-murid ini begitu selesa dengan penggunaan teknik SKOP ini dalam membina ayat mudah. Pemerhatian pengkaji di dalam proses pembelajaran di dalam kelas, mereka sangat mengalami perubahan drastik dengan keupayaan membina ayat.

Selain itu, melalui jadual aktiviti ketiga ini, kedua-dua peserta kajian menunjukkan pencapaian yang memberangsangkan. Mereka membuktikan mereka faham dengan teknik ini. Peserta kajian dapat membina ayat sendiri dengan mudah. Walaupun mereka masih keliru kedudukan kata kerja, objek dan perluasan ini pada sesi pertama tetapi dengan pengulangan penerangan yang dilakukan oleh pengkaji pada sesi kedua, mereka dapat membina ayat dengan tepat. Keupayaan mereka ini membuktikan keberkesanan teknik SKOP ini berjaya dilakukan kepada peserta kajian yang dipilih.

3. Perbincangan dan Kesimpulan

Perbincangan

Perbincangan ini berfokus kepada dua aspek iaitu refleksi terhadap dapatan dan refleksi keseluruhan kajian.

Tindakan yang dilaksanakan telah berjaya meningkatkan penguasaan murid dalam pembinaan ayat mereka. Jadual perbandingan yang dapat dilihat menerusi penulisan dapatan kajian menjadi bukti peningkatan keupayaan peserta kajian membina ayat menggunakan teknik SKOP menerusi sesi-sesi yang dijalankan. Salah satu faktor yang membawa kepada pencapaian objektif adalah disebabkan pengaruh penggunaan media pengajaran dalam intervensi. Selain menggunakan bahan pengajaran tradisional seperti kertas dan pensel, peserta kajian lebih seronok melakukan aktiviti yang melibatkan pengaplikasian teknologi dalam pembelajaran. Video dan slaid yang digunakan semasa gambar ditunjukkan menarik minat mereka di samping memudahkan mereka melihat dengan jelas aktiviti yang dilakukan dalam gambar tersebut. Hal ini bertepatan dengan kenyataan yang diberikan oleh Fatimah (2017) dalam kajiannya membuktikan penggunaan teknologi dalam pengajaran dan pemudahcaraan dapat memberi faedah kepada murid untuk mengembangkan pengetahuan dan kemahiran diri murid-murid dalam penerokaan ilmu serta dapat membina keyakinan diri yang tinggi bagi murid menyelesaikan sesuatu masalah pembelajarannya. Begitu juga yang dinyatakan dalam kajian Alizah Lambri & Zamri Mahamood (2019) bahan pengajaran video dan slaid ini membantu guru untuk memudahkan pemahaman murid.

Hasil daripada temubual yang dijalankan, beberapa faktor yang telah dikenalpasti menjadi kekuatan yang membuktikn kejayaan objektif yang ditetapkan. Faktor keluarga merupakan faktor utama mendorong murid-murid menghasilkan ayat dengan baik. Hal ini bertepatan dengan kajian yang dijalankan oleh Shanti et al (2019) yang menunjukkan hubungan signifikan antara penglibatan ibu bapa dengan prestasi pembelajaran anak-anak mereka. Seterusnya faktor sejarah pendidikan iaitu latar belakang pendidikan peserta kajian. Hal ini sesuai dengan kajian Mohamad Yazid (2017) yang menyatakan latar belakang pendidikan sangat mempengaruhi prestasi murid-murid dalam pembelajaran bahasa. Diikuti dengan faktor persekitaran termasuklah di sekolah dan kawasan tempat seperti mana yang dinyatakan dalam kajian Dayang Sufilkawany & Wan Muna Ruzanna (2016) bahawa kurangnya pendedahan kepada persekitaran murid-murid akan mempengaruhi pembelajaran bahasa mereka. Seterusnya faktor rakan sebaya dan faktor guru yang menjadi pengaruh dalam peningkatan kebolehan murid membina ayat yang juga di persetujui dalam kajian Zamri (2016).

Faktor utama kejayaan ini dilihat menerusi triangulasi data yang diwujudkan. Menurut Hasyim (2016) triangulasi yang dilakukan dalam kajain dapat menguatkan lagi bukti atau data-data yang diperolehi. Hal ini telah membuktikan kesahan dalam penyelidikan ini. Kaedah pengumpulan data yang pelbagai membuktikan wujudnya triangulasi kaedah dalam kajian yang dijalankan. Seterusnya, kelebihan yang menonjol dalam kajian ini dilihat menerusi kejelasan dalam mempersembahkan data sebagai bukti wujudnya peningkatan keupayaan murid iaitu peserta kajian dalam membina ayat menggunakan teknik yang di perkenalkan iaitu teknik SKOP. Perbandingan kesilapan yang dilakukan oleh peserta kajian pada setiap sesi intervensi beserta perincian ayat yang terlibat menjadi pengukur yang signifikan dalam membuktikan objektif kajian dicapai.

Secara jujurnya, pelaksanaan kajian ini menjadikan pengkaji seorang yang lebih matang. Pengkaji dapat menguruskan masa serta menguruskan tekanan hasil daripada bebanan tugas dan komitmen dengan baik. Pengurusan masa yang tidak baik akan memberi implikasi negatif kepada kajian yang dijalankan. Hal ini dikukuhkan lagi oleh Danial (2020) yang mengatakan pentingnya pengurusan masa yang baik pada seorang guru. Oleh yang demikian, kelebihan pertama yang dapat dikesan menerusi pelaksanaan kajian ini adalah komitmen pengkaji yang tinggi. Kesabaran dalam diri sebagai seorang pendidik telah disemai hasil daripada komitmen yang tinggi dalam menjayakan kajian. Sebelum melaksanakan kajian, pengkaji dapat mengklasifikasikan diri seorang pendidik yang terlalu optimis mengharapkan perubahan murid-murid dalam masa yang singkat. Tetapi, sesi demi sesi intervensi yang dijalankan memberi pengalaman kepada pengkaji khususnya dalam mengenal erti sabar dalam mendidik serta menanam semangat yang tinggi demi melihat perubahan positif yang ditunjukkan oleh peserta kajian.

Walau bagaimanapun, di sebalik kejayaan kajian ini melalui kelebihan atau kekuatan yang ada, pengkaji tetap mengesan beberapa kelemahan. Kelemahan pertama ialah dari aspek penggunaan masa pelaksanaan kajian. Sesi intervensi adakalanya dilakukan sewaktu sesi pembelajaran arus perdana. Pengkaji kerap meminta kebenaran guru mata pelajaran lain untuk melaksanakan intervensi terhadap peserta kajian. Hal ini merugikan peserta kajian kerana mereka tidak dapat mengikuti pembelajaran mata pelajaran tersebut. Sebagai penambahbaikan, pengkaji seharusnya melaksanakan sepenuhnya intervensi di luar sesi persekolahan arus perdana. Perkara ini bagi membolehkan peserta kajian fokus terhadap pembelajaran mata pelajaran yang lain di samping mewujudkan keseimbangan penguasaan dalam semua mata pelajaran.

Kesimpulan

Sebagai pengkaji, amatlah berharap kajian ini memberi impak besar terhadap penyelesaian masalah-masalah murid-murid di sekolah serta dapat dimanfaatkan oleh guru-guru, individu serta diri sendiri untuk meningkatkan penguasaan kemahiran membina ayat dalam kalangan murid terutamanya membina ayat mudah. Semoga kajian ini dapat dijadikan rujukan dan panduan kerana kajian ini telah membuktikan bahawa latihan membina ayat secara berterusan memberi impak yang besar dalam penghasilan ayat yang baik dalam kalangan murid khususnya murid sekolah rendah.

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Peningkatan Kemahiran Proses Sains Menggunakan Pendekatan Flipme

(The Relationship Between Transformational Leadership And Teachers' Innovative Work Behaviour In High Performing School)

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Abstrak: *Kajian ini bertujuan untuk membantu murid yang lemah dalam menguasai kemahiran proses sains yang merupakan satu komponen dalam mata muridan Sains Kertas 2 Bahagian A SPM dengan menggunakan pendekatan FLIPME. Sampel kajian melibatkan seramai 53 orang murid dan seorang guru terlibat dalam kajian ini. Kajian ini memfokuskan kepada cara menulis tujuan, membina hipotesis, mengenal pasti pembolehubah, menulis radas dan bahan, merancang prosedur dan membina jadual dengan menggunakan alat Flipme. Tinjauan awal telah dibuat melalui ujian pra yang menunjukkan murid masih lemah dalam kemahiran proses sains. Oleh itu, melalui tinjauan awal, didapati murid menghadapi masalah pembelajaran pasif terhadap pengajaran dan pembelajaran formal dalam kelas. Oleh itu, pendekatan Flipme yang dibina berasaskan pendekatan KBAT diperkenalkan kepada murid sebagai satu cara untuk mengatasi masalah pembelajaran yang dihadapi murid terutama dalam kemahiran proses sains. Kajian juga telah menjalankan pelan tindakan berdasarkan pendekatan FLIPME yang diperkenalkan dan mendapati penguasaan kemahiran murid dalam perancangan eksperimen semakin memuaskan jika dibandingkan dengan sebelumnya. Murid tersebut lebih menunjukkan sikap positif dengan menunjukkan pembelajaran aktif untuk menguasai kemahiran proses sains dan mempunyai keyakinan diri dalam aktiviti pengajaran dan pembelajaran di kelas bagi mencapai keputusan yang cemerlang dalam Sains di peringkat SPM.*

Kata Kunci: kemahiranprosessains, KBAT, SPM

Abstract: *This study aims to help students who are weak in mastering science process skills which is an essential component in the subject of Science Paper 2 Part A SPM by using the FLIPME approach. The study sample involved a total of 53 participants and one teacher in charged. This study focuses on how to write purpose, build hypotheses, identify variables, choose apparatus and materials, plan procedures and build tables by using FLIPME approach. Preliminary surveys were conducted through pre-tests showing that students were still weak in science process skills. Therefore, through a preliminary survey, it found that students were passive in the formal teaching and learning process in the classroom. Therefore, FLIPME approach is created by applying HOTS into the teaching and learning process and introduced to students as a way to overcome the learning problems especially in science process skills. The study had conducted an action plan by using FLIPME approach and found that the mastery of students' skills in experimental planning is more satisfactory by comparing to before. The students showed positive attitude by showing* *active learning in mastering the science process skills and had self-confidence in teaching and learning activities in the classroom to achieve excellent results in Science subject at SPM level.*

Keywords: scienceprocessskill, HOTS, SPM

1. Pengenalan

Senario pendidikan kini amat memerlukan guru-guru sains yang kreatif dan inovatif supaya pengajaran dan pembelajaran mereka adalah efektif, inovatif dan kreatif. Kreatif bermaksud kebolehan seseorang untuk mencipta, menghasilkan dan memperkembang sesuatu. Inovatif pula ialah kebolehan seseorang untuk memulakan sesuatu yang baru sama ada dalam bentuk kaedah, sistem pendekatan atau sebagainya (Jamaludin, 2000). Menurut Albion (1999) daya kreativiti yang tinggi membolehkan sesuatu kaedah dan kaedah pengajaran mencorakkan perkembangan minda, emosi, sikap dan nilai para murid. Ketandusan unsur kreatif dalam pengajaran menyebabkan murid berasa bosan, jemu dan tidak berminat untuk belajar Allinder (1995). Kelemahan ini berpunca daripada kaedah pengajaran guru yang lebih banyak diorientasikan oleh keperluan peperiksaaan dan menghabiskan sukatan pelajaran (Irfan Naufal, 2003). Malah ketandusan inovasi dan pembaharuan yang berterusan dalam pengajaran sains di sekolah menyebabkan murid merasakan mata pelajaran ini stereotaip, tidak mencabar, statik dan membosankan (Tina, 2002).

Mata pelajaran Sains merupakan mata pelajaran teras pada peringkat Sijil Pelajaran Malaysia (SPM). Mata pelajaran Sains peringkat SPM mempunyai dua bahagian, iaitu Sains Kertas 1 (1511/1) dan Sains Kertas 2 (1511/2). Satu instrumen pentaksiran bagi mata pelajaran Sains Kertas 2 dalam Bahagian C Soalan 10 ialah kemahiran proses sains. Kemahiran proses sains merupakan satu komponen penting dengan peruntukan markah yang ditetapkan sebanyak 10 markah dan merupakan soalan wajib untuk dijawab. Aspek yang diberikan penekanan dalam kemahiran proses sains ialah menulis tujuan, membina hipotesis, mengenal pasti pembolehubah, menulis radas dan bahan, merancang prosedur dan membina jadual. Oleh itu, perancangan eksperimen memerlukan kemahiran berfikir aras tinggi.

Pembelajaran sains adalah rumit dan kompleks disebabkan sebahagian besar daripada konsep-konsep sains itu sendiri amat abstrak (Zurida et.al., 2006). Dalam amalan lazim, murid selalunya melibatkan diri dalam pengajaran dan pembelajaran secara pasif seperti menghafal maklumat, menyiapkan lembaran kerja, dan memuntahkan semula pengetahuan dalam ujian bertulis. Akibatnya murid menghafal maklumat tanpa memahami prinsip sains yang terlibat dan tidak mampu mengaplikasi maklumat dalam fenomena yang sebenar.

Murid menghadapi masalah yang besar dalam memahami konsep dan proses sains yang kompleks dan abstrak yang selalunya melibatkan istilah yang baru, urutan serta saling berkaitan antara satu dengan lain. Masalah ini dapat diperhatikan dengan jelas dalam skrip jawapan experimen sains juga semasa penyoalan secara lisan di dalam kelas. Lazimnya murid hanya menggunakan pendekatan tradisional secara baca dan hafal. Pendekatan tradisional kurang berkesan khususnya bagi tajuk-tajuk yang abstrak dalam sains. Keadaan ini menyebabkan murid kurang berminat dalam sains dan membuat persepsi bahawa sains susah kerana terlalu banyak teori dan konsep yang perlu dihafal (Al-Mukmin, 2008).

Kajian ini amat penting dalam menghasilkan pendekatan FLIPME yang boleh membantu para murid untuk memahami dan menguasai kemahiran proses sains. Oleh itu pengkaji ingin mengkaji keberkesanan pendekatan ini dalam pengajaran dan pembelajaran sains dalam penguasaan kemahiran proses sains dan menyediakan laporan amali yang lengkap.

2. Ulasan Kajian Lepas

Kementerian Pendidikan di Malaysia telah meningkatkan usaha dalam pembangunan pendidikan dengan penekanan kepada pelbagai pendekatan pengajaran terutamanya yang mampu membantu murid yang lebih berdikari, mempunyai kemahiran berfikir dan bersifat inkuiri bagi menyahut cabaran wawasan pendidikan Negara. Menurut Azizah (2015), kemahiran penaakulan saintifik, kemahiran proses sains dan kemahiran abad ke-21 dapat dipelajari dan dikuasai oleh murid melalui proses pengajaran dan pembelajaran yang berkesan. Kajian menunjukkan proses pengajaran dan pembelajaran memainkan peranan penting dalam memastikan murid diberi pendedahan kepada semua kemahiran yang sepatutnya mereka ada dan bukan hanya tertumpu kepada fakta dan teori.

Kajian empirikal tentang pemupukan kemahiran proses sains agak terhad. Kajian empirikal yang dijalankan banyak tertumpu kepada penguasaan kemahiran proses sains. Melalui kajian yang dijalankan oleh Chan (1984), Sarmini (1986), Sharifah & Lewin (1993), dan Zurida (1998) memberikan gambaran bahawa pemupukan kemahiran proses sains di kalangan murid tidak berlaku semasa proses pengajaran dan pembelajaran sains yang diamalkan di sekolah menengah. Penekanan terhadap penguasaan kemahiran proses sains murid tidak dianggap sebagai elemen penting dalam proses pengajaran dan pembelajaran sains. Justeru itu, pengajaran sains yang dijalankan tidak dirancang untuk menerapkan kemahiran proses sains murid. Ini mungkin merupakan sebab mengapa hasil-hasil kajian mengenai penguasaan kemahiran proses sains di kalangan murid sekolah menengah adalah di tahap yang rendah.

Menurut Hussin et.al. (2003), tahap penguasaan kemahiran proses sains keseluruhannya dan tahap pencapaian kimia adalah pada tahap sederhana. Dapatan juga menunjukkan terdapat korelasi yang positif dan signifikan tetapi rendah antara kemahiran proses sains dan pencapaian kimia murid. Beberapa implikasi daripada hasil kajian terhadap penguasaan kemahiran proses sains di kalangan murid dan cadangan-cadangan untuk kajian lanjutan dikemukan.

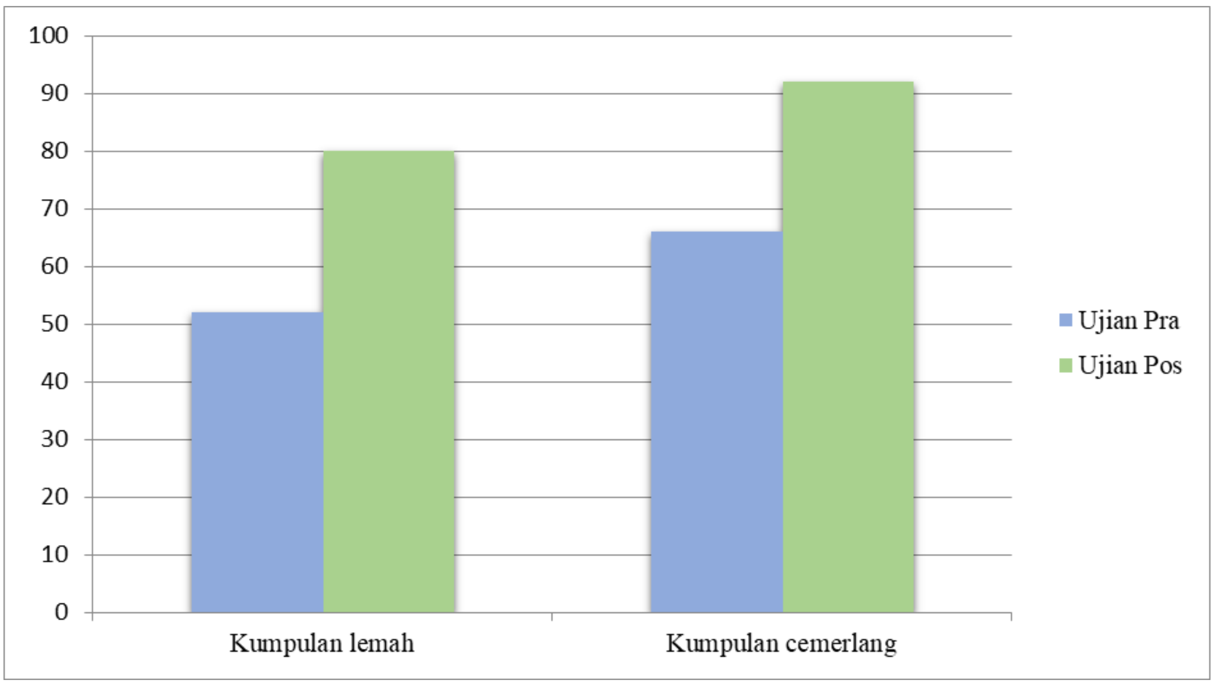
Menurut Mok Soon Sang (1991), alat bantu mengajar merupakan intipati dalam membantu guru bagi melicinkan dan melancarkan pengajaran dalam usaha memudahkan murid memahami konsep dan isi serta fakta dalam proses pengajaran dan pembelajaran. Fatimah Ali (1980), dalam laporan kajiannya menyatakan sebilangan besar guru masih menggunakan kaedah tradisional iaitu menggunakan kapur dan bercakap dalam proses pengajaran mereka. Menurut Zuraidah Abd. Razak (1988), alat bantu mengajar adalah sebaran bahan atau alat yang digunakan dalam bilik darjah atau di luar bilik darjah untuk membantu, menyokong, dan meneguhkan serta melengkapkan pengajaran guru.

3. Perbincangan dan Kesimpulan

Setelah aktiviti yang menggunakan pendekatan FLIPME dilaksanakan mengikut langkah-langkah yang dijalankan, dapatan kajian menunjukkan terdapat peningkatan dalam penguasaan kemahiran proses sains dalam penulisan laporan amali dalam kalangan murid tingkatan lima secara keseluruhannya. Murid sendiri melakukan penerokaan kendiri berdasarkan panduan yang diberikan oleh guru dengan menggunakan pendekatan FLIPME. Kelemahan murid dalam perancangan eksperimen dapat diatasi bagi murid yang berpotensi cemerlang. Manakala murid yang lemah dapat diminimumkan kesilapan menulis laporan amali dan masih berada pada aras lulus mahupun cemerlang. Jadual 1 menunjukkan peningkatan pencapaian murid dalam ujian pra dan ujian pos bagi kedua-dua kumpulan.

Jadual 1: Pencapaian Murid dalam Ujian Pra dan Ujian Pos

Purata Skor Ujian	Ujian Pra (%)	Ujian Pos(%)
Kumpulan lemah	**52**	**80**
Kumpulan cemerlang	**66**	**92**



Rajah 1: Perbandingan Pencapaian Murid dalam Ujian Pra dan Ujian Pos bagi Kumpulan Lemah dan Kumpulan Cemerlang

Berdasarkan Rajah 1, pencapaian murid dalam ujian pra adalah kurang menggalakkan, iaitu purata markah hanya 55% bagi kumpulan lemah dan purata markah 66% bagi kumpulan cemerlang. Walau bagaimanapun, selepas pendekatan FLIPME diperkenalkan kepada murid telah menunjukkan berlaku peningkatan pencapaian. Seterusnya dapatan kajian melalui ujian pos menunjukkan pencapaian yang menggalakkan. Jika dibuat analisis perbandingan dengan merujuk kepada analisis ujian pra dengan ujian pos didapati wujud peningkatan peratusan dalam tahap pencapaian cemerlang. Kedua-dua kumpulan telah mencapai peratusan markah setinggi 80% bagi kumpulan lemah dan 92% bagi kumpulan cemerlang. Hal ini bermakna, pelaksanaan pendekatan FLIPME dalam pengajaran dan pembelajaran di kelas memberikan kesan baik terhadap pencapaian murid dalam kemahiran proses sains sama ada dalam bahagian merancang eksperimen mahupun menulis laporan amali.

Langkah-langkah pengajaran yang dirancang telah dilaksanakan dan berjalan dengan lancar. Semasa aktiviti pembelajaran berjalan, didapati keyakinan murid untuk menjawab soalan merancang eksperimen semakin meningkat. Murid telah membuat penerokaan kendiri melalui pendekatan FLIPME. Namun demikian, pencapaian murid dalam ujian pos menunjukkan peningkatan. Hal ini bermakna kelemahan murid dalam menulis laporan amali dapat diminimumkan. Keadaan ini terbukti melalui ujian pos yang dilaksanakan. Semasa ujian pos diberikan, kumpulan lemah hanya mencapai purata markah sebanyak 52% manakala kumpulan cemerlang mencapai purata markah sebanyak 66%. Jika dibuat perbandingan antara ujian pra dengan ujian pos didapati ada peningkatan dari segi pencapaian pada tahap cemerlang telah mengalami peningkatan ketara, iaitu purata markah sebanyak 52% telah meningkat sehingga 80% bagi kumpulan lemah manakala markah sebanyak 66% telah meningkat sehingga 92% bagi kumpulan cemerlang. Oleh itu, sebagai guru mata pelajaran Sains, pencapaian murid dalam penulisan laporan amali diharap dapat membantu meningkatkan peratus keseluruhan markah Kertas 2 Sains khususnya di peringkat SPM.

Di samping itu, murid telah memberi respon baik bahawa bimbingan guru dalam pendekatan FLIPME untuk menulis laporan amali dan kaedah penulisan tujuan, hipotesis, prosedur dan penjadualan data banyak membantu murid untuk meningkatkan kemahiran proses sains dalam menulis laporan amali. Respon positif daripada murid terhadap pelaksanaan pendekatan FLIPME amat bermakna kepada penyelidik dalam usaha meningkatkan kecemerlangan murid dalam Sains di peringkat SPM.

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Peranan Surau Dalam Pengajaran Dan Pembelajaran Pendidikan Islam Tingkatan 4: Kajian Di Sekolah Menengah Kebangsaan Bukit Merchu Kuala Kangsar, Perak

(The Role Of Surau In Teaching And Learning Of Islamic Education Form 4: Studies In Bukit Merchu National Secondary School, Kuala Kangsar, Perak)

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Abstrak: *Kajian ini bertujuan untuk mengenal pasti kaedah pengajaran guru dalam mata pelajaran Pendidikan Islam di surau sekolah, minat pelajar tingkatan empat terhadap pelaksanaan pengajaran dan pembelajaran (P&P) di surau sekolah dan faktor penggunaan surau sekolah dalam P&P Pendidikan Islam. Reka bentuk kajian ini menggunakan pendekatan kuantitatif terhadap 100 responden pelajar tingkatan empat dan ia turut disokong dengan pendekatan kualitatif terhadap 3 responden guru Pendidikan Islam dari Sekolah Menengah Kebangsaan Bukit Merchu, Kuala Kangsar, Perak. Data kajian dianalisis secara deskriptif menggunakan Statistical Package Social Science (SPSS) untuk menguji frekuensi, peratusan, min dan sisihan piawai. Satu set instrumen soal selidik dibina oleh pengkaji dengan nilai kebolehpercayaan Alfa Cronbach adalah tinggi. Secara keseluruhannya, analisis data deskriptif mendapati kaedah pengajaran dalam mata pelajaran Pendidikan Islam di surau sekolah berada pada tahap tinggi. Begitu juga dengan minat pelajar tingkatan empat terhadap pelaksanaan pengajaran dan pembelajaran (P&P) di surau sekolah turut mencapai tahap tinggi. Malah faktor penggunaan surau sekolah dalam P&P Pendidikan Islam juga didapati berada pada tahap yang tinggi. Dalam kajian ini juga terdapat rumusan, implikasi kajian dan cadangan turut dibincangkan.*

Kata Kunci: surau, pengajaran dan pembelajaran, pendidikan islam

Abstract: *This study aimed to identify the teaching methods of Islamic Studies at the school's surau, students interest in the implementation of teaching and learning (P&P) in the school'surau and school'surau utilization factor in the regulation of Islamic Education. This study applies quantitative approach through one set of questionnaire involving 100 form four student and is supported by a qualitative approach to 3 respondents of Islamic Education teachers from Sekolah Menengah Kebangsaan Bukit Merchu, Kuala Kangsar, Perak. Research data were analyzed descriptively using Statistical Package Social Science (SPSS) to determine frequency, percentage, mean and standard deviation. A set of questionnaire instruments were established with high reliability value of Cronbach's Alpha. Overall, the descriptive data analysis found the teaching of Islamic Education subject in the school's surau at the high level. Similarly, a form four student* *interest in the implementation of teaching and learning (P&P) in the school's surau also reached high levels. Even the use of school's surau in Islamic Education regulation was also found to be at a high level. In this study, the conclusion, implications of the study and recommendations will be discussed.*

Keywords: surau, teaching and learning, islamic education

1. Pengenalan

Institusi masjid dan surau termasuk surau-surau sekolah perlu dikembangkan agar ia menjadi salah sebuah institusi pendidikan yang cemerlang terutamanya dalam konteks Pendidikan Islam. Peranan surau sekolah perlu lebih daripada fungsi sebagai tempat beribadah semata-mata malah surau digunakan sebagai pengajaran dan pembelajaran Pendidikan Islam dan aktiviti-aktiviti keagamaan yang lain. Keistimewaan surau sekolah bukan hanya terletak pada kecantikan dan keunikan rekabentuk serta kelengkapan infrastruktur sahaja tetapi lebih penting lagi kesediaan dan keupayaan untuk membawa warga sekolah terutama guru pendidikan Islam dalam mengukuhkan lagi pengajaran dan pembelajaran Pendidikan Islam secara teori dan amali.

Menurut Ab. Halim (2003), surau sekolah dalam konteks Pendidikan Islam di sekolah bukan sahaja tempat untuk beribadat, ia juga dapat dijadikan tempat melaksanakan aktiviti dakwah, hari kebesaran Islam dan pengukuhan pengajaran dan pembelajaran pendidikan Islam. Hal ini kerana surau sekolah mempunyai prasarana dan kemudahan untuk pengajaran dan pembelajaran pendidikan Islam dan khususnya dalam memahami teori dan melaksanakan amali dalam Pendidikan Islam. Justeru itu, dapat difahami bahawa surau adalah bangunan tersendiri yang terpisah dengan bangunan sekolah dan digunakan oleh guru-guru dan pelajar untuk tujuan ibadah, pelaksanaan aktiviti keagamaan dan pengukuhan pengajaran dan pembelajaran Pendidikan Islam.

1.1 Latar Belakang Kajian

Pada peringkat awal perkembangan Islam, masjid merupakan pusat Pendidikan Islam yang utama bagi menyediakan ilmu-ilmu Islam kepada masyarakat. Pembinaan masjid Quba' yang telah dibina Rasulullah S.A.W menunjukkan betapa pentingnya institusi majsid dalam penyebaran ilmu. Menurut Hatim Mahamid (2009), sistem ini berkembang dengan pesat di madrasah, sekolah dan institusi pengajian tinggi pada zaman-zaman kegemilangan Islam. Dalam konteks Pendidikan Islam di Malaysia, perkembangan pengajaran dan pembelajaran di surau sekolah berkait rapat dengan masjid, pondok madrasah dan surau yang menjadi asas kepada penyebaran dakwah Islam (Abdullah, 1995; Fuziah, 2001).

Surau sekolah dalam konteks pengajaran dan pembelajaran Pendidikan Islam di sekolah telah memainkan peranannya yang amat penting. Peranan surau sekolah selain daripada tempat ibadat, ia juga dapat dijadikan tempat pelaksanakan dakwah, hari kebesaran Islam dan pengukuhan pengajaran dan pembelajaran Pendidikan Islam. Hal ini kerana surau sekolah mempunyai kemudahan asas serta berupaya untuk melibatkan murid untuk memahami teori dan praktis dalam Pendidikan Islam (BPI, 2009; Kamarul Azmi & Mohd Faeez, 2011). Oleh itu, surau sekolah ini merupakan syiar atau tempat penyebaran ilmu di sekolah kerana pembinaannya bukan sahaja tempat melaksanakan ibadat solat semata-mata tetapi berfungsi sebagai pusat kegiatan utama Pendidikan Islam di sekolah.

Kesimpulannya, rentetan sejarah daripada pembinaan masjid al-Nabawi di Madinah sehingga terlaksananya sistem Pendidikan Islam di Malaysia telah memberi perubahan yang besar kepada P&P Pendidikan Islam di surau sekolah sehingga menjadikan mata pelajaran Pendidikan Islam sebagai mata pelajaran teras. Hal ini telah menjadi titik tolak kepada P&P Pendidikan Islam di surau sekolah secara progresif dan optimum. Oleh itu, surau sekolah mempunyai fungsi yang sangat penting terutamanya dalam proses pengajaran dan pengajaran Pendidikan Islam di kalangan pelajar dan juga boleh dijadikan pusat aktiviti atau program keagamaan khususnya yang berkaitan dengan Pendidikan Islam. Justeru, surau sekolah diharapkan dapat menjadi pusat dalam pelaksanaan pendidikan Islam di sekolah serta medan untuk penyampaian ilmu keagamaan bagi membentuk sahsiah pelajar Islam yang beriman, berilmu, berakhlak mulia dan sentiasa beramal soleh.

1.2 Penyataan Masalah

Persoalan mengenai peranan surau sekolah dalam konteks pelaksanaan pengajaran dan pembelajaran Pendidikan Islam di sekolah hanya dilihat pada pandangan yang sempit oleh masyarakat Islam. Namun peranan surau sekolah perlu menggambarkan matlamat dan kepentingannya yang sebenar sebagai pusat ibadah, penghayatan Islam dan pendidikan yang cemerlang di sekolah khususnya dan masyarakat Islam umumnya.

Surau sekolah sebagai pemangkin kecemerlangan pendidikan telah lama terhakis kerana adanya universiti yang memisahkan agama dan dunia sehingga fungsi surau menjadi semakin kecil sejak pertengahan abad yang ke 13 (Aziuddin, 2011). Isu ini menyokong pandangan Rosnani (1996) yang menyatakan bahawa masalah dualisme yang telah bermula semasa penjajah Inggeris hingga menyebabkan sistem pendidikan liberal-sekular berasingan dengan pendidikan agama sedia ada. Kesannya dapat dilihat dalam konteks fungsi surau dalam Pendidikan Islam di sekolah hanya tinggal sebagai pusat ibadat semata-mata.

Manakala menurut dapatan kajian Jasmi (2011), penggunaan surau dalam aspek pendidikan Islam masih lagi berada pada tahap yang sederhana rendah. Hal ini menunjukkan bahawa sebilangan besar guru tidak manfaatkan atau menggunakan surau sekolah secara optimum walaupun prasarana dan kemudahan pengajaran dan pembelajaran di dalam surau sekolah berada pada tahap yang sederhana tinggi. Ada sesetengah pihak yang masih beranggapan bahawa surau sekolah ini hanya berfungsi sebagai pusat ibadah semata-mata perlu diperbetulkan dan diubah. Beliau berpendapat bahawa surau ini mempunyai peranan yang lebih luas bukan sahaja dalam aspek ibadah tetapi dalam wadah pendidikan. Penggunaan surau tidak hanya tertumpu kepada aktiviti ibadah dan program keagamaan sahaja malah perlu meliputi proses pengajaran dan pembelajaran pendidikan Islam.

1.3 Objektif Kajian

Kajian ini dijalankan untuk mengenal pasti peranan surau dari aspek kaedah pengajaran, tahap minat pelajar dan faktor penggunaan surau dalam pengajaran dan pembelajaran Pendidikan Islam di SMK Bukit Merchu.

1.4 Ulasan Kajian Lepas

Beberapa kajian lepas telah dibuat oleh pengkaji berkaitan peranan surau dalam pengajaran dan pembelajaran Pendidikan Islam. Kajian Bani Hidayat Mohd Shafie, Nor Hayati Fatmi Talib dan Ab. Halim Tamuri (2011) melalui kajian yang bertajuk fungsi masjid dan surau dalam Pendidikan Islam di sekolah. Dapatan kajian mendapati bahawa masjid dan surau sekolah mempunyai peranan yang amat penting dalam mencapai matlamat Pendidikan Islam untuk membentuk muslim yang berilmu, beriman dan beramal soleh serta peribadi yang mulia sebagai hamba Allah yang bertakwa.

Manakala Kajian seterusnya yang dilakukan oleh Anisah (2008) melalui kajiannya mengenai keberkesanan Modul pengajaran dan pembelajaran Pendidikan Islam berasaskan masjid di Sekolah Menengah Kebangsaan Agama Sultan Muhammad Melaka telah mendapati bahawa modul tersebut berjaya meningkatkan pencapaian pelajar sekaligus meningkatkan minat pelajar terhadap guru dan mata pelajaran Pendidikan Islam. Pelaksanaan modul tersebvur dapat memberikan keseronokan untuk belajar dan ia juga memudahkan pelajar dalam memahami pelajaran dengan mudah. Selain itu, modul tersebut telah mewujudkan suasana pembelajaran yang lebih ceria, teratur seterusnya menggalakkan penyertaan lebih ramai pelajar dan turut meningkatkan interaksi dalam kalangan pelajar di samping menjana pemikiran kreatif.

Selain itu, Bani Hidayat Mohd Shafie, Ab. Halim Tamuri, Kamarulzaman Abdul Ghani dan Nor Hayati Fatmi Talib (2014) dalam kajiannya untuk meninjau persepsi pelajar terhadap fungsi surau sekolah sebagai pusat pendidikan di sekolah menengah kebangsaan. Hasil dapatan kajian ini seiringan dengan kehendak ajaran Islam yang meletakkan masjid dan surau sekolah yang sama berfungsi sebagai tempat untuk melakukan pengajaran dan pembelajaran pendidikan Islam (Nasoha Saabin 2001). Dapatan ini menyokong bahawa dalam konteks sejarah awal perkembangan Islam, masjid merupakan pusat pendidikan yang utama bagi menyediakan ilmu-ilmu Islam kepada masyarakat. Hal ini jelas dengan pembinaan masjid pertama iaitu Masjid Quba' yang dibina oleh Rasulullah S.A.W, seterusnya pembinaan Masjid Nabawi pula terus menjadi institusi penting dalam menyebarkan ilmu.

1.5 Dapatan Kajian

Jadual 1 menunjukkan latar belakang responden mengikut jantina. Seramai 55% adalah pelajar lelaki dan 45% adalah pelajar perempuan.

Jadual 1: Latar Belakang Demografi Responden Berasaskan Jantina

PROFIL PELAJAR		KEKERAPAN (*f*)	PERATUS (%)
Jantina	Lelaki	55	55.0
	Perempuan	45	45.0
Jumlah		**100**	**100.0**

Merujuk kepada jadual 2 pula menunjukkan taburan responden berdasarkan penginapan semasa belajar pula menunjukkan bahawa jumlah responden yang tinggal di asrama ialah seramai 32 orang (32.0%) manakala jumlah responden yang tinggal bersama ibu bapa ialah seramai 68 orang (68.0%).

Jadual 2: Latar Belakang Demografi Responden Berasaskan Penginapan Semasa Belajar

PROFIL PELAJAR		KEKERAPAN (*f*)	PERATUS (%)
Penginapan Semasa Belajar	Asrama	32	32.0
	Ibu Bapa	68	68.0
Jumlah		**100**	**100.0**

Manakala Jadual 3 menunjukkan taburan responden mengikut bidang pengajian yang menunjukkan bahawa jumlah responden yang mengambil aliran biasa ialah seramai 60 orang pelajar (60.0%) manakala jumlah responden yang mengambil aliran agama ialah seramai 40 orang pelajar (40.0%).

Jadual 3: Latar Belakang Demografi Responden Berasaskan Bidang Pengajian

PROFIL PELAJAR		KEKERAPAN (*f*)	PERATUS (%)
Bidang Pengajian	Aliran Biasa	60	60.0
	Aliran Agama	40	40.0
Jumlah		**100**	**100.0**

Berdasarkan Jadual 4, pencapaian responden dalam PT3 bagi mata pelajaran Pendidikan Islam yang mencapai gred A ialah seramai 69 orang (69.0%). Jumlah responden yang mencapai gred B pula ialah seramai 20 orang (20.0%) manakala responden yang mencapai gred C seramai 8 orang pelajar (8.0%). Seterusnya, responden yang mencapai gred D ialah seorang (1.0%) dan terdapat 2 orang pelajar (2.0%) responden yang tidak hadir semasa peperiksaan Pendidikan Islam PT3 di sekolah.

Jadual 3: Latar Belakang Demografi Responden Berasaskan Pencapaian Pendidikan Islam PT3

	PENCAPAIAN	KEKERAPAN (*f*)	PERATUS (%)
Gred PT3	A	69	69.0
	B	20	20.0
	C	8	8.0
	D	1	1.0
	Tidak Hadir	2	2.0
Jumlah		**100**	**100.0**

Secara keseluruhannya, dapatan menunjukkan bahawa kaedah pengajaran guru terhadap Pendidikan Islam di surau berada pada tahap yang tinggi dengan nilai purata min keseluruhan adalah (min=4.42, sp=0.665). Berdasarkan kepada jadual 6, item yang berkaitan dengan kaedah pengajaran guru terhadap Pendidikan Islam di surau sekolah mencapai skor min yang tinggi iaitu (min=4.01) ke atas.

Item A1 iaitu “guru menggunakan kitab Al-Quran sebagai bahan pengajaran al-Quran di surau” di dapati berada di tahap yang paling tinggi iaitu (min=4.61, sp=0.584). Akan tetapi item A2 merupakan item yang mendapat skor min terendah iaitu (min=4.09, sp=0.767) daripada item-item yang lain yang merujuk kepada “guru mengajar al-Quran dengan tarannum (bacaan berlagu) di surau sekolah.”

Jadual 6: Taburan skor min dan sisihan piawai bagi kaedah pengajaran mata pelajaran Pendidikan Islam di surau sekolah

Bil	ITEM	MIN	SP	TAHAP
A1	Guru menggunakan kitab al-Quran sebagai bahan pengajaran al-Quran di surau	4.61	0.584	Tinggi
A2	Guru mengajar al-Quran dengan tarannum (bacaan berlagu) di surau	4.44	0.671	Tinggi
A3	Guru menggunakan kertas mahjung untuk pelajar menulis ayat al-Quran di surau	4.09	0.767	Tinggi
A4	Guru membuat latihan amali berkaitan solat jenazah di surau	4.51	0.559	Tinggi
	Min Keseluruhan	**4.42**	**0.665**	**Tinggi**

Jadual 7 menunjukkan analisis tahap minat pelajar tingkatan pelaksanaan pengajaran dan pembelajaran Pendidikan Islam di surau sekolah. Nilai min keseluruhan berada pada tahap yang tinggi dan sederhana tinggi dengan nilai purata min keseluruhan adalah (min=4.40, sp=0.621). Perincian skor min bagi tahap minat tahap minat pelajar tingkatan 4 terhadap pelaksanaan pengajaran dan pembelajaran Pendidikan Islam di surau sekolah mendapati item B2 iaitu "aktiviti amali di surau sekolah meningkatkan keyakinan saya melakukan amal ibadah" mencatat min tertinggi iaitu (min=4.65, sp=0.479). Secara keseluruhannya, nilai min purata yang tinggi ini menggambarkan responden dari kalangan pelajar tingkatan 4 sangat bersetuju dengan minat pelajar terhadap pelaksanaan pengajaran dan pembelajaran Pendidikan Islam di surau sekolah.

Jadual 7: Taburan skor min dan sisihan piawai bagi tahap minat pelajar tingkatan 4 terhadap pelaksanaan pengajaran dan pembelajaran Pendidikan Islam di surau sekolah

Bil	ITEM	MIN	SP	TAHAP
B1	Saya berminat menjalani proses P&P adab dan akhlak Islam di surau	4.45	0.609	Tinggi
B2	Aktiviti amali di surau sekolah meningkatkan keyakinan saya melakukan amal ibadah	4.65	0.479	Tinggi
B3	Saya berminat mengikuti program ilmu di surau sekolah selepas waktu persekolahan	3.98	0.752	Sederhana Tinggi
B4	Minat saya terhadap Pendidikan Islam meningkat apabila belajar di surau	4.24	0.622	Tinggi
	Min Keseluruhan	**4.40**	**0.621**	**Tinggi**

Jadual 8 menunjukkan analisis faktor penggunaan surau sekolah dalam pengajaran dan pembelajaran Pendidikan Islam berada pada tahap yang tinggi dengan nilai purata min keseluruhan adalah (min=4.43, sp=0.625). Perincian skor min mendapati bahawa item C1 iaitu "saya gemar belajar berkaitan ibadah solat di surau kerana membantu saya untuk mendirikan solat dengan betul" mencatat min tertinggi daripada item yang lain iaitu (min=4.68, sp=0.469). Akan tetapi item C2 iaitu "saya minat belajar di surau kerana memudahkan saya untuk merujuk buku-buku agama" mendapat skor min terendah daripada item-item yang lain iaitu (min=4.13, sp=0.747). Namun, perincian skor min dan sisihan piawai bagi item ini masih lagi berada tahap tinggi iaitu 4.01 hingga 5.00.

Jadual 8: Taburan skor min dan sisihan piawai bagi tahap minat pelajar tingkatan 4 terhadap pelaksanaan pengajaran dan pembelajaran Pendidikan Islam di surau sekolah

Bil	ITEM	MIN	SP	TAHAP
1	Saya gemar belajar berkaitan ibadah solat di surau kerana membantu saya untuk mendirikan solat dengan betul	4.68	0.469	Tinggi
C2	G Saya minat belajar di surau kerana memudahkan saya untuk merujuk buku-buku agama uru mengajar al-Quran dengan tarannum (bacaan berlagu) di surau	4.13	0.747	Tinggi
C3	Saya tertarik kepada poster-poster berkaitan agama di surau	4.19	0.647	Tinggi
C4	Surau sekolah adalah tempat yang tenteram dan tiada gangguan untuk belajar	4.41	0.698	Tinggi
	Min Keseluruhan	**4.43**	**0.621**	**Tinggi**

1.6 Perbincangan Kajian

Secara keseluruhan hasil kajian mendapati bahawa persepsi pelajar terhadap kaedah pengajaran Pendidikan Islam di surau sekolah menunjukkan pada tahap yang tinggi. Hasil kajian yang telah dijalankan menunjukkan majoriti pelajar mempunyai persepsi yang jelas dan memuaskan terhadap kaedah pengajaran guru Pendidikan Islam di surau sekolah. Mereka memahami keseluruhan berkaitan dengan kaedah pengajaran guru Pendidikan Islam di surau sekolah di mana nilai min keseluruhannya ialah (min=4.42, sp=0.665). Skor min yang tertinggi menunjukkan pada item A1 iaitu sebanyak 4.61 yang mana pelajar bersetuju bahawa al-Quran sangat sesuai sebagai rujukan dalam pengajaran Pendidikan Islam di surau sekolah. Dapatan kajian ini bersesuaian dengan pandangan al-Shaibany (1991) yang menjelaskan bahawa sesuatu kaedah mestilah mengikut kesesuaian tempat dan keadaan. Dalam konteks ini, guru yang mengajar perlu menentukan kaedah dan situasi yang sesuai untuk pelajarnya.

Begitu juga dengan tahap minat pelajar tingkatan 4 terhadap pelaksanaan pengajaran dan pembelajaran Pendidikan Islam di surau sekolah berada pada tahap yang tinggi dengan skor min sebanyak (min=4.40, sp=0.621). Hasil dapatan ini menunjukkan bahawa majoriti pelajar berminat untuk mengikuti pengajaran dan pembelajaran Pendidikan Islam di surau sekolah. Dapatan kajian juga menunjukkan bahawa item 15 mendapat skor min yang tertinggi iaitu (min=4.65, sp=0.479) yang mana pelajar berminat dengan pengajaran Pendidikan Islam yang berbentuk amali di surau sekolah.

Manakala dapatan kajian, faktor penggunaan surau sekolah dalam pengajaran dan pembelajaran Pendidikan Islam berada pada tahap yang tinggi dengan skor min sebanyak (min=4.42, sp=0.625). Hasil dapatan kajian menunjukkan bahawa item C1 mendapat skor min yang tertinggi iaitu (min=4.68, sp=0.469) berbanding item-item yang lain. Hal ini menunjukkan seramai 68 orang pelajar (68.0%) gemar belajar berkaitan ibadah solat di surau kerana membantu mereka untuk mendirikan solat dengan betul. Hasil dapatan yang diperolehi ini di sokong oleh Bani Hidayat et al. (2010) yang menyatakan bidang ibadah dan tilawah al-Quran merupakan antara bahagian yang sesuai untuk diajar oleh guru-guru Pendidikan Islam di surau sekolah selain adab dan akhlak Islamiah serta amali solat.

Rumusan

Kesimpulannya, hasil dapatan kajian menunjukkan bahawa surau sekolah memainkan peranan yang sangat penting dalam proses pengajaran dan pembelajaran Pendidikan Islam. Ia juga dapat memantapkan dan mengukuhkan lagi pelaksanaan pengajaran dan pembelajaran Pendidikan Islam khususnya dalam aspek ibadah dan akhlak Islamiah, Penggunaan surau sekolah yang sistematik dan menarik akan memberi impak terhadap penghayatan dan akhlak pelajar Islam kerana ia merupakan nadi dan jantung kepada keberkesanan pengajaran dan pembelajaran Pendidikan Islam. Oleh itu diharapkan surau sekolah boleh berperanan secara berterusan sebagai pusat pendidikan dan penyampaian ilmu keagamaan bagi membentuk sahsiah pelajar Islam yang beriman, berilmu, berakhlak mulia dan sentiasa beramal soleh.

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Persepsi Guru Pendidikan Islam Terhadap Pentaksiran Bilik Darjah Daerah Petaling Perdana

(Perceptions of Islamic Education Teachers Towards Petaling Perdana District Classroom Assessment)

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Abstrak: *Perubahan ketara dalam sistem pentaksiran pada hari ini yang dahulunya berasaskan peperiksaan telah ditambah baik kepada pentaksiran alternatif yang amat memerlukan kemahiran setiap guru dalam melaksanakan Pentaksiran Bilik Darjah (PBD) dengan lebih berkesan. Kajian ini dilakukan bertujuan untuk mengenal pasti tahap pengetahuan dan kemahiran guru Pendidikan Islam di Sekolah Rendah dalam melaksanakan PBD di Daerah Petaling Perdana, Selangor. Kajian ini menggunakan kaedah kuantitatif diskriptif. Satu set soal selidik yang mengandungi 54 soalan digunakan sebagai instrument kajian. Sampel kajian pula terdiri daripada 292 orang guru pendidikan Islam sekolah rendah sekitar bandar Shah Alam, Selangor. Data dianalisis menggunakan perisian IBM SPSS Statistik 26.0. Dapatan kajian dianalisis menggunakan Statistik deskriptif dan inferensi. Hasil dapatan kajian menunjukkan bahawa tahap pengetahuan guru adalah pada tahap tinggi manakala tahap kemahiran pula adalah pada tahap sederhana. Hipotesis kajian mendapati bahawa tidak terdapat perbezaan yang signifikan pada tahap pengetahuan dan proses pelaksanaan. Melalui analisis korelasi pula didapati tidak terdapat hubungan yang signifikan antara pengetahuan dengan kemahiran guru dalam melaksanakan PBD dalam daerah petaling Perdana. Hasil kajian ini diharap dapat memberi maklumat berguna terutamanya kepada pihak sekolah, PPD, JPN dan KPM dari segi status peaksanaan PBD bagi menambah baik kelemahan dan kekurangan sistem yang sedia ada.*

Kata Kunci: Pentaksiran, Pentaksiran Bilik Darjah (PBD) , Ujian Alternatif, guru abad ke-21, Penilaian Murid

Abstract: *Significant changes in today's assessment system, which was previously examination-based, have been improved to an alternative assessment that requires the skills of every teacher in performing Classroom Assessment (PBD) more effectively. This study was conducted to identify the level of knowledge and skills of Islamic Education teachers in Primary Schools in implementing PBD in Petaling Perdana District, Selangor. This study uses descriptive quantitative methods. A set of questionnaires containing 54 questions was used as a research instrument. The study sample consisted of 292 primary school Islamic education teachers around the city of Shah Alam, Selangor. Data were analyzed using IBM SPSS Statistics 26.0 software. The findings of the study were analyzed using descriptive and inferential statistics. The results of the study show that the level of knowledge of teachers is at a high level while the level of skills is at a moderate level. The research hypothesis found that there was no significant difference in the level of knowledge* *and implementation process. Through correlation analysis, it was found that there is no significant relationship between knowledge and skills of teachers in implementing PBD in the petaling Perdana district. The results of this study are expected to provide useful information especially to the school, PPD, JPN and KPM in terms of PBD implementation status to improve the weaknesses and shortcomings of the existing system.*

Keywords: Assessment, Classroom Assessment (PBD), Alternative Testing, 21st Century Teachers, Student Assessment

1. Pengenalan

Dalam pelan Pembangunan Pendidikan Malaysia 2013-2025(KPM,2013) yang terdiri daripada gelombang satu hingga gelombang tiga, di bawah anjakan menyediakan kesamarataan akses kepada pendidikan berkualiti dan bertaraf antarabangsa, satu perubahan dalam sistem peperiksaan telah dirombak untuk meningkatkan tahap kemahiran berfikir aras tinggi dalam kalangan murid termasuklah sistem peperiksaan kebangsaan dan pentaksiran berasaskan sekolah (PBS). Melalui pendekatan ini, murid dilatih untuk berfikir secara kreatif dan kritis serta mengaplikasikan pengetahuan sedia ada dalam situasi yang bersifat bukan seperti kebiasaan.

Bagi menghasilkan modal insan yang bertaraf dunia, Pentaksiran sekolah telah dijenamakan sebagai Pentaksiran Bilik Darjah (PBD) pada tahun 2016. Pentaksiran bilik darjah (PBD) ini merupakan proses yang dilakukan berterusan dalam sesi pdp bagi mendapatkan maklumat tentang sejuah mana perkembangan, kemajuan, kebolehan dan penguasaan murid terhadap isi pelajaran yang telah disampaiakn. Pelaksanaan PBD yang betul dan benar-benar berkesan akan memberikan gambaran yang jelas tentang tahap penguasaan murid terhadap standard pembelajaran (SP) yang telah ditetapkan. Penanan guru amat penting semasa melaksanakan PBD dalam bilik darjah. Guru berperanan dalam menentukan objektif pembelajaran berdasarkan standard pembelajaran (SP) yang hendak ditaksir, merancang dan membina instrument pentaksiran, melaksanakan pentaksiran, membuat rekod pentaksiran, menganalisis maklumat pentaksiran, melapor dan membuat tindakan susulan(BPK,2016). Oleh itu, guru-guru perlulah mempunyai kemahiran yang menyeluruh semasa menjalankan PBD bermula dari merancang sehingga membuat tidakan susulan bagi mata pelajaran yang diajar.

Untuk mendapatkan pentaksiran yang menyeluruh, pentaksiran alternatif dalam PBD telah diperkenalkan bagi menilai murid semasa pdpc dijalankan. Ianya dilakukan secara berterusan, telus, adil dan mengikut standard untuk menilai sejauh mana kemampuan dan pencapaian seseorang murid. Pentaksiran alternatif adalah merujuk kepada kepelbagaian aktiviti yang guru jalankan selain peperiksaan untuk menilai tahap penguasaan serta mengesan tahap perkembangan pembelajaran murid seperti perbincangan, persembahan, kerja projek, tugasan, amali, pemerhatian, portfolio, pameran dan kuiz (BPK,2016). Hasil pentaksiran murid ini digunakan untuk membantu guru serta para ibu bapa dalam menilai dan menambah baik amalan pembelajaran murid di sekolah masing-masing.

Secara rumusannya, KPM benar-benar komited untuk melahirkan graduan yang berkemahiran tinggi dan seimbang seperti yang dihasratkan oleh FPK. Hal ini dapat dilihat menerusi dengan adanya pelbagai inisiatif yang telah dan sedang dilaksanakan bagi tujuan meningkatkan lagi kualiti pendidikan negara ini. Salah satu inisiatif tersebut adalah dengan menambah baik sistem pentaksiran pendidikan. Usaha menambah baik ini secara tidak langsung menunjukkan pengiktirafan KPM terhadap sistem pentaksiran kepada pendidikan Negara. Walau bagaimanapun, segala inisiatif ini akan menjadi sia-sia seandainya guru-guru memikul tanggungjawab untuk melaksanakan sistem ini tidak berupaya merialisasikan seperti yang dihasratkan. Disebabkan itu, KPM amat memerlukan guru yang berkompitensi tinggi dan komited terhadap profesionnya (Saedah & Mohammed Sani 2012).

2. Ulasan Kajian Lepas

Pentaksiran Bilik Darjah (PBD)

Pentaksiran bilik darjah merupakan pentaksiran yang mesti dilakukan oleh guru bagi menilai tahap pembelajran murid-murid. Ia dilakukan secara berterusan sepanjang proses pdp (Rahman, 2014). Tujuan utama pentaksiran bilik darjah (PBD) adalah untuk menilai tahap perkembangan, kemajuan, penguasaan dan kebolehan murid terhadap isi pembelajaran (Acar-Erdol & Yildizli ,2018). Menurut Omar Mohd.Hasyim(2003), pentaksiran meliputi proses menghurai, mengumpul,menskor, merekod dan memgintepretasi maklumat pembelajaran murid secara terperinci. Pentaksiran pembelajaran yang baik juga bermula dengan penetapan sasaran, matlamat pembelajaran yang jelas dan sesuai dan spesifik McMillan(2001).

Tahap murid akan dikumpul dan dianalisis serta guru membuat refleksi secara berterusan (Rahman, 2014) dan melaksanakan pertimbangan secara konsisten terhadap penambahbaikan pdpc tersebut. Kepentingan melakukan pentaksiran bilik darjah yang betul akan memberi gambaran yang jelas berkenaan tahap penguasaan murid terhadap standard pembelajaran. Hasil maklumat murid yang diperolehi akan digunakan untuk merancang dan membuat tindakan susulan untuk menambah baik penguasaan dan pencapaian murid dalam pembelajaran (Airasian,1991; Stiggins,2002; Bhasah Abu Bakar,2003). Oleh itu guru diberi autonomi yang penuh dalam melaksanakan kaedah pentaksiran yang bersesuaian seterusnya melaksanakan intervensi bagi murid-murid tersebut(Ali & Veloo, 2017; Varatharaj et al., 2015).

Pentaksiran kini dilihat begitu penting dalam menilai prestasi murid secara menyeluruh selaras dengan matlamat FPK dalam usaha membentuk modal insan yang cemerlang (Idris,2016). Namun begitu, terdapat beberapa isu dan cabaran antarnya isu dalam implentasi berkenaan dasar pendidikan seperti pelaksanaan PBD. Terdapat juga guru yang melaksanakan polisi secara selektif, iaitu aspek yang dipersetujui sahaja dilaksanakan dan menganggap aspek lain tidak sesuai diamalkan atau dilaksanakan. Kesannya, guru akan mengalami pengetahuan yang kurang serta kemahiran pelaksanaan yang tidak menyeluruh. (Ali & Veloo, 2017).

Antara beberapa isu yng telah diketengahkan oleh pengkaji lain yang menyebabkan pentaksiran ini tidak berkesan dalah kerana bebabanan tugas yang banyak, bilangan murid yang ramai dalam sesebuah kelas serta campur tangan dari pihak luar (Sani & Yunus, 2018) termasuklah pengurusan yang terlalu rigid(Raman & Yamat, 2014). Namun begitu, terdapat juga guru-guru yang telah mengikuti kursus PBD namun mereka masih tidak yakin dalam melaksanakan pentaksiran kepada murid-murid. Hal ini disebabkan mereka kurang latihan, pengetahuan, kemahiran dalam melaksanakan pentaksiran (Fakhri, 2016). Oleh itu, kajian ini penting bagi mengenal pasti persepsi pentaksiran bagi guru-guru Pendidikan Islam dalam melaksanakan pentaksiran PBD di sekolah.

Hasil kajian ini diharap dapat dijadikan panduan dalam menyediakan pengetahuan pentaksiran kepada guru Pendidikan Islam agar PBD dapat dilaksanakan dengan berkesan dan mencapai objektif pihak Kementerian Pendidikan Malaysia.

3. Metodologi

Reka Bentuk Kajian

Kajian ini menggunakan reka bentuk kuantitatif dengan menggunakan soal selidik sebagai instrument kajian. Hasil dapatan kajian dianalisis secara deskriptif dan inferensi.

Populasi dan Sampel Kajian

Populasi kajian adalah terdiri daripada Guru Pendidikan Islam yang mengajar di daerah Petaling perdana di negeri Selangor merangkumi sekolah kebangsaan dan sekolah jenis kebangsaan. Manakala sampel kajian terdiri daripada 292 orang guru pendidikan Islam di daerah tersebut. Responden kajian adalah berdasarkan jadual penentuan saiz sampel Krejcie dan Morgan (1970).

Instrumen Kajian

Terdapat lima fasa dalam proses pembinaan instrumen iaitu fasa pembentukan konstruk, fasa pembinaan item, fasa pengujian item, fasa menganalisis item dan fasa menyemak semula item. Setiap konstruk yang diuji adalah berdasarkan kepada 5 skala mata bermula dengan 1- Tidak pernah, 2-Jarang-jarang, 3-Kadangkala, 4-Kerap, 5-Amat kerap. Skor min yang diperoleh digunakan untuk menentukan pemboleh ubah yang manakah mempunyai pengaruh yang utama dalam setiap konstruk bagi menjawab kepada persoalan kajian. Sebanyak 54 item telah dibina bagi instrumen penilaian ini.

Kajian Rintis

Bagi mendapatkan nilai kebolehpercayaan dan kesahihan item-item dalam instruman kajian ini satu kajian rintis dijalankan bagi 10 set soal selidik keatas guru pendidikan islam di daerah tersebut. Kajian rintis ini dijalankan bagi melihat ketepatan, nilai kefahaman dan kejelasan penerangan item-item soalan soal selidik sebelum kajian sebenar dijalankan agar tujuan dan objektif kajian kelak tercapai. Pekali kebolehpercayaan kajian rintis ini menggunakan nilai alfa Cronbarch. Nilai alfa Cronbarch bagi kajian ini adalah seperti jadual 3.1 berikut:

Jadual 3.1: Pekali Kebolehpercayaan Cronbach Alpha bagi Soal Selidik

Pemboleh ubah	Jumlah Item	Nilai Alpha Cronbach
Pengetahuan	14	.949
Kemahiran	40	.949

Ini bertepatan dengan pandangan Sekaran (1992) bahawa semakin hampir nilai alpha kepada 1, maka semakin tinggi nilai kebolehpercayaan item-item yang dibina. Nilai Alpha yang kurang daripada 0.6 dianggap lemah manakala nilai alpha 0.7 boleh diterima, Nilai Alpha yang melebihi 0.8 dianggap baik.

Kaedah Analisis Data

Data yang dikumpul akan dikodkan untuk dianalisa dengan menggunakan perisian SPSS (Statistical Package For Social Science) versi 26.0. Analisis statistik deskriptif dan inferensi digunakan untuk menganalisis dapatan tersebut. Analisis deskriptif menggunakan nilai min dan sisihan piawai. Pengkelasan data skor min ditunjukkan dalam jadual 3.2 dibawah.

Jadual 3.2: Interpretasi Skor Min

Skor Min	Tahap Pelaksanaan (Interpretasi)
1.00 – 2.49	Rendah
2.50 – 3.50	Sederhana
3.51 – 5.00	Tinggi

Sumber: Sanger et. al. (2007)

Analisis inferensi yang digunakan bagi melihat hubungan signifikan antara pemboleh ubah dalam kajian ini adalah kolerasi Spearman rho. Analisis kekuatan nilai pekali kolerasi adalah seperti jadual 3.3 berikut;

Jadual 3.3: Kolerasi Spearman's Rho

Saiz Pekali Kolerasi (r)	Kekuatan Kolerasi
.91 sehingga 1.00	Sangat kuat
.71 sehingga .90	Kuat
.51 sehingga .70	Sederhana
.31 sehingga .50	Lemah
.01 sehingga .30	Sangat Lemah
.00	Tiada Kolerasi

4. Dapatan Kajian

Keseluruhan responden yang telah terlibat dalam kajian ini adalah seramai 292 orang. Analisis deskriptif menunjukkan bahawa mejoriti responden kajian adalah dalam kalangan perempuan (N=219); dan hanya satu per empat daripada responden kajian adalah dalam kalangan lelaki iaitu sebanyak (N=73) bersamaan 25%. Ini berkemungkinan guru perempuan lebih ramai daripada guru lelaki dalam kalangan guru-guru Pendidikan Islam di Daerah Petaling Perdana.

Hasil kajian menunjukkan bahawa bagi keseluruhan 292 responden ini, guru-guru yang mempunyai pengalaman mengajar kurang dari 10 tahun banyak mengambil bahagian dalam menjawab soal selidik ini. Dapatan menunjukkan peratusan kumpulan guru yang mempunyai pengalaman mengajar 1 hingga 5 tahun adalah paling tinggi (39%), diikuti dengan kumpulan pengalaman mengajar antara 6 hingga 11 tahun (32.5%). Kumpulan yang paling sedikit adalah yang mempunyai pengalaman mengajar antara 16 hingga 20 tahun sebanyak (4.1%).

Data menunjukkan majoriti responden yang pernah menyertai kursus PBD adalah antara 1 hingga 3 kali (47.9%) sepanjang tempoh perkhidmatan. Terdapat juga dalam kalangan guru Pendidikan Islam yang tidak pernah menyertai kursus PBD sebanyak (25%). Ini berkemungkinan ramainya guru-guru baharu dalam kalangan guru Pendidikan Islam dalam daerah Petaling Perdana. Secara keseluruhannya, majoriti responden pernah menghadiri kursus dan mendapat pendedahan untuk melaksanakan PBD dan hanya satu per empat sahaja guru-guru Pendidikan Islam yang tidak pernah mendapat pendedahan di mana-mana kursus dalam daerah Petaling perdana.

Terdapat 2 jenis kategori sekolah iaitu Sekolah Kebangsaan (SK) dan Sekolah Jenis Kebangsaan Cina / Tamil (SJK C/T). Majoriti responden (N=264) dalam kalangan guru Pendidikan Islam yang berkhidmat di SK. Sebaliknya bagi SJK C/T hanya (N= 28) guru Pendidikan Islam yang terlibat. Sebaliknya SJKC/T hanya merekodkan 9.6 % sahaja walaupun kesemua dari mereka (100%) telah menjawab soal selidik tersebut. Ini adalah kerana tidak ramai murid Islam yang bersekolah di SJK C/T serta penempatan guru adalah berdasarkan enrolmen murid islam yang bersekolah di SJK C/T daerah tersebut .

Analisis Tahap Pengetahuan PBD Guru Pendidikan Islam(GPI)

Hasil analisis deskriptif merumuskan dapatan kajian seperti di Jadual 4.1 yang juga bertujuan untuk menjawab persoalan kajian yang pertama iaitu:-

Apakah tahap pengetahuan guru pendidikan Islam Sekolah Rendah dalam melaksanakan Pentaksiran Bilik Darjah (PBD) dalam Daerah Petaling Perdana?

Jadual 4.1: Taburan frekuensi, peratusan, min dan sisihan piawai persepsi responden terhadap tahap pengetahuan guru dalam Pentaksiran Bilik Darjah (PBD)

Tahap pengetahuan		Frekuensi (Peratusan %)					Min	Sisihan Piawai	Tahap
		Tidak Mengetahui	Sedikit Mengetahui	Agak Mengetahui	Mengetahui	Sangat Mengetahui			
B1	Saya tahu bahawa kriteria PBD berdasarkan arahan dalam buku Panduan Pelaksanaan PBD yang disediakan oleh KPM	1 (0.3)	13 (4.5)	37 (12.7)	214 (73.3)	27 (9.2)	3.87	0.642	Tinggi
B2	**PBD merupakan proses berterusan dalam Pengajaran dan Pembelajaran (PdP).**	3 (1.0)	33 (11.3)	64 (21.9)	192 (65.8)	3 (1.0)	4.52	0.734	Tinggi
B3	PBD adalah proses mendapatkan maklumat perkembangan dan penguasaan murid.	3 (1.0)	33 (11.3)	197 (67.5)	59 (20.2)	3 (1.0)	4.07	0.594	Tinggi
B4	Pelaksanaan PBD yang betul dapat memberi gambaran penguasaan murid dalam Standard Pembelajaran kurikulum	0 (0)	3 (1.0)	36 (12.3)	213 (72.9)	40 (13.7)	3.99	0.550	Tinggi

B5	PBD dilaksanakan untuk membantu guru dan ibu bapa merancang tindakan susulan kepada murid jika perlu.	0 (0)	3 (1.0)	42 (14.4)	210 (71.9)	37 (12.7)	3.96	0.558	Tinggi
B6	Saya boleh melaksanakan pentaksiran pada akhir sesuatu tempoh, tajuk atau bidang pembelajaran	0 (0)	8 (2.7)	45 (15.4)	208 (71.2)	31 (10.6)	3.90	0.606	Tinggi
B7	Saya tahu bahawa pihak sekolah perlu menubuhkan Jawatankuasa PBD yang terdiri daripada pentaksir,penyelaras,dan pemantau dalaman bagi memastikan PBD dikendalikan mengikut prosedur ditetapkan	1 (0.3)	8 (2.7)	32 (11.0)	210 (71.9)	41 (14.0)	3.97	0.625	Tinggi
B8	**Saya tahu pelaksanaan PBD meningkatkan kepuasan, kepercayaan dan keyakinan orang ramai terhadap sekolah**	0 (0)	10 (3.4)	55 (18.8)	195 (66.8)	32 (11.0)	3.85	0.644	Tinggi
B9	Saya tahu PBD mempunyai sistem perancangan PdP, menentukan instrumen, pelaksanaan, perekodan, analisis, tindakan susulan dan pelaporan.	5 (1.7)	9 (3.1)	37 (12.7)	204 (69.9)	32 (12.7)	3.89	0.721	Tinggi
B10	PBD dilaksanakan berasaskan kriteria Standard Kandungan, Standard Pembelajaran, Standard Prestasi dan Tahap Penguasaan	8 (2.7)	28 (9.6)	83 (28.4)	173 (59.2)	8 (2.7)	4.44	0.778	Tinggi
B11	PBD lebih menekankan kepada perkembangan murid dan bukan untuk perbandingan murid.	0 (0)	3 (1.0)	34 (11.6)	87 (28.8)	168 (57.5)	4.44	0.737	Tinggi
B12	PBD mentaksir kecerdasan,	0	3	41 (14.0)	207 (70.9)	41 (14.0)	3.98	0.568	Tinggi

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	perkembangan emosi, sahsiah, nilai dan kompetensi murid	(0)	(1.0)						
B13	Saya tahu saya perlu memberikan peluang dan ruang kepada murid untuk mempamerkan keupayaan mereka.	0 (0)	3 (1.0)	38 (13.0)	202 (69.2)	49 (16.8)	4.02	0.583	Tinggi
B14	**Saya tahu saya perlu membuat moderasi dengan rakan GPI untuk memastikan pentaksiran murid dilaksanakan secara saksama.**	5 (1.7)	7 (2.4)	172 (58.9)	73 (25.0)	35 (12.0)	3.43	**0.799**	Sederhana
Min keseluruhan dimensi pengetahuan GPI terhadap PBD							**4.02**	**0.491**	**Tinggi**

Dapatan dari aspek pengetahuan pada setiap item menunjukkan pada tahap yang tinggi. Ini menunjukkan GPI amat bersedia dalam memahami tujuan dan konsep PBD berdasarkan kepada kepada buku panduan PBD. Guru yang mempunyai pengetahuan yang mendalam tentang matlamat dan objektif PBD mampu melaksanakan pentaksiran dengan lebih sempurna. Analisis data menunjukkan bahawa GPI bersetuju untuk pernyataan item kedua "PBD merupakan proses berterusan dalam pengajaran dan pembelajaran" dengan nilai minnya adalah paling tinggi (min =4.52, s.p. = 0.734).Manakala bagi item keempat belas " Saya tahu saya perlu membuat moderasi dengan rakan GPI untuk memastikan pentaksiran murid dilaksanakan secara saksama" mencatat min terendah (min =3.43, s.p. = 0.799).

Secara umumnya, dapatan kajian terhadap aspek pengetahuan guru-guru pendidikan Islam sekolah rendah adalah pada tahap tinggi dengan (min = 4.02). kajian ini menggambarkan bahawa guru-guru Pendidikan Islam di Daerah Petaling Perdana mendapat pengetahuan yang cukup dan tahu bahawa PBD merupakan proses berterusan semasa pdp berlangsung. Lebih-lebih lagi konsep PBD yang menekankan kepada perkembangan murid dan bukannya membuat perbandingan antara murid. Walaubagaimanapun guru-guru kita sedia maklum bahawa segala maklumat atau arahan berkenaan PBD terdapat di dalam buku panduan pelaksanaan PBD yang telah disediakan oleh pihak KPM. Namun begitu, guru-guru Pendidikan Islam di Daerah Petaling Perdana kurang membuat peninjauan terhadap tahap penguasaan murid bersama rakan GPI bagi memastikan pentaksiran murid yang dijalankan adalah saksama.

Analisis Tahap Kemahiran PBD Guru Pendidikan Islam(GPI)

Pengujian kemahiran guru Pendidikan Islam melaksanakan PBD daerah Petaling Perdana adalah berdasarkan definisi operasional yang diguna pakai dalam penyelidikan ini. Bagi tujuan kajian ini, pengukuran tahap kemahiran proses pentaksiran guru adalah dengan merujuk Buku Panduan Pentaksiran Bilik Darjah, BPK yang terdiri daripada enam konstruk iaitu merancang, melaksana, mentadbir, merekod, menganalisis serta melakukan tindak susul (KPM) dengan jumlah 40 soalan. Soalan- soalan ini telah dianalisa berdasarkan skala likert yang diwakili oleh Tidak Pernah, Jarang-jarang, Kadangkala, Kerap dan Amat Kerap. Interpretasi skor min kajian ini kepada tiga tahap iaitu rendah, sederhana dan tinggi Mohd Majib (2005), Sanger et. Al (2007) seperti diperincikan di Jadual 3.2 telah digunakan untuk menentukan tahap kemahiran guru dalam melaksanakan PBD yang berkesan.

Hasil dapatan jadual 4.2 dibawah adalah bertujuan untuk menjawab persoalan kajian yang kedua iaitu:-

Apakah tahap kemahiran guru pendidikan Islam Sekolah Rendah dalam melaksanakan Pentaksiran Bilik Darjah (PBD) dalam Daerah Petaling Perdana?

Jadual 4.2: Jadual Konstruk Tahap kemahiran GPI semasa proses melaksanakan Pentaksiran Bilik Darjah (PBD)

Konstruk	Item	Min	S.P.	Tahap
Merancang	C1,C2,C3,C4	3.61	0.470	Sederhana
Melaksana	C5,C6,C7,C8,C9,C10,C11,C12	3.35	0.462	Sederhana
Mentaksir	C13,C14,C15,C16,C17,C18,C19,C20	3.41	0.506	Sederhana
Merekod	C21,C22,C23,C24,C25	3.20	0.579	Sederhana
Menganalisis Tahap Penguasaan Murid	C26,C27	3.69	0.638	Tinggi
Tindak Susul	C28,C29,C30	3.67	0.606	Sederhana
Melapor	C31,C32,C33,C34	3.61	0.502	Sederhana
Tahap kemahiran GPI dalam melaksanakan PBD		3.53	0.466	Sederhana

Adalah didapati bahawa kemahiran secara keseluruhannya tahap kemahiran GPI dalam melaksanakan PBD yang dikaji berada pada tahap sederhana dengan nilai min 3.53 dan sisihan piawainya adalah 0.466. Hasil analisis deskriptif menunjukkan tahap kemahiran GPI Sekolah Rendah dalam melaksanakan Pentaksiran Bilik Darjah (PBD) secara keseluruhannya dipengaruhi oleh kemahiran menganalisis tahap penguasaan murid dengan nilai min tertinggi (min = 3.69; s.p = 0.638). Nilai skor min secara keseluruhan bagi tahap kemahiran GPI (min = 3.53, s.p = 0.466) adalah seperti Jadual 4.2.

Dapatan kajian menunjukkan kemahiran merancang adalah pada tahap sederhana. Pengkaji menggambarkan bahawa guru-guru Pendidikan Islam kurang optimis dan bersemangat dalam merancang instrumen pentaksiran sebelum proses pengajaran dan pembelajaran dilaksanakan. Ini disokong item (C4) yang menunjukkan perancangan bagi menjalankan beberapa kaedah pentaksiran seperti Kertas soalan ujian, Rekod Anekdot, Soal-selidik, Lembaran kerja, Rekod berterusan (running record), Skala radar dan Senarai semak adalah kurang mendapat sambutan yang nenggalakkan. Ketua bidang atau ketua panitia boleh memberi tunjuk ajar kepada guru-guru Pendidikan Islam segaligus dapat memotivasikan mereka agar kemahiran merancang PBD dapat dipertingkatkan.

Berdasarkan dapatan kemahiran melaksana pula, menggambarkan bahawa guru - guru Pendidikan Islam di Daerah Petaling Perdana banyak menggunakan kaedah pentaksiran berbentuk lembaran kerja (min = 3.89; s.p. = 0.586) diikuti dengan pentaksiran bertulis (min = 4.23; s.p. = 0.799) dan pemerhatian (min = 3.89; s.p. = 0.509) dengan mempelbagaikan aktiviti pentaksiran yang bersesuaian untuk mentaksir murid (min = 3.77; s.p. = 0.701). Manakala guru melaksanakan PBD menggunakan kaedah senarai semak (min = 2.83; s.p. = 1.062), soal selidik (min = 2.41; s.p. = 0.924) serta rekod berterusan (min = 2.52; s.p. = 1.037) adalah pada tahap sederhana. Dapatan ini dapat dikukuhkan lagi dengan item (C6) yang menunjukkan guru – guru mempunyai masa yang cukup untuk menjalankan PBD dalam kalangan murid saya merupakan kekangan kepada guru-guru.

Dapatan kajian juga menunjukkan guru-guru Pendidikan Islam di Daerah Petaling Perdana tidak pernah menggunakan skala radar dan rekod anekdot sebagai salah satu cara untuk melaksanakan pentaksiran bilik darjah. Ini berkemungkinan buku panduan Pentaksiran Bilik Darjah PBD yang disediakan oleh pihak KPM yang mencadangkan penggunaan skala radar atau rekod anekdot sebagai salah satu kaedah pentaksiran adalah tidak jelas dan menyeluruh bagaimana untuk mengaplikasikan kaedah tersebut didalam pdp guru-guru Pendidikan Islam. Pemahaman dan pelaksanaan guru juga amat rendah bagi menjalankan kaedah pentaksiran berbentuk rekod anekdot (min = 2.01; s.p. = 0.254) dan skala radar (min = 1.95; s.p. = 1.228) adalah pada skor min yang rendah. Skor min ini akan berubah sekiranya guru-guru diberi pendedahan yang khusus serta pihak KPM,PPD serta sekolah mengeluarkan cetakan modul bedah PBD bagi mata pelajaran Pendidikan Islam.

Namun begitu, kebebasan kepada guru-guru dalam mempelbagaikan kaedah pentaksiran mengikut kesesuiaan murid-murid, guru-guru Pendidikan Islam masih bersemangat untuk melaksanakan kaedah pentaksiran. Dapatan ini disokong oleh item (C5) yang menyatakan guru akan tetap melaksanakan PBD secara berterusan adalah pada tahap yang tinggi (min = 3.86; s.p. = 0.562). Walau bagaimanapun, Guru-guru Pendidikan Islam di Daerah Petaling Perdana tetap memberikan pujian, motivasi atau gred sama ada secara individu atau berkumpulan terhadap hasil kerja murid adalah pada tahap yang tinggi dengan (min 4.52 ; s.p. = 0.729).

Hasil dapatan kajian mendapati secara keseluruhannya tahap kemahiran mentaksir murid adalah sederhana (min = 3.41; s.p. = 0.506). Majoriti guru-guru Pendidikan Islam merujuk kepada Dokumen Standard Kurikulum dan Pentaksiran (DSKP) untuk menentukan Tahap Penguasaan murid (min = 4.02; s.p. = 0.644) semasa mentaksir murid. Namun begitu, guru-guru jarang mengisi pelaporan tahap penguasaan murid sebaik sahaja selesai mentaksir satu kelompok standard kandungan (min = 3.21, s.p. = 0.639) min yang sederhana. Sikap dan keperihatinan guru semasa mentaksir murid menunjukkan nilai min yang tinggi dengan mempelbagaikan kaedah dan instrumen yang bersesuaian ketika mentaksir murid (min = 3.75, s.p. = 0.643). Guru juga akan memberitahu murid bahawa pentaksiran akan dijalankan sepanjang proses pdp (min = 3.71, s.p. = 0.810). Sekiranya murid gagal, guru akan mentaksir berulang kali sehingga melepasi tahap minima (min = 3.71, s.p. = 0.680) murid.

Semasa guru mentaksir murid, guru kadang kala sahaja mencatat maklumat secara sistematik tentang perkembangan, kebolehan dan penguasaan setiap murid. Ini ditunjukkan dari analisis kajian (min = 3.36, s.p. = 0.702) adalah di tahap yang sederhana. Guru juga kadang kala sahaja mengemaskini maklumat dalam rekod PBD (min = 3.28, s.p. = 0.654) serta menganalisis dan mentafsir rekod untuk tindakan susulan kepada murid dan PdP (min = 3.32, s.p. = 0.672) adalah di tahap yang sederhana . Dapatan kajian ini menunjukkan bahawa guru-guru pendidikan islam di

Daerah Petaling Perdana kurang rajin untuk mengemaskini maklumat PBD murid selepas murid ditaksir.

Tahap kemahiran merekod PBD secara keseluruhan bagi GPI di Daerah Petaling Perdana adalah pada tahap sederhana dengan nilai min ialah 3.20 dan sisihan piawai 0.579. Adalah didapati kesemua item bagi kemahiran merekod telah menyumbang kepada tahap kemahiran yang tinggi. Bagi item (C28) Saya mencatat / merekod tahap penguasaan murid saya adalah penyumbang nilai min tertinggi (min = 3.88; s.p. = 0.662) sebaliknya bagi item (C30) Saya merekodkan prestasi murid dalam Sistem Pengurusan Pentaksiran Sekolah secara offline dengan teratur mempunyai min terendah dengan nilai (min = 3.36; s.p. = 0.772) yang dikaji.Ini menggambarkan sikap guru yang suka bertangguh dalam merekod tahap penguasaan murid menjadi masalah utama menyebabkan dapatan secara keseluruhan adalah pada tahap sederhana.

Guru kerap mengenalpasti murid yang belum mencapai tahap penguasaan untuk tindakan susulan adalah pada tahap tinggi dengan nilai min ialah 3.92 dan sisihan piawai 0.544. sebaliknya guru hanya kadang kala membuat analisis pencapaian murid mengikut tahap penguasaan(TP) yang diperolehi adalah pada tahap sederhana dengan nilai min ialah 3.37 dan sisihan piawai 0.634. Kesimpulannya, Hasil dapatan kajian mendapati secara keseluruhannya kemahiran menganalisis TP murid adalah pada tahap tinggi dengan nilai (min = 3.69; s.p. = 0.638).

Dapatan kajian mendapati kesemua item bagi kemahiran tindak susul tersebut berada pada tahap sederhana (min = 3.67; s.p. = 0.606). Item (C35) iaitu Saya memberi perhatian, bimbingan dan nasihat kepada murid yang belum mencapai tahap penguasaan sepatutnya (min = 3.93; s.p. = 0.631) adalah item yang mempunyai nilai min tertinggi berbanding dengan item (C34) iaitu Saya melaksanakan tindakan susulan secara serta merta dalam PdP atau dirancang pada PdP berikutnya (min = 3.38; s.p. = 0.639) menunjukkan nilai min paling rendah.

Tahap kemahiran melapor PBD secara keseluruhan bagi guru-guru Pendidikan Islam di Daerah Petaling Perdana adalah pada tahap sederhana (min = 3.61; s.p. = 0.502). Adalah didapati kesemua item bagi kemahiran merekod telah menyumbang kepada tahap kemahiran yang tinggi. Bagi item (C30) Saya membuat pelaporan Rekod Prestasi Murid dua kali setahun dalam template MS Excel adalah penyumbang nilai min tertinggi (min = 4.40; s.p. = 0.874).Ini adalah disebabkan permintaan pihak pengurusan sama ada pihak sekolah atau PPD untuk melapor prestasi murid dua kali setahun.

Analisis Hubungan Tahap Pengetahuan Guru Pendidikan Islam Sekolah Rendah Dengan Pelaksanaan Pentaksiran Bilik Darjah (PBD) Di Daerah Petaling Perdana

Kajian ini menggunakan ujian korelasi Spearman's rho. Ujian ini merupakan ujian bukan parametrik yang digunakan bagi menganalisis perhubungan data kajian yang tidak bertaburan normal.Tafsiran hubungan korelasi adalah untuk mengkaji kekuatan hubungan bagi setiap perbandingan yang dibuat. Tafsiran hubungan berdasarkan kekuatan korelasi merujuk kepada Jadual 4.3.

Jadual 4.3: Analisis ujian korelasi Spearman rho

		PENGETAHUAN	PELAKSANAAN
PENGETAHUAN	Correlation Coefficient	1.000	.404**
	Sig. (2-tailed)	.	.000
	N	292	292
PELAKSANAAN	Correlation Coefficient	.404**	1.000
	Sig. (2-tailed)	.000	.
	N	292	292

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

Hasil analisis data kajian pengkaji mendapati bahawa perhubungan antara pengetahuan dan pelaksanaan PBD adalah signifikan. Pengkaji membuat keputusan bahawa terdapat perhubungan antara pengetahuan dan pelaksanaan GPI dalam melaksanakan PBD dan perhubungannya adalah lemah yang wujud dalam sanpel kajian ($r = .40$, $p < .05$). Berdasarkan analisis keputusan kajian ini, pengkaji membuat krsimpulan bahawa dalam populasi pelaksanaan PBD oleh GPI di Daerah Petaling Perdana adalah terdapat perhubungan, tetapi agak lemah.

5. Perbincangan

Secara keseluruhnya, hasil kajian menunjukkan tahap pengetahun guru adalah pada tahap tinggi. Ini menunjukkan guru amat peka terhadap perubahan sistem pentaksiran yang berlaku dan seterusnya bersedia dan memahami tujuan atau konsep PBD yang disampaikan oleh pihak berkepentingan. Mereka juga beresetuju bahawa PBD merukan proses yng mesti dilakukan secara berterusan. Hal ini disokong dengan item-item pengetahuan yang berada pada tahap tinggi. Kajian ini bertepatan dengan dapatan kajian Tuan Azlyna (2013) menyatakan bahawa tahap kesediaan guru dari aspek pemahaman pelaksanaan PBS Bahasa Melayu berada pada tahap tinggi. Hal ini bertepatan dengan pendapat Rosli (2008) menekankan bahawa guru harus menguasai secara mendalam pengetahuan dalam pelajaran yang diajar untuk menjadikan proses P&P agar berkesan dan berkualiti. Namun dapatan ini tidak beresuaian dengan kajian yang dijalankan oleh (Faizah,2011), yang menyatakan pengetahuan guru adalah ditahap sederhadana. Namun begitu, guru-guru Pendidikan Islam di Daerah Petaling Perdana kurang membuat peninjauan terhadap tahap penguasaan murid bersama rakan GPI bagi memastikan pentaksiran murid yang dijalankan adalah saksama

Tahap kemahiran dalam melaksanakan PBD dalah pada tahap sederhana. Walaupun guru-guru didedahkan dengan ilmu baharu semasa membuat penilaian kepada murid-murid, adalah didapati para guru kita tidak cakna dan peka untuk mengaplikasikan kemahiran tersebut dengan sebaiknya. Ini memberi kebimbangan kerana boleh jadi berkemungkinan objektif murni PBD yang dihasratkan tidak dapat dicapai sepenuhnya. Ini disokong oleh (Yaakop, 2002) yang menyatakan ketidaksediaan guru dalam pelaksanaan pentaksiran alternatif di sekolah juga menimbulkan pelbagai isu seperti isu kesahan, kebolehpercayaan, praktikaliti, pentadbiran, dan pemantauan. Kebanyakan guru tidak bersedia dengan tugasan pentaksiran alternatif seperti PBS yang hanya menambahkan tugas guru serta masih terikat dengan kaedah lama. Walaupun guru telah diberi latihan dan kursus, sebilangan guru masih lagi tidak yakin dalam melaksanakan pentaksiran alternatif ini. Beban kerja yang mencabar juga mempengaruhi pelaksanaan disekolah (Arzizul Antin, et al, 2017).

Analisis kajian juga menemui bahawa adanya hubungan lemah antara pengetahuan dan kemahiran guru dalam melaksanakan PBD dalam kalangan GPI Petaling Perdana dengan ($r = .40$, $p < .05$). Berdasarkan analisa keputusan tersebut, pengkaji membuat krsimpulan bahawa terdapat perhubungan dalam pelaksanaan PBD oleh GPI di Daerah Petaling Perdana, tetapi agak lemah. Oleh itu, pentadbir memainkan peranan penting disekolah untuk meningkatkan kemahiran serta memotivasikan para guru agar pentaksiaran yang dihasratkan oleh KPM dapat dilaksanakan secara menyeluruh dan berkesan.

Kesimpulan

Data menunjukkan terdapatnya perhubungan yang lemah antara tahap pengetahuan dan tahap kemahiran GPI dalam melaksanakan PBD. Tahap pengetahuan GPI dalah pada tahap tinggi manakala tahap kemahiran GPI dalah pada tahap sederhana. Oleh itu, walau apa cara pun, guru-guru mestilah menyambut baik hasrat murni kerajaan dalam menjayakan objektif PBD yang telah ditetapkan. Walau bagaimanapun, diharap kajian ini dapat memberi impak kepada pihak pembuat dasar dalam memberikan latihan atau kursus kepada setiap guru dengan lebih berkesan supaya mereka lebih yakin dalam menjalankan pentaksiran.

Selain itu, peranan JPN, PPD, SISC+ perlu proaktif dalam membantu memperluaskan penyebaran maklumat dan menjalankan kunjung bantu di setiap sekolah secara berkala. Para pentadbir pula bertanggungjawab memantau dan melaksanakan In House Training bagi memantapkan lagi pelaksanaan PBD disekolah. Guru-guru juga perlu proaktif dalam meneroka ilmu atau pengalaman baharu untuk mempelbagaikan kaedah pentaksiran bagi menguji keupayaan murid terhadap sesuatu isi pelajaran yang disampaikan agar lebih menyeluruh. Hasil kajian ini diharap dapat dijadikan bahan rujukan kepada pengkaji diluar sana dalam menambahkan bahan ilmiah yang sedia ada.

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Persepsi Guru Prasekolah Terhadap Kualiti Pengajaran Pendidikan Awal Kanak-Kanak

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Abstrak: *Kualiti pengajaran Pendidikan Awal Kanak-Kanak (PAKK) di Malaysia kini mula mencapai pertumbuhan positif yang meliputi kesedaran terhadap pembelajaran awal bagi kanak-kanak. Kini, keperluan PAKK menjadi hal utama kepada ibubapa bagi merancang keberhasilan pembelajaran kanak-kanak apabila memasuki alam persekolahan. Kepentingan itu, turut memberi kesan terhadap keberkesanan pengajaran guru prasekolah. Dengan itu, kajian ini dijalankan bagi mengkaji tahap persepsi guru prasekolah terhadap kualiti pengajaran pendidikan awal kanak-kanak (PAKK) berdasarkan beberapa domain kajian. Pemilihan domain kajian diperolehi daripada Model Kerangka untuk Pengajaran Charlotte Danielson (2007). Kajian ini merupakan kajian kuantitatif dengan menggunakan instrumen soal selidik. Pembentukan item soal selidik kajian diadaptasi daripada kajian lepas. Selain itu, pemilihan responden seramai 50 orang guru prasekolah dipilih berdasarkan persampelan rawak mudah di Zon Bangi Daerah Hulu Langat. Dapatan dua domain kajian dianalisis dengan menggunakan kaedah analisis statistik deskriptif bagi melihat skor min dan sisihan piawai manakala peratusan dan min digunakan bagi melihat hasil dapatan profil responden. Hasil dapatan menunjukkan kedua-dua domain ini iaitu i) perancangan dan persediaan (min = 4.30 dan SP = 0.419) serta ii) persekitaran bilik darjah (min = 4.57 dan SP = 0.402) adalah berada pada tahap yang tinggi. Secara keseluruhannya, menunjukkan bahawa kualiti pengajaran guru prasekolah cemerlang mampu mempengaruhi proses pembelajaran dalam bilik darjah demi melahirkan kanak-kanak berkemahiran dan berimpian tinggi. Oleh itu, guru prasekolah perlu sentiasa berdaya maju, kreatif dan bersemangat untuk menghasilkan aktiviti pengajaran yang komprehensif.*

Kata Kunci: Kualiti pengajaran PAKK, guru prasekolah, pendidikan awal kanak-kanak, perancangan dan persediaan, persekitaran bilik darjah.

Abstract: *Early Childhood Education (ECE) teaching quality in Malaysia is now begin to grow positively involving awareness of children learning. Nowadays, the need for ECE is the main thing for parents to their children learning outcomes. This indicator can affect the effectiveness of learning preschool teachers. Thus, this study was conducted to look at the preschool teacher perception towards ECE based on several domain. The domain in this study adapted from the framework if Charlotte Danielson Teaching Evaluation Model to evaluate the quality of teacher practices. The quantitative approach is used in this study and using questionnaire instruments. The instruments on this study adapted from previous studies. This study involved 50 respondents was chosen based on simple random samples in Hulu Langat District Bangi Zone, Selangor. The finding domains are analyzed using descriptive statistical analysis methods to view mean and standard deviations, for respondent profile finding used to percentage and mean. The finding* *shows i) planning and preparation (mean = 4.30 and SD = 0.419) and classroom management (mean = 4.57 and SD = 0.402) is at high level. As a conclusion, it shows that the quality of teaching is capable to influencing the learning process in the classroom to produce skilled and child dreams. Thus, preschool teachers need to be viable, creative and enthusiastic to produce comprehensive teaching activities.*

Keywords: ECE Learning Quality, preschool teachers, Early Childhood Education, planning and preparation and classroom management.

1. Pengenalan

Kualiti amalan pengajaran Pendidikan Awal Kanak-Kanak (PAKK) kini dianggap semakin berkembang maju selaras dengan pertambahan bilangan prasekolah baik kerajaan mahu pun swasta. Pemilihan guru prasekolah berkualiti mampu mempengaruhi keberkesanan dan pengajaran PAKK. Menurut Low, Amiruddin & Rafidah (2014), mengatakan bahawa guru prasekolah berperanan mendidik kanak-kanak bagi menentukan kualiti dan keberkesanan sistem pengajarannya. Proses pembelajaran berpusatkan murid, kaedah pengajaran melalui bermain, pembelajaran berasaskan inkuiri serta pendekatan bersepadu dan bertema adalah strategi pengajaran yang diterapkan dalam Kurikulum Standard Prasekolah Kebangsaan (KSPK) semakan 2017.

Menurut Hashimah (2013), Kementerian Pendidikan Malaysia kini menyediakan sebuah modul pembelajaran baru pendidikan prasekolah iaitu KSPK semakan 2017. Rasionalnya, merupakan titik perubahan dalam pembentukan kurikulum yang holistik berdasarkan keperluan dan mempunyai kelarasan yang sama dengan Kurikulum Standard Sekolah Rendah (KSSR), (Kementerian Pendidikan Malaysia, 2017). Keberkesanan pengajaran guru prasekolah dilihat berdasarkan pemahaman dan kesediaan mereka demi melaksanakan kurikulum dan mempelbagaikan aktiviti pembelajaran yang menarik disamping mencabar pemikiran kanak-kanak.

Berdasarkan analisis kajian lepas menunjukkan Juliana & Norafidah (2017), mengenai pengetahuan dan kemahiran guru pada abad ke-21 membincangkan tentang tahap kualiti seseorang guru dalam persediaannya sebelum, semasa dan selepas sesi pembelajaran dan pengajaran dalam bilik darjah. Hasil kajian menunjukkan kepentingan guru prasekolah berkualiti dan cemerlang mampu membentuk sahsiah dan jati diri kanak-kanak.

Selain itu, dikatakan kaedah pengajaran guru prasekolah yang diamalkan memberi kesan terhadap perkembangan emosi, fizikal, kognitif, kemahiran komunikasi, sosial serta bahasa bagi membentuk personaliti kanak-kanak. Menurut Muhammad Haziq et. al (2020) guru prasekolah merupakan insan penting membantu pembinaan jati diri kanak-kanak.

Menurut Nurzarina & Roslinda (2017), kajian kefahamanan guru prasekolah dalam kemahiran abad ke-21. Kajian membincangkan perubahan pembelajaran yang diubah mengikut aras kesesuaian zaman berteknologi tinggi bagi menjalankan aktiviti pembelajaran dan pengajaran kanak-kanak. Menurut kajian ini, terdapat dua asas kemahiran iaitu kemahiran berfikir dan kemahiran berteknologi yang merupakan hasil gabungan menjadi kemahiran pada abad ke-21.

Kepentingan teknologi memudahkan rutin pekerjaan guru prasekolah bagi proses pencarian maklumat, penilaian kemajuan kanak-kanak atas talian dan mengingtegrasikan kurikulum sebagai metod pembelajaran kreatif.

Berdasarkan jurang kajian, banyak faktor yang mempengaruhi kualiti pengajaran PAKK antaranya pemilihan kelayakan guru prasekolah, infrastruktur bilik darjah, proses pengajaran dan pembelajaran bilik darjah serta pentaksiran kurikulum. Menurut Mariani (2006), melihat trend dan isu dalam PAKK, faktor kepayahan dan kesukaran guru prasekolah baru bagi melaksanakan pentaksiran kurikulum PAKK adalah isu utama kegagalan PAKK. Dengan itu, kualiti pengajaran PAKK akan lemah dan merugikan.

Tambahan pula, kurangnya ilmu pengetahuan, kemahiran dan latihan teknologi, pemilihan bahan mengajar tidak sesuai adalah antara faktor ketidaksediaan guru prasekolah dalam merancang aktiviti pembelajaran kanak-kanak. Menurut Fakhri & Mohd Isa (2016), kajian menjelaskan guru prasekolah sangat memerlukan latihan, ilmu pengetahuan dan kemahiran yang baik kerana kepentingannya akan mempengaruhi perkembangan tumbesaran kanak-kanak, kepercayaan ibubapa dan sokongan masyarakat.

Manakala bagi kajian Che Nidzam, Noraini, Mazlini, Marzita dan Mohd Hairy (2013), melihat faktor persekitaran bilik darjah mempengaruhi keselesaan kanak-kanak. Kajian kuantitatif yang dijalankan terhadap 916 responden berkaitan persekitaran fizikal dan keselesaan pengajaran dan pembelajaran bilik darjah. Hasil kajian mendapati persekitaran bilik darjah yang baik, kondusif dan mencapai standard ruang bilik darjah mampu meningkatkan minat dan motivasi murid semasa pembelajaran dan pengajaran dilakukan. Pengisian kandungan pembelajaran yang hebat tanpa suasana yang ceria tidak akan membantu minat malah menganggu emosi kanak-kanak.

Melalui isu tersebut, pengkaji membuat pemilihan aspek kajian yang diperolehi daripada Model Kerangka Untuk Pengajaran Charlotte Danielson (2007). Berdasarkan model ini, terdapat empat elemen utama bagi melihat kesesuaian kualiti pengajaran PAKK dalam kajian ini. Elemen tersebut merangkumi aspek perancangan dan persediaan, persekitaran bilik darjah, pengajaran serta tanggungjawab profesional. Oleh itu, kajian ini memilih dua aspek model tersebut sebagai fokus utama kajian iaitu perancangan dan persediaan serta persekitaran bilik darjah. Justeru, kedua-dua aspek kajian ini dilihat mampu meningkatkan mutu pembelajaran dan pengajaran guru prasekolah di Malaysia.

Kajian ini bertujuan untuk mengenalpasti tahap persepsi guru prasekolah terhadap kualiti pengajaran Pendidikan Awal Kanak-Kanak (PAKK) dari aspek perancangan dan persediaan serta persekitaran bilik darjah.

Aspek Perancangan dan persediaan serta persekitaran bilik darjah

Aspek pertama, perancangan dan persediaan sebelum, semasa serta selepas aktiviti pembelajaran dan pengajaran (PdP) penting terhadap kualiti pengajaran guru prasekolah. Pengetahuan merancang aktiviti PdP adalah perkara asas yang perlu dititikberatkan oleh setiap guru prasekolah. Menurut Abdul Halim & Nor Mashitah (2015), guru prasekolah perlu pandai merancang aktiviti dan keperluan persediaan yang berdasarkan pengetahuan mereka dalam amalan pedagogi yang berkesan. Pelaksanaan ilmu pedagogi dan kurikulum prasekolah diperolehi melalui Kurikulum Standard Prasekolah Kebangsaan (KSPK). Oleh itu, ia membantu guru prasekolah mendapatkan garis panduan dan membuat perancangan pembelajaran yang kreatif dan menarik.

Menurut Suppiah, Nordin & Munirah (2016), perancangan utama bagi rutin aktiviti pembelajaran kanak-kanak adalah penyediaan rancangan pengajaran harian (RPH) yang mempengaruhi persediaan bahan bantu mengajar, emosi kanak-kanak serta kaedah pengajaran guru prasekolah. Dengan ini, penyediaan awal dilakukan supaya aktiviti yang dirancang dapat dilaksanakan sejajar dengan kesesuaian pengalaman dan keperluan kanak-kanak.

Aspek kedua kajian adalah persekitaran bilik darjah yang ceria memberi kesan positif dan merangsang emosi kanak-kanak. Ruang persekitaran bilik darjah merangkumi ruang dalaman dan luaran. Selain itu, menurut *National Association for the Education of Young Children NAEYC*, 2018 kaedah penyusunan perabot, sistem pencahayaan dan pengudaraan, kebersihan, keselamatan merupakan faktor utama dalam membentuk bilik darjah yang kondusif.

Manakala kajian Jaggil & Muhamad Suhaimi (2018), melihat kesediaan guru prasekolah terhadap pengurusan bilik darjah abad ke-21. Melalui kajian, mereka mendefinisikan sebagai cara guru dalam membuat rutin perancangan, penyusunan, kepimpinan, kawalan kanak-kanak, pengajaran dan adaptasi penggunaan teknologi sebagai medium utama mengaplikasi pembelajaran kanak-kanak.

Mengikut saranan kerajaan, Kurikulum Standard Prasekolah Kebangsaan (2017), dirujuk sebagai panduan bagi guru prasekolah memastikan ruang persekitaran fizikal dalam dan luar bilik darjah haruslah kondusif, selamat serta sesuai mengikut perkembangan kanak-kanak. Begitu juga menurut Che Nidzam, Saidatul Ainoor & Asmayati (2016), dalam perspektif persekitaran fizikal di dalam bilik darjah adalah dilihat daripada aspek saiz dan bentuk, ruang dan cahaya dalaman, warna tema, tahap kebisingan, perabot dan susun atur tempat duduk serta penggunaan teknologi.

2. Metodologi

Reka bentuk kajian yang dijalankan dengan menggunakan kaedah kauntitatif. Instrument kajian disediakan dalam borang soal selidik dan menggunakan kaedah tinjauan bagi memperolehi dapatan kajian. Kaedah analisis statistik deskriptif diaplikasikan bagi mencari dapatan min dan sisihan piawai bagi kedua-dua domain kajian. Manakala kekerapan dan min bagi dapatan profil responden.

Pemilihan responden kajian dipilih melalui teknik persampelan rawak mudah. Populasi kajian terdiri daripada 65 orang guru prasekolah, Tabika Kemas, Tabika Perpaduan, Genius @Pintar Negara, PASTI dan prasekolah swasta yang terletak di Zon Bangi dalam daerah Hulu Langat, Selangor. Walaubagaimanapun, saiz sampel kajian yang dipilih adalah seramai 50 orang guru prasekolah berdasarkan jadual persampelan oleh Krejcie & Morgan (1970).

Penggunaan soal selidik sebagai instrument kajian bagi memperolehi dan menganalisis data. Instrumen kajian diadaptasi daripada kajian Nor Fadilah (2017) dan Liza (2017). Pembahagian soal selidik kajian merangkumi dua bahagian iaitu bahagian A dan B. Bahagian A mempunyai 6 item soalan iaitu jantina, umur, jenis prasekolah, pengalaman kerja, kelayakan akademik dan jawatan. Bahagian B mempunyai 12 item soalan yang terbahagi kepada dua aspek dalam Model Kerangka Untuk Pengajaran Chorlette Danielson (2007). Setiap satu aspek mempunyai 6 item soalan. Aspek pertama kajian adalah perancangan dan persediaan manakala aspek kedua kajian adalah persekitaran bilik darjah.

Meskipun terdapat pelbagai jenis skala likert bagi mengukur sikap, responden akan menunjukkan tahap ordinal bagi menentukan pendapat mereka. Menurut Edelmen (2000) & Bowling (2002) dalam Jo (2010), analisis skala likert 5 mata pilihan diberikan bagi mengukur darjah persetujuan responden terhadap item soal selidik iaitu skala 1=sangat tidak setuju, skala 2=tidak setuju, skala 3=kurang setuju, skala 4=setuju dan skala 5=sangat setuju. Penggunaan skala ini membantu pengkaji mengukur tahap interprestasi berdasarkan persepsi guru prasekolah terhadap kualiti pengajaran PAKK.

Proses pengumpulan data bagi kajian ini dikumpul dan dianalisis dengan menggunakan perisian SPSS 19. Setiap dapatan yang diperolehi bagi menjawab persoalan kajian. Analisis penilaian skala daripada jawapan responden membantu meningkatkan kebolehpercayaan item soal selidik yang digunakan.

Nilai kebolehpercayaan item soal selidik kajian ditentukan melalui nilai pekali Alpha Cronbach. Menurut Sekaran (2000) menyatakan julat kurang dari skala 0.60 adalah terendah, julat 0.70 merupakan tahap minimum yang boleh diterima manakala nilai kebolehpercayaan dianggap lebih baik adalah yang melebihi 0.8. Secara keseluruhannya nilai pekali Alpha Cronbach bagi kedua-dua aspek adalah tinggi iaitu 0.776 bagi aspek pertama, perancangan dan persediaan manakala 0.832 bagi aspek kedua, persekitaran bilik darjah.

Jadual 1 menunjukkan Interprestasi skor min kajian ini diperoleh daripada Jamil (2002) dalam kajian Mohd Fauzi et. al (2017), peringkat skala skor min.

Jadual 1: Interprsetasi Skor Min

Skor Min	Interprestasi Skor Min
1.00 hingga 2.33	Rendah
2.34 hingga 3.66	Sederhana
3.67 hingga 5.00	Tinggi

3. Dapatan Kajian

Profil Responden

Bilangan responden kategori jantina adalah seramai 45 orang (90%) guru perempuan dan seramai 5 orang (10%) guru lelaki. Pada tahap umur menunjukkan seramai 6 orang (12%) mewakili umur kurang dari 25 tahun, 5 orang (10%) mewakili umur 26-30 tahun, seramai 10 orang (20%) mewakili umur 31-35 tahun, 14 orang (28%) mewakili umur 36-40 tahun, 8 orang (16%) mewakili umur 41-45 tahun dan seramai 7 orang (14%) mewakili umur melebihi 46 tahun. Manakala kategori jenis prasekolah juga menunjukkan 24 orang (48%) bagi prasekolah, 36 (38.3%) bagi tadika swasta, 3 orang (6%) bagi tabika JPNIN, 2 orang (4%) bagi Genius @Pintar dan 1 orang.

Tambahan itu, berdasarkan pengalaman mengajar di prasekolah dilihat seramai 6 orang (12%) guru berpengalaman kurang dari 1 tahun, seramai 5 orang (10%) guru berpengalaman dari 1 hingga 5 tahun, seramai 14 orang (28%) guru berpengalaman dari 6 hingga 10 tahun, seramai 16 orang (32%) guru berpengalaman dari 11 hingga 15 tahun, 7 orang (14%) guru berpengalaman dari 16 hingga 20 tahun dan seramai 2 orang (4%) guru berpengalaman melebihi dari 20 tahun. Mengikut kelayakan akademik pula, seramai 10 orang (20%) berkelayakan Sijil Pelajaran Malaysia, 3 orang (6%) berkelayakan Sijil Tinggi Pelajaran Malaysia, 2 orang (4%) berkelayakan Sijil Kursus Asuhan & Didikan Awal Kanak-Kanak Permata, 19 orang (38%) berkelayakan Diploma Pendidikan Awal Kanak-Kanak, 12 orang (24%) juga berkelayakan Ijazah Sarjana Muda Pendidikan Awal Kanak-Kanak, dan 4 orang (8%) berkelayakan Ijazah Sarjana Pendidikan Awal Kanak-Kanak. Terakhir, bagi jawatan guru adalah seramai 43 orang (86%) berjawatan pendidik, seramai 2 orang (4%) berjawatan pembantu pendidik dan seramai 5 orang (10%) berjawatan pelatih.

Aspek 1: Perancangan dan Persediaan

Jadual 2: Perancangan dan Persediaan

Skala	Min	SP	Interpretasi
Kaedah Pengajaran	4.48	0.580	Tinggi
Kandungan Pengajaran	4.44	0.501	Tinggi
Ketepatan Kandungan Pengajaran	4.44	0.577	Tinggi
Penggunaan Bahan Kitar Semula	4.12	0.689	Tinggi
Bahan Bantu Mengajar Berteknologi	4.04	0.605	Tinggi
Penggunaan Soalan Kemahiran Berfikir Aras Tinggi (KBAT)	3.96	0.669	Sederhana Tinggi
Keseluruhan	**4.25**	**0.417**	**Tinggi**

Jadual 2 menunjukkan kesemua enam item kualiti pengajaran Pendidikan Awal Kanak-Kanak (PAKK) aspek pertama perancangan dan persediaan mempunyai skor yang tinggi dengan julat min 3.96 hingga 4.48. Hasil kajian ini menunjukkan item kaedah pengajaran mencatatkan min tertinggi iaitu (min=4.48; SP=0.580) manakala item penggunaan soalan kemahiran berfikir aras tinggi (KBAT) pula mencatatkan min terendah dengan (min=3.96; SP=0.669). Secara keseluruhannya menunjukkan skor tahap persepsi guru prasekolah terhadap kualiti pengajaran pendidikan awal kanak-kanak (PAKK) aspek pertama, perancangan dan persediaan adalah (min=4.25; SP=0.417) berada pada tahap tinggi.

Aspek 2: Persekitaran Bilik Darjah

Jadual 3: Persekitaran Bilik Darjah

Skala	Min	SP	Interpretasi
Kaedah Pengurusan Bilik Darjah	4.52	0.544	Tinggi
Penggunaan Prasarana Bilik Darjah	4.34	0.593	Tinggi
Sosio-Emosi Dalam Bilik Darjah	4.46	0.503	Tinggi
Keselesaan Ruang Bilik Darjah	4.66	0.479	Tinggi
Keselamatan Ruang Bilik Darjah	4.74	0.443	Tinggi

Kesesuaian Ruang Bilik Darjah	4.60	0.495	Tinggi
Keseluruhan	**4.55**	**0.377**	**Tinggi**

Jadual 3 menunjukkan kesemua enam item kualiti pengajaran Pendidikan Awal Kanak-Kanak (PAKK) aspek kedua, persekitaran bilik darjah mempunyai skor yang tinggi dengan julat min 4.34 hingga 4.74. Hasil kajian ini menunjukkan item keselamatan ruang bilik darjah mencatatkan min tertinggi iaitu (min=4.74; SP=0.443) manakala item penggunaan prasarana bilik darjah pula mencatatkan min terendah dengan (min=4.34; SP=0.593). Secara keseluruhannya menunjukkan skor min tahap kualiti pengajaran Pendidikan Awal Kanak-Kanak (PAKK) aspek kedua iaitu persekitaran bilik darjah adalah (min=4.55; SP=0.377) berada pada tahap tinggi.

4. Perbincangan

Berdasarkan hasil dapatan kajian aspek perancangan dan persediaan aktiviti menunjukkan guru prasekolah kini sudah mula memahami kehendakan tugasan bagi merancang dan menyediakan aktiviti PdP sebelum dijalankan. Panduan dokumen Kurikulum Standard Prasekolah Kebangsaan (KSPK) membantu guru menghasil dan merealisasikan aktiviti pembelajaran yang seragam dengan saranan Kementerian Pendidikan Malaysia (KPM). Pelaksanaan KSPK menjadi tunggak persediaan guru merancang aktivitti mengikut kesesuaian masa dan keperluan kurikulum. Hasil dapatan ini disokong oleh kajian daripada Mohd Nazri & Wan Nurul Baizura (2017) menyatakan penerimaan guru prasekolah terhadap KSPK adalah baik dan bersifat positif. Ia dikatakan KSPK merupakan panduan lengkap, mudah difahami malah membantu guru menyediakan rancangan pengajaran harian.

Amalan pengajaran yang baik dan berkesan membantu meningkatkan semangat dan keyakinan kanak-kanak untuk turut serta dalam aktiviti pembelajaran bersama rakan-rakan. Penerapan kaedah pengajaran seperti pengajaran sambil bermain, membuka ruang kepada kanak-kanak untuk menerokai dunia mereka. Hal ini menunjukkan, guru prasekolah harus mempunyai sikap dan motivasi yang tinggi bagi membantu kanak-kanak untuk melaksanakan aktiviti mereka. Menurut Chew & Mohd Fikri (2020), berdasarkan kajian mereka mengatakan bahawa penggunaan kaedah bermain dalam amalan pengajaran berkait rapat dengan motivasi dan sikap guru prasekolah. Oleh itu, keperibadian seorang guru prasekolah yang mantap dan berkebolehan menjadi tuntas kepada amalan guru berkualiti dan manfaat kepada kanak-kanak.

Kecenderungan guru meralisasikan aktiviti pengajaran dan pembelajaran semasa melakukan perancangan dan persediaan dilihat guru mulai menggunakan teknologi. Bantuan daripada aplikasi teknologi untuk mencari maklumat baru dapat memperluaskan ilmu pengetahuan guru supaya guru tidak ketinggalan terhadap pendekatan dan penambahbaikan untuk pencapaian kanak-kanak. Hasil dapatan disokong oleh Abdul Rahim, Nur Elina & Nur Arifah (2019), kajian mereka mengatakan keperluan guru prasekolah menggunakan kemudahan terknologi untuk mendapatkan maklumat dan pengetahuan baharu. Oleh itu, alasan ketinggalan dalam pembelajaran terhadap kanak-kanak tidak akan timbul malah memberi banyak kebaikan dan kemahiran semasa penggunaan teknologi.

Selain itu, hasil dapatan aspek kedua persekitaran bilik darjah adalah bersesuaian dengan saranan dan keperluan KSPK. Aspek merangkumi penggunaan kemudahan, kesesuaian keadaan sekeliling, kebersihan, keselamatan dan pencahayaan. Dari segi ini dikatakan pengetahuan dan pengalaman guru adalah faktor utama dalam mewujudkan ruang persekitaran kondusif. Dapatan disokong oleh kajian yang dilakukan oleh Noor Azman, Mazlina & Hamidah (2020), pengetahuan dan pengalaman guru yang lama bertugas mampu mewujudkan suasana ceria, selamat dan kreatif dengan kanak-kanak. Oleh itu, guru lebih memahami dan bijak menyesuaikan susun atur ruang persekitaran bilik darjah.

Melalui hasil dapatan aspek ini menjelaskan bahawa keselamatan dan keselesaan ruang persekitaran kanak-kanak adalah faktor utama bagi guru prasekolah. Potensi kecederaan di ruang persekitaran bilik darjah prasekolah amat tinggi sekiranya tidak dibendung. Dapatan ini disokong oleh Alfian, Muthia & Sean (2020) daripada hasil kajian mereka mengkaji tentang bahayanya kecelakaan di bilik darjah. Oleh itu, mereka mendapati teknik demontrasi permainan puzzle membantu kanak-kanak tentang keselamatan dan langkah pencengahannya.

Tambahan pula, kepentingan pengurusan guru prasekolah untuk memastikan persekitaran bilik darjah perlu peka terhadap kesesuaian kanak-kanak semasa menjalani aktiviti PdP. Hal ini kerana suasana persekitaran mempengaruhi emosi, keperibadian serta perasaan kanak-kanak Dapatan disokong oleh kajian Jaggil & Muhammad Suhaimi (2018) serta Sivri & Balci (2015). Kajian ini selari dengan dapatan kajian mereka yang berpendapat bahawa amalan pengurusan persekitaran guru prasekolah mewujudkan suasana koheren dan ceria adalah berada pada tahap yang tinggi.

Kekangan yang terdapat dalam kajian ini adalah sewaktu kajian dijalankan pada musim *pandemic Covid-19*. Pengkaji sukar mendapatkan kerjasama daripada pihak guru prasekolah. Memandang perkara itu berlaku, pengkaji terpaksa membesarkan skop responden yang dipilih berdasarkan jawatan. Tiga kumpulan responden merangkumi guru, pembantu guru atau pembantu pengurusan murid dan pelatih guru prasekolah. Selain itu juga, pengkaji memilih jenis prasekolah berdasarkan faktor logistik. Meskipun terdapat kesukaran dalam mengumpul data, pengkaji berjaya mengumpul bilangan responden yang ditetapkan. Ia disebabkan pengkaji meminta responden lepas untuk berkongsi rangkaian soal selidik atas talian dengan responden yang layak.

Kesimpulan

Secara keseluruhannya tahap persepsi guru prasekolah terhadap kualiti pengajaran Pendidikan Awal Kanak-Kanak (PAKK) bagi kedua-dua aspek perancangan dan persediaan serta persekitaran bilik darjah menunjukkan pada tahap tinggi. Aktiviti yang dilakukan memberi impak positif dan berkesan kepada kedua-dua aspek kajian ini. Dengan itu, perancangan dan persediaan awal merancang aktiviti pembelajaran yang bersifat produktif, koheran dan kreatif dapat meningkatkan kemajuan prestasi pembelajaran dan kemahiran kanak-kanak. Disamping itu, persekitaran bilik darjah yang kondusif, selamat dan ceria dapat membantu kanak-kanak menerokai, melatih pembangunan jati diri, membentuk kemahiran serta kejayaan dan kecemerlangan akademik mereka.

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Persepsi Guru Tentang Pengaruh Ekologi Mikrosistem Terhadap Pembentukan Tingkah Laku Disruptif Dalam Kalangan Murid Sekolah Rendah

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Abstrak: *Kajian ini bertujuan untuk meninjau persepsi guru tentang pengaruh ekologi mikrosistem terhadap pembentukan tingkah laku disruptif dalam kalangan murid sekolah rendah. Objektif kajian ini adalah untuk mengenal pasti persepsi guru tentang faktor ekologi subsistem keluarga, sekolah dan masyarakat dalam mempengaruhi tingkah laku disruptif murid sekolah rendah dan mengenal pasti perbezaan masalah tingkah laku disruptif murid sekolah rendah di kalangan guru lelaki dan guru perempuan. Kajian ini menggunakan pendekatan kuantitatif untuk mengumpul data-data. Data dikumpulkan menerusi instrumen borang soal selidik. Responden kajian pula terdiri daripada 107 orang guru sekolah rendah di Zon Baram Tengah. Berdasarkan dapatan kajian ini, aspek ekologi subsistem keluarga paling tinggi mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah adalah gaya keibubapaan pengabaian (kurang peduli) dengan catatan min sebanyak 3.62. Aspek ekologi subsistem sekolah paling tinggi mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah adalah tingkah laku negatif rakan dengan catatan min sebanyak 3.41. Aspek ekologi subsistem masyarakat paling tinggi mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah adalah kewujudan tingkah laku negatif dalam masyarakat dengan catatan min sebanyak 3.56. Hasil ujian khi kuasa dua (Fisher's Exact Test) yang dilakukan pula mendapati bahawa tidak terdapat perbezaan yang signifikan bagi masalah tingkah laku disruptif murid sekolah rendah di kalangan guru lelaki dan guru perempuan di mana $p = .663$ iaitu $p > .05$. Daripada hasil ujian ini, pengkaji menyimpulkan bahawa kadar prevalen masalah tingkah laku disruptif murid sekolah rendah adalah sama bagi guru lelaki mahupun guru perempuan. Ini membuktikan bahawa isu jantina guru bukan faktor utama kepada masalah tingkah laku disruptif dalam kalangan murid sekolah rendah.*

Kata Kunci: Teori ekologi, Tingkah laku disruptif, Persepsi guru, Murid sekolah rendah

Abstract: *The aim of this study was to survey the teachers' perceptions about the influence of microsystem ecology on the formation of disruptive behavior among primary school students. The objective of this study is to identify teachers' perceptions of the ecological factors of the family, school and community subsystems in influencing the disruptive behavior of primary school students and to identify differences in disruptive behavior problems of primary school students among male and female teachers. This study uses a quantitative approach to collect data. Data were collected through questionnaire instrument. The respondents of the study consisted of 107 primary school teachers in the Central Baram Zone. Based on the findings of this study, the ecological aspect of the highest family subsystem influencing the formation of disruptive behavior* *of primary school students is the parenting style of neglect (less caring) with a mean score of 3.62. The ecological aspect of the highest school subsystem influencing the formation of disruptive behavior of primary school students is the negative behavior of peers with a mean score of 3.41. The ecological aspect of the highest subsystem of community influencing the formation of disruptive behavior of primary school students is the existence of negative behavior in community with a mean score of 3.56. The results of the chi-square test (Fisher's Exact Test) conducted found that there was no significant difference for disruptive behavior problems of primary school students among male and female teachers where p = .663 which is p> .05. From the results of this test, the researcher concluded that the prevalent rate of disruptive behavior problems of primary school students is the same for both male and female teachers. This proves that the issue of teacher's gender is not a major factor to the problem of disruptive behavior among primary school students.*

Keywords: Theory of Ecology, Disruptive behavior, Teachers' perceptions, Primary school students

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1. Pengenalan

Menurut Ridzuan Kamis (2016), kelakuan disruptif merupakan perlakuan negatif yang menjejaskan kelancaran aktiviti pengajaran dan pembelajaran. Hasil pemerhatian oleh pakar psikologi, kelakuan disruptif disebabkan individu tersebut kurang mampu berakomodasi dengan perubahan yang berlaku dalam persekitaran sehingga mencetuskan gangguan terhadap individu tersebut dari aspek emosi, kestabilan dan keharmonian persekitaran. Teori ekologi oleh Bronfenbrenner (1979) penting untuk mengetahui bagaimana persekitaran terdekat dengan kehidupan kanak-kanak membentuk corak tingkah laku kanak-kanak tersebut. Kajian lepas oleh Asizah (2015) mendapati bahawa faktor genetik, faktor keluarga, faktor persekitaran dan akibat trauma masa lalu adalah antara faktor yang menyebabkan masalah tingkah laku disruptif. V. Gaya Sri Nair Vijain Kumar dan Mohd Jasmy Abd Rahman (2018) pula menyatakan bahawa faktor sikap murid, faktor keluarga, faktor guru dan faktor media massa menjadi penyumbang kepada kelakuan disruptif. Berdasarkan kedua-dua kajian ini, terdapat persamaan faktor penyumbang masalah tingkah laku disruptif iaitu faktor keluarga. Ini bermakna persekitaran terdekat dengan kanak-kanak adalah antara faktor yang berupaya mempengaruhi pembentukan tingkah laku mereka. Namun, pengkaji berpegang pada teori ekologi mikrosistem di mana persekitaran terdekat dengan kanak-kanak bukan sekadar persekitaran keluarga sahaja. Oleh itu, kajian mengenai persepsi guru tentang pengaruh ekologi mikrosistem terhadap pembentukan tingkah laku disruptif dalam kalangan murid sekolah rendah merangkumi tinjauan ke atas persekitaran keluarga, persekitaran sekolah dan persekitaran masyarakat.Terdapat banyak kajian mengenai pengaruh mikrosistem terhadap pembentukan tingkah laku disruptif. Namun, kajian terdahulu lebih berfokus kepada pembentukan kelakuan disruptif murid sekolah menengah. Sementara, kajian yang berfokus kepada murid sekolah rendah didapati masih kurang. Kajian terdahulu yang berfokus kepada murid sekolah menengah adalah menerusi kajian (Ekechukwu, Rosemary, Amaeze 2016; V. Gaya, Mohd Jasmy 2018; Nandy, Subandi 2019). Maka, pengkaji perlu meneliti sejauh mana persepsi guru tentang pengaruh ekologi mikrosistem terhadap pembentukan tingkah laku disruptif murid sekolah rendah. Justeru, pengkaji berharap kajian ini dapat mengisi jurang ilmu kajian memandangkan kajian terdahulu lebih berfokus kepada murid sekolah menengah.

2. Objektif Kajian

i. Mengenal pasti persepsi guru tentang faktor ekologi subsistem keluarga dalam mempengaruhi tingkah laku disruptif murid sekolah rendah.
ii. Mengenal pasti persepsi guru tentang faktor ekologi subsistem sekolah dalam mempengaruhi tingkah laku disruptif murid sekolah rendah.
iii. Mengenal pasti persepsi guru tentang faktor ekologi subsistem masyarakat dalam mempengaruhi tingkah laku disruptif murid sekolah rendah.
iv. Mengenal pasti perbezaan masalah tingkah laku disruptif murid sekolah rendah di kalangan guru lelaki dan guru perempuan.

3. Tinjauan Literatur

Teori Kajian: Teori Ekologi Bronfenbrenner

Kajian ini menggunakan teori ekologi Bronfenbrenner yang mengutamakan implikasi persekitaran terhadap perkembangan manusia. Menurut Bronfenbrenner (1979), teori ekologi terdiri daripada lima sistem iaitu mikrosistem, mesosistem, ekosistem, makrosistem dan kronosistem. Bagi kajian ini, pengkaji berfokus pada ekologi mikrosistem memandangkan sistem ini merupakan persekitaran terdekat dengan kehidupan kanak-kanak. Menerusi ekologi mikrosistem, kanak-kanak terlibat secara aktif membangunkan persekitaran sosial. Ini bermakna tingkah laku kanak-kanak dalam persekitaran sosial yang sama akan saling mempengaruhi melalui proses interaktif. Rohayati Junaidi, Tengku Intan Marlina dan Madiawati Mustaffa (2018) mengukuhkan teori ekologi sebagai teori yang sesuai untuk memahami bagaimana persekitaran kehidupan kanak-kanak seperti persekitaran keluarga mampu mempengaruhi perkembangan psikologi mereka. Unik Hanifah Salsabila (2018) pula menjelaskan bahawa interaksi timbal balik individu dengan persekitaran terdekat khususnya persekitaran keluarga, rakan sebaya dan orang sekeliling akan membentuk corak kelakuan individu tersebut. Ini menunjukkan bahawa persekitaran keluarga, persekitaran sekolah dan persekitaran masyarakat adalah berupaya mempengaruhi pembentukan tingkah laku kanak-kanak.

4. Metodologi Kajian

Menurut Kerlinger (1970), reka bentuk kajian adalah prosedur pengolahan data yang dikutip menerusi aturan sistematik terhadap jalinan pemboleh ubah kajian serta ditentukan oleh tujuan kajian. Dalam kajian ini, reka bentuk kajian bukan eksperimen iaitu kajian tinjauan digunakan untuk melihat sejauh mana persepsi guru tentang pengaruh ekologi mikrosistem terhadap pembentukan tingkah laku disruptif murid sekolah rendah. Populasi kajian pula terdiri daripada 118 orang guru sekolah rendah di Zon Baram Tengah. Berdasarkan tujuan kajian, pengkaji memilih kaedah persampelan berstrata. Persampelan berstrata adalah tatacara membuat pemilihan sampel secara rawak bagi setiap sub-kumpulan dalam populasi. Menerusi kaedah persampelan berstrata, seramai 107 orang guru sekolah rendah di Zon Baram Tengah dijadikan sampel kajian. Sementara, instrumen utama yang digunakan untuk mendapatkan data kuantitatif adalah borang soal selidik. Terdapat dua jenis item digunakan pada borang soal selidik iaitu item pilihan tunggal dan item skala Likert. Selanjutnya, data kajian dikumpul menggunakan borang soal selidik di mana borang soal selidik diedarkan menggunakan perkhidmatan atas talian iaitu Telegram dan Whatsapp serta secara bersemuka. Kaedah pengedaran borang soal selidik atas talian merupakan langkah alternatif untuk mengakses data kajian dengan mudah dan cepat memandangkan kebanyakan responden kajian tinggal di lokasi yang berjauhan. Data kajian pula dianalisis secara deskriptif dan inferensi (khi kuasa dua) menggunakan perisian SPSS. Analisis deskriptif digunakan untuk melaporkan statistik asas seperti peratusan, min dan sisihan piawai. Sementara, analisis inferensi (khi kuasa dua) digunakan untuk menguji hipotesis kajian iaitu perbezaan masalah tingkah laku disruptif murid sekolah rendah di kalangan guru lelaki dan guru perempuan.

5. Dapatan Kajian

i. Pengalaman guru berhadapan dengan masalah murid sekolah rendah bertingkah laku disruptif

Berdasarkan analisis data yang diperolehi, seramai 95.3% responden mempunyai pengalaman berhadapan dengan murid sekolah rendah yang bertingkah laku disruptif. Selanjutnya, seramai 97.2% responden mempunyai pengalaman berhadapan dengan murid sekolah rendah bertingkah laku disruptif di kalangan murid lelaki. Selain itu, seramai 62.6% responden melaporkan bahawa murid sekolah rendah yang paling banyak bertingkah laku disruptif adalah lingkungan umur 7 hingga 9 tahun. Seterusnya, tingkah laku berbual-bual dengan rakan merupakan tingkah laku disruptif yang mencatatkan nilai min tertinggi iaitu sebanyak 3.32. Dapatan kajian ini selari dengan dapatan Ridzuan Kamis (2016) dan Ainul Yaqin Abdullah, Mohd Hanafi Mohd Yasin dan Mohd Mokhtar Tahar (2016) di mana masing-masing menyatakan bahawa antara jenis kelakuan disruptif yang kerap berlaku adalah kelakuan bising dan kelakuan bercakap tanpa kebenaran guru seperti berbual-bual dengan rakan. Analisis data bagi persekitaran ekologi mikrosistem pula menunjukkan bahawa persekitaran keluarga telah mencatatkan nilai min tertinggi iaitu sebanyak 3.60. Ini menunjukkan bahawa persekitaran keluarga merupakan faktor utama yang mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah.

ii. Faktor ekologi subsistem keluarga yang mempengaruhi tingkah laku disruptif murid sekolah rendah

Jadual 1: Aspek ekologi subsistem keluarga

Aspek	Min	Sisihan Piawai
Gaya keibubapaan pengabaian (kurang peduli)	3.62	.560
Konflik ibu bapa	3.56	.569
Gaya keibubapaan permisif (terlalu berlembut)	3.39	.670
Kesibukan bekerja	3.35	.600
Tingkah laku negatif abang/kakak/adik	3.31	.636
Gaya keibubapaan autoritatif (terlalu ketat)	3.16	.742
Sikap ibu bapa yang pilih kasih	3.14	.636
Kurang pengalaman keibubapaan	3.13	.702
Kurang pengetahuan keibubapaan	3.12	.710
Kurang kesefahaman antara adik-beradik	2.97	.707
Tahap akademik ibu bapa yang rendah	2.61	.786

Jadual 1 merupakan dapatan kajian tentang persepsi guru mengenai faktor ekologi subsistem keluarga yang mempengaruhi pembentukan tingkah laku disruptif dalam kalangan murid sekolah rendah. Aspek ekologi subsistem keluarga yang paling tinggi mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah adalah gaya keibubapaan pengabaian (kurang peduli) dengan catatan min sebanyak 3.62. Sementara, aspek ekologi subsistem keluarga yang paling rendah mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah adalah tahap akademik ibu bapa yang rendah dengan catatan min sebanyak 2.61.

iii. Faktor ekologi subsistem sekolah yang mempengaruhi tingkah laku disruptif murid sekolah rendah

Jadual 2: Aspek ekologi subsistem sekolah

Aspek	Min	Sisihan Piawai
Tingkah laku negatif rakan	3.41	.531
Pencarian identiti (meniru tingkah laku rakan)	3.38	.526
Kedekatan (kenali rakan dengan lebih dekat)	3.28	.595
Penyediaan suasana kelas yang kurang kondusif	3.16	.632
Lemah kawalan kelas	3.09	.607
Penetapan objektif pengajaran dan pembelajaran terlalu tinggi	3.07	.663
Komunikasi kurang berkesan	3.07	.544
Lemah pengurusan emosi	3.04	.598
Penglibatan murid tidak menyeluruh	3.04	.598
Usia yang sebaya	3.01	.591
Lemah pengurusan sahsiah	3.00	.659
Lemah kemahiran pedagogi	2.91	.637
Bahan bantu mengajar kurang sesuai	2.87	.568
Pembelajaran bersifat konvensional	2.84	.617
Kurang pengalaman mengajar	2.82	.698

Jadual 2 merupakan dapatan kajian tentang persepsi guru mengenai faktor ekologi subsistem sekolah yang mempengaruhi pembentukan tingkah laku disruptif dalam kalangan murid sekolah rendah. Aspek ekologi subsistem sekolah yang paling tinggi mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah adalah tingkah laku negatif rakan dengan catatan min sebanyak 3.41. Sementara, aspek ekologi subsistem sekolah yang paling rendah mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah adalah aspek kurang pengalaman mengajar dengan catatan min sebanyak 2.82.

iv. Faktor ekologi subsistem masyarakat yang mempengaruhi tingkah laku disruptif murid sekolah rendah

Jadual 3: Aspek ekologi subsistem masyarakat

Aspek	Min	Sisihan Piawai
Kewujudan tingkah laku negatif dalam masyarakat (Contoh: Kegiatan buli, lepak, gangsterisme dan sebagainya)	3.56	.535
Kurang nilai hemah tinggi dalam masyarakat	3.41	.531
Kurang nilai hormat dalam masyarakat	3.39	.562
Kurang nilai bertanggungjawab dalam masyarakat	3.38	.543

Kurang keprihatinan dalam masyarakat	3.38	.526
Kurang nilai kasih sayang dalam masyarakat	3.36	.556
Kurang nilai kerjasama dalam masyarakat	3.34	.565
Kurang nilai toleransi dalam masyarakat	3.33	.579
Rasis	2.93	.855

Jadual 3 merupakan dapatan kajian tentang persepsi guru mengenai faktor ekologi subsistem masyarakat yang mempengaruhi pembentukan tingkah laku disruptif dalam kalangan murid sekolah rendah. Aspek ekologi subsistem masyarakat yang paling tinggi mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah adalah kewujudan tingkah laku negatif dalam masyarakat dengan catatan min sebanyak 3.56. Sementara, aspek ekologi subsistem masyarakat yang paling rendah mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah adalah rasis dengan catatan min sebanyak 2.93.

v. Perbezaan masalah tingkah laku disruptif murid sekolah rendah di kalangan guru lelaki dan guru perempuan

Jadual 4: Pengalaman guru berhadapan masalah murid sekolah rendah bertingkah laku disruptif

		Adakah anda pernah berhadapan dengan murid yang mengalami masalah tingkah laku disruptif?				
		Ya	Peratus	Tidak	Peratus	Total
Jantina	Lelaki	55	51.4%	2	1.87%	57
	Perempuan	47	43.93%	3	2.8%	50
Total		102	95.33%	5	4.67%	107

Jadual 4 menunjukkan data deskriptif. Berdasarkan pada jadual tersebut, seramai 95.33% responden mempunyai pengalaman berhadapan dengan murid sekolah rendah bertingkah laku disruptif di mana responden lelaki seramai 51.4% sementara responden perempuan seramai 43.93%. Manakala, seramai 4.67% responden tidak mempunyai pengalaman berhadapan dengan murid sekolah rendah bertingkah laku disruptif di mana responden lelaki seramai 1.87% sementara responden perempuan seramai 2.8%.

Jadual 5: Ujian khi kuasa dua tentang perbezaan masalah tingkah laku disruptif murid sekolah rendah di kalangan guru lelaki dan guru perempuan

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.371[a]	1	.542		
Continuity Correction[b]	.023	1	.881		
Likelihood Ratio	.371	1	.542		
Fisher's Exact Test				.663	.438
Linear-by-Linear Association	.368	1	.544		
N of Valid Cases	107				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.34.

b. Computed only for a 2x2 table

Jadual 5 menunjukkan hasil ujian khi kuasa dua. Berdasarkan pada jadual tersebut, ujian khi kuasa dua (Fisher's Exact Test) yang dilakukan mendapati tidak terdapat perbezaan yang signifikan bagi masalah tingkah laku disruptif murid sekolah rendah di kalangan guru lelaki dan guru perempuan di mana p=.663 iaitu p>.05. Ini bermakna hipotesis nol adalah diterima. Ujian khi kuasa dua (Fisher's Exact Test) perlu digunakan dalam kajian ini kerana terdapat dua sel iaitu perbezaan antara data kategori dengan nilai ekspektasi adalah kurang dari 5 di mana ia telah melanggar syarat ujian khi kuasa dua. Daripada hasil ujian ini, pengkaji menyimpulkan bahawa kadar prevalen masalah tingkah laku disruptif murid sekolah rendah adalah sama bagi guru lelaki mahupun guru perempuan. Ini membuktikan bahawa isu jantina guru bukan faktor utama kepada masalah tingkah laku disruptif dalam kalangan murid sekolah rendah.

6. Perbincangan

Berdasarkan analisis kajian, kebanyakan responden mempunyai pengalaman berhadapan dengan masalah murid sekolah rendah bertingkah laku disruptif. Maka, masalah tingkah laku disruptif merupakan suatu isu yang sangat lazim di kalangan murid sekolah rendah di mana masalah ini telah didominasikan oleh murid lelaki dan murid lingkungan umur 7 hingga 9 tahun. Masalah tingkah laku disruptif yang paling kerap berlaku adalah tingkah laku berbual-bual dengan rakan dan tingkah laku bising. Namun, tingkah laku disruptif lain seperti mengusik dan mengejek rakan, berteriak, bermain objek, berjalan tanpa tujuan, ketawa kuat, berkejar-kejaran, bergaduh, ingkar arahan guru, keluar kelas tanpa kebenaran guru, menyembunyikan barang rakan dan berkelakuan agresif haruslah dipandang serius. Ini kerana Faizal Amin Nur Yunus, Nurhidayu Abd Wahid dan Mohd Bekri Rahim (2016) menjelaskan bahawa kesemua jenis kelakuan disruptif adalah penjejas kelancaran pelaksanaan aktiviti pengajaran dan pembelajaran. Berdasarkan analisis data tentang persepsi guru mengenai faktor ekologi subsistem keluarga yang diperolehi, gaya keibubapaan pengabaian (kurang peduli) dan konflik ibu bapa merupakan golongan aspek persekitaran keluarga yang paling tinggi mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah di mana purata min sebanyak 3.59. Analisis dapatan ini mengukuhkan kajian terdahulu oleh Nuril Huda dan Musyarrafah (2017) yang menyatakan pola didikan ibu bapa sangat mempengaruhi corak kelakuan anak. Dapatan ini juga selari dengan dapatan Monika Windriya (2017) yang menjelaskan bahawa konflik kehidupan dalam keluarga adalah faktor kewujudan masalah tingkah laku disruptif anak. Sementara, gaya keibubapaan permisif (terlalu berlembut), kesibukan bekerja, tingkah laku negatif abang/kakak/adik, gaya keibubapaan autoritatif (terlalu ketat), sikap ibu bapa yang pilih kasih, kurang pengalaman keibubapaan dan kurang pengetahuan keibubapaan merupakan golongan aspek persekitaran keluarga yang sederhana mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah di mana purata min sebanyak 3.23. Manakala, kurang kesefahaman antara adik-beradik dan tahap akademik ibu bapa yang rendah merupakan golongan aspek persekitaran keluarga yang paling rendah mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah di mana purata min sebanyak 2.79. Secara keseluruhan, analisis kajian mengenai aspek ekologi subsistem keluarga membuktikan kebanyakan responden berpersepsi bahawa gaya keibubapaan pengabaian (kurang peduli) dan konflik ibu bapa adalah aspek paling dominan mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah. Namun, aspek lain iaitu gaya keibubapaan permisif (terlalu berlembut), kesibukan bekerja, tingkah laku negatif abang/kakak/adik, gaya keibubapaan autoritatif (terlalu ketat), sikap ibu bapa yang pilih kasih, kurang pengalaman keibubapaan, kurang pengetahuan keibubapaan, kurang kesefahaman antara adik-beradik dan tahap akademik ibu bapa tidak boleh diabaikan begitu sahaja.

Ini kerana Kamarulzaman Kamaruddin (2016) menekankan bahawa perkembangan psikologi kanak-kanak sangat dipengaruhi oleh kesemua corak hubungan kanak-kanak dengan ahli keluarga. Berdasarkan analisis data tentang persepsi guru mengenai faktor ekologi subsistem sekolah yang diperolehi, tingkah laku negatif rakan, pencarian identiti (meniru tingkah laku rakan) dan kedekatan (kenali rakan dengan lebih dekat) merupakan golongan aspek persekitaran sekolah yang paling tinggi mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah di mana purata min sebanyak 3.36. Dapatan ini mengukuhkan kajian terdahulu oleh Rohayati Junaidi, Tengku Intan Marlina dan Madiawati Mustaffa (2018) yang menyatakan bahawa rakan sebaya merupakan elemen yang sangat berpengaruh terhadap perkembangan psikologi kanak-kanak. Ini disebabkan apabila kanak-kanak sudah memasuki alam persekolahan, rakan sebaya merupakan individu yang paling dekat dengan mereka selain daripada guru. Sementara, penyediaan suasana kelas yang kurang kondusif, lemah kawalan kelas, penetapan objektif pengajaran dan pembelajaran terlalu tinggi, komunikasi kurang berkesan, lemah pengurusan emosi, penglibatan murid tidak menyeluruh, usia yang sebaya dan lemah pengurusan sahsiah adalah golongan aspek persekitaran sekolah yang sederhana mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah di mana purata min sebanyak 3.06. Manakala, lemah kemahiran pedagogi, bahan bantu mengajar kurang sesuai, pembelajaran bersifat konvensional dan kurang pengalaman mengajar merupakan golongan aspek persekitaran sekolah yang paling rendah mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah di mana purata min sebanyak 2.86. Secara keseluruhan, analisis kajian mengenai aspek ekologi subsistem sekolah membuktikan kebanyakan responden berpersepsi bahawa tingkah laku negatif rakan, pencarian identiti (meniru tingkah laku rakan) dan kedekatan (kenali rakan dengan lebih dekat) adalah aspek paling dominan mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah. Namun, aspek lain iaitu usia rakan sebaya, penyediaan suasana kelas yang kurang kondusif, lemah kawalan kelas, penetapan objektif pengajaran dan pembelajaran terlalu tinggi, komunikasi kurang berkesan, lemah pengurusan emosi, penglibatan murid tidak menyeluruh, lemah pengurusan sahsiah, lemah kemahiran pedagogi, bahan bantu mengajar kurang sesuai, pembelajaran bersifat konvensional dan kurang pengalaman mengajar haruslah diambil peduli. Ini kerana Norfarizah Mohd Bakhir (2016) menekankan bahawa strategi pengajaran dan pembelajaran harus diberi perhatian serius kerana pengajaran dan pembelajaran yang membosankan akan mendorong murid ke arah kelakuan disruptif disebabkan mereka hilang tumpuan terhadap pembelajaran. Berdasarkan analisis data tentang persepsi guru mengenai faktor ekologi subsistem masyarakat yang diperolehi, tingkah laku negatif dalam masyarakat merupakan aspek persekitaran masyarakat yang paling tinggi mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah di mana purata min sebanyak 3.56. Dapatan ini mengukuhkan kajian terdahulu oleh Tika Santika (2018) yang menyatakan pembentukan keperibadian warga masyarakat dalam tindakan dan tingkah laku adalah dipengaruhi oleh norma yang terdapat dalam masyarakat. Sementara, kurang nilai hemah tinggi dalam masyarakat, kurang nilai hormat dalam masyarakat, kurang nilai bertanggungjawab dalam masyarakat, kurang keprihatinan dalam masyarakat, kurang nilai kasih sayang dalam masyarakat, kurang nilai kerjasama dalam masyarakat dan kurang nilai toleransi dalam masyarakat merupakan golongan aspek persekitaran masyarakat yang sederhana mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah di mana purata min sebanyak 3.37. Manakala, rasis merupakan aspek persekitaran masyarakat yang paling rendah mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah sebanyak di mana purata min sebanyak 2.93. Secara keseluruhan, analisis kajian mengenai aspek ekologi subsistem masyarakat membuktikan kebanyakan responden berpersepsi bahawa kewujudan tingkah laku negatif dalam masyarakat adalah aspek paling dominan mempengaruhi pembentukan tingkah laku disruptif murid sekolah rendah. Namun, pengkaji menegaskan bahawa aspek lain iaitu kurang nilai hemah tinggi dalam masyarakat, kurang nilai hormat dalam masyarakat, kurang nilai bertanggungjawab dalam masyarakat, kurang keprihatinan dalam masyarakat, kurang nilai kasih sayang dalam masyarakat, kurang nilai kerjasama dalam masyarakat, kurang nilai toleransi dalam masyarakat dan rasis tidak boleh diabaikan begitu sahaja. Ini kerana Haseena Banu Abdul Kalam (2016) menekankan bahawa teori pembelajaran sosial Bandura melihat masalah disiplin dalam tingkah laku sebagai suatu perlakuan yang dipelajari daripada semua jenis tingkah laku daripada individu sekeliling. Selanjutnya, berdasarkan analisis data deskriptif yang diperolehi didapati bahawa seramai 95.33% responden mempunyai pengalaman berhadapan dengan murid sekolah rendah bertingkah laku disruptif di mana responden lelaki seramai 51.4% sementara responden perempuan seramai 43.93%. Maka, sama ada guru lelaki mahupun guru perempuan mempunyai pengalaman berhadapan dengan murid sekolah rendah yang bertingkah laku disruptif. Hasil analisis ujian khi kuasa dua (Fisher's Exact Test) pula membuktikan bahawa tidak terdapat perbezaan yang signifikan bagi masalah tingkah laku disruptif murid sekolah rendah di kalangan guru lelaki dan guru perempuan di mana $p=.663$ iaitu $p>.05$. Ini bermakna kadar prevalen masalah tingkah laku disruptif murid sekolah rendah adalah sama bagi guru lelaki mahupun guru perempuan. Maka, isu jantina guru bukan faktor utama kepada masalah tingkah laku disruptif murid sekolah rendah.

7. Implikasi Kajian dan Cadangan Kajian

Berdasarkan kajian, kebanyakan guru mempunyai pengalaman berhadapan dengan murid sekolah rendah yang bertingkah laku disruptif. Ini bermakna masalah tingkah laku disruptif bukan sekadar berlaku di kalangan murid sekolah menengah sahaja. Selain itu, dapatan kajian juga mendapati persekitaran keluarga merupakan persekitaran ekologi mikrosistem paling dominan mempengaruhi tingkah laku disruptif murid sekolah rendah. Namun, persekitaran sekolah dan persekitaran masyarakat masih menjadi faktor terhadap pembentukan tingkah laku disruptif murid sekolah rendah. Ini mengukuhkan teori ekologi oleh Bronfenbrenner (1979) yang menjelaskan bahawa perkembangan tingkah laku kanak-kanak adalah hasil interaksi antara kanak-kanak dengan semua persekitaran yang terdekat. Selanjutnya, hasil ujian khi kuasa dua (Fisher's Exact Test) mendapati bahawa isu jantina guru bukan menjadi faktor utama kepada masalah tingkah laku disruptif dalam kalangan murid sekolah rendah. Ini bermakna terdapat isu lain yang menjadi faktor kepada masalah tingkah laku disruptif murid sekolah rendah seperti gaya keibubapaan pengabaian (kurang peduli), konflik ibu bapa, tingkah laku negatif rakan, pencarian identiti (meniru tingkah laku rakan), kedekatan (kenali rakan dengan lebih dekat) dan tingkah laku negatif dalam masyarakat. Seterusnya, terdapat beberapa cadangan yang boleh dijadikan panduan kepada pengkaji pada masa akan datang yang ingin melaksanakan kajian persepsi guru tentang pengaruh ekologi mikrosistem terhadap pembentukan tingkah laku disruptif murid sekolah rendah. Antara cadangan tersebut adalah memperluaskan kajian terhadap guru sekolah rendah yang mengajar di kawasan bukan pedalaman. Ini penting agar pengkaji seterusnya dapat membanding beza sejauh mana persepsi guru sekolah rendah yang mengajar di kawasan antara pedalaman dan bukan pedalaman tentang pengaruh ekologi mikrosistem terhadap pembentukan tingkah laku disruptif murid sekolah rendah. Selain itu, pengkaji selanjutnya disarankan mempelbagaikan kaedah pengumpulan data selain daripada borang soal selidik. Ini penting agar pengkaji selanjutnya dapat mengukuhkan lagi dapatan kajian.

Kesimpulan

Isu tingkah laku disruptif bukanlah isu baharu di mana ia telah lama berakar umbi dalam dunia pendidikan. Oleh itu, kajian persepsi guru tentang pengaruh ekologi mikrosistem terhadap pembentukan tingkah laku disruptif penting untuk menjelaskan bahawa persekitaran keluarga, persekitaran sekolah dan persekitaran masyarakat adalah faktor yang berupaya mempengaruhi tingkah laku disruptif murid sekolah rendah. Ini bermakna pengaruh ekologi mikrosistem terhadap pembentukan tingkah laku disruptif bukan hanya berlaku di kalangan murid sekolah menengah. Hasil kajian juga membuktikan bahawa isu jantina guru bukan faktor utama kepada masalah tingkah laku disruptif murid sekolah rendah. Ini bermakna terdapat isu lain yang menjadi faktor kepada masalah tingkah laku disruptif murid sekolah rendah seperti gaya keibubapaan pengabaian (kurang peduli), konflik ibu bapa, tingkah laku negatif rakan, pencarian identiti (meniru tingkah laku rakan), kedekatan (kenali rakan dengan lebih dekat) dan tingkah laku negatif dalam masyarakat.

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Persepsi Guru Terhadap Keberkesanan Penggunaan Peralatan Multisensori Dalam Meningkatkan Kemahiran Membaca Murid-Murid Masalah Pembelajaran

(Teacher's Perception Towards Effectiveness of Multisensory Tools In Enhancing Reading Skill Among Learning Disabilities Pupils)

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Abstrak: *Pelan Pembangunan Pendidikan Malaysia menitikberatkan penguasaan kemahiran membaca di peringkat persekolahan. Pendekatan multisensori menggabungjalinkan kesemua deria dan gaya pembelajaran. Memandangkan signifikan kemahiran membaca, maka kajian ini dilakukan untuk meninjau persepsi guru terhadap penggunaan peralatan multisensori dalam meningkatkan kemahiran membaca Kajian ini bertujuan untuk mengkaji keberkesanan peralatan multisensori yang digunakan secara aktif oleh guru, tiga peralatan multisensori iaitu buku audio, permainan dan video dalam meningkatkan kemahiran membaca murid-murid masalah pembelajaran di Daerah Kota Setar, Kedah. Proses kajian adalah berlandaskan Model Gaya Pembelajaran Visual, Audio dan Kinestetik yang diaplikasikan dalam pendekatan multisensori. Model ini berupaya merangsangkan pembelajaran kemahiran membaca melalui modaliti melihat, mendengar dan bergerak. Model ini selari dengan Teori Kecerdasan pelbagai yang dipelopori oleh Howard Gardner. Teori ini memberi kesan positif terhadappelbagai gaya pembelajaran yang dimiliki oleh murid-murid. Rekabentuk penyelidikan ini berbentuk kajian tinjauan yang menggunakan pendekatan kuantitatif. Populasi kajian ini adalah guru-guru Program Pendidikan Khas Integrasi yang berasal dari satu daerah di Kedah. Sampel kajian terdiri daripada 80 orang guru PPKI. Kajian ini menggunakan kaedah persampelan rawak mudah. Instrumen kajian adalah 30 item soal selidik dengan skala likert 5 poin yang diadaptasikan daripada kajian lepas Teachers' Attitudes Towards Using Multisensory Tools in English Writing Instruction in Hong Kong Primary School. Kebolehpercayaan instrumen kajian menentukan kesesuaian dan kebolehgunaan sesuatu instrumen dengan sesebuah kajian penyelidikan. Soal selidik dikumpul secara atas talian, direkod dan dianalisis menggunakan perisian spss, diterjemahkan dalam bentuk peratusan dan julat purata min. Dapatan kajian menentukan tahap penerimaan guru terhadap peralatan multisensori dalam meningkatkan keupayaan membaca murid-murid masalah pembelajaran. dan akan menjawab objektif dengan berlandaskan data deskriptif peratusan yang tinggi. Kesimpulannya dapat dirumuskan bahawa penggunaan peralatan multisensori memberi faedah kepada penguasaan kemahiran membaca dalam kalangan murid-murid masalah pembelajaran. Dapatan kajian jelas menunjukkan bahawa permainan paling berkesan dalam merangsang minat, usaha dan pencapaian murid-murid.*

Kata Kunci: Kemahiran Membaca, Model Gaya Pembelajaran Visual, Audio dan Kinestetik, Ciri-ciri Murid VAK, Perhubungan Pendekatan Multisnsori Kepada Teori Kecerdasan Pelbagai, Pengajaran Multisensori, Pendekatan Multisensori dalam Pengajaran Membaca, Rangsangan Visual, Rangsangan Auditori, Rangsangan Kinestetik

Abstract: *Malaysia Education Blueprint enphasize the mastery of reading skill among students. Multisensory approach incorporate all senses and learning style in order to enhance the learning process. This research aim to examine effectiveness of multisensory tools- audio book, games and video in enhancing reading skill among learning disabilities pupils in Kota Setar District, Kedah. This research process is based on Visual Audio and Kinesthetics Learning Model in multisensory tools. This model stimulate reading skill through seeing, hearing and movement modalities. This model parallel with Multiple Intelligence Theory Howard Gardner. This theory has positive impact towards student learning style. This research is quantitative approach using survey as research method. Population are teachers from special education integrated programme from one of district in Kedah. Research sampling includes 80 teachers from Special Education Integrated Programme this research use simple random sampling. Instrumen has 30 items survey question with 5 poin likert scale adapted from previous research entitled Teacher's Attitudes Towards Using Multisensory Tools in English Writing Instruction in Hong Kong Primary School. Instrument reliability determine suitability and usage of instrument in a research. Responses are collected online , recorded and analysis using spss software, translated in percentage and min Result determine teacher's acceptance towards multisensory tools in enhancing reading skills among learning disabilities pupils and answer the objective based on descriptive data with high percentage. It can be concluded that usage of multisensory tools will benefit mastery reading skill among learning disabilities pupils. Research shown that games is the most effective way in stimulating interest, effort and performance.*

Keywords: Reading skill, Learning VAK Model, haracteristic of VAK pupils, Relationship between Multisensory Approach and Multiple Intelligent Theory, Multisensory Approsch in Teaching Reaading, Visual Stimulation, Auditory Stimulation and Kinestetic Stimulation

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1. Pengenalan

Dalam sistem pendidikan di Malaysia, penekanan proses membaca diberi perhatian, terutamanya melalui penetapan kemahiran bahasa yang terkandung dalam pengajaran dan pembelajaran bahasa sama ada di peringkat rendah mahupun menengah (Kementerian Pendidikan Malaysia , 2000). Terdapat empat kemahiran yang diterapkan dalam pembelajaran bahasa iaitu mendengar, bertutur, membaca dan menulis. Antara empat kemahiran, kemahiran membaca adalah kemahiran terpenting dalam proses pembelajaran bahasa. Melalui membaca, seseorang boleh memperoleh maklumat daripada bacaan teks Di samping itu, aktiviti membaca juga berfungsi untuk membantu penguasaan ilmu bagi seseorang murid. Namun demikian, bukan semua murid-murid dapat menguasai kemahiran membaca. Murid-murid masalah pembelajaran lazimnya mengalami masalah bahasa atau masalah persepsi yang mempengaruhi keupayaan membaca dan mengeja. Memandangkan kepentingan kemahiran membaca terhadap pencapaian akademik, maka adalah penting untuk memberi program intervensi awal untuk mengatasi masalah membaca dalam kalangan murid-murid (Kuhn & Stabl, 2004). Seiring dengan tujuan itu, Pelan Pembangunan Pendidikan Malaysia 2013-2025 telah termaktub dengan hasrat mengutarakan kesamarataan akses pendidikan berkualiti bertaraf antarabangsa supaya golongan murid berkeperluan khas dapat menikmati peluang pendidikan yang sama rata.

Menurut Yahya et al (2012), terdapat pelbagai tahap dalam kalangan murid-murid masalah pembelajaran. Oleh itu, guru pendidikan khas perlu menyediakan aktiviti pembelajaran yang bersesuaian dan berkesan berdasarkan tahap keupayaan individu seperti yang diusulkan dalam Akta Pendidikan 1996 dan Peraturan Pendidikan 2013 di mana guru perlu sentiasa memperbaiki kemahiran mengajar mereka dengan merancang dan memilih aktiviti pengajaran yang secara kreatif untuk meransang keyakinan, usaha, minat dan pencapaian untuk mencetus minat terhadap kemahiran membaca.

The Minnesota Literacy (2015) menyatakan bahawa setiap individu berupaya memperoleh manfaat daripada pembelajaran multisensori terutamanya mereka yang mengalami masalah pembelajaran Pendekatan multisensori merujuk kepada aktiviti pembelajaran yang menggabungkan dua atau lebih deria iaitu visual, auditori, kinestetik dan sentuhan untuk memudahkan maklumat diperoleh. Dalam tujuan untuk mengkaji keberkesanan pengajaran secara multisensori dilaksanakan secara aktif oleh guru. Tiga peralatan multisensori yang lazimnya digunakan dalam bilik darjah adalah buku, permainan dan video. Memandangkan kekurangan sokongan emperikal tentang penggunaan peralatan multisensori dalam pengajaran kemahiran membaca untuk murid-murid masalah pembelajaran, maka menjadi satu keperluan bagi mengenalpasti keberkesanan tiga peralatan multisensori dalam meningkatkan pengajaran kemahiran membaca murid-murid masalah pembelajaran.

Prosedur kajian adalah berlandaskan Model Gaya Pembelajaran Visual, Audio dan Kinestetik. Model ini mengambilkira tahap keupayaan dan gaya pembelajaran sama ada murid-murid yang peka terhadap prmbelajaran secara visual, audio dan gerakan. Model ini juga selari dengan peralatan multisensori dalam kajianini iaitu video, buku audio dan permainan. Model Gaya Pembelajaran Visual, Audio dan Kinestetik dalam kajian ini bekaitan dengan Teori Kecerdasan Pelbagai. Perkaitan ini bertepatan memandangkan murid-murid masalah pembelajaran memerlukan pendekatan yang menggabungjalinkan pelbagai deria dalam proses pembelajaran.

Rajah 1: Model Gaya Pembelajaran Visual, Audio dan Kinestetik (VAK)

Rajah 2: Teori Kecerdasan Pelbagai Howard Gardner

2. Ulasan Kajian Lepas

Penerangan Ulasan Kajian Lepas

2.1 Kemahiran Membaca

Kemahiran membaca adalah kemahiran yang terpenting dalam proses pembelajaran bahasa. Aktiviti membaca bertindak sebagai saluran untuk memahami bahan yang dibaca. Kemahiran membaca merupakan tafsiran terhadap bahan bercetak dan simbol tulisan yang bermakna. Pada peringkat permulaan, membaca berkaitan dengan belajar untuk mengenal simbol bercetak yang mewakili bahasa apabila ditanya tentang kandungan teks yang dibaca. Apabila cekap dalam membaca, seseorang akan belajar untuk menyesuaikan strategi bacaan dengan halangan yang ditimbulkan oleh bahan bacaan. Kesimpulannya, membaca adalah satu kemahiran yang diperlukan dalam proses mentafsir simbol grafik dan tulisan. Melalui membaca, seseorang boleh meberi maklum balas tentang kandungan yang dibaca dan juga menerima mesej daripada bahan bacaan.

2.2 Murid-murid Masalah Pembelajaran

Masalah pembelajaran merujuk kepada ketidakupayaan yang mempengaruhi seseorang individiu yang mempunyai tahap sederhana atau lebih tinggi dalam memproses maklumat iaitu menerima, menggabungkan dan menyampaikan maklumat

2.3 Model Gaya Pembelajaran Visual, Audio dan Kinestetik

Model Gaya Pembelajaran yang mampu memberikan pendekatan yang kreatif dan aktif kepada murid-murid adalah model gaya pembelajaran VAK (visual, auditori dan kinestetik). Menurut De Porter (2010), Model VAK adalah berlandaskan kemampuan murid. Terdapat tiga gaya pembelajaran di dalam Model gaya pembelajaran VAK iaitu gaya pembelajaran visual, gaya pembelajaran auditori dan gaya pembelajaran kinestetik. Menurut Model VAK, kebanyakan murid menggunakan gaya pembelajaran dominan atau digemari. Namun, murid-murid mungkin menggemari gaya pembelajaran gabungan tiga komponen.

2.4 Perhubungan Pendidikan Multisensori Kepada Teori Kecerdasan Pelbagai

Teori Kecerdasan Pelbagai yang dipelopori oleh Howard Gardner menyatakan setiap individu mempunyai kekuatan dan kelemahan yang berbeza yang memberi sumbangan terhadap kecerdasan personel individu (Lash, 2004). Dengan berlandaskan teori kecerdasan pelbagai, Gardner telah mengenal pasti sembilan jenis kecerdasan yang berbeza iaitu kecerdasan bahasa, kecerdasan logikal matematik, kecerdasan muzikal, kecerdasan ruang, kecerdasan kinestetik, kecerdasan naturalistik, kecerdasan interpersonal, kecerdasan intrapersonal dan kecerdasan kewujudan. Teori Gardner menggabungjalinkan lebih kecerdasan. Dengan itu, teori ini mengutarakan kepentingan deria dalam proses pembelajaran. Kecerdasan pelbagai dalam sistem pendidikan mempercayai bahawa satu cara untuk menggalakkan pembelajaran melalui kecerdasan adalah untuk guru menawarkan pengalaman yang kaya menerusi aktiviti. Menurut Vygotsky (1978), pengalaman penting dalam kedua-dua perkembangan kognitif dan personaliti. Murid-murid yang menerima bahan pengajaran yang sama mempunyai pengalaman unik dengan bahan berasaskan latarbelakang, kekuatan dan cabaran. Ini dapat dilihat dengan jelas dalam teori kecerdasan pelbagai.

2.5 Pendekatan Multisensori dalam Pengajaran Membaca

Pendekatan Multisensori dalam pengajaran membaca dan mengeja telah wujud sejak tahun1920. Prosedur Pengajaran VAKT memberi penekanan kepada suku kata dan perkataan. Kaedah ini melibatkan penekapan pada kadboard keras dengan sentuhan jari semasa bertutur . Dapatan kajian menunjukkan bahawa pengajaran kelas pemulihan menjadi mudah melalui penggunaan kad imbasan. Kaedah Fernald menekankan pembelajaran seluruh perkataan. Orton Gillingham merupakan pengajaran multisensori yang berstruktur dan berurutan tentang bahasa tulisan berdasarkan penggunaan yang berterusan . Sesetengah pengubahsuaian yang terkenal merangkumi Wilson Reading System, the Slingerland Multisensory Approach dan Spalding Method. Prosedur VAKT membekalkan input sensori yang maksimum kepada minda. Input sensori tactile dan kinestetik menggantikan input visual dan auditori yang lemah atau saluran tactile, kinesthetic , auditori memberi sokongan kepada saluran visual dan penglibatan aktif semua sensori dalam pengenalpastian sifat yang berbeza dalam tugasan pembelajaran.

3. Metodologi

3.1 Rekabentuk Kajian

Kajian ini adalah kajian kuantitatif kuantitatif. Soalan kajian dibentuk dengan penggunaan soal selidik tentang persepxsi guru terhadap peralatan multisensori.

3.2 Pemilihan Peserta Kajian

Kajian ini melibatkan 80 guru dari Program Pendidikan Khas Integrasi sekolah rendah dengan pengalaman mengajar dari 1 tahun hingga 32 tahun daripada sepuluh buah sekolah yang bertempat dalam Daerah Kota Setar dengan jenis sekolah yang berbeza. Semua sekolah ini menggunakan tiga peralatan multisensori yang dikaji. Persampelan rawak mudah digunakan untuk mengenal pasti peserta kajian yang berpotensi untuk mencapai untuk mencapai perwakilan dan memastikan tiada bias dalam persampelan.

3.3 Pengumpulan Data

Kaedah pengumpulan data yang digunakan ialah soal selidik guru.

3.3.1 Soal selidik guru

Soal selidik terbahagi kepada 6 bahagian iaitu demografi responden, pengetahuan tentang masalah pembelajaran, penggunaan sumber pengajaran, sikap terhadap peralatan multisensori, amalan penggunaan dan keberkesanan penggunaan peralatan multisensori. Dalam bahagian demografi terdiri daripada jantina, bangsa, umur, jawatan , pengalaman mengajar , kelas yang diajar, subjek yang diajar. Bahagian B tentang pengetahuan masalah pengetahuan. Bahagian ini mengandungi 5 soalan yang meninjau pengetahuan guru tentang masalah pembejaran. Bahagian C mengenai penggunaan sumber pengajaranyang berkonsepkan multisensori iaitu buku audio , video dan permainan. Diikuti dengan Bahagian D tentang sikap terhadap peralatan multisensori. Untuk meneliti tahap sikap guru terhadap kepentingan peralatan multisensori dalam pengajaran membaca, meneruskan dengan pemahaman yang mendalam tentang peralatan multisensori dan terhadap penggunaan peralatan multisensori sekiranya pemahaman lanjutan peralatan diperoleh. Bahagian ini diukur dengan skala 5 poin iaitu “sangat tidak setuju”. “tidak setuju”, “neutral”, “setuju” dan “sangat setuju”. Bahagian ini bertujuan meneroka kepercayaan guru tentang tahap impak terhadap peralatan multisensori yang berbeza dalam perkembangan kemahiran membaca peserta kajian dikehendaki nuntuk meluahkan persetujuan mereka dengan setiap penyataan seperti ‘ sangat tidak setuju’, ‘tidak setuju’ , ‘neutral’, ‘setuju’, ‘sangat setuju’

3.3.2 Kesahan dan kebolehpercayaan

Instrumen kajian ini iaitu soal selidik adalah 30 item soal selidik dengan skala likert 5 poin yang diadaptasikan daripada kajian lepas *Teachers’ Attitudes Towards Using Multisensory Tools in English Writing Instruction in Hong Kong Primary School*. Untuk menilai kebolehpercayaan instrumen, pengkaji menggunakan kaedah pengiraan Indeks kepercayaan Cohen Kappa seperti yang dicadangkan oleh Yin (2004). Pengkaji telah memohon perkhidmsatan tiga orang pakar untuk menyemak dan memberi komen terhadap item soal selidik yang diadaptasi. Ketiga-tiga orang pakar tersebut dua orang mempunyai kepakaran dalam bidang Bahasa Melayu dan seorang lagi mempunyai kepakaran dalam bidang penyelidikan. Kebolehpercayaan Cohen Kappa seperti berikut:

Pakar 1	**Pakar 2**	**Pakar 3**	**Cohen Kappa Keseluruhan**
$K=\frac{26-13}{24-13}$	$K=\frac{25-13}{26-13}$	$K=\frac{24-13}{30-13}$	$K=\frac{0.84+0.92+0.84}{3}$
$K=\frac{11}{13}$	$K=\frac{12}{13}$	$K=\frac{11}{13}$	$K=\frac{2.6}{13}$
K= 0.84	K=0.92	K=0.84	K=0.87

Nilai kebolehpercayaan Cohen Kappa secara keseluruham ialah 0.87. Menurut Landis and Koch (1977) cara intepretasi nilai yang diperoleh menggunakan formula Cohen Kappa, iaitu nilai kebolehpercayaan yang melebihi 0.75 menunjukkan persetujuan yang kuat atau tahap konsistensi pengekodan data yang dilakukan oleh pengkaji adalah tinggi.

3.4 Analisis Data

Setelah memperoleh soal selidik yang dijawab, data dipindahkan daripada Google Form kepada Responses Sheet. Data dianalisis dengan menggunakan SPSS (Statistics Package For Social Sciences) Versi 26 (Paul & Ngirande, 2014). Kaedah Statistik menggunakan dan diterangkan seperti dalam jadual.

Tafsiran Analisis Data

Jadual: Kaedah Statistik yang digunakan untuk Persoalan Kajian

Persoalan Kajian	Data Analisis
i. Meneroka bahan yang bersesuaian untuk meningkatkan kemahiran membaca dengan peralatan pendekatan multisensori	Statistik Deskriptif (Min, kekerapan, peratus dan sisihan piawai)
ii. Mengenalpasti impak pelaksanaan aktiviti multisensori dalam mempelajari kemahiran membaca	Statistik Deskriptif (Min, kekerapan, peratus dan sisihan piawai)

4. Dapatan Kajian

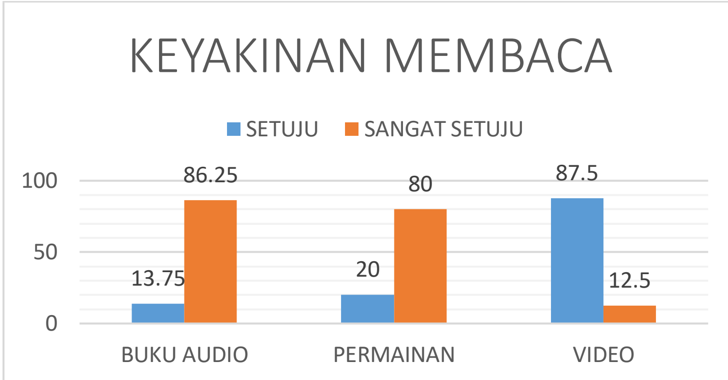
Soal selidik dihantar kepada 80 orang guru Program Pendidikan Khas Integrasi dengan kadar maklum balas 100% daripada semua responden. Dapatan soal selidik adalah seperti berikut:

i. Apakah sikap guru terhadap penggunaan buku audio, permainan dan video dalam mengajar kemahiran membaca?

Memandangkan buku audio, permainan dan video dilihat sebagai peralatan pengajaran yang penting, dapatan kajian juga menunjukkan bahawa hanya 70% dan 30% responden setuju dan sangat setuju dengan penyataan “saya berharap dapat belajar mendalam tentang penggunaan audio dalam membantu pengajaran bacaan kepada murid-murid masalah pembelajaran. Di samping itu, terdapat 13.75% dan 86.25 % responden setuju dan sangat setuju dengan penyataan “saya berharap dapat belajar mendalam tentang penggunaan permainan dalam membantu pengajaran bacaan kepada murid-murid masalah pembelajaran. Bukan sahaja itu malah, 98.75% responden setuju dan dan 1.25 % sangat setuju dengan penyataan “saya berharap dapat belajar mendalam tentang penggunaan video dalam membantu pengajaran bacaan kepada murid-murid masalah pembelajaran . “

ii. Mengenalpasti impak pelaksanaan aktiviti multisensori dalam mempelajari kemahiran membaca

Seperti yang dilihat dalam rajah, semua responden mempercayai bahawa penggunaan buku audio memberi kesan positif terhadap keyakinan murid dalam meningkatkan kemahiran membaca murid-murid. Sebanyak 86.25% peratus responden sangat setuju penggunaan buku audio dapat meningkatkan keyakinan, diikuti dengan permainan (80%) dan video (12.5%).



Selain itu, semua responden (100%) mempercayai bahawa penggunaan buku audio juga memberi kesan positif terhadap minat murid dalam meningkatkan kemahiran membaca murid-murid. Sebanyak 86.25% peratus responden sangat setuju penggunaan buku audio dapat meningkatkan minat, diikuti dengan video (3.75%) setuju dan permainan (1.25 %) ‘sangat setuju’ dan ‘setuju’.

5. Perbincangan dan Kesimpulan

Antara tiga peralatan multisensori yang dikaji, permainan menjadi peralatan multisensori yang paling berkesan untuk meningkatkan minat dan usaha murid-murid dalam proses mempelajari kemahiran membaca dan juga pencapaian kemahiran membaca dengan video (kedua) dan audio (ketiga). Dari segi pembinaan keyakinan, video dilaporkan paling berkesan, diikuti oleh permainan dan buku audio.

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Prokrastinasi Akademik Dan Pembelajaran Regulasi Kendiri Dalam Kalangan Murid Sekolah Rendah

(Academic Procrastination and Self-Regulated Learning among Primary School Students)

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Abstrak: *Tabiat menunda tugasan akademik sejak dari sekolah rendah mampu mempengaruhi potensi murid apabila berada di peringkat menengah dan tertiari. Keupayaan murid mempraktikkan pembelajaran regulasi kendiri dikaitkan dengan prokrastinasi akademik. Maka, kajian ini bertujuan untuk mengetahui tahap prokrastinasi akademik murid sekolah rendah, mengenal pasti jika perbezaan jantina mempengaruhi tahap pembelajaran regulasi kendiri serta mengenal pasti hubungan antara prokrastinasi akademik dan pembelajaran regulasi kendiri. Teknik persampelan rawak berstrata digunakan untuk memilih sampel yang terdiri daripada 256 orang murid Tahun 5 daripada lapan buah sekolah rendah di daerah Mukah, Sarawak. Kajian ini merupakan kajian korelasi menggunakan data kuantitatif dipungut melalui soal selidik diadaptasi daripada Tuckman Procrastination Scale dan Academic Self-Regulated Learning Scale. Dapatan kajian menunjukkan majoriti murid, 89.5% memiliki tahap prokrastinasi akademik pada tahap sederhana. Analisis ujian t-sampel tidak bersandar menunjukkan perbezaan jantina signifikan dalam menentukan tahap pembelajaran regulasi kendiri, iaitu murid perempuan memiliki tahap pembelajaran regulasi kendiri lebih tinggi berbanding lelaki. Ujian Korelasi Pearson ($r=-.55$, $p<.05$) menunjukkan hubungan negatif yang signifikan pada tahap sederhana antara prokrastinasi akademik dan pembelajaran regulasi kendiri yang memberi makna murid yang memiliki tahap pembelajaran regulasi kendiri yang tinggi akan kurang melakukan prokrastinasi akademik. Oleh itu, murid harus diajar strategi pembelajaran regulasi kendiri bagi mengatasi tingkah laku maladaptif dalam pembelajaran.*

Kata Kunci: prokrastinasi akademik, pembelajaran regulasi kendiri, murid sekolah rendah

Abstract: *The habit of procrastinating the academic task from the primary school could affect the students' potential when they are in secondary or tertiary level. The ability of the students who practise self-regulated learning is often linked to procrastination. Thus, this study is conducted to identify the level of academic procrastination among primary students, to investigate if gender differences affect self-regulated learning and identify the relationship of academic procrastination and self-regulated learning. Stratified random sampling technique was used to select the sample consisting of 256 Year 5 students from eight primary schools in Mukah district, Sarawak. This is correlational study using quantitative data collected through questionnaire adapted from Tuckman Procrastination Scale and Academic Self-Regulated Learning Scale. Result showed that majority of the students, 89.5%, have a moderate level of academic procrastination. Independence* *t-test analyses showed that there is significant gender difference in self-regulated learning. The female has the higher level of self-regulated learning than male. Result of Pearson's Correlation (r=-.55, p<.05) revealed moderate significant negative relationship between the academic procrastination and the self-regulated learning. Finding implied that students with high self-regulated learning will tend to be less procrastinate. Therefore, students should be taught self-regulated strategies to overcome maladaptive behaviour in learning.*

Keywords: academic procrastination, self-regulated learning, primary school students

1. Pengenalan

Hala tuju sistem pendidikan sentiasa berevolusi sejajar dengan peredaran zaman. Kini, pembelajaran abad ke-21 menuntut individu murid untuk menjadi aktif dan bertanggungjawab dalam mengelola pembelajaran sendiri serta menghargai nilai pembelajaran sepanjang hayat (Rohani, Hazri & Mohamad, 2017). Keupayaan mengendalikan pembelajaran sendiri sejak dari peringkat sekolah dapat menjadi platform kepada individu untuk meningkatkan kemampuan dan kualiti diri agar dapat bersaing dan menyesuaikan diri dalam mendepani globalisasi (Lubis, 2018). Namun, sikap murid yang masih sambil lewa terhadap proses pembelajaran diri boleh merencatkan usaha untuk memenuhi tuntutan amalan pengajaran dan pembelajaran abad ke-21. Sikap tidak menyiapkan kerja rumah (homework) yang diberi guru merupakan cerminan tabiat murid yang menunda untuk melakukan sesuatu tugasan akademik. Perbuatan menunda untuk memulai atau menyelesaikan sesuatu tugasan sekolah dikenali sebagai prokrastinasi akademik (Saraswati, 2017). Fenomena prokrastinasi akademik telah wujud di peringkat pendidikan tertiari serta sekolah menengah merentasi bangsa dan jantina (Ozer, 2011; Munawaroh, Alhadi & Saputra, 2017; Saplavska & Jerkunkova, 2018; Kaur & Rani 2019; Gunduz 2020).

Tabiat prokrastinasi akademik mendatangkan kesan negatif kepada murid pada masa depannya (Ng 2016). Murid yang sering melakukan prokrastinasi akademik mengalami kerugian waktu kerana masa yang sepatutnya digunakan untuk menyiapkan tugasan akademik diisi dengan aktiviti yang tidak berfaedah (Lubis, 2018). Tugasan menjadi terbengkalai, meskipun disiapkan hasilnya tidak mencapai tahap optimum kerana diselesaikan pada saat-saat akhir mengakibatkan kurang kawalan terhadap kualiti tugasan yang dihasilkan (Baratama, 2014). Maka tidak hairanlah kitaran tingkah laku penundaan ini boleh menyebabkan pencapaian pelajaran yang rendah (Saraswati, 2017). Impak prokrastinasi akademik bukan sahaja mempengaruhi pencapaian individu, namun turut menjejaskan kesihatan murid kerana dapat mencetuskan perasaaan cemas dan meningkatkan tahap stress (Jin, 2016; Saplayvaska & Jerkunkova, 2018).

2. Ulasan Kajian Lepas

Tuckman (1991) menjelaskan prokrastinasi akademik sebagai kecenderungan untuk menunda, memulakan atau menyelesaikan sesuatu tugasan akademik untuk melakukan aktiviti lain yang tidak berfaedah. Jenis tugasan akademik pada peringkat universiti dalam bentuk penulisan kertas projek, laporan dan pembentangan manakala tugasan akademik peringkat sekolah rendah di Malaysia sinonim dengan bentuk pemberian kerja rumah (Yeo & Heng, 2011). Dalam kajian ini, prokrastinasi akademik ialah tingkah laku menunda, melengah-lengahkan dengan sengaja untuk memulai atau menyiapkan sesuatu tugasan yang berkaitan dengan pembelajaran formal seperti kerja rumah yang diberi guru.

Janssen (2015) berpendapat bahawa prokrastinasi bukan bermaksud penghindaran tugas atau bersikap tidak ambil peduli langsung terhadap tugasan, namun lebih kepada perbuatan menunda-nunda untuk mengerjakan, sehingga kesuntukan waktu untuk menyelesaikan tugas. Kontradik dengan pendapat Nafeesa (2018), yang menyatakan bahawa prokrastinasi merupakan satu bentuk penghindaran tugas dan penghindaran prestasi kerana takut akan kegagalan. Tingkah laku prokrastinasi akademik menjadi satu tabiat bagi murid yang mementingkan kesempurnaan (Magreta & Wahyudin, 2019). Skop tugas yang sukar difahami menambah kecenderungan murid untuk menunda kerana tidak tahu bagaimana untuk memulakan tugasan tersebut. Faktor gaya asuhan ibu bapa merupakan faktor luaran yang mampu memberi kesan terhadap prokrastinasi akademik yang dialami murid (Manukaram, Melissa & Shahizan, 2013). Gaya asuhan ibu bapa boleh dibahagikan kepada tiga kategori utama iaitu autoratif, autotarian dan permisif. Dapatan kajian Mahasneh, Bataineh dan Al-Zoubi (2016) turut melaporkan wujudnya hubungan positif antara prokrastinasi akademik dengan gaya asuhan ibu bapa.

Pembelajaran Regulasi Kendiri

Tingkah laku prokrastinasi akademik dikaitkan dengan kegagalan individu meregulasi diri (Janssen, 2015; Rebetez et al., 2016). Konsep regulasi kendiri bermula dengan arahan dalaman diri individu ditunjukkan dalam bentuk kemahiran regulasi diri seperti membuat perancangan, mengaorganisasi, mengarah diri, memantau dan menilai diri semasa dalam proses pembelajaran (Zimmerman, 2002). Murid dapat meregulasi diri dikategori sebagai murid yang bertanggungjawab dan aktif kerana berupaya mengawal pembelajaran diri dengan menetapkan matlamat pembelajaran, mengaplikasi strategi untuk mengingat kembali maklumat, meminta bantuan daripada orang lain dan memanfaatkan persekitaran untuk menggalakan pembelajaran (Magno, 2010). Teori Kognitif Sosial dipelopori Bandura (1986) mendasari strategi pembelajaran regulasi kendiri menekankan fungsi persekitaran, kendiri dan tingkah laku membentuk jaringan menghasilkan strategi pembelajaran yang sistematik melalui aktiviti meregulasi kendiri dalam menangani tabiat maladaptif seperti prokrastinasi akademik. Revelansi dengan teori kognitif sosial dan beberapa definisi terdahulu, maka dalam kajian ini pembelajaran regulasi kendiri merupakan pembelajaran aktif berfokus kepada keupayaan individu untuk mengaplikasi strategi memori, menetapkan matlamat, menilai diri, meminta bantuan, pengorganisasian, tanggungjawab belajar dan menstruktur persekitaran seperti yang diutarakan Magno (2010).

Kemahiran regulasi kendiri boleh dilentur (malleable) melalui interaksi dalaman diri dan interaksi dengan persekitaran (Compagnoni & Merki, 2019). Sejajar dengan itu, Zimmerman (2002) turut menegaskan kemahiran regulasi diri tidak diwarisi secara turun-temurun namun dipengaruhi diri dan persekitaran. Faktor demografik seperti umur dan jantina individu dinyatakan boleh mempengaruhi tahap pembelajaran regulasi kendiri yang dimiliki individu (Zimmerman & Martinez-Pons, 2001; Zerak, Jurisevik & Pecjak, 2020). Dalam kehidupan seharian, jangkaan sosial (social expectation) menentukan bagaimana lelaki dan perempuan harus berfikir, menzahirkan perasaan dan melakukan sesuatu (Santrock, 2007). Federikse (dalam Parantika, Suniasih & Kristiantari, 2020) menjelaskan bahawa parietal lobe yang terdapat pada struktur otak bagi perempuan lebih kecil berbanding lelaki. Parietal lobe mempengaruhi kemampuan menyiapkan tugas kognitif melibatkan persepsi dan visuospatial.

Beberapa kajian terdahulu menyatakan bahawa perbezaan jantina tidak signifikan dalam mempengaruhi kemahiran pembelajaran regulasi kendiri (Stanikzai, 2019; Susilowati et al., 2020). Namun, kajian yang dijalankan (Zimmerman & Martinez-Pons, 2001; Cadima et al., 2016) pula menyatakan bahawa perbezaan jantina signifikan dalam menentukan tahap pembelajaran regulasi kendiri. Dapatan kajian yang tidak konklusif mengenai peranan jantina dalam menentukan tahap pembelajaran regulasi kendiri perlu dikupas lagi memandangkan aspek perbezaan jantina signifikan untuk diketahui supaya penerapan kemahiran pembelajaran regulasi kendiri berlaku kepada semua murid tanpa mengira bias jantina bagi mengatasi tingkah laku maladaptif seperti prokrastinasi akademik.

Tabiat prokrastinasi akademik sinonim dengan kesukaran mengurus waktu manakala individu yang aktif mengamalkan kemahiran pembelajaran regulasi kendiri dapat menguruskan waktu antara belajar dengan aktiviti lain (Febritama & Sanjaya, 2018). Justeru, menarik untuk mendalami iaitu apakah terdapat hubungan antara prokrastinasi akademik dengan pembelajaran regulasi kendiri murid. Penyelidikan dalam aspek ini penting rentetan sistem pendidikan di Malaysia dalam proses menstranformasi berorientasikan peperiksaan kepada sistem yang lebih holistik dan menekankan pembelajaran aktif berpusatkan murid (Rohani, Hazri & Mohamad, 2017). Murid diharap dapat menguasai kemahiran pembelajaran kendiri selaras dengan falsafah pembelajaran sepanjang hayat bagi memperkembang potensi dan kompetensi individu secara berterusan yang diperlukan dalam pembangunan sumber manusia untuk kepentingan produktiviti ekonomi dan negara (Ng, 2016).

Walaupun kajian mengenai hubungan prokrastinasi akademik dan pembelajaran regulasi kendiri telah banyak dilaksanakan, namun kajian dalam konteks murid sekolah rendah adalah terbatas, walhal peringkat sekolah rendah merupakan masa yang sesuai untuk menggalakkan kanak-kanak menjadi lebih berdikari dalam proses pembelajaran (Manukaram, Melisa & Shahizan, 2013). Dapat dirumuskan bahawa prokastinasi akademik mungkin dapat diatasi dengan memahami hubungannya dengan pembelajaran regulasi kendiri. Oleh kerana kajian mengenainya dalam kalangan murid sekolah rendah masih kurang, maka kajian ini diharapkan dapat mengisi jurang ilmu tersebut. Dapatan kajian diharap dapat memberikan maklumat kepada pihak berkepentingan seperti guru dan ibu bapa untuk menangani isu prokastinasi akademik dalam kalangan murid sekolah rendah.

Tujuan dan Objektif Kajian

1. Mengenal pasti tahap prokrastinasi akademik dalam kalangan murid sekolah rendah.
ii. Mengenal pasti perbezaan tahap pembelajaran regulasi kendiri antara murid lelaki dan murid perempuan sekolah rendah.
iii. Mengenal pasti hubungan antara prokrastinasi akademik dan pembelajaran regulasi kendiri dalam kalangan murid sekolah rendah.

3. Metodologi Kajian

Penyelidikan ini merupakan kajian kuantitatif menggunakan reka bentuk kajian korelasi. Analisis deskriptif dan analisis inferensi (ujian t-sampel tidak bersandar dan Korelasi Pearson) digunakan untuk menganalisis data kajian. Populasi dalam kajian ini merupakan murid sekolah rendah Tahun 5 dari daerah Mukah, Sarawak yang berjumlah 776 orang murid. Pemilihan sampel dalam kajian ini berdasarkan persampelan rawak berstrata. Berpandukan Jadual Saiz Sampel Krejcie & Morgan (1970), jumlah minimun responden ialah 256 orang murid. Secara terperincinya, responden kajian seramai 256 orang iaitu 104 orang murid lelaki dan 152 orang murid perempuan daripada lapan buah sekolah di daerah Mukah, Sarawak.

Instrumen Kajian

Instrumen soal selidik terdiri daripada 73 item dipecahkan kepada Bahagian A, Bahagian B dan Bahagian C. Bahagian A berkisar tentang butiran peribadi responden iaitu lokasi sekolah dan jantina. Bahagian B terdiri daripada 16 item diadaptasi daripada set soal selidik Tuckman's (1991) Procrastination Scale (TPS). TPS menggunakan skala Likert empat aras persetujuan iaitu Sangat Tidak Setuju (STS), Tidak Setuju (TS), Setuju (S) dan Sangat Setuju (SS). Konteks tugasan akademik dalam soal selidik ini berfokus kepada latihan dan kerja sekolah yang diberi guru seperti yang diamalkan di institusi persekolahan di Malaysia. Manakala, bahagian C merupakan set soal selidik Academic Self-Regulated Learning Scale (A-SRL-S) terdiri daripada 55 item. Terdapat tujuh kompenan utama dalam A-SRL-S iaitu kompenan strategi memori, penetapan matlamat, penilaian kendiri, meminta bantuan, menstruktur persekitaran, tanggungjawab belajar dan pengorganisasian. Instrumen menggunakan Skala Likert empat aras persetujuan (1 =Sangat Tidak Setuju, 2= Tidak Setuju, 3= Setuju dan 4= Sangat Setuju).

Kesahan dan Kebolehpercayaan Instrumen

Adaptasi instrumen dilakukan terhadap set soalan bahagian B dan bahagian C yang dialih bahasa daripada Bahasa Inggeris ke Bahasa Melayu. Proses terjemahan ini menggunakan kaedah 'back translation'. Dalam kajian ini, penyataan dalam set soal selidik asalnya dalam Bahasa Inggeris diterjemah satu persatu ke dalam Bahasa Melayu, dan kemudian diterjemah semula ke dalam Bahasa Inggeris. Prosedur ini dilakukan dengan mendapatkan bantuan dua orang guru bahasa yang telah berkhidmat lebih 20 tahun dalam bidang masing-masing, iaitu seorang guru Bahasa Inggeris dan seorang lagi guru Bahasa Melayu untuk melakukan penterjemahan. Soal selidik yang diterjemah telah disemak dan mendapat pengesahan daripada penyelia.

Kajian rintis dijalankan dengan jumlah 30 orang responden. Data dikumpul dan diproses menggunakan kaedah konsistensi dalaman. Nilai kebolehpercayaan dalam kajian ini ditentukan oleh nilai Cronbach Alpha. Bagi bahagian B iaitu TPS, keputusan analisis menunjukkan pekali kebolehpercayaan Cronbach Alpha ialah .783. Manakala, bagi bahagian C iaitu A-SRL-S, dilaporkan nilai pekali kebolehpercayaan Cronbach Alpha ialah .869. Menurut Chua (2014), pekali Cronbach Alpha antara .65 hingga .95 adalah memuaskan. Dapatlah dirumuskan bahawa TPS dan A-SRL-S yang diadaptasi dalam kajian ini adalah pada tahap yang memuaskan.

4. Dapatan Kajian

Tahap Prokrastinasi Akademik Murid Sekolah Rendah

Azwar (2013) dalam Baratama (2014) membuat pengkategorian tahap prokrastinasi akademik kepada tiga kategori iaitu rendah, sederhana dan tinggi menggunakan norma kategori seperti berikut;

Jadual 1: Tahap Prokrastinasi Akademik Murid Sekolah Rendah

Norma	at skor	Kategori	ekuensi	Peratus
$(\mu + 1.0\sigma) \leq X$	9 - 64	Tinggi	7	2.7 %
$(\mu - 1.0\sigma) \leq X < (\mu + 1.0\sigma)$	2 - 48	Sederhana	229	89.5%
$X < (\mu - 1.0\sigma)$	6 - 31	Rendah	20	7.8%
		Jumlah	256	100%

Berdasarkan jadual di atas, 2.7 % murid sekolah rendah memiliki tahap prokrastinasi akademik pada kategori tinggi. Manakala, 89.5 % murid sekolah rendah memiliki tahap prokrastinasi akademik pada tahap sederhana dan selebihnya 7.8 % murid sekolah rendah memiliki tahap prokrastinasi akademik pada tahap rendah. Dapatlah disimpulkan majoriti murid sekolah rendah iaitu 89.5% memiliki prokrastinasi akademik pada tahap sederhana.

Perbezaan Tahap Pembelajaran Regulasi Kendiri antara Murid Lelaki dan Murid Perempuan Sekolah Rendah

Berikut merupakan keputusan ujian-t sampel tidak bersandar bagi mengenal pasti perbezaan tahap pembelajaran regulasi kendiri antara murid lelaki dan murid perempuan sekolah rendah;

Jadual 2: Keputusan Ujian-t Tidak Bersandar Tahap Pembelajaran Regulasi Kendiri antara Murid Lelaki dan Murid Perempuan Sekolah Rendah

Pembelajaran	t	df	Sig. *(2-tailed)*	Beza min
Regulasi Kendiri	-3.642	254	.000	-9.17257

Berdasarkan jadual 2, nilai t yang ditunjukkan ialah -3.642 dengan nilai signifikan .001. Dengan demikian, keputusan kajian adalah signifikan ($t = -3.642$. $df=254$, $p<.05$). Hipotesis nul pertama dalam kajian ini ditolak. Maka, dapatlah disimpulkan bahawa terdapat perbezaan yang signifikan bagi tahap pembelajaran regulasi kendiri antara murid lelaki dan murid perempuan sekolah rendah. Murid perempuan memiliki tahap pembelajaran regulasi kendiri yang lebih tinggi berbanding murid lelaki.

Hubungan Antara Prokrastinasi Akademik Dan Pembelajaran Regulasi Kendiri Dalam Kalangan Murid Sekolah Rendah

Berikut dipaparkan hasil ujian korelasi Pearson bagi mengenal pasti hubungan antara prokrastinasi akademik dan pembelajaran regulasi kendiri;

Jadual 3: Hubungan antara Prokrastinasi Akademik dan Pembelajaran Regulasi Kendiri Murid Sekolah Rendah

Variabel	Korelasi Pearson, r	Sig. (*2-tailed*)	Keterangan
Prokrastinasi akademik >< Pembelajaran regulasi Kendiri	-.55**	.000	Sederhana

Analisis korelasi Pearson yang dipaparkan pada Jadual 3 menunjukkan keputusan yang diperoleh adalah signifikan dengan nilai r= -.554. Dengan demikian, hipotesis nul adalah ditolak. Hal ini menjelaskan bahawa terdapat hubungan antara prokrastinasi akademik dan pembelajaran regulasi kendiri murid sekolah rendah. Kekuatan korelasi, r= -.55 adalah pada tahap sederhana (Chua, 2014). Keputusan ujian ini membawa implikasi bahawa individu yang memiliki tahap pembelajaran regulasi kendiri yang tinggi cenderung memiliki tahap prokrastinasi akademik yang rendah.

5. Perbincangan

Dapatan kajian memberi maklumat bahawa isu prokrastinasi akademik wujud dalam kalangan murid sekolah rendah, dengan perincian majoriti murid melakukan prokrastinasi akademik pada tahap yang sederhana. Data ini selari dengan dapatan kajian yang dilakukan oleh Munawaroh, Alhadi dan Saputra (2017), Kaur dan Rani (2019) serta Gunduz (2020) yang melaporkan tahap prokrastinasi akademik bagi sampel murid sekolah menengah adalah pada tahap sederhana. Kontradik dengan dapatan yang dilaporkan Saplavska dan Jerkunkova (2018) yang melaporkan prokrastinasi akademik bagi pelajar universiti pada tahap yang tinggi. Penyataan ini turut disokong oleh dapatan kajian Ozer (2011) yang membuat perbandingan tahap prokrastinasi akademik dalam kalangan pelajar sekolah menengah adalah lebih rendah berbanding pelajar universiti. Perbezaan tahap prokrastinasi akademik disebabkan umur responden dan jenis tugasan akademik. Pemberian jenis tugasan akademik yang berbeza pada peringkat sekolah dan peringkat universiti mempengaruhi tahap prokrastinasi akademik yang dimiliki pelajar. Maka, guru seharusnya lebih selektif ketika memberi tugasan akademik kepada murid. Guru harus memberi tugasan akademik yang mampu mengekalkan perhatian dan minat murid untuk menyiapkan tugasan diberi. Menurut Yeo dan Heng (2011), tugasan akademik yang diberi haruslah mempunyai perkaitan dengan kandungan isi pelajaran yang telah disampaikan pada sesi pengajaran dan pembelajaran.

Tugasan akademik yang terlalu mencabar mempengaruhi keupayaan individu untuk menyiapkan tugasan akademik khususnya bagi murid yang mementingkan kesempurnaan memiliki tuntutan yang tidak rasional terhadap hasil tugasan (Margareta & Wahyudin, 2019). Aras tugasan akademik yang mencabar turut menambah perasaan takut akan kegagalan yang dinyatakan sebagai antara faktor yang mendorong prokrastinasi akademik (Nafeesa, 2018). Tuckman (1991) mengutarakan bahawa ibu bapa dan guru kurang mengambil perhatian dalam mengawal pembelajaran ketika anak-anak masih dalam proses persekolahan. Namun, apabila anak-anak meningkat dewasa dan masuk ke kolej dan universiti, terdapat jangkaan daripada ibu bapa dan guru bahawa murid ini boleh memantau pembelajaran sendiri. Ibu bapa dan keluarga merupakan individu yang berada dalam lingkungan sosial murid. Maka, tidak dapat dinafikan bahawa faktor gaya asuhan ibu bapa merupakan faktor luaran yang mampu memberi kesan terhadap tahap prokrastinasi akademik yang dialami murid. Dapatan kajian Mahasneh, Bataineh dan Al-Zoubi (2016) menggambarkan bahawa gaya asuhan yang bersifat keras dan kurang mesra boleh menyebabkan peningkatan tahap prokrastinasi akademik. Peneguhan positif seperti memberi pujian setelah anak berjaya menyelesaikan tugasan akademik juga boleh membantu murid mengurangkan tabiat prokrastinasi akademik.

Dapatan kajian turut melaporkan terdapat perbezaan signifikan bagi tahap pembelajaran regulasi kendiri antara murid lelaki dan murid perempuan sekolah rendah. Keputusan yang signifikan ini memberi makna perbezaan jantina mempunyai kesan terhadap pembelajaran regulasi kendiri. Tahap pembelajaran regulasi kendiri bagi murid perempuan didapati lebih tinggi berbanding murid lelaki. Dapatan kajian ini sejajar dengan penyataan Zimmerman dan Martinez-Pons (2001) yang mengemukakan murid perempuan sering menggunakan strategi pembelajaran regulasi kendiri berbanding murid lelaki. Murid perempuan lebih cenderung menyimpan rekod, memantau serta membuat penetapan matlamat pembelajaran. Cadima et al. (2016) menghuraikan murid perempuan mengaplikasi strategi metakognitif, lebih bermotivasi secara intrinsik menggunakan strategi pembelajaran lebih kerap dan meregulasi emosi semasa belajar. Perbezaan jangkaan daripada guru dan ibu bapa dinyatakan sebagai salah satu penyebab kepada perbezaan tahap pembelajaran regulasi kendiri berdasarkan orientasi jantina yang lebih memihak kepada pelajar perempuan (Zerak, Jurisevic & Pecjak, 2020). Terdapat kepercayaan stereotaip yang mengharapkan individu perempuan lebih teratur dan berkemahiran dalam mengurus pembelajaran. Kontradik dengan kajian Stanikzai (2019) dan Susilowati et al. (2020) melaporkan keputusan tidak signifikan bagi pembelajaran regulasi kendiri berdasarkan orientasi jantina. Perbezaan keputusan ini dipengaruhi oleh faktor demografik seperti perbezaan sosiobudaya dan umur responden.

Analisis Korelasi Pearson melaporkan terdapat hubungan signifikan antara prokrastinasi akademik dan pembelajaran regulasi kendiri. Kekuatan korelasi yang dilaporkan adalah pada tahap sederhana. Hubungan yang wujud merupakan hubungan negatif, iaitu semakin tinggi tahap pembelajaran regulasi kendiri, maka semakin rendah tahap prokrastinasi akademik. Dapatan kajian ini konklusif dengan kajian-kajian lepas (Jin, 2016; Saraswati, 2017; Febritama & Sanjaya, 2018; Lubis, 2018) dalam mendalami hubungan antara prokrastinasi akademik dan pembelajaran regulasi kendiri. Hubungan negatif yang wujud antara pembelajaran regulasi kendiri dan prokrastinasi akademik ini perlu dimanfaatkan untuk mengurangkan tingkah laku maladaptif dalam pembelajaran. Sejajar dengan penyataan Compagnoni dan Merki (2019), kemahiran pembelajaran regulasi kendiri boleh dilentur melalui interaksi dalaman diri dan interaksi dengan persekitaran.

Interaksi dalaman diri berkait rapat dengan motivasi instrinsik individu yang turut dinyatakan juga sebagai faktor yang mempengaruhi hubungan antara prokrastinasi akademik dan pembelajaran regulasi kendiri (Jin, 2016). Dengan memiliki motivasi instrinsik, murid mempunyai keinginan, perhatian dan kemahuan yang mendorong pelajar untuk melakukan tindakan yang sesuai untuk mencapai matlamat pembelajaran. Interaksi dengan persekitaran pula termasuk faktor luaran yang boleh mempengaruhi hubungan prokrastinasi akademik dan pembelajaran regulasi kendiri. Salah satu kompenan yang terkandung dalam kemahiran pembelajaran regulasi kendiri adalah menstruktur persekitaran. Persekitaran pembelajaran boleh difahami sebagai keadaan sekeliling yang dapat memudahkan atau juga mampu merencatkan proses pembelajaran individu (Magno, 2010).

Dalam konteks kajian ini, umur responden ialah 11 tahun dan masih bersekolah di peringkat sekolah rendah. Sejajar dengan umur murid yang masih lagi muda, maka proses pembentukan personaliti dapat dilakukan melalui pembiasaan (habituation). Parantika, Suniasih & Kristiantari (2020) menegaskan bahawa positive attitude habituation yang dilakukan seawal umur yang mungkin adalah selari dengan karakter pendidikan. Justeru, golongan yang bertanggungjawab untuk menerapkan positive attitude habituation adalah ibu bapa dan guru. Peranan ibu bapa melalui gaya asuhan seperti gaya asuhan autoritatif dinyatakan dapat meramal secara signifikan pembelajaran regulasi kendiri (Manukaram, Melisa & Shahizan, 2013). Manakala, guru dapat mengaplikasi strategi pengajaran dan pembelajaran yang menggalakkan tingkah laku positif seperti amalan kemahiran pembelajaran regulasi kendiri.

6. Kesimpulan

Data empirikal menunjukkan bahawa isu prokrastinasi akademik wujud dalam setting sekolah rendah dengan majoriti murid memiliki prokrastinasi akademik pada tahap yang sederhana. Perbezaan jantina didapati signifikan dalam mempengaruhi tahap pembelajaran regulasi kendiri, menggambarkan murid perempuan mempunyai tahap pembelajaran regulasi kendiri yang lebih tinggi berbanding murid lelaki. Dapatan kajian menunjukkan terdapat hubungan signifikan yang negatif pada tahap sederhana antara prokrastinasi akademik dan pembelajaran regulasi kendiri. Implikasi kewujudan hubungan ini memberi makna pembelajaran regulasi kendiri berperanan dalam menangani isu prokrastinasi akademik. Relevansi dengan teori kognitif sosial yang menekankan kendiri, tingkah laku dan persekitaran, maka dari segi amalan, pihak berkepentingan seperti ibu bapa dan guru perlu menerapkan strategi pembelajaran regulasi kendiri melalui gaya asuhan dan strategi pengajaran dan pembelajaran bagi mengurangkan tingkah laku prokrastinasi akademik. Ibu bapa dan guru juga harus memberi perhatian terhadap pemupukan kemahiran regulasi kendiri dalam diri murid lelaki memandangkan dapatan kajian menunjukkan bahawa murid lelaki kurang mengamalkan kemahiran regulasi kendiri dalam pembelajaran. Kajian lanjutan dicadangkan mengenal pasti kewujudan fenomena prokrastinasi akademik dan peranan pembelajaran regulasi kendiri dalam setting pembelajaran atas talian atau pada murid yang belajar di rumah (home-schooling).

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Satu Kajian Kes Di Sebuah Sekolah Rendah Pendidikan Khas Di Daerah Keningau Mengenai Persepsi Guru Bagi Penglibatan Ibu Bapa Etnik Dusun Dalam Pembelajaran Murid Pendidikan

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Abstrak: *Kajian ini bertujuan untuk mengenalpasti akan persepsi guru mengenai peranan yang dimainkan oleh ibu bapa dalam pembelajaran anak bekeperluan khas. Kajian kes ini telah dibuat di sebuah sekolah rendah Pendidikan Khas di daerah Keningau dan hanya melibatkan suku kaum Dusun sahaja. Seramai dua orang guru dipilih menjadi responden bagi 10 orang ibu bapa etnik dusun yang menjadi sampel kajian. Data kajian kes ini dikumpul dengan menggunakan kaedah temubual, pemerhatian dan penelitian dokumen. Data ini dianalisis dengan menggunakan frekuensi kekerapan mengikut tema berdasarkan kepada tiga kaedah yang digunakan. Dapatan kajian menunjukkan bahawa terdapat dua faktor yang mendorong penglibatan ibu bapa dalam pembelajaran murid pendidikan khas etnik dusun iaitu faktor kesedaran dan faktor tahap pendidikan ibu bapa. Ini dapat dibuktikan melalui pemerhatian berstruktur yang telah dijalankan. Pemerhatian berstruktur telah dilaksanakan apabila pihak sekolah menjemput ibu bapa dalam empat program besar yang dianjurkan. Program tersebut adalah Hari Bertemu Pelanggan, Hari Kecemerlangan Sekolah, Mesyuarat Agung Persatuan Ibu Bapa dan Guru serta gotong-royong membersihkan luar bangunan Program Pendidikan Khas Integrasi. Walaupun tidak kerap namun ibu bapa masih lagi bersedia untuk berbincang hal yang berkaitan dengan pembelajaran anak mereka dan hadir sama-sama dalam meraikan Hari Kecemerlangan Sekolah dan juga hasil daripada temubual semi struktur yang dijalankan bersama 2 orang guru Pendidikan Khas yang menjadi responden kajian. Terdapat beberapan bentuk penglibatan yang diamalkan oleh ibu bapa di rumah mahupun di sekolah. Namun tidak dapat dinafikan terdapat juga masalah yang dihadapi oleh ibu bapa untuk lebih bergiat aktif terhadap pembelajaran anak bekeperluan khas suku kaum Dusun ini. Cabaran yang dihadapi dalam penglibatan ibu bapa dalam pembelajaran murid pendidikan khas etnik dusun ini di sekolah dan di rumah ialah cabaran dari segi kemiskinan dan kekangan masa akibat kesibukan keluarga. Kajian ini diharap dapat membantu pihak-pihak yang terlibat dalam sistem pendidikan negara bagi mengenalpasti punca sebenar serta mengambil inisiatif yang perlu dalam menangani kegagalan ibu bapa memainkan peranan mereka terhadap pembelajaran murid pendidikan khas etnik Dusun. Ini juga bagi mengelakkan murid pendidikan khas ini dipandang rendah dan tidak ketinggalan dengan murid arus perdana.*

Kata Kunci: Persepsi Guru, Penglibatan Ibu bapa, Etnik Dusun

Abstract: *This study aims to identify teachers' perceptions of the role played by parents in the learning of children with special needs. This case study was conducted in a Special Education primary school in Keningau district and only involved the Dusun tribe. A total of two teachers were selected as respondents for the 10 ethnic parents of the school who were the study sample. The case study data were collected using interview methods, observations and document analysis. These data were analyzed using frequency frequency according to theme based on the three* *methods used. The findings show that there are two factors that drive the involvement of parents in the learning of special education students of Dusun ethnics, namely awareness factors and factors of parental education. This can be proven through structured observations that have been conducted. Structured observations were implemented when the school invited parents in four major programs organized. The program is Customer Meeting Day, School Excellence Day, General Meeting of Parents and Teachers Association and gotong-royong cleaning outside the building of the Special Education Integration Program. Although not often, parents are still ready to discuss matters related to their child's learning and attend together to celebrate School Excellence Day and also the result of a semi-structured interview conducted with 2 Special Education teachers who are respondents to the study. There are several forms of involvement practiced by parents at home or at school. However, there is no denying that there are also problems faced by parents to be more active in the learning of children with special needs of the Dusun tribe. The challenge faced in parental involvement in the learning of special education students of this tribe at school and at home is the challenge in terms of poverty and time constraints due to family busyness. It is hoped that this study will help the parties involved in the national education system to identify the real cause as well as take the necessary initiatives in addressing the failure of parents to play their role in the learning of Dusun ethnic special education students. This is also to prevent these special education students from being looked down upon and not to be left behind by mainstream students.*

Keywords: Teacher perception, Parents Involvement, Dusun Ethnic

1. Pengenalan

Bukan semua ibu bapa dapat menerima anak mereka dilahirkan istimewa. Pelbagai perasaan bercampur baur dirasakan apabila menerima kehadiran mereka. Ada yang berasa malu dan sanggup mengurung anak mereka di rumah sahaja bahkan menghantar anak mereka untuk dijaga oleh ibu bapa di kampung. Keperluan asas yang sepatutnya disediakan untuk mereka juga terabai dan perkara ini termasuk pendidikan yang harus diterima oleh anak istimewa mereka. Ada ibu bapa yang tidak mengetahui kewujudan Program Pendidikan Khas Integrasi (PPKI) sebagai program yang menawarkan pendidikan bagi anak-anak istimewa kategori masalah pembelajaran. Bagi ibu bapa yang mengetahui kewujudan sekolah ini ada pula perkara mengecewakan yang berlaku iaitu, segelintir ibu bapa yang berangapan bahawa kelas PPKI ini sebagai sebuah pusat jagaan kerana adanya Pembantu Pengurusan Murid (PPM) yang boleh menjaga anak mereka dan bertugas lebih masa sekiranya ibu bapa lambat mengambil anak mereka dari sekolah. Ini menunjukkan kurangnya kepekaan dan keprihatinan ibu bapa terhadap anak istimewa mereka. Perkara ini menyebabkan masalah lain yang timbul kerana kurangnya campur tangan ibu bapa terhadap pembelajaran anak-anak istimewa mereka. Ini dapat dilihat dalam diri ibu bapa yang menghantar anak di sekolah bantuan kerajaan yang menawarkan program pendidikan khas. Dengan sistem pendidikan yang sentiasa berkembang maju sesuai dengan arus kemodenan, pembaharuan dan penambahbaikan sentiasa berlaku dari masa ke semasa. Bagi melahirkan modal insan yang benar-benar berkualiti, ibu bapa juga perlu untuk terlibat sama dengan guru dalam apa juga aspek. Pelbagai kaedah serta pendekatan baru perlu diwujudkan. Kaedah ini termasuklah dengan menjadikan kedua ibu bapa sebagai rakan bagi bekerjasama membantu dalam menyediakan apa juga bentuk keperluan pembelajaran terhadap murid lebih-lebih lagi murid pendidikan khas. Pada hari ini, sistem pendidikan melihat bahawa sekolah sebagai salah satu pusat pengajian yang sangat memerlukan hubungan yang erat di antara guru dan ibu bapa melalui pelbagai program kerjasama yang terancang dan bersistematik. Guru merupakan individu yang terdekat dengan murid di sekolah yang menjadi mata kepada ibu bapa bagi memantau kemenjadian murid dan secara tidak langsung guru itu sendiri dapat menilai sejauh manakah kerjasama dan penglibatan ibu bapa dalam pembelajaran anak-anak khas mereka di sekolah dan rumah melalui pemerhatian, temu bual dan perkenalan mereka sdengan ibu bapa secara peribadi.

2. Kajian Literatur

Kajian literatur membincangkan tentang konsep murid berkeperluan khas, Etnik Dusun serta model yang digunakan dalam kajian ini iaitu Teori Penglibatan Ibu Bapa Epstein dan Teori Permodelan Bandura. Model yang digunakan dalam kajian ini dijelaskan oleh pengkaji berdasarkan kesesuaian keperluan kajian ini. Selain itu, kajian literatur ini juga menjelaskan mengenai bentuk penglibatan ibu bapa etnik dusun dalam pembelajaran murid pendidikan khas di sebuah sekolah Pendidikan Khas Sekolah Rendah di Keningau Sabah.

Murid Pendidikan Khas

Murid Pendidikan Khas yang terlibat dalam kajian saya merupakan murid pendidikan khas masalah pembelajaran etnik Dusun yang bersekolah di salah sebuah Sekolah rendah Pendidikan Khas Integrasi (PPKI) di daerah Keningau. Murid-murid tersebut adalah dalam kalangan murid Autisme, *Slow Learner* dan Disleksia. Rata-rata mereka berumur di antara 7 hingga 12 tahun. Dari segi tahap keupayaan, keupayaan mereka adalah dalam tahap rendah dan sederhana dan memerlukan bimbingan dari guru dan ibu bapa dalam proses pembelajaran. Kebanyakan dari mereka juga masih belum dapat menulis ayat dan perkataan dengan betul bahkan masih ada yang belum mengenal huruf dengan baik. Pemerhatian hasil kerja menunjukkan mereka masih lemah dalam pembelajaran dan memerlukan bimbingan.

Etnik Dusun

Dari segi antropologi, orang Dusun lebih sinonim dengan orang Toraja di pedalaman Sulawesi. Masyarakat ini banyak yang tinggal di pedalaman terutamanya daerah Ranau dan Tambunan, Sabah. Donald Stephen dan Paderi Mathius Majihi menganggap bahawa masyarakat Dusun dikaitkan dengan kemunduran dan tidak dinamis, iaitu masyrakat yang tidak berpelajaran, tidak bertamadun dan lebih berfikiran negatif. Dalam kajian ini lebih merujuk kepada ibu bapa murid pendidikan khas etnik Dusun di sebuah sekolah di daerah Keningau. Kebanyakkan ibu bapa ini bekerja sebagai petani, penoreh getah,bekerja sendiri dan ada juga yang bekerja dalam sektor kerajaan. Ibu Bapa yang menjadi sampel kajian ini berumur dalam lingkungan 43 hingga 57 tahun. Mereka lahir dan menetap di daerah Keningau.

Penglibatan Ibu Bapa Dalam Pembelajaran

Menurut Kamus Dewan Bahasa dan Pustaka, penglibatan ditakrifkan sebagai perbuatan atau perihal melibatkan diri dalam sesuatu hal. Dalam konteks kajian ini, penglibatan ibu bapa ditakrifkan sebagai peranan yang dimainkan oleh ibu bapa murid pendidikan khas etnik Dusun ini dalam pembelajaran di sekolah mahupun di rumah. Antara contoh penglibatan ibu bapa di sekolah adalah dengan menghadiri perbincangan Permuafakatan Ibu Bapa dan Guru, seminar dan sebagainya. Penglibatan di rumah pula termasuklah menyediakan kemudahan yang sesuai. Menurut Epstein (2009), penglibatan ibu bapa ini termasuklah sama ada datang ke sekolah, berbincang dengan guru-guru atau memantau serta membantu dalam menyiapkan tugasan ketika anak-anak berada di rumah. Merujuk kepada beberapa contoh di atas pembelajaran murid pendidikan khas itu tidaklah merujuk kepada pembelajaran secara formal semata-mata malah merujuk juga kepada pembelajaran secara tidak formal.

Faktor Penglibatan Ibu Bapa

Frasa ini bermaksud pengkaji melihat apa juga faktor yang dilakukan oleh ibu bapa murid pendidikan khas etnik Dusun dalam melibatkan diri di sekolah mahupun di rumah. Pelbagai faktor yang menyebabkan penglibatan ibu bapa dalam pembelajaran murid pendidikan khas antaranya ialah faktor kesedaran ibu bapa. Ini dapat dilihat dalam penyertaan ibu bapa bagi aktiviti yang dianjurkan pihak sekolah dan buku komunikasi murid tidak ditandatangani oleh ibu bapa yang menunjukkann ibu bapa tidak membaca maklumat yang disampaikan. Selain itu tahap kesedaran ini juga dapat dilihat dari segi kelengkapan anak ke sekolah. Keperluan asas seperti beg dan alat tulis juga tidak lengkap dan tidak disediakan. Di rumah pula, keadaan yang kondusif tidak disediakan oleh ibu bapa untuk anak belajar di rumah seperti menyediakan meja, kerusi dan suasana belajar di rumah.

Faktor kedua ialah tahap pendidikan ibu bapa. Faktor ini berkait rapat dengan faktor yang pertama kerana ibu bapa yang mempunyai tahap pendidikan yang rendah mempunyai kurang kesedaran akan kepentingan pembelajaran anak mereka. Mereka berasa bahawa program atau aktiviti yang dianjurkan di sekolah tidak wajib untuk diikuti dan tidak mempunyai kesan dalam pembelajaran anak mereka. Kesan tahap pendidikan yang rendah juga menyebabkan ibu bapa tidak dapat membantu anak mereka dalam menyelesaikan tugasan yang diberi. Ini dapat dilihat apabila anak tidak menyiapkan kerja rumah yang diberikan oleh guru dan hasil kerja juga kurang memuaskan.

Cabaran Yang Dihadapi Oleh Ibu Bapa

Masalah ditakrifkan sebagai sesuatu yang memerlukan apa juga penyelesaian, perkara atau situasi yang boleh menimbulkan kesukaran mahupun kesulitan (Kamus Dewan Bahasa dan Pustaka). Frasa ini merujuk kepada segala kekangan yang dihadapi oleh ibu bapa murid pendidikan khas etnik Dusun sehingga sukar melibatkan diri dalam apa juga bentuk sokongan di rumah mahupun di sekolah. Faktor cabaran yang dihadapi oleh ibu bapa bagi melibatkan diri dalam pembelajaran anak adalah dari segi faktor kewangan dan kekangan masa. Keluarga yang mempunyai tahap ekonomi yang rendah tidak dapat menyediakan keperluan kelengkapan murid dengan sempurna. Selain itu, ianya dapat dilihat dari segi pemberian wang saku oleh ibu bapa. Ada murid yang tidak diberikan wang saku ke sekolah dan hanya mengharapkan makanan Rancangan Makanan Tambahan (RMT).

Cabaran kedua yang dapat dilihat adalah dari segi kekangan masa. Ibu bapa sibuk dengan urusan keluarga dan peribadi sehingga ibu bapa tidak dapat menghadirkan diri dalam aktiviti yang dianjurkan. Selain itu, akibat kekangan masa juga, anak mereka tidak dibimbing semasa membuat kerja sekolah di rumah. Mereka dibiarkan membuat kerja rumah tanpa bimbingan dan pemantauan ibu bapa.

Teori Permodelan Bandura

Teori ini menggabungkan teori mazhab behaviourisme dan teori mazhab kognitif. Ini kerana ianya melibatkan aspek pemerhatian dan juga permodelan. Oleh yang demikian, model ini lebih dikenali sebagai teori permodelan serta teori kognitif sosial. Teori kognitif sosial telah menerangkan kepada kita sesungguhnya latar belakang kebudayaan seseorang individu itu adalah punca utama kepada pembentukkan tingkah lakunya. Kebudayaan yang dimaksudkan di sini adalah hasil kebudayaan yang dicipta sendiri oleh manusia yang bersosial dalam masyarakat. Kanak-kanak ini pula membesar berdasarkan nilai kebudayaan di persekitaran masing-masing. Oleh yang demikian, seseorang kanak-kanak tersebut dibentuk dan amat dipengaruhi oleh nilai kebudayaan di persekitaran mereka yang meliputi keluarga kanak-kanak itu sendiri, di sekolah dan rakan sebaya mereka. Masa kanak-kanak ini sebenarnya lebih banyak dihabiskan bersama keluarga di rumah. Sekiranya ibu bapa tidak melibatkan diri mereka dengan pencapaian akademik anak mereka, maka sudah pasti keputusan yang dicapai juga bukanlah sesuatu yang harus dibanggakan. Terdapat beberapa model dan teori yang telah dipilih terutama sekali yang berkaitan dengan penglibatan ibu bapa terhadap perkembangan pembelajaran anak-anak mereka. Teori-teori tersebut adalah Teori Penglibatan Ibu Bapa Enstein dan Teori Permodelan Bandura.

Teori Penglibatan Ibu Bapa Epstein

Menurut Epstein (2009) menjelaskan sebenarnya ibu bapa memainkan peranan yang cukup penting terhadap pembelajaran mahupun perkembangan sahsiah murid. Enam jenis pendekatan yang diketengahkan oleh beliau. Pendekatan tersebut adalah keibubapaan, komunikasi, sukarela, pembelajaran kanak-kanak dirumah, membuat keputusan dan kolaborasi dengan komuniti. Menurut model kajian ini (Epstein, 2009) sebenarnya ibu bapa memainkan peranan yang cukup penting terhadap pembelajaran mahupun perkembangan sahsiah murid. Namun begitu, dalam kajian ini hanya menjurus kepada tiga pendekatan sahaja iaitu komunikasi, keibubapaan serta pembelajaran kanak-kanak di rumah. Ini kerana ketiga-tiga aspek ini lebih menjurus kepada penglibatan ibu bapa terhadap perkembangan pembelajaran seorang kanak-kanak. Komunikasi sering menjadi salah satu penyebab utama mengapa pada hari ini ibu bapa tidak melibatkan diri mereka terhadap pembelajaran murid-murid pendidikan khas apa lagi melibatkan ibu bapa yang menetap di kawasan pedalaman. Perkembangan pembelajaran murid-murid pendidikan khas ini boleh diketahui dan dirujuk oleh kedua orang tua murid tersebut dengan merujuk kepada buku rekod kemajuan serta dengan mengadakan pertemuan dengan guru kelas anak masing-masing (Epstein 2009). Akan tetapi kerana pelbagai kekangan yang wujud, ibu bapa sering sahaja memberikan seribu satu alasan apabila gagal untuk menghadiri perbincangan tersebut. Menyedari akan hal tersebut, pihak Kementerian Pelajaran Malaysia telah pun menubuhkan serta memperkenalkan satu sistem pada tahun 2011 iaitu Sistem Analisis Peperiksaan Sekolah (SAPS) sebagai salah satu medium komunikasi antara guru dengan ibu bapa murid.

perkembangan kanak-kanak terhadap sahsiah, emosi, akademik mahupun sosial sangat bergantung dan banyak dipengaruhi oleh cara didikan ibu bapa itu sendiri (Halimah 2012). Berdasarkan model Epstein ini, terdapat pelbagai cara untuk ibu bapa melibatkan diri dalam aspek keibubapaan. Antaranya adalah dengan menyediakan keperluan asas seperti perlindungan, keselamatan, kesihatan, makanan dan pakaian kepada anak-anak mereka. Bimbingan serta didikan yang berkesan daripada ibu bapa sebenarnya secara tidak langsung telah pun mempengaruhi perkembangan pembelajaran anak-anak mereka lebih-lebih lagi terhadap murid-murid pendidikan khas.

Reduan (2008) menjelaskan bahawa aktiviti atau proses pembelajaran murid tidak hanya terhad dan terbatas di sekolah semata-mata. Aktiviti pembelajaran murid ini juga perlu diteruskan di rumah. Sokongan dari kedua ibu bapa sangat perlu dalam membantu meneruskan pembelajaran di rumah. Melalui model Epstein (2009) ini juga, kita dapat mengenalpasti sesungguhnya penglibatan dan komitmen dari ibu bapa dalam apa juga aktiviti mahupun bentuk pembelajaran di rumah sebenarnya membawa impak yang positif. Antara impak positif yang dapat dilihat adalah mampu merapatkan hubungan kekeluargaan di antara ibu bapa serta anak-anak tersebut. Selain itu penglibatan ibu bapa ini juga mampu membina sikap yang positif dan rasa bertanggungjawab murid terhadap tugasan yang telah diberikan oleh guru mereka. Selain itu situasi ini juga mampu menyedarkan ibu bapa akan peranan dan tanggungjawab mereka dalam memberikan didikan serta bimbingan yang sempurna kepada anak-anak mereka walaupun anak mereka tidak normal seperti anak yang lain.

Teori Permodelan Bandura

Teori ini menggabungkan teori mazhab behaviourisme dan teori mazhab kognitif. Ini kerana ianya melibatkan aspek pemerhatian dan juga permodelan. Oleh yang demikian, model ini lebih dikenali sebagai teori permodelan serta teori kognitif sosial. Teori kognitif sosial telah menerangkan kepada kita sesungguhnya latar belakang kebudayaan seseorang individu itu adalah punca utama kepada pembentukkan tingkah lakunya. Kebudayaan yang dimaksudkan di sini adalah hasil kebudayaan yang dicipta sendiri oleh manusia yang bersosial dalam masyarakat. Kanak-kanak ini pula membesar berdasarkan nilai kebudayaan di persekitaran masing-masing. Oleh yang demikian, seseorang kanak-kanak tersebut dibentuk dan amat dipengaruhi oleh nilai kebudayaan di persekitaran mereka yang meliputi keluarga kanak-kanak itu sendiri, di sekolah dan rakan sebaya mereka. Masa kanak-kanak ini sebenarnya lebih banyak dihabiskan bersama keluarga di rumah. Sekiranya ibu bapa tidak melibatkan diri mereka dengan pencapaian akademik anak mereka, maka sudah pasti keputusan yang dicapai juga bukanlah sesuatu yang harus dibanggakan.

Ini kerana murid pendidikan khas ini banyak meniru persekitaran mereka ketika berada di rumah. Andainya ibu bapa mereka begitu asyik menekankan aspek akademik sudah pasti murid ini juga akan begitu asyik dengan pembelajarannya. Oleh itu, teori ini bertepatan dengan penglibatan ibu bapa dengan murid pendidikan khas. Ini disebabkan oleh kebanyakkan murid pendidikan khas ini lebih dipengaruhi oleh budaya persekitaran mereka.

Menurut Bandura (1986) dalam teorinya telah menegaskan bahawa terdapat tiga komponen yang berinteraksi bagi membentuk personaliti seseorang individu iaitu persekitaran, tingkah laku dan psikologi. Ibu bapa boleh menggunakan pendekatan psikologi dengan menunjukkan sokongan kepada anak mereka lebih-lebih lagi murid pendidikan khas dalam pembelajaran mereka. Dengan melibatkan diri dalam apa juga bentuk sokongan di sekolah mahupun di rumah, anak-anak ini akan rasa terdorong untuk membuatnya dengan lebih baik kerana merasakan diri mereka disokong oleh orang yang rapat dengan mereka, iaitu ibu bapa masing-masing. Persekitaran di rumah juga banyak mempengaruhi personaliti murid pendidikan khas itu sendiri. Sekiranya ibu bapa melibatkan diri di rumah dengan menyediakan persekitaran yang sesuai dan kondusif untuk belajar sudah tentu murid-murid pendidikan khas ini akan menunjukkan perkembangan yang baik dalam pembelajaran mereka. Justeru itu, penglibatan ibu bapa di rumah juga turut sama mempengaruhi dalam pembelajaran murid-murid pendidikan khas.

Bentuk Penglibatan Ibu Bapa

Terdapat banyak bentuk penglibatan yang boleh diamalkan oleh ibu bapa terhadap pembelajaran murid-murid pendidikan khas. Sokongan harus diberikan oleh kedua ibu bapa lebih-lebih lagi kepada anak yang kurang keupayaan. Abdul Razak Zakaria dan Norani Mohd Salleh (2011) menyatakan terdapat banyak alasan yang telah diberikan oleh kedua orang tua mereka untuk kurang dan tidak memberikan komitmen dalam pembelajaran anak-anak mereka yang bersekolah di sekolah menengah. Antara alasan tersebut adalah kerana kurikulum dan silibus semakin mencabar dan sukar difahami oleh ibu bapa, ibu bapa berpendapat bahawa anak-anak yang bersekolah menengah mampu berdikari sendiri dan ingin memberi fokus yang lebih kepada anak mereka yang masih kecil. Begitu juga dengan ibu bapa bagi murid pendidikan khas, menyedari akan hakikat bahawa anak mereka sudah dilahirkan sedemikian rupa, maka mereka boleh mengabaikan tanggungjawab mereka sebagai ibu bapa. Menurut Kimaro dan Machumu (2015) dalam kajian mendapatai bahawa penglibatan ibu bapa dalam aspek pembelajaran anak mereka tidak semestinya secara langsung. Ini adalah disebabkan, penglibatan ibu bapa ini sebenarnya boleh juga terjadi secara tidak sengaja dan ianya tidak hanya terbatas di sekolah semata-mata malah ianya juga boleh terjadi di rumah. Menurut kajian Mohamad Johdi Salleh et al. (2012), dalam analisis responden menunjukkan bahawa kesediaan ibu bapa dalam menyediakan kelengkapan sekolah merupakan faktor paling dominan yang mempengaruhi perkembangan pembelajaran. Ini jelas menunjukkan bahawa ibu bapa merupakan sumber terpenting dalam menyalurkan dana kepada murid-murid. Ini merupakan salah satu bentuk penglibatan yang boleh diamalkan oleh ibu bapa ketika berada di rumah. Menurut analisis kajian ini lagi menunjukkan bahawa ibu bapa memberikan galakan dan dorongan merupakan faktor kedua yang paling dominan. Ini menunjukkan kepada kita bahawa penglibatan ibu bapa bukan dari segi bentuk material semata-mata tetapi penghargaan kendiri serta sokongan berbentuk lisan juga boleh diamalkan oleh ibu bapa. Apatah lagi murid-murid pendidikan khas yang sangat memerlukan penglibatan dan sokongan dari kedua ibu bapa ketika berada di rumah. Ini kerana di rumah ibu bapa merupakan pembimbing utama pembelajaran bagi mereka (Jeynes 2007). Penglibatan lain yang juga boleh diamalkan adalah dengan membantu dalam menyiapkan tugasan. Penglibatan ini juga akan memberikan kesan postif terhadap pencapaian akademik seseorang murid (Hill & Tyson 2009).

3. Metodologi Kajian

Reka bentuk kajian ini adalah kaedah kajian kes dengan menggunakan pemerhatian, penelitian dokumen serta temubual oleh penulis sepenuhnya. Kaedah kajian kes ini berusaha dan berupaya bagi mendapatkan jawapan bagi persoalan-persoalan seperti Apakah faktor penglibatan ibu bapa terhadap pembelajaran murid pendidikan khas etnik Dusun di rumah dan di sekolah dan apakah cabaran yang dihadapi oleh ibu bapa terhadap pembelajaran murid pendidikan khas etnik Dusun di rumah dan di sekolah. Sampel kajian terdiri daripada sepuluh orang ibu bapa murid pendidikan khas dari etnik masyarakat Dusun. Selain itu, dua orang guru pendidikan khas dipilih sebagai responden kajian untuk ditemubual bagi membantu dalam penyelidikan ini. Guru-guru ini merupakan guru yang bertugas di kelas program pendidikan khas dan sudah lama berkhidmat di sekolah berkenaan. Guru-guru ini juga dipilih berdasarkan kapasiti mereka mengenali dengan baik sepuluh orang ibu bapa murid etnik Dusun pendidikan khas sekolah terbabit. Bagi memperolehi data yang diperlukan dalam kajian ini, penyelidik telah menggunakan tiga kaedah iaitu penelitian dokumen, pemerhatian dan temubual. Dokumen kajian yang perlu analisis oleh pengkaji dalam penyelidikan kajian ini merangkumi semua maklumat pada catatan pemerhatian penglibatan ibu bapa, rekod kehadiran ibu bapa dalam program pendidikan khas dan hasil kerja murid. Penyelidikan i menggunakan kaedah pemerhatian tidak turut serta untuk memerhati penglibatan sampel kajian iaitu ibu bapa. Pemerhatian tidak turut serta dipilih untuk mengelakkan kehadiran pemerhati dan dengan itu responden menunjukkan tingkah laku yang sebenar. Data-data yang diperolehi juga lebih tulen dan ini menyumbang kepada ketepatan maklumat yang dikumpul. Pengkaji menggunakan kaedah pemerhatian secara berstruktur bagi mendapatkan data. Sepanjang kajian ini dijalankan pengkaji memerhatikan penglibatan ibu bapa seperti kekerapan dan kesediaan mereka untuk berbincang hal yang berkaitan dengan pembelajaran anak mereka. Kehadiran ibu bapa dalam setiap program yang dianjurkan oleh pihak sekolah juga menggambarkan kesungguhan ibu bapa boleh diperhatikan dan menyumbang kepada maklumat kajian ini. Selain itu, pemerhatian juga dilakukan terhadap penglibatan ibu bapa dalam menyediakan keperluan sekolah. Keperluan tersebut termasuklah alat tulis, pakaian seragam sekolah, pakaian sukan dan pakaian seragam unit beruniform. Kaedah ini dimulai dengan menggunakan protokol temu bual yang telah dirangka terlebih dahulu. Pengkaji bersemuka dengan guru-guru yang dipilih dan menjalankan sendiri temubual tersebut. Pengkaji akan mengemuka dan menggunakan soalan-soalan jenis semi struktur. Ketika sesi temu bual dijalankan, soalan-soalan temubual disusun semula mengikut keadaan atau situasi. Melalui temu bual ini juga, responden menjawab dengan menggunakan laras bahasa sendiri. Kebanyakan soalan dalam temu bual merupakan soalan terbuka untuk memberikan peluang kepada guru-guru menjawab dan mengongsikan pengalamannya, mengemukakan pandangan yang mungkin tidak terjangkakan. Setiap data yang diperolehi dari kajian dianalisis secara deskriptif. Dokumen kajian yang dianalisis oleh pengkaji dalam penyelidikan kajian ini merangkumi semua maklumat pada catatan pemerhatian penglibatan ibu bapa, rekod kehadiran ibu bapa dalam program pendidikan khas dan hasil kerja murid. Semua dokumen di atas diteliti dan direkod berdasarkan borang senarai semak yang disediakan. Data dianalisis dengan menggunakan kekerapan mengikut tema dan dianalisis secara naratif. Hasil pemerhatian berstruktur akan direkod berdasarkan kepada borang senarai semak yang disediakan. Data yang diperolehi dianalisis menggunakan frekuensi melalui borang senarai semak tadi. Beberapa tema atau item direkodkan frekuensinya. Pemerhatian dilakukan terhadap kekerapan dan kesediaan mereka untuk berbincang hal yang berkaitan dengan pembelajaran anak mereka, kehadiran ibu bapa dalam setiap program yang dianjurkan dan penglibatan ibu bapa dalam menyediakan keperluan sekolah. Pemerhatian ini membantu dalam menjawab kepada semua persoalan kajian yang telah dibina. Protokol temubual bermula dengan pengenalan iaitu menyatakan apa yang ingin dibincangkan. Selepas itu, barulah pengkaji akan mula menyoal secara mendalam bagi mendapatkan penjelasan yang lebih jelas mengenai isu yang dibincangkan. Pengkaji membuat rumusan dan akan menyoal jika ada lagi perkara yang tertinggal. Data temubual dan rakaman audio di pindahkan ke dalam bentuk transkripsi ke dalam nota lapangan.

4. Dapatan Kajian

Terdapat dua faktor yang dapat dilihat dalam dapatan kajian ini iaitu faktor tahap kesedaran ibu bapa terhadap pembelajaran murid pendidikan khas etnik dusun di sekolah dan di rumah dan juga tahap pendidikan ibu bapa. Bagi faktor tahap kesedaran, Ini dapat dilihat dalam penyertaan ibu bapa bagi aktiviti yang dianjurkan pihak sekolah dan juga pemeriksaan buku komunikasi murid. Dapat dilihat buku komunikasi tersebut tidak ditandatangani oleh ibu bapa yang menunjukkann ibu bapa tidak membaca maklumat yang disampaikan. Selain itu bagi faktor tahap kesedaran ia dapat dilihat dari segi penyediaan kelengkapan anak ke sekolah. Keperluan asas seperti beg dan alat tulis juga tidak lengkap dan tidak disediakan. Keadaan anak ke sekolah dalam keadaan tidak mandi juga menunjukkan ibu bapa kurang peka terhadap pembelajaran anak. Di rumah pula, keadaan yang kondusif tidak disediakan oleh ibu bapa untuk anak belajar di rumah seperti menyediakan meja, kerusi dan suasana belajar di rumah.

Faktor Kesedaran ibu bapa dalam penglibatan pembelajarn murid pendidikan khas etnik dusun di rumah dan sekolah

Hasil dapatan kajian ini menunjukkan bahawa ibu bapa anak bekeperluan khas bagi etnik Dusun masih mempunyai kesedaran dalam penglibatan pembelajaran anak mereka. Ini dapat dibuktikan melalui pemerhatian berstruktur yang telah dijalankan. Pemerhatian berstruktur telah dilaksanakan apabila pihak sekolah menjemput ibu bapa dalam empat program besar yang dianjurkan. Program tersebut adalah Hari Bertemu Pelanggan, Hari Kecemerlangan Sekolah, Mesyuarat Agung Persatuan Ibu Bapa dan Guru serta gotong-royong membersihkan luar bangunan Program Pendidikan Khas Integrasi. Walaupun tidak kerap namun ibu bapa masih lagi bersedia untuk berbincang hal yang berkaitan dengan pembelajaran anak mereka dan hadir sama-sama dalam meraikan Hari Kecemerlangan Sekolah. Keadaan ini juga jelas menunjukkan bahawa masih terdapat kehadiran ibu bapa dalam setiap program yang dianjurkan walaupun pada kuantiti yang sedikit. Walaupun begitu, terdapat ibu bapa yang hanya menghantar wakil sahaja untuk menghadiri program yang dianjurkan oleh pihak sekolah.

Penelitian dokumen juga telah dibuat bagi menjawab persoalan kajian ini. Buku rekod kehadiran ibu bapa telah dirujuk dan direkodkan. Hasil penelitian dokumen yang telah dibuat didapati bahawa sememangnya terdapat kehadiran ibu bapa yang direkodkan dalam buku kehadiran ibu bapa ke sekolah. Namun begitu kehadiran ibu bapa sangat mendukacitakan. Hanya ibu bapa yang sama sahaja yang kerap hadir dalam program yang dianjurkan oleh pihak sekolah. Hasil penelitian dokumen juga mendapati kebanyakkan kaum ibu sahaja yang kerap hadir ke pertemuan bersama guru. Hasil penelitian buku komunikasi murid pula, didapati bahawa ibu bapa tidak memberikan maklum balas secara konsisten. Ibu bapa tidak menurunkan tanda tangan pada pengumuman yang telah dibuat pada buku komunikasi murid tersebut. Ini jelas menunjukkan bahawa ibu bapa masih membaca dan memberikan respons terhadap apa juga bentuk makluman yang dikemukakan dalam buku komunikasi murid tersebut. Melalui penelitian terhadap buku latihan murid, hasil kerja murid didapati banyak yang tidak disiapkan.

Perkara ini juga dijelaskan lagi oleh guru yang ditemubual;

> *"Ramai ibu sahaja yang datang dan hanya orang yang sama yang datang. Anak-anak memberitahu bahawa ibu bapa mereka sibuk bekerja. Sekiranya pertemuan itu melibatkan wang, ibu bapa akan lebih rajin untuk datang. Bukan semua juga semua ibu bapa macam ini, ada juga yang rajin datang dan peka terhadap kebajikan dan pendidikan anak mereka… GURU PENDIDIKAN KHAS 1/ 16-20).*

Hasil temubual diatas menyokong lagi dapatan kajian yang telah dibuat melalui penelitian dokumen. Ibu bapa yang sama sahaja yang kerap hadir dalam aktiviti di sekolah. Kebanyakkan murid memberikan alasan yang sama sahaja setiap kali ibu bapa gagal untuk menghadiri program di sekolah. Namun menurut guru tersebut juga, terdapat juga ibu bapa etnik Dusun yang benar-benar mengambil berat terhadap pembelajaran anak mereka.

Hasil pemerhatian berstruktur yang telah dijalankan, ibu bapa masih lagi bersedia untuk hadir melibatkan diri dalam aktiviti pembelajaran di sekolah. Hasil penelitian dokumen, ibu bapa masih hadir ke sekolah bagi mengikuti mesyuarat dan gotong royong yang telah dianjurkan oleh pihak sekolah walaupun pada kuantiti yang sedikit. Hasil dapatan ini dikukuhkan lagi dengan hasil temubual yang berikut:

> *" Kalau ada mesyuarat atau gotong-royong, memang dorng ada datang juga tapi tidak ramai.…" (GURU PENDIDIKAN KHAS 1/ 40-41).*

> *"Kalau di sekolah, ibu bapa yang datang dalam program seperti mesyuarat PIBG, hari bertemu pelanggan masih lagi dikira sebagai bentuk-bentuk penglibatan. Ibu bapa masih lagi ikut serta dalam aktiviti yang dianjurkan, tetapi seperti yang saya cakap tadi bilangan yang hadir tidak seperti yang diharapkanlah..." (GURU PENDIDIKAN KHAS 2/ 26-31).*

Guru Pendidikan Khas juga menjelaskan bahawa salah satu bentuk penglibatan di sekolah adalah dengan menghadiri dan turut serta dalam program yang dianjurkan oleh pihak sekolah. Namun begitu, menurut guru itu lagi sambutan yang diberikan oleh ibu bapa kurang menggalakkan. Kurang kerjasama dari ibu bapa boleh menyebabkan apa yang dirancang oleh pihak sekolah akan terjejas dan menyebabkan objektif penganjuran program sukar dicapai.

Tidak dapat dinafikan bahawa aspek dalam penyediaan kelengkapan persekolahan merupakan aspek yang cukup penting bagi memenuhi keperluan seseorang murid untuk hadir ke sekolah. Kelengkapan persekolahan ini termasuklah pakaian seragam sekolah, pakaian sukan sekolah, tali leher, kasut, alat tulis dan sebagainya. Hasil pemerhatian dan temubual, ibu bapa murid pendidikan khas etnik Dusun ini ada menyediakan kelengkapan persekolahan kepada anak-anak mereka. Namun apa yang mendukacitakan bahawa, ibu bapa tidak menyediakan keperluan dengan secukupnya.

" Masih lagi ibu bapa ada bekalkan alat tuis tapi yang cepat rosak dan tidak tahan. Ibu bapa beli dalam kunatiti yang sedikit. Murid Pendidikan Khas lagi yang tidak pandai jaga alat tulis dan cepat hilang… (GURU PENDIDIKAN KHAS 1/ 22-24).

" Untuk keperluan pembelian di sekolah, ibu bapa masih ada beli tapi pasal kualiti memang tidak berap bagus dan cepat rosak. Guru-guru terpaksa menyumbang dan membeli sendiri untuk keperluan murid jika alat tulis atau keperluan murid rosak…" (GURU PENDIDIKAN KHAS 2/ 38-41).

Hasil temubual tersebut telah menunjukkan bahawa ibu bapa masih menyediakan keperluan persekolahan kepada anak-anak walaupun tidak mencukupi. Satu lagi hasil dapatan yang dapat dirumuskan disini bahawa, kebanyakkan keperluan persekolahan yang dibelikan oleh ibu bapa tidak berkualiti. Ini menyebabkan keperluan sekolah tersebut selalu rosak sehinggakan pihak guru sendiri yang menyediakan alat tulis kepada anak murid mereka. Oleh yang demikian, guru-guru telah mengambil inisiatif dengan mengeluarkan wang sendiri untuk membeli alat tulis kepada anak murid mereka. Selain itu, bagi mengelakkan alat tulis tersebut hilang, pihak guru telah menyimpan peralatan tersebut di sekolah.

Faktor tahap pendidikan ibu bapa dalam penglibatan pembelajarn murid pendidikan khas etnik dusun di rumah dan sekolah

Faktor kedua yang menyumbang ialah faktor tahap pendidikan ibu bapa etnik dusun. Faktor ini berkait rapat dengan faktor yang pertama kerana ibu bapa yang mempunyai tahap pendidikan yang rendah mempunyai kurang kesedaran akan kepentingan pembelajaran anak mereka. Mereka berasa bahawa program atau aktiviti yang dianjurkan di sekolah tidak wajib untuk diikuti dan tidak mempunyai kesan dalam pembelajaran anak mereka. Kesan tahap pendidikan yang rendah juga menyebabkan ibu bapa tidak dapat membantu anak mereka dalam menyelesaikan tugasan yang diberi. Ini dapat dilihat apabila anak tidak menyiapkan kerja rumah yang diberikan oleh guru dan hasil kerja juga kurang memuaskan. Ini juga kerana ibu bapa tidak memahami silibus dalam pembelajaran pendidikan khas.

Walaupun ada kerja rumah yang dibuat, kebanyakkan hasil kerja murid sangat tidak memuaskan. Ini disebabkan tahap pendidikan ibu bapa yang rendah dan menyebabkan ibu bapa tidak dapat membantu anak mereka dalam pembelajaran. Mereka tidak dapat memahami silibus yang diajarkan dalam pembelajaran pendidikan khas. Ini dibuktikan dengan hasil temubual bersama dengan salah seorang guru pendidikan khas. Beliau berpendapat bahawa ibu bapa sering juga membantu dalam menyiapkan tugasan yang diberikan oleh guru. Mereka juga sering memberikan penghargaan seperti pujian kepada anak murid mereka yang berjaya menyiapkan tugasan mereka walaupun hasilnya kurang memuaskan.

" Ibu bapa mebantu dalam buat kerja rumah anak dikira sebagai penglibatan lain. Ada saya tanya murid siapa yang selalu bantu mereka dan mereka jawab ibu bapa. Saya dapati ibu bapa yang berpendidikan rendah menyebabkan mereka jarang bantu anak siapkan kerja rumah. Untuk hasil memang bolehla tapi itu usaha ibu bapa memang perlu dipuji…" GURU PENDIDIKAN KHAS 2/ 48-52.

Walaupun kerja rumah telah dimaklumkan oleh guru melalui buku komunikasi yang diwujudkan, namun respons ibu bapa sangat sedikit dan hanya dibaca tanpa sebarang tindakan yang wajar. Namun keadaan ini masih tidak menafikan bahawa ibu bapa murid pendidikan khas etnik Dusun ini sebenarnya masih memainkan peranan mereka terhadap pembelajaran murid pendidikan khas.

Tembual juga telah dijalankan bersama dengan dua orang guru. Hasil dapatan kajian ini menunjukkan bahawa ibu bapa etnik Dusun masih memainkan peranan mereka walaupun bukanlah seperti yang diharapkan oleh pihak sekolah. Pernyataan ini disokong lagi dengan hasil temubual berikut:

> *"Saya melihat ibu bapa di sini masih memainkan peranan mereka terhadap pembelajaran anak mereka, tetapi bukan seperti yang kami harapkan…"(GURU PENDIDIKAN KHAS 2/8-10).*

Bentuk-bentuk penglibatan ibu bapa murid pendidikan khas etnik Dusun yang diamalkan di rumah mahupun di sekolah

Kehadiran aktiviti di sekolah

Walaupun ibu bapa etnik Dusun tidak memainkan peranan mereka dengan baik terhadap pembelajaran anak-anak mereka, namun ibu bapa ini tetap melibatkan diri dalam pelbagai bentuk penglibatan yang diamalkan di rumah mahupun di sekolah.

Wang saku murid

Dengan memberikan wang saku kepada murid juga merupakan salah satu bentuk penglibatan ibu bapa terhadap pembelajaran anak-anak mereka. Sekiranya murid lapar sudah pasti akan menganggu kosentrasi murid terhadap pengajaran dan pembelajaran di sekolah. Dengan memberikan wang saku kepada anak-anak juga merupakan salah satu bentuk motivasi kepada murid untuk lebih berusaha dalam pembelajaran mereka.

> *" Bukan semua kena bagi belanja sekolah. Kebanyakan ibu bapa memang mengharap RMT dan untuk murid Pendidikan Khas memang layak dapat RMT. Tiada makanan yang murah sekarang dan ada murid yang tidak sampai pun 50 sen kena bagi duit poket. …" GURU PENDIDIKAN KHAS 1/ 71-75.*
>
> *Makanan memang cikgu jadikan sebagai ganjaran dalam kelas kalau murid dapat fokus dan tidak bercerita dengan kawan semasa cikgu mengajar. Memandangkan murid-murid ini tiada bekalan atau tiada duit saku diberikan oleh ibu bapa syukur juga murid ada RMT dan makanan ganjaran dari guru boleh mengelakkan mereka dari kelaparan.." GURU PENDIDIKAN KHAS 2/28-32.*

Berdasarkan hasil temubual di atas, didapati bahawa ibu bapa juga masih membekalkan wang saku untuk membeli makanan di sekolah. Namun begitu, menurut kedua-dua guru pendidikan khas tersebut, amaun duit yang diberi sangat kecil dan tidak cukup menampung perbelanjaan murid di kantin. Ini kerana harga makanan di kantin juga sudah semakin meningkat. Ibu bapa sangat bergantung dengan Rancangan Makanan Tambahan (RMT) yang disediakan oleh pihak sekolah.

Adakala guru-guru menggunakan ganjaran wang sebagai salah satu bentuk kawalan kelas. Ini kerana guru-guru sudah sedia maklum bahawa murid-murid jarang dibekalkan dengan wang saku ke sekolah.

Hasil kerja rumah murid

Hasil dapatan kajian juga mendapati bahawa ibu bapa juga masih membantu anak-anak mereka dalam menyiapkan tugasan di rumah. Dapatan ini diperolehi hasil penelitian yang telah dilakukan terhadap tugasan yang dibekalkan oleh guru kepada murid. Dapatan ini juga disokong oleh temubual yang berikut:

> *"Setiap kali kami ada perjumpaan di sekolah, saya akan tanya juga kalau ibu bapa ada membantu dalam menyiapkan tugasan. Ibu bapa selalu juga membantu tapi kadang-kadang anak-anak mereka yang malas untuk buat di rumah. Sekiranya siap sekali pun adakala hasil kerja rumah murid ini kurang memuaskan. Pernah juga bapa murid sendiri yang menyiapkan kerja rumah anaknya.*
>
> *Rasanya ibu bapa masih juga memainkan peranan mereka dalam membantu menyiapkan tugasan yang diberikan kepada anak mereka, Cuma ibu bapa kurang tegas dalam aspek ini…" GURU PENDIDIKAN KHAS 1/ 54-63.*

Kemudahan pembelajaran dirumah

Pembelajaran dirumah seringkali akan disokong dan dibantu dengan kemudahan pembelajaran yang disediakan oleh ibu bapa seperti meja belajar, kerusi dan sebagainya. Berdasarkan temubual bersama guru-guru pendidikan khas didapati bahawa, ibu bapa ada menyediakan kemudahan pembelajaran kepada anak-anak mereka di rumah. Walaupun begitu, kemudahan tersebut kurang sesuai dan tidak kondusif untuk pembelajaran dirumah.

> *"Di rumah mereka ada juga kemudahan pembelajaran, kerusi, meja tapi bagi saya kurang sesuai dengan fizikal murid. Meja rendah tapi kerusi tinggi tidak selesa. Belum lagi dengan rumah yang usang dan ramai penghuni.Bising!..." GURU PENDIDIKAN KHAS 1/ 64-67.*

Selain kemudahan perabot seperti kerusi dan meja, ibu bapa sewajarnya menyediakan bahan bacaan tambahan di rumah. Namun begitu, hasil temubual juga mendapati ibu bapa kurang menyediakan sumber rujukan lain seperti buku rujukan, buku aktiviti dan sebagainya. Bilangan ahli yang ramai juga mempengaruhi suasana pembelajaran di rumah.

> *"Program Home Visit sering dijalankan untuk melawat rumah murid-murid. Banyak yang kami nampak bila kami buat home visit, tentang kemudahan di rumah.keadaan rumah yang agak kurang selesa juga menyebabkan murid-murid ini kurang berminat untuk belajar. Tambah-tambah lagi dengan keluarga yang ramai, dengan keperluan pembelajaran yang tidak disediakan seperti bahan bacaan dan alat tulis serta keperluan pembelajaran yang lain …"GURU PENDIDIKAN KHAS 2/ 71-76.*

Secara kesimpulannya, faktor kesedaran dan tahap pendidikan ibu bapa merupakan faktor yang memberi kesan terhadap penglibatan ibu bapa dalam pembelajaran murid pendidikan khas etnik dusun d sekolah mahupun di rumah. Ini dibuktikan dengan dapatan kajian dan hasil temubual bersama responden 1 dan 2.

Cabaran dalam penglibatan ibu bapa dalam pembelajarn murid pendidikan khas etnik dusun di rumah dan sekolah

Hasil pemerhatian dan temubual guru terdapat beberapa faktor utama yang menyebabkan ibu bapa etnik Dusun gagal memainkan peranan secara aktif dalam pembelajaran murid pendidikan khas. Antara hasil dapatan yang diperolehi adalah taraf ekonomi keluarga dan kesibukan keluarga.

Taraf ekonomi keluarga

Kegagalan ibu bapa menyediakan kelengkapan persekolahan yang mencukupi dan berkualiti disebabkan oleh tahap ekonomi keluarga yang rendah. Selain itu disebabkan kemiskinan juga ibu bapa gagal menyediakan kemudahan pembelajaran yang sesuai dan kondusif di rumah. Selain itu, ibu bapa hanya dapat memberikan wang saku yang sedikit disebabkan kesempitan hidup keluarga mereka. Hasil dapatan ini juga dapat dibuktikan melalu temubual ini.

> *" dari segi taraf hidup, memang kebanyakan murid bukan berasal dari keluarga yang berada. Elaun Murid Khas (EMK) ibu bapa gunakan bukan untuk pembelajaran murid tapi untuk kegunaan keluarga. Kalau ahli keluarga yang ramai memang EMK itu digunakan untuk tampung perbelanjaan keluarga. Sebab itulah pakaian murid yang lusuh tidak diganti dan alat tulis pun tidak dibekalkan dan tiada kualiti. Duit belanja murid pun kadang-kadang ada diberi dan kadang-kadang tiada...." GURU PENDIDIKAN KHAS 1/89-94.*

Hasil temubual tersebut, mendapati kerana kesempitan wang ibu bapa telah menyalahgunakan Elaun Khas Murid (EMK) untuk menampung keperluan perbelanjaan sekeluarga. Lebih-lebih lagi apabila ibu bapa terpaksa menampung perbelanjaan ahli keluarga yang ramai sehingga menyebabkan keperluan pembelajaran murid pendidikan khas terabai. Pernyataan ini disokong lagi dengan hasil temubual berikut;

> *" Ekonomi keluarga yang miskin menyebabakan ibu bapa Etinik Dusun tidak dapat menyumbang secara aktif. Boleh nampak dari pakaian murid yang lusuh dan tidak bersih. Kadang-kadang murid tidak mandi sebab ada masalah air. Kalau kemudahan di rumah pun tidak lengkapa apalagi kalau di sekolah ..." GURU PENDIDIKAN KHAS 2/ 91-94.*

Kesibukan keluarga

Oleh sebab taraf ekonomi yang kurang berada, ibu bapa lebih cenderung untuk memilih sibuk bekerja setiap hari. Ibu bapa begitu asyik bekerja untuk menampung keperluan seharian sehingga sukar untuk bergiat aktif dalam pembelajaran anak-anak mereka. Hasil penelitian dokumen mendapati bahawa rata-rata ibu bapa bekerja sebagai petani, penoreh getah dan bekerja sendiri. Akibatnya, ibu bapa etnik Dusun di sini tidak mempunyai sumber pendapatan yang tetap. Bagi kaum ibu pula, mereka sering memberi alasan terpaksa menjaga anak kecil sehingga menyebabkan mereka sukar untuk bergerak ke mana-mana.

> *"Pertama sekali disebabkan faktor ibu bapa yang terlalu sibuk bekerja sehingga mengabaikan tanggungjawab mereka terhadap pembelajaran anak mereka. Murid-murid selalu saja memberi alasan ibu bapa mereka tidak dapat datang ke sekolah kerana sibuk ke kebun dan sebagainya.*
>
> *Ada juga yang memberi alasan ibu mereka sibuk menjaga adik mereka yang masih kecil sehingga tiada masa untuk datang ke aktiviti di sekolah…" GURU PENDIDIKAN KHAS 1/ 79-85.*

Kenyataan di atas turut disokong dengan hasil temubual dengan responden yang kedua. Ibu bapa lebih berusaha untuk mencari pendapatan yang lebih sehingga gagal untuk datang menghadiri program yang dianjurkan oleh pihak sekolah.

> *" Kerana masalah ekonomi, memang ibu bapa rajin mau cari duit lebih. Kebanyakan kerja di kebun dan bekerja sendiri atau sebagai petani. Dorang sedar duit tidak mencukupi jadi mereka berusaha untuk cari duit lebih…" GURU PENDIDIKAN KHAS 2/100-103.*

Secara kesimpulannya dapat dirumuskan bahawa terdapat dua faktor yang menentukan penglibatan ibu bapa dalam pembelajaran murid etnik dusun di sekolah dan di rumah iaitu tahap kesedaran dan tahap pendidikan ibu bapa. Manakala cabaran yang dihadapi oleh ibu bapa ialah dari segi keadaan sosioekonomi keluarga dan cabaran dari segi kekangan masa akibat kesibukan. Beberapa bentuk penglibatan dapat dilihat hasil dari pemerhatian, temubual dan penelitian terhadap beberapa dokumen. Antara bentuk penglibatan tersebut adalah seperti penyediaan kemudahan pembelajaran di rumah, membantu dalam menyiapkan tugasan yang diberi guru dan banyak lagi.

5. Implikasi Kajian

Implikasi untuk teori

Teori Keperluan Maslow (1959) telah mencadangkan bahawa wujud lima hierarki keperluan asas manusia untuk hidup. Hierarki keperluan asas tersebut dimulai dengan hierarki yang asas terlebih dahulu iaitu keperluan fisiologi sehinggalah ke hierarki tertinggi, iaitu keperluan kesempurnaan kendiri. Menurut Maslow (1959) juga, setiap manuia akan memenuhi keperluan asas terlebih dahulu sebelum ke hierarki yang tertinggi. Oleh yang demikian kedua ibu bapa lebih berusaha menumpukan untuk memenuhi keperluan asas terlebih dahulu. Menurut Zulkifli et al (2011) menyatakan bahawa penglibatan ibu bapa mempunyai hubungan yang kuat dengan status sosioekonomi. Status sosioekonomi ini jugalah yang mempengaruhi interaksi antara ibu bapa dengan pihak sekolah. Oleh sebab masalah kemiskinan, ibu bapa sangat mengharapkan bantuan kewangan dan biasiswa terutama sekali dari pihak kerajaan agar anak-anak mereka tidak tercicir dalam pembelajaran. Bantuan kewangan tersebut merangkumi bantuan untuk membeli keperluan persekolahan serta perbelanjaan sekolah yang lain. Jika anak-anak mempunyai potensi yang besar untuk melanjutkan pelajaran sudah pasti bantuan biasiswa sangat diperlukan oleh ibu bapa. Namun begitu, dalam usaha mengatasi kemiskinan dan membangunkan etnik Dusun ini, strategi mahupun program yang bersesuaian perlu diwujudkan oleh pihak kerajaan untuk mengelakkan ibu bapa terlalu bergantung dengan bantuan kewangan pendidikan semata-mata.

Implikasi untuk pihak ibu bapa

Pihak sekolah perlu sedar bahawa kebanyakan ibu bapa etnik Dusun mempunyai tahap pendidikan yang rendah. Walau bagaimanapun, ini bukanlah isu yang besar kerana tiada halangan yang dikenakan oleh pihak sekolah bagi ibu bapa melibatkan diri dalam pembelajaran anak mereka.

Oleh yang demikian, pihak sekolah boleh mencari pengamalan, pendekatan mahupun inisiatif agar isu ini bukan menjadi penghalang utama untuk ibu bapa tidak melibatkan diri secara aktif. Antara bentuk pengamalan atau inisiatif yang boleh diambil adalah apabila pihak sekolah ingin menyampaikan sesuatu maklumat, komunikasi secara lisan boleh digunakan berbanding komunikasi secara bertulis. Amalan komunikasi secara lisan ini boleh mengelakkan ibu bapa keliru, salah faham terhadap maklumat yang disampaikan dan akhirnya mengabaikan maklumat tersebut. Penyampaian maklumat haruslah mudah difahami dan sekiranya perlu diberikan contoh agar maksud maklumat benar-benar dapat disampaikan. Selain itu, pihak sekolah juga perlu untuk menyedari bahawa terdapat juga halangan-halangan yang lain seperti budaya dan bahasa. Keunikan negeri Sabah yang kaya dengan pelbagai etnik juga menyebabkan banyak bahasa ibunda yang berbeza. Aspek ini juga perlu diambil berat dalam komunikasi antara pihak sekolah dan ibu bapa. Dalam meningkatkan lagi penglibatan ibu bapa, perubahan demi perubahan boleh dilakukan oleh pihak sekolah. Namun perubahan tersebut haruslah bersesuaian dengan mekanisme budaya dan nilai-nilai yang terdapat dalam masyarakat agar perubahan tersebut dapat diterima dengan baik oleh ibu bapa etnik Dusun ini. Pihak sekolah juga boleh melakukan *outreach* kepada ibu bapa agar ibu bapa tidak ketinggalan dalam aktiviti dan program yang dianjurkan di skeolah di samping menarik minat ibu bapa untuk menyertai program sekolah. Perkara ini harus dilaksanakan secara proaktif agar ibu bapa tidak ketinggalan dalam perkembangan anak di sekolah.

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Sikap Dan Motivasi Guru Dusun Dalam Pengajaran Dan Pembelajaran Bahasa Melayu Sebagai Bahasa Kedua

(Attitude and Motivation of Dusun Teachers in Teaching Malay Language as a Second Language)

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Abstrak: *Sikap dan motivasi merupakan antara perkara yang mustahak serta perlu diberikan perhatian dalam kalangan guru-guru bagi meningkatkan kecemerlangan dan kualiti perkhidmatan. Bangsa Dusun di negeri Sabah bukanlah penutur jati bahasa Melayu. Mereka juga sebenarnya mempunyai bahasa kaum tersendiri iaitu bahasa Dusun. Menurut Corder (1983), seseorang yang bukan penutur jati sesuatu bahasa terpaksa pula mengubah suai sesuatu mesej yang ingin disampaikan dalam bentuk tahap kompetensi linguistik masing-masing supaya membolehkan mereka menyampaikan mesej itu dengan lebih mudah. Oleh itu, kajian yang dijalankan bertujuan mengkaji sikap dan motivasi guru Dusun dalam pengajaran dan pembelajaran Bahasa Melayu sebagai bahasa kedua. Pengkaji menggunakan reka bentuk kajian kuantitatif menggunakan soal selidik yang dijalankan di daerah Keningau, Sabah. Seramai 48 orang guru berbangsa Dusun yang mengajar Bahasa Melayu terlibat dalam kajian ini. Analisis kajian ini menggunakan instrumen borang soal selidik. Data dalam kajian ini diproses menggunakan perisian IBM SPSS dengan melihat nilai min dan sisihan piawai. Dapatan kajian menunjukkan bahawa sikap dan motivasi guru Dusun dalam pengajaran dan pembelajaran Bahasa Melayu sebagai bahasa kedua berada pada tahap yang tinggi dengan skor min yang diperolehi masing-masing ialah 4.57 dan 4.34. Secara keseluruhannya, kajian ini membuktikan bahawa seseorang yang berbangsa Dusun dan menuturkan bahasa Melayu sebagai bahasa kedua sentiasa bersemangat dan ingin memberikan yang terbaik dalam mengajar mata pelajaran Bahasa Melayu kepada anak murid. Bahasa ibunda yang berbeza antara satu sama lain bukanlah penghalang kepada seseorang untuk menjalankan tugas sebagai seorang guru.*

Kata Kunci: sikap, guru, motivasi, Dusun, murid, bahasa

Abstract: *Attitude and motivation are among the most significant things that essential to be given attention among teachers to improve service excellency and quality. Dusun ethnic in Sabah are not the native speakers of Malay Language. They have their own ethnic language, Dusun. According to Corder (1983), someone who is not a native speaker of a language usually will modify a message that they want to convey, to their respective linguistic competence that allows them to convey the message more easily beforehand. Therefore, this study aims to assess the attitude and motivation of Dusun teachers in teaching Malay Language as a second language. The study is a quantitative study using questionnaire conducted in Keningau, Sabah. A total of 48 Dusun teachers who teach Malay Language were involved in the study. This research conducted* *using questionnaire in Google Forms and the data processed using IBM SPSS software by looking at the mean and standard deviation. The findings showed that the motivation of Dusun teachers in Malay Language teaching as the second language was at a high level with the mean score of each is 4:57 and 4:34. Overall, this study proves that Dusun teachers who speak Malay as a second language is always passionate and eager to provide the best in teaching Malay Language to their student. Different native language to each other is not a barrier for someone to carry out their duties as a teacher.*

Keywords: attitude, teacher, motivation, Dusun, student, language

1. Pengenalan

Bahasa dan budaya dalam masyarakat atau komuniti di Malaysia saling mempunyai pengaruh antara sesama. Perkara ini disebabkan oleh sesuatu bahasa yang digunakan akan menjadi penentu corak lakuan anggota masyarakatnya (Chee Hwa Ooi et al., 2016). Terdapat pelbagai etnik dan kaum dalam masyarakat majmuk di Malaysia. Di negara ini, negeri Sabah merupakan antara negeri yang kaya dengan pelbagai kaum dan etnik peribuminya. Menurut Portal Rasmi Jabatan Penerangan Malaysia (2017), negeri Sabah mempunyai 32 kumpulan etnik, yang mana merupakan terdiri daripada berbagai-bagai kumpulan etnik termasuklah budaya dan dialek yang terbesar. Salah satu daripadanya ialah mereka yang berbangsa Dusun. Selain itu, sebanyak 54 daripada 138 bahasa yang terdapat di negara Malaysia berasal daripada masyarakat pribumi di Sabah (Grimes, 1996). Menurut Abdullah Hassan (1989), bahasa yang utama ialah bahasa Melayu. Oleh yang demikian, guru-guru mempunyai peranan penting dalam mendidik anak murid untuk mempelajari dan menguasai bahasa Melayu. Pendek kata, peranan guru ini diperlukan di dalam kelas sama ada guru itu sendiri merupakan penutur kedua bahasa Melayu ataupun penutur jati bahasa Melayu. Penyampaian guru juga boleh mempengaruhi penerimaan ilmu oleh murid dengan baik ataupun tidak. Tambahan pula, pencapaian akademik seseorang murid serta kecemerlangan setiap sekolah sangat bergantung kepada peranan dan tugas seseorang guru (Den Brok, 2001). Sikap dan motivasi merupakan antara perkara yang penting serta perlu diberikan perhatian dalam kalangan guru-guru bagi meningkatkan kecemerlangan dan kualiti perkhidmatan. Menurut Teow Chong Teoh et al. (2005), produktiviti rendah adalah akibat daripada tahap motivasi yang rendah dan mereka yang demotivasi. Kekuatan motivasi seseorang individu akan menyumbang usaha ke arah pembentukan tenaga kerja yang kolektif (Teow Chong Teoh et al., 2005).

Kajian kuantitatif ini dijalankan di daerah Keningau yang terletak di negeri Sabah. Menurut Ismaily Bungsu (1988), bangsa Dusun kebanyakannya tinggal di Keningau dan Ranau. Dalam kajian ini juga, sampel kajian dipilih dengan menggunakan teknik persampelan bertujuan iaitu seramai 48 orang guru. Soal selidik dalam bentuk *Google Forms* digunakan sebagai instrumen kajian yang terbahagi kepada tiga bahagian iaitu Bahagian A, Bahagian B dan Bahagian C. Bahagian A berkaitan demografi responden, Bahagian B mengenai sikap guru Dusun manakala Bahagian C mengenai motivasi guru Dusun. Soal selidik Bahagian B dan Bahagian C diadaptasi daripada instrumen yang dibina oleh Hussein Ali (1989) serta diubah suai sesuai dengan kehendak kajian. Kesahan dan kebolehpercayaan diukur menggunakan nilai *cronbach alpha* yang mana nilai indeks kebolehpercayaan ialah 0.802. Perisian IBM *Statistical Package for Social Sciences* (SPSS) digunakan untuk menganalisis data-data daripada instrumen soal selidik. Nilai skor min tiga tahap berdasarkan Mohd Majid (2005) serta sisihan piawai digunakan dalam analisis kajian deskriptif bagi mengetahui tahap sikap dan motivasi guru Dusun dalam pengajaran dan pembelajaran Bahasa Melayu sebagai bahasa kedua.

2. Ulasan Kajian Lepas

Sikap dan Motivasi

Terdapat banyak kajian literatur yang berkaitan dengan sikap sebagai sumber untuk memberikan definisi mengenai konsepnya. Namun, tiada satu definisi spesifik yang terbaik untuk menerangkannya secara khusus merangkumi semua aspek (Hussein Ali, 1989). Hal ini juga disebabkan oleh luasnya konsep sikap, yang membolehkan lebih daripada satu definisi untuk menjelaskannya dari sudut teoritikal tertentu (Green, 1977). Disick (1972) mengatakan bahawa pembelajaran dalam kalangan murid dapat ditingkatkan sekiranya guru berusaha untuk menghidupkan minat dan keseronokan murid mereka. Selain itu, perhatian terhadap keperluan pelajar, kepekaan dalam berkomunikasi dengan murid-murid di dalam kelas dan kesungguhan dalam tugas amat mempengaruhi pembelajaran murid-murid. Perkara ini juga bermakna bahawa sikap guru semasa berada di dalam bilik darjah sangat memainkan peranan penting sebagai salah satu faktor yang menyumbang kepada kejayaan murid-murid. Teori mengenai motivasi telah diuji secara sistematik dan empirikal dalam bidang psikologi (Ball, 1977). Motivasi guru dalam pendidikan sangat mustahak dan perlu diberikan perhatian. Hal ini kerana pendidikan mempengaruhi perkembangan sikap seseorang itu selain ilmu pengetahuannya. Menurut Hussein Ali (1989), ahli psikologi pendidikan berpendapat bahawa motivasi ialah salah satu peringkat yang perlu dilalui seseorang dalam mempelajari sesuatu dan banyak bergantung kepada tahap motivasi guru masing-masing. Oleh itu, seseorang guru itu perlulah membimbing anak murid dengan cara yang berkesan, agar murid juga mempunyai motivasi untuk mempelajari sesuatu topik yang diajarkan. Walaupun suasana yang bermotivasi mungkin tidak wujud pada awal pengajaran dan pembelajaran, namun ia masih boleh diwujudkan sepanjang tempoh sesuatu pengajaran sedang berlangsung (Russell, 1971).

Tidak banyak kajian tentang bidang sikap dan motivasi guru yang mengajar bahasa kedua sejak akhir-akhir ini. Kajian berkaitan hubungan kepimpinan guru besar dan motivasi guru ialah kajian yang mempunyai bidang yang hampir sama dengan kajian yang dijalankan ini. Contohnya kajian oleh Shambani (2013) yang bertajuk ‘Gaya Kepimpinan Guru Besar dan Motivasi Guru: Kajian di Dua Buah Sekolah Rendah Luar Bandar Kota Tinggi’ serta kajian oleh Evonne Lai et al. (2017) yang bertajuk ‘Hubungan Kepimpinan Pengetua dengan Motivasi Guru’. Kajian mengenai sikap dan motivasi guru tidak banyak dijalankan. Namun, kajian mengenai sikap dan motivasi murid banyak dijlalankan seperti kajian oleh Zaliza et al. (2014) yang bertajuk ‘Sikap dan Motivasi Pelajar Terhadap Pembelajaran Bahasa Melayu’ dan kajian oleh Khairul Nizam et al. (2017) yang bertajuk ‘Sikap dan Motivasi Murid Bajau dalam Mempelajari Bahasa Melayu Sebagai Bahasa Kedua’. Kajian mengenai sikap dan motivasi guru perlu dijalankan dan diberikan perhatian kerana gurulah juga yang menjadi faktor kepada kejayaan seseorang murid.

Bahasa Kedua

Bahasa kedua ialah bahasa yang kedua dipelajari oleh seseorang di samping bahasa kandung yang telah diperoleh. Bahasa kedua ini ialah bahasa asing yang dipelajari untuk tujuan-tujuan tertentu (Kamarudin, 1998). Menurut Zamri (2016), setiap manusia akan memperoleh bahasa pertamanya dahulu sebelum mempelajari bahasa kedua. Perkara ini bermakna bahawa penerimaan bahasa kedua hanya boleh berlaku sejurus selepas penguasaan bahasa pertama (Khairul Nizam, 2017). Secara tidak langsung, seseorang itu akan pandai menggunakan bahasa ibunda mereka dengan sendirinya dengan hanya didedahkan kepada bahasa tersebut dalam kehidupan seharian sahaja. Namun, bahasa kedua dipelajari dengan cara formal dan cuma berlaku perkembangan melalui latihan dan pengukuhan. Justeru, motivasi yang tinggi adalah perlu terutamanya daripada seorang guru itu sendiri. Dengan merujuk kepada kajian lepas oleh Junaini (2012) menyatakan mengenai 69.9 % pelajar tingkatan empat keturunan Cina mempunyai sikap yang negatif terhadap bahasa Melayu. Sikap yang negatif ini dikatakan menjadi faktor kepada penguasaan Bahasa Melayu mereka yang rendah. Menurut Ang Lai Hoon et al. (2012), kaum Cina kebiasaannya mempunyai keupayaan untuk bertutur bahasa Melayu dalam situasi yang tertentu sahaja. Keupayaan seseorang guru untuk mengajar mata pelajaran Bahasa Melayu yang melibatkan bahasa kedua bagi mereka, juga akan mempengaruhi sikap dan motivasi semasa menyampaikan pengajaran kepada murid-murid. Tanggungjawab dan tugas seorang guru sebenarnya adalah untuk menyenangkan pembelajaran serta pemerolehan ilmu murid.

Bangsa Dusun

Menurut *Kadazan Dusun Cultural Association* (KDCA), bangsa Kadazan atau Dusun ialah satu rumpun yang mana terdapat tiga keluarga bahasa utama dituturkan iaitu bahasa keluarga Dusunik, Murutik dan Paitanik. Semasa zaman pemerintahan kesultanan Brunei dan Sulu, bagi merujuk kepada panggilan terhadap kumpulan tersebut hanya nama Dusun sahaja yang digunakan. Rentetan itu, kumpulan ini telah mula dikenali sebagai Dusun atau Kadazan sejak awal tahun 1950 (Dayu Sansalu, 2014). Bangsa Dusun di negeri Sabah bukanlah penutur jati bahasa Melayu. Mereka mempunyai bahasa kaum tersendiri iaitu bahasa Dusun. Seseorang yang bukan penutur jati bahasa Melayu mempunyai beberapa kesukaran dalam pertuturan dan penyampaian bahasa ini kerana bahasa Melayu ialah bahasa kedua mereka. Menurut Corder (1973), seseorang yang menggunakan bahasa kedua mereka ialah golongan yang menggunakan pendekatan dan mempunyai matlamat yang tidak mempunyai keseimbangan, serta boleh diertikan sebagai kekurangan dalam kebolehan menyampaikan sesuatu mesej dengan betul dan tepat dari aspek kompetensi linguistik.

Kajian berfokus kepada guru Bahasa Melayu yang berbangsa Dusun untuk mengetahui tahap sikap dan motivasi mereka dalam pengajaran dan pembelajaran Bahasa Melayu di sekolah. Dengan ini, objektif dalam kajian ini ialah untuk mengenal pasti sikap dan motivasi guru Dusun dalam pengajaran dan pembelajaran Bahasa Melayu sebagai bahasa kedua.

3. Perbincangan dan Kesimpulan

Bahagian A: Maklumat Demografi Responden

Seramai 48 orang guru berbangsa Dusun yang mengajar mata pelajaran Bahasa Melayu di daerah Keningau, Sabah telah terlibat dalam kajian ini. Maklumat demografi yang dikumpulkan ialah berkaitan jantina, umur, pengalaman mengajar Bahasa Melayu dan kelayakan akademik. Maklumat tersebut diperincikan seperti dalam Jadual 3.1.

Jadual 3.1: Bahagian A: Demografi responden

Faktor Demografi	Kategori	Kekerapan	Peratus
Jantina	Lelaki	20	41.7%
	Perempuan	28	58.3%
Umur	24 hingga 29 tahun	5	10.4%
	30 hingga 39 tahun	11	22.9%
	40 hingga 49 tahun	14	29.2%
	50 tahun ke atas	18	37.5%
Pengalaman Mengajar Bahasa Melayu	1 hingga 5 tahun	16	33.3%
	6 hingga 10 tahun	7	14.6%
	11 hingga 15 tahun	7	14.6%
	16 hingga 20 tahun	9	18.8%
	21 tahun ke atas	9	18.8%
Kelayakan Akademik	Diploma	2	4.2%
	Ijazah Sarjana Muda	39	81.3%
	Ijazah Sarjana	7	14.6%
	PhD	0	0%

Bahagian B: Analisis Data Sikap Guru Dusun

Dengan merujuk kepada keputusan analisis yang ditunjukkan dalam Jadual 3.2, nilai skor min keseluruhan sikap guru Dusun dalam pengajaran dan pembelajaran Bahasa Melayu sebagai bahasa kedua ialah 4.57 dengan sisihan piawai 0.557, iaitu berada pada tahap yang tinggi. Item 10 *"Saya memberikan setiap murid peluang untuk belajar Bahasa Melayu tanpa mengira kebolehan akademik mereka"* mempunyai skor min yang tertinggi, iaitu 4.77 dengan sisihan piawai 0.425. Nilai skor min terendah bagi aspek sikap guru Dusun dalam pengajaran dan pembelajaran Bahasa Melayu sebagai bahasa kedua ialah 4.33 dengan sisihan piawai 0.834, iaitu bagi item 1 *"Saya berpuas hati dengan tugas saya sebagai guru Bahasa Melayu"*. Sebagai rumusan, sikap guru berbangsa Dusun dalam mengajar mata pelajaran Bahasa Melayu sebagai bahasa kedua berada pada tahap yang tinggi.

Jadual 3.2: Bahagian B: Analisis data sikap guru Dusun

Bil	Item	Frekuensi (Peratus%)					Mi	Sisihan Piawai	Taha
		1 (STS	2 (TS	3 (TP	4 (S)	5 (SS)			
1	Saya berpuas hati dengan tugas saya sebagai guru Bahasa Melayu.	1 (2.1)	1 (2.1	2 (4.2	21 (43.8	23 (47.9	4.3	0.834	Tinggi
2	Mengajar Bahasa Melayu ialah profesion yang baik.	0 (0)	0 (0)	0 (0)	17 (35.4	31 (64.6	4.6	0.483	Tinggi
3	Saya gembira dengan profesion	0 (0)	0 (0)	1	20	27	4.5	0.544	Tinggi

	saya sebagai guru Bahasa Melayu.			(2.1	(41.7	(56.3			
4	Saya sentiasa terdorong untuk meningkatkan kemahiran dalam mengajar Bahasa Melayu.	0 (0)	1 (2.1	0 (0)	18 (37.5	29 (60.4	4.5	0.616	Tinggi
5	Saya mahu mengikuti kursus berkaitan Bahasa Melayu untuk meningkatkan kemahiran dalam mengajar Bahasa Melayu.	0 (0)	1 (2.1	0 (0)	28 (58.3	19 (39.6	4.3	0.601	Tinggi
6	Saya terdorong untuk menggunakan Bahasa Melayu sebagai bahasa utama sepanjang pengajaran dan pembelajaran berlangsung.	0 (0)	0 (0)	0 (0)	20 (41.7	28 (58.3	4.5	0.498	Tinggi
7	Saya suka untuk menggalakkan murid-murid mempelajari Bahasa Melayu.	0 (0)	0 (0)	2 (4.2	16 (33.3	30 (62.5	4.5	0.577	Tinggi
8	Saya percaya bahawa adalah penting untuk memastikan penggunaan tatabahasa Bahasa Melayu yang betul sentiasa dipatuhi dalam	0 (0)	0 (0)	0 (0)	15 (31.3	33 (68.8	4.6	0.468	Tinggi

	kalangan murid.								
9	Semasa mengajar Bahasa Melayu, saya menggalakkan murid untuk bercakap dalam Bahasa Melayu sepanjang kerja berkumpulan berlangsung.	0 (0)	0 (0)	1 (2.1	14 (29.2	33 (68.8	4.6	0.519	Tinggi
10	Saya memberikan setiap murid peluang untuk belajar Bahasa Melayu tanpa mengira kebolehan akademik mereka.	0 (0)	0 (0)	0 (0)	11 (22.9	37 (77.1	4.7	0.425	Tinggi
	Purata Min						**4.5**	**0.557**	**Tingg**

Bahagian C: Analisis Data Motivasi Guru Dusun

Berdasarkan keputusan analisis yang ditunjukkan dalam Jadual 3.3, nilai skor min yang tertinggi ialah 4.58 melibatkan dua item iaitu item 4 *"Mengajar Bahasa Melayu boleh membantu dalam kerjaya murid-murid kelak"* dan item 5 *"Mengajar Bahasa Melayu ialah profesion yang berguna"* masing-masing dengan sisihan piawai 0.577 dan 0.498. Item yang mempunyai nilai skor min terendah ialah item 8 *"Saya lebih suka mengajar Bahasa Melayu berbanding mata pelajaran yang lain"*, iaitu 3.92 dengan sisihan piawai 1.028. Nilai skor min keseluruhan bagi aspek motivasi guru Dusun dalam pengajaran dan pembelajaran Bahasa Melayu sebagai bahasa kedua ialah 4.34 dengan sisihan piawai 0.691, iaitu berada pada tahap motivasi yang tinggi. Dapat dilihat bahawa guru berbangsa Dusun yang mengajar mata pelajaran Bahasa Melayu sebagai bahasa kedua di sekolah bermotivasi dalam menjalankan tanggungjawabnya sebagai pendidik dan juga mencurahkan ilmu terhadap anak-anak murid dengan baik.

Jadual 3.3: Bahagian C: Analisis data motivasi guru Dusun

Bil.	Item	Frekuensi (Peratus%)					Min	Sisihan Piawai	Tahap
		1 (STS)	**2 (TS)**	**3 (TP)**	**4 (S)**	**5 (SS)**			
1	Mengajar Bahasa Melayu dapat membantu dalam perkembangan personaliti diri seseorang.	0 (0)	1 (2.1)	3 (6.3)	19 (39.6)	25 (52.1)	4.42	0.710	Tinggi
2	Mengajar Bahasa Melayu membolehkan seseorang menjadi	0 (0)	1 (2.1)	2 (4.2)	23 (47.9)	22 (45.8)	4.38	0.672	Tinggi

	lebih inovatif dan kreatif semasa pengajaran dan pembelajaran.								
3	Mengajar Bahasa Melayu boleh menyumbang kepada kebaikan terhadap masyarakat.	0 (0)	0 (0)	1 (2.1)	23 (47.9)	24 (50.0)	4.48	0.545	Tinggi
4	Mengajar Bahasa Melayu boleh membantu dalam kerjaya murid-murid kelak.	0 (0)	0 (0)	2 (4.2)	16 (33.3)	30 (62.5)	4.58	0.577	Tinggi
5	Mengajar Bahasa Melayu ialah profesion yang berguna.	0 (0)	0 (0)	0 (0)	20 (41.7)	28 (58.3)	4.58	0.498	Tinggi
6	Saya berasa seronok kerana mengajar Bahasa Melayu.	0 (0)	0 (0)	1 (2.1)	23 (47.9)	24 (50.0)	4.48	0.545	Tinggi
7	Saya akan pilih untuk kekal dengan tugas sebagai guru Bahasa Melayu pada jangka masa yang panjang.	0 (0)	2 (4.2)	6 (12.5)	20 (41.7)	20 (41.7)	4.21	0.824	Tinggi
8	Saya lebih suka mengajar Bahasa Melayu berbanding mata pelajaran yang lain.	0 (0)	6 (12.5)	9 (18.8)	16 (33.3)	17 (35.4)	3.92	1.028	Tinggi
9	Saya sentiasa menanti-nantikan masa untuk masuk ke kelas bagi mengajar Bahasa Melayu.	0 (0)	3 (6.3)	5 (10.4)	24 (50.0)	16 (33.3)	4.10	0.831	Tinggi
10	Saya sentiasa mengikuti sebarang perkembangan terkini dalam bidang pendidikan berkaitan Bahasa Melayu.	1 (2.1)	0 (0)	1 (2.1)	32 (66.7)	14 (29.2)	4.21	0.683	Tinggi
	Purata Min						**4.34**	**0.691**	**Tinggi**

Dapatan kajian menunjukkan item 10 mempunyai skor min yang tertinggi antara semua item pada Bahagian B. Hal ini menunjukkan pengetahuan sedia ada guru mengenai kepentingan tersebut. Menurut Ramlah et al. (2015), misi sistem pendidikan pada masa kini ialah *"leave no child behind"*. Mereka harus dibantu bagi memenuhi standard pembelajaran dan standard prestasi mengikut piawaian yang telah ditetapkan oleh Kementerian Pendidikan Malaysia (KPM). Selain itu, kehendak KPM juga adalah untuk memastikan tiada murid yang tercicir daripada mendapat pendidikan wajib pada peringkat rendah (KPM, 2012). Item 1 *"Saya berpuas hati dengan tugas saya sebagai guru Bahasa Melayu"* mempunyai min yang terendah dalam Bahagian B tetapi masih berada pada kategori tahap sikap yang tinggi. Dapatan kajian tersebut menunjukkan jurang perbezaan yang lebih ketara berdasarkan kajian yang dijalankan oleh Patricia et al. (2008). Dapatan kajian beliau menyatakan bahawa majoriti responden yang dikaji iaitu guru-guru di negeri Sabah memberi respons bahawa mereka tidak begitu puas dengan pekerjaan mereka. Hal ini juga perlu diberikan perhatian kerana tanpa kepuasan dalam menjalankan tugas, boleh mendorong kepada tahap sikap yang rendah dalam pengajaran seseorang guru. Zamri et al. (2009) pula mengatakan, gaya pengajaran guru juga perlu dititikberatkan kerana pengajaran guru penting dalam proses pengajaran dan pembelajaran murid-murid ketika mempelajari Bahasa Melayu dan Bahasa Inggeris.

Item 4 dan item 5 masing-masing mempunyai min yang tertinggi dalam Bahagian C. Item yang merujuk kepada faedah dan kepentingan mengajar Bahasa Melayu ini menarik perhatian guru Dusun. Dapatan kajian ini juga selaras dengan kajian yang telah dijalankan oleh Mohd Uzir et al.

(2018) yang menyatakan bahawa dalam kalangan murid-murid juga berpendapat, Bahasa Melayu ialah mata pelajaran yang wajib lulus dalam peperiksaan untuk melayakkan mereka ke peringkat yang seterusnya dalam pendidikan. Selain itu, masyarakat percaya bahawa dengan menguasai bahasa Melayu, mereka mempunyai banyak kelebihan dari segi mendapatkan pekerjaan dan penting untuk kerjaya masa hadapan (Mohd Uzir et al., 2018). Item 8 mempunyai skor min yang terendah dalam soal selidik Bahagian C. Namun, nilai skor min tersebut masih berada pada kategori tahap motivasi yang tinggi. Nilai skor min yang terendah bagi item 8 menimbulkan persoalan sama ada bahasa Melayu tidak begitu menarik perhatian orang ramai serta perkaitannya dengan pengaruh bahasa kedua. Hal ini juga pernah dinyatakan dan dipersoalkan dalam kajian yang telah dijalankan oleh Nor Hashimah et al. (2010) bahawa setelah sekian lama bahasa Melayu dikembangkan sebagai bahasa rasmi negara dan sebagai bahasa utama dalam sistem pendidikan kebangsaan, kesedaran terhadap nilai dan peranan bahasa ini dalam kehidupan rakyat Malaysia di luar sistem yang rasmi juga didapati tidak tinggi. Tokoh masyarakat Tan Sri Lee Lam Thye pernah mengatakan bahawa nasib dan masa depan bahasa Melayu sebagai bahasa kebangsaan kian terhakis oleh sikap rakyat Malaysia, temasuk orang Melayu sendiri (Nor Hashimah et al., 2010). Awang Sariyan (1996) mendapati bahawa terdapat 55.7% orang guru mengatakan pelajar mereka kurang berminat untuk mempelajari bahasa Melayu.

Penggunaan bahasa kedua dalam menjalankan tugas boleh dikaitkan dengan situasi semasa kita belajar menuturkan bahasa kedua tersebut. Seperti yang telah dinyatakan oleh James (1988), terdapat gangguan bahasa dalam pembentukan bahasa kedua, iaitu gangguan fonologi. Perkara ini juga merupakan sesuatu yang kritikal dalam pengajaran dan pembelajaran di dalam kelas. Hal yang paling penting ialah dari aspek keyakinan diri. Menurut Nadwah et al. (2014), keyakinan yang tinggi dapat membantu untuk menyampaikan mesej dengan lancar. Sekiranya seseorang tidak mempunyai keinginan untuk memperbaiki kemahiran bertutur dalam bahasa kedua, maka mereka tidak akan mempunyai keyakinan untuk melakukannya dan tidak tahu cara untuk menyampaikan idea serta pendengar tidak dapat memahami apa yang diperkatakan (Songsiri, 2007). Manusia mudah mempercayai apa yang difikirkannya (Nadwah et al., 2014). Oleh itu, kepercayaan dan keyakinan kepada diri sendiri tidak harus diabaikan dalam proses menjalankan tugas sebagai seorang yang mengajar mata pelajaran melibatkan bahasa yang merupakan bahasa keduanya.

Kajian yang dijalankan ini jelas membuktikan bahawa sikap dan motivasi guru Dusun dalam pengajaran dan pembelajaran Bahasa Melayu sebagai bahasa kedua berada pada tahap yang tinggi dengan skor min yang diperoleh masing-masing ialah 4.57 dan 4.34. Dapatan dalam kajian ini juga membuktikan bahawa seseorang yang bukan penutur jati bahasa Melayu ikhlas dalam menjalankan tugasnya sebagai seorang guru untuk menyampaikan ilmu kepada anak-anak murid. Pengaruh bahasa sama ada bahasa ibunda atau bahasa kedua tidak mengganggu sikap dan motivasi guru semasa mengajar mata pelajaran Bahasa Melayu di dalam kelas. Kesungguhan golongan guru ini perlulah dicontohi oleh semua pihak dengan mengetepikan unsur bahasa yang berbeza semata-mata dan haruslah utamakan kebaikan pembelajaran murid-murid di sekolah. Bahasa ibunda yang berbeza antara satu sama lain bukanlah penghalang kepada tugas sebagai seorang guru.

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Strategi Pengajaran Guru Bahasa Melayu Dalam Menangani Masalah Bacaan Dalam Kalangan Murid Disleksia

(Malay Teachers Strategy in Dealing With Reading Problem Among Dyslexia Students)

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Abstrak: *Kajian ini bertujuan untuk meninjau strategi yang digunakan oleh guru bahasa Melayu di sekolah pedalaman dalam menangani masalah bacaan dalam kalangan murid disleksia. Kajian ini menggunakan Teori Pemulihan Disleksia Devis yang menekankan tiga prosedur utama untuk membantu kanak-kanak disleksia bagi mengatasi masalah dalam aspek bacaan iaitu melalui penguasaan simbol, kaunseling orientasi dan latihan membaca. Kajian ini adalah sebuah kajian kes secara kualitatif yang menggunakan kaedah temu bual untuk mengumpul data. Soalan temubual merupakan instrumen utama yang diketengahkan dalam kajian ini dan instrumen ini turut disokong dengan senarai semak pemerhatian dan analisis dokumen melalui rancangan pengajaran harian. Melalui kajian rintis yang dibuat, masih terdapat guru bahasa Melayu yang mempunyai kesukaran dalam membimbing murid disleksia yang mempunyai masalah membaca. Hal ini kerana guru masih tidak jelas tentang apa yang perlu dilakukan untuk membantu murid-murid ini. Oleh itu, kajian ini dijalankan di sebuah sekolah rendah pedalaman yang terletak dalam daerah Sarikei. Seramai dua orang guru bahasa Melayu dari sekolah ini telah dipilih sebagai peserta kajian. Kedua-dua peserta kajian dianalisis menggunakan instrumen soalan temu bual, senarai semak pemerhatian dan analisis dokumen rancangan pengajaran harian. Dapatan kajian mendapati kedua-dua peserta kajian menggunakan strategi berpusatkan guru dalam menangani masalah bacaan dalam kalangan murid disleksia. Strategi lain seperti berpusatkan murid, berpusatkan bahan dan berpusatkan aktiviti hanya digunakan oleh P1 untuk aktiviti lanjutan kepada murid. Dapatan juga mendapati strategi berpusatkan guru yang digunakan oleh P1 berkesan untuk murid manakala strategi berpusatkan guru yang digunakan oleh P2 tidak berkesan. Tuntasnya, dapatan kajian ini penting untuk menambah baik pengajaran guru dalam membantu murid dislekia dalam aspek bacaan.*

Kata Kunci: strategi, disleksia, aspek bacaan

Abstract: *This study aims to review the strategies used by the Malay language teachers at rural schools in dealing with reading problem among dyslexia students. This study uses Devis Dyslexia Rehabilitation Theory which emphasizes three main procedures to help dyslexic children to overcome problems in the aspects of reading, namely through symbol mastery, orientation counseling and reading exercises. This study is a qualitative case study that uses interview methods to collect data. Interview questions are the main instrument highlighted in this study and this instrument is also supported by observation checklist and document analysis through daily lesson* *plans. Through the pilot study that have been made, there are still Malay language teacher who have difficulty in guiding students with dyslexia who have difficulty in terms of reading. This is because teachers are still unclear about what needs to be done to help these students. Therefore, this study was conducted in a rural primary school located in Sarikei district. There were two Malay language teachers from the school has been selected as the study participants. Both study participants were analysed using interview question instruments, observation checklists and daily lesson plan document analysis. The findings of the study found that both study participants used a teacher-centered strategy in dealing with reading problems among dyslexic students. Other strategies such as student-centered, material-centered and activity-centered are only used by P1 for further activities to students. The findings also found that the teacher-centered strategy used by P1 was effective for students while the teacher-centered strategy used by P2 was ineffective. Ultimately, the findings of this study are important to improve teachers' teaching in helping students with dyslexia in terms of reading.*

Keywords: strategy, dyslexia, reading aspect

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1. Pengenalan

Dalam blueprint Pelan Pembangunan Pendidikan Malaysia 2013-2025, yang telah menetapkan ekuiti untuk semua murid di mana Program Pendidikan Khas, Kelas Rancangan Khas dan Program Kawalan yang terdapat di sekolah perlulah diurus dengan berkesan bagi membolehkan murid dibangunkan mengikut kebolehan dan potensi masing-masing. Perkara ini sememangnya perlu diberi perhatian kerana setiap individu mempunyai keupayaan yang berbeza dalam pembelajaran. Usaha kerajaan memperkenalkan Program Pendidikan Inklusif yang bermatlamatkan kepada usaha murni untuk memberi peluang pendidikan yang sama kepada semua murid berkeperluan khas tanpa mengira ketidakupayaan dan kecacatan adalah satu usaha yang perlu diberi pujian. Bantuan yang sesuai diberikan membolehkan murid mengikuti pengajaran dan pembelajaran secara inklusif bersama rakan sebaya.

1.1 Latar Belakang Kajian

Disleksia adalah sejenis masalah pembelajaran terutamanya dalam aspek bacaan. Masalah ini dapat dilihat apabila murid tidak dapat menguasai pelajaran yang telah diberikan walaupun bersungguh-sungguh dalam melakukannya. Permasalahan ini berlaku kerana terdapat perbezaan cara otak individu tersebut berfungsi dalam menghubungkan simbol visual dan bunyi. Murid akan mengalami kesukaran membaca, menulis, memahami, mengeja atau mengira. Berdasarkan portal Kementerian Kesihatan Malaysia, dianggarkan 4% sehingga ke 8% murid sekolah mempunyai masalah disleksia dengan kanak-kanak lelaki adalah lebih ramai berbanding kanak-kanak perempuan. Terdapat pelbagai ciri yang boleh dikenalpasti sebagai pengecaman awal disleksia antaranya lambat bertutur, sukar menulis nama sendiri, tidak suka membaca, kurang kordinasi mata serta tangan.

Melihat kepada permasalahan di atas, fokus utama adalah meneroka strategi guru Bahasa Melayu bagi menangani masalah bacaan dalam kalangan murid disleksia. Masalah bacaan dalam kalangan murid disleksia adalah satu keadaan di mana murid tersebut mempunyai kesukaran membaca dengan lancar dan mengalami kesukaran dalam menyebut sesuatu perkataan dengan tepat. Murid ini juga sering melakukan kesalahan bacaan dengan membaca secara terbalik, contohnya suku kata "ba" disebut sebagai "da". Murid yang mengalami masalah disleksia ini secara mata kasarnya, dilihat normal seperti murid normal dan mereka juga tidak mempunyai masalah pendengaran mahupun penglihatan. Walau bagaimanapun, murid ini memerlukan bantuan guru mahupun pakar dalam bidang untuk mengenal pasti permasalahan ini seterusnya memainkan peranan dalam mendorong kanak-kanak disleksia ini untuk terus belajar. Kajian ini dilihat dapat membantu guru untuk mempelbagaikan strategi pengajaran dalam menangani masalah murid disleksia. Umum tahu bahawa murid disleksia mempunyai tahap masalah yang berbeza-beza di antara satu sama lain, maka di sini guru perlu memainkan peranan penting dalam memastikan strategi yang digunakannya berkesan dan sesuai dengan kemampuan murid. Kepelbagaian strategi ini akan menjadikan pengajaran seorang guru tersebut lebih berfokus.

1.2 Penyataan Masalah

Isnaeni et al. (2015) di dalam kajiannya mengatakan bahawa kemampuan membaca pada kanak-kanak normal sudah dapat dilihat apabila mereka mula memasuki umur enam atau tujuh tahun. Namun perkara ini berbeza untuk kanak-kanak yang menghadapi masalah disleksia kerana pada usia tersebut mereka mungkin masih keliru pada penggunaan huruf "b" dan huruf "d". Hal ini kerana di dalam Benton dan Pearls (1978) telah mengelaskan masalah pembelajaran kanak-kanak disleksia terbahagi kepada enam ciri iaitu kesukaran untuk belajar bahasa, tidak lancar ketika membaca bahan bercetak, ketidakseimbangan kebolehan intelektual, tidak dapat menulis dengan lancar dan tepat, mata menjadi penat setelah beberapa minit menumpu pada tulisan dan mempunyai daya tumpuan yang terhad.

Melalui kajian ini, pengkaji ingin melihat perspektif masalah disleksia ini dari sudut seorang guru. Di dalam kajian Liyana et. al (2013), beliau menyimpulkan bahawa guru yang mengajar murid disleksia tidak mempunyai pengetahuan yang kukuh mengenai masalah pembelajaran. Hal ini membuatkan kanak-kanak yang mempunyai masalah disleksia akan tertinggal dan susah untuk menguasai pelajarannya. Perkara ini sering berlaku di sekolah apabila guru terpaksa mengabaikan murid-murid yang mempunyai masalah disleksia kerana perlu untuk fokus kepada murid-murid yang lain. Keadaan ini akan menyebabkan murid yang mempunyai masalah disleksia ini merasa terabai sehingga membuatkannya malas untuk belajar.

2. Ulasan Kajian Lepas

Norliza (2016) menegaskan strategi yang digunakan oleh guru merupakan kayu pengukur dalam keupayaan mereka untuk melaksanakan sesuatu pembaharuan dalam sesi pengajaran dan pembelajaran di dalam kelas. Dalam konteks kajian ini, strategi dirujuk sebagai satu cara komprehensif yang digunakan oleh guru bahasa Melayu dalam membantu murid disleksia yang mempunyai masalah bacaan. Cara ini akan menjadi titik tolak kepada kejayaan mahupun kegagalan dalam usaha untuk membantu murid yang mempunyai masalah disleksia membaca.

Manakala kajian Ebere (2016), mengatakan disleksia dirujuk kepada satu keadaan yang menyebabkan seseorang menghadapi kesukaran dalam kemahiran berbahasa, terutamanya membaca. Sebahagian individu yang mempunyai gejala disleksia akan dapat membaca dengan baik di peringkat awal. Namun keadaan ini akan berubah apabila mereka mula mula mempelajari kemahiran bahasa yang lebih kompleks seperti aspek tatabahasa, memahami buku teks dan menulis karangan.

Pendapat ini disokong oleh Blagovesta (2015) bahawa murid yang mempunyai masalah disleksia perlu berada dalam persekitaran bahasa yang baik dan terdedah kepada aktiviti pemahaman bahan bacaan. Guru-guru di sekolah perlu membiasakan murid kepada teknik bacaan secara *skimming* dan *scanning*. Dengan cara ini, kemahiran membaca dapat ditingkatkan kepada aspek pemahaman bahan bacaan tersebut.

3. Dapatan Kajian

Strategi pengajaran merupakan aspek penting yang perlu diteliti sebelum memulakan sesi pengajaran dan pembelajaran di kelas. Penggunaan strategi pengajaran yang sesuai dan baik akan membantu meningkatkan pencapaian murid yang diajar. Oleh itu, melalui temu bual yang dilaksanakan, pengkaji telah bertanya tentang strategi yang digunakan untuk membantu masalah bacaan murid disleksia ini. Jawapan peserta kajian adalah seperti berikut:

1	**Dengan keadaan bacaan murid yang sedemikian, apakah strategi yang cikgu gunakan untuk membantu murid ini?**
P1	Kamek biasanya menggunakan pelbagai strategi bergantung dengan tahap kognitif murid ya. Antara strategi yang sering kamek guna adalah strategi berpusatkan guru atau berpusatkan bahan. Pertama, kamek memerlukan satu masa untuk bersama dengannya sorang, tanpa ada gangguan. Dan saya akan mulakan dengan latih tubi buku Bacalah Sayang.
P2	Kamek menggunakan strategi berpusatkan guru. Dari segi latihan murid akan biasa dan ikut sahaja latihan murid perdana yang lain. Dari bacaan murid perlu ulang baca dengan bimbingan guru terutamanya bahagian yang ada empat suku kata

Berdasarkan kepada pemerhatian yang dibuat, P1 banyak menggunakan strategi berpusatkan guru dalam membimbing murid disleksia. Dalam masa yang sama, P1 juga menerapkan penggunaan strategi berpusatkan bahan seperti menggunakan buku Bacalah Sayang sebagai bahan bantu untuk membimbing murid ini. P2 pula banyak menggunakan strategi berpusatkan guru sepenuhnya dalam membantu masalah bacaan murid disleksia ini. Setelah melihat strategi yang digunakan, pengkaji memperincikan lagi bagaimana peserta kajian menggunakan strategi tersebut dalam sesi pengajaran. Berikut merupakan jawapan yang diberikan oleh peserta kajian:

2	**Bagaimanakah cikgu gunakan strategi tersebut dalam sesi pengajaran?**
P1	Kamek berik satu *guide* dengan nya dan latih nya dengan suka kata tersebut hingga nya menguasai suku kata. Kemudian ujinya dari semasa ke semasa. Mun masih juaknya sik dapat menguasai latihnya membaca dengan mengandingkan suku kata dengan gambar. Mun dah dilatih camya tapi nya masih juak sik dapat menguasai, suruhnya tulis. Tiga peringkat tuk tadik, harapan saya supaya sukukata yang malar dilatih tubi tuk tadik dapat melekat dengan pelbagai kaedah dan teknik tuk tadik. Satu kaedah sebut, duak melihat gambar dan yang ketiga melihat dan tulis. Selain daripada ya, peringkat yang seterusnya mungkin kita boleh bawak ke dalam bentuk permainan. Bukan ke dalam bentuk terlalu formal ke arah mengajar suku kata.
P2	Mun kamek, kamek fokuskan kepada bacaan melalui bimbingan. Maksudnya guru baca dan murid ikut apa yang dibaca oleh guru.

Berdasarkan pemerhatian yang dibuat, P1 sememangnya melaksanakan bimbingan bacaan seperti yang diperkatakan dalam temu bual di atas. Dalam latihan ini, P1 membimbing murid ini dengan bacaan yang betul dan apabila murid ini menguasai, P1 akan mengujinya untuk membaca secara rambang. Hal ini bertujuan untuk mengukuhkan bacaan murid disleksia ini. Jika murid ini masih tidak dapat menguasainya dengan baik, P1 akan mengandingkan suku kata yang dibaca oleh murid dengan gambar perkataan tersebut. Hal ini bagi meransang murid untuk membaca dengan betul dan berkesan. Dalam masa yang sama, penerapan aspek permainan juga diaplikasikan dengan baik. Namun demikian, melalui analisis dokumen yang dibuat iaitu rancangan pengajaran harian P1, aspek ini tidak ditulis secara terperinci. P1 hanya menyatakannya secara umum tanpa memperincikan strategi yang digunakannya dalam sesi pengajaran. P2 pula hanya memfokuskan bacaan melalui bimbingan dalam sesi pengajarannya iaitu guru baca dan murid akan mengikut apa yang dibaca oleh guru. Soalan seterusnya pengkaji fokuskan untuk melihat sama ada strategi yang digunakan oleh peserta kajian berkesan atau tidak. P1 menyatakan strategi yang digunakannya berkesan manakala P2 menyatakan tidak berkesan.

3	**Berdasarkan pengalaman cikgu, strategi yang diaplikasi berkesan atau tidak?**
P1	Ya, berkesan.
P2	Setelah dianalisis,strategi ya kurang berkesan.

Seterusnya soalan untuk mengetahui bagaimana proses keberkesanan tersebut berlaku ditanyakan kepada P1. P1 menyatakan seperti berikut:

4	**Bagaimanakah proses keberkesanan strategi tersebut berlaku? (jika jawapan "YA")**
P1	Teknik tuk berkesan sebab nya *start* dari minat yang membawa erti fokus. Setakat tuk apa yang saya perhati, murid ya tidak ada masalah kesihatan, tidak ada masalah kecacatan, dia normal seperti murid-murid lain tapi dia kurang fokus. Fokus dia kurang bukan sebab sengaja nak mengurangkan fokus tetapi ganguan-gangguan lain tuk kuat menarik perhatian dia. Kalau kita bersama dia mengajar secara *personal*, dia boleh fokus kalau dalam bilik darjah yang penuh dengan pelajar lain, fokus dia mudah beralih. Kalau dengan individu, dia tidak ada peluang untuk melihat dan dia akan fokus. Sungguhpun demikian, kita buat ujian pertama fokus dengan dia dulu, *face to face*. Sekiranya tidak berjaya, kita pelbagaikan teknik macam tiga tuk tadik, sekiranya kita rasa dah tiba masanya dia perlukan seorang atau dua orang rakan untuk berkomunikasi untuk mencapai KV yang tadik, kita adakan.
P2	-

Berdasarkan jawapan yang diberikan oleh P1, pemerhatian yang dibuat oleh pengkaji di kelas ini juga telah melihat sendiri bahawa murid disleksia ini lebih fokus dengan bimbingan secara individu yang dibuat oleh peserta kajian. Murid juga lebih fokus dan seronok apabila pembelajaran diselitkan dengan penggunaan gambar dan aktiviti permainan. Untuk P2 pula, pengkaji bertanya tentang faktor yang menyebabkan strategi ini tidak berkesan. Berikut merupakan jawapan yang diberikan oleh P2:

5	**Pada pandangan cikgu, apakah faktor yang menyebabkan strategi ini tidak berkesan? (jika jawapan "TIDAK")**
P1	-
P2	Kamek rasanya sik berkesan sebab kadang-kadang murid tuk just baca macam ya jak tanpa melihat perkataan mahupun huruf yang disebutnya. Dalam erti kata lain, mulut bergerak, mata tempat lain. Sebab ya kamek rasa, kaedah kamek pakei tuk perlu ditambah baik.

Berdasarkan pemerhatian yang dibuat, membaca tanpa melihat perkataan mahupun huruf ini memang berlaku dalam kelas yang diajar oleh P2. Murid disleksia ini hanya mengikut sahaja apa yang disebut oleh peserta kajian tanpa melihat apa yang dibaca. Pengkaji kemudian bertanya tentang perkongsian yang pernah dibuat oleh peserta kajian tentang strategi yang telah mereka gunakan ini. P1 menyatakan pernah berkongsi strategi yang digunakan dengan guru-guru lain manakala P2 pula tidak mengongsikan secara formal strategi yang digunakan olehnya dengan guru-guru lain. Temu bual yang telah dibuat adalah seperti berikut:

6	Adakah cikgu berkongsi strategi ini kepada guru-guru lain?
P1	Pernah dikongsi dan bercerita secara verbal. Tapi sejauh ni sidak ya molah ya sik pasti la.
P2	Setakat tuk sikda kongsi, sebab masalah ya berbeza untuk setiap murid. Tapi mun setakat cerita-cerita camya jak dengan cikgu lain ada lah juak.

Setelah bertanya tentang perkongsian yang telah dibuat, pengkaji meneruskan soalan dengan melihat kepada maklum balas yang diberikan oleh guru-guru lain tentang strategi yang digunakan. Jawapan temu bual adalah seperti berikut:

7	Apakah maklum balas yang cikgu peroleh daripada guru-guru lain tentang strategi yang cikgu gunakan ini?
P1	Maklum balas yang baik dan membina. Tapi sejauh ni sidak ya dapat melaksana dengan keadaan masa dan kekangan keadaan kerja sidak ya mpun. Maklum balas ya memang setuju la katanya, boleh digunapakai.
P2	Sidak pun madah macam memang kaedah dalam pembelajaran murid disleksia tuk perlu dipelbagaikan supaya kita tahu apa kaedah yang dominan dalam pembelajaran nya kelak.

Pengkaji kemudian bertanya tentang bagaimana peserta kajian mendapat tahu tentang strategi yang telah digunakan ini. P1 menyatakan bahawa strategi yang digunakannya sememangnya termaktub dalam pendekatan Pendidikan dan ia dimurnikannya lagi berdasarkan pengalaman. P2 pula menggunakan kaedah cuba jaya untuk membantu murid disleksia ini berdasarkan kepada kemampuan murid tersebut. Temu bual yang dibuat adalah seperti berikut:

8	Bagaimanakah cikgu mendapat tahu tentang strategi ini?
P1	Pertama memang ada termaktub dalam pendekatan pendidikan empun yang kedua memurnikannya lagik dari pengalaman.
P2	Mun kamek, kamek banyak cuba jaya dengan kemampuan murid. Kaedah cuba jaya kamek tuk pun *based on* apa yang dah diajar dalam pedagogi yang dah dibelajar sebelum tuk.

Pengkaji juga bertanya kepada peserta kajian adakah strategi yang digunakan ini sesuai untuk setiap aras permasalahan murid disleksia. Kedua-dua peserta kajian berpendapat bahawa strategi yang digunakan itu tidak sesuai untuk setiap aras permasalahan murid. Jawapan temu bual penuh adalah seperti berikut:

9	Adakah strategi yang cikgu gunakan ini sesuai untuk setiap aras permasalahan murid disleksia ini?
P1	Sik sesuai, nya *depend* dengan keadaan mbiak dan keperluan mbiak. Mun mbiak ya di sekolah tuk lain, kelas tuk lain, peringkat umur tuk lain. Sekolah lain, dah lain. Nya sik sama
P2	Tidak sesuai, guru perlu profesional menilai keberkesanan sesuatu dengan murid jugak. Tidak dapat terus satu kaedah yang sama untuk setiap murid.

Seterusnya pengkaji juga bertanya tentang kekerapan pengaplikasian strategi yang digunakan ini dalam sesi pengajaran murid disleksia yang mempunyai masalah bacaan. P1 menyatakan memang diaplikasikan selalu manakala P2 pula mengaplikasikannya mengikut kemahiran yang diajar pada hari tersebut. Temu bual penuh adalah seperti berikut:

10	**Adakah cikgu mengaplikasikan strategi ini dalam setiap sesi pengajaran anda dalam kalangan murid disleksia yang mempunyai masalah bacaan ini?**
P1	Aok, kamek memang aplikasikan.
P2	Mun kamek, kamek aplikasikan ikut kemahiran yang diajar. Lain kemahiran, lain pendekatan yang perlu dipolah.

Soalan terakhir pengkaji di bawah aspek strategi ini adalah berkaitan dengan penguasaan huruf adalah perkara yang mustahak dalam membantu masalah bacaan murid disleksia. Kedua-dua peserta kajian bersetuju dengan perkara ini dan berpendapat bahawa dengan penguasaan yang kukuh terhadap huruf akan memudahkanya untuk membaca. Temu bual penuh adalah seperti berikut:

11	**Adakah cikgu setuju kalau saya katakan aspek penguasan huruf itu adalah satu yang mustahak dalam membantu masalah bacaan murid disleksia? Kenapa?**
P1	*Yes*, penting. Dan selain daripada penguasaan simbol ya tadik, penguasaan teknik menulis tuk bukan hanya tujuan untuk menulis. Teknik menulis satu bentuik gerak kerja praktikal yang membantu ke arah mengingat simbol ya. Bilanya diamalkan menulis selain daripada menguasai teknik menulis nya akan mengingat ya adalah simbol untuk A, B. And lebih daripada ya, tuk adalah vokal, tuk adalah konsonan, jadiknya dapat kenal 26 igek huruf ya.
P2	Ya, aspek tuk memang penting. Murid perlu tahu huruf dan bunyi huruf ya sebab benda tuk yang akan memudahkannya untuk membaca kelak.

4. Perbincangan

Berdasarkan temu bual yang dibuat, P1 menggunakan pelbagai strategi dalam sesi pengajaran dan hal ini adalah bergantung dengan tahap kognitif murid. Antara strategi yang sering digunakan adalah strategi berpusatkan guru dan berpusatkan bahan. Strategi berpusatkan guru berlaku apabila P1 menggunakan kaedah bimbingan dan latih tubi untuk membantu murid disleksia ini manakala berpusatkan bahan pula apabila dia menggunakan buku "Bacalah Sayang" sebagai sandaran untuk membimbing murid ini. Dalam pengaplikasian strategi ini, P1 akan memberi panduan untuk murid membaca kemudian sehingga murid dapat menguasai bahan bacaannya. Kemudian murid akan diuji untuk mengukuhkan bacaannya dan apabila masih belum dapat, murid akan dicuba menggunakan strategi lain seperti menggunakan gambar dan aktiviti permainan. Berbeza dengan P2 yang menggunakan strategi berpusatkan guru sepenuhnya dalam menangani masalah bacaan murid disleksia ini. P2 akan membacakan perkataan tersebut manakala murid akan mengikut apa yang dibaca oleh gurunya. Perkara ini sememangnya berlaku dengan jelas berdasarkan pemerhatian pengkaji dalam sesi pengajaran di dalam kelas yang diajar oleh P2.

Kedua-dua strategi yang digunakan oleh peserta kajian sememangnya termaktub dalam strategi pengajaran di dalam kelas. Menurut Kamarul Azmi Jasmi et. al (2012) terdapat empat strategi pengajaran iaitu strategi pengajaran berpusatkan guru, strategi pengajaran berpusatkan murid, strategi pengajaran berpusatkan bahan dan strategi pengajaran berpusatkan aktiviti. Setiap strategi ini mempunyai pro dan kontranya dalam pelaksanaan di bilik darjah dan penggunaannya adalah berdasarkan kepada kesesuaian dan keperluan murid. Berdasarkan data temu bual dan pemerhatian yang dibuat, peserta kajian hanya menggunakan dua jenis strategi pengajaran iaitu strategi pengajaran berpusatkan guru dan strategi pengajaran berpusatkan bahan. Namun demikian, melalui temu bual yang dibuat, P1 turut menyelitkan penggunaan strategi berpusatkan aktiviti apabila murid disleksia ini masih belum dapat menguasai bahan bacaannya. Strategi ini digunakan sebagai alternatif untuk menambah baik penguasaan murid ini dalam aspek bacaan. Secara keseluruhannya, kedua-dua peserta kajian tidak menggunakan strategi berpusatkan murid dalam membantu murid disleksia ini. Menurut Kamarul Azmi Jasmi et. al (2012), strategi berpusatkan murid adalah satu langkah pengajaran yang dilaksanakan oleh guru berdasarkan kepada kehendak dan kemahuan muridnya. Maksudnya aktiviti yang akan dilaksanakan memerlukan penglibatan murid sepenuhnya dan guru hanya sebagai pemudahcaraan.

Dari segi keberkesanannya pula, P1 mengatakan bahawa strategi yang digunakan berkesan dan dapat membantu murid disleksia yang mempunyai masalah bacaan ini. Keberkesanan ini berlaku apabila murid minat dengan strategi yang guru gunakan sekaligus membuatkannya fokus dengan bahan bacaan yang dibaca. P1 juga berpendapat bahawa murid lebih fokus apabila dibimbing secara individu berbanding apabila dibimbing secara beramai-ramai bersama dengan murid lain di dalam kelas. Hal ini bertepatan dengan kajian yang dibuat oleh Vijayaletchumy (2003) yang mengatakan sebilangan daripada murid yang mempunyai masalah disleksia akan mempunyai kesukaran penumpuan terhadap sesuatu perkara. Hal ini menyebabkan mereka dianggap sebagai pemalas, tidak bermotivasi dan mempunyai tahap kecerdasan yang rendah. Berbeza pula dengan P2 yang merasakan strategi yang diaplikasikannya tidak berkesan untuk membantu murid disleksia yang mempunyai masalah bacaan. Menurut P2, perkara ini berlaku kerana semasa membaca, murid hanya mengikut apa yang dibaca oleh guru tanpa melihat teks atau perkataan yang disebutnya. Hal ini jelas menunjukkan bahawa murid sekadar mengajuk apa yang dibaca oleh guru.

Dari segi perkongsian strategi yang digunakan, kedua-dua peserta kajian tidak mempunyai peluang untuk mengongsikan strategi yang digunakan secara luas kepada guru-guru lain. Hal ini kerana perkongsian strategi yang peserta kajian buat hanya melalui perbualan tidak langsung dengan rakan-rakan guru di tempat kerja. Menurut pandangan pengkaji, perkara ini berlaku kerana peserta kajian mengajar di sekolah pedalaman yang tidak mempunyai kemudahan yang canggih untuk diketengahkan dalam membantu masalah bacaan dalam kalangan murid disleksia. Hal ini seperti yang dinyatakan oleh Maizura (2008) dalam kajiannya bahawa terdapat guru di sekolah pedalaman yang kurang motivasi untuk mengajar apabila kemudahan yang terdapat di sekolah tidak mencukupi. Sebagai contoh untuk melaksanakan aktiviti menggunakan aplikasi seperti Kahoot dalam pengajaran bahasa Melayu, guru terpaksa menunggu rangkaian internet stabil atau jika tiada rangkaian, aktiviti tersebut terpaksa ditangguhkan. Secara tidak langsung, perkara ini membuat guru tidak berminat atau berpeluang untuk mengongsikan amalan pengajaran yang baik kepada guru-guru lain di luar sekolah.

Apabila perkongsian ini sekadar dibuat di kalangan rakan sejawat di sekolah maka hasil maklum balas juga akan kelihatan umum. Menurut P1 apabila perkongsian ini dibuat di kalangan rakan sejawat di sekolah, masing-masing mengatakan bahawa kaedah yang digunakan itu baik dan dapat membina potensi murid disleksia ini. Namun P1 juga memaklumkan bahawa sejauh mana rakan sejawat yang lain melaksanakan benda yang sama di dalam kelas adalah tidak dapat dikenal pasti. P2 pula mendapat maklum balas bahawa dalam membantu masalah bacaan murid disleksia, kepelbagaian strategi perlu diaplikasikan untuk mengenal pasti kaedah yang paling dominan kepada kecerdasan murid tersebut. Namun demikian, berdasarkan temu bual kepada kedua-dua peserta kajian, masing-masing menegaskan bahawa strategi yang digunakan ini tidak sesuai untuk setiap aras masalah bacaan. Oleh yang demikian, guru perlu sentiasa bijak untuk memastikan strategi yang digunakan sesuai dengan masalah bacaan yang dihadapi oleh murid disleksia ini.

Melalui temu bual yang dibuat juga, kedua-dua peserta kajian merasakan sesuatu yang penting untuk menekankan kepada aspek penguasaan huruf itu sendiri sebelum menguasai bacaan. P1 menjelaskan bahawa dalam usaha untuk menguasai huruf ini, kemahiran menulis juga perlu dikukuhkan agar murid dapat ingat dengan baik setiap gerakan untuk membentuk sesuatu huruf tersebut. Dengan mengingat bentuk huruf, ia akan memudahkan murid untuk mengaplikasikan ke dalam aspek bacaan. P2 pula mengatakan bahawa dengan mengenal dan menguasai huruf, murid akan mudah untuk membaca. Hal ini seperti yang digariskan dalam Model Pemulihan Disleksia Devis yang melihat penguasaan simbol merupakan tunjang utama untuk membantu masalah disleksia ini di samping kaunseling orientasi dan latihan membaca.

5. Kesimpulan

Secara keseluruhannya, strategi yang digunakan oleh peserta kajian ini masih berada pada tahap sederhana dan masih boleh ditambahbaik. Pengkaji merasakan demikian kerana kedua-dua peserta kajian tidak mengaplikasikan strategi berpusatkan murid dalam menangani masalah bacaan murid disleksia ini. Strategi berpusatkan murid merupakan satu strategi yang selaras dengan tuntutan pembelajaran abad ke-21 pada hari ini yang menginginkan murid meneroka sendiri apa yang ingin dipelajarinya. Dalam strategi ini guru hanya bertindak sebagai fasilitator dan menyediakan bahan-bahan yang akan digunakan oleh murid untuk aktiviti pembelajarannya.
Dalam konteks kajian ini yang memfokuskan masalah membaca, guru boleh menggunakan kepelbagaian kemudahan sedia ada di sekolah sebagai bahan untuk murid belajar. Contohnya dengan menggunakan komputer riba, guru boleh menyediakan satu laman interaktif yang membolehkan murid untuk berinteraksi sendiri dengan bahan bacaannya. Laman ini perlu diletakkan oleh guru di satu kawasan yang mudah untuk diakses oleh murid apabila ada waktu terluang seperti waktu rehat atau pada sebelah petang. Hal ini adalah sebagai satu alternatif untuk mewujudkan satu strategi berpusatkan murid yang berterusan dalam kalangan murid selaras dengan tuntutan pembelajaran abad ke-21.

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Sumbangan Kemahiran Tmk, Pengetahuan Dan Sikap Guru Terhadap Kadar Penggunaan Virtual Learning Environment (Vle)

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Abstrak: *Kajian ini bertujuan untuk menilai sumbangan kemahiran TMK, pengetahuan dan sikap guru terhadap kadar penggunaan VLE di dalam pembelajaran dan pemudahcaraan Bahasa Tamil di SJKT. Selain itu, kajian ini juga bertujuan untuk mengenalpasti cabaran yang dihadapi oleh guru dalam penggunaan VLE dalam sesi pembelajaran dan pemudahcaraan (PdPc) Bahasa Tamil. Di samping itu, kajian ini juga bertujuan untuk menentukan sama ada sikap, pengetahuan dan kemahiran TMK guru boleh meramalkan kekerapan penggunaan VLE. Pendekatan kuantitatif dengan reka bentuk kaedah tinjauan digunakan dalam kajian ini. Responden kajian terdiri daripada 150 orang guru SJKT yang mengajar subjek Bahasa Tamil yang dipilih secara rawak mudah. Kajian ini menggunakan instrumen soal selidik dengan skala Likert 5 digunakan untuk memperolehi data kadar penggunaan VLE di dalam pembelajaran dan pemudahcaraan Bahasa Tamil di SJKT. Data kajian dianalisis menggunakan analisis deskriptif dan juga analisis regresi linear berganda. Kadar penggunaan VLE diukur berdasarkan kekerapan log masuk guru ke laman VLE bagi tempoh masa dua bulan, iaitu bermula dari awal Januari hingga hujung Februari 2020. Keputusan menunjukkan min kekerapan penggunaan VLE adalah sederhana iaitu 8.24 dalam tempoh dua bulan, atau secara purata 4 kali sebulan (purata sekali seminggu). Lebih separuh responden (77 orang guru) mencatatkan purata log masuk ke laman VLE sebanyak 10 kali dalam seminggu. Namun terdapat juga guru yang mencatatkan log masuk yang rendah, contohnya seramai 21 orang guru yang log masuk ke laman VLE sebanyak 1 kali dalam tempoh sebulan. Hasil kajian menunjukkan guru merasakan mereka mempunyai sikap positif (4.88) terhadap penggunaan VLE dalam PdPc. Selain itu, guru merasakan mereka mempunyai pengetahuan (4.94) yang tinggi dan mempunyai kemahiran TMK (4.95) yang tinggi. Keputusan analisis regresi linear berganda menunjukkan hanya kemahiran TMK guru dapat meramalkan kadar penggunaan VLE dalam PdPc. Kesimpulannya, kadar penggunaan VLE dalam PdPc Bahasa Tamil di SKJT umumnya pada tahap sederhana, dan kadar penggunaan ini mempunyai hubungan signifikan dengan kemahiran TMK guru. Implikasinya, fokus latihan harus ditumpukan kepada usaha meningkatkan kemahiran TMK guru sepaya pelaburan KPM yang tinggi untuk penggunaan Teknologi Maklumat dan Komunikasi (TMK) dalam bidang pendidikan mencapai matlamat yang dihasratkan.*

Kata Kunci: Kadar VLE, Kemahiran TMK, Sikap Guru, Pengetahuan Guru

Abstract: *This study aims to evaluate the contribution of ICT skills, knowledge and attitudes of teachers to the rate of use of VLE in the learning and facilitation of Tamil in SJKT. In addition, this study also aims to identify the challenges faced by teachers in the use of VLE in Tamil language learning and facilitation sessions. In addition, this study also aims to determine whether the* *attitudes, knowledge and ICT skills of teachers can predict the frequency of VLE use. A quantitative approach with survey design was used in this study. The respondents of the study consisted of 150 SJKT teachers in who taught Tamil subjects were easy randomly selected. This study uses a 5-point Likert scale questionnaire to obtain the rate of use of VLE in the learning and facilitation of Tamil in SJKT. Study data were analyzed using descriptive analysis as well as multiple linear regression analysis. The usage rate was measured from the frequency of teachers logging in to the VLE site for a period of two months, from the beginning of January to the end of February 2020. The results showed that the mean frequency of VLE usage was moderate at 8.24 in two months or on average 4 times a month (average once a week). More than half of the respondents (77 teachers) recorded an average login to the VLE site 10 times a week. However, there are also teachers who recorded low logins, for example a total of 21 teachers who logged into the VLE site 1 time in a month. The results showed that teachers felt that they had a positive attitude (4.88) towards the use of VLE in learning and facilitation sessions. In addition, teachers feel they have high knowledge (4.99) and have high ICT skills (4.95). The results of multiple linear regression analysis show that only teachers' skills can predict the rate of VLE use in learning and facilitation sessions. In conclusion, the rate of use of VLE in Tamil learning and facilitation sessions in SKJT is generally at a moderate level, and this rate of use has a significant relationship with teachers' ICT skills. The implication is that the training focus should be focused on improving the ICT skills of teachers as high as the MOE's investment for the use of Information and Communication Technology (ICT) in the field of education to achieve the desired goals.*

Keywords: Rate of use of VLE, ICT Skills, Teachers attitude, Teachers Knowledge

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1. Pengenalan

Kemunculan Pandemik COVID-19 telah menyebabkan hampir seluruh dunia melakukan sekatan pergerakan dan Perintah Kawalan Pergerakan (PKP) dilaksanakan di Malaysia bagi menghapuskan rantaian wabak tersebut. PKP telah menyebabkan penutupan semua sekolah dan Institusi Pengajian Tinggi (IPT) di kebanyakan negara termasuklah Malaysia.

Lantaran penutupan sekolah dan universiti sejak PKP fasa 1 di Malaysia, proses pembelajaran dan pemudahcarann telah bertukar kepada sesuatu yang bukan baharu tetapi mula dilihat sebagai pilihan yang tepat pada ketika ini iaitu pembelajaran secara maya. Ia adalah sejajar dengan saranan Kerajaan Malaysia ke arah kehidupan secara kebiasaan baharu. Kelas-kelas maya telah mula dipraktikkan oleh para guru di sekolah dan pensyarah di universiti bagi memastikan murid masih boleh menjalani proses pembelajaran dan pemudahcaraan.

Menurut Rossafri dan Shabariah (2011), kaedah pengajaran dan pembelajaran menggunakan VLE ini dapat meningkatkan motivasi dan kefahaman murid. Berdasarkan kajian tersebut, sepatutnya tidak wujud masalah yang besar kepada murid dari segi kemahiran untuk menggunakan platform pembelajaran maya ini. Internet kini telah menjadi kaedah yang paling mudah dan digemari oleh golongan murid dan guru untuk digunakan bagi menyampaikan ilmu dan mencari pelbagai maklumat berkaitan pendidikan khususnya tentang pembelajaran seperti mencari nota-nota rujukan tambahan, soalan-soalan tahun lepas, berkongsi pandangan dan bertanya pendapat tentang sesuatu tugasan ataupun latihan menerusi ruangan sosial di Internet (Arthur & Brafi 2013).

Menurut Razali Bahador dan Saidon (2016), VLE merupakan satu inovasi pembelajaran yang menggabungkan dua jenis konsep pembelajaran iaitu menyatukan pembelajaran yang bermoden di dalam pembelajaran yang berasaskan VLE. Ia bermatlamat untuk meningkatkan bidang pendidikan di negara Malaysia. Penggunaan VLE memudahkan guru untuk berinteraksi dalam talian dengan memberi dan menerima semula tugasan atau projek yang telah dibuat oleh murid. Melalui kaedah ini, para guru sentiasa boleh menyemak tugasan atau projek murid dan memberi maklum balas dengan serta merta terhadap tugasan yang dibuat oleh para murid dalam VLE. Disamping itu, VLE ini memudahkan guru untuk menjalankan penilaian dan pentaksiran melalui VLE (Abdullah et.al, 2013).

Bukan itu sahaja, VLE ini merupakan sebuah platform mesra pengguna dan ia memudahkan para guru untuk menggunakannya sebagai bahan bantu mengajar. Para guru juga boleh menggunakan VLE untuk melaksanakan aktiviti-aktiviti yang berkaitan dengan pembelajaran dan pemudahcaraan. Antara aktiviti-aktiviti yang boleh dijalankan menggunakan VLE adalah seperti memberi tugasan atau projek, menyemak hasil kerja murid, memberi tindak balas serta boleh membina tapak untuk menjalankan forum agar kolaborasi antara guru bersama murid dan murid bersama dengan murid lain boleh dijalankan secara berkesan. (Cheok & Wong, 2016).

2. Ulasan Kajian Lepas

Menurut Suzlina et.al (2016), penggunaan sebenar sesuatu sistem boleh diukur berdasarkan pengetahuan serta kemahiran pengguna terhadap sistem tersebut. Bagi memastikan pengguna menggunakan teknologi, pengguna terlebih dahulu mempercayai atau menganggap sesuatu sistem sebagai berguna. Sebaliknya jika pengguna tidak mempercayai kegunaan sistem itu, individu tersebut tidak akan menggunakannya teknologi tersebut. Justeru kajian ini memberi keutamaan kepada faktor kemahiran guru, sikap guru terhadap penggunaan VLE, pengetahuan guru serta cabaran yang dihadapi yang boleh mempengaruhi penggunaan VLE dalam pembelajaran dan pemudahcaraan Bahasa Tamil.

Oleh kerana kajian ini menggunakan pendekatan kuantitatif, maka beberapa langkah penting telah dilakukan. Ini diikuti dengan langkah pemilihan teknik persampelan dan strategi pengumpulan data yang sesuai melalui sasaran populasi untuk menentukan saiz sampel yang diperlukan. Menurut Othman (2013), populasi merujuk kepada keseluruhan kumpulan individu yang menjadi sumber utama bagi memperolehi maklumat yang diperlukan dalam mencapai objektif kajian.

Kajian ini dilaksanakan menggunakan dua peringkat iaitu peringkat pertama adalah kajian rintis manakala peringkat kedua adalah kajian sebenar. Dalam kajian ini, pengkaji menjalankan kajian rintis untuk mendapatkan bukti kesahan dan kebolehpercayaan terhadap instrumen yang diubahsuai agar boleh digunakan dalam kajian sebenar.

3. Jadual dan Rajah

Data tentang kadar penggunaan VLE guru diperolehi dari soal selidik. Persoalan kajian yang ingin dijawab ialah menilai kadar penggunaan VLE oleh guru dalam dalam proses pembelajaran dan pemudahcaraan. Kadar Penggunaan VLE ditentukan oleh kekerapan log masuk guru ke dalam laman VLE dalam tempoh 2 bulan (bermula dari awal Januari hingga hujung Februari 2020).

Jadual 3.1 menunjukkan kadar penggunaan VLE oleh guru dalam tempoh 2 bulan adalah sederhana iaitu (purata min = 8.24).

Jadual 3.1: Kadar Penggunaan VLE guru bagi tempoh 2 bulan

Item	Min	Median	Mod	Sisihan Piawai
Kekerapan Log Masuk	8.24	5.00	5.00	2.160
Kesimpulan	8.24	5.00	5.00	2.160

Jadual 3.2 menunjukkan kadar penggunaan VLE oleh guru dalam tempoh 2 bulan mengikut bilangan guru.

Jadual 3.2: Kekerapan Penggunaan VLE Mengikut Bilangan Guru bagi tempoh 2 bulan

		Bilangan Guru	Peratus
	Tidak Pernah	0	0
	2 kali	21	14.0
Kekerapan Log Masuk	16-32 kali	17	11.3
	40-56 kali	35	23.3
	80 kali	77	51.3

4.2 Ujian Normaliti

Dalam kajian ini, ujian normaliti bagi taburan data kadar penggunaan VLE dibuat menggunakan dua kaedah iaitu kaedah pertama dengan melakukan ujian Skewness dan Kurtosis. Manakala kaedah kedua adalah menggunakan scatter plot dan boxplot. Ia bertujuan untuk memastikan kenormalan taburan data.

Jadual 3.3 menunjukkan analisis ujian statistik iaitu Skewness dan Kurtosis. Menurut Hair (1998), nilai Skewness dan Kurtosis yang berada pada julat -1.96 dan +1.96 menunjukkan data berrtabur secara normal.

Jadual 3.3: Analisis Ujian Skewness dan Kurtosis

	Min	SD	Skewness.	Kurtosis
Kadar Penggunaan VLE	38.43	4.630	-0.417	-0.625

3. Perbincangan dan Kesimpulan

Sikap guru terhadap penggunaan VLE dalam proses pembelajaran dan pemudahcaraan digunakan sebagai salah satu pembolehubah tidak bersandar dalam kajian agar kadar penggunaan sistem VLE dalam PdPc dapat dinilai dengan sebaik mungkin. Walaubagaimanapun, analisis Korelasi menunjukkan pembolehubah tidak bersandar sikap guru tidak mempunyai hubungan yang signifikan dengan kadar penggunaan VLE, iaitu ($p > .05$). Manakala pekali korelasi adalah ($r = .066$, $p = .426$). Dapatan kajian ini menunjukkan pembolehubah tidak bersandar sikap guru tidak mempengaruhi kadar penggunaan VLE.

Sejumlah 141 guru berpendapat bahawa pembelajaran menggunakan VLE dapat meningkatkan pengetahuan guru. Hasil kajian pengkaji mempunyai persamaan dengan kajian yang dijalankan oleh Yahaya (2011) yang berpendapat bahawa tahap pengetahuan para pensyarah UTM terhadap penggunaan pembelajaran maya berada pada tahap yang tinggi.

Walaubagaimanapun, hasil analisis Korelasi menjelaskan bahawa pembolehubah tidak bersandar iaitu pengetahuan guru tidak ada hubungan signifikan terhadap kadar penggunaan VLE, iaitu ($p > .05$). Manakala bagi pekali korelasi ($r = .023$, $p = .780$). Dapatan kajian ini menunjukkan pembolehubah tidak bersandar pengetahuan guru tidak mempunyai hubungan dengan kadar penggunaan VLE.

Hampir 75% para guru berasa dirinya tercicir dari pembelajaran abad ke-21 yang melibatkan aplikasi VLE dalam PdPc. Walaubagaimanapun, hasil analisis kajian menunjukkan seramai 147 orang guru (98%) boleh menggunakan grafik dan video dalam proses pembelajaran dan pemudahcaraan (KG8). Dapatan kajian juga menunjukkan 143 orang guru (95.3) sentiasa berkomunikasi dengan pelajar menggunakan laman sosial (KG9).

Seiring dengan dapatan kajian ini, analisis Korelasi menunjukkan bahawa pembolehubah tidak bersandar kemahiran guru mempunyai hubungan signifikan terhadap kadar penggunaan VLE, iaitu ($p < .05$). Manakala bagi pekali korelasi ($r = .188$, $p = .022$). Dapatan kajian ini menunjukkan pembolehubah tidak bersandar kemahiran guru menunjukkan kesan positif kepada kadar penggunaan VLE. Hasil kajian ini sependapat dengan kajian Aman Shah (2013) menunjukkan bahawa kemahiran TMK guru dan kemudahan TMK mempunyai hubungan signifikan dengan tahap penggunaan VLE di dalam kalangan guru. Melalui hasil dapat kajian pengkaji merumuskan bahawa kemahiran TMK guru merupakan salah satu pembolehubah yang mempengaruhi kadar penggunaan VLE dalam proses pembelajaran dan pemudahcaraan di kalangan guru.

Kajian ini menunjukkan kadar penggunaan VLE tidak dipengaruhi oleh pembolehubah sikap guru dan pengetahuan guru. Manakala, pembolehubah tidak bersandar kemahiran TMK guru mempunyai hubungan signifikan dengan kadar penggunaan VLE. Segala cadangan yang diberikan dalam kajian ini boleh dijadikan rujukan kepada pengkaji-pengkaji masa hadapan untuk menjalankan kajian lanjutan.

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Tahap Kesediaan Guru Arus Perdana Terhadap Pelaksanaan Program Pendidikan Inklusif Tinjauan: Sekolah Menengah Daerah Gombak

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Abstrak: *Program pendidikan inklusif merujuk kepada program memberi pendidikan kepada semua murid bekeperluan khas di kelas arus perdana bagi mengikuti pembelajaran di arus perdana. Kajian ini berfokus kepada empat elemen tahap kesediaan iaitu pengetahuan, kemahiran mengajar, sikap dan persepsi guru. Reka bentuk kajian tinjauan ini yang berbentuk pendekatan kuantitatif telah mengkaji 12 buah sekolah menengah yang melaksanakan program pendidikan inklusif di Daerah Gombak bagi murid-murid bermasalah pembelajaran. Responden kajian terdiri daripada 76 orang guru arus perdana yang terlibat dengan program pendidikan inklusif. Kajian ini menggunakan soal-selidik dalam bentuk google form. Data kajian yang diperoleh ini dianalisis melalui SPSS versi 23. Data kuantitatif dianalisis menggunakan statistik deskriptif. Bagi pengetahuan nilai min pada tahap sederhana manakala kemahiran mengajar serta sikap dan persepsi pada min tinggi. Ujian Anova sehala menunjukkan tidak terdapat perbezaan dalam pengetahuan dan kemahiran mengajar berdasarkan pengalaman mengajar guru. Manakala hasil keputusan korelasi Pearson yang di perolehi menunjukkan bahawa pengetahuan mempunyai hubungan yang signifikan serta sederhana dengan kemahiran mengajar guru dan sikap guru. Kemahiran mengajar guru juga mempunyai hubungan signifikan serta tinggi dengan sikap guru. Tahap pengetahuan guru arus perdana dalam pelaksanaan program pendidikan inklusif masih pada tahap yang sederhana. Guru arus perdana perlu mempertingkatkan tahap pengetahuan melalui bengkel, kursus dan kaedah-kaedah lain lagi bagi memenuhi keperluan murid berkeperluan khas di arus perdana.*

Kata Kunci: Program pendidikan inklusif, guru arus perdana, tahap kesediaan guru, murid bekeperluan khas, sekolah menengah

Abstract: *Inclusive education program refers to the program that provides education to all students with special needs in the mainstream class to follow the mainstream learning. This study focuses on four elements of level of readiness, namely knowledge, teaching skills, attitudes and perceptions of teachers. The design of this survey study is in the form of a quantitative approach and has studied 12 secondary schools that implemented inclusive education in Gombak district for students with learning difficulties. The respondents consisted of 76 mainstream teachers involved in inclusive education programs. This study uses questionnaires in the google form. The study data obtained were analysed through SPSS version 23. Quantitative data were analysed using descriptive statistics. For knowledge the mean values were at a moderate level while teaching skills as well as attitudes and perceptions were at high mean values. One-way Anova test showed no difference in teaching knowledge and skills based on teacher teaching experience. While*

Pearson correlation results obtained showed that knowledge has a significant and moderate relationship with teacher teaching skills and teacher attitudes. Teachers teaching skills also have a significant and high relationship with teachers' attitudes. The level of knowledge of mainstream teachers in the implementation of inclusive education programs was still at a moderate level. Mainstream teachers need to increase their level of knowledge through workshops, courses and other method to meet the needs of students with special needs in the mainstream education.

Keywords: Inclusive education programs, mainstream teachers, teacher readiness levels special needs student, secondary school

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1. Pengenalan

Menurut (Nind 2005) inklusif membawa maksud memberi pendidikan yang bermakna dan mencabar kepada semua murid dalam program pendidikan inklusif dengan mengatasi keupayaan melalui pelbagai bantuan dan sokongan. Program pendidikan inklusif juga dilaksanakan di sekolah-sekolah tertentu di seluruh negara untuk memenuhi keperluan MBK dan juga berdasarkan permintaan ibu bapa yang mempunyai anak berkeperluan khas. Matlamat program pendidikan inklusif ini adalah untuk meningkatkan penyertaan MBK dalam program akademik dan bukan akademik di kelas arus perdana.

Kajian masa lalu secara umum menunjukkan bahawa guru mempunyai kekangan yang kuat terhadap pelaksanaan program pendidikan inklusif. Kajian dilakukan selaras dengan menilai pelaksanaan program pendidikan inklusif dalam Gelombang 1 PPPM 2013-2015 bagi mengukur ketetapan dasar yang dibuat oleh KPM bagi menyasarkan 30% penyertaan MBK dalam sistem pendidikan arus perdana (Mohd Hanafi dan Norliah 2016). Menurut (Shephard K.G Fowler S. McCormick 2016) mendapati keberkesanan program pendidikan inklusif sukar dicapai kerana banyak halangan yang wujud. Menurut Mohd Moktar dan Farhana (2019) kajian tahap kesediaan guru arus perdana terhadap pelaksanaan inklusif adalah negatif kerana pelbagai penambahbaikan yang perlu di lakukan. Anuar dan Rahim (2016) mengatakan tahap pengetahuan guru adalah berbeza dengan pengalaman mengajar guru arus perdana. Pendedahan dan penyebaran maklumat kepada warga sekolah, ibu bapa dan pihak yang terlibat perlu dilaksanakan untuk memastikan matlamat program pendidikan inklusif dicapai (Mohd Hanafi dan Norliah 2016).

Kajian ini berfokus kepada empat elemen penting iaitu pengetahuan, kemahiran mengajar, sikap dan persepsi guru untuk mengetahui tahap kesediaan guru-guru arus perdana sekolah menengah dalam melaksanakan program pendidikan inklusif dalam Daerah Gombak. Matlamat utama kajian ini untuk mengetahui cabaran dihadapi oleh guru aliran perdana, bagaimana mereka boleh menguruskan cabaran dan apa sokongan dan sumber yang mereka diperlukan mereka. Hasil kajian juga diharapkan boleh membuka minda pentadbir dan guru sekolah mengenai kelebihan pelaksanaan pendidikan inklusif dan mencari penyelesaian yang sewajarnya. Kajian ini juga akan memberi beberapa manfaat kepada guru arus perdana, pentadbir, guru pendidikan khas, ibu bapa MBK dan juga unit pendidikan khas.

2. Ulasan Kajian Lepas

Menurut Biamba (2016) pendidikan khas yang berjaya dalam suasana arus perdana sangat bergantung pada sikap, pengetahuan dan kemahiran guru, teknik dan bahan pengajaran. Daripada segi pengetahuan Faiza Abbas (2016) menyatakan bahawa guru yang tidak pernah menghadiri mana-mana latihan berkaitan pendidikan khas untuk mengajar MBK melihat bahawa pengetahuan dan kemahiran profesional mereka tidak mencukupi untuk mengajar murid pendidikan khas di sekolah biasa secara berkesan. Sikap juga dilihat oleh Muhammad Zulhilmi dan Norshidah (2020) yang mengatakan tahap kesediaan guru diukur melalui penerimaan guru dalam kognitif, tingkah laku dan afektif di mana sikap seseorang guru dalam pelaksanaan inklusif adalah dengan sedaya upaya menyediakan perkhidmatan terbaik tanpa mendiskriminasikan kecacatan pada murid. Daripada dapatan kemahiran mengajar, Mohd Hanafi dan Norliah (2016) mengatakan guru sewajarnya memperoleh pendedahan khusus berkaitan teknik dan kaedah PdP yang bersesuaian untuk MBK. Manakala daripada segi persepsi pula Muna Amir (2016) menekankan guru perlu mempunyai persepsi positif terlebih dahulu terhadap MBK sebelum mengendalikan mereka dalam kelas arus perdana.

Teori pembelajaran konstruktivis mengatakan memperoleh pengetahuan dengan cara yang sesuai adalah untuk mengingat kembali dan aplikasi dalam kehidupan harian. Menurut James (2019) teori konstruktivis menegaskan bahawa pembelajaran adalah satu proses yang aktif, dinamik dan berbentuk konstruktif, menambah kepada yang sedia ada, dan individu dianggap sebagai pemberi makna dan penginterpretasi maklumat dan bukan sekadar penerima maklumat yang pasif. Model pengetahuan kandungan pedagogi (PCK) (Shulman 1986) ini digunakan untuk menilai elemen tahap kesediaan guru arus perdana terhadap pelaksanaan inklusif.

Rajah 1: Kerangka Tahap Kesediaaan Guru Dalam Pelaksanaan Program Pendidikan Inklusif

Ini adalah kerangka konsep bagaimana tahap kesediaan guru diukur untuk pelaksanaan program pendidikan inklusif yang mengukur pengetahuan, kemahiran mengajar, sikap dan persepsi guru berdasarkan pengalaman mengajar guru.

3. Dapatan kajian

Pendekatan kuantitatif diguna pakai bagi mendapatkan data yang diperlukan melalui instrumen kajian iaitu soal-selidik *Google form*. Instrumen kajian yang dipilih ini terbahagi kepada empat bahagian utama iaitu demografi, pengetahuan guru, kemahiran mengajar dan juga sikap guru terhadap pelaksanaan program pendidikan inklusif. Sampel kajian ialah 76 orang guru arus perdana yang berpengalaman atau sedang mengajar program pendidikan inklusif. Kajian rintis yang melibatkan 15 orang responden telah dilaksanakan di Daerah Hulu Selangor. Instrumen kajian memperoleh Cronbach Alpha pada nilai 0.96 daripada hasil rintis yang dijalankan di Sekolah Menengah Daerah Hulu Selangor.

Persoalan kajian menentukan jenis statistik yang akan digunakan iaitu sama ada deskriptif atau inferensi (Anova sehala dan korelasi). Perisian komputer *Statistical Package for Science Package* (SPSS) versi 23 telah digunakan untuk menganalisis data. Persoalan kajian apakah tahap kesediaan guru arus perdana sekolah menengah dengan pelaksanaan program pendidikan inklusif menggunakan analisis deskriptif kerana tiada hipotesis yang diuji. Persoalan kedua iaitu adakah terdapat perbezaan signifikan pengetahuan dengan pengalaman mengajar guru arus perdana bagi program pendidikan inklusif diuji menggunakan Anova sehala. Persoalan ketiga juga menggunakan Anova sehala yang mana menguji adakah terdapat perbezaan signifikan kemahiran mengajar dengan pengalaman mengajar guru. Seterusnya kajian ini juga menilai adakah terdapat hubungan antara pengetahuan, kemahiran dan sikap guru bagi pelaksanaan program pendidikan inklusif.

Dalam bahagian demografi, latar belakang responden terdiri daripada jantina, umur, kelayakan akademik, pengalaman mengajar dan pengalaman dalam pelaksanaan program pendidikan inklusif. Data jantina menunjukkan bahawa seramai 9 (11.8%) responden ialah lelaki dan 67 (88.2%) responden ialah perempuan. Ini menunjukkan bahawa majoriti responden ialah perempuan dan sebaliknya iaitu minoriti responden ialah lelaki.

Seterusnya daripada aspek umur, 9 (11.8%) responden berumur antara 21 hingga 30 tahun, 23 (30.3%) responden berumur antara 31 hingga 40 tahun, 34 (44.7%) responden berumur antara 41 hingga 50 tahun dan 10 (13.2%) responden berumur antara 51 hingga 60 tahun. Hasil dapatan mendapati bahawa majoriti responden berumur antara 41 hingga 50 tahun dan minoriti responden berumur antara 21 hingga 30 tahun.

Kemudian kelayakan akademik pula menunjukkan bahawa 11 (14.5%) responden mempunyai Diploma Pendidikan diikuti dengan 57 (75%) responden memiliki Ijazah Pendidikan dan 8 (10.5%) responden mempunyai Sarjana/PHD/Doktor Falsafah. Analisis data ini menunjukkan bahawa pemegang Ijazah Pendidikan mencatatkan bilangan yang paling tinggi dan pemegang Sarjana/PhD/Doktor Falsafah mencatatkan bilangan yang paling rendah.

Meninjau dari aspek pengalaman mengajar, seramai 20 (26.3%) responden berpengalaman antara 1 hingga 10 tahun, 31 (40.8%) responden berpengalaman antara 11 hingga 20 tahun, 21 (27.6%) responden berpengalaman antara 21 hingga 30 tahun dan 4 (5.3%) responden berpengalaman 30 tahun ke atas. Oleh itu hasil dapatan menunjukkan bahawa majoriti responden berpengalaman antara 11 hingga 20 tahun. Manakala minoriti responden berpengalaman 30 tahun ke atas.

Jadual 1: Interpretasi tahap kesediaan guru dalam pelaksanaan program pendidikan inklusif

Tahap Kesediaan Guru	Nilai Min Keseluruhan	Interpretasi Tahap
Pengetahuan Guru	3.109	Sederhana
Kemahiran Mengajar	3.551	Tinggi
Sikap/ Persepsi Guru	3.582	Tinggi

Berdasarkan dapatan bagi ujian deskriptif yang dijalankan bagi setiap elemen tahap kesediaan guru seperti ditunjukkan dalam jadual 1 di atas, interpretasi tahap menunjukkan kesediaan guru dalam pelaksanaan program pendidikan inklusif. Tahap pengetahuan guru adalah pada nilai min 3.109 pada tahap sederhana. Manakala kemahiran mengajar guru pula pada nilai min 3.551 iaitu pada tahap tinggi. Sikap dan persepsi guru pula pada nilai min 3.582 iaitu pada nilai yang tinggi.

Jadual 2: Perbezaan pengetahuan guru berdasarkan pengalaman mengajar guru

Pengalaman Mengajar	N	Min	Sisihan Piawai	F	Signifikan
1 hingga 10 tahun	20	3.3350	0.84185	1.159	0.331
11 hingga 20 tahun	31	3.0806	0.66954		
21 hingga 30 tahun	21	3.0190	0.73934		
30 tahun ke atas	4	2.6750	0.99121		

Berdasarkan jadual 2, hasil dapatan kajian menunjukkan bahawa pengalaman mengajar antara 1 hingga 10 tahun mencatatkan min yang tertinggi iaitu 3.335 dan min yang terendah ialah pengalaman 30 tahun ke atas dengan 2.675. Ujian ANOVA menunjukkan tidak terdapat perbezaan pengetahuan guru berdasarkan pengalaman mengajar $F(3, 72) = 1.159$, $p = 0.331$.

Jadual 3: Perbezaan kemahiran mengajar guru berdasarkan pengalaman mengajar guru

Pengalaman Mengajar	N	Min	Sisihan Piawai	F	Signifikan
1 hingga 10 tahun	20	3.7000	0.67823	0.715	0.46
11 hingga 20 tahun	31	3.5000	0.48442		
21 hingga 30 tahun	21	3.4810	0.50855		
30 tahun ke atas	4	3.5750	0.26300		

Berdasarkan jadual 3, hasil kajian menunjukkan bahawa pengalaman mengajar antara 1 hingga 10 tahun mencatatkan min yang tertinggi iaitu 3.700 dan min yang terendah ialah pengalaman antara 21 hingga 30 tahun dengan 3.481. Ujian ANOVA menunjukkan tidak terdapat perbezaan antara kemahiran guru dan pengalaman mengajar $F(3, 72) = 0.715$, $p = 0.46$

Jadual 4: Hubungan antara elemen pengetahuan, kemahiran dan sikap guru dalam program pendidikan inklusif

		Pengetahuan	Kemahiran	Sikap
Pengetahuan	Pearson Correlation	1	$.661^{**}$	$.666^{**}$
	Sig. (2-tailed)		0.000	0.000
	N	76	76	76
Kemahiran	Pearson Correlation	$.661^{**}$	1	$.752^{**}$
	Sig. (2-tailed)	0.000		0.000

	N	76	76	76
Sikap	Pearson Correlation	.666**	.752**	1
	Sig. (2-tailed)	0.000	0.000	
	N	76	76	76

Jadual 4 menunjukkan keputusan korelasi Pearson yang diperolehi bahawa pengetahuan mempunyai hubungan yang sederhana serta signifikan terhadap kemahiran mengajar guru (r=0.661, p=0.000) dan sikap guru (r=0.666, p=0.000). Seterusnya kemahiran mengajar guru juga mempunyai hubungan yang sederhana serta signifikan dengan sikap guru (r=0.752, p=0.000). Menurut Mohd Lazim dan Aslina (2020) pekali korelasi positif menunjukkan kedua-dua pemboleh ubah mempunyai hubungan secara langsung.

Perbincangan dan Kesimpulan

Elemen pengetahuan guru, berada pada tahap sederhana manakala elemen-elemen lain seperti kemahiran mengajar, sikap dan persepsi guru berada pada tahap tinggi Ini selaras dengan pendapat Faiza Abbas (2016) yang menyatakan bahawa guru yang tidak pernah menghadiri mana-mana latihan berkaitan pendidikan khas untuk mengajar MBK melihat bahawa pengetahuan dan kemahiran profesional mereka tidak mencukupi untuk mengajar murid pendidikan khas di sekolah biasa secara berkesan. Guru masih memerlukan pelbagai latihan dan kursus yang berkaitan dengan program pendidikan inklusif bagi meningkatkan lagi tahap pengetahuan mereka untuk mengajar murid MBK di kelas arus perdana. Ini juga berdasarkan min terendah yang di perolehi iaitu guru pernah menghadiri pelbagai kursus asas untuk pendidikan khas.

Ujian ANOVA menunjukkan tidak terdapat perbezaan pengetahuan berdasarkan pengalaman mengajar guru. Di mana Ho1 gagal ditolak. Ini berbeza pendapat dengan Anuar & Rahim (2016) yang mengatakan tahap pengetahuan guru adalah berbeza dengan pengalaman mengajar guru-guru aliran perdana. Kajian ini membuktikan bahawa tahap pengetahuan guru tentang pelaksanaan program pendidikan inklusif ada kaitan dengan pengalaman mengajar guru arus perdana. Guru arus perdana sentiasa bersedia untuk menguasai ilmu pengetahuan tentang pelaksanaan program pendidikan inklusif.

Ujian ANOVA juga menunjukkan tidak terdapat perbezaan kemahiran mengajar berdasarkan pengalaman mengajar guru. Di mana Ho2 gagal ditolak. Ini disokong oleh Mohd Hanafi dan Norliah (2016) mengatakan guru sewajarnya memperoleh pendedahan khusus berkaitan teknik dan kaedah PdP yang bersesuaian untuk MBK. Kemahiran mengajar guru untuk program pendidikan inklusif mempunyai kaitan dengan pengalaman guru mengajar di sekolah. Guru perlu sentiasa bersedia meningkatkan kemahiran mengajar dengan mengikuti pelbagai kursus yang berkaitan dengan program pendidikan inklusif

Hasil dapatan keputusan korelasi Pearson yang diperolehi menunjukkan bahawa pengetahuan mempunyai hubungan yang sederhana serta signifikan terhadap kemahiran mengajar guru dan sikap guru. Seterusnya kemahiran mengajar guru juga mempunyai hubungan yang tinggi serta signifikan dengan sikap guru. Ini selaras dengan pendapat Biamba (2016), pendidikan khas yang berjaya dalam suasana arus perdana sangat bergantung pada sikap, pengetahuan dan kemahiran guru, teknik dan bahan pengajaran.

Implikasi terhadap MBK ialah keperluan MBK di kelas inklusif masih tidak dapat dipenuhi. Kajian lepas menunjukkan guru aliran perdana kurang bersedia dan tidak bersedia untuk menyediakan persekitaran inklusif yang memenuhi kehendak pelbagai kumpulan murid walaupun mereka telah didedahkan secara positif tentang idea inklusif (Tangen dan Beutel 2016). Implikasi terhadap guru arus perdana, tahap pengetahuan guru arus perdana masih pada tahap yang sederhana. Oleh itu, guru-guru perlu mempertingkatkan lagi pengetahuan melalui bengkel, kursus dan kaedah-kaedah lain lagi. Kajian yang dijalankan oleh Newton, N.G.L. dan Cambridge-Johnson, J. (2014) menunjukkan guru berasa kecewa kerana mereka kekurangan sumber dan pengetahuan tentang kaedah pengajaran untuk murid pendidikan khas. Guru arus perdana perlu bersedia dengan tahap pengetahuan, kemahiran mengajar, sikap dan persepsi yang baik sebelum pelaksanaan program pendidikan inklusif.

Manakala menurut Nor Aini Ahmad (2014), pendidikan inklusif memberi peluang kepada MBK untuk belajar dan bersosial bersama rakan dalam bilik darjah arus perdana di samping membuka ruang bagi menduduki peperiksaan awam yang boleh menambahkan potensi murid tersebut. Kerjasama guru pendidikan khas dan guru aliran perdana amat penting dalam usaha menjayakan program pendidikan inklusif. Ini kerana guru pendidikan khas kadang kala mempunyai persepsi yang berbeza dengan guru arus perdana tentang penempatan MBK di kelas arus perdana (Lee dan Sailajah 2018). Menurut Mohd Hanafi Yasin, Hasnah Toran &Nor Azizah Abd Majid (2015), program pendidikan inklusif dapat dilaksanakan dengan jayanya jika ibu bapa dan guru dapat bekerjasama dalam pelaksanaan program tersebut.

Pihak KPM, JPN dan PPD disarankan untuk memberi kursus atau pendedahan awal kepada semua guru arus perdana tentang pelaksanaan program pendidikan inklusif ini. Disarankan juga diberikan ganjaran kepada guru-guru arus perdana yang mengajar program inklusif supaya mereka lebih bermotivasi. Guru-guru arus perdana juga tidak boleh menggunakan alasan beban tugas sebagai penghalang untuk mendidik MBK. Guru-guru juga perlu sentiasa menimba ilmu pengetahuan baru bagi pelaksanaan program pendidikan inklusif.

Bagi kajian pada masa akan datang pengkaji lain disarankan menggunakan elemen selain daripada pengetahuan, kemahiran mengajar, sikap dan persepsi guru untuk mengukur tahap kesediaan guru arus perdana. Pengkaji juga boleh meluaskan skop kajian ke daerah lain atau negeri lain kerana kajian ini hanya tertumpu kepada Daerah Gombak. Data kajian juga boleh dikumpul dalam bentuk kualitatif untuk mendapat maklumat yang tepat dan menyokong dapatan kajian yang di perolehi.

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Tahap Kesediaan Guru Melaksanakan Teknik Imbakup Dalam Penulisan Perenggan Isi Penting Karangan Murid Sekolah Menengah

(Level of Willingness of Teachers to Carry Out the IMBaKUP Technique in a Paragraph Writing of the Important Content by Secondary School Students)

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Abstrak: *Objektif yang ingin dicapai dalam kajian ini adalah untuk mengenal pasti tahap kesediaan guru Bahasa Melayu dari segi pengetahuan melaksanakan Teknik IMBaKUP dalam penulisan perenggan isi penting karangan murid sekolah menengah. Bagi memastikan objektif kajian tercapai, tiga persoalan kajian telah dikemukakan. Reka bentuk kajian yang dijalankan melibatkan analisis deskriptif berbentuk tinjauan yang menggunakan data kuantitatif. Instrumen kajian yang digunakan ialah borang soal selidik berskala Likert lima mata. 60 sampel yang terdiri dalam kalangan guru daripada 17 buah sekolah menengah daerah Jempol Negeri Sembilan dipilih sebagai responden. Data yang diperoleh dianalisis dengan menggunakan atur cara SPSS 22'. Dapatan bagi persoalan kajian pertama menunjukkan purata skor min bagi tahap pengetahuan guru adalah 3.94 iaitu berada pada tahap tinggi, persoalan kedua, purata skor min bagi tahap kesediaan guru adalah 3.93 iaitu berada pada tahap tinggi dan persoalan kajian ketiga iaitu kesan penggunaan teknik IMBaKUP, purata skor min adalah 4.00, juga berada pada tahap tinggi. Keseluruhannya, dapatan kajian menunjukkan semua guru yang terlibat sebagai responden menerima baik pelaksanaan teknik IMBaKUP dan bersedia melaksanakannya ketika proses pengajaran dan pembelajaran penulisan perenggan isi penting karangan murid sekolah menengah.*

Kata Kunci: Bahasa Melayu, guru-guru Bahasa Melayu, murid-murid menengah rendah.

Abstract: *The objective to be achieved in this study is to identify the level of willingness Malay Language teachers in terms of knowledge to carry out the IMBaKUP technique in a paragraph writing of the important content by secondary school students. To ensure that the objectives of the study are achieved, three research issues have been developed. The design of the study involves descriptive analysis involving quantitative data. A study instrument is a survey form of a five points Likert scales. 60 samples of teachers from 17 secondary schools in Negeri Sembilan were selected as respondents. The data obtained were analyzed using SPSS 22' software. For first research issues show that the average mean score for the level of teacher knowledge is 3.94 which at high level, second, the average mean score for the level of teacher readiness is 3.93 which at a high level and third research issues, the effect of using IMBaKUP technique, the average mean score* *is 4.00, also at high level. Overall, the findings of the study show that all teachers involved as respondent receive good implementation of IMBaKUP technique and are willing to implement it during the teaching and learning process in a paragraph writing of the important content by secondary school students.*

Keywords: Malay Language, Malay Language Teachers, lower secondary level students.

1. Pengenalan

Dalam proses pengajaran Bahasa Melayu, guru Bahasa Melayu merupakan individu terpenting bagi melahirkan murid yang berkemahiran mengaplikasikan bahasa dalam semua aspek Bahasa Melayu terutamanya aspek penulisan. Oleh itu, setiap guru Bahasa Melayu sewajarnya mengetahui teknik yang sesuai digunakan sebelum menghasilkan sebuah karangan Bahasa Melayu yang lengkap. Sejajar dengan hasrat Kementerian Pendidikan Malaysia (2001) yang mengimpikan murid yang mampu menguasai aspek kebahasaan, satu daripada teknik yang boleh diaplikasikan bagi memudahkan murid-murid menghasilkan sebuah karangan yang lengkap adalah melalui teknik IMBaKUP. Teknik ini diperkenalkan sekitar tahun 2012 oleh Mohamad Nasir bin Ibrahim dan Azizul Rahman bin Abdul Rahman yang merupakan Guru Cemerlang Bahasa Melayu. Teknik ini menuntut agar murid menyoal diri sendiri bagi mendapatkan soalan yang diperlukan. Namun begitu, hanya jawapan sahaja yang perlu dinyatakan dalam teknik ini manakala soalan yang ditanya tidak perlu dimasukkan ke dalam penulisan. IMBaKUP merupakan akronim kepada frasa-frasa berikut iaitu I merujuk kepada Isi, M merujuk kepada Mengapa, Ba merujuk kepada Bagaimana, K merujuk kepada Kesan, U merujuk kepada Ungkapan Menarik manakala P merujuk kepada Penegasan. Dengan adanya teknik IMBaKUP ini, guru-guru yang mengajar Bahasa Melayu bolehlah memandu murid-murid untuk menghuraikan isi karangan. Murid-murid perlu menguasai kemahiran menulis memandangkan bahagian menulis karangan merupakan bahagian yang paling penting untuk dikuasai. Namun yang menjadi permasalahan, kebanyakan murid tidak berniat untuk menguasai kemahiran menulis sepenuhnya namun hanya menguasai kemahiran menulis semata-mata untuk lulus dalam peperiksaan sahaja. Situasi ini menjadi cabaran besar kepada para guru di mana guru-guru dituntut untuk sentiasa memikirkan dan menggunakan teknik yang sewajarnya semasa proses pengajaran memandangkan wujud ketidaksediaan dalam kalangan guru terhadap penghasilan atau penggunaan teknik yang sesuai.

2. Ulasan Kajian Lepas

Penerangan Ulasan Kajian Lepas

Terdapat beberapa kajian yang mengkaji tentang kepelbagaian teknik dalam penulisan. Abdul Rasid Jamian, Shamsudin Othman dan Norzila Md. Yusof (2011), menyatakan bahawa kaedah pengajaran konvensional kurang memberi kesan terhadap prestasi penulisan karangan murid berbanding penulisan karangan menggunakan teks Komponen Sastera (KOMSAS) yang lebih mendatangkan impak. Sama seperti kajian Rozaiman (2007) yang menyatakan penggunaan bahasa sastera dalam pengajaran bahasa saling berkaitan. Menurut Nik Safiah (2002) pula, bahan sastera amat penting dalam pengajaran bahasa sama ada dalam konteks masyarakat penuturnya mahu pun sistem bahasa itu sendiri. Di samping itu, Abdul Rasid dan Arba'ie (2001) menyatakan bahawa bahan sastera memberikan kegembiraan kepada murid memandangkan karya sastera itu mengandungi pelbagai keindahan serta huraian tentang hal-hal yang istimewa yang diselaraskan mengikut tahap umur murid. Baiziela Sapingi (2012) pula dalam kajiannya menjelaskan kemahiran menulis karangan jenis fakta Bahasa Melayu terutamanya dalam mengemukakan isi-isi utama dapat ditingkatkan adalah melalui penggunaan peta minda dan kata tanya dalam penulisan karangan. Hal ini turut diakui oleh Zalekha Haji Elie (2005) dan Freddy Xaviers Jamil (2010) yang menyatakan penyelesaian masalah yang dihadapi oleh murid ketika mengeluarkan idea adalah dengan menggunakan kaedah peta minda dan kata tanya. Yusfaiza Yusuff (2012) pula berpendapat penggunaan Teknik Jigsaw II menunjukkan murid bersikap lebih positif. Menurut Chew Fong Peng dan Rusdaini Mohamed (2013), pendekatan pengajaran dengan menggunakan akhbar boleh memberi kesan positif kepada murid untuk menulis karangan masing-masing. Hakikatnya, terdapat pelbagai teknik yang boleh dilaksanakan sebenarnya dalam memantapkan penulisan karangan murid peringkat sekolah menengah khususnya. Walau bagaimanapun, dalam banyak-banyak teknik tersebut, Teknik IMBaKUP menjadi pilihan dan sangat sesuai digunakan oleh murid-murid di Jempol memandangkan teknik ini sangat bagus kerana mudah dan senang difahami oleh murid. Oleh itu, fokus kajian ini adalah bertujuan untuk mengenal pasti tahap kesediaan guru dari segi pengetahuan melaksanakan teknik IMBaKUP dalam penulisan perenggan isi penting karangan murid sekolah menengah.

Metodologi

Dalam konteks kajian ini, kerangka konsep telah diadaptasi daripada model Pendekatan Bersistem CIPP oleh Daniel L. Stufflebeam (1971) dalam 'Developing The Curriculum'. Pengetahuan dalam melaksanakan teknik IMBaKUP sebagai teknik pengajaran merupakan pemboleh ubah bebas manakala tahap kesediaan guru dalam melaksanakan teknik tersebut merupakan pemboleh ubah bersandar. Teori Pembelajaran Kognitif berkait rapat dengan pelaksanaan teknik ini memandangkan ketika proses pengajaran dan pembelajaran dijalankan, struktur kognitif akan terbentuk dalam ingatan setiap murid.

Kajian ini menggunakan data kuantitatif yang melibatkan analisis deskriptif. Instrumen kajian yang digunakan pula ialah borang soal selidik berskala Likert lima mata. Data dianalisis dengan menggunakan atur cara SPSS 22'. Seramai 60 sampel yang terdiri dalam kalangan guru daripada 17 buah sekolah menengah daerah Jempol Negeri Sembilan dipilih sebagai responden dalam kajian ini. Menurut Mohd Majid Konting (1990), instrumen soal selidik dianggap sesuai dalam bidang pendidikan bagi tujuan pengumpulan data. Satu set soal selidik yang terdiri daripada 36 item telah dikemukakan kepada responden untuk dilengkapkan. Item yang digunakan dalam soal selidik dibahagikan kepada empat bahagian iaitu demografi, pengetahuan guru melaksanakan tenik IMBaKUP, kesediaan guru melaksanakan teknik IMBaKUP dan kesan penggunaan teknik IMBaKUP dalam proses pengajaran seperti yang diperincikan dalam Jadual 1.

Jadual 1: Pembahagian Item Soal Selidik

Bahagian	Item Soal Selidik	Jumlah Item
A	Demografi/ Latar Belakang Responden	5
B	Tahap Pengetahuan Responden	12
C	Tahap Kesediaan Responden	12
D	Kesan Penggunaan Teknik IMBaKUP	7
	Jumlah Item Soalan	**36**

Objektif

Kajian ini dijalankan adalah untuk mengenal pasti tahap kesediaan guru Bahasa Melayu dari segi pengetahuan melaksanakan teknik IMBaKUP dalam penulisan perenggan isi penting karangan murid sekolah menengah.

Dapatan Kajian

Bahagian ini memaparkan secara terperinci analisis data, dapatan atau hasil kajian berhubung tahap kesediaan guru melaksanakan teknik IMBaKUP dalam penulisan perenggan isi penting karangan murid sekolah menengah. Jadual 2 ialah indeks skala Likert yang digunakan manakala Jadual 3 menunjukkan nilai skor min bagi mengkategorikan dapatan kajian ini.

Jadual 2: Indeks Skala Likert

Skala	Interpretasi
1	Sangat Tidak Setuju (STS)
2	Tidak Setuju (TS)
3	Tidak Pasti (TP)
4	Setuju (S)
5	Sangat Setuju (SS)

Jadual 3: Tahap bagi Nilai Skor Min
(Interpretasi Skor Min daripada Mohd Majid Konting, 2000)
Dalam Lewis dan Robin 2000 Statistik untuk Pengurusan

Bil.	Nilai Skor Min	Tahap
1	1.00 hingga 2.33	Rendah
2	2.34 hingga 3.67	Sederhana
3	3.68 hingga 5.00	Tinggi

Jadual 4 menunjukkan taburan bagi 60 orang guru Bahasa Melayu yang terlibat dalam kajian ini iaitu guru lelaki seramai 16 orang (26.7%) manakala guru perempuan serama 44 orang (73.3%). Seterusnya dari segi peringkat umur, analisis menunjukkan 2 orang (3.3%) berumur dalam lingkungan 20 hingga 25 tahun, 16 orang (26.7%) berumur 26 hingga 35 tahun, 32 orang (53%) berumur 36 hingga 45 tahun dan 10 orang (17%) berumur 46 tahun ke atas. Dari segi kelayakan akademik pula, 56 orang guru (93.3%) memiliki Ijazah Sarjana Muda manakala 4 orang lagi (6.7%) mempunyai kelulusan peringkat Ijazah Sarjana. Analisis berikutnya menunjukkan 43 orang (71.7%) mempunyai pengkhususan dalam bidang Bahasa Melayu atau Linguistik atau Kesusasteraan Melayu manakala selebihnya iaitu 17 orang (28.3%) mempunyai bidang pengkhususan selain Bahasa Melayu atau Linguistik atau Kesusasteraan Melayu. Akhir sekali, setiap guru yang menjadi responden kajian ini mempunyai tempoh pengalaman mengajar yang berbeza iaitu 5 orang guru (8.3%) telah mengajar 1 hingga 5 tahun, 13 orang guru (21.7%) mempunyai pengalaman mengajar 6 hingga 10 tahun, 25 orang guru (41.7%) berpengalaman mengajar dalam tempoh 11 hingga 15 tahun, seterusnya 7 orang guru (11.7%) telah mengajar selama 16 hingga 20 tahun dan 10 orang guru (16.6%) berpengalaman mengajar 21 tahun ke atas.

Jadual 4: Kekerapan dan Peratus Sampel Kajian

Demografi	Kekerapan	Peratus (%)
Jantina		
Lelaki	16	26.7
Perempuan	44	73.3
Umur		
20-25 tahun	2	3.3
26-35 tahun	16	26.7
36-45 tahun	32	53.0
46 tahun ke atas	10	17.0
Kelayakan Akademik		
Ijazah Sarjana Muda (*Degree*)	56	93.3
Ijazah Sarjana (*Master*)	4	6.7
Bidang Pengkhususan		
Bahasa Melayu/ Linguistik/Kesusasteraan Melayu	43	71.7
Lain-lain	17	28.3
Pengalaman Mengajar		
1 hingga 5 tahun	5	8.3
6 hingga 10 tahun	13	21.7
11 hingga 15 tahun	25	41.7
16 hingga 20 tahun	7	11.7
21 tahun ke atas	10	16.6
Jumlah	**60**	**100.0**

Mengenal pasti tahap kesediaan guru Bahasa Melayu dari segi pengetahuan melaksanakan Teknik IMBaKUP dalam penulisan perenggan isi penting karangan murid sekolah menengah

Tahap pengetahuan guru Bahasa Melayu melaksanakan teknik IMBaKUP dalam penulisan perenggan isi penting karangan murid sekolah menengah

Bagi menjawab persoalan kajian yang pertama iaitu apakah tahap pengetahuan guru Bahasa Melayu melaksanakan Teknik IMBaKUP dalam penulisan perenggan isi penting karangan murid sekolah menengah, item soalan 1 hingga 12 yang terdapat pada Bahagian B borang soal selidik dianalisis dan ditunjukkan pada Jadual 5. Dapatan analisis menunjukkan purata skor min bagi tahap pengetahuan guru adalah 3.94 iaitu berada pada tahap tinggi. Analisis data menunjukkan kesemua item soalan dapat dikategorikan dalam tahap min tinggi kecuali item 1 berada pada tahap sederhana iaitu min 3.61 serta merangkap sebagai item paling rendah minnya. Item 12 mencatatkan min tertinggi iaitu 4.21. Item 5 dan 6 mencatat min yang sama iaitu masing-masing 3.95. Begitu juga dengan item 7 dan 8 masing-masing mencatat min yang sama iaitu 4.03.

Jadual 5: Pengetahuan guru Bahasa Melayu melaksanakan teknik IMBaKUP

Item	Pernyataan	Kekerapan / Peratus					Min	Tahap	Sisihan Piawai
		1 STS	2 TS	3 TP	4 S	5 SS			
1	Saya mahir menghubungkan arahan soalan karangan dengan teknik IMBaKUP	0 0.0	10 16.7	7 11.7	39 65.0	4 6.6	3.61	Sederhana	0.845
2	Saya memiliki kemahiran mengajar karangan	0 0.0	6 10.0	12 20.0	37 61.7	5 8.3	3.68	Tinggi	0.770

	berdasarkan teknik IMBaKUP								
3	Saya memiliki kemahiran melaksanakan teknik IMBaKUP	0 0.0	8 13.3	9 15.0	34 56.7	9 15.0	3.73	Tinggi	0.880
4	Saya telah dibimbing untuk melaksanakan teknik IMBaKUP ketika proses pengajaran karangan	0 0.0	2 3.3	11 18.4	45 75.0	2 3.3	3.78	Tinggi	0.555
5	Saya mendapat pendedahan teknik IMBaKUP menerusi bahan bacaan	0 0.0	6 10.0	0 0.0	45 75.0	9 15.0	3.95	Tinggi	0.746
6	Saya sentiasa bersifat terbuka yang melibatkan teknik IMBaKUP	0 0.0	5 8.3	4 6.7	40 66.7	11 18.3	3.95	Tinggi	0.768
7	Saya mudah memahami ketika didedahkan teknik IMBaKUP	0 0.0	1 1.7	6 10.0	43 71.7	10 16.6	4.03	Tinggi	0.581
8	Saya sentiasa membantu murid menggunakan teknik IMBaKUP dalam penulisan perenggan isi karangan	0 0.0	2 3.3	5 8.3	42 70.0	11 18.3	4.03	Tinggi	0.636
9	Saya sentiasa ingin meneroka teknik IMBaKUP ketika mengajar	0 0.0	2 3.3	3 5.0	44 73.3	11 18.4	4.06	Tinggi	0.606
10	Saya pernah didedahkan dengan teknik IMBaKUP	0 0.0	0 0.0	0 0.0	55 91.7	5 8.3	4.08	Tinggi	0.278
11	Saya didedahkan teknik IMBaKUP oleh rakan-rakan guru	0 0.0	2 3.3	0 0.0	47 78.3	11 18.2	4.11	Tinggi	0.555
12	Saya berusaha memberi kefahaman kepada murid tentang teknik IMBaKUP	0 0.0	0 0.0	3 5.0	41 68.3	16 26.7	4.21	Tinggi	0.523
	Keseluruhan						**3.94**	**Tinggi**	

Tahap kesediaan guru Bahasa Melayu melaksanakan teknik IMBaKUP dalam penulisan perenggan isi penting karangan murid sekolah menengah

Bagi menjawab persoalan kajian yang kedua pula iaitu apakah tahap kesediaan guru Bahasa Melayu melaksanakan Teknik IMBaKUP dalam penulisan perenggan isi penting karangan murid sekolah menengah, item soalan 1 hingga 12 yang terdapat pada Bahagian C borang soal selidik dianalisis dan ditunjukkan pada Jadual 6. Dapatan analisis menunjukkan purata skor min bagi tahap kesediaan guru adalah 3.93 iaitu berada pada tahap tinggi. Analisis data menunjukkan kesemua item soalan dapat dikategorikan dalam tahap min tinggi. Item 12 mencatatkan min tertinggi iaitu 4.18 manakala item 1 mencatat min paling rendah iaitu 3.68. Item 6 dan 7 masing-masing mencatat min yang sama iaiatu 3.95.

Jadual 6: Kesediaan guru Bahasa Melayu melaksanakan teknik IMBaKUP

Item	Pernyataan	Kekerapan / Peratus					Min	Tahap	Sisihan Piawai
		1 STS	2 TS	3 TP	4 S	5 SS			
1	Saya boleh membimbing guru lain yang ingin mengetahui teknik IMBaKUP	0 0.0	7 11.7	8 13.3	42 70.0	3 5.0	3.68	Tinggi	0.747
2	Saya akan memberi tajuk yang sesuai dibincangkan agar murid boleh mengaplikasikan teknik IMBaKUP	0 0.0	0 0.0	8 13.3	2 3.3	50 83.4	3.70	Tinggi	0.696
3	Penerapan teknik IMBaKUP menjadikan perjalanan proses mengajar karangan lebih lancar	0 0.0	6 10.0	5 8.3	45 75.0	4 6.7	3.78	Tinggi	0.715
4	Saya selalu berkongsi bahan berkaitan teknik IMBaKUP dengan rakan-rakan guru	0 0.0	5 8.3	3 5.0	50 83.3	2 3.4	3.81	Tinggi	0.624
5	Saya bersedia mengikuti kursus berkaitan teknik pengajaran karangan seperti IMBaKUP	0 0.0	6 10.0	1 1.7	46 76.6	7 11.7	3.90	Tinggi	0.729
6	Saya selalu mengingatkan murid mengaplikasikan teknik IMBaKUP dalam penulisan perenggan isi penting karangan	0 0.0	3 5.0	1 1.7	52 86.7	4 6.6	3.95	Tinggi	0.534
7	Saya sentiasa menganalisis pencapaian murid yang mengaplikasikan teknik IMBaKUP dalam penulisan karangan	0 0.0	0 0.0	4 6.7	51 85.0	5 8.3	3.95	Tinggi	0.594
8	Saya selalu meminta murid menyatakan maksud akronim IMBaKUP	0 0.0	5 8.3	1 1.7	45 75.0	9 15.0	3.96	Tinggi	0.712
9	Saya sentiasa menggalakkan murid mencari idea penulisan menggunakan teknik IMBaKUP	0 0.0	2 3.3	2 3.3	48 80.0	8 13.4	4.03	Tinggi	0.551
10	Saya memberi peluang kepada murid saya membacakan hasil penulisan perenggan isi penting yang menggunakan teknik IMBaKUP	0 0.0	0 0.0	0 0.0	53 88.3	7 11.7	4.11	Tinggi	0.323
11	Saya bersedia menggunakan teknik IMBaKUP dalam proses pengajaran dan pembelajaran	0 0.0	0 0.0	0 0.0	51 85.0	9 15.0	4.15	Tinggi	0.360
12	Saya bertanggungjawab untuk memastikan murid-murid saya mengaplikasikan teknik IMBaKUP dalam penulisan perenggan isi penting karangan	0 0.0	0 0.0	0 0.0	49 81.7	11 18.3	4.18	Tinggi	0.390
	Keseluruhan						**3.93**	**Tinggi**	

Seterusnya bagi menjawab persoalan kajian yang ketiga iaitu apakah kesan penggunaan teknik IMBaKUP dalam proses pengajaran dan pembelajaran penulisan perenggan isi penting karangan murid sekolah menengah, item soalan 1 hingga 7 yang terdapat pada Bahagian D borang soal selidik dianalisis dan ditunjukkan pada Jadual 7. Dapatan analisis menunjukkan purata skor min bagi kesan penggunaan teknik IMBaKUP adalah 4.00 iaitu berada pada tahap tinggi. Analisis data menunjukkan kesemua item soalan dapat dikategorikan dalam tahap min tinggi. Item 6 dan 7 masing-masing mencatat min yang sama iaitu 4.06 dan merupakan antara item tertinggi minnya. Item 1 mencatat min terendah iaitu 3.90. Item 3 dan 4 mencatat min yang sama iaitu 4.01. walau bagaimananapun, item 1 mencatat min yang tidak jauh beza dengan min item 2 iaitu 3.93 yang merupakan item kedua terendah.

Jadual 7: Kesan penggunaan teknik IMBaKUP dalam proses pengajaran dan pembelajaran

Item	Pernyataan	Kekerapan / Peratus					Min	Tahap	Sisihan Piawai
		1 STS	2 TS	3 TP	4 S	5 SS			
1	Saya mengetahui pelaksanaan teknik IMBaKUP membantu meningkatkan pencapaian penulisan karangan murid	0 0.0	3 5.0	5 8.3	47 78.3	5 8.4	3.90	Tinggi	0.602
2	Saya mengetahui teknik IMBaKUP menjadikan perenggan karangan yang ditulis murid lebih mantap	0 0.0	1 1.7	8 13.3	45 75.0	6 10.0	3.93	Tinggi	0548
3	Saya mengetahui kepentingan teknik IMBaKUP dalam proses pengajaran dan pembelajaran	0 0.0	2 3.3	2 3.3	49 81.7	2 11.7	4.01	Tinggi	0.536
4	Saya mengetahui pelaksanaan teknik IMBaKUP membantu meningkatkan kefahaman murid	0 0.0	2 3.3	3 5.0	47 78.3	8 13.4	4.01	Tinggi	0.567
5	Saya mengetahui pelaksanaan teknik IMBaKUP memastikan terdapat kesinambungan ayat dalam perenggan isi penting yang ditulis murid	0 0.0	2 3.3	3 5.0	45 75.0	10 16.7	4.05	Tinggi	0.594
6	Saya mengetahui pelaksanaan teknik IMBaKUP memudahkan murid menyusun idea menulis perenggan isi penting	0 0.0	3 5.0	5 8.3	37 61.7	15 25.0	4.06	Tinggi	0.733
7	Saya yakin teknik IMBaKUP menjadikan proses pengajaran dan pembelajaran penulisan perenggan isi penting lebih menarik	0 0.0	3 5.0	6 10.0	35 58.3	16 26.7	4.06	Tinggi	0.756
	Keseluruhan						**4.00**	**Tinggi**	

3. Perbincangan dan Kesimpulan

Tahap pengetahuan guru Bahasa Melayu melaksanakan teknik IMBaKUP menunjukkan skor min 3.94 dengan interpretasi min tinggi. Hal ini membuktikan semua guru berpengetahuan dan berkemahiran melaksanakan teknik IMBaKUP dalam penulisan perenggan isi penting karangan murid sekolah menengah. Kamarul Azmin dan Ab. Halim (2007) turut mengakui bahawa berkemahiran ketika mengajar seperti dapat mengaitkan antara pengetahuan, kemahiran dan nilai merupakan sifat-sifat yang perlu ada dalam diri guru. Walau bagaimanapun, tidak dapat dinafikan bahawa masih ada juga segelintir guru mengakui bahawa mereka masih kabur melaksanakan teknik IMBaKUP ini. Ada dalam kalangan mereka mengakui tidak mendapat maklumat yang tepat berkaitan teknik ini. Hal ini secara tidak langsung membataskan guru untuk melaksanakan teknik IMBaKUP dalam penulisan perenggan isi penting karangan murid sekolah menengah dengan berkesan. Tahap kesediaan guru Bahasa Melayu melaksanakan teknik IMBaKUP menunjukkan skor min 3.93 dengan interpretasi yang tinggi. Hal ini turut membuktikan majoriti guru telah bersedia melaksanakan teknik IMBaKUP dalam penulisan perenggan isi penting karangan murid sekolah menengah. Kesediaan ini membuktikan juga guru-guru menerima baik teknik ini di samping mengakui banyak kelebihan dapat diperoleh terutamanya dalam penulisan karangan Bahasa Melayu. Seterusnya, penggunaan Teknik IMBaKUP dalam proses pengajaran dan pembelajaran memberi kesan yang baik kepada guru-guru iaitu menunjukkan skor min 4.00 dengan interpretasi yang tinggi. Peranan guru sangat penting dalam hal ini sama seperti yang dikatakan oleh Nurul Huda Ong Abdullah (2010), iaitu guru perlu memainkan peranan dalam meningkatkan minat murid-murid ke tahap yang maksimum. Diharapkan agar dengan adanya peranan guru dalam mempelbagaikan teknik pengajaran khususnya teknik IMBaKUP ini dapat memastikan perenggan isi penting karangan murid ditulis dengan baik.

Apabila guru dibebani dengan pelbagai tugasan yang adalakanya tidak mampu digalas, sedikit sebanyak memberi kesan kepada kesediaan guru untuk mendidik anak muridnya. Ada kalangan guru terlampau taksub untuk mengejar silibus sehingga tahap penguasaan murid dalam penulisan karangan terabai. Pihak sekolah perlu mengambil berat berkaitan bebanan tugas seseorang guru di sekolah. Menurut Noor Hassim et al. (2010), intensif perguruan, gangguan hubungan komunikasi antara kakitangan pendidikan, faktor persekitaran tempat kerja, latihan, bebanan mengajar atau kerja, kursus perguruan yang banyak, status guru, jumlah murid yang ramai dan waktu kerja yang tidak terhad merupakan punca timbulnya tekanan dalam kalangan guru. Hal-hal sebegini perlu ditangani terlebih dahulu di samping guru sendiri boleh mengambil inisiatif yang bersesuaian. Pengetahuan guru yang tinggi dalam melaksanakan teknik IMBaKUP sangat dititikberatkan dalam memastikan murid-murid dapat menulis perenggan isi penting karangan yang baik. Guru boleh meningkatkan pengetahuan melalui pembacaan, penyertaan kursus atau latihan yang dianjurkan sama ada di peringkat sekolah, PPD atau JPN. Guru novis perlu dibimbing untuk mengaplikasikan pengetahuan yang diperoleh secara berkesan kerana kualiti pengajaran guru menjadi penyumbang besar kepada kejayaan anak murid masing-masing. Pengetahuan merupakan asas kepada ilmu pengetahuan seseorang individu terutamanya dalam pendidikan. Sebaik-baik guru ialah individu yang berpengetahuan tinggi, mahir dalam bidang teknikal dan mempunyai kecekapan ketika melaksanakan tugas. Kemahiran guru dalam pelaksanaan teknik IMBaKUP ketika proses pengajaran dan pembelajaran juga perlu diberi perhatian. Guru-guru sewajarnya meningkatkan lagi penggunaan teknik ini agar memberi manfaat kepada anak didik di samping memberi kemahiran kepada guru-guru itu sendiri. Dalam hal ini, pihak pengurusan sekolah terutamanya di bawah unit kurikulum perlu memastikan semua guru Bahasa Melayu khususnya diberi pendedahan berkenaan teknik ini di samping boleh mengambil pendekatan dengan mewajibkan semua guru Bahasa Melayu mengaplikasikan teknik ini ketika proses pengajaran dan pembelajaran. Pengajaran yang berkesan memerlukan kemahiran yang luas terhadap mata pelajaran yang diajar (Kauchak & Enggan, 1989).

Terdapat pelbagai cabaran yang perlu dihadapi bagi memastikan tahap kesediaan guru dari segi pengetahuan melaksanakan teknik IMBaKUP dalam penulisan perenggan isi penting karangan murid sekolah menengah tercapai. Justeru, berdasarkan analisis yang telah dilakukan, beberapa cadangan tindakan susulan telah diberikan dan perlu dilaksanakan bagi memastikan tahap kesediaan guru melaksanakan teknik IMBaKUP dalam penulisan perenggan isi penting karangan murid sekolah menengah berlaku dengan berkesan dan berada pada tahap yang baik. Secara keseluruhannya, dapatlah disimpulkan di sini bahawa teknik IMBaKUP perlu diberi penekanan oleh semua pihak khususnya guru-guru Bahasa Melayu agar penggunaannya memberi impak positif terutamanya kepada kejayaan murid-murid. Guru sebagai pelaksana perlulah diberi bimbingan dan sokongan secara berterusan agar membudayakan teknik IMBaKUP ini secara menyeluruh. Oleh itu, guru Bahasa Melayu perlu mengambil inisiatif dalam pengajaran penulisan karangan khususnya penulisan perenggan isi penting yang mantap agar permasalahan yang berlaku dapat ditangani dan diatasi berdasarkan teknik yang telah dicadangkan. Di samping itu, guru Bahasa Melayu perlu berganding bahu terutamanya sesama guru, pihak sekolah, ibu bapa dan masyarakat di samping memberikan kepercayaan bahawa anak murid mereka mampu menulis karangan dengan baik.

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Tahap Kompetensi Teknologi Pelajar Untuk Pembelajaran Dalam Talian Menggunakan Mooc Semasa Pandemik Covid-19

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Abstrak: *Kajian ini dijalankan dengan tujuan untuk mengenal pasti kompetensi pelajar yang menggunakan Massive Open Online Courses (MOOC) sebagai platform pembelajaran secara dalam talian semasa Pandemik COVID-19. Pendekatan tinjauan dengan menggunakan set soal selidik dalam talian ditadbir dengan melibatkan para pelajar pengajian tinggi rentas fakulti (n=1162). Analisis deskriptif dilakukan terhadap data yang diperoleh. Hasil daripada analisa data dan perbincangan telah dibuat dan boleh dirumuskan bahawa tahap kecekapan teknikal, kecekapan sosial dengan pengajar dan rakan sekelas dan juga kecekapan komunikasi dalam kalangan pelajar yang menggunakan pembelajaran secara MOOC adalah berada pada tahap tinggi*

Kata Kunci: Pembelajaran dalam talian, MOOC, kompetensi teknologi, COVID-19

Abstract: *This study was conducted with the aim of identifying technological competencies of students who use Massive Open Online Courses (MOOC) as an online learning platform during the COVID-19 pandemic. Data were collected using online surveys with 1162 undergraduates. Descriptive analysis was performed on the data obtained. The results of the data analysis and discussion have been made and it can be concluded that the level of technical competence, social competence with instructors and classmates as well as communication proficiency among students using MOOC learning is at a high level*

Keywords: Online learning, MOOC, technology competency, COVID-19

1. Pengenalan

Pandemik COVID-19 telah memberi kesan kepada semua sektor di seluruh dunia. Pentadbiran dan pengurusan sektor pendidikan juga turut terjejas oleh hal ini dan memberikan impak kepada kelancaran kaedah pengajaran dan pembelajaran para pelajar. Menurut data yang dikumpulkan oleh UNESCO (United Nations Educational, Scientific and Cultural Organization), sebanyak 320 juta kelas ditutup pada 1 Disember dan meningkat hampir 90 juta daripada 232 juta pada 1 November (UNESCO, 2020). Penutupan sekolah yang berpanjangan kesan daripada pandemik COVID-19 memberikan cabaran yang belum pernah terjadi sebelumnya untuk sistem pendidikan, serta pelajar-pelajar di seluruh dunia (World Health Organization [WHO], 2020). Keadaan ini juga memberi kesan kepada sistem pendidikan di peringkat pengajian tinggi. Di Malaysia, tindakan yang diambil oleh pihak kerajaan untuk melaksanakan Perintah Kawalan Pergerakan (PKP) bagi pengawalan pandemik ini menyebabkan pengoperasian pengajaran dan pembelajaran secara bersemuka di semua institusi pendidikan ditangguhkan (Kementerian Pengajian Tinggi, 2020). Sistem kuliah secara bersemuka dan teradun ditukarkan kepada mod pembelajaran dalam talian sepenuhnya yang membolehkan pendidik dan pelajar meneruskannya aktiviti pengajaran dan pembelajaran dengan menggunakan teknologi. Pembelajaran dalam talian boleh diistilahkan sebagai alat yang dapat menjadikan proses pengajaran-pembelajaran lebih berpusatkan pelajar, lebih inovatif dan fleksibel (Singh & Thurman, 2019).

Di Malaysia, sistem pendidikan berasaskan teradun telah dilakasanakan melalui Polisi e-Pembelajaran Negara (DePaN) yang mana semua kursus di universiti awam perlu mengintegrasi pembelajaran teradun (Nordin et al., 2016). Perubahan ini telah membawa kepada beberapa perubahan ketara terhadap peranan pelajar dan pendidik serta perubahan terhadap sistem pendidikan melalui platform pembelajaran secara digital (Khalil et al., 2020). Transformasi yang diperkenalkan ini adalah bagi menggantikan konsep pembelajaran tradisi selaras dengan Pelan Pembangunan Pendidikan Malaysia (Pendidikan Tinggi) 2015-2025 (KPT, 2021) dengan lonjakan utamanya iaitu pembelajaran dalam talian tahap global. Justeru, hasrat ini juga seiring dengan ciri revolusi industri bagi penggunaan teknologi secara maksimum melalui Massive Open Online Courses (MOOC).

2. Kajian Lepas

2.1 Kompetensi Teknologi

Perkembangan teknologi mengubah kaedah pembelajaran dan pengajaran dengan pantas. Perubahan ini merangkumi bukan sahaja akses ke pelbagai peranti digital di bilik darjah, tetapi juga penekanan yang semakin meningkat untuk mempersiapkan guru dan pelajar menggunakan teknologi dengan berkesan (Wang & Lu, 2021). Kompetensi teknologi adalah keupayaan untuk menggunakan dan menilai sumber, alat dan perkhidmatan digital dengan betul, dan menerapkannya pada proses pembelajaran sepanjang hayat. Pemahaman pelajar tentang jenis kecekapan teknologi adalah bertujuan untuk menjadikan pelajar bertindak secara produktif, dan beretika dalam persekitaran pembelajaran (Falloon, 2020).

Pelajar, yang lazimnya berusia remaja telah terbiasa dengan teknologi dan elemen multimedia seperti video dan audio (Kapi et al., 2017). Murugan et al. (2017) mencadangkan bahawa pelajar kini berada pada tahap yang sesuai untuk menggunakan teknologi dalam pembelajaran. Namun, pembelajaran secara penstriman langsung seperti Zoom, dilaporkan telah memberikan kesan yang negatif kepada pelajar dan menyebabkan mereka kurang gemar untuk berkolaborasi secara langsung (Lloyd-Jones, 2021). Keadaan ini dipercayai disebabkan oleh terdapat segelintir pelajar yang tertekan dan gelisah apabila belajar secara dalam talian terutama kepada mereka yang mempunyai tahap kecekapan teknologi dan komunikasi yang rendah (Espino et al., 2021). Keadaan ini menggambarkan bahawa terdapat sebilangan pelajar yang masih belum bersedia untuk menggunakan teknologi pembelajaran dalam talian sepenuhnya (Adams et al., 2018). Namun, Baranova et al. (2020) menjelaskan bahawa pelajar akan bersikap positif dan bermotivasi terhadap pembelajaran dalam talian sekiranya pembelajaran tersebut menggunakan platform dalam talian yang sesuai. Justeru, penggunaan platform yang sesuai akan memberi kesan terhadap tahap pencapaian dan minat pelajar.

2.2 Kompetensi dalam pembelajaran menggunakan MOOC

Akses pembelajaran menerusi MOOC menjadi semakin meningkat dengan penglibatan pelbagai institusi dan ahli akademik yang terdiri daripada pelbagai pakar bidang sama ada di dalam negara mahupun luar negara. Reka bentuk yang fleksibel dan keterbukaan yang terdapat dalam MOOC dapat menarik lebih ramai peserta untuk mendaftar, menjadikan MOOC mempunyai skala pengguna yang lebih besar dan dilaksanakan di seluruh dunia merentasi pelbagai rangkaian dan platform, serta tanpa had penglibatan bagi individu (Adzhar et al., 2017). Pembelajaran menggunakan MOOC dapat melatih pelbagai kemahiran nilai tambah yang bermanfaat kepada para pelajar. Antaranya ialah kemahiran berfikir, cara berkomunikasi, pengurusan masa, selain dapat mendisiplinkan pelajar (Hakala et al., 2017), malahan pembelajaran melalui platform dalam talian dapat dilakukan tanpa memerlukan penglibatan seseorang dalam bentuk fizikal. Oleh itu, sesi pengajaran dan pembelajaran boleh dilakukan bukan sahaja secara fizikal tetapi secara digital dan dalam talian (Allen & Seaman, 2014). Menurut Adzhar et al. (2017) juga, konsep pedagogi yang diterapkan dalam MOOC berlainan daripada pembelajaran dalam talian yang lain. Aspek utama yang ditekankan pada kursus dalam talian ini ialah kandungan bahan-bahan pembelajarannya yang sesuai mengikut keperluan pelajarnya serta mengenai jangkaan hasil pembelajaran sesuatu kursus MOOC yang dilaksanakan. Secara tidak langsung, kaedah pembelajaran secara dalam talian ini juga dapat menjimatkan kos pembelajaran (Hakala et al., 2017).

Malahan, pelbagai impak positif yang lain dapat dilihat melalui pembelajaran secara dalam talian melalui platform MOOC. Misalnya, interaksi dalam MOOC menekankan hubungan kondusif antara pelajar dengan pelajar serta pelajar bersama pendidik (Abeer & Miri, 2014; Zheng et al., 2015; Chua et al., 2015; Khalil & Ebner, 2015). Justeru, melalui MOOC, pelajar dapat berinteraksi, berbincang, berkongsi maklumat dan meluaskan lagi ilmu pengetahuan dengan rakan kursus (Islam et al., 2017; Hakala et al., 2017). Mereka juga boleh berkongsi pandangan dan idea (Cole & Timmerman, 2015). Di samping itu, konsep tutor-like yang terdapat dalam MOOC membolehkan pelajar berinteraksi secara peribadi dengan para pengajar (Adam et al., 2014) dan mendapatkan bantuan daripada pengajar pada bila-bila masa apabila diperlukan (Bruff et al., 2013; Abeer & Miri, 2014). Hal ini dapat membantu untuk mengatasi masalah masa penyampaian pengajaran yang tidak mencukupi (Saleh & Siraj, 2017).

Selain itu, pelaksanaan forum dalam talian dalam platform MOOC adalah penyelesaian masalah dalam aspek kemahiran komunikasi, membantu kecekapan interpersonal, dan memperkukuh kemahiran kepimpinan dalam kalangan pelajar (Andersen et al., 2018; Norman et al., 2019; Wahid et al., 2019;). Kaedah pembelajaran melalui teknik forum dalam MOOC ini juga membolehkan pelajar memberikan maklum balas dan mempunyai peluang untuk berbincang secara dalam talian dengan rakan-rakan pelajar yang terlibat (Chang & Kang, 2016) secara semula jadi dan tidak perlu untuk takut atau malu untuk memberikan pendapat (Jowett, 2015). Melalui kaedah tradisional, bilangan pelajar yang ramai akan menjadikan mereka sukar untuk menentukan bagaimana untuk berinteraksi, dan memberi maklum balas yang sesuai (Arguello et al., 2015). Masalah ini berkait rapat dengan faktor emosi seperti ketakutan dan juga ketidakpastian dalam membuat keputusan (Sani et al., 2016). Motivasi atau keinginan memainkan peranan penting dalam meningkatkan keputusan pelajar untuk bertanya atau tidak bertanya soalan. Apabila sesuatu forum perbincangan itu mudah dan tiada tekanan untuk dilaksanakan maka ia boleh menyumbang kepada peningkatan hasil dalam pembelajaran (Vellukunnel et al., 2017). Namun, melalui aplikasi forum secara dalam talian melalui MOOC memberi peluang kepada pelajar mengatasi faktor-faktor negatif tersebut (Jowett, 2015).

Malahan, pembelajaran dan pengajaran secara dalam talian menggunakan platform MOOC juga mempermudah proses pembelajaran dan pembelajaran yang berlaku. Teknologi yang digunakan dalam MOOC seperti video yang merupakan gabungan beberapa teknik yang disampaikan oleh guru mengandungi keterangan dan aktiviti dalam video seperti, kuiz dan tugasan (Kovacs, 2016) mempelbagaikan teknik pengajaran pendidik. Malahan, menurut Mohammadian et al. (2018) cara ini membantu pelajar untuk memahami video kuliah terutama kursus yang mempunyai kandungan yang kompleks dan sukar, justeru ini menjadikan sesi pembelajaran lebih kondusif dan hasil pembelajaran tercapai (Vellukunnel et al., 2017).

Oleh itu, kajian ini menekankan persoalan kajian seperti berikut:

i. Apakah tahap kompetensi pelajar terhadap teknologi dan MOOC?
ii. Sejauh manakah tahap kompetensi sosial pelajar dalam persekitaran pembelajaran secara dalam talian melalui MOOC?

3. Metodologi

Data dikumpulkan menggunakan kaedah kajian tinjauan kepada kumpulan sasaran. Pendekatan tinjauan dengan menggunakan set soal selidik dalam talian ditadbir dengan melibatkan para pelajar pengajian tinggi rentas fakulti (n=1162). Instrumen yang dibangunkan ini telah dinilai dari kesahan dan kebolehpercayaan melalui analisis pakar, dan merangkumi tiga bahagian iaitu; (A) latar belakang responden yang merangkumi kesediaan teknologi yang dimiliki; (B) Kecekapan sosial bersama pengajar; (C) Kecekapan sosial dengan rakan sekuliah dan; (D) Kecekapan Komunikasi. Soal selidik bagi tahap literasi teknologi pelajar ini diadaptasi daripada soal selidik Yu & Richardson (2015). Kesemua variabel di Bahagian B, C dan D menggunakan skala Likert 1 hingga 5. Variabel yang telah dianalisis secara deskriptif dipaparkan (Jadual 2 hingga Jadual 6).

4. Perbincangan dan Kesimpulan

Dapatan kajian ini melibatkan beberapa konstruk seperti i. kecekapan teknikal, ii. kecekapan sosial bersama pengajar, iii. kecekapan sosial bersama rakan sekursus, dan iv. kecekapan komunikasi yang dikaji untuk mengetahui tahap kesediaan pelajar menggunakan MOOC.

Jadual 1: Demografi

Item	Ya	Tidak
Mempunyai komputer/laptop/ telefon pintar.	1149	13
Mempunyai akses kepada internet.	1131	31

Berdasarkan data yang dipaparkan (Jadual 1), hampir semua responden mempunyai komputer atau telefon pintar (n=1149) dan mempunyai akses kepada internet (n=1131). Namun, masih terdapat segelintir responden yang masih tidak mempunyai komputer atau telefon pintar (n=13) orang dan tidak mempunyai akses kepada internet (n=31).

Jadual 2: Tahap kompetensi teknikal

No.	Item	STS 1	TS 2	N 3	S 4	SS 5
1.	Keyakinan menggunakan teknologi komputer untuk tugas spesifik	9	62	371	519	200
2.	Kemahiran dalam pelbagai teknologi komputer.	13	104	514	418	112
3.	Keselesaan menggunakan komputer	29	92	347	457	236
4.	Mengetahui manfaat penggunaan teknologi dalam pembelajaran	22	86	394	494	165
5.	Kemampuan mengintegrasi teknologi dengan proses pembelajaran	22	112	418	468	141
6.	Bermotivasi untuk belajar menggunakan teknologi komputer	89	189	415	337	132

*STS= Sangat Tidak Setuju; TS= Tidak Setuju; N=Neutral; S=Setuju; SS=Sangat Setuju

Tahap kecekapan teknikal yang diperlukan oleh pelajar sebagai persediaan untuk pembelajaran dalam talian dipaparkan (Jadual 2). Hasil dapatan menunjukkan pelajar berasa selesa (n=693), yakin (n=719) dan mahir (n=530) menggunakan teknologi. Pelajar juga mampu untuk mengintegrasikan teknologi komputer ke dalam aktiviti pembelajaran (n=609) dan dapat menjelaskan manfaat penggunaan teknologi komputer dalam pembelajaran (n=659). Kompetensi teknikal pelajar ini selari dengan dapatan Kapi et al. (2017) yang menjelaskan, remaja masa kini, yang tergolong dalam generasi "Z", telah terbiasa dengan teknologi dan elemen-elemen multimedia seperti video dan audio. Selain itu, pembelajaran menggunakan teknologi mampu untuk memotivasikan pelajar dan bergiat aktif dalam sistem pembelajaran (n=469). Pandangan ini turut disokong oleh Saleh dan Siraj (2017).

Jadual 3: Tahap kompetensi sosial bersama pengajar

No.	Item	STS 1	TS 2	N 3	S 4	SS 5
1.	Mudah mengemukakan soalan	50	172	439	379	122
2.	Mudah memulakan perbincangan	47	157	434	400	124
3.	Mudah mendapatkan bantuan pembelajaran	30	108	414	448	162
4.	Mudah melaporkan suatu isu di luar jangkaan	31	74	360	480	217
5.	Mudah mengemukakan pendapat	41	115	452	414	140

*STS= Sangat Tidak Setuju; TS= Tidak Setuju; N=Neutral; S=Setuju; SS=Sangat Setuju

Dapatan menjelaskan bahawa kompetensi sosial pelajar bersama pengajar berada pada tahap yang tinggi (Jadual 3). Menerusi MOOC pelajar boleh bertanyakan soalan dengan jelas kepada pengajar (n=927) dan boleh memulakan perbincangan (n=946). Kumpulan pelajar ini berasa selesa untuk bertanyakan soalan dan juga meminta bantuan dengan pengajar secara dalam talian. Namun terdapat pelajar yang berasa kurang selesa untuk bertanya soalan kepada pengajar (n=222) dan memberikan pendapat (n=156) serta memulakan perbincangan (n=204). Kecekapan sosial pelajar bersama pengajar berada pada tahap yang tinggi. Menerusi MOOC pelajar boleh bertanyakan soalan dengan jelas kepada pengajar dan boleh memulakan perbincangan. MOOC bertindak menggantikan kuliah bersemuka antara pengajar dengan pelajarnya. Pendekatan ini merupakan interaksi paling penting untuk berhubung dan menerangkan setiap perkara. Dalam hal ini, Bruff et al., (2013); Abeer dan Miri (2014) turut bersetuju dengan menyatakan bahawa menerusi MOOC pelajar boleh mendapatkan bantuan daripada pengajar dan komuniti pembelajaran yang “massive” pada bila-bila masa apabila diperlukan.

Jadual 4: Tahap kompetensi sosial bersama rakan sekursus

No.	Item	STS 1	TS 2	N 3	S 4	SS 5
1.	Berupaya membina persahabatan dengan rakan sekelas	83	146	381	365	187
2.	Berupaya memberi perhatian kepada aktiviti sosial pelajar lain	38	133	426	420	145
3.	Berkemahiran dalam interaksi sosial yang berbeza mengikut situasi	38	133	426	420	145
4.	Memulakan interaksi sosial dengan rakan sekelas	56	138	408	403	157
5.	Berinteraksi secara sosial dengan pelajar lain dengan baik	58	142	410	395	157

*STS= Sangat Tidak Setuju; TS= Tidak Setuju; N=Neutral; S=Setuju; SS=Sangat Setuju

Seterusnya, tahap kecekapan sosial dengan rakan sekursus yang diperlukan untuk pembelajaran dalam talian dipaparkan (Jadual 4). Kumpulan pelajar ini berupaya membina persahabatan (n=548) dan memberi perhatian kepada aktiviti sosial dengan rakan sekelas yang lain (n=453). Selain itu, kumpulan ini berupaya menggunakan kemahiran interaksi (n=560) sosial mereka dan boleh memulakan interaksi (n=555) serta boleh berinteraksi secara sosial dengan rakan sekelas dengan baik (n=548). Namun terdapat segelintir pelajar yang tidak berupaya membina persahabatan (n=224) dan tidak dapat memberi perhatian kepada aktiviti sosial pelajar lain (n=277). Keadaan ini dijangka berlaku kerana mereka tidak berupaya untuk menggunakan kemahiran interaksi sosial yang berbeza (n=167) untuk memulakan interaksi (n=190) dan berinteraksi secara sosial dengan pelajar lain dengan baik (n=197). Bagi kecekapan sosial bersama rakan sekursus, MOOC mempunyai ciri-ciri keterbukaan dan keterlibatan pelajar tanpa had. Dengan MOOC pelajar dapat bertukar pandangan dan membantu antara satu sama lain. Dari sudut perkongsian maklumat dan bahan, pelajar dapat bertukar dan berkongsi maklumat dan bahan dengan pelajar lain, di samping berupaya membina persahabatan dengan rakan sekumpulan. Cara ini juga turut disebut oleh Islam et al. (2017); Hakala et al. (2017) yang mana pembelajaran dalam talian memudahkan komuniti tersebut untuk bertemu dan berinteraksi sesama mereka dalam bentuk maya. Dapatan ini juga boleh dikaitkan dengan kajian Norman et al. (2015) di mana pembelajaran dalam talian dikaitkan dengan “ladder of participation and mastering” (Ryberg & Christiansen, 2008) dan “continuum for roles of social participation in mobile social media learning.” Kajian mereka mendapati bahawa pelajar dalam talian akan melalui beberapa fasa dalam pembelajaran melalui “apprenticeship learning” di mana pelajar akan bermula sebagai “lurker” (pelajar yang melihat dan tidak memberi input dalam perbincangan) kepada “coach” (pelajar yang sudah mencapai tahap “apprenticeship” yang tinggi dan berkeupayaan mengajar pelajar yang lain).

Jadual 5: Tahap kompetensi komunikasi

No.	Item	STS 1	TS 2	N 3	S 4	SS 5
1.	Selesa menyatakan pendapat secara bertulis	43	124	420	407	165
2.	Selesa memberi maklum balas kepada idea	22	104	460	449	127
3.	Menyatakan pendapat secara bertulis, supaya pendapat difahami	42	107	470	415	128
4.	Memberi maklum balas positif walaupun tidak bersetuju	22	97	530	403	110

*STS= Sangat Tidak Setuju; TS= Tidak Setuju; N=Neutral; S=Setuju; SS=Sangat Setuju

Data seterusnya (Jadual 5) menunjukkan pelajar berasa selesa menyatakan pendapat secara bertulis kepada orang lain (n=572) dan juga memberi maklum balas kepada idea orang lain (n=576) serta dapat menyatakan pendapat mereka secara bertulis, supaya orang lain memahami apa yang mereka maksudkan (n=543). Selain itu pelajar dapat memberi maklum balas yang membina dan proaktif kepada orang lain walaupun ada pandangan yang tidak bersetuju (n=513). Namun terdapat segelintir pelajar yang mempunyai tahap kompetensi komunikasi yang rendah dan tidak berminat untuk memberikan pendapat mahupun maklum balas kepada orang lain. Dapatan ini boleh dikaitkan dengan kajian Deshpande dan Chukhlomin (2017) di mana tahap motivasi untuk pembelajaran dan MOOC boleh dikaitkan dengan faktor seperti sokongan dari pelajar dan pengajar, bahan pembelajaran, navigasi, interaktiviti, reka bentuk visual dan penilaian kendiri. Kajian ini juga mendapati bahawa tahap komunikasi pelajar terhadap pembelajaran secara MOOC mampu untuk membantu mereka berinteraksi secara sosial dengan pelajar lain dengan lebih baik. Pelajar juga boleh mengembangkan idea mereka dan menyampaikan pandangan mereka kepada kumpulan lain melalui penglibatan sosial berkenaan (Abeer & Miri, 2014; Zheng et al, 2015; Chua et al., 2015; Khalil & Ebner, 2015; Cole & Timmerman, 2015; Alshehri, 2015).

Jadual 6: Tahap kompetensi teknologi pelajar berdasarkan jantina dan tahap pendidikan

	Item	Kategori		Purata Frekuensi	Skala Nilai Purata
(a)	Mempunyai tahap kompetensi teknikal yang tinggi	Jantina	Lelaki	187	Setuju
			Perempuan	426.5	Setuju
		Tahap Pendidikan	Sijil	39	Setuju
			Diploma	146	Setuju
			Sarjana Muda	414.3	Setuju
			Sarjana	14.1	Setuju
(b)	Mempunyai tahap kompetensi sosial bersama pengajar yang tinggi	Jantina	Lelaki	169.4	Neutral
			Perempuan	426.5	Setuju
		Tahap Pendidikan	Sijil	43.8	Setuju
			Diploma	127.4	Neutral
			Sarjana Muda	391.8	Neutral
			Sarjana	14.2	Setuju
(c)	Mempunyai tahap kompetensi sosial bersama rakan yang tinggi	Jantina	Lelaki	161	Neutral
			Perempuan	426.5	Setuju
		Tahap Pendidikan	Sijil	43.2	Setuju
			Diploma	139	Setuju
			Sarjana Muda	340	Neutral
			Sarjana	15.2	Setuju
(d)	Mempunyai tahap kompetensi komunikasi yang tinggi	Jantina	Lelaki	160.7	Neutral
			Perempuan	426.5	Setuju
		Tahap Pendidikan	Sijil	40	Setuju
			Diploma	124.5	Neutral
			Sarjana Muda	369.75	Neutral
			Sarjana	16.75	Setuju

Dapatan seterusnya menunjukkan tahap kompetensi pelajar bersosial dan berkomunikasi menggunakan teknologi (Jadual 6). Seramai 1162 jumlah pelajar, 349 orang adalah lelaki dan 813 orang adalah perempuan. Majoriti tahap Pendidikan pelajar adalah Ijazah Sarjana Muda (n=820) diikuti Diploma (n=258), Sijil (n=61) dan yang paling sedikit adalah pelajar Ijazah Sarjana (n=23). Berdasarkan dapatan di atas, majoriti pelajar mempunyai tahap kompetensi teknikal yang tinggi, namun pelajar berpandangan neutral terhadap tahap kompetensi sosial dan komunikasi mereka. Bagi tahap kompetensi sosial bersama pengajar, pelajar perempuan bersetuju berbanding pelajar lelaki yang hanya neutral pada tahap kompetensi ini. Manakala bagi tahap Pendidikan pula, kesemua pelajar dengan taraf pendidikan yang berbeza telah bersetuju dengan kompetensi teknikal mereka. Walau bagaimanapun, pelajar pensijilan dan Ijazah Sarjana sahaja yang mempunyai tahap kompetensi yang tinggi bagi kesemua tahap kompetensi.

Justeru, pembelajaran menggunakan MOOC berpotensi meningkatkan tahap pembelajaran berpusatkan pelajar dalam talian terutama apabila penutupan institusi disebabkan pandemik COVID-19. Berdasarkan pendedahan kemahiran penggunaan alatan teknologi dan persepsi positif pelajar terhadap kemahiran bersosial menggunakan teknologi dalam pembelajaran adalah relevan kerana konsep pembelajaran MOOC bukan sahaja dapat membantu pelajar untuk belajar secara kolaboratif, malah menjadikan pembelajaran lebih efektif dan menarik. Namun, kajian lanjutan boleh mengkaji dengan lebih mendalam terhadapa kesan positif dan negatif dengan jangka masa yang lebih panjang dan bersifat “longitudinal” untuk pemantuan pembelajaran dari segi kerakyatan digital dan ketagihan digital terhadap teknologi serta MOOC (Norman et al., 2019).

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Tahap Minat, Kefahaman Dan Penguasaan Terhadap Komponen Aktiviti Pembuatan Pastri Dalam Kalangan Murid Berkeperluan Khas Kefungsian Sederhana Masalah Pembelajaran

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Abstrak: *Pandemik covid 19 telah memberi kesan kepada semua lapisan masyarakat secara global. Ini menyebabkan gangguan terhadap semua aktiviti harian masyarakat termasuk sosioekonomi, pembatalan dan penangguhan aktiviti kesukanan, kebudayaan, dan pendidikan. Penularan covid 19 ini telah menyebabkan semua sekolah di tutup di seluruh dunia dalam tempoh yang lama. Apabila sekolah ditutup maka proses pembelajaran secara fizikal atau bersemuka tidak dapat dilaksanakan. Melihat kepada situasi ini, ianya amat membimbangkan bagi semua guru PPKI berkaitan dengan proses pembelajaran Murid Berkeperluan Khas (MBK). Ini adalah kerana, aktiviti pembuatan pastri ini adalah kebiasaan dijalankan secara amali atau hand on. Oleh itu, untuk memastikan MBK ini memahami apa yang telah dipelajari sebelum ini satu kajian telah dijalankan. Kajian ini telah dijalankan di Program Pendidikan Khas Integrasi (PPKI) Sekolah Menengah Kebangsaan Putrajaya Presint 9(2) di Wilayah Persekutuan Putrajaya. Responden kajian ini terdiri daripada MBK berkefungsian sederhana bermasalah pembelajaran daripada 3 kelas PPKI. Kajian ini adalah berbentuk deskriptif iaitu penggunaan kaedah soal selidik melalui aplikasi Google Form dan diedarkan menggunakan link aplikasi dalam talian Whatsapp. Borang soal selidik yang dibina sendiri, telah diedarkan kepada 30 responden. Data dianalisis dengan menggunakan perisian IBM SPSS Statistik 23. Hasil dapatan kajian menunjukkan minat MBK dalam komponen aktiviti pembuatan pastri adalah berada pada tahap yang tinggi. Manakala kefahaman dan penguasaan MBK terhadap isi kandungan komponen dan kemahiran amali aktiviti pembuatan pastri adalah berada pada tahap yang sederhana. Implikasi daripada kajian ini, guru-guru PPKI lebih fokus dan teliti dalam menyampaikan pengajaran dan pembelajaran pemudahcaraan (PdPc) aktiviti pembuatan pastri bagi meningkatkan kefahaman dan penguasaan dalam kalangan MBK ini.*

Kata Kunci: Komponen aktiviti pembuatan pastri, Murid Berkeperluan Khas (MBK) kefungsian sederhana bermasalah pembelajaran

Abstract: *The covid 19 pandemic has impacted all levels of society globally. This is because it brings disruption to all daily activities of society including socioeconomic, cancellation and delay of sports, cultural, and educational activities. This covid 19 contagion has caused all schools to be closed worldwide over a long period of time. When the school is closed then the physical or face-to-face learning process cannot be implemented. Looking at this situation, it is very worrying for all PPKI teachers in relation to the learning process of Special Needs Pupils (MBK). This is because, the manufacturing of these pastries is usually carried out in practice and hand on. Therefore, to ensure that the MBK understands what was previously learned a study was conducted which is to study the level of interest, understanding and mastery of the MBK in the working components of pastry manufacturing activities. This study was conducted at PPKI Sekolah*

Menengah Kebangsaan Putrajaya Precint 9(2) in The Federal Territory of Putrajaya. In this study, descriptive-shaped studies were used i.e. the use of questionnaire methods through the Google Form app and distributed using whatsapp online application links. Self-constructed questionnaires were distributed to 20 respondents. Data was analyzed using IBM SPSS Statistics 23 software. The findings showed that MBK's interest in the components of pastry manufacturing activity was at a high level. Meanwhile, the understanding and mastery of MBK towards the contents of the components and practical skills of the preparation of 'pastry manufacturing activities are at a moderate level. . The implications of this study, PPKI teachers are more focused and thorough in delivering teaching and learning facilitation (PdPc) of pastry manufacturing activities to enhance understanding and mastery among these MBKs.

Keywords: Components of pastry manufacturing activities, Special Needs Pupils (MBK) moderate learning services

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1. Pengenalan

Program Pendidkan Khas Integrasi merupakan satu program yang menyediakan perkhidmatan Pendidikan untuk Murid Berkeperluan Khas sama ada murid yang mengalami masalah Pembelajaran, masalah Penglihatan dan masalah Pendengaran di sekolah-sekolah harian bantuan kerajaan. Murid-murid ini menerima Pendidikan awal bermula di peringkat pra sekolah, sekolah rendah dan sekolah menengah. Di peringkat sekolah rendah, kurikulum yang digunakan adalah mengikut silibus Kurikulum Standard Sekolah Rendah Pendidikan Khas (KSSR PK). Manakala di peringkat sekolah menengah, kurikulum yang digunakan ialah mengikut silibus Kurikulum Standard Sekolah Menengah Pendidikan Khas (KSSM PK). Kurikulum ini merupakan perancangan Tindakan atau dokumen bertulis yang mengandungi urutan untuk mencapai satu matlamat bagi Murid Berkeperluan Khas (MBK) (Tyler, 1949, Taba, 1962). Ia juga merupakan satu set pelajaran atau rancangan aktiviti atau pengalaman yang dirancangan dalam Pendidikan formal atau untuk tujuan latihan bagi MBK. Dalam kurikulum ini juga dinyatakan objektif yang perlu dicapai bagi setiap proses pengajaran dan pengajaran yang disampaikan oleh guru-guru Pendidikan Khas. MBK akan memperolehi Pendidikan dan pengalaman menerusi kurikulum yang disampaikan oleh guru-guru di Program Pendidikan Khas Integrasi (PPKI). Akta Pendidikan 1996, Peraturan-peraturan (Pendidikan Khas) dan Akta 550 (bahagian 1) Malaysia 1996 memperuntukkan bahawa MBK memerlukan satu program yang tersedia sama ada di sekolah khas, sekolah harian biasa atau di Program Pendidikan Inklusif bagi murid cacat penglihatan atau cacat pendengaran, dan bermasalah pembelajaran. Oleh itu, kebiasaanya MBK ini ditempatkan di sekolah khas, sekolah harian biasa dan Program Pendidikan Inklusif mengikut tahap kognitif masing-masing. Murid-murid yang berkeupayaan dalam bidang akademik akan ditempatkan di Program Pendidikan Inklusif, murid-murid yang menguasa 3 M iaitu menulis, membaca dan mengira akan di tempatkan di sekolah khas , contohnya Sekolah Vokasional ataupun di sekolah ahrian biasa PPKI yang menawarkan program-program kemahiran vokasional, manakala murid yang kurang berkeupayaan dari segi akademik dan 3M akan ditempatkan di PPKI.

2. Ulasan Kajian Lepas

Berdasarkan kajian-kajian lepas, teori-teori dan model-model dijadikan panduan dalam perlaksanaan kajian ke atas tahap minat, kefahaman dan penguasaan MBK kefungsian sederhana

Bermasalah Pembelajaran. Oleh itu kajian ini dapat menjurus kepada penilaian minat MBK untuk memahami dan menguasai kemahiran pembuatan pastri yang dipelajari di sekolah seawal umur 13 tahun ketika berada di kelas tingkatan 1 PPKI. Selain itu, dengan adanya kajian ini juga dapat mengenalpasti bakat dan kemahiran yang dimiliki oleh MBK ini seawal usia seseorang MBK ketika masuk di peringkat sekolah Menengah. Guru-guru juga dapat melatih MBK ini seawal yang mungkin dan merancang pelbagai strategi yang bersesuaian untuk memastikan MBK terus berminat untuk memahami dan menguasai bidang pembuatan pastri ini. Dengan car aini maka, secara tidak langsung akan melahirkan MBK yang berkemahiran dan mempunya masa depan yang cerah dalam bidang ini. Selain itu, dalam tinjauan literatur, penyelidik membuat rujukan ke atas jurnal, buku-buku ilmiah, artikel daripada sesawang internet, dan tesis-tesis yang lepas mengandungi data, maklumat dan dan idea berkaitan dengan minat, penguasaan dan kefahaman MBK berkefungsian sederhana bermasalah pembelajaran terutama dalam bidang pembuatan pastri, pembuatan roti dan kompenan-kompenan masakan.

Tahap minat, kefahaman dan penguasaan MBK adalah berbeza-beza mengikut keadaan ketidakupayaan yang dialami oleh setiap MBK. Bagi MBK yang mempunyai kefungsian sederhana, golongan ini adalah berpotensi untuk dilatih dalam mempelajari sesuatu kemahiran yang boleh membantu mereka berjaya di masa akan datang. Malahan MBK ini juga perlu didedahkan dengan kurikulum yang berupa vokasional bagi memberi pendedahan awal kepada mereka tentang kemahiran, pengetahuan , sikap dan pengalaman sebelum kea lam pekerjaan (Abdullah & Mohd Yasin, 2014). Dengan pendedahan awal sebegini memberikan mereka lebih bersedia untuk menempuhi alam pekerjaan di masa akan datang. Minat juga dianggap sebagai pembolehubah motivasi oleh Thorndike, Weisc dan Danis (1968). Dalam kajian Holland, 1973 juga menyatakan bahawa minat seseorang individu boleh mempengaruhi pencapaian dalam menguasai seseuatu kemahiran. Manakal Abd Rashid, 2005 menjelaskan bahawa minat seseorang adalah dipengaruhi oleh suasana yang riang, selesai serta bersih. Ini bermakna, kaedah penyampaian pembelajaran akan mempengaruhi minat seseorang MBK untuk menguasai sesuatu kemahiran. Ini amat membimbingkan para guru yang mengajar program ini, ini kerana proses pembelajaran pembuatan pastri adalah lebih menarik disampaikan melalui bersemuka atau *hand on* berbanding diajar melalui alam maya. Apabila minta terjejas ini akan sekali gus memberi kesan kepada penguasaan dan pemahaman MBK dalam silibus yang dipelajari oleh mereka. Oleh itu, guru perlu memainkan peranan penting dalam menarik minat murid untuk mengikuti pengajaran dan pembelajaran serta pemudahcara (PdPc) di sekolah. Apabila murid tertarik dengan PdP cyang disampaikan oleh guru, maka proses pembelajaran murid-murid adalah lebih mudah dan lancar. Sungguhpun murid-murid berkeperluan khas ini kurang keupayaan dari segi kognitif, namun mereka masih boleh diajar melalui pelbagai kaedah dan teknik pengajaran yang kreatif dan inovatif untuk menarik minat mereka dalam pembelajaran. Walaupun mereka mempunyai banyak kekurangan dari segi mental dan fizikal namun mereka masih mampu melaksanakan kemahiran yang diajarkan sejajar dengan kajian (Crow & Crow, 2000). Salah satunya ialah melalui subjek kemahiran Pembuatan Pastri ini. Dalam subjek ini, pelbagai teknik dan kaedah yang boleh diaplikasikan oleh guru terutama sekali semasa dalam aktiviti amali memasak. Dalam subjek ini juga murid diajar secara praktikal atau *hand on* yang membolehkan murid melihat, merasai dan mempraktikan sendiri apa yang telah dipelajari. Ini merupakan satu kaedah yang dapat menarik minat, kefahaman seterusnya penguasaan murid setiap komponen Penyediaan Pembuatan Pastri. Zamri (2007) menyatakan dengan adanya minat terhadap setiap kemahiran yang dipelajari mampu mendorong pelajar melakukan kerja amali pada tahap kecekapan yang tinggi. Faktor penguasaan dan pemahaman dipengaruhi oleh tahap keupayaan sesseorang MBK itu, dan ini dapat dilatih dengan kaedah pengulangan dan kaedah pembelajaran *modelling* iaitu demostrasi atau *hand on* yang diajar secara berperingkat daripada peringkat mudah kepada peringkat yang komplek iaitu penghasilan pastri dan menulis laporan aktiviti yang dilakukan.

MBK kefungsian sederhana Bermasalah Pembelajaran adalah antara MBK yang berkeupayaan untuk dilatih dengan kemahiran asas di sekolah menengah harian biasa di bawa Program Pendidikan Khas Integrasi (PPKI). Golongan murid ini berbakat dan mempunyai kemahiran yang unik terutama sekali di bidang kemahiran. Oleh itu, pihak Kementerian tidak memandang enteng perkara ini sebaliknya melihat ianya salah satu aset negara yang perlu diberi tumpuan untuk dibangunkan dan disokong penuh serta dianggap sebagai penyumbang kepada ekonomi negara (Kementerian Pendidikan Malaysia, 2020.). Bidang TVET atau dikenali sebagai bidang Teknikal dan Latihan Vokasional adalah antara bidang yang relevan dengan Sijil Kemahiran Malaysia (SKM). Manakala bidang SKM adalah satu bentuk pengiktirafan yang diberikan kepada murid yang berkeupayaan untuk mengikut semua garis panduan dan tugasan yang diberikan. Contohnya, MBK ini perlu mengikuti NOSS yang telah ditetapkan. NOSS juga dikenalli sebagai *National Occupational Skills Standard* merupakan silibus yang disediakan oleh Jabatan Kemahiran Malaysia yang mengadungi isi kandungan yang tersusun dan terancang secara berperingkat dan sesuai untuk MBK untuk memahami setiapa isi kandungannya. Dalam silibus ini, MBK akan mempelajari 6 komponen yang penting dalam proses pembuatan pastri misalnya. Murid-murid akan didedahkan dengan Akta Keselamatan dan Kesihatan Pekerjaan 1994 (OSHA), mengenal pasti bahan dan peralatan yang digunakan untuk sesuatu produk yang hendak dihasilkan, murid-murid perlu pandai membaca standard resipi yang disediakan, seterusnya proses memasak, membungkus, memeriksa kualiti dan akhir sekali menyediakan laporan aktiviti yang dibuat. Dengan adanya silibus sebegini MBK dapat mempelajari sesuatu kemahiran dengan mudah dan lancar. Selain itu, apabila MBK kompeten dan dapat melaksanakan tugasan seperti yang ditetapkan, MBK layak menerima pengiktirafan oleh Jabatan Kemahiran Malaysia. Dengan ini maka, MBK ini lebih bersedia untuk masa hadapan mereka mendapat pekerjaan dalam bidang yang sama. Kenyataan ini disokong oleh Bakar, 2017 yang menyatakan bahawa Persijilan yang diperkenalkan oleh pihak kerajaan Malaysia yang menyediakan program latihan berasaskan kompetensi yang meneri pendedahan kepada dunia pekerjaan berdasarkan potensi kerja. Manakala menurut kajian oleh Syazwani Ahmad, 2020 program transis kerjaya telah dilaksanakan menerusi program pra-rintis SKM-KVS pembuatan pastri. Daripada program transisi kerjaya ini MBK didedahkan dengan pelbagai pengalaman dengan suasana persekitaran kerja yang sebenar, memberi peluang kepada MBK terlibat dengan penghasilan produk pastri dan perniagaan secara kecil-kecilan. Dengan cara ini juga ianya dapat menarik lagi minat para MBK untuk mempelajari bidang pembuatan pastri.

Dalam kajian ini, teori pembelajaran kognitif berdasarkan prinsip-prinsip Gagne diaplikasi dalam perlaksanan PdPc. Ini dapat dilihat daripada proses pembelajaran yang sistematik oleh MBK dalam silibus NOSS yang mereka pelajari. Dalam NOSS ini, MBK diajar bermula dengan perkara-perkara asas seperti memperkenalkan langkah-langkah keselamatan diri, peralatan dan penggunaan bengkel masakan sebelum memulakan sesuatu tugasan pembuatan pastri. MBK juga diperkenalkan dengan Occupational Health Safety and Health (OHSA). Dalam teori pembelajaran

Gagne menekankan bahawa sistem pembelajaran harus bermula daripada perkara yang mudah kepada perkara yang rumit (Mohd Zuri Ghani, 2012). Setelah MBK mempelajari OHSA, MBK diajar 6 komponen utama dalam proses pembuatan pastri iaitu, mengenalpasti keperluan bahan dan alatan pembuatan pastri, membaca resipi standard, melakukan proses memasak, pembungkusan, pemeriksaan kualiti dan kuantiti seterusnya menulis laporan aktiviti. Semua komponen ini diajar secara berperingkat kepada MBK yang mengikuti program ini. Berdasarkan teori ini juga, MBK diajar untuk memahami kerja buat yang mereka harus lakukan setiap kali waktu pembelajaran, sebagai contoh, murid-murid akan menyediakan bahan-bahan dan peralatan sebelum memasak pastri, dan melakukan kerja-kerja pembersihan alatan dan bengkel serta menyimpan dan Menyusun semula alatan yang telah digunakan selepas selesai kerja-kerja amali. Ini adalah rutin yang murid-murid ini lakukan tanpa diarah oleh guru. Guru juga selalu memberi kata-kata rangsangan dan pujian kepada murid yang melakukan kerja yang mengikut proses yang betul dan memberi ganjaran diatas usaha yang mereka lakukan. Selain itu, aktiviti pembuatan pastri ini juga sudah menjadi rutin kepada setiap murid kerana murid-murid ini melakukan aktiviti ini secara berulang-ulang sehingga mereka mahir dalam mempelajari dan menguasai sesuai resipi standard yang diberikan. Keberkesanan teori pembelajaran Gagne ini dapat dilihat menerusi hasil kerja yang ditunjukkan oleh MBK.

Bidang pembuatan pastri merupakan bidang yang sangat sesuai untuk dipelajari oleh MBK kerana bidang ini bukan sahaja memberi ketrampilam kecekapan dan pengetahuan guna tenaga di dalam teknikal yang melibatkan penggunaan kognitif, psikomotor dan penggunaan sumber yang berkesan dan dilatih (KPM, 2018) tetapi selari dengan kemampuan penerimaan MBK dan meningkatkan minat terhadap mata pelajaran yang dipelajari (Amran,Majid & Mohd Ali, 2019). Selain itu, bidang ini bukan hanya untuk persediaan dalam pekerjaan, ianya juga melatih MBK untuk menjadi usahawan di masa akan datang. Kemahiran pembuatan pastri ini merupakan satu cabang bidang hospitaliti di dalam penyediaan makanan. Selain daripada minat, peranan guru dalam menyampaikan PdPc juga perlu menarik perhatian murid agar selari dengan minat murid di dalam bidang ini. Guru-guru yang mengajar program ini perlu dalam kalangan yang terlatih dan cekap, sentiasa bersemangat, ceria dan memastikan proses pembelajaran itu menyeronokkan agar MBK terus meningkatkan penguasaan dan kefahaman mereka dalam mempelajari sesuatu resipi. Kenyataan ini disokong oleh laporan daripada ‘ *Asian Programme of Educational Innovation for Development* ‘ (APIED ,1983). Masalah dalam pembelajaran juga disebabkan oleh faktor guru yang tidak cekap atau tidak terlatih. Ia disebabkan oleh pengurusan kurikulum yang lemah (Otto dan Smith, 1980).

Jadual dan Rajah

Kajian ini telah membincangkan hasil dapatan analisis secara deskriptif bagi mencapai objektif pertama hingga ketiga kajian. Secara keseluruhannya, dapatan kajian menunjukkan minat MBK kefungsian sederhana Masalah Pembelajaran dalam komponen aktiviti pembuatan pastri adalah berada pada tahap yang tinggi. Manakala kefahaman MBK kefungsian sederhana Masalah Pembelajaran ini terhadap isi kandungan komponen aktiviti pembuatan pastri dan tahap penguasaan kemahiran amali aktiviti pembuatan pastri yang dipelajari pula adalah berada pada tahap yang sederhana

Minat MBK Kefungsian Sederhana Masalah Pembelajaran Dalam Komponen Aktiviti Pembuatan Pastri

Jadual 1.3: Minat MBK Kefungsian Sederhana Masalah Pembelajaran Dalam Komponen Aktiviti Pembuatan Pastri

No	Pernyataan	ATM	STM	M	SM	AM
B1	Menyediakan keperluan pembuatan pastri	5 (15.6)	2 (6.3)	7 (21.9)	8 (25.0)	10 (31.3)
B2	Membaca menu standard yang disediakan dalam silibus	3 (9.4)	3 (9.4)	7 (21.9)	10 (31.3)	9 (28.1)
B3	Memasak/membuat pastri mengikut resipi standard	2 (6.3)	1 (3.1)	6 (18.8)	17 (53.1)	6 (18.8)
B4	Membungkus dan membuat hiasan pada pastri	2 (6.3)	3 (9.4)	6 (18.8)	15 (46.9)	6 (18.8)
B5	Memeriksaan kualiti dan kuantiti pastri yang dihasilkan	2 (6.3)	3 (9.4)	11 (34.4)	9 (28.1)	7 (21.9)
B6	Menyediakan laporan aktiviti penyediaan mengikut format yang diberikan dalam silibus NOSS	2 (6.3)	5 (15.6)	11 (34.4)	8 (25.0)	6 (18.8)
	Keseluruhan					

(Tahap: Sangat rendah = 1.00 – 1.89, Rendah = 1.90 – 2.69, Sederhana = 2.70 – 3.49, Tinggi = 3.50 – 4.29, Sangat tinggi = 4.30 - 5.00)

Kefahaman MBK berkefungsian sederhana Bermasalah Pembelajaran terhadap isi kandungan komponen aktiviti pembuatan pastri

Jadual 1.4: Kefahaman MBK Kefungsian Sederhana Bermasalah Pembelajaran Ini Terhadap Isi Kandungan Komponen Aktiviti Pembuatan Pastri

No	Pernyataan	ATF	STF	F	SF	AF
C1	Saya faham apa itu OHSA	3 (9.4)	6 (18.8)	15 (46.9)	3 (9.4)	5 (15.6)
C2	Saya faham semua peraturan ketika di dalam bengkel	1 (3.1)	2 (6.3)	11 (34.4)	14 (43.8)	4 (12.5)
C3	Saya faham apabila membaca resipi standard yang diberikan	2 (6.3)	2 (6.3)	13 (40.6)	9 (28.1)	6 (18.8)
C4	Saya faham mengenai bahan yang diperlukan	2 (6.3)	2 (6.3)	15 (46.9)	7 (21.9)	6 (18.8)
C5	Saya faham setiap fungsi alatan yang digunakan	1 (3.1)	2 (6.3)	17 (53.1)	7 (21.9)	5 (15.6)
C6	Saya faham peralatan yang harus digunakan	2 (6.3)	1 (3.1)	17 (53.1)	9 (28.1)	3 (9.4)
C7	Saya faham susun atur bahan dan peralatan yang digunakan semasa melakukan aktiviti pembuatan pastri	1 (3.1)	1 (3.1)	18 (56.3)	8 (25.0)	4 (12.5)
C8	Saya faham langkah-langkah kerja pembuatan pastri dengan betul	1 (3.1)	3 (9.4)	17 (53.1)	6 (18.8)	5 (15.6)
C9	Saya faham membaca sukatan bahan yang diperlukan ketika menyediakan pastri	2 (6.3)	2 (6.3)	15 (46.9)	10 (31.3)	3 (9.4)
C10	Saya faham pemilihan pembungkusan yang sesuai untuk pastri	1 (3.1)	4 (12.5)	18 (56.3)	5 (15.6)	4 (12.5)

C11	Saya faham langkah-langkah kerja pembungkusan sehingga perlabelan dilakukan	1 (3.1)	7 (21.9)	15 (46.9)	6 (18.8)	3 (9.4)
C12	Saya faham cara memeriksa kualiti pastri darisegi teksur, aroma, warna, dan rasa	1 (3.1)	2 (6.3)	17 (53.1)	8 (25.0)	4 (12.5)
C13	Saya faham cara mengira bilangan produk yang elok dan tidak elok semasa pemeriksaan kualiti produk	1 (3.1)	8 (25.0)	9 (28.1)	8 (25.0)	6 (18.8)
C14	Saya faham langkah-langkah penyediakan laporan aktiviti pembuatan pastri	1 (3.1)	3 (9.4)	16 (50.0)	8 (25.0)	4 (12.5)
C15	Saya faham cara menyediakan laporan aktiviti selepas amali dilakukan	1 (3.1)	4 (12.5)	16 (50.0)	7 (21.9)	4 (12.5)
	Keseluruhan					

(Tahap: Sangat rendah = 1.00 – 1.89, Rendah = 1.90 – 2.69, Sederhana = 2.70 – 3.49, Tinggi = 3.50 – 4.29, Sangat tinggi = 4.30 - 5.00)

Tahap Penguasaan MBK berkefungsian sederhana Bermasalah Pembelajaran terhadap Kemahiran Amali Aktiviti Pembuatan Pastri Yang Dipelajari

Jadual 1.5: Tahap Penguasaan Kemahiran Amali Aktiviti Pembuatan Pastri Yang Dipelajari

No	Pernyataan	TP	J	Kk	K	AK
D1	Mengamalkan sikap yang berdisiplin, menjaga keselamatan, dan persekitaran yang sesuai sebelum dan selepas melakukan amali	4 (12.5)	6 (18.8)	6 (18.8)	13 (40.6)	3 (9.4)
D2	Menggunakan bahan dan alatan dengan betul	2 (6.3)	10 (31.3)	2 (6.3)	15 (46.9)	3 (9.4)
D3	Memastikan bahan disukat dengan betul sebelum memasak pastri	3 (9.4)	7 (21.9)	5 (15.6)	15 (46.9)	2 (6.3)
D4	Memastikan teknik mengadun mengikut prosedur yang ditetapkan	2 (6.3)	6 (18.8)	6 (18.8)	11 (34.4)	7 (21.9)
D5	Mematuhi suhu panas dan tempoh masa sesuatu produk yang ingin dimasak	4 (12.5)	8 (25.0)	2 (6.3)	10 (31.3)	8 (25.0)
D6	Memastikan kualiti produk seperti rupa,tektur,aroma, warna, rasa dan dekorasi produk mengikut standard resipi	2 (6.3)	8 (25.0)	9 (28.1)	7 (21.9)	6 (18.8)
D7	Mengamalkan disiplin yang tinggi ketika di dalam bengkel seperti memastikan ruang kerja dibersihkan dan dikemas selepas melakukan amali	7 (21.9)	5 (15.6)	2 (6.3)	15 (46.9)	3 (9.4)
D8	Memastikan semua peralatan dibersihkan, dan disusun secara teratur selepas menggunakan	7 (21.9)	5 (15.6)	0 (0.0)	17 (53.1)	3 (9.4)
D9	Menepati masa hadir semasa latihan/ sesi pembelajaran	6 (18.8)	6 (18.8)	6 (18.8)	12 (37.5)	2 (6.3)
D10	Menitikberatkan keselamatan kerja dan memakai pakaian yang sesuai semasa melakukan amali	4 (12.5)	9 (28.1)	2 (6.3)	16 (50.0)	1 (3.1)
	Keseluruhan					

(Tahap: Sangat rendah = 1.00 – 1.89, Rendah = 1.90 – 2.69, Sederhana = 2.70 – 3.49, Tinggi = 3.50 – 4.29, Sangat tinggi = 4.30 - 5.00)

3. Perbincangan dan Kesimpulan

Daripada hasil dapatan kajian menunjukkan tahap minat MBK berkefungsian sederhana Bermasalah Pembelajaran di sekolah ini adalah tinggi. Manakala tahap penguasaan dan pemahaman MBK terhadap komponen-komponen pembuatan pastri adalah di tahap yang sederhana. Hal ini adalah disebabkan waktu pembelajaran yang terganggu ekoran daripada wabak convid 19 ini semakin berleluasa. Ini juga menyebabkan sekolah ditutup dalam tempoh yang lama dan ianya menganggu rutin persekolahan secara bersemuka antara guru dan MBK. Sekali gus menganggu proses pembelajaran murid-murid ini. Bagi mengekalkan murid-muris ini terus mengekalkan minat terhadap komponen-komponen pembuatan pastri ini, guru perlu memainkan peranan yang amat penting bagi memberi sokongan sama ada secara langsung atau tidak langsung. Contohnya, guru perlu meneruskan juga pengajaran ini dengan berkongsi pelbagai video yang berkaitan dengan kandungan pembelajaran pada murid mengikut jadual yang diberikan. Selain itu, latihan pengulangan secara konsisten adalah latihan yang terbaik untuk MBK bermasalah Pembelajaran bagi memastikan mereka terus berminat, memahami dan menguasai sesuatu kemahiran yang dipelajari. Dalam skema pembelajaran dan tahap pencapaian penguasaan kemahiran pembuatan pastri, ianya memerlukan seseorang MBK itu mampu sekurang-kurang mengingat langkah penyediaan pastri sehingga terhasilnya sesuatu produk pastri. Oleh kerana keupayaan daya ingatan yang terhad dan memerlukan pelajaran diajar secara kerap dan berkali-kali maka MBK ini perlu melakukan latihan amali secara konsisten dan melalui latih tubi di sekolah (Syazwani Ahmad, 2020).

Bagi memastikan murid meguasai dan memahami setiap komponen yang diajar, murid perlu diajar secara berperingkat bermula daripada komponen yang mudah sehinga yang kompleks. Guru boleh menggunakan kaedah Teori Pembelajaran Gagne dalam proses penyampaian PdPc kepada murid-murid ini. Dalam Teori Pembelajaran Gagne dutekankan beberapa komponen iaitu pembelajaran berisyarat, rangsangan dengan gerak balas, rangkaian motor dan diskriminasi. Berdasarkan komponen ini seseorang murid mempelajari gerak balas terhadap isyarat secara langsung atau tidak langsung. Contohnya, apabila waktu pembelajaran untuk subjek ini, murid-murid sudah mengetahui tugasan yang harus dilakukan sebelum iaitu menyediakan bahan dan peralatan amali, sesudah itu semua peralatan perlu dicuci, dikeringkan dan diletakkan ke tempat asal penyimpanan peralatan. Rangsangan dengan gerak balas pula ialah peneguhan yang konsisten dan tekal supaya gerak positif dapat dikekalkan. Contohnya, murid yang menjaya mengamalkan cara pemakaian sebelum memasuki bengkel yang betul akan diberikan ganjaran kata-kata pujian dan semangat, Manakala rangsangan motor ini merujuk kepada pengulangan dan urutan pembelajaran yang lebih spesifik. Contohnya dalam proses pembuatan pastri ini beberapa analisis tugasan perlu dilakukan secara berperingkat dan konsisten. Diskriminasi pula merujuk kepada penguasaan konsep. Contohnya murid diajar bagaimana untuk menulis aktiviti penulisan laporan tugasan. Keempat-empat komponen ini amat sesuai diaplikasi didalalm proses pembelajaran MBK bagi meningkatkan tahap penguasaan mereka dalam sesuatu kemahiran.

Disamping itu juga, kaedah pengajaran matapelajaran Vokasional Spesifik Pembuatan Pastri yang diajar oleh guru-guru PPKI ini juga memberi kesan terhadap minat, kefahaman dan penguasaan seterusnya masa depan MBK ini. Oleh itu, sebagai cadangan penambahbaikan latihan amali perlu diteruskan juga walaupun kaedah PdPc berubah secara keseluruhan disebabkan pandemik ini. Pihak sekolah perlu meneruskan supaya subjek ini diajar dan dijadualkan seperti kelas bersemuka bagi memastikan murid ini terus menerima pembelajaran seperti mana yang dipelajari sebelum pandemik ini. Subjek elektif Pembuatan pastri ini juga perlu dipromosi di semua PPKI sekolah di sekitar Putrajaya. Ini adalah kerana ianya mempunyai kandungan silibus yang mempunyai standard tersendiri iaitu merujuk kepada silibus NOSS daripada JPK.

Rujukan

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Tahap Pelaksanaan Pendidikan Abad Ke-21 Dalam Kalangan Guru Pemulihan Khas Negeri Sarawak

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Abstrak: *Kajian ini bertujuan menentukan tahap pelaksanaan enam elemen Pendidikan Abad Ke 21 dalam kalangan guru pemulihan khas berdasarkan pengalaman mengajar kelas pemulihan khas. Reka bentuk kajian tinjauan ini menggunakan pendekatan kuantitatif . Populasi kajian ini merupakan guru pemulihan khas yang sedang berkhidmat di Negeri Sarawak . Google form secara alam maya telah diedarkan kepada sampel kajian iaitu seramai 373 orang guru pemulihan khas secara rawak berstrata. Data yang diperolehi telah diproses dan dianalisis dalam bentuk deskriptif dan inferensi dengan menggunakan aplikasi perisian Statistical Package Social Science (SPSS) 25.00. Hasil tinjauan yang telah dianalisis secara deskriptif menunjukkan pelaksanaan keenam-enam elemen pendidikan abad ke 21 dalam kalangan guru pemulihan khas negeri Sarawak adalah pada tahap sederhana. Statistik inferensi yang melibatkan ANOVA (analisis of variance) sehala menunjukkan tidak terdapat perbezaan yang signifikan antara tiga kumpulan guru pemulihan khas tersebut berdasarkan pengalaman mengajar . Murid pemulihan khas berhak untuk dibentuk selaras dengan keperluan semasa memandangkan mereka juga merupakan generasi masa hadapan negara. Guru pemulihan khas harus sentiasa dibantu dan dibimbing oleh semua pihak terutamanya Jabatan Pelajaran Negeri, daerah dan Kementerian Pendidikan Malaysia agar dapat mempertingkatkan impak pengajaran dan pembelajaran masing-masing.*

Kata Kunci: Guru Pemulihan Khas, Murid Pemulihan Khas, Elemen Pendidikan Abad Ke 21, Sekolah Rendah

Abstract: *The purpose of this servay is to identify the level of implementation 21st century education element based on remedial teacher teaching experience throughout Sarawak. All information obtained is processed and analyzed using the Statistical Package Social Science (SPSS) 25.00. The quantitative data obtained by google form were analyzed in the form of descriptive and inferences statistic. The results shows that the six element of 21stcentury implementation was conducted only 2 or 3 times per month and the perception toward that was moderate. Through One way ANOVA (analisis of variance) test, there are no significant differences in the six element of 21st century education based on remedial teacher's teaching experience. The remedial teacher, should always be ready to shaped the mind of our remedial students based on the todays need especially in an implementation of the 21st century education.*

Keywords: Remedial Teacher, Teaching Experience, Remedial Students, Perception, Implementation, 21st Century Education

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1. Pengenalan

Revolusi industri 4.0 merupakan inti kandungan utama yang harus diselitkan dalam segala perancangan dan pelaksanaan dalam bidang pendidikan (Anealka 2018; Butler 2018; Shahroom & Hussin 2018). Perubahan dan perkembangan semasa melalui revolusi industri 4.0 (IR 4.0) akan memberi kesan terhadap bidang pendidikan termasuklah di negara Malaysia. Pembelajaran Abad Ke 21 (PAK 21) merupakan salah satu sistem pembelajaran yang mempersiapkan murid dengan kemahiran yang diperlukan dalam revolusi industri 4.0 (Aita, Rannikmäec, Soobardc, Reiskab & Holbrookd 2015).

MPK merupakan murid yang dianggap lemah dalam pelajaran dan pencapaian akademik terutamanya dalam asas membaca, mengira dan menulis (Ivy Jain, Norasmah Othman 2019; Garis Panduan Pelaksanaan Program Pemulihan Khas, Bahagian Pendidikan Khas Kementerian Pelajaran Malaysia 2012). Namun, kelemahan dan ketidakupayaan murid bukan menjadi alasan untuk tidak berlaku adil kepada mereka. MPK juga perlu melalui suasana pembelajaran seperti murid-murid lain. Mereka juga berhak terhadap PdPc (Pengajaran dan Pemudah Cara) berasaskan elemen PAK 21 memandangkan kemahiran tersebut sangat diperlukan dalam revolusi industri 4.0 (IR 4.0) dan sebagainya.

GPK yang berhadapan dengan murid yang agak lemah dalam akademik perlu melipatgandakan usaha agar murid pemulihan tidak ketinggalan jauh dari murid arus perdana yang lain. GPK harus berusaha untuk merapatkan jurang yang wujud antara murid arus perdana dengan MPK (Gyabak, Leftwich & Ray 2015).Pengalaman mengajar guru harus digunakan sepenuhnya dalam penerapan setiap elemen PAK 21 secara berkesan dalam kalangan MPK. GPK novis pula perlu bersedia untuk mencuba pelbagai pendekatan, membuat rujukan daripada pelbagai sumber yang berkaitan (Ferreira, Ryan and Tilbury 2019; Stenberg.K, Karlsson.L, Pitkaniemi.H & Maaranen.K 2014).

2. Kajian Literatur

Pemikiran yang reflektif mengambil kira pelbagai faktor, proses pemikiran yang tinggi dan memerlukan daya tumpu secara maksimum (Stupple et al. 2017;Zapalska et al. 2018). Pemikiran jenis ini bukan hanya menumpukan terhadap pandangan diri semata-mata tetapi juga mengambil kira pelbagai pandangan lain daripada sumber yang diperolehi. Melalui pandangan yangmengambil kira pelbagai sumber menyebabkan murid mampu menyatakan sebab dan akibat daripada sesuatu perkara, persoalan dan sebagainya (Duran& Dökme 2016).

Kemahiran kolaborasi dapat meningkatkan keupayaan murid untuk mengambil keputusan bersama, mencari kata sepakat dan menyelesaikan sesuatu isu atau perkara dengan lebih baik jika dibandingkan dengan kekuatan secara individu (Wismath& Orr 2015). Kolaborasi boleh dijadikan sebagai alat untuk mempelbagaikan pendekatan dalam PdPc yang disampaikan oleh guru termasuklah guru pemulihan khas. Melalui konflik yang mungkin akan muncul atau timbul sepanjang proses kerjasama akan menghasilkan individu yang lebih matang dan memiliki empati yang tinggi (Lee, Huh & Reigeluth 2015). Kemahiran kolaborasi dapat dibina secara ansur maju bagi mengatasi cabaran murid yang pendiam dan mengelak untuk bekerja dalam kumpulan (Morcom 2016).

Dadgar, Rad, Soleymani, Khorammi, McCleery & Maroufizadeh (2017), ada mengatakan bahawa komunikasi merupakan suatu proses yang sangat rumit terutamanya dalam kalangan murid sekolah rendah. Hal ini akan menjadi semakin rumit sekiranya murid tersebut mengalami sindrom autisme, masalah pembelajaran dan sebagainya. Namun, semasa seseorang individu tersebut masih pada tahap kanak-kanak merupakan masa yang terbaik untuk melatih kemahiran komunikasi yang berkesan(Roberts, Curtis, Sone, &Hampton 2019).

Menurut Seechaliao (2017), inovasi merupakan sesuatu yang sentiasa segar dan sesuai dengan peredaran semasa sesuatu zaman. Manakala, kreativiti pula digambarkan sebagai sesuatu yang sangat mustahak, bernilai dan dapat digunakan untuk mendapat impak yang positif terhadap perkembangan murid. Sama seperti elemen yang lain, kreativiti dan inovasi juga sangat diperlukan bagi mendapat sesuatu kedudukan pada zaman globalisasi ini(Tarman 2016;Hall 2016). Seseorang individu yang mempunyai nilai kreativiti dan inovasi yang tinggi dapat meningkatkan kebolehpasaran dalam pelbagai bidang pekerjaan.

Berikut merupakan model DAPER yang berkonsepkan pembelajaran kendiri. Terdapat beberapa fasa yang perlu dilalui semasa proses pembelajaran kendiri berlaku. Model ini bermula dengan fasa pertama yang dinamakan pengumpulan data. Pada fasa yang kedua, analisis data akan berlaku. Guru boleh memanfaatkan penggunaan peta I THINK untuk menguruskan data yang diperolehi (Hassan, Rosli, & Zakaria, 2016; Salleh & Halim 2019; Ping, Ahmad, Adnan, & Hua2017). Guru juga boleh memanfaatkan penggunaan gambar pada peringkat awal pengurusan maklumat dilaksanakan. Penggunaan teknik ansur maju boleh digunakan oleh guru agar murid menjadikannya sebagai rutin(Rahman& Mahamod 2019).Pada fasa yang ketiga, perancangan akan mula dilaksanakan oleh guru. Berdasarkan model DAPER pula, telah dicadangkan pendekatan yang dipanggil SMART. SMART merupakan singkatan kepada spesifik, dapat diukur, bersesuaian, relevan dan peruntukan masa yang mencukupi. Pada fasa yang keempat pula, proses menjadi lebih rumit. Pengawasan eksekutif merupakan sebuah fasa yang melibatkan tiga cabang iaitu pengumpulan maklumat, pengawasan dan perancangan semula sekiranya perlu. Pada fasa yang kelima dinamakan sebagai refleksi,iaitu fasa yang terakhir sekali.

Penggunaan teknologi dalam PdPc telah menjadi trend utama dalam dunia pendidikan pada zaman sekarang(Choi 2016). Namun, terdapat kesan buruk jika penggunaan teknologi tidak berlandaskan cara yang betul (Spitzer 2014). Teknologi merupakan keperluan utama untuk mendapatkan ilmu pengetahuan pada zaman sekarang jika digunakan dengan cara serta tujuan yang baik(Alsop & Bencze 2014). Individu yang menguasai teknologi merupakan individu yang menguasai ilmu kerana ianya merupakan medium utama sumber teknologi. MBK juga tidak patut ketinggalan dalam penggunaan teknologi pada masa kini. GBK patut dijadikan contoh dalam penguasaan teknologi yang selaras dengan keupayaan dan minat murid pemulihan khas (Northey, Bucic, Chylinski & Govind 2015).

3. Dapatan Kajian

Analisis Dapatan Kajian

Persoalan kajian 1: Apakah tahap pelaksanaan dan persepsi GPK terhadap enam elemen PAK 21 dalam PdPc kelas pemulihan khas?

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Julat min elemen tersebut berada sekitar 3.00 hingga 3.13. Elemen kemahiran komunikasi menjadi pilihan kebanyakan GPK di negeri tersebut dengan menunjukkan min yang paling tinggi (min = 3.13). Dari segi kekerapan dan peratusan menunjukkan seramai 7 orang (1.8%) GPK menyatakan tidak pernah melaksanakan elemen yang berkaitan dengan kemahiran komunikasi. Seramai 41 orang (10.5%) GPK pula menyatakan ada beberapa kali melaksanakan elemen kemahiran komunikasi dalam PdPc kelas pemulihan khas dan seramai 224 orang (57.3%) pula menyatakan pernah melaksanakan elemen kemahiran komunikasi dalam PAK 21 sekurang-kurangnya beberapa kali dalam sebulan. 100 orang (25.6%) GPK pula menyatakan pernah melaksanakan elemen tersebut sekurang-kurangnya dua hingga tiga kali seminggu dan hanya 1 orang(3.0%) pula menyatakan bahawa melaksanakannya hampir setiap kali sesi PdPc berlangsung.

Analisis Inferensi

Persoalan kajian 2: Adakah terdapat perbezaan pelaksanaan keenam-enam elemen PAK 21 dalam PdPc kelas pemulihan khas berdasarkan pengalaman mengajar GPK?.

H.1 Tidak terdapat perbezaan tahap pelaksanaan keenam-enam elemen PAK 21 dalam PdPc kelas pemulihan khas berdasarkan pengalaman mengajar GPK.

Terdapat perbezaan yang signifikan pelaksanaan lima elemen PAK 21 dalamPdPc kelas pemulihan khas berdasarkan pengalaman mengajar dengan nilai signifikan yang dinyatakan jelas pada jadual dibawah.Lima elemen tersebut termasuklah pemikiran kritikal, kemahiran komunikasi, kreativiti dan inovasi, kemahiran kolaborasi dan pembelajaran kendiri. Maka hipotesis nol ($h_{\circ}$ 1) gagal ditolak bagi kelima-lima elemen tersebut berdasarkan pengalaman mengajar GPK. Namun, hal ini hanya berlaku bagi lima elemen yang telah dinyatakan tadi. Bagi elemen yang keenam pula, iaitu penggunaan teknologi dalam kalangan GPK berdasarkan pengalaman mengajar menunjukkan kesan saiz yang sederhana iaitu 0.0602 dengan nilai signifikan 0.000($p<0.05$).

Kesimpulannya, analisis deskriptif yang telah dijalankan menunjukkan bahawa tahap pelaksanaan keenam-enam elemen PAK 21 dalam PdPc kelas pemulihan khas berlaku dengan kadar 2 hingga 3 kali sebulan (min= 3.13). Manakala, persepsi GPK terhadap pelaksanaan enam elemen PAK 21 berlaku dengan kadar yang sederhana (min=3.02). Pengujian hipotesis nol dengan menggunakan ujian ANOVA sehala membuktikan bahawa tidak terdapat perbezaan yang signifikan tahap pelaksanaan keenam-enam elemen PAK 21 dalam PdPc kelas pemulihan khas berdasarkan pengalaman mengajar GPK. Maka hipotesis nol gagal ditolak.

Perbincangan Dapatan Kajian

Tahap pelaksanaan GPK terhadap enam elemen PAK 21 dalam PdPc kelas pemulihan khas.
Melalui hasil analisis daripada kajian yang telah dijalankan mendapati bahawa tahap pelaksanaan PAK 21 dalam kalangan guru pemulihan khas negeri Sarawak berada pada tahap yang sederhana. Tidak terdapat perbezaan yang ketara berdasarkan pengalaman mengajar guru pemulihan khas. Namun, elemen kemahiran komunikasi didapati menjadi pilihan kebanyakan GPK di negeri tersebut dengan menunjukkan min yang paling tinggi. Singh et al. (2017) turut meramalkan bahawa kemahiran komunikasi akan terus diberikan penekanan yang mendalam dalam proses pengajaran dan pembelajaran.

Claro et al. (2018) menyatakan kemahiran komunikasi akan menjadi lebih baik jika diberikan bantuan yang sesuai terutamanya dengan manfaat kecanggihan teknologi moden. Siddiq, Scherer & Tondeur (2016) pula menegaskan kegunaan multimedia (ICT) dalam menjayakan sesebuah pengajaran untuk memberikan impak yang lebih berkesan. Namun, hasil kajian pula mendapati penggunaan teknologi dalam kalangan GPK berdasarkan pengalaman mengajar menunjukkan kesan saiz yang sederhana.

Elemen kemahiran kreativiti dan inovasi menjadi pilihan kebanyakan GPK di negeri tersebut. Menurut Daniel & Cooc (2018) guru mengambil berat terhadap keseronokan belajar di dalam kelas terutamanya bagi murid pemulihan yang bermotivasi rendah dalam pelajaran(Sujito 2018). Hernández-Torrano& Ibrayeva (2020) pula menyatakan bahawa elemen kreativiti sebenar memang sudah lama diberikan penekanan dalam bidang pendidikan. Kajian yang melibatkan kreativiti dalam bidang pendidikan selama 45 tahun lalu menunjukkan elemen tersebut telah lama diberikan penekanan dan mencorakkan bidang pendidikan termasuklah bidang pemulihan khas(Katz-Buonincontro, & Anderson 2020).

Elemen yang seterusnya ialah pemikiran kritikal yang didapati juga berada pada tahap pelaksanaan yang sederhana bagi ketiga-tiga kumpulan GPK berdasarkan pengalaman mengajar. Ghanizadeh (2017) dan disokong pula oleh Sieroka, Otto & Folkers (2018) menyarankan pemikiran kritikal harus bermula sejak kecil lagi terutamanya semasa murid berada di sekolah rendah termasuklah murid pemulihan khas(Kozikoglu 2019 dan Sulaiman et al. 2017). Guru harus memainkan peranan penting untuk menerapkan pembelajaran yang berciri pemikiran kritikal dalam setiap aktiviti yang dijalankan(Ab Kadir 2017).

Berdasarkan hasil data kajian yang telah dilaksanakan ini menunjukkan majoriti GPK di negeri tersebut melaksanakan kemahiran kolaborasi dengan kadar yang sederhana dan hanya sebilangan kecil sahaja GPK melaksanakannya hampir setiap hari. Pelaksanaan kemahiran tersebut harus dipertingkatkan memandangkan Lai, DiCerbo & Foltz (2017) menegaskan kolaborasi merupakan keperluan asas untuk kesejahteraan manusiawi pada masa akan datang. Menurut Schuster et al. (2016), individu yang berjaya bekerjasama dengan baik akan menjalani hidup yang lebih sempurna kelak. Oleh yang demikian, keperluan untuk mengasah kemahiran tersebut sejak daripada kecil lagi adalah sangat mustahak (Le, Janssen & Wubbels 2018).

Elemen pembelajaran kendiri berada pada tahap pelaksanaan yang sederhana dalam kalangan GPK bagi ketiga-tiga kumpulan yang diletakkan berdasarkan pengalaman mengajar. Tidak terdapat seorang sampel yang melaksanakan kemahiran pembelajaran kendiri pada hampir setiap hari. Menurut kenyataan yang ditegaskan oleh Saeid & Eslaminejad (2017), kemahiran kendiri melibatkan motivasi diri secara dalaman, keupayaan diri untuk mencapai tujuan dan integriti diri terhadap hala tuju dalam pembelajaran atau cita-cita diri. Kemahiran ini harus diberikan penekanan terutamanya apabila melaksanakan pembelajaran yang bercirikan PAK 21.

Kesimpulannya, kesemua elemen tersebut sebenarnya amat penting dalam mencorakkan pengajaran dan pembelajaran yang berimpak tinggi(Okwara-Kalu & Agulanna 2020). Elemen-elemen tersebut diperlukan demi untuk membina modal insan yang berdaya saing suatu hari kelak termasuklah MBK. Darling-Hammond (2017) pula melihat bahawa guru harus meningkatkan kepakaran diri dalam bidang masing-masing.

4. Implikasi Kajian

Pentadbir Sekolah

Renata, Wardiah, & Kristiawan (2018) menegaskan pentadbir memainkan peranan yang amat besar kepada kualiti pengajaran yang disampaikan oleh seseorang guru. Keprihatinan seseorang pentadbir terhadap keperluan guru terutamanya GPK amat mustahak. Penilaian prestasi GPK secara menyeluruh termasuklah kualiti pengajaran yang disampaikan di dalam kelas dengan mematuhi elemen yang terkandung pada PAK 21 akan memberikan gambaran kualiti penyampaian pengajaran yang sebenar.

Amalan Guru Pemulihan Khas

GPK sama seperti guru arus perdana dalam menggalas tugas dan tanggungjawab yang berat untuk memastikan MPK menguasai pengajaran yang disampaikan. GPK juga harus bersedia untuk menyediakan pengalaman pengajaran dan pembelajaran di kelas pemulihan khas sama seperti yang dilalui oleh murid di kelas arus perdana. PAK 21 harus dilaksanakan sesuai dengan keperluan dan keupayaan MPK. Sifat PAK 21 yang fleksibel perlu diadaptasi dengan lebih bijak oleh GPK.

Dasar Pendidikan Pemulihan Khas Di Malaysia

Kajian ini menunjukkan tahap pelaksanaan dan persepsi GPK terhadap PAK 21 masih berada pada tahap yang perlu diperbaiki. Pihak atasan terutamanya BPK harus memandang berat terhadap perkara tersebut. Pemantapan dan pengukuhan pengetahuan GPK terhadap PAK 21 harus dilaksanakan dengan lebih proaktif dan segera. Pembinaan modul, kursus, seminar dan bengkel bersama dengan pakar yang berkaitan sangat membantu GPK untuk meningkatkan kualiti pengajaran masing-masing. Pemantauan dan bimbingan yang berterusan di lapangan sebenar sangat membantu untuk melihat sendiri keperluan GPK.

Murid Pemulihan Khas

MPK pasti akan mendapat faedah sekiranya pengajaran yang disampaikan oleh guru berkualiti tinggi. GPK yang bermotivasi dan efektif dalam penyampaian pengajaran di dalam kelas akan memberikan kesan yang positif terhadap perkembangan murid dalam bidang akademik. Murid akan lebih bersemangat dan bermotivasi tinggi untuk menerima ilmu pengetahuan yang disampaikan oleh guru. Kemenjadian MPK bergantung kepada pengajaran GPK yang sesuai dengan keupayaan dan minat tetapi masih mampu menerapkan elemen PAK 21.

Jabatan Pelajaran Negeri (JPN) dan Pejabat Pelajaran Daerah (PPD)

Berdasarkan dapatan kajian, hanya 1.3% sahaja daripada 373 orang responden yang terlibat mendapat pengetahuan awal mengenai PAK 21, manakala 54.0% responden pula mendapat pendedahan mengenai PAK 21 melalui pejabat pendidikan daerah masing-masing. Seramai 37.9% responden pula mendapat pengetahuan awal daripada latihan dalam perkhidmatan. Namun, pelaksanaan di lapangan sebenar masih berada pada tahap yang sederhana walaupun kesemua responden mempunyaipengetahuan mengenai PAK 21. Pihak Jabatan Pelajaran Negeri dan Pejabat Pelajaran Daerah harus memperbanyakkan lagi bengkel, seminar dan kursus yang berkaitan terutamanya melibatkan guru pemulihan khas. Pemantauan di lapangan sebenar terutamanya berkaitan dengan pelaksanaan PAK 21 di kelas pemulihan khas harus sentiasa dilaksanakan dari semasa ke semasa agar MPK dapat pengalaman yang sama dengan murid arus perdana.

5. Penutup

MPK dianggap murid yang berprestasi rendah dalam bidang akademik terutamanya dalam penguasaan kemahiran asas 3M. Namun, sama seperti murid-murid lain mereka juga akan menjadi sebahagian daripada generasi akan datang. Mereka juga perlu didedahkan dengan pengalaman pembelajaran pada masa kini yang sesuai dengan keperluan semasa. GPK pula menggalas tanggungjawab yang berat untuk melaksanakan PAK 21 di dalam kelas pemulihan khas. GPK harus lebih bijak dan kreatif bagi merealisasikan pelaksanaan PAK 21 dengan impak yang tinggi dalam kalangan MPK. Cabaran pelaksanaan PAK 21 dalam kalangan GPK mungkin lebih mencabar jika dibandingkan dengan murid arus perdana. GPK perlu menyesuaikan pelaksanaan PAK 21 selaras dengan kebolehan murid. Kajian bagi meninjau dan mengenal pasti pelaksanaan PAK 21 sangat mustahak terutamanya daripada aspek pelaksanaan sebenar di lapangan iaitu di dalam kelas.

Kajian ini turut memberikan fokus kepada pelaksanaan elemen yang berkaitan dengan PAK 21 di kelas pemulihan khas. Kajian lepas berkaitan dengan PAK 21 banyak memberikan fokus kepada pelaksanaannya dalam kelas arus perdana. Dapatan kajian pula mendapati pelaksanaan PAK 21 masih berada pada tahap yang sederhana. Tahap pelaksanaan yang sederhana tersebut menunjukkan banyak ruang untuk penambahbaikan yang boleh dilaksanakan. Kualiti sistem pendidikan negara tergantung kepada pelaksanaan di lapangan sebenar sesuai dengan keperluan semasa. Kajian lepas kebanyakannya menegaskan peranan guru yang dibantu dengan faktor – faktor sekeliling lain akan menentukan impak positif pada sistem pendidikan negara.

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Tahap Pengetahuan Dan Kesediaan Guru Bahasa Tamil Terhadap Penggunaan Teknologi Dalam Pembelajaran Dan Pemudahcaraan

(Level Of Knowledge And Preparation Of Tamil Language Teachers On The Use Of Technology In Learning And Facilitation)

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Abstrak: *Teknologi adalah penting dalam pendidikan, tetapi masih belum digunakan secara meluas di Sekolah Jenis Kebangsaan Tamil (SJKT). Oleh itu, kajian ini dijalankan untuk mengenal pasti tahap pengetahuan dan kesediaan guru Bahasa Tamil dalam penggunaan teknologi di SJKT. Kajian berbentuk tinjauan yang menggunakan kaedah kuantitatif ini dijalankan di daerah Klang, Selangor. Kajian ini melibatkan 145 orang guru sebagai sampel kajian daripada populasi 220 orang responden. Instrumen soal selidik digunakan untuk mengumpul data dari responden. Data yang dikumpul secara dalam talian melalui Google form telah dianalisis dengan menggunakan perisian The Statistical Packages for the Social Sciences (SPSS) versi 25.0 untuk menentukan tahap pengetahuan dan kesediaan guru berdasarkan min dan sisihan piawai. Hasil dapatan kajian menunjukkan tahap pengetahuan dan tahap kesediaan guru Bahasa Tamil di SJKT berada pada tahap yang tinggi. Dapatan ini, memberi implikasi bahawa perlunya usaha yang berterusan untuk menggalakkan amalan penggunaan teknologi dalam kalangan guru agar mereka mengamalkan strategi pengajaran yang lebih efisien dan dinamik. Kajian ini diharap dapat membantu guru, pihak pentadbiran dan Kementerian Pendidikan Malaysia dalam menambah baik usaha atau program ke arah penyediaan guru yang berkemahiran, berpengetahuan serta bersedia untuk melaksanakan tugas dengan cemerlang selari dengan hasrat Kementerian Pendidikan Malaysia bagi memperkasakan pedagogi guru abad ke-21. Pengkaji mencadangkan agar kajian ini dijalankan di semua sekolah pada masa hadapan untuk mengetahui persepsi guru terhadap penggunaan teknologi dalam Pembelajaran dan Pemudahcaraan (PdPc) mengikut peredaran masa.*

Kata Kunci: Teknologi, Pengetahuan teknologi, Kesediaan guru, Sokongan teknikal, Pembelajaran dan Pemudahcaraan (PdPc)

Abstract: *Technology is important in education, but it is still not widely used in Tamil National Type Schools (SJKT). Therefore, this study was conducted to identify the level of knowledge and readiness of Tamil language teachers in the use of technology in SJKT. A survey study using this quantitative method was conducted in the district of Klang, Selangor. This study involved 145 teachers as a study sample from a population of 220 respondents. Questionnaire instruments were used to collect data from respondents. Data collected online through Google form were analyzed using The Statistical Packages for the Social Sciences (SPSS) version 25.0 software to determine the level of knowledge and readiness of teachers based on mean and standard deviation. The* *results of the study show that the level of knowledge and level of readiness of Tamil language teachers in SJKT is at a high level. These findings, imply that there is a need for continuous efforts to encourage the use of technology among teachers so that they adopt more efficient and dynamic teaching strategies. This study is expected to help teachers, the administration and the Ministry of Education Malaysia in improving efforts or programs towards the provision of teachers who are skilled, knowledgeable and ready to perform their duties with excellence in line with the aspirations of the Ministry of Education Malaysia to strengthen 21st century teacher pedagogy. Researchers suggest that this study be conducted in all schools in the future to find out teachers' perceptions of the use of technology in Learning and Facilitation (PdPc) over time.*

Keywords: Technology, Technology knowledge, Teacher readiness, Technical support, Learning and Facilitation (PdPc)

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1. Pengenalan

Abad ke-21 memang dikaitkan dengan teknologi. Penggunaan teknologi menjadi isu penting dalam bidang pendidikan. Di kebanyakan negara, teknologi telah menjadi sebagai lebuh raya pemindahan pengetahuan (Ghavifekr 2015). Transformasi dalam sistem pendidikan ini dapat dirasai dari prasekolah sehinggalah ke peringkat universiti. Kajian-kajian lepas (Rosenberg 2015; Norliza 2017) membuktikan bahawa penggunaan teknologi dapat meningkatkan kualiti Pembelajaran dan Pemudahcaraan (PdPc). Hal ini dikatakan demikian kerana, ia mempunyai gabungan elemen teknologi yang menarik perhatian seperti visual, grafik, animasi, audio dan sebagainya. Namun begitu, penggunaan teknologi dalam PdPc masih menjadi tanda persoalan dalam kalangan guru di Sekolah Jenis Kebangsaan Tamil (SJKT).

Menurut Isman (2012) teknologi dapat didefinisikan sebagai penggunaan pengetahuan secara praktikal dalam bidang tertentu dan merupakan cara untuk melakukan tugasan dengan menggunakan proses, kaedah atau pengetahuan teknikal. Penggunaan teknologi tidak hanya meliputi mesin (perkakasan komputer) dan instrumen, tetapi juga melibatkan hubungan terstruktur dengan manusia, mesin dan persekitaran.

Rohani et al. (2015) berpendapat bahawa pendidikan dalam era teknologi moden ini harus diubah mengikut keperluan dan kehendak semasa. Sistem pendidikan juga menyedari tentang kepentingan teknologi untuk melahirkan generasi yang lebih berpengetahuan pada masa akan datang (Nurul et al. 2020). Oleh itu, penggunaan teknologi dalam PdPc menjadi sesuatu yang harus dikuasai dan diaplikasikan oleh guru dalam semua mata pelajaran. Penggunaan teknologi menyokong terhadap pencapaian objektif dan penglibatan pelajar dalam pembelajaran yang bermakna (Muhtadi et al. 2018).

Seiring dengan perkembangan teknologi, Kementerian Pendidikan Malaysia (KPM) telah memperkenalkan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 dengan tujuan memanfaatkan Teknologi Maklumat dan Komunikasi (TMK/ICT) dalam PdPc guru di bawah pembelajaran abad ke-21 (PAK21). PPPM bermotif untuk meningkatkan lagi kualiti pendidikan bagi mencapai taraf standard antarabangsa. PAK21 dianggap sebagai keperluan pendidikan pada masa kini yang mementingkan PdPc yang berpusatkan murid. PAK21 mementingkan keseronokkan pelajar dalam melakukan aktiviti pembelajaran dengan menggunakan sumber teknologi terkini supaya mereka tidak ketinggalan dalam pendidikan.

Terdapat banyak manfaat yang diperolehi dengan menggunakan teknologi sebagai medium PdPc. Rosenberg (2015) menyatakan bahawa, integrasi dan aplikasi medium TMK dalam PdPc dapat mewujudkan pembelajaran berpusat. Dengan ini, guru hanya akan bertindak sebagai fasilitator dalam membimbing pelajar. Penggunaan teknologi dalam PdPc akan mewujudkan tingkah laku yang positif dalam kalangan pelajar. Pelajar akan lebih yakin, proaktif, bermotivasi dan bersemangat dengan penggunaan pelbagai bahan PdPc (Hashmi 2016). Menurut Mohd Norhadi (2017) pelajar dapat menguasai ilmu pengetahuan dengan penggunaan media teknologi serta menggalakkan pembelajaran kendiri. Dengan penggunaan teknologi, pelajar dapat mengakses dan berkongsi maklumat terkini dan bahan-bahan sedia ada dengan mudah dan cepat.
Ramai dalam bidang pedagogi berpendapat bahawa penggunaan teknologi dalam PdPc adalah sangat berguna, bermakna dan diperlukan agar sekolah dapat berfungsi dengan jayanya. Walau bagaimanapun, masih ramai guru enggan membuat perubahan serta pelajar juga tidak terdorong untuk mencuba teknologi terkini (James 2017). Pendapat ini turut disokong oleh Noriyani (2017) di mana kemahiran guru yang terhad terhadap penggunaan Google Apps adalah antara sebab utama yang menyebabkan guru tidak termotivasi untuk menggunakan teknologi sebagai medium PdPc. Persoalan di sini adalah, adakah guru Bahasa Tamil (BT) mempunyai pengetahuan yang mencukupi dan bersedia untuk menggunakan teknologi sebagai medium PdPc di dalam kelas?

Seiring dengan transformasi dalam pendidikan, guru harus menggunakan strategi dan aktiviti yang sesuai dalam PdPc BT supaya pelajar tidak ketinggalan dalam arus pembangunan. Pembelajaran Bahasa bukanlah suatu perkara yang mudah. Ia merupakan suatu usaha yang berterusan kerana memerlukan pemahaman yang tinggi. Menurut Talirkodi (2016) tahap motivasi guru di SJKT berada pada tahap yang tinggi. Namun begitu, tahap penggunaan TMK adalah masih rendah. Hal ini dikatakan demikian kerana, mereka menghadapi masalah seperti kekurangan pengetahuan, kekangan dalam pencapaian Internet, kekangan masa, kemudahan infrastruktur dan sebagainya yang menjadi cabaran utama dalam penggunaan teknologi semasa PdPc. Menurut Mazalah et al. (2015) pengetahuan guru dalam mengintegrasikan TMK masih kurang walaupun ramai daripada mereka telah menghadiri kursus.

Penggunaan teknologi dalam PdPc sudah lama diperkenalkan. Tetapi masih ada guru yang kurang berpengetahuan dalam penggunaan teknologi dan tidak bersedia lagi (Padmavathi 2017). Pendapat ini turut disokong oleh Ahmad Rizal (2015) di mana guru-guru belum bersedia untuk melaksanakan teknologi secara menyeluruh dalam PdPc. Mereka masih terikat dan selesa dengan pengajaran secara konvensional. Menurut Perez (2015) dalam kajiannya didapati ramai guru tidak berpuas hati dengan penggunaan peralatan digital dan ini memberi cabaran untuk melaksanakannya. Pendapat ini turut disokong oleh Norhiza et al. (2016) di mana ramai guru tidak berminat untuk menjalankan pengajaran di dalam kelas dengan menggunakan komputer.

Kalaiselvi dan Sumathy (2019) yang mengkaji sinario di SJKT mengenai penggunaan teknologi menyatakan bahawa penggunaannya masih berada pada tahap yang rendah. Pendapat ini turut disokong oleh Suguneswary (2016) di mana penggunaan teknologi dalam kalangan guru BT di SJKT masih tidak meluas lagi. Pada hal penggunaan teknologi adalah sangat penting dalam meningkatkan kualiti PdPc BT serta menarik minat pelajar untuk belajar dalam kelas (Suguneswary 2016).

Dari kajian lepas jelas menunjukkan bahawa kajian mengenai tahap pengetahuan dan kesediaan guru Bahasa Tamil dalam penggunaan teknologi masih kurang. Dengan ini, kajian ini dijalankan untuk mengenal pasti tahap pengetahuan dan kesediaan guru dalam penggunaan teknologi di SJKT daerah Klang. Responden dalam kajian ini terdiri daripada guru yang mengajar BT di SJKT. Kajian ini mempunyai batasan dari segi lokasi, mata pelajaran, skop dan responden.

Hasil dapatan kajian ini diharap dapat memberi manfaat kepada warga pendidik, pihak pentadbir dan KPM untuk mengetahui kepentingan dan kebaikan yang dapat dinikmati dengan penggunaan teknologi dalam PdPc BT. Dengan ini, guru dapat mempelbagaikan kaedah pengajaran dan tidak terikat lagi dengan pengajaran secara konvensional. Secara tidak langsung hal ini akan mempengaruhi perkembangan dan tahap pencapaian murid. Pihak pentadbir dan KPM pula dapat mengambil langkah seterusnya bagi meningkatkan lagi penggunaan teknologi dalam kalangan guru BT dengan memperbaiki kelemahan-kelemahan yang telah dikenal pasti dalam kajian ini.

2. Teknologi Dalam Pendidikan

Perubahan dalam teknologi sentiasa mempengaruhi sektor pendidikan dengan membawa perubahan dalam proses PdPc. Teknologi telah mula berkembang dalam bidang pendidikan di Malaysia sejak tahun 1980-an apabila komputer mula diperkenalkan di sekolah. Perkembangan yang pesat dalam teknologi telah menyebabkan KPM mengambil pelbagai langkah positif supaya pelajar-pelajar tidak ketinggalan dalam arus kemajuan di peringkat global. Dengan itu, KPM telah memperkenalkan mata pelajaran TMK pada 1990-an supaya generasi muda mempunyai pengetahuan dalam teknologi.

Teknologi digunakan secara meluas dalam pendidikan apabila Dasar Wawasan 2020 telah diperkenalkan. Dengan adanya projek seperti Sekolah Bestari, pelbagai usaha telah diambil dalam mengurangkan jurang digital negara berbanding dengan negara yang telah maju. Pada tahun 1999, pelbagai infrastruktur seperti komputer berserta kemudahan LAN (*Local Area Network*) dan Internet telah disediakan melalui projek Makmal Komputer. Di samping itu, kemudahan pencapaian Internet jalur lebar diperluaskan di semua sekolah di seluruh Malaysia melalui projek *SchoolNet*. Selain itu, pada tahun 2006, projek Pusat Akses Sekolah (PAS) telah diperkenalkan bagi mempertingkatkan lagi penggunaan teknologi.

Dasar *ICT* dalam pendidikan telah diperkenalkan oleh mantan Timbalan Perdana Menteri, YAB Tan Sri Dato' Haji Muhyiddin Yassin, pada 26 Oktober 2010. Ia bertujuan untuk mentransformasikan pendidikan melalui penggunaan teknologi yang bersesuaian dalam PdPc. Selain itu, PPPM (2013 – 2014) juga telah menggariskan penggunaan teknologi untuk meningkatkan kualiti PdPc dalam 11 anjakan yang telah ditetapkan. PPPM menggariskan beberapa langkah seperti menyediakan kemudahan jalur Internet di 10 000 buah sekolah melalui 1 Bestari Net.

Dengan ini, program *VLE Frog* telah diperkenalkan dengan bermatlamat memanfaatkan teknologi dalam PdPc. Selepas tamat kontrak bersama dengan YTL pada 30 Jun 2019, kerajaan telah mengambil langkah dengan memperkenalkan *Google Classroom (GC). GC* merupakan satu platform atas talian yang membolehkan guru berkongsi maklumat, bahan pengajaran, melaksanakan kuiz, memberi tugasan serta menilai dan memberi komen terhadap tugasan pelajar (Isna Normalita 2019).

GC digunakan secara meluas dan menjadi penghubung utama di antara guru dan pelajar apabila negara kita terpaksa menghadapi perintah kawalan pergerakkan yang telah diumumkan pada 18 March 2020 disebabkan pandemik *COVID-19 (Corona Virus Desease)*. Kesemua sekolah diseluruh Malaysia telah diarahkan tutup sehingga keadaan pulih semula. Bagi menangani isu ini, ramai guru telah mula menggunakan GC untuk memberi latihan dan mengadakan pertemuan secara bersemuka dengan pelajar melalui *Google Meet*. Jika tiada kemudahan teknologi sebegini pelajar pasti akan ketinggalan dalam pelajaran terutamanya pelajar yang akan menduduki peperiksaan awam.

Sehingga kini penggunaan teknologi masih diaplikasikan dalam PdPc melalui *GC*. Selain itu, pada 3 Januari 2019, Bahagian Sumber dan Teknologi Pendidikan (BSTP) ditubuhkan dengan tujuan mentransformasikan sistem pendidikan dengan perubahan teknologi terkini. Ini bertujuan untuk melonjakkan pencapaian dan kemenjadian semua murid melalui penghasilan dan penerbitan sumber pelbagai media yang merangkumi sistem penyampaian yang berkualiti dengan menggunakan teknologi sebagai pengupaya yang cekap dan berkesan.

2.1 Kepentingan Teknologi Dalam PdPc

Menurut Abdul Hakim (2015) komputer dianggap sebagai alat berteknologi yang sangat diperlukan dalam kehidupan harian bagi guru. Ini dikatakan demikian kerana, komputer dianggap sebagai mesin elektronik yang berkeupaayan tinggi, bersifat anjal, berkesan dan canggih. PdPc berasaskan teknologi yang berbantukan komputer, Pembelajaran Mudah Alih (*Mobile-learning*), E-Pembelajaran (*Electronic learning*) adalah lebih efektif jika dibanding dengan pengajaran secara konvensional. Ini telahpun dibuktikan melalui dapatan kajian-kajian yang lepas. Menurut Fatin et al. (2016) penggunaan pendekatan Pembelajaran Mudah Alih telah meningkatkan motivasi dan pencapaian pelajar IPTA. Manakala kajian Herman (2015) membuktikan bahawa E-Pembelajaran membolehkan sistem pembelajaran yang fleksibel di mana pelajar dapat memilih waktu dan tempat belajar yang sesuai. Kaedah-kaedah ini dianggap lebih sesuai bagi pembelajaran pada abad ke-21.

Guru harus berfikiran inovatif dan kreatif untuk menarik minat belajar dalam kalangan pelajar. Menurut Mohd. Noorhadi et al. (2017) kesungguhan guru dalam mengajar dengan menggunakan teknologi terkini adalah lebih berkesan serta membantu dalam mempercepatkan proses pemahaman pelajar. Suasana pembelajaran yang kondusif dan menyeronokkan dapat diwujudkan melalui penggunaan media teknologi seperti video, gambar, animasi, teknik suara dan bunyi. Ini juga menjadikan pembelajaran lebih bermakna dan produktif. Menurut Sumarni Lapammu (2017) dengan penggunaan teknologi pelajar menjadi lebih berinovatif dan berdikari dalam mendapatkan ilmu.

Hatice & Mustafa (2017) berpendapat penggunaan teknologi di dalam kelas akan melengkapkan pelajar dengan kemahiran yang diperlukan bagi gaya pembelajaran abad ke-21. Dalam penggunaan teknologi, pelajar perlu menggunakan kemahiran seperti kemahiran berfikir dan kemahiran berkomunikasi. Justeru, penggunaan teknologi dalam pendidikan adalah suatu yang relevan dan sangat diperlukan dalam menghadapi cabaran abad ke-21 (Nagaletchimee 2016). Pada masa yang sama hal ini akan membantu dalam meningkatkan daya kreativiti, kemahiran berbahasa dan pemahaman pembelajaran dalam kalangan pelajar.

Menurut Siti Rosni (2016) penggunaan teknologi seperti animasi digital perlu digunakan oleh guru dalam PdPc. Penggunaan teknologi ini, berjaya menjana idea baharu yang berkaitan dengan aktiviti pembelajaran dalam kalangan murid. Penggunaan teknologi dalam PdPc juga dapat meningkatkan pembelajaran koperatif (Aguinaldo 2017). PdPc dengan menggunakan media teknologi seperti laman web dalam talian membantu dalam merealisasikan trasformasi pendidikan yang bermutu (Norliza 2017). Penggunaan aplikasi teknologi *web online* dalam PdPc juga dapat meningkatkan prestasi pelajar IPTA dan memberi kesan yang baik terhadap sistem pendidikan (Abdul Hadi et al. 2016).

Matlamat transformasi dalam sistem pendidikan akan menjadi kenyataan dengan penggunaan teknologi. Perancangan dengan menggunakan teknologi membolehkan pembelajaran yang fleksibel, berinformasi serta memenuhi keperluan pembangunan professional (Mourlam & Herring 2016). Selain itu, dengan penggunaan teknologi dalam PdPc guru dapat mempelbagaikan pengajaran, kuasa autonomi murid bertambah, mewujudkan suasana pembelajaran koperatif, membolehkan penggunaan sumber dan maklumat demi kepentingan pelajar.

Dapatan kajian Edeh (2019) menunjukkan bahawa majoriti responden bersetuju bahawa penyatuan teknologi dalam PdPc memberi pendedahan baharu kepada pelajar serta meningkatkan tahap interaktiviti dalam kalangan guru dan pelajar. Ini seterusnya membantu dalam meningkatan pencapaian objektif PdPc. Teknologi terkini seperti Mesin Pembelajaran, Pembelajaran Mudah Alih, Tablet Pengkomputeran, Realiti Maya, Pengkomputeran Awan, MOOC, Teknologi Simulasi, Kecerdasan Buatan (AI), Robotik, Percetakan IoT, 5G, 3-D dan data raya mampu mempengaruhi proses dan hasil proses PdPc jika digunakan dengan cara yang betul. Patrick (2018) pula berpendapat bahawa teknologi telah berjaya merevolusikan cara pelajar dan guru berinteraksi dan berusaha menjadikan pembelajaran lebih cekap, menarik dan menghiburkan. Kajian-kajian lepas membuktikan bahawa penerapan teknologi terkini dalam pendidikan memberi banyak manfaat kepada pelajar dan juga memudahkan guru dalam PdPc.

2.2 Tahap Pengetahuan Teknologi Guru

Menurut *Standard Professional of National Council for Acccreditation of Teacher Education* (2008) pengetahuan ditakrifkan sebagai ilmu yang dikuasai dan dimiliki oleh guru yang merangkumi konsep dan prinsip. Pengetahuan yang dimaksudkan di sini adalah pengetahuan seseorang guru dalam penggunaan teknologi termasuk pengendalian perisian dan perkakasan. Sebagai pendidik guru harus sentiasa melengkapkan diri pada setiap kali terdapat perubahan dan perkembangan dalam teknologi.

Suzlina Hilwani (2015) berpendapat, guru-guru Bahasa Melayu tidak memberi penekanan terhadap penggunaan bahan berteknologi semasa PdPc di dalam kelas walaupun mereka ada tahap pengetahuan yang tinggi. Kajian Norhiza et al. (2016) juga menyatakan ramai guru tidak menggunakan komputer di sekolah.

Guru jarang menggunakan teknologi dalam PdPc kerana kurangnya pengetahuan dalam pencarian maklumat yang diperlukan melalui Internet (Ahmad Rizal 2015). Mewcha et al. (2015) juga berpendapat bahawa guru kurang berpengetahuan dalam penggunaan teknologi untuk menyediakan bahan yang sesuai. Guru berasa bimbang dan takut bahawa kelemahannya akan diketahui oleh pelajar. Dengan ini, mereka lebih suka menggunakan buku teks dan bahan rujukan sebagai bahan bantu mengajar (BBM). Kajian yang dijalankan oleh Hazlina et al. (2016) membuktikan bahawa masih terdapat guru yang kurang berpengetahuan untuk mengintegrasikan teknologi dalam PdPc. Hal ini dapat dibuktikan di mana terdapat guru yang kurang mahir dalam menyediakan BBM, memperoses maklumat melalui laman web dan mengakses portal.

Noriyani (2017) menyatakan bahawa, pengetahuan guru yang terhad menyebabkan guru jarang menggunakan teknologi seperti *Google Apps* sebagai medium PdPc. Walaupun penggunaan *Google Apps* mampu memudahkan proses pengajaran guru dan pembelajaran pelajar, namun kurangnya pengetahuan dalam menggunakan *Google Apps* ini menyebabkan guru tidak termotivasi untuk menggunakannya. Menurut Hassan (2016) guru yang kurang berpengetahuan tentang TMK mengurangkan penggunaannya di dalam kelas. Pendapat ini turut disokong oleh Hazlina et al. (2016) di mana guru yang berpengetahuan komputer bersikap positif untuk menggunakan dalam PdPc.

Hasil dapatan kajian Chua Siok Nui (2017) adalah bertentangan di mana tahap pengetahuan guru Matematik dalam penggunaan teknologi semasa PdPc seperti Internet, *emel* dan *chatting* adalah tinggi. Walaubagaimanapun guru masih kurang mahir dalam dalam penggunaan Internet untuk menyemak hasil kerja murid. Manakala kajian yang dijalankan oleh Maimun (2017) juga menunjukkan bahawa guru mempunyai tahap pengetahuan yang tinggi dalam penggunaan multimedia. Kajian Namiha (2019) juga membuktikan bahawa guru mempunyai tahap pengetahuan yang tinggi dalam penggunaan perkakasan dan perisian dengan min sebanyak 3.93. Menurut Kumar (2019) guru yang berkhidmat di kawasan bandar mempunyai pengetahuan yang tinggi dalam penggunaan teknologi berbanding dengan guru yang berkhidmat di luar bandar.

Teknologi sentiasa berubah dari masa ke semasa, tetapi guru kurang berpengetahuan tentang teknologi terkini. Sekiranya guru merasakan bahawa mereka tidak mempunyai kecekapan yang diperlukan ketika menggunakan teknologi, maka mereka tidak dapat menguasai kelas.

2.3 Tahap Kesediaan Penggunaan Teknologi Guru

Pada setiap tahun kerajaan menyediakan peruntukan tahunan yang besar bagi melaksanakan inisiatif berasaskan teknologi yang merangkumi penyediaan pelbagai infrastruktur seperti rangkaian, perkakasan, peralatan, keselamatan dan pembangunan sistem aplikasi. Menurut laporan PPPM 2018, lebih banyak jalur lebar 4G telah disediakan oleh kerajaan untuk sekolah pada tahun 2017. Ini bermatlamat untuk memudahkan proses PdPc berjalan dengan lancar dengan penggunaan teknologi.

Walaupun pelbagai langkah diambil oleh kerajaan untuk meningkatkan penggunaan teknologi dalam kalangan guru, tetapi malangnya kesediaan untuk menggunakan kemudahan ini sering menjadi persoalan utama. Kesediaan guru adalah sangat penting dalam menghasilkan PdPc yang berkesan. Guru harus sentiasa bersedia dari segi mental untuk menerima sebarang perubahan dalam pendidikan. Kesediaan yang dimaksudkan di sini adalah kesediaan dalam penggunaan dan penerimaan teknologi. Menurut Nur Nadirah et al. (2019) cabaran utama guru pada masa kini adalah kesediaan untuk menerima penggunaan teknologi dalam PdPc. Kajian yang dilakukan oleh Norizan et al (2018) juga membuktikan bahawa guru masih belum bersedia untuk menggunakan teknologi moden dalam PdPc Bahasa Inggeris seperti teknologi revolusi keempat (revolusi 4.0)

Menurut laporan UNESCO (2013) penggunaan teknologi seperti Internet gagal memenuhi jangkaan yang disasarkan dari segi kualiti dan kuantiti. Laporan ini menunjukkan, 80% guru sekolah menggunakan ICT kurang dari satu jam seminggu dalam PdPc di dalam kelas. Selain itu, laporan ini juga membuktikan bahawa penggunaan ICT di sekolah-sekolah Malaysia hanya melibatkan penggunaan aplikasi seperti pemprosesan kata sebagai BBM.

Hasil dapatan kajian Kalaiselvi (2020) adalah bertentangan di mana guru sentiasa bersedia untuk mengguna teknologi dalam PdPc di SJKT. Majoriti responden mengaku bahawa perisian Power point telah memudahkan penyampaian PdPc secara berkesan. Hal ini dikatakan demikian kerana, Power Point dianggap sebagai mesra pengguna dan mempunyai keistimewaan dari segi gambar, animasi, visualisasi, video dan suara.

Hew et al. (2016) juga berpendapat bahawa penggunaan komputer di sekolah adalah terhad dan terdapat guru yang tidak langsung menggunakannya. Menurut Alagesan (2020) guru BT berasa selesa dengan gaya pengajaran secara konvensional. Suguneswary (2016) juga berpendapat bahawa guru BT di SJKT jarang menggunakan teknologi dalam PdPc. Dengan ini, jelas bahawa guru masih belum bersedia secara menyeluruh dalam mengaplikasikan teknologi dalam PdPc. Kesediaan guru adalah faktor penting dalam menentukan keberkesanan penggunaan teknologi di dalam kelas. Kesediaan dan kepercayaan mengenai teknologi pendidikan dan pedagogi secara amnya akan mempengaruhi cara guru melaksanakan teknologi.

3. Metodologi Kajian

Kajian yang berbentuk tinjauan ini menggunakan pendekatan kuantitatif. Oleh itu, sekumpulan subjek daripada populasi dipilih sebagai responden untuk mengumpul maklumat. Seterusnya, maklumat yang dikutip dianalisis untuk menjawab persoalan kajian. Maklumat mengenai tahap penggunaan teknologi dikaji daripada aspek pengetahuan dan kesediaan guru.

Populasi dalam kajian ini ialah, guru-guru yang mengajar BT di SJKT daerah Klang, Selangor. Kajian ini melibatkan 14 buah sekolah dan jumlah populasi ialah seramai 220 orang guru. Seramai 145 responden guru dipilih secara bertujuan sebagai sampel kajian. Dengan ini, penyelidik memilih subjek dan lokasi berdasarkan ciri-ciri dan tujuan tertentu (Creswell 2005). Pemilihan sampel adalah berdasarkan jadual penentuan saiz sampel Krejcie dan Morgan (1970).

Sebelum soal selidik diedarkan, kesahan wajah dan konstruk diuji oleh beberapa pakar untuk memastikan soal selidik dapat mencapai objektif yang disasarkan serta bersesuaian. Borang soal selidik diedarkan kepada guru melalui *Google form*. Soal selidik ini mempunyai tiga bahagian. Bahagian A terdiri daripada 4 soalan yang melibatkan faktor demografi. Manakala bahagian B, C terdiri daripada konstruk pengetahuan dan kesediaan guru yang mempunyai 10 soalan masing-masing. Soal selidik berbentuk 'skala Likert' 5 mata iaitu, sangat tidak setuju (1), tidak setuju (2), kurang setuju (3), setuju (4) dan sangat setuju (5) telah digunakan.

Kebenaran untuk menjalankan kajian didapatkan daripada KPM, Jabatan Pendidikan Selangor, Pejabat Pendidikan Daerah Klang dan sekolah yang terlibat untuk mengumpul data. Kemudian kajian rintis telah dijalankan untuk mengenal pasti kesahan dan kebolehpercayaan instrumen. Kebolehpercayaan setiap bahagian dalam instrumen dinilai melalui kaedah Cronbach Alpha. Kaedah ini melibatkan pengiraan nilai korelasi antara skor setiap item. Sesuatu instrumen dianggap mempunyai kebolehpercayaan apabila nilainya melebihi 0.60 (Mohd Majid 2004 & pallant 2007). Hasil dapatan kajian rintis yang dilakukan menunjukkan nilai Alpha keseluruhan yang diperolehi adalah r = 0.971. Ini membuktikan bahawa kebolehpercayaan item adalah tinggi.

Selepas mengenal pasti kesahan dan kebolehpercayaan tentang instrumen soal selidik, kajian sebenar telah dimulakan. Maklumat daripada responden dikumpul dengan menggunakan soal selidik. Seramai 145 orang guru telah dipilih secara bertujuan sebagai responden kajian. Pautan bagi soal selidik dalam talian (Google form) telah dihantar melalui kumpulan telegram kepada semua guru besar di daerah Klang dengan bantuan setiausaha Majlis Guru Besar (MGB) sekolah-sekolah Tamil selepas diberi penjelasan tentang tujuan kajian dilakukan. Kemudian setiap guru besar telah berkongsi pautan berkenaan dalam kumpulan WhatsApp sekolah masing-masing.

Data yang dipungut dinalisis dengan menggunakan perisian SPSS Version 25. Statistik deskriptif yang digunakan adalah min dan sisihan piawai bagi menghuraikan secara keseluruhan tentang tahap pengetahuan dan tahap kesediaan guru terhadap penggunaan teknologi dalam PdPc. Nilai min diinterpertasi mengikut skala kajian Bahagian Perancangan dan Penyelidikan Dasar Pendidikan (KPM 2006) di mana 1.00 – 1.804 (Sangat rendah), 1.805 – 2.604 (Rendah), 2.605 – 3.404 (Sederhana), 3.405 – 4.204 (Tinggi) dan 4.205 – 5.00 (Sangat tinggi).

4. Dapatan Kajian

Bahagian ini merumuskan dapatan kajian yang berkaitan dengan tahap pengetahuan dan kesediaan guru dalam penggunaan teknologi.

Tahap Pengetahuan Guru SJKT Dalam Penggunaan Teknologi Sebagai Medium PdPc Bagi Mata Pelajaran Bahasa Tamil.

Jadual 1, menunjukkan skor min bagi tahap pengetahuan responden terhadap penggunaan teknologi dalam PdPc bagi mata pelajaran BT. Dapatan menunjukkan min tertinggi bagi tahap pengetahuan responden terhadap penggunaan teknologi adalah pada item ke-3, iaitu 'Saya boleh menggunakan *Internet Explorer* untuk mencari maklumat' dengan min sebanyak 4.52 dan sisihan piawai 0.842. Ini menunjukkan ramai guru yang mengajar BT mempunyai pengetahuan yang mendalam terhadap mengeksplorasi Internet bagi mencari maklumat dan bahan-bahan yang berkaitan dengan PdPc. Tahap pengetahuan guru berada pada tahap yang sangat tinggi. Selain itu, guru juga mempunyai tahap pengetahuan yang sangat tinggi dalam penggunaan perisian selain daripada *Microsoft Office* dan guru BT juga sentiasa mengikuti setiap perkembangan dalam penggunaan teknologi supaya PdPc dapat dilaksanakan dengan lancar, teratur dan mengikut trend semasa.

Manakala min terendah adalah pada item ke-6, iaitu ‘Saya boleh membuat demonstrasi dengan menggunakan teknologi baru’ dengan min 4.00 dan sisihan piawai 0.905. Ini menunjukkan masih terdapat guru BT yang kurang berpengetahuan dalam mendemonstrasi PdPc dengan menggunakan teknologi terkini. Secara keseluruhanya, dapatan kajian menunjukkan pengetahuan guru dalam penggunaan teknologi berada pada tahap yang tinggi, iaitu dengan jumlah min sebanyak 4.2 dan sisihan piawai 0.654 (min = 4.2 dan SP= 0.654). Justeru, dapatan membuktikan bahawa responden-responden mempunyai tahap pengetahuan yang tinggi tentang penggunaan teknologi dalam PdPc BT. Ini menunjukkan penggunaan teknologi adalah sesuai digunakan dalam PdPc dan ini membantu pelajar mempelajari BT dengan menarik, berkesan dan menyeronokkan.

Jadual 1: Tahap pengetahuan responden terhadap penggunaan teknologi dalam PdPc Bahasa Tamil

No.	Item	Min	Sisihan Piawai	Tahap penguasaan
1	Saya mempunyai pengetahuan dalam penggunaan program selain *Microsoft Office* dalam PdPc.	4.24	0.729	Sangat Tinggi
2	Saya mendapat pendedahan yang banyak dalam meningkatkan pengetahuan saya dalam teknologi.	4.19	0.866	Tinggi
3	Saya boleh menggunakan *Internet Explorer* untuk mencari maklumat.	4.52	0.842	Sangat Tinggi
4	Saya sentiasa mengikuti perkembangan penggunaan teknologi dalam pendidikan.	4.32	0.694	Sangat Tinggi
5	Pengetahuan teknologi saya dapat digunakan dalam memantapkan proses PdPc.	4.31	0.804	Sangat Tinggi
6	Saya boleh membuat demonstrasi dengan menggunakan teknologi baru.	4.00	0.905	Tinggi
7	Saya boleh mempelbagaikan strategi penggunaan teknologi untuk menggalakkan proses PdPc.	4.17	0.635	Tinggi
8	Saya berpengetahuan menggunakan teknologi secara kreatif dalam PdPc.	4.06	0.789	Tinggi
9	Saya boleh mereka bentuk aktiviti PdPc dengan mengintegrasikan teknologi.	4.03	0.866	Tinggi
10	Saya sentiasa menyelesaikan sebarang masalah berkaitan aplikasi penggunaan komputer di dalam PdPc.	3.86	0.935	Tinggi
	Min keseluruhan	4.02	0.732	Tinggi

Tahap kesediaan guru SJKT dalam penggunaan teknologi sebagai medium PdPc bagi mata pelajaran Bahasa Tamil.

Jadual 2, menunjukkan skor min bagi tahap kesediaan responden terhadap penggunaan teknologi bagi mata pelajaran BT. Ini menunjukkan min tertinggi bagi tahap kesediaan responden terhadap penggunaan teknologi adalah pada item pertama, iaitu ‘Saya sudah mengetahui dan memahami kaedah mengajar dengan menggunakan komputer di dalam kelas’ dengan min sebanyak 4.30 dan sisihan piawai 0.783. Item ini mempunyai tahap yang sangat tinggi. Ini menunjukkan para guru mempunyai asas dalam penggunaan komputer.

Manakala min terendah adalah pada item ke-5, iaitu ‘Saya telah menyediakan ruang pembelajaran berkomputer untuk memberi kemudahan kepada murid-murid saya mengikuti PdPc’ dengan min 3.84 dan sisihan piawai 1.005. Ini menunjukkan masih terdapat sekolah-sekolah yang menghadapi masalah kekurangan ruang komputer walaupun guru bersedia untuk menggunakannya. Daripada dapatan yang diperolehi, tahap kesediaan responden terhadap penggunaan teknologi berada pada tahap yang tinggi, iaitu dengan jumlah min sebanyak 4.02 dan sisihan piawai 0.732. Justeru, dapat disimpulkan bahawa responden-responden mempunyai tahap kesediaan yang tinggi dalam penggunaan teknologi.

Jadual 2: Tahap kesediaan responden terhadap penggunaan teknologi dalam PdPc Bahasa Tamil

No.	Item	Min	Sisihan Piawai	Tahap penguasan
1	Saya sudah mengetahui dan memahami kaedah mengajar dengan menggunakan komputer di dalam kelas.	4.30	0.783	Sangat Tinggi
2	Saya telah melengkapkan diri dengan kemahiran menyelenggarakan perisian komputer.	3.97	0.845	Tinggi
3	Saya sudah mengetahui cara menggunakan pelbagai peralatan teknologi seperti kamera digital, komputer riba, perakam video.	4.12	0.795	Tinggi
4	Saya sudah mempunyai persediaan dan daya kepimpinan yang tinggi dalam menyampaikan ilmu pengetahuan dengan menggunakan kemudahan teknologi terkini.	4.01	0.886	Tinggi
5	Saya telah menyediakan ruang pembelajaran berkomputer untuk memberi kemudahan kepada murid-murid saya mengikuti PdPc.	3.84	1.005	Tinggi
6	Saya sudah bersedia menggunakan peralatan komputer dalam aktiviti pengajaran di sekolah.	4.12	0.873	Tinggi
7	Saya sudah melengkapkan diri dengan ilmu pengetahuan yang berkaitan pengajaran berasaskan komputer (*Computer-based Instruction*).	4.07	0.839	Tinggi
8	Saya mempunyai keyakinan untuk mengajar dengan menggunakan komputer dengan baik.	4.14	0.897	Tinggi
9	Saya telah melengkapkan diri dengan kemahiran menyelenggarakan perkakasan komputer.	3.85	0.900	Tinggi
10	Saya sentiasa menyelesaikan sebarang masalah berkaitan aplikasi penggunaan komputer di dalam PdPc.	3.86	0.935	Tinggi

5. Perbincangan Dan Kesimpulan

Dapatan kajian tentang tahap pengetahuan guru SJKT dalam penggunaan teknologi sebagai medium PdPc bagi mata pelajaran BT menunjukkan, ramai responden guru bersetuju bahawa penggunaan teknologi adalah penting dalam meningkatkan kualiti PdPc. Ini dapat dibuktikan melalui kecenderungan responden guru untuk menggunakan pelbagai peralatan teknologi dalam PdPc serta memilih strategi pengajaran yang sesuai mengikut peredaran masa. Guru juga mendapat pendedahan yang banyak daripada pelbagai sumber dan sentiasa bersedia untuk meningkatkan pengetahuan mereka dalam penggunaan teknologi baharu bagi memantapkan lagi proses PdPc.

Guru juga mempunyai pengetahuan untuk mendemonstrasi dan mereka bentuk dengan menggunakan teknologi baharu secara kreatif.

Dapatan ini menunjukkan terdapat persamaan dengan dapatan kajian yang dilakukan oleh Suzlina (2016). Hasil dapatan membuktikan tahap pengetahuan guru terhadap penggunaan Internet berada pada tahap yang tinggi. Kajian yang dilakukan oleh Christina Andin (2010) juga mendapati bahawa guru mempunayai pengetahuan yang tinggi dalam aspek penggunaan perisian pemprosesan perkataan (*Microsoft Word*) dan pencarian maklumat melalui Internet.

Kajian yang dilakukan oleh Maimun (2017) mengenai penggunaan multimedia juga menunjukkan hasil yang sama iaitu tahap pengetahuan guru adalah tinggi. Hasil kajian Namiha et al. (2019) juga membuktikan bahawa tahap pengetahuan guru dalam penggunaan alatan berteknologi, perisian dan bahan adalah tinggi. Dengan ini dapat disimpulkan bahawa, keupayaan guru untuk menggunakan teknologi dalam PdPc BT berkait rapat dengan tahap pengetahuan guru berkenaan. Guru yang mempunyai tahap pengetahuan yang tinggi cenderung menggunakan bahan berteknologi dalam PdPc jika dibanding dengan guru yang kurang berpengetahuan.

Dapatan kajian yang diperolehi oleh Kumar (2019) menunjukkan hasil yang berlainan dari segi lokasi. Kajian ini dijalankan untuk mengenal pasti tahap pengetahuan di antara guru yang berkhidmat di bandar dan di luar bandar dalam penggunaan teknologi. Hasil kajian menunjukkan bahawa terdapat perbezaan yang signifikan di mana tahap pengetahuan guru di bandar adalah lebih tinggi berbanding dengan luar bandar. Dapatan ini membuktikan bahawa guru yang berkhidmat di kawasan luar bandar masih kurang berpengetahuan dalam perkara asas untuk melaksanakan PdPc berasaskan teknologi.

Dari segi kesediaan guru dalam penggunaan teknologi pula, dapatan kajian menunjukkan ramai responden guru bersedia untuk menggunakan teknologi dalam PdPc. Tahap kesediaan guru-guru BT berada pada tahap yang tinggi. Hasil ini selari dengan dapatan kajian Kalaiselvi (2020) di mana majoriti guru bersedia untuk menggunakan perisian *Microsoft Power Point* semasa PdPc di dalam kelas di SJKT. Dapatan kajian Suguneswary (2016) juga membuktikan bahawa ramai guru BT bersedia untuk mengguna teknologi di SJKT.

Manakala kajian yang dijalankan oleh Norizan (2018) menunjukkan semua peserta kajian tidak biasa dengan penggunaan teknologi moden seperti revolusi industri keempat (Industri 4.0) dalam PdPc. Mereka berpendapat penggunaan teknologi seperti komputer dan teknologi digital adalah sangat diperlukan dalam era teknologi moden ini. Namun demikian, sebilangan guru menganggap kekurangan kemahiran dalam penggunaan teknologi sebagai faktor utama yang berpengaruh.

Dapatan kajian Abukhattala (2016) juga menunjukkan bahawa, guru menghadapi kekangan seperti kekurangan peralatan yang berteknologi, kekurangan kemahiran, latihan dan pengalaman. Guru memerlukan beberapa jenis peranti yang memudahkan penggunaan teknologi dalam PdPc seperti telefon bimbit, komputer, peranti sambungan Internet, peranti *augmented reality* dan pelayan Internet. Dapatan ini menunjukkan bahawa guru perlu dilatih dan dilengkapi dengan peralatan yang sesuai supaya dapat mengaplikasikannya.

Dapatan ini memberi implikasi bahawa perlunya usaha yang berterusan untuk menggalakkan amalan penggunaan teknologi dalam kalangan guru supaya mereka mengamalkan strategi pengajaran yang lebih dinamik dan efisien. Kajian ini diharap dapat membantu guru, pihak pentadbiran dan KPM dalam menambah baik usaha atau program ke arah penyediaan guru yang berkemahiran, berpengetahuan serta bersedia untuk melaksanakan tugas dengan cemerlang selari dengan hasrat KPM bagi memperkasakan pedogogi guru abad ke-21.

Justeru, KPM harus menyediakan kursus-kursus yang berkaitan dengan penggunaan teknologi dengan lebih kerap dan sistematik. Hal ini dikatakan demikian kerana, teknologi sentiasa berubah dari masa ke semasa. Oleh itu, guru perlu didedahkan dengan pengetahuan mengenai penggunaan teknologi terkini selari dengan perkembangan teknologi. Guru juga boleh berusaha untuk melengkapkan diri dengan pengetahuan dalam membina perisian multimedia sendiri mengikut tahap murid. Pelbagai sumber telahpun disediakan dalam Internet supaya guru dapat mendalami pengetahuan mereka dalam penggunaan teknologi terkini. Oleh itu, guru harus bersedia untuk melayari sumber-sumber berkenaan.

Kajian ini hanya dilakukan terhadap guru yang mengajar BT di SJKT sekitar daerah Klang. Pengkaji mencadangkan agar kajian ini dijalankan di semua sekolah pada masa hadapan untuk mengetahui persepsi guru terhadap penggunaan teknologi dalam PdPc dengan menggunakan pendekatan dan instrumen kajian yang berlainan, untuk semua mata pelajaran di lokasi yang berlainan.

Kajian ini dijalankan untuk mengenal pasti tahap pengetahuan dan kesediaan guru BT dalam penggunaan teknologi di SJKT. Hasil dapatan kajian menekankan kaedah PdPc yang bertunjangkan kepada teknologi sebagai satu pilihan kepada guru. Ini adalah selaras dengan amalan kehidupan pelajar sekarang yang lebih mementingkan penggunaan teknologi sebagai medium kehidupan sosial harian. Oleh itu, kesempatan ini perlu diambil dan digunakan sebaik mungkin oleh warga pendidik untuk membina persekitaran pembelajaran yang berteraskan teknologi.

Didapati bahawa landskap pendidikan abad-21 masih belum diterapkan secara sepenuhnya. Hal ini dikatakan demikian kerana, masih terdapat segelintir guru BT yang kurang berpengetahuan dan belum bersedia untuk menggunakan teknologi dalam PdPc. Bagi menjamin kualiti pendidikan pada masa hadapan, pihak-pihak yang terlibat dengan pendidikan hendaklah mengambil cakna untuk menyelesaikan masalah ini secepat mungkin supaya penggunaan teknologi dalam mata pelajaran BT dapat ditingkatkan lagi.

Secara kesimpulannya, dapatan kajian ini membuktikan bahawa, guru mempunyai pengetahuan dan kesediaan yang tinggi terhadap penggunaan teknologi dalam PdPc BT. Ini menunjukkan bahawa guru mempunyai kesedaran tentang keperluan untuk mengubah kaedah pengajaran yang menjurus kepada keperluan abad ke-21. Walaubagaimanapun, latihan yang berterusan adalah penting supaya guru dapat menguasai teknologi terkini.

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Tahap Pengetahuan Dan Sikap Guru Aliran Perdana Dalam Mengenal Pasti Murid Bermasalah Pembelajaran

(Knowledge and Attitude levels of Mainstream Teachers in Identifying Students with Learning Disabilities)

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Abstrak: *Masalah pembelajaran boleh dikenal pasti dalam kalangan murid-murid sekolah rendah berdasarkan ciri-ciri tertentu seperti prestasi akademik dan tingkah laku. Murid bermasalah pembelajaran yang tidak dikenal pasti awal akan menghadapi kesukaran dalam kemahiran-kemahiran tertentu jika dibiarkan tanpa intervensi. Oleh itu, objektif kajian ini adalah untuk mengenal pasti tahap pengetahuan dan sikap guru aliran perdana dalam mengenal pasti murid bermasalah pembelajaran. Kajian ini melibatkan 375 orang guru daripada jumlah populasi seramai 4626 orang guru aliran perdana di daerah Petaling Perdana. Kajian ini merupakan kajian yang berbentuk tinjauan dengan menggunakan kaedah kuantitatif. Data yang dikumpul secara dalam talian melalui soal selidik yang diedarkan dalam bentuk Google Forms. Kajian ini berlandaskan teori sosial kognitif Bandura, model pengetahuan Shullman dan model sikap Nelson and Quick. Instrumen soal selidik telah diadaptasi berdasarkan kajian-kajian lepas. Keputusan analisis kebolehpercayaan menunjukkan nilai alfa Cronbach bagi setiap bahagian soal selidik adalah tinggi iaitu Bahagian B (.814) dan Bahagian C (.700). Data telah dianalisis menggunakan Statistical Package for the Social Sciences (SPSS) versi 23 untuk menentukan nilai min dan sisihan piawai. Analisis data deskriptif menunjukkan tahap pengetahuan dan sikap guru dalam mengenal pasti murid bermasalah pembelajaran berada pada tahap tinggi. Implikasi kajian ini menunjukkan walaupun tahap pengetahuan dan sikap guru dalam mengenal pasti murid bermasalah pembelajaran adalah tinggi, masih ada keperluan bagi guru untuk menjalani latihan dan kursus bagi menyediakan guru dalam menghadapi cabaran proses mengenal pasti murid masalah pembelajaran. Cadangan untuk kajian akan datang adalah pengkaji boleh meluaskan skop kajian dengan mengkaji faktor-faktor yang mempengaruhi tahap pengetahuan dan sikap guru yang tinggi ini..*

Kata Kunci: masalah pembelajaran, pengetahuan, sikap, guru aliran perdana

Abstract: *Learning disabilities can be identified among primary school students based on certain characteristics such as academic performance and behavior. Students with learning disabilities that are not identified early will have difficulty in certain skills if left without intervention. Therefore, the objective of this study is to identify the level of knowledge and attitude of mainstream teachers in identifying students with learning disabilities. This study involved 375 teachers from a total population of 4626 mainstream teachers in Petaling Perdana district. This* *study is a survey study using quantitative approach. Data were collected online through questionnaires in the form of Google Forms. This study is based on Bandura's cognitive social theory, Shullman knowledge model and Nelson and Quick attitude model. Questionnaire were adapted based on previous studies. The results of the reliability analysis show that the Cronbach's alpha value for each part of the questionnaire is high, namely Part B (.814) and Part C (.700). Data were analyzed using Statistical Package for the Social Sciences (SPSS) version 23 to determine the mean value and standard deviation. Descriptive data analysis shows that the knowledge and attitudes of teachers in identifying students with learning disabilities are at a high level. The implications of this study show although knowledge and attitude of teachers in identifying students with learning disabilities is high, there is still a need for teachers for training and courses to prepare teachers to face high challenges in the process of identifying students with learning disabilities. The suggestion for future research is that the researcher can expand the scope of the study by studying the factors that influence this high level of knowledge and attitude of teachers.*

Keywords: learning disabilities, knowledge, attitude, mainstream teacher

1. Pengenalan

Berdasarkan Data Pendidikan Khas Tahun 2019, seramai 72010 orang murid yang dikategorikan dalam kategori Kurang Upaya Masalah Pembelajaran. Jumlah kategori ini merupakan 81.44% daripada jumlah keseluruhan kategori kurang upaya 88419 orang murid. Guru memainkan peranan penting dalam mengenal pasti masalah-masalah yang dihadapi oleh murid dalam pembelajaran (El-Keshky & Alahmadi, 2019; Hanan & Amaal, 2015; Basim et. al., 2019) seterusnya mengenal pasti sama ada masalah-masalah ini boleh dikategorikan dalam kategori masalah pembelajaran. Dengan cara ini, guru boleh mencadangkan diagnosis awal untuk intevensi yang lebih berkesan dan berfokus.

Masalah pembelajaran boleh menyebabkan murid mempunyai kesukaran untuk belajar serta mengalami kesukaran dalam kemahiran-kemahiran tertentu (Bhavya, Chinnu, Christy, Dayona & Viji 2015). Antara kemahiran yang terjejas akibat masalah pembelajaran ialah membaca (Bahvya et.al., 2015; Hanan & Amaal, 2015) menulis, mendengar, bertutur, dan matematik (Hanan, 2015; Basim Ali, Fysal, Akhila & Aswathy, 2019). Murid bermasalah pembelajaran selalunya dikesan selepas mereka melangkah ke alam persekolahan. Guru aliran perdana memainkan peranan penting untuk mengesan murid-murid bermasalah pembelajaran. Guru aliran perdana perlu mengetahui ciri-ciri utama masalah pembelajaran bagi membantu pengesanan awal. Masalah utama yang sering dihadapi oleh guru ialah mereka tidak memahami ciri-ciri utama murid bermasalah pembelajaran (Ghimire, 2017; Agrawal, 2015)

2. Pernyataan masalah

Apabila murid masalah pembelajaran tidak dikenal pasti awal, potensi diri mereka lebih lambat dikembangkan. Maka ini akan memberi kesan yang mendalam kepada kehidupannya. Berdasarkan kajian-kajian lepas, terdapat beberapa salah faham tentang masalah pembelajaran yang telah dikenal pasti dalam kalangan guru (Lodhi et. al., 2016). Guru aliran perdana masih mempunyai kurang pengetahuan tentang masalah pembelajaran (Hanan, 2015; Lodhi et. al., 2016; Basim

2019). Hal ini membimbangkan kerana guru aliran perdana memainkan peranan penting dalam mengenal pasti murid bermasalah pembelajaran (Lodhi et. al 2016; Raquel & Patricia 2013; El-Keshky & Alahmadi, 2019). Dalam kebanyakan kes, guru merupakan antara individu yang terawal menyedari ciri-ciri murid yang berpotensi mempunyai masalah pembelajaran berdasarkan prestasi murid di kelas (Lodhi et. al., 2016). Sikap guru dalam mengenal pasti murid bermasalah pembelajaran adalah penting bagi memudahkan proses diagnosis masalah pembelajaran yang selalunya memakan masa (Hanan 2015).

Kajian lepas yang mengkaji tentang pengetahuan guru dan sikap guru dalam mengenal pasti murid bermasalah pembelajaran banyak dijalankan di luar negara. Namun masih kurang kajian yang dijalankan di Malaysia. Satu kajian di Malaysia yang mengenal pasti tahap pengetahuan dalam mengenal pasti ciri-ciri murid bermasalah pembelajaran hanya melibatkan guru prasekolah (Nusaibah 2020). Berdasarkan jurang kajian yang didapati daripada kajian-kajian lepas, kajian ini dijalankan di sekolah-sekolah terpilih bagi menilai pengetahuan guru-guru secara umum. Oleh itu, kajian ini menyumbang pada penentuan tahap pengetahuan dan sikap guru aliran perdana dalam mengenal pasti murid bermasalah pembelajaran.

3. Objektif kajian

Kajian ini bertujuan mengkaji tahap pengetahuan dan tahap sikap guru aliran perdana dalam mengenal pasti murid bermasalah pembelajaran. Justeru, objektif kajian ini adalah untuk mengenal pasti (i) tahap pengetahuan guru aliran perdana dalam mengenal pasti murid bermasalah pembelajaran dan (ii) tahap sikap guru aliran perdana dalam mengenal pasti murid bermasalah pembelajaran.

Seterusnya artikel ini akan membincangkan kajian-kajian lepas, metodologi, analisis data, dapatan kajian dan perbincangan tentang tahap pengetahuan dan sikap guru aliran perdana dalam mengenal pasti murid bermasalah pembelajaran. Akhir sekali, implikasi, cadangan kajian akan datang dan rumusan turut disertakan.

4. Ulasan Kajian Lepas

Pembelajaran berdasarkan konsep efikasi kendiri Bandura (1977) berlaku bukan sahaja melalui pengalaman namun dengan memerhatikan tindakan orang lain dan kesan daripada tindakan tersebut. Tindakan ini merujuk pada teori pembelajaran sosial Bandura yang menekankan bahawa pembelajaran boleh berlaku melalui pemerhatian. Guru yang sering berhadapan dengan murid bermasalah pembelajaran berkemungkinan mempunyai pengetahuan yang lebih tinggi tentang masalah pembelajaran melalui pemerhatian terhadap prestasi dan tingkah laku murid. Kajian ini juga menggunakan model pengetahuan (Shulman, 1987) untuk menilai pengetahuan guru aliran perdana dengan menggunakan konstuk yang bersesuaian. Model sikap ABC (Nelson & Quick, 2004) pula digunakan bagi membincangkan sikap guru aliran perdana dalam mengenal pasti murid bermasalah pembelajaran.

4.1 Tahap Pengetahuan Guru Aliran Perdana dalam Mengenal Pasti Murid Bermasalah Pembelajaran.

Kajian Sari, Pujaningsih & Mumpuniarti (2017) menyatakan bahawa peratusan murid bermasalah pembelajaran adalah yang tertinggi berbanding kategori murid pendidikan khas yang lain. Jumlah murid bermasalah pembelajaran yang ramai ini menunjukkan satu keperluan bagi guru sekolah rendah mempunyai keupayaan untuk mengenal pasti murid-murid ini di dalam kelas mereka berdasarkan ciri-ciri murid yang spesifik (Hanan, 2015). Majoriti guru sekolah rendah mempunyai pengetahuan yang sederhana tentang masalah pembelajaran (El-Keshky & Alahmadi, 2019). Kajian Basim Ali et. al. (2019) menunjukkan bahawa walaupun majoriti guru mempunyai pengetahuan tentang kesan dan rawatan bagi murid bermasalah pembelajaran, mereka masih kurang pengetahuan tentang konsep, punca dan pengurusan di dalam kelas secara praktikal.

Kajian Bhavya, Chinnu, Christy, Dayona & Viji (2015) menunjukkan bahawa majoriti guru dengan 64% mempunyai pengetahuan sederhana, 30% mempunyai pengetahuan rendah, dan hanya 6% guru mempunyai pengetahuan yang baik tentang masalah pembelajaran. Kajian ini melibatkan pengetahuan guru yang dinilai daripada beberapa konstruk iaitu pengetahuan umum, maksud dan definisi, punca dan jenis, pencegahan dan pengurusan. Kajian yang dijalankan di Mangalore ini melibatkan 50 orang guru.

4.2 Tahap Sikap Guru Aliran Perdana dalam Mengenal Pasti Murid Bermasalah Pembelajaran.

Pengetahuan dan sikap tentang masalah pembelajaran adalah saling berkaitan. Kajian Hanan & Amaal (2015) menunjukkan korelasi yang positif antara skor pengetahuan dengan skor sikap responden tentang masalah pembelajaran. Kebanyakan guru menunjukkan sikap yang positif dalam menguruskan murid dengan dyslexia, Attention Deficiti Hyperactive Disorder (ADHD) atau autism di sekolah (Lodhi et. al., 2016). Sikap guru tentang masalah pembelajaran tidak mempunyai korelasi antara tahap pendidikan dan pengalaman mengajar guru (Varsha & Parasuraman, 2019). Bagi mengenal pasti murid bermasalah pembelajaran, beberapa masalah mungkin timbul sama ada ia melibatkan murid, ibu bapa atau masalah yang dihadapi oleh guru itu sendiri. Guru menghadapi masalah dalam menguruskan murid bermasalah pembelajaran kerana mereka dilatih untuk mengajar murid di aliran perdana. Kemahiran dan latihan diperlukan untuk menghadapi cabaran tersebut (Kiyuba & Tukur 2014; Saravanabhavan, 2010).

5. Metodologi

Kajian ini merupakan kajian tinjauan yang menggunakan pendekatan kajian kuantitatif. Sampel kajian dipilih menggunakan kaedah persampelan rawak. Sampel yang digunakan adalah seramai 357 guru aliran perdana daripada jumlah keseluruhan populasi 4626 guru di daerah Petaling Perdana. Instrumen yang digunakan dalam kajian ini ialah soal selidik yang mengandungi 30 item soalan dengan pilihan jawapan skala Likert lima mata iaitu 1 = Sangat tidak setuju, 2 = Tidak setuju, 3 = Neutral/Tidak pasti, 4 = Setuju dan 5 = Sangat setuju. Soal selidik yang disediakan diedarkan ke sekolah kebangsaan daerah Petaling Perdana secara dalam talian menggunakan Google Form. Kajian rintis telah dijalankan di sebuah sekolah di Putrajaya dengan melibatkan 30 responden. Menurut Mohd Najib (2013), berdasarkan dapatan kajian rintis, analisis nilai alfa Cronbach dijalankan bagi menilai kesahan dan kebolehpercayaan. Keputusan analisis kebolehpercayaan menunjukkan nilai alfa Cronbach bagi setiap bahagian adalah tinggi iaitu Bahagian B (.814), dan Bahagian C (.700). Bagi tujuan interpretasi tahap pengetahuan guru aliran perdana dalam mengenal pasti murid bermasalah pembelajaran skor min yang diperoleh dikod semula mengikut tahap.

6. Analisis data

Kajian ini menggunakan analisis deskriptif untuk menentukan nilai min dan sisihan piawai bagi mengenal pasti tahap kedua-dua pembolehubah tahap pengetahuan dan sikap guru dalam mengenal pasti murid bermasalah pembelajaran. Kekerapan, peratus, nilai min dan sisihan piawai ditentukan menggunakan Statistical Package for the Social Sciences (SPSS) versi 23.

7. Dapatan kajian

7.1 Demografi

Dapatan demografi menunjukkan jumlah keseluruhan responden iaitu n=357. Daripada jumlah tersebut, seramai 257 orang guru perempuan yang terlibat dengan peratus sebanyak 72.2 %. Manakala guru lelaki adalah seramai 100 orang guru lelaki (28.0%). Majoriti responden mempunyai pengalaman mengajar 11 hingga 15 tahun dengan jumlah seramai 95 orang(26.6%), 20 tahun ke atas seramai 88 orang(24.6%), 6 hingga 10 tahun seramai 77 orang(21.6%), 16 hingga 20 tahun seramai 52 orang(14.6%) dan 1 hingga 5 tahun seramai 45 orang(12.6%). Bagi tahap pendidikan, responden yang mempunyai ijazah sarjana muda merupakan bilangan yang paling ramai dengan jumlah 297 orang(83.2%) diikuti dengan sarjana dengan seramai 50 orang(14%), diploma seramai 6 orang(1.7%), SPM/STPM dan PhD dengan bilangan yang sama seramai 2 orang(0.6%). Seramai 189 orang(52.9%) pernah mengikuti latihan, kursus, bengkel atau ceramah tentang masalah pembelajaran manakala 168 orang(47.1%) tidak pernah mengikuti sebarang latihan, kursus, bengkel atau ceramah tentang masalah pembelajaran. Seramai 231 responden(64.9%) tidak mempunyai kelas Program Pendidikan Khas Integrasi (PPKI) di sekolah mereka dan 126 responden (35.3%) mempunyai kelas PPKI di sekolah mereka.

7.2 Tahap Pengetahuan Guru Aliran Perdana dalam Mengenal Pasti Murid Bermasalah Pembelajaran.

Dapatan bagi objektif kajian (i) menunjukkan tahap pengetahuan guru dalam mengenal pasti murid bermasalah pembelajaran berada pada tahap tinggi dengan nilai min=3.76, SP=0.61. Tahap pengetahuan guru telah dibahagikan kepada dua konstruk iaitu pengetahuan tentang ciri-ciri murid bermasalah pembelajaran dan strategi pengurusan murid bermasalah pembelajaran.

Jadual 1 : Pengetahuan guru (Ciri-ciri murid bermasalah pembelajaran)

No	Item	Frekuensi/ % skala persetujuan					Min	Sisihan piawai
		STS	TS	N	S	SS		
1	Masalah pembelajaran dipengaruhi oleh faktor genetik.	26 (7.3)	50 (14.0)	145 (40.6)	111 (31.1)	25 (7.0)	3.17	.999
2	Ambilan lebihan gula boleh menyebabkan tingkah laku murid tidak terkawal.	10 (2.8)	43 (12.0)	113 (31.7)	145 (40.6)	46 (12.9)	3.49	.959
3	Murid bermasalah pembelajaran mempunyai masalah dalam kemahiran membaca.	0	22 (6.2)	41 (11.5)	183 (51.3)	111 (31.1)	4.07	.818
4	Murid bermasalah pembelajaran mempunyai masalah dalam kemahiran komunikasi.	0	43 (12.0)	58 (16.2)	185 (51.8)	71 (19.9)	3.80	.896
5	Murid bermasalah pembelajaran mempunyai masalah dalam	0	10 (2.8)	36 (10.1)	202 (56.6)	109 (30.5)	4.15	.705

	memahami bahasa bertulis.							
6	Murid bermasalah pembelajaran mempunyai masalah dalam kemahiran matematik.	4 (1.1)	24 (6.7)	74 (20.7)	164 (45.9)	91 (25.5)	3.88	.905
7	Murid bermasalah pembelajaran mempunyai masalah dalam kemahiran sosial.	24 (6.7)	87 (24.4)	101 (28.3)	123 (34.5)	22 (6.2)	3.09	1.048
8	Murid bermasalah pembelajaran mempunyai masalah dalam bahasa lisan.	5 (1.4)	36 (10.1)	111 (31.1)	166 (46.5)	39 (10.9)	3.55	.868
9	Seseorang dengan masalah pembelajaran boleh dikenal pasti dengan ketidakupayaan lain.	7 (2.0)	20 (5.6)	106 (29.7)	174 (48.7)	50 (14.0)	3.67	.856
10	Memukul adalah tingkah laku biasa bagi murid bermasalah pembelajaran.	44 (12.3)	87 (24.4)	123 (34.5)	79 (22.1)	24 (6.7)	2.87	1.101
11	Pemprosesan maklumat yang lambat adalah ciri tipikal murid bermasalah pembelajaran.	4 (1.1)	9 (2.5)	46 (12.9)	200 (56.0)	98 (27.5)	4.06	.776
12	Menjerit adalah tingkah laku biasa bagi murid bermasalah pembelajaran	26 (7.3)	55 (15.4)	118 (33.1)	125 (35.0)	33 (9.2)	3.24	1.055
13	Masalah dengan struktur ayat adalah ciri tipikal murid bermasalah pembelajaran.	7 (2.0)	24 (6.7)	65 (18.2)	190 (53.2)	71 (19.9)	3.82	.893
14	Murid bermasalah pembelajaran mempunyai tumbesaran fizikal yang sama seperti rakan sebaya.	14 (3.9)	24 (6.7)	61 (17.1)	179 (50.1)	79 (22.1)	3.80	.988
	Jumlah keseluruhan						**3.62**	**.667**

Jadual 1 menunjukkan tahap pengetahuan guru tentang ciri-ciri murid masalah pembelajaran berada pada tahap tinggi dengan nilai min = 3.62, SP = 0.667.

Jadual 2 : Pengetahuan guru (Strategi pengurusan murid masalah pembelajaran)

No	Item	Frekuensi/ % skala persetujuan					Min	Sisihan piawai
		STS	TS	N	S	SS		
15	Murid bermasalah pembelajaran perlu mengulang pelajaran untuk lebih memahami perkara yang diajar.	0	5 (1.4)	29 (8.1)	166 (46.5)	157 (44.0)	4.33	.685
16	Murid bermasalah pembelajaran perlu diberi masa pengajaran tambahan.	5 (1.4)	10 (2.8)	26 (7.3)	159 (44.5)	157 (44.0)	4.27	.825
17	Murid bermasalah pembelajaran perlu duduk di bahagian hadapan kelas.	0	7 (2.0)	51 (14.3)	144 (40.3)	155 (43.4)	4.25	.770
18	Murid-murid lain perlu diberitahu tentang masalah yang dihadapi oleh murid bermasalah pembelajaran supaya mereka boleh saling membantu.	4 (1.1)	5 (1.4)	43 (12.0)	130 (36.4)	175 (49.0)	4.31	.821

19	Murid bermasalah pembelajaran perlu dilibatkan secara aktif dalam aktiviti / perbincangan kelas.	0	10 (2.8)	43 (12.0)	154 (43.1)	150 (42.0)	4.24	.771
20	Perbincangan antara ibu bapa dan guru adalah perlu untuk mengatur pengajaran dan pembelajaran tambahan bagi murid bermasalah pembelajaran.	0	2 (0.6)	14 (3.9)	99 (27.7)	242 (67.8)	4.63	.589
21	Murid bermasalah pembelajaran boleh diajar menggunakan strategi pengajaran yang sama seperti murid-murid yang lain.	111 (31.1)	113 (31.7)	77 (21.6)	32 (9.0)	24 (6.7)	2.29	1.188
	Jumlah keseluruhan						**4.05**	**.619**

Jadual 2 menunjukkan tahap pengetahuan guru tentang strategi pengurusan berada pada tahap tinggi dengan nilai min = 4.05, SP = 0.619.

7.3 Tahap Sikap Guru Aliran Perdana dalam Mengenal Pasti Murid Bermasalah Pembelajaran.

Jadual 3 : Sikap guru dalam mengenal pasti murid bermasalah pembelajaran

No	Item	Frekuensi/ % skala persetujuan					Min	Sisihan piawai
		STS	TS	N	S	SS		
22	Murid bermasalah pembelajaran sesuai mengikuti kelas Program Pendidikan Khas Integrasi (PPKI).	0	2 (0.6)	41 (11.5)	144 (40.3)	170 (47.6)	4.35	.702
23	Murid bermasalah pembelajaran tidak perlu disediakan peperiksaan yang lebih mudah.	63 (17.6)	116 (32.5)	104 (29.1)	51 (14.3)	23 (6.4)	3.41	1.127
24	Murid bermasalah pembelajaran wajar dikenakan peraturan disiplin yang sama seperti murid lain.	51 (14.3)	104 (29.1)	94 (26.3)	79 (22.1)	29 (8.1)	3.19	1.173
25	Murid bermasalah pembelajaran wajar dihukum sekiranya mereka belum menyiapkan kerja rumah mereka.	82 (23.0)	101 (28.3)	120 (33.6)	44 (12.3)	10 (2.8)	3.56	1.060
26	Murid bermasalah pembelajaran perlu diberikan kerja rumah yang lebih banyak daripada murid lain.	147 (41.2)	140 (39.2)	50 (14.0)	10 (2.8)	10 (2.8)	4.13	.949
27	Murid bermasalah pembelajaran boleh berjaya dalam hidup.	0	0	22 (6.2)	137 (38.4)	198 (55.5)	4.49	.612
28	Murid bermasalah pembelajaran mempunyai kesukaran dalam hubungan dengan rakan sekelas mereka.	14 (3.9)	61 (17.1)	116 (32.5)	118 (33.1)	48 (13.4)	3.35	1.038
29	Saya memerlukan bantuan	5	22	50	142	138	4.08	.946

	daripada guru khas/guru pendidikan khas untuk mengajar murid bermasalah pembelajaran yang berada di aliran perdana.	(1.4)	(6.2)	(14.0)	(39.8)	(38.7)		
30	Saya akan menghadapi/ menghadapi batasan (masalah) dalam pengurusan murid bermasalah pembelajaran di kelas aliran perdana.	9 (2.5)	14 (3.9)	87 (24.4)	137 (38.4)	110 (30.8)	3.91	.964
	Jumlah keseluruhan						**4.31**	**.422**

Hasil analisis dapatan kajian bagi objektif kajian (ii) menunjukkan secara keseluruhan tahap sikap guru aliran perdana dalam mengenal pasti murid bermasalah pembelajaran juga berada pada tahap tinggi dengan nilai min = 4.31, SP = 0.422.

8. Perbincangan

8.1 Tahap Pengetahuan Guru Aliran Perdana dalam Mengenal Pasti Murid Bermasalah Pembelajaran.

Dapatan kajian yang tinggi ini adalah selari dengan hasil kajian Kakabaraee & Afrooz (2012). Dalam kajian tersebut lebih daripada 50% orang guru mendapat skor yang tinggi dalam mengenal pasti ciri-ciri murid bermasalah pembelajaran. Bagi tahap pengetahuan guru dari aspek strategi pengurusan murid bermasalah pembelajaran, dapatan kajian menunjukkan persamaaan dengan kajian Gamele & Zeftawy (2015). Kajian tersebut menunjukkan bahawa guru bandar dan luar bandar mempunyai skor yang tinggi dalam mengendali murid bermasalah pembelajaran. Greer and Meyen (2009) dalam kajiannya menyatakan pemahaman guru tentang masalah pembelajaran adalah penting bagi membantu pengubahsuaian kandungan kurikulum supaya bersesuaian dengan pengajaran murid bermasalah pembelajaran. Oleh itu, lebih banyak guru mengetahui tentang masalah pembelajaran, lebih banyak strategi yang boleh digunakan bersesuaian dengan keperluan murid bermasalah pembelajaran.

Berbeza dengan dapatan kajian (Lodhi et. al., 2016; Seema, 2016; Idika, 2017; Zamani 2018) kesedaran yang rendah tentang masalah pembelajaran didapati dalam kalangan guru. Skor min bagi ujian pengetahuan adalah kurang daripada 60%. Ini menunjukkan tahap pengetahuan guru masih kurang mencukupi dalam mengenal pasti murid bermasalah pembelajaran (Lodhi et. al., 2016). Kajian Bhavya (2015) juga menyatakan bahawa majoriti guru mempunyai tahap pengetahuan yang sederhana tentang masalah pembelajaran. Tahap pengetahuan guru yang rendah tentang masalah pembelajaran boleh disebabkan oleh kekurangan program latihan guru (Syed & Hussein, 2010) bagi memahami cabaran yang dihadapi oleh murid yang mempunyai masalah pembelajaran (Basim Ali et. al., 2019). Rudiyati, Pujaningsih, & Mumpuniarti (2017) juga menunjukkan bahawa guru masih tidak dapat membezakan antara murid bemasalah pembelajaran dengan murid yang mempunyai kesukaran dalam belajar.

8.2 Tahap Sikap Guru Aliran Perdana dalam Mengenal Pasti Murid Bermasalah Pembelajaran.

Kebanyakan guru menunjukkan sikap yang positif dalam mengenal pasti murid bermasalah pembelajaran. Dapatan kajian ini adalah konsisten dengan kajian Lodhi et.al. (2016) dimana guru menunjukkan sikap positif dalam menguruskan murid yang mempunyai masalah pembelajaran seperti disleksia, ADHD dan autism. Majoriti guru memberikan kurang kerja rumah dan membuat peraturan yang kurang ketat kepada murid-murid ini. Sama seperti kajian Bhavya (2015), sikap guru berkenaan masalah pembelajaran berada pada tahap yang baik dengan 94% mempunyai sikap positif. Sikap yang positif ini menunjukkan komitmen guru aliran perdana dalam mengenal pasti murid bermasalah pembelajaran. Menurut Model Sikap Nelson and Quick (2004) sikap yang positif menunjukkan perkaitan dengan komitmen sesesorang.

Walau bagaimanapun, dapatan kajian ini adalah berbeza dengan kajian Shari & Vranda (2016) yang menyatakan bahawa guru mempunyai sikap yang rendah terhadap inklusif murid bermasalah pembelajaran di sekolah aliran perdana. Namun, guru perempuan menunjukkan sikap yang lebih positif dalam hal ini berbanding dengan guru lelaki. Guru dengan tahap pendidikan lebih tinggi juga menunjukkan sikap positif yang lebih tinggi berbanding kategori lain. Bagi mengenal pasti murid bermasalah pembelajaran amat penting untuk guru menunjukkan sikap yang positif bagi membantu murid mengikuti pembelajaran di dalam kelas. Walaupun kajian ini menunjukkan tahap sikap guru adalah tinggi, namun majoriti guru berpendapat murid bermasalah pembelajaran ini lebih sesuai ditempatkan di kelas Program Pendidikan Khas Integrasi (PPKI). Kajian Padhy, Goel, Sarkar, Sharma, & Panigrahi (2015), turut menyatakan bahawa majoriti guru mencadangkan segregrasi murid ini dan latihan di sekolah khas.

9. Implikasi

Tahap pengetahuan yang tinggi dan sikap positif yang ditunjukkan oleh guru-guru menunjukkan latihan yang dijalankan oleh Kementerian Pendidikan Malaysia juga menyumbang kepada tahap ini. Latihan guru pada masa akan datang boleh ditambah baik dengan tidak hanya berfokus pada pengetahuan tentang masalah pembelajaran semata-mata namun turut merangkumi elemen-elemen yang dapat membantu guru dalam menghadapi cabaran yang dihadapi dalam proses mengenal pasti murid bermasalah pembelajaran.

10. Cadangan

Cadangan kajian akan datang adalah sampel kajian diluaskan untuk merangkumi guru-guru di Malaysia bagi membuat generalisasi memandangkan kajian ini hanya melibatkan guru daerah Petaling Perdana. Kajian berdasarkan demografi juga sesuai dijalankan kerana jantina, tahap pendidikan dan pengalaman mengajar mungkin mempengaruhi tahap pengetahuan guru dan sikap dalam mengenal pasti murid bermasalah pembelajaran. Analisis korelasi boleh turut dijalankan bagi melihat hubungan antara pengetahuan dan sikap. Selain itu, kajian yang lebih mendalam dapat menerangkan faktor-faktor yang menyumbang pada pengetahuan yang tinggi dan sikap yang positif guru dalam mengenal pasti murid bermasalah pembelajaran.

11. Rumusan

Kesimpulannya, dapatan kajian menunjukkan tahap pengetahuan dan tahap guru aliran perdana di Daerah Petaling Perdana berada pada tahap tinggi. Pengetahuan guru yang tinggi tentang masalah pembelajaran dapat membantu guru membuat identifikasi awal apabila murid mempunyai kesukaran dalam kemahiran-kemahiran tertentu. Intervensi awal sangat penting bagi murid-murid bermasalah pembelajaran bagi membantu pembelajaran dan seterusnya membantu mereka menjalankan kehidupan dengan lebih baik.

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Tahap Pengetahuan Guru Prasekolah Daerah Sepang Terhadap Pendekatan Teknik Didik Hibur

(Sepang District Preschool Teacher's Level Of Knowledge Of Entertainment Techniques Approach)

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Abstrak: *Kajian ini dilaksanakan untuk mengenal pasti tahap pengetahuan dan kemahiran guru prasekolah daerah Sepang dan dalam perlaksanaan teknik didik hibur. Kajian telah dilaksanakan ke atas 108 orang guru prasekolah yang mengajar di kelas prasekolah di daerah Sepang Selangor. Bagi mencapai objektif kajian ini, instrumen kajian berbentuk kuantitatif telah digunakan untuk mengumpul data dan maklumat kajian seperti pelaksanaan ujian pra dan ujian pos ke atas respondan kajian serta penggunaan borang soal selidik. Dalam pada itu, kaedah pemerhatian juga digunakan untuk mengenal pasti tahap pengetahuan guru prasekolah daerah Sepang terhadap pendekatan teknik didik hibur ini dalam mengaplikasikan pembelajaran menyeronokkan dalam kalangan pelajar prasekolah. Analisis deskriptif dan analisis inferensi digunakan bagi menjawab persoalan kajian. Kajian ini menunjukkan tahap pengetahuan guru prasekolah daerah Sepang terhadap pendekatan didik hibur berada di tahap sederhana. Manakala skor tahap kemahiran guru prasekolah daerah Sepang dalam melaksanakan pendekatan didik hibur (min = 3.37, SP = 0.651) adalah berada pada tahap yang sederhana.. Dapatan ini wajar dijadikan panduan kepada semua guru prasekolah dan juga pihak berkepentingan dalam organisasi pendidikan dalam usaha meningkatkan pencapaian prestasi pembelajaran melalui pendekatan didik hibur seiring cadangan pelaksanaan penyerapan pendekatan teknik didik hibur dalam pengajaran dan pembelajaran.*

Kata Kunci: Pendekatan Didik Hibur, Guru, Prasekolah

Abstract: *This study was conducted to identify the level of knowledge and skills of Sepang district preschool teachers and in the implementation of entertainment learning techniques. A study was conducted on 108 preschool teachers who teach in preschool classrooms in the Sepang Selangor district. To achieve the objectives of this study, quantitative research instruments have been used to collect data and research information such as the implementation of pre-test and post-test on study respondents as well as the use of questionnaires. In the meantime, observation methods are also used to identify the level of knowledge of preschool teachers in Sepang district on this approach to entertaining techniques in applying fun learning among preschool students. Descriptive analysis and inference analysis were used to answer the research questions. This study shows that the level of knowledge of preschool teachers in Sepang district on entertainment learners approach is at a moderate level. Meanwhile, the score level of skills of preschool teachers in Sepang district in implementing entertainment learners approach (mean = 3.37, SP = 0.651) is* *at a moderate level. learning performance through entertainment learner approach along with the proposed implementation of the absorption of entertainment learning technique approach in teaching and learning.*

Keywords: Entertainment Techniques Approach, Teacher, Preschool

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1. Pengenalan

Program pendidikan prasekolah sinonim dengan perkataan "bermain.". Ini kerana kaedah ini adalah sifat atau tingkah laku kanak-kanak (Ramlah, 2013). Oleh itu, pendidikan prasekolah menekankan kaedah "belajar melalui bermain" atau juga dikenali sebagai ‘didik hibur’. Melalui proses ini, kanak-kanak secara semula jadi akan meneroka, menemui dan membina pengalaman. Elemen hiburan yang mula-mula diperkenalkan menerusi program KSSR dan LINUS adalah salah satu cara untuk merangsang minat dan keinginan pelajar untuk mengikuti kursus pembelajaran. Menekankan kaedah pembelajaran ini akan membawa kepada proses pengajaran yang menggembirankan (Bolling, 2008 dan Ramlah, 2013. Begitu juga, melalui kaedah ini, perkembangan fizikal, sosial, emosi, kognitif dan bahasa serta potensi anak dapat dimaksimumkan (KPM, 2010). Dalam aktiviti didik hibur, kanak- kanak dapat membangunkan kaedah dalam membentuk hubungan dengan rakan- rakan, berpeluang untuk menunjukkan kuasa, membuat keputusan dan penilaian, menganalisis, membayangkan dan membuat diskriminasi.

Bermain merupakan salah satu aktiviti yang rapat dengan tumbesaran dan pembelajaran kanak-kanak. Bermain juga merupakan salah satu daripada teknik pengajaran dan pembelajaran yang popular digunakan dalam bilik darjah prasekolah. Teknik ini turut dikenali sebagai belajar sambil bermain ataupun didik hibur dalam kalangan guru. Teknik ini digunakan secara meluas kepada pelbagai peringkat pembelajaran di sekolah dan tidak terhad pada tahap umur kanak-kanak. Malah, ianya turut diaplikasikan kepada peringkat remaja. Zakaria Khalid dan Ariff Fadillah Khalil (2011) berpendapat belajar sambil bermain atau didik hibur dapat meningkat minat membaca kanak-kanak seterusnya mewujudkan suasana yang menyeronokkan. Selain itu juga, melalui belajar sambil bermain, tingkah laku murid turut dipengaruhi dan bertambah baik (Rohaty Mohd Mazjub dan Nor Aishah Buang, 2010). Sehubungan dengan itu, teknik ini amat bersesuaian untuk digunakan dalam proses pengajaran dan pembelajaran.

Didik hibur merupakan satu pembaharuan yang cuba diperkenalkan kepada murid - murid sebagai kaedah alternatif semasa proses pengajaran sesuatu subjek. Tujuannya supaya sesi pengajaran dan pembelajaran sesuatu subjek itu menjadi seronok untuk diikuti murid- murid. Fokus pelaksanaan adalah kepada penguasaan kemahiran asas sesuatu subjek dalam kalangan murid melalui pendekatan didik hibur dan apresiasi bahasa. Penghayatan dan apresiasi ini perlu diterapkan secara terancang untuk murid-murid sekolah rendah.. Seiring dengan cadangan daripada Kementerian Pendidikan Malaysia (KPM) pada tahun 2011 agar menyerapkan pendekatan didik hibur dalam sesi pengajaran dan pembelajaran dengan tujuan untuk merealisasikan hasrat transformasi pengajaran dan pembelajaran di dalam bilik darjah.

Antara komponen didik hibur dan belajar sambil bermain adalah seperti nyanyian, bercerita, main peranan dan penggunaan bahan bantu mengajar (BBM). Kesemua komponen ini dapat digunakan oleh guru untuk pelajar prasekolah. Komponen-komponen ini amat bersesuaian dengan tahap umur kanak-kanak. Hal ini selari dengan dapatan kajian Mahzan Arshad (2012) di mana penggunaan teknik ini membantu guru untuk menambah baik amalan pengajaran dan pembelajaran (P&P). Kertas ini juga lebih memfokuskan pengajaran dan pembelajaran (P&P) menggunakan komponen ini yang jelas menyenaraikan pelbagai manfaat dan dilihat sebagai satu pendekatan yang sesuai digunakan dalam pendidikan prasekolah.

Pernyataan Masalah

Berlakunya kegagalan dalam sesuatu pelaksanaan kurikulum adalah disebabkan kurang penekanan aspek kesediaan agen pelaksana iaitu para guru. Keberkesanan proses PdP amat berkait rapat dengan kebijaksanaan seorang guru dalam memilih kaedah yang sesuai dengan tahap dan kebolehan pelajar. Zaleha (2011). Penggunaan teknik dan strategi pengajaran guru yang kurang menarik akan mewujudkan suasana yang membosankan, apatah lagi apabila tidak dirancang dengan baik (Abdul Jamir et.al.2007). Menurut Ramlah Jantan (2002) dalam kajiannya mendapati sistem pendidikan yang bergantung sepenuhnya kepada guru, papan hitam dan buku teks dirasakan kurang sesuai digunakan dalam sistem pendidikan moden kini. Kaedah penyampaian berbentuk satu hala dan tidak berpusatkan kanak-kanak ini telah menghalang kanak-kanak untuk mengembangkan prestasi pembelajaran masing-masing dengan cara, teknik serta gaya pembelajaran mereka tersendiri. Majlis Peperiksaan Malaysia (1992) melaporkan bahawa antara faktor yang mempengaruhi pencapaian akademik kanak-kanak ialah kaedah pengajaran yang dipraktikkan oleh guru dalam bilik darjah kurang berkesan. Kelemahan ini boleh diatasi dengan melakukan perubahan dalam sistem pendidikan iaitu memperkenalkan kaedah pembelajaran dan pengajaran (PdP) yang berpusatkan kanak-kanak. Dalam kaedah ini, kanak-kanak sentiasa didorong untuk mengambil bahagian dalam pelbagai aktiviti pembelajaran. Lantaran itu, pembelajaran akan menjadi lebih bermakna dan menyeronokkan.

Menurut Abdullah Hassan (2013), kegagalan dalam merancang dan menentukan teknik pengajaran menyebabkan isi pelajaran gagal disampaikan secara berkesan.Kegagalan guru menguasai kemahiran ilmu pedagogi ini akan menjadikan kanak-kanak lebih bermasalah dalam menguasai topik pengajaran guru (Abd. Halim 2009). Keadaan ini memungkinkan kanak-kanak semakin tidak bermotivasi dan menjejaskan proses pembelajaran mereka. Didik hibur bertujuan supaya semasa sesi pengajaran dan pembelajaran dijalankan menjadi seronok untuk diikuti oleh kanak-kanak-kanak-kanak. Hanya segelintir guru sahaja yang melaksanakan pendekatan didik hibur di dalam bilik darjah, ini mengakibatkan ramai kanak-kanak tidak berminat menyertai sebarang aktiviti yang di buat di dalam bilik darjah. Menurut (Zailah 2012) terdapat pelbagai contoh di dalam sesi pengajaran dan pengajaran didik hibur iaitu sesi pembelajaran yang menyeronokkan dengan unsur jenaka, estetik, permainan, muzik dan lakonan (Zailah 2012). Dengan kaedah ini dapat mengurangkan tahap timbulnya masalah di kalangan guru yang berkonsepkan santai dan berhibur. Oleh itu, pembelajaran yang positif boleh di laksanakan dan kanak-kanak sentiasa tertunggu-tunggu untuk sesi pengajaran seterus. Guru dapat melakukan aktiviti yang menarik dan kreativiti seterusnya menyampaikan pengajaran berbentuk aktiviti nyanyian dan lakonan serta main peranan yang berpusatkan kepada kanak-kanak sepenuhnya (Deen Jack 2012). Dengan cara ini maka terbentuk iklim pembelajaran yang aktif dan seronok di kalangan kanak-kanak.

Tujuan Kajian

Tujuan kajian ini dijalankan adalah untuk mengenal pasti tahap pengetahuan guru prasekolah daerah sepang terhadap perlaksanaan didik hibur.

Persoalan Kajian

i. Apakah tahap pengetahuan guru prasekolah daerah Sepang terhadap perlaksanaan pendekatan didik hibur?
ii. Apakah tahap kemahiran guru prasekolah daerah Sepang terhadap perlaksanaan pendekatan didik hibur?

2. Ulasan Kajian Lepas

Kajian-kajian lepas membincangkan gambaran keseluruhan literatur berkaitan dengan kajian yang dijalankan. Menurut Yahya (2012) mengaitkan humor dengan kelucuan yang boleh menyebabkan seseorang menjadi seronok apabila mendengarnya. Shafie et al. (2011) ada menyatakan bahawa amalan jenaka guru pelatih dapat mewujudkan persekitaran pembelajaran yang menyeronokkan. Guru juga perlu lebih kreatif dalam merancang langkah-langkah pengajaran yang berkesan melalui kepelbagaian didik hibur. Penulis juga ingin mengaitkan definisi didik hibur atau hiburan dalam proses pembelajaran menurut persfektif Islam. Berdasarkan kepada maksud hiburan itu sendiri menurut Sheikh Mahmud Shaltut (1960), bekas Sheikh al-Azhar berpendapat bahawa mendengar suara indah dan merdu sama ada daripada binatang, manusia atau apa-apa alat atau ada kecenderungan untuk mempelajari sesuatu daripadanya adalah merupakan keinginan untuk memenuhi tuntutan nalurinya. Selagi perkara itu tidak melalaikan daripada kewajipan agama, bersesuaian dengan nilai akhlak dan bersesuaian pula dengan kedudukannya, maka ia diharuskan.

Didik Hibur

Pendekatan didik hibur merupakan pendekatan yang digunakan dalam pembelajaran dan pemudah cara (PdPc) dalam mata pelajaran Bahasa Melayu untuk meningkatkan penguasaan kanak-kanak dalam kemahiran mendengar dan bertutur, membaca serta menulis dengan pengajaran guru secara santai dan menyeronokkan. Pendekatan ini menekankan kepada empat teknik iaitu nyanyian, bercerita, lakonan dan puisi yang boleh digunakan oleh guru semasa mengajar Bahasa Melayu (Kementerian Pendidikan Malaysia, 2015). Pengajaran guru yang menyeronokkan merupakan aset yang berguna untuk menarik minat kanak-kanak belajar mata pelajaran Bahasa Melayu tanpa perasaan takut dan tertekan (Abdul Rahman Abd Aziz, 2012). Pendekatan didik hibur melibatkan pengajaran yang bersifat santai dan seronok dengan menghubungjalinkan unsur kelakar, kecindan, estetik, muzik dan lakonan agar dapat menarik minat kanak-kanak untuk belajar. Pendekatan yang menghiburkan ini dapat mengurangkan tahap kebimbangan dan tekanan kanak-kanak kepada guru mereka. Aktiviti dalam pendekatan didik hibur menitikberatkan penyelesaian masalah dengan penglibatan aktif semua kanak-kanak di dalam bilik darjah. Selain itu, kanak-kanak bebas bersuara untuk memberikan pendapat dan bebas untuk bergerak tetapi dalam keadaan yang terkawal berdasarkan objektif pengajaran yang hendak dicapai oleh guru. Pendekatan ini juga banyak menggunakan komunikasi anggota badan seperti mata, tangan, bahu, mimik muka, kening dan senyuman (Kementerian Pendidikan Malaysia, 2015).

Kemahiran Dan Pengetahuan Guru

Menurut Mohd Khairuddin Abdullah & Halimah Laji (2014), guru perlu mempunyai pengalaman yang mencukupi untuk menjayakan proses pengajarannya di dalam bilik darjah. Tanpa pengetahuan yang tinggi guru sukar untuk mengajar dengan baik. untuk meningkatkan tahap pengetahuan dalam mata pelajaran yang diajar guru perlulah melakukan pembelajaran yang berterusan supaya dapat menyampaikan pengajaran dengan berkesan supaya dapat memberikan faedah kepada kanak-kanak (Mohamad Safwandi Suaidi, 2017). Guru perlu berpengetahuan dalam pelaksanaan pengajarannya dengan memilih kaedah teknik dan aktiviti yang sesuai dengan kanak-kanak di dalam bilik darjah agar proses pengajaran berjalan dengan lancar menarik dan menyeronokkan kanak-kanak (Zamri Mahamod & Nor Razah Lim, 2011). Pengetahuan tinggi dalam pelaksanaan pendekatan didik hibur di sekolah rendah akan memastikan guru dapat menjalankan proses pengajaran dengan baik dan memberikan manfaat kepada kanak-kanak di dalam bilik darjah. Kanak-kanak dapat memahami pelajaran yang disampaikan, di samping dapat melibatkan diri secara langsung dalam pengajaran gurunya yang menggunakan pendekatan didik hibur.

Metodologi

Kajian ini menggunakan reka bentuk kuantitatif untuk menguji pengetahuan dalam perlaksanaan didik hibur guru prasekolah daerah Sepang, Selangor. Kajian ini menggunakan pendekatan kajian berbentuk tinjauan dan menggunakan borang soal selidik sebagai alat kajian. Kajian kuantitatif adalah satu kajian secara umumnya menggunakan analisis statistik dan lebih bersifat kepada objektif dan berorientasikan kepada hasil. Menurut pendapat Creswell (2003, 2005) bahawa kaedah kuantitatif membolehkan pengkaji mengumpul dan mendapatkan maklumat dengan jelas daripada sampel yang menggambarkan keadaan populasi yang sebenar.

Peserta kajian Kajian

Kajian ini melibatkan 32 buah sekolah rendah yang mempunyai guru prasekolah di daerah Sepang, selangor. Dalam kajian ini melibatkan populasi yang terdiri daripada guru- guru prasekolah yang berkhidmat di sekolah rendah di daerah Sepang, Selangor. Peserta kajian melibatkan sebanyak 53 buah kelas prasekolah rendah yang terdiri daripada (42) buah sekolah kebangsaan, daripada (6) buah sekolah jenis kebangsaan tamil, daripada (4) buah sekolah jenis kebangsaan cina, dan (1) IPG KPI. Sehubungan itu, bilangan peserta kajian ini adalah seramai 108 orang guru.

Kaedah Pemilihan Sampel

Kajian ini juga menggunakan kaedah persampelan secara rawak mudah sistematik bagimenentu dan memilih sampel daripada populasi. Pemilihan kaedah ini adalah untuk mengurangkan potensi memilih sampel berdasarkan kecenderungan tertentu. De Vaus (1985) menyatakan dan mencadangkan lima langkah yang perlu diambil untuk membuat persampelan rawak mudah sitematik, iaitu (1) menyediakan rangka persampelan yang lengkap; (2) melabelkan ahli dalam populasi dengan nombor khas; (3) menetukan saiz sampel; (4) memilih ahli mengikut saiz sampel yang telah ditentukan berdasarkan jadual nombor rawak dan (5) memilih ahli daripada angka rawak tersebut. Pengkaji mendapati cadangan De Vaus (1985) tersebut adalah sesuai dan boleh dilaksanakan dalam kajian ini. Ini kerana data-data berkaitan populasi dalam kajian ini adalah lengkap dan sedia untuk diproses. Sehubungan itu, pengkaji telah melaksanakan lima langkah tersebut seperti mana yang dicadangkan oleh De Vaus (1985).

Demografi Responden

Maklumat responden seperti jantina, umur, gred guru, pengalaman mengajar, jantina guru besar, gred guru besar dan band sekolah diperolehi daripada borang soal selidik di Bahagian A. Bahagian ini menjelaskan perincian demografi responden untuk memberi gambaran latar belakang responden yang terlibat dalam kajian ini.

Jadual 3.2 : Taburan Responden Mengikut Jantina

Jantina Responden	Kekerapan	Peratus
Lelaki	35	32.4
Perempuan	73	67.6
Jumlah	108	100.0

Majoriti responden yang terlibat dalam kajian ini adalah guru perempuan iaitu sebanyak 67.6 peratus daripada bilangan keseluruhan 108 responden. Bilangan responden perempuan adalah menghampiri dua kali ganda daripada bilangan responden lelaki iaitu dengan peratusan 32.4 peratus (Jadual 3.2).

Jadual 3.3 : Taburan Responden Mengikut Umur

Umur Responden	Kekerapan	Peratus
30 tahun dan ke bawah	23	21.2
31 - 40 tahun	40	37.0
41 - 50 tahun	25	23.3
51 - 60 tahun	20	18.5
Jumlah	108	100.0

Jadual 3.3 menunjukkan laporan taburan responden mengikut umur dalam julat 10 tahun. Seramai 40 (37.0 %) responden kajian yang berada pada lingkungan umur antara 31 tahun hingga 40 tahun yang merupakan kelompok umur yang paling besar dalam kajian ini sebagai responden. Kelompok umur kedua tertinggi dalam kajian ini sebagai responden adalah antara umur antara 41 tahun hingga 50 tahun iaitu dengan kekerapan 25 (23.3 %). Kelompok umur 51-60 tahun merupakan kelompok umur responden yang terendah iaitu 20 (18.5%) orang.

Jadual 3.4 : Taburan Responden Mengikut Gred Jawatan

Gred Responden	Kekerapan	Peratus
DG29 – DG38	20	18.5
DG41 – DG42	60	55.5
DG44 – DG48	28	26.0
DG 52 dan ke atas	0	0
Jumlah	108	100

Gred jawatan responden dalam kajian ini dibahagikan kepada empat kumpulan iaitu gred DG 29 hingga DG 38, gred DG 41 hingga DG 42, gred DG 44 hingga DG 48 dan DG 52 dan ke atas. Berdasarkan Jadual 3.4, majoriti responden kajian adalah terdiri daripada kumpulan gred jawatan DG 41 hingga DG 44 iaitu seramai 60 orang dengan nilai peratusan 55.5 peratus dan diikuti dengan kumpulan gred jawatan DG 44 hingga DG 48 iaitu seramai 28 orang guru dengan nilai peratusan 28 peratus. Manakala kumpulan gred jawatan yang paling rendah yang terlibat dalam kajian ini sebagai responden adalah DG 29 hingga DG 38 iaitu 20 seorang dengan nilai peratusan 18.5 peratus.

Jadual 3.5 : Taburan Responden Mengikut Pengalaman Mengajar

Tempoh Pengalaman	kekerapan	Peratus
1 - 10 tahun	40	37.0
11 - 20 tahun	35	32.4
21 - 30 tahun	20	18.5
31- 40 tahun	13	16.6
Jumlah	108	100.0

Merujuk Jadual 3.5 di atas menunjukkan bahawa majoriti responden yang terlibat dalam kajian ini adalah guru yang mempunyai pengalaman mengajar antara 1 hingga 10 tahun iaitu seramai 40 (37.0 %) orang guru. Manakala kelompok kedua tertinggi sebagai responden kajian adalah guru yang mempunyai pengalaman mengajar antara 11 hingga 20 tahun iaitu seramai 35 orang guru dengan nilai peratusan 32.4 peratus. Bagi kelompok responden kajian yang terendah adalah kelompok yang mempunyai pengalaman mengajar antara 21 hingga 30 tahun iaitu seramai 20 (18.5%) berbanding dengan kelompok yang mempunyai pengalaman mengajar antara 31 hingga 40 tahun iaitu dengan bilangan seramai 13 (16.6 %).

Jadual 3.6 : Taburan Lokasi Sekolah

Lokasi Sekolah	Kekerapan	Peratus
Bandar	2	9.5
Luar Bandar	20	90.5
Jumlah	21	100.0

Lokasi sekolah responden dibahagikan kepada 2 kumpulan iaitu sekolah luar bandar dan sekolah di kawasan bandar. Berdasarkan Jadual 3.6, majoriti sekolah yang terlibat sebagai responden kajian adalah sekolah yang berada di kawasan luar bandar iaitu sebanyak 20 (90.5 %) manakala sekolah yang berada di kawasan bandar adalah sebanyak dua buah sekolah (9.5 %).

Jadual 3.7 : Taburan Band Sekolah (Prestasi Sekolah)

Band Sekolah	Kekerapan	Peratus
Band 1	1	33.0
Band 2	2	67.0
Jumlah	3	100.0

Berdasarkan Jadual 3.7 di atas menunjukkan bahawa majority sekolah yang dikaji dan dijadikan sampel kajian merupakan sekolah yang mempunyai prestasi 'Band 2' iaitu dengan bilangan 2 buat sekolah (67.0 %) dan diikuti dengan sekolah yang mempunyai prestasi 'Band 1' dengan bilang 1 (33.0 %) buah sekolah yang terlibat dalam kajian ini.

Instrumen Kajian

Dalam kajian ini menggunakan soal selidik sebagai instrumen pengumpulan data untuk dianalisi bagi menjawab setiap persoalan kajian yang dikemukan. Untuk mengukur dan mendapatkan fakta-fakta yang lebih tepat,dan set soal selidik dapat digunakan dalam kajian ini. Menurut Majid Konting (2005),. Dalam kajian ini, borang soal selidik mengandungi tiga bahagian iaitu Bahagian A (demografi), Bahagian B (Pengetahuan guru terhadap pendekatan didik hibur)) dan Bahagian C (kemahiran melaksanakan pendekatan didik hibur).

Soal Selidik Kajian

Dalam kajian ini, penyelidik menggunakan soal selidik bagi memperolehi maklumat dan data yang tepat bagi menjawab persoalan kajian yang telah dibagunkan dalam kajian ini. Item- item soal selidik yang telah diubahsuai daripada instrumen 'Leadership Potential Indicator' dan instrumen 'Affective, Continuance, and Normative Commitment Scales' . Instrumen kajian mengandungi tiga bahagian utama iaitu Bahagian A (demografi), Bahagian B (Pengetahuan guru prasekolah terhadap pendekatan didik hibur) dan Bahagian C (kemahiran guru terhadap pendekatan didik hibur).

Dapatan Kajian

Hasil dapatan kajian yang diperolehi secara deskriptif dan juga inferensi disampaikan menerusi jadual. Terdapat empat objektif kajian yang dicapai dalam bab ini. Pertama, mengenalpasti tahap pengetahuan dalam perlaksanaan Didik hibur dalam kalangan guru prasekolah daerah Sepang, Selangor. Kedua, mengenalpasti tahap kemahiran melaksanakan pendekatan didik hibur dalam kalangan guru prasekolah daerah Sepang, Selangor. Ketiga, mengenalpasti pebezaan tahap pengetahuan dan kemahiran melaksanakan pendekatan didik hibur dalam kalangan guru prasekolah di daerah Sepang, Selangor berdasarkan faktor demografi (jantina dan pengalaman mengajar). Keempat, mengenalpasti hubungan antara tahap pengetahuan dengan kemahiran guru prasekolah dalam melaksanakan pendekatan didik hibur di daerah Sepang, Selangor. Akhir sekali, bab ini ditamatkan dengan rumusan hasil kajian.

Latar Belakang Responden

Jadual 4.1 menunjukkan taburan demografi responden. Hasil kajian mendapati sebahagian besar responden adalah terdiri daripada guru perempuan (68.5%), manakala bakinya sebanyak 31.5% lagi adalah terdiri daripada guru lelaki. Bagi profil mengikut pengalaman mengajar, dapatan menunjukkan seramai 41 orang (38.0%) terdiri daripada 1 – 10 tahun, 34 orang (31.5%) daripada 11 – 20 tahun dan 33 orang (30.6%) daripada 21 tahun ke atas.

Jadual 4.1: Taburan Demografi Responden (N=108)

Demografi	Sub-profil	Bilangan	Peratus
Jantina	Lelaki	34	31.5
	Perempuan	74	68.5
Pengalaman mengajar	1 - 10 tahun	41	38.0
	11 - 20 tahun	34	31.5
	21 tahun ke atas	33	30.6

Kebolehpercayaan Data Sebenar

Hasil kebolehpercayaan alfa Cronbach bagi tahap pengetahuan dan kemahiran guru prasekolah dalam melaksanakan pendekatan didik hibur di daerah Sepang, Selangor dipaparkan dalam Jadual 4.2.

Jadual 4.2: Kebolehpercayaan Data Sebenar

Pemboleh ubah	Alfa Cronbach	Bilangan Item
Tahap pengetahuan guru	0.818	7
Tahap kemahiran guru	0.975	14

Jadual 4.2 di atas menunjukkan julat kebolehpercayaan bagi tahap pengetahuan dan kemahiran guru prasekolah dalam melaksanakan pendekatan didik hibur di daerah Sepang, Selangor adalah masing-masing 0.818 (7 item) dan 0.975 (14 item). Maka, jadual alfa Cronbach di atas menunjukkan bahawa instrumen yang digunakan mempunyai kebolehpercayaan yang tinggi dan boleh diterima.

Taburan Kenormalan (Ujian Kepencongan Skewness dan Kurtosis)

Hasil taburan kenormalan data berdasarkan ujian statistik Skewness dan Kurtosis dipaparkan dalam Jadual 4.3.

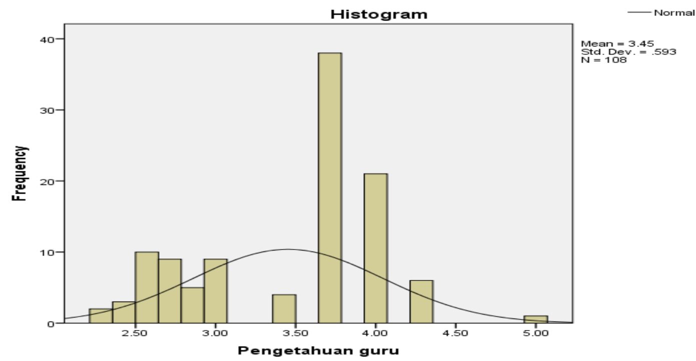
Jadual 4.3: Taburan Kenormalan

Pemboleh ubah	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Tahap pengetahuan guru	-.339	.233	-.894	.461
Tahap kemahiran guru	.345	.233	.175	.461

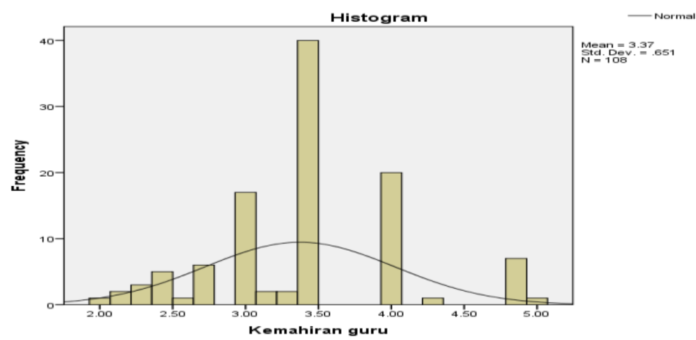
Berdasarkan analisis statistik seperti dalam Jadual 4.3 di atas menunjukkan pemboleh ubah kajian iaitu tahap pengetahuan dan kemahiran guru prasekolah dalam melaksanakan pendekatan didik hibur adalah berditribusi normal iaitu mempunyai hasil ujian pembolehubah di antara ± 2 sisihan piawai. Oleh itu, data-data dalam kajian ini adalah sesuai untuk dilakukan analisis selanjutnya.

Histogram

Berdasarkan kepada graf histogram yang diplot seperti Rajah 4.1 dan Rajah 4.2 menunjukkan sampel kajian adalah normal kerana garis keluk pada histogram yang dipaparkan adalah berbentuk loceng untuk semua taburan data. Oleh itu, andaian kenormalan adalah dipenuhi.



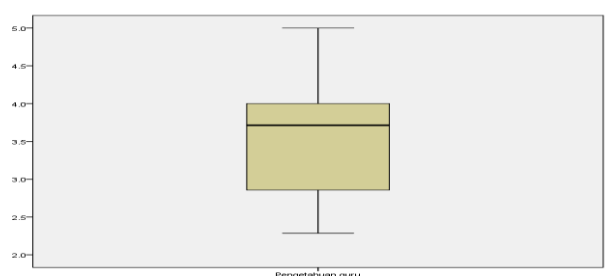
Rajah 4.1: Histogram Tahap Pengetahuan Guru Prasekolah Dalam Perlaksanaan Didik hibur



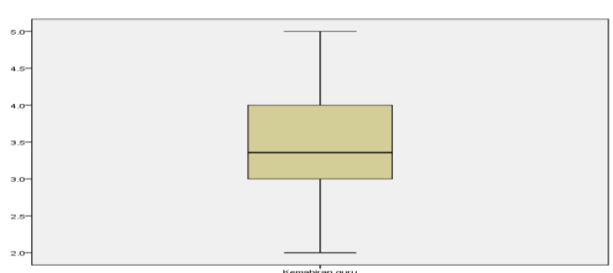
Rajah 4.2: Histogram Tahap Kemahiran Guru Prasekolah Dalam Melaksanakan Pendekatan didik hibur

4.4.3 Boxplot

Rajah 4.3 dan Rajah 4.4 menunjukkan boxplot bagi tahap pengetahuan dan kemahiran guru prasekolah dalam melaksanakan pendekatan didik hibur. Kedua-dua rajah ini mendapati garisan terletak di bahagian tengah kotak yang menunjukkan data bertaburan adalah normal.



Rajah 4.3: Boxplot Tahap Pengetahuan Guru Prasekolah Dalam Perlaksanaan Didik hibur



Rajah 4.4: Boxplot Tahap Kemahiran Guru Prasekolah Dalam Melaksanakan Pendekatan didik hibur

Tahap Pengetahuan Guru Prasekolah Dalam Perlaksanaan Didik Hibur

Keputusan kajian ini adalah untuk menjawab objektif kajian pertama iaitu mengenalpasti tahap pengetahuan dalam perlaksanaan Didik hibur dalam kalangan guru prasekolah daerah Sepang, Selangor. Bagi memberi gambaran yang lebih jelas, analisis deskriptif seperti yang ditunjukkan dalam Jadual 4.4 di bawah.

Jadual 4.4: Tahap Pengetahuan Guru Prasekolah Dalam Perlaksanaan Didik hibur

No	Pernyataan	STB	TB	KB	B	SB	Min	SP
B1	Saya prihatin terhadap pendekatan teknik didik hibur	0 (0.0)	56 (51.9)	22 (20.4)	29 (26.9)	1 (0.9)	2.77	.882
B2	Saya prihatin tentang cara pendekatan teknik teknik didik hibur memberi kesan ke atas kanak-kanak saya.	0 (0.0)	16 (14.8)	60 (55.6)	24 (22.2)	8 (7.4)	3.22	.789
B3	Saya prihatin tentang penilaian terhadap kesan pendekatan teknik didik hibur ke atas kanak-kanak	0 (0.0)	12 (11.1)	28 (25.9)	60 (55.6)	8 (7.4)	3.59	.786
B4	Saya ingin membantu rakan sekerja lain dalam pendekatan teknik didik hibur	0 (0.0)	6 (5.6)	72 (66.7)	29 (26.9)	1 (0.9)	3.23	.557
B5	Saya ingin bekerjasama dengan rakan sekerja di dalam dan di luar sekolah tentang pendekatan teknik didik hibur	0 (0.0)	8 (7.4)	39 (36.1)	22 (20.4)	39 (36.1)	3.85	1.003
B6	Saya ingin menyelaraskan usaha saya dengan rakan sekerja untuk memaksimumkan kesan perubahan pendekatan teknik didik hibur	0 (0.0)	9 (8.3)	31 (28.7)	59 (54.6)	9 (8.3)	3.63	.756
B7	Saya prihatin tentang Pendekatan Teknik Didik hibur yang saya gunakan.	0 (0.0)	14 (13.0)	32 (29.6)	16 (14.8)	46 (42.6)	3.87	1.111
	Keseluruhan						**3.45**	**.593**

(Tahap: Sangat rendah = 1.00 – 1.89, Rendah = 1.90 – 2.69, Sederhana = 2.70 – 3.49, Tinggi = 3.50 – 4.29, Sangat tinggi = 4.30 – 5.00)

Dalam kajian ini, tahap pengetahuan dalam perlaksanaan Didik hibur diukur oleh 7 item. Hasil kajian menunjukkan empat mempunyai skor yang tinggi, manakala tiga item lagi mempunyai skor yang sederhana. Berdasarkan dapatan kajian ini, item B7 iaitu "Saya prihatin tentang Pendekatan Teknik Didik hibur yang saya gunakan" mencatatkan min yang tertinggi iaitu 3.87 dan sisihan piawai 1.111. Manakala item B1 iaitu "Saya prihatin terhadap Pendekatan Teknik Didik hibur" pula mencatatkan min yang terendah iaitu 2.77 dan sisihan piawai 0.882. Secara keseluruhannya menunjukkan bahawa skor tahap pengetahuan dalam perlaksanaan Didik hibur (min = 3.45, SP =

0.593) dalam kalangan guru prasekolah daerah Sepang, Selangor adalah berada pada tahap yang sederhana.

Tahap Kemahiran Guru Prasekolah Dalam Melaksanakan Pendekatan Didik Hibur

Keputusan kajian ini adalah untuk menjawab objektif kajian kedua iaitu mengenalpasti tahap kemahiran melaksanakan pendekatan didik hibur dalam kalangan guru prasekolah daerah Sepang, Selangor. Bagi memberi gambaran yang lebih jelas, analisis deskriptif seperti yang ditunjukkan dalam Jadual 4.5 di bawah.

Jadual 4.5: Tahap Kemahiran Guru Prasekolah Dalam Melaksanakan Pendekatan didik hibur

No	Pernyataan	STB	TB	KB	B	SB	Min	SP
C1	Saya ingin memperbaiki kemahiran saya dalam Pendekatan Teknik Didik hibur yang	0 (0.0)	7 (6.5)	70 (64.8)	23 (21.3)	8 (7.4)	3.30	.701
C2	Saya ingin menentukan masa dan cara bagaimana untuk mempertingkatkan dan menggunakan Pendekatan Teknik Didik hibur	0 (0.0)	10 (9.3)	29 (26.9)	61 (56.5)	8 (7.4)	3.62	.758
C3	Saya prihatin tentang masa yang tidak mencukupi ketika Pendekatan Teknik Didik hibur	0 (0.0)	14 (13.0)	61 (56.5)	31 (28.7)	2 (1.9)	3.19	.676
C4	Saya prihatin terhadap kemahiran saya dalam Pendekatan Teknik Didik hibur yang diperlukan semasa sesi pengjaran dan pembelajaran.	0 (0.0)	13 (12.0)	64 (59.3)	23 (21.3)	8 (7.4)	3.24	.760
C5	Saya prihatin tentang alatan yang sesuai bagi Pendekatan Teknik Didik hibur	0 (0.0)	12 (11.1)	23 (21.3)	63 (58.3)	10 (9.3)	3.66	.799
C6	Saya mempunyai kemahiran yang sangat terhad tentang Pendekatan Teknik Didik hibur	0 (0.0)	12 (11.1)	25 (23.1)	63 (58.3)	8 (7.4)	3.62	.782
C7	Saya ingin tahu sumber yang perlu disediakan ketika menggunakan Pendekatan Teknik Didik hibur	0 (0.0)	7 (6.5)	70 (64.8)	23 (21.3)	8 (7.4)	3.30	.701
C8	Saya ingin tahu cara penggunaan Pendekatan Teknik Didik hibur adalah lebih baik daripada cara yang lama	0 (0.0)	12 (11.1)	29 (26.9)	59 (54.6)	8 (7.4)	3.58	.787
C9	Saya ingin mengetahui kesan Pendekatan Teknik Didik hibur yang mungkin akan memberi kesan ke atas kedudukan professional saya	0 (0.0)	14 (13.0)	63 (58.3)	23 (21.3)	8 (7.4)	3.23	.769

C10	Saya ingin tahu siapakah yang membuat keputusan dalam penggunaan pendekatan teknik didik hibur	0 (0.0)	13 (12.0)	70 (64.8)	17 (15.7)	8 (7.4)	3.19	.738
C11	Saya ingin mendapatkan maklumat lanjut tentang komitmen saya dari segi masa dan tenaga yang diperlukan bagi penggunaan pendekatan teknik didik hibur	0 (0.0)	7 (6.5)	70 (64.8)	23 (21.3)	8 (7.4)	3.30	.701
C12	Saya tidak tahu langsung mengenai kemahiran pelaksanaan pendekatan teknik didik hibur	0 (0.0)	12 (11.1)	29 (26.9)	59 (54.6)	8 (7.4)	3.58	.787
C13	Saya tidak terlibat dengan pendekatan teknik didik hibur yang kerana saya terlibat dengan perkara-perkara lain	0 (0.0)	14 (13.0)	63 (58.3)	23 (21.3)	8 (7.4)	3.23	.769
C14	Saya tidak tahu banyak mengenai kemahiran pendekatan teknik didik hibur yang tetapi saya prihatin tentang isu-isu berkaitan dengannya.	0 (0.0)	13 (12.0)	70 (64.8)	17 (15.7)	8 (7.4)	3.19	.738
	Keseluruhan						**3.37**	**.651**

(Tahap: Sangat rendah = 1.00 – 1.89, Rendah = 1.90 – 2.69, Sederhana = 2.70 – 3.49, Tinggi = 3.50 – 4.29, Sangat tinggi = 4.30 – 5.00)

Dalam kajian ini, tahap kemahiran melaksanakan pendekatan didik hibur diukur oleh 14 item. Hasil kajian menunjukkan lima mempunyai skor yang tinggi, manakala sembilan item lagi mempunyai skor yang sederhana. Berdasarkan dapatan kajian ini, item C5 iaitu "Saya prihatin tentang alatan yang sesuai bagi Pendekatan Teknik Didik hibur" mencatatkan min yang tertinggi iaitu 3.66 dan sisihan piawai 0.799. Manakala item C3 iaitu "Saya prihatin tentang masa yang tidak mencukupi ketika Pendekatan Teknik Didik hibur" pula mencatatkan min yang terendah iaitu 3.19 dan sisihan piawai 0.676. Secara keseluruhannya menunjukkan bahawa skor tahap kemahiran melaksanakan pendekatan didik hibur (min = 3.37, SP = 0.651) dalam kalangan guru prasekolah daerah Sepang, Selangor adalah berada pada tahap yang sederhana.

5. Perbincangan Dan Kesimpulan

Implikasi kajian ini bukan sahaja melibatkan kanak-kanak prasekolah, malah ianya turut memberi sumbangan kepada ibu bapa, guru-guru juga kepada Kementerian Pelajaran Malaysia. Selain itu pengkaji juga turut mencadangkan beberapa perkara kepada guru-guru dan pengkaji-pengkaji lain di masa akan datang dalam membantu meningkatkan mutu pembelajaran dan kurikulum di peringkat prasekolah.

Implikasi Kajian

Implikasi kepada guru

Hasil daripada kajian ini, proses pengajaran dan pembelajaran akan menjadi menarik. Menurut Ahmad Kamal bin Ramtan (2013), antara tujuan diperkenalkan teknik didik hibur dalam proses pengajaran dan pembelajaran bagi seorang guru adalah supaya sesi pengajaran dan pembelajaran sesuatu subjek itu menjadi seronok untuk diikuti kanak-kanak- kanak-kanak. Fokus pelaksanaan adalah kepada penguasaan kemahiran asas sesuatu subjek dalam kalangan kanak-kanak melalui pendekatan didik hibur dan apresiasi bahasa. Apabila diterapkan hiburan seperti nyanyian, permainan, muzik dan sebagainya, secara tidak langsung boleh menarik perhatian kanak-kanak dan kesudahannya kanak-kanak akan menjadi seronok semasa mengikuti proses pengajaran dan pembelajaran.

Selain daripada itu, melalui pendekatan didik hibur yang menyerapkan unsur-unsur sastera dan kesenian dalam proses pengajaran dan pembelajaran secara tidak langsung dapat mengenalpasti bakat dan potensi yang ada dalam diri kanak-kanak.menonjolkan potensi kanak-kanak. Pembelajaran yang menyeronokkan, menyebabkan kanak-kanak menjadi seronok. Rasa keterujaan kanak-kanak itu tadi membawa kepada penglibatan semua kanak-kanak dalam aktiviti pengajaran dan pembelajaran. Hal ini kerana, pembelajaran yang tidak begitu membosankan dan tidak memberi tekanan perasaan sangat ditunggu-tunggukan oleh kanak-kanak.

Implikasi kepada Kementerian Pelajaran Malaysia

Kajian didik hibur ini memberi implikasi bukan sahaja kepada Kementerian Pendidikan Malaysia malah kepada amalan pengajaran berkesan guru- guru prasekolah di bilik darjah pelbagai strategi didik hibur. Daripada segi teoritikal, kajian ini memberi satu konsepsi baru terhadap pengajaran yg Kementerian Pendidikan Malaysia boleh ketengahkan dalam konteks melaksanakan didik hibur untuk kanak-kanak pelbagai tahap di kelas prasekolah. Guru Prasekolah juga yang responsif terhadap tahap pengetahuan kanak-kanak yang lemah adalah baik menggunakan kaedah didik hibur. Kementerian Pendidikan Malaysia juga boleh menyediakan pelbagai bahan dan kursus yang menggalakan penggunaan didik hibur dalam bilik darjah disamping memupuk nilai kobolarasi dalam kalangan kanak-kanak. Perkara ini juga dapat membantu kanak-kanak pelbagai tahap mengikuti pembelajaran dengan baik dalam persekitaran pembelajaran yang harmoni.

Penggunaan pendekatan didik hibur dalam pengajaran prasekolah tidak mampu dilaksanakan tanpa guru sebagai pengerak. Berfungsi sebagai pelaksana dasar dan kurikulum yang telah dirancang, guru harus mempunyai pengetahuan, kemahiran pelaksanaan dan sikap positif yang tinggi dalam mengaplikasikan pendekatan ini dalam pengajaran. Namun dapatan kajian ini menunjukkan ketiga-tiga aspek tersebut berada tahap yang berbeza-beza. Dalam usaha untuk meningkatkan tahap profesionalisme guru sebagai pelaksana kurikulum ini, sikap merupakan elemen penting sebagai berperanan untuk mempengaruhi usaha yang diberi terhadap sesuatu amalan pendidikan. Diharapkan dengan penguasaan guru dalam penggunaan pendekatan didik hibur ini akan membantu mereka memudahkan kanak-kanak untuk memahami, menghayati dan menguasai setiap mata pelajaran yang diajar dalam kelas prasekolah. Hasilnya ialah telah membuktikan dalam banyak kajian bahawa penggunaan modul Didik hibur membawa kesan yang cukup positif kepada kanak-kanak-kanak-kanak prasekolah.

Rujukan

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Tahap Sokongan Ibu Bapa Dalam Membantu Pembelajaran Murid B40 Di Sekolah Luar Bandar

(Level of Parental Support in Assisting the Learning of B40 Students in Rural Schools)

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Abstrak: *Kajian ini bertujuan untuk melihat tahap sokongan ibu bapa dalam membantu pembelajaran murid B40 di sekolah luar bandar di dua buah sekolah daerah Kapit, Sarawak. Secara khususnya, kajian ini memfokuskan tiga persoalan penting iaitu untuk mengkaji dari segi perbincangan di rumah, penjagaan di rumah dan komunikasi di rumah antara murid dengan ibu bapa. Sampel kajian ini terdiri daripada 50 orang murid golongan B40 yang bersekolah di sekolah rendah yang terletak di luar bandar Kapit. Instrumen soal selidik berbentuk dichotomous telah digunakan untuk mencapai objektif kajian ini. Data yang diperolehi telah dianalisis dengan menggunakan perisian Microsoft Excel 2019 bagi menganalisis jumlah dan peratus hasil kajian. Hasil kajian menunjukkan tahap sokongan ibu bapa dalam membantu pembelajaran murid B40 di sekolah luar bandar adalah pada tahap yang tinggi berdasarkan skor peratus setiap soalan yang dikemukakan. Kesimpulannya, sokongan ibu bapa amat penting dalam membantu pembelajaran murid B40 yang memberi focus kepada murid yang berada di luar bandar.*

Kata Kunci: Tahap sokongan ibu bapa, murid golongan B40, sekolah luar bandar

Abstract: *This study aims to see the level of parental support in helping the learning of B40 students in rural schools in two schools in the district of Kapit, Sarawak. In particular, this study focuses on three important questions namely to study in terms of home discussions, home care and home communication between students and parents. The sample of this study consists of 50 B40 students who attend primary school located in rural Kapit. A dichotomous questionnaire instrument was used to achieve the objectives of this study. The data obtained were analyzed using Microsoft Excel 2019 software to analyze the amount and percentage of study results. The results showed that the level of parental support in helping the learning of B40 students in rural schools is at a high level based on the percentage score of each question posed. In conclusion, parental support is very important in helping the learning of B40 students who focus on students who are in rural areas.*

Keywords: Level of support from parents, B40 students, rural schools

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1. Pengenalan

Sistem pendidikan yang semakin berkembang pada masa kini telah memberikan perubahan yang amat besar dalam masyarakat Malaysia. Ini selaras dengan hasrat kerajaan agar rakyat tidak ketinggalan dalam menikmati kemajuan dalam bidang pendidikan, ekonomi dan sosial. Perkembangan Revolusi Perindustrian 4.0 (4IR) telah merubah lanskap negara dengan adanya penggunaan teknologi yang dapat meningkatkan produktiviti, kualiti sekaligus meningkatkan penawaran tenaga kerja yang berkemahiran tinggi dalam bidang teknologi.

Selaras dengan itu, setiap peringkat masyarakat tidak dipinggirkan dalam menikmati arus pendidikan yang sama rata. Di Malaysia, klasifikasi pendapatan isi rumah terbahagi kepada tiga golongan iaitu golongan T20, M40 dan B40. Kumpulan T20 merupakan golongan yang memperoleh pendapatan isi rumah dalam anggaran RM13,000 manakala golongan M40 pula adalah golongan yang pendapatan RM6,000. Golongan B40 pula merupakan golongan isi rumah yang berpendapatan dalam RM3,000 ke bawah. Berdasarkan jumlah tersebut, kita dapat melihat bahawa jurang pendapatan isi rumah antaraT20, M40 dan B40 adalah sangat jauh berbeza. Oleh itu, telah menjadi hasrat kerajaan agar jurang berbezaan ekonomi dapat dirapatkan bagi mengurangkan golongan B40.

Pembasmian kemiskinan adalah satu satu garis panduan oleh Bank Dunia yang bermatlamatkan untuk melestarikan pembangunan (*Sustainable Development Goals*) yang dapat mengurangkan jurang ketidaksamaan pendapatan (Jain-chandra et. al 2016) selain boleh meningkatkan ekonomi sesebuah keluarga. Jurang ekonomi yang jauh ini masih menjadi agenda kerajaan agar kestabilan ekonomi, politik dan sosial dapat dikekalkan (Stiglitz 2014). Oleh yang demikian, golongan B40 merupakan golongan sasaran dalam usaha untuk mencaapai tatap kemiskinan sifar menjelang tahun 2030 (United Nations 2016; World Bank 2017)

Ibu bapa dan bertanggungjawab dalam memberikan pendidikan agama, iman dan akhlak memandangkan kedudukan institusi kekeluargaan sebagai pendidikan pertama kepada anak-anak (Yahaya 2017). Ibu bapa mempunyai pengaruh yang besar terutamanya dalam soal kejayaan anak-anak dalam pelajaran. Hal ini kerana ibu bapa yang selalu memberikan dorongan dan semangat sehingga anak-anak menjadi seorang yang bersungguh-sungguh dan yakin dalam proses pembelajaran. Faktor-faktor seperti dorongan, pematuhan disiplin, hubungan mesra antara keluarga boleh memberikan kesan kepada personaliti, motivasi dan pencapaian akademik anak-anak yang masih bersekolah (Mohamad 2018). Sekolah juga mampu untuk memenuhi pelbagai dimensi yang diperlukan oleh anak-anak dalam mencapai matlamat tersebut. Penglibatan keluarga dan kolaborasi mereka adalah diperlukan bagi memenuhi matlamat, tambahan pula ibu bapa merupakan guru pertama kepada anak-anak dan mereka secara tidak langsung terlibat dalam mendidik anak-anak mereka (Bachman & Heather 2010).

Sekolah luar bandar seringkali dikaitkan dengan serba serbi kekurangan dari segi kekurangan kemudahan di sekolah. Walaupun banyak usaha yang telah dilaksanakan oleh kerajaan dalam merapatkan jurang antara sekolah bandar dan luar bandar namun belum dapat direalisasikan sepenuhnya akibat daripada faktor kedudukan sekolah, kos yang mahal dan masalah peruntukan. Namun demikian, murid luar bandar tidak ketinggalan dalam mengecapi peluang-peluang pendidikan yang telah diberikan oleh pihak kerajaan.

Oleh yang demikian, menjadi tanggungjawab pihak sekolah, ibu bapa dan masyarakat dalam bersama-sama agar murid-murid ini boleh mengecapi kejayaan sehingga ke tahap yang tertinggi sekaligus dapat mengubah stuktur ekonomi keluarga. Kebanyakan murid-murid luar bandar terdiri daripada keluarga B40 yang serba kekurangan kerana kebanyakan ibu bapa mereka bekerja sebagai petani, nelayan, buruh dan kem pembalakan. Walaupun begitu, para guru telah sedaya upaya untuk mendidik murid-murid ini sebaik mungkin dengan bimbingan dan panduan yang berterusan.

Usaha dan kerjasama daripada ibu bapa serta komuniti setempat amat diharapkan agar murid-murid bukan sahaja boleh menimba ilmu di sekolah malahan boleh belajar apabila berada di rumah.

2. Ulasan Kajian Lepas

Murid-murid akan lebih bersemangat untuk melibatkan diri dalam aktiviti pembelajaran dan dapat menyesuaikan diri dengan persekitaran sekolah apabila wujudnya sokongan persekitaran. Penglibatan sokongan guru, rakan sebaya dan ibu bapa merupakan sokongan persekitaran yang boleh mempengaruhi penglibatan murid. Ibu bapa yang mengambil tahu tentang tentang keinginan dan cita-cita anak-anak mereka akan sentiasa memberikan sokongan, motivasi dan perangsang dapat memupuk kemahiran insaniah pelajar (Anisa Saleha 2015).

Ibu bapa menentukan pola-pola tingkahlaku contohnya dorongan dan galakan, displin di rumah, hubungan mesra antara ibu bapa dan anak serta hubungan yang utuh dapat memberi kesan ke atas pembentukan personaliti, motivasi dan pencapaian akademik anak-anak (Mohamad 2018).

Sokongan ibu bapa amat penting dalam proses pembelajaran murid secara berterusan selaras dengan Pelan Pempangunan Pendidikan Malaysia 2013-2025. Menurut Mohammed Sani et al. (2015), ibu bapa menyerahkan sepenuh tanggungjawab pendidikan kepada sekolah. Oleh itu, kolaborasi antara pihak sekolah dengan sokongan ibu bapa amat diperlukan dalam meningkatkan prestasi akademik murid-murid walaupun lokasi terletak di luar bandar namun murid-murid masih boleh mendapatkan akses pembelajaran setaraf dengan murid-murid di bandar.

Walaupun begitu, terdapat sekolah di luar bandar yang telah berjaya mewujudkan kolaborasi yang positif bersama ibu bapa dengan mengadakan pelbahai aktiviti yang menyokong pembelajaran murid. Namun begitu, masih terdapat persoalan di mana sekolah luar bandar masih mampu untuk membina perhubungan yang rapat dengan ibu bapa. Ini kerana ibu bapa di kawasan luar bandar dilihat masih mempunyai kesedaran pada tahap yang rendah terhadap kepentingan pendidikan (Mohamad Johdi et al. 2009).

Pihak sekolah dan ibu bapa hendaklah memberikan perhatian yang sepenuhnya dalam pembelajaran anak-anak supaya isu keciciran dalam pelajaran dan sahsiah di kalangan murid dapat diatasi. Secara tidak langsung ini dapat meningkatkan kemahiran insaniah dan pencapaian akademik murid-murid (Supian Hasyim 2010).

Selain itu, penglibatan murid di sekolah berhubung kait dengan sokongan persekitaran murid iaitu sokongan guru dan ibu bapa. Persekitaran pembelajaran yang selesa akan meningkatkan penyertaan dan kemahiran insaniah murid-murid (Anisa Saleha 2015).

Sokongan persekitaran yang lemah akan mempengaruhi sikap murid-murid. Ini akan menimbulkan bosan, sunyi dan perasaan rendah diri yang menyebabkan murid-murid menjadi pendiam, mudah tersinggung, motivasi diri yang rendah, pencapaian akademik yang kurang cemerlang dan tiada kemahiran insaniah (Yahya Buntat et al. 2010).

3. Metodologi

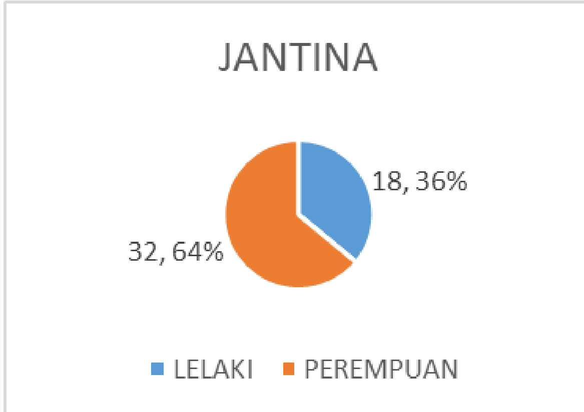
Kajian ini merupakan kajian tinjauan berbentuk kuantitatif dengan menggunakan kaedah "descriptive survey research" yang memfokuskan kepada ibu bapa .Ini bermatlamat untuk melihat sejauh mana tahap sokongan ibu bapa dalam membantu pembelajaran murid-murid. Oleh itu, pengkaji telah memilih responden yang terdiri daripada murid-murid untuk menjawab borang soal selidik yang diedarkan. Untuk kajian ini, murid-murid yang tinggal kawasan luar bandar akan dipilih secara rawak. Daripada sampel yang dipilih, kajian ini terdiri daripada 50 orang murid yang bersekolah 2 buah sekolah sekolah rendah di Daerah Kapit, Sarawak.

Pengkaji telah memilih dua buah sekolah yang terletak di kawasan luar bandar, Kapit sebagai tempat kajian memandangkan ianya memenuhi matlamat kajian pengkaji iaitu memfokuskan keluarga dan komuniti yang tinggal di luar bandar yang terdiri daripada golongan B40. Instrumen soalan kajian yang pengkaji gunakan adalah berdasarkan Teori Epstein (2002) yang telah diubah suai mengikut kesesuaian fokus kajian. Soal selidik ini terdiri daripada 3 bahagian iaitu Bahagian A (3 soalan tentang latar belakang responden), Bahagian B (persoalan kajian yang terdiri daripada aspek perbincangan di rumah, penjagaan di rumah dan komunikasi di rumah.

Untuk mendapat data daripada soal selidik, saya telah menggunakan borang soal selidik dengan mencetak soal selidik sebelum diedarkan kepada responden. Oleh itu, soal selidik ini meminta agar reponden menjawab soalan yang berbentuk dichotomous variable "Ya" atau "Tidak" agar jawapan responden lebih jelas dan mudah untuk difahami oleh murid sekolah rendah.

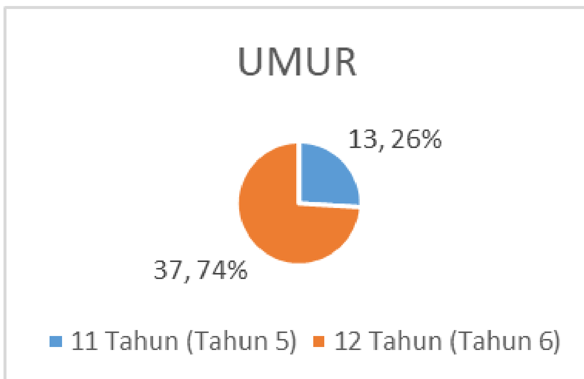
4. Dapatan Kajian

Pada bahagian ini, pengkaji akan membincangkan dapatan deskriptif dengan menggunakan nilai skor peratus. Penggunaan carta bersama skor dan peratus memudahkan pengkaji untuk berkongsi dapatan kajian sama ada kepada pihak Jabatan Pendidikan Negeri (JPN), Pejabat Pendidikan Daerah (PPD), pihak sekolah mahupun ibu bapa.



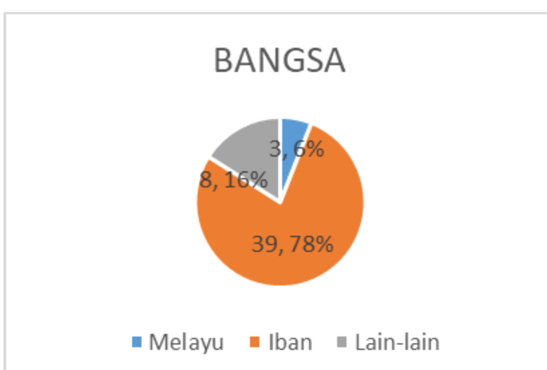
Rajah 1: Carta Jantina Responden

Berdasarkan rajah di atas, seramai 50 orang responden telah terlibat dengan kajian ini iaitu lelaki seramai 18 orang (36%) manakala responden perempuan pula seramai 32 orang bersamaan dengan 64%.



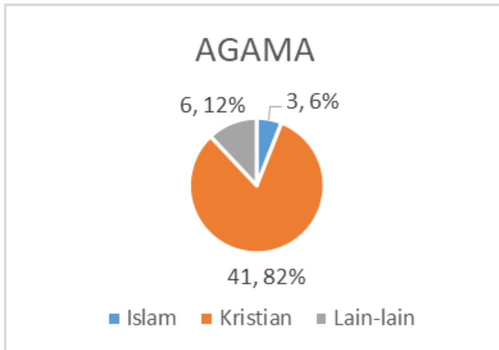
Rajah 2: Carta Umur Responden

Rajah 2 menunjukkan umur responden yang dipilih iaitu berumur 11 tahun dan 12 tahun. Responden yang berumur 11 tahun adalah seramai 13 orang (26%) manakala responden yang berumur 12 tahun pula adalah seramai 37 orang bersamaan dengan 74%.



Rajah 3: Carta Bangsa Responden

Rajah 3 menunjukkan carta bangsa responden iaitu bangsa Melayu seramai 3 orang (6%), lain-lain seramai 8 orang (16%) manakala bangsa Iban pula seramai 39 orang bersamaan 78% peratus. Bilangan responden berbangsa Iban ramai kerana majoriti kaum yang ada di tempat kajian terdiri daripada kaum Iban.



Rajah 4: Carta Agama Responden

Rajah 4 menunjukkan pecahan agama responden. Responden yang beragama Islam adalah seramai 3 orang (6%), lain-lain agama seramai 6 orang (12%) manakala reponden yang beragama Kristian seramai 41 orang (82%).

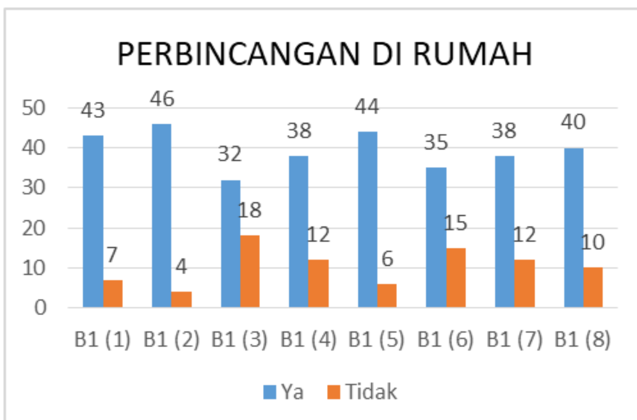
Rajah 5: Pekerjaan Ayah Responden

Rajah 5 merupakan pecahan pekerjaan bapa responden. Kebanyakan ayah responden terdiri daripada golongan petani iaitu seramai 42 orang (84%) manakala yang bekerja di kem pembalakan pula adalah seramai 8 orang (16%). Kesimpulannya, dapatan ini menunjukkan bahawa data pekerjaan sebagai petani dan bekerja di kem pembalakan masih tergolong dalam kalangan keluarga B40. Oleh yang demikian, data ini secara tidak langsung menepati sasaran kajian pengkaji iaitu memfokuskan responden yang terdiri keluarga golongan B40.

Rajah 6: Pekerjaan Ibu Responden

Rajah 6 menunjukkan pecahan pekerjaan ibu responden. Berdasarkan dapatan kajian, seramai 35 (70%) orang ibu responden bekerja sebagai suri rumah manakala seramai 15 orang (30%) ibu responden bekerja sebagai petani. Dapatan ini menunjukkan bahawa dari segi pekerjaan ibu responden sama ada sebagai petani atau suri rumah jelas menunjukkan responden tergolong dari golongan keluarga B40.

Analisis Perbincangan Di Rumah



Rajah 7: Perbincangan Di Rumah

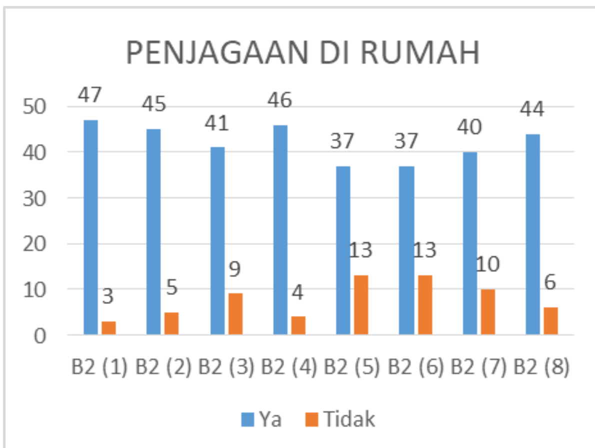
Perbincangan di rumah secara keseluruhan: **YA: 79% TIDAK :21%**

Rajah 5 mengemukakan soalan berkaitan dengan perbincangan di rumah. Bagi soalan yang pertama, seramai 43 orang responden menyatakan ibu bapa mereka membincangkan apa yang mereka pelajari di kelas manakala seramai 7 orang responden menyatakan tidak. Bagi soalan yang kedua, seramai 46 orang responden menyatakan ibu bapa mereka membincangkan tentang aktiviti-aktiviti di sekolah bersama responden. Soalan yang ketiga pula, seramai 32 orang responden menyatakan bahawa ibu bapa mereka menceritakan maklumat dari bahan bacaan yang telah dibacakan kepada responden manakala 18 orang menyatakan tidak. Bagi persoalan B1(4), 38 orang responden bersetuju ibu bapa mereka membincangkan kesalahan yang rsponden lakukan dalam kerja-kerja sekolah dan seramai 12 orang menyatakan tidak.

Untuk soalan B1(5), seramai 44 orang responden bersetuju ibu bapa mereka bersetuju ibu bapa mereka membantu dalam kerja-kerja sekolah responden manakala 6 orang menyatakan tidak. Bagi soalan B1(6), seramai 35 orang responden bersetuju ibu bapa mereka bersedia untuk mendengar penulisan yang ditulis oleh responden manakala 15 orang menyatakan tidak. Untuk soalan B1(7) pula, seramai 38 orang responden bersetuju ibu bapa mereka berbincang tentang program televisyen yang mereka tonton bersama manakala 12 orang menyatakan tidak. Bagi soalan yang terakhir untuk bahagian perbincangan di rumah, seramai 40 orang responden bersetuju bahawa ibu bapa mereka memberi bimbingan untuk menghadapi ujian dan peperiksaan manakala seramai 10 orang menyatakan tidak.

Berdasarkan carta di atas jelas menunjukkan bahawa ibu bapa yang terdiri daripada golongan B40 mempunyai rasa tanggungjawab ketika berada bersama anak-anak di rumah. Secara keseluruhannya 79% ibu bapa mengadakan perbincangan bersama dengan anak-anak berkaitan dengan pelajaran. Ini jelas menunjukkan bahawa tahap peningkatan tentang kepentingan ibu bapa dan anak-anak saling membantu dalam pelajaran.

Analisis Penjagaan Di Rumah



Rajah 8: Penjagaan Di Rumah

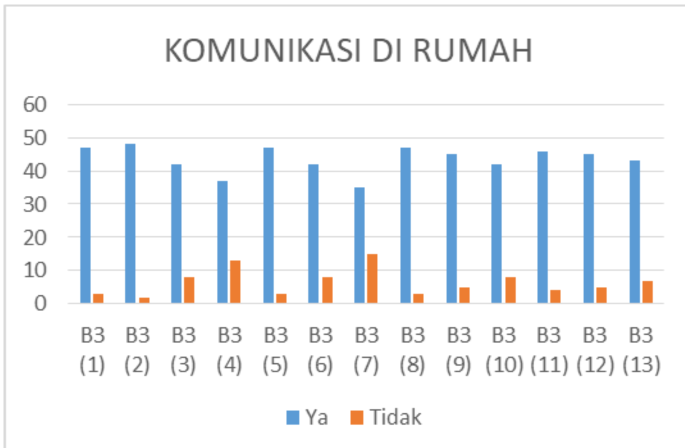
Penjagaan di rumah secara keseluruhan: **YA: 84.25% TIDAK :16%**

Rajah 6 menunjukkan hasil kajian berkaitan dengan penjagaan di rumah. Untuk soalan B2(1), seramai 47 orang responden bersetuju ibu bapa mereka memastikan agar responden menyiapkan kerja sekolah. Pada soalan B2(2), 45 orang responden bersetuju ibu bapa mereka menghadkan masa mereka menonton televisyen pada hari persekolahan. Seramai 41 orang responden bersetuju ibu bapa mereka memastikan mereka mempunyai tempat khas untuk membuat kerja sekolah pada soalan B2(3).

Bagi soalan B2(4), seramai 46 orang responden bersetuju ibu bapa responden memastikan agar mereka menghadiri kelas tambahan di sekolah. Bagi soalan B2(5), seramai 37 orang responden bersetuju ibu bapa mereka menyelia aktiviti yang mereka lakukan pada masa lapang. Untuk soalan B2(6), seramai 37 orang responden bersetuju ibu bapa mereka menghadkan masa mereka bermain dengan rakan-rakan. Untuk soalan B2(7) seramai 40 orang responden bersetuju ibu bapa mereka memastikan rumah sentiasa senyap agar responden boleh belajar dan mengulabkaji pelajaran. Untuk soalan yang terakhir B2(8), seramai 44 orang responden bersetuju ibu bapa memastikan mereka mempunyai jadual waktu belajar di rumah.

Berdasarkan graf di atas menunjukkan bahawa ibu bapa golongan B40 mempunyai rasa tanggungjawab dalam mendidik anak-anak terutamanya ketika berada di rumah. 84.25% hasil kajian menggambarkan bahawa walaupun berada di pinggir bandar namun kesedaran ibu bapa tentang betapa pentingnya mereka menyediakan suasana pembelajaran di rumah yang selesa sangat baik.

Analisis Komunikasi Di Rumah



Rajah 9: Komunikasi Di Rumah

Komunikasi di rumah secara keseluruhan: YA: 87% TIDAK :13%

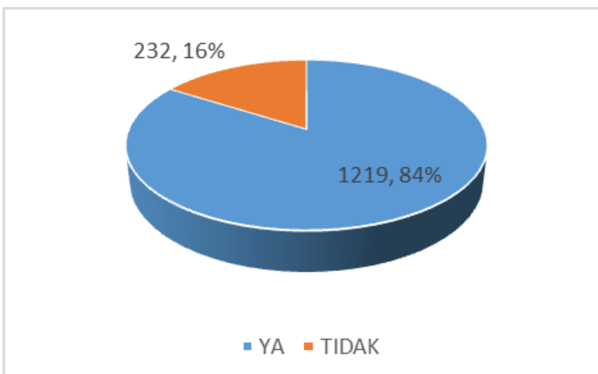
Rajah 7 menunjukkan hasil kajian saya berkaitan dengan komunikasi antara ibu bapa dan anak-anak.Bagi soalan B3(1) seramai 47 orang responden bersetuju ibu bapa mereka memberitahu mereka tentang kepentingan belajar untuk masa depan. Seramai 48 orang responden bersetuju ibu apa mereka mengingatkan mereka untuk belajar dengan tekun iaitu pada soalan B3(2). Pada soalan B3(3), seramai 42 orang responden bersetuju ibu bapa menggalakkan agar responden mengambil kelas tuisyen. Bagi soalan B3(4) pula, seramai 37 orang responden bersetuju ibu bapa menggalakkan mereka membaca bahan pembelajaran tambahan untuk menambah pengetahuan.

Berdasarkan soalan B3(5), seramai 47 orang responden bersetuju ibu bapa sentiasa memberikan galakan kepada responden mengulangkaji pelajaran. Seterusnya pada soalan B3(6), seramai 42 orang responden bersetuju ibu bapa menggalakkan responden membuat banyak latihan bagi setiap mata pelajaran. Untuk soalan B3(7), seramai 35 responden bersetuju ibu bapa memberitahu tentang keyakinan terhadap kebolehan responden. Untuk soalan B3(8), seramai 47 orang responden bersetuju ibu bapa menasihatkan responden supaya berusaha mendapatkan markah yang terbaik dalam ujian atau peperiksaan. Seterusnya, untuk soalan B3(9), 45 orang responden bersetuju ibu bapa meluahkan perasaan bangga apabila prestasi pelajaran responden meningkat.

Bagi soalan B3(10), 42 orang responden bersetuju ibu bapa memberitahu harapan untuk melihat responden menjejak kaki ke university. Untuk seolan B3(11) pula, seramai 46 orang responden bersetuju ibu bapa berjanji akan memberikan hadiah apabila responden lulus cemerlang dalam ujian atau peperiksaan. Bagi soalan B3(12), seramai 45 orang responden bersetuju ibu bapa memberikan nasihat dan kesedaran untuk belajar bersungguh-sungguh untuk masa depan responden. Soalan yang terakhir iaitu B3(13), seramai 43 orang responden bersetuju ibu bapa memberitahu bahawa mereka ingin melihat responden lulus cemerlang dalam ujian atau peperiksaan.

Hasil dapatan menunjukkan bahawa 87% responden menyatakan komunikasi antara mereka dan ibu bapa sangat berjaya manakala responden yang menyatakan tidak hanya 13%. Data ini jelas menunjukkan bahawa ibu bapa dan anak-anak dalam kalangan keluarga B40 mempunyai komunikasi yang berkesan ketika berada di rumah.

Analisis Keseluruhan Perbincangan Di Rumah, Penjagaan Di Rumah dan Komunikasi Di Rumah.



Rajah 10: Analisis Keseluruhan Dapatan Kajian

Secara keseluruhannya, hasil dapatan kajian menunjukkan bahawa tahap sokongan ibu bapa dalam kalangan keluarga B40 adalah tinggi iaitu sebanyak 84% jika dibandingkan dengan peratus responden yang meyatakan tidak iaitu hanya sebayak 16%. Ini merupakan petunjuk yang sangat positif bahawa ibu bapa kalangan B40 telah mempunyai kesedaran tentang betapa pentingnya mereka memberikan sokongan dan galakan kepada anak-anak mereka dalam pelajaran. Selain itu, hasil dapatan menunjukkan bahawa ketiga-tiga item soalan iaitu berkaitan dengan perbincangan di rumah, penjagaan di rumah dan komunikasi di rumah mendapat jumlah peratus yang tinggi.

5. Perbincangan dan Kesimpulan

Hasil kajian dari segi perbincangan di rumah menunjukkan hasil ynag positif iaitu pada tahap 79% responden yang menyokong bahawa ibu bapa responden mengadakan aktiviti perbincangan bersama anak-anak walaupun secara tidak formal. Selain itu, ibu bapa menitikberatkan aktiviti yang dilakukan oleh anak-anak ketika berada di sekolah. Hasil kajian ini juga disokong oleh Zulkifli Abdul Hamid et al. (2011) yang menyatakan pencapaian prestasi akademik murid didorong oleh penglibatan ibu bapa yang memberikan kesan yang positif. Selain itu juga menurut

Mohamad Johdi Salleh (2009), kejayaan seseorang murid adalah daripada komitmen ibu bapa dalam memberikan pendidikan di rumah.

Selain itu, dari segi aspek penjagaan juga menunjukkan hasil dapatan yang positif iaitu pada kadar 84.25%. Ini membuktikan bahawa wujudnya kawalan ibu bapa dalam memastikan anak-anak sentiasa mengikut peraturan secara tidak langsung boleh mendidik anak-anak agar berdisiplin dalam pengurusan masa. Walaupun keluarga kajian terdiri daripada golongan B40, namun tahap keperihatinan ibu bapa dalam memastikan anak-anak menepati masa yang ditetapkan terutama dalam menyiapkan kerja sekolah masih tinggi. Ini secara tidak langsung membuktikan wajudnya kesedaran ibu bapa dalam mendisiplinkan anak-anak terutamanya ketikan berada di rumah.

Aspek kajian yang ketiga iaitu komunikasi di rumah memberikan peratusan yang paling tinggi iaitu pada tahap 87% responden yang bersetuju. Komunikasi di rumah merupakan aspek yang menjurus kepada peningkatan motivasi murid ketika berada di rumah. Dengan sokongan moral yang tinggi contohnya pujian, galakan, harapan dan nasihat boleh meningkatkan lagi usaha murid untuk berjaya dalam akademik dan wujudnya kesedaran dalam menimba ilmu.

Oleh yang demikian, hubungan kekeluargaan yang harmoni di antara ibu bapa dan anak amatlah penting dalam meningkatkan prestasi akademik anak-anak di sekolah. Walaupun dilihat bahawa ibu bapa dalam golongan keluarga B40 tidak mempunyai tahap pendidikan yang tinggi namun mereka masih mempunyai rasa tanggungjawab dalam memberikan pendidikan yang terbaik kepada anak-anak mereka. Cara didikan ibu bapa juga merupakan faktor penting dalam menyediakan pembelajaran yang bermakna kepada anak-anak ketika berada di rumah. Ini merupakan salah satu bonus kepada anak-anak yang bukan sahaja boleh menikmati pembelajaran di sekolah namun dengan sokongan ibu bapa, murid-murid boleh menikmati pembelajaran di rumah.

Sebagai cadangan masa depan, pengkaji berharap agar kajian pada masa depan akan melihat kepada tahap sokongan keluarga T20 dan M40. Ini bertujuan sama ada terdapat persamaan dari segi peratusan tahap sokongan ibu bapa dalam membantu pembelajaran murid di kalangan golongan T20 dan M40. Selain itu juga, pengkaji mencadangkan agar terdapat kajian di kalangan pelajar yang menduduki Sijil Pelajaran Malaysia (SPM) untuk tahun 2020 daripada keluarga B40. Ini bertujuan untuk melihat sejauh mana ibu bapa daripada keluarga B40 memberi kan sokongan kepada anak-anak yang bakal menduduki SPM dalam suasana pendamik Covid-19 yang dilihat agak mencabar dari segi tekanan dan kawalan emosi ketika anak-anak berada di rumah.

Secara umumnya, kajian ini dijalankan untuk mengetahui tahap sokongan ibu bapa dalam membantu pembelajaran murid dan sejauh mana tahap sokongan ibu bapa memberikan impak yang positif kepada murid. Secara keseluruhannya, tiga aspek yang dinilai iaitu aspek perbincangan di rumah, aspek penjagaan di rumah dan aspek komunikasi di rumah memberikan hasil yang positif bahawa ibu bapa memberikan sokongan pembelajaran yang sangat baik kepada anak-anak mereka walaupun terdiri daripada keluarga golongan B40. Pada pendapat pengkaji, tahap sokongan tidak kira sama ada keluarga T20, M40 mahupun B40 masih tetap sama kerana ingin melihat kejayaan anak-anak pada masa hadapan. Walaupun suasana pembelajaran berbeza terutama di rumah, namun keluarga golongan B40 masih mampu untuk memberikan suasana yang terbaik untuk anak-anak menikmati suasana pembelajaran yang bermakna ketika berada di rumah.

Penularan pandemik Covid-19 yang menjejaskan sesi persekolahan di seluruh Malaysia yang menyebabkan sekolah terpaksa ditutup awal daripada tarikh takwim persekolahan menyebabkan murid-murid terpaksa meneruskan sesi pembelajaran sama ada secara dalam talian mahupun latihan dihantar ke rumah oleh pihak sekolah. Memandangkan kawasan luar bandar tidak mempunyai talian komunikasi yang baik untuk murid mengadakan sesi secara dalam talian, maka pada situasi sebeginilah kitab oleh melihat dengan jelas apakah peranan dan Langkah yang dilakukan oleh ibu bapa agar anak-anak masih mampu untuk menerima pendidikan.

Tidak kita di mana juga sesebuah keluarga itu berada sama ada di bandar, di kampung mahupun di kawasan pedalaman, apa yang paling penting adalah sokongan ibu bapa dalam memberi dan menyediakan akses pendidikan yang berkualiti kepada anak-anak. Tanggungjawab dalam memberikan pendidikan bukan hanya terletak di bahu para guru namun tanggungjawab ini harus dipikul bersama ibu bapa.

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Teknik Rangka Karangan Dalam Pengajaran Guru Bahasa Melayu Membantu Penulisan Murid Cina

(Essay Outline Technique In Teaching Among Malay Language Teachers In Order To Help Chinese Students In Writing)

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AbstraK: *Kajian ini dijalankan bertujuan untuk mengenal pasti keberkesanan penggunaan teknik rangka karangan dalam pengajaran guru bahasa Melayu membantu penulisan murid Cina. Kajian kuantitatif yang berbentuk soal selidik digunakan dan pengkaji menggunakan kaedah pensampelan dengan memilih 60 orang guru dari beberapa buah sekolah sekitar Ampang. Soal selidik lima Skala Likert yang dipecahkan kepada dua bahagian dijadikan instrumen kajian bagi mencapai objektif yang telah ditetapkan. Soal selidik diedarkan kepada responden melalui aplikasi Whatsapp dan responden telah diberikan penerangan terlebih dahulu sebelum menjawab soal selidik. Data dianalisis menggunakan sistem SPSS versi 22.0 secara analisis deskriptif bagi melihat kekerapan, min peratusan, dan sisihan piawai. Dapatan kajian mendapati, penggunaan teknik rangka karangan dalam pengajaran penulisan guru bahasa Melayu adalah tinggi (M= 4.10, SP= 0.802). Tiga belas daripada lima belas item menunjukkan tahap penggunaan yang tinggi dalam kalangan guru bahasa Melayu. Kesimpulannya, penggunaan teknik rangka karangan dalam penulisan bahasa Melayu amat membantu murid Cina menghasilkan senuah penulisan yang baik dan berkualiti.*

Kata Kunci: penulisan bahasa Melayu, rangka karangan, pengajaran guru, murid Cina

Abstract: *The study is conducted in order to identify the effectiveness of using essay outline technique in teaching among Malay language teachers in order to help Chinese students in writing. A quantitative study in a form of questionnaire had been carried out and sampling technique was used as the researcher had chosen 60 Malay language teachers as a respondents from a few schools in Ampang. To achieve the objectives, the researcher opted for a five point Likert Scale questionnaire which has been divided into two sections as the study instrument. The questionnaire was distributed to the respondents through Whatsapp application and they were briefed before answering the questionnaire. Data was analysed by using SPSS version 22.0 system through descriptive analysis to see the frequency, percentage, min and standard deviation. The finding showed that this essay outline technique was highly used among Malay language teachers (M=4.10, SD= 0.802). 13 over 15 items showed that the use of essay technique was high among Malay language teachers. In conclusion, the utilization of essay outline technique in teaching writing of Malay language is very helpful to Chinese students in order to compose a good quality essay.*

Keywords: Malay language writing, essay outline, teacher lesson, Chinese students

1. Pengenalan

Penguasaan murid Cina dalam bahasa Melayu amatlah penting dan bahasa Melayu merupakan bahasa pengantar dari peringkat sekolah sehinggalah ke peringkat pengajian tinggi. Penggunaan sepenuhnya bahasa Melayu dalam pada hampir semua mata pelajaran menjadikan bahasa Melayu amat penting untuk dikuasai. Penguasaan yang baik dalam bahasa Melayu amat membantu murid Cina dalam penulisan karangan bahasa Melayu. Kelemahan murid Cina dalam penulisan bahasa Melayu adalah disebabkan mereka lebih banyak menggunakan bahasa ibunda mereka dalam kehidupan seharian mereka. Kajian Zaliza et. Al (2013) mendapati cara penguasaan bahasa pertama dan kedua murid adalah berbeza kerana penguasaan bahasa pertama merupakan pemerolehan bahasa secara semulajadi dan memperoleh bahasa tersebut daripada bahasa ibundanya. Kelemahan murid Cina dalam penulisan bahasa Melayu dapat dikaitkan dengan teknik pengajaran yang digunakan oleh guru. Siti Hajar (200) dalam kajiannya mendapati kepelbagaian teknik dan kaedah yang berkesan dalam pengajaran memberikan impak yang positif dalam penulisan murid Cina. Guru perlu mengambil langkah yang proaktif dalam pengajaran penulisan karangan kepada murid Cina agar mereka mampu menulis dengan baik di samping idea yang bernas dapat diberikan dalam penulisan karangan tersebut. Murid-murid Cina akan berasa seronok untuk menulis karangan apabila mereka mengetahui teknik yang dapat membantu mereka dalam menghasilkan karangan yang baik.

2. Ulasan Kajian Lepas

i. Penerangan Ulasan Kajian Lepas

Penulisan karangan yang baik oleh murid Cina dapat dibantu oleh guru bahasa Melayu melalui penggunaan teknik-teknik dalam penulisan. Menurut Nor Habsah Ali (2017) mendapati merangka isi-isi penting sebelum menulis karangan amat membantu murid etnik Melanau dalam menghasilkan penulisan yang baik. Penggunaan peta minda juga turut membantu murid dalam menulis karangan apabila idea dapat dijana dan dihubungkan idea-idea tersebut menjadi sebuah penulisan yang baik (Wong Pui Chze, 2009). Selain itu, Zuraini Jusoh et.al (2014) mendapati kesan yang positif dalam penulisan karangan murid didorong melalui teknik bercerita. Seterusnya, penggunaan peta bulatan oleh murid Cina dalam penulisan karangan membantu mereka menghasilkan karangan yang baik apabila mereka dapat menguasai kemahiran menulis karangan naratif dengan lebih berkesan yang digunakan dalam pembelajaran penulisan membantu memudahkan murid Cina (Noor Hidayu Mohd Rahim et.al, 2016). Menurut Hasnah Mohamed (2016), kemahiran menulis karangan bahasa Melayu dapat ditingkatkan melalui teknik track changes apabila kesalahan yang dilakukan oleh murid dapat dikenal pasti sekaligus mengetahui pembetulan yang perlu dilakukan oleh murid.

Kelemahan murid Cina dalam penulisan bahasa Melayu bukan merupakan masalah baru dan ia amat memberi kesan langsung terhadap gred pencapaian. Roasharimah (2017) mendapati masalah yang dihadapi oleh murid Cina dalam penguasaan bahasa Melayu dikaitkan dengan faktor kelemahan murid cina dalam mata pelajaran Bahasa Melayu kerana dipengaruhi oleh penggunaan bahasa ibunda. Kemahiran menulis dalam bahasa pertama tidak menjadi masalah kepada murid Cina berbanding dengan bahasa kedua mahupun bahasa ketiga. Rasa terpaksa untuk menguasai bahasa Melayu menyebabkan murid Cina gagal dan tidak termotivasi untuk menguasai bahasa Melayu (Chew Fong Peng, 2016). Kajian dijalankan bagi melihat keberkesanan teknik rangka karangan ynag digunakan oleh guru bahasa Melayu dalam membantu penulisan karangan murid Cina.

ii. Metodologi

Konsep kajian yang dijalankan ini adalah berpandukan kepada teori konstruktivisme yang menjurus kepada pengajaran dan pembelajaran yang berpusatkan murid. Berdasarkan teori ini, murid dapat menjana idea apabila mereka melibatkan diri secara aktif dalam proses pengajaran dan pembelajaran. Yahya Othman et. Al (2012) mendapati penggunaan peta minda dalam pengajaran dan pembelajaran sebagai salah satu alternatif dalam penulisan karangan dapat menggalakkan murid-murid untuk berfikir secara kritis dan kreatif. Guru bertindak sebagai pemberi galakan kepada murid-murid dalam menjana idea yang dikeluarkan dan dikongsi bersama rakan-rakan.

Kajian yang dijalankan ini menggunakan reka bentuk kuantitatif berbentuk deskriptif bagi melihat keberkesanan penggunaan teknik rangka karangan dalam pengajaran guru bahasa Melayu membantu penulisan murid Cina. Chua Yan Piaw (2014) menyatakan pengkaji perlu merancang reka bentuk kajian yang sesuai dengan objektif yang telah ditetapkan. Kajian dijalankan di beberapa buah sekolah di sekitar Ampang yang melibatkan 60 orang responden yang terdiri daripada guru-guru bahasa Melayu. Soal selidik yang berbentuk google form diedarkan kepada responden melalui aplikasi Whatsapp. Responden telah diberikan penerangan terlebih dahulu oleh pengkaji sebelum menjawab soal selidik berkenaan. Instrumen kajian yang digunakan adalah soal selidik lima Skala Likert yang terdiri daripada dua bahagian. Bahagian A adalah berkenaan demografi responden yang terdiri daripada empat item. Manakala bahagian B terdiri daripada 15 item berkenaan dengan keberkesanan penggunaan teknik rangka karangan dalam pengajaran penulisan guru bahasa Melayu. Instrumen kajian dikatakan mempunyai kesahan yang tinggi apabila darjah kebolehpercayaannya juga tinggi. Kesemua data kuantitatif yang diperoleh dianalisis menggunakan sistem Statistical Package for Social Sciences (SPSS) versi 22.0 bagi menentukan sama ada ianya menjawab persoalan kajian. Analisis data pada bahagian ini melibatkan penggunaan statistik deskriptif yang menggunakan kekerapan, peratusan, min dan sisihan piawai.

iii. Objektif

Secara khususnya, objektif kajian ini dijalankan adalah untuk mengenal pasti keberkesanan penggunaan teknik rangka karangan dalam pengajaran guru bahasa Melayu bagi membantu penulisan murid Cina.

iv. Dapatan Kajian

Bahagian ini membincangkan hasil dapatan yang diperoleh berkenaan dengan keberkesanan penggunaan teknik rangka karangan dalam pengajaran guru bahasa Melayu membantu penulisan murid Cina. Soal selidik di dalam kajian ini menggunakan indeks lima Skala Likert seperti Jadual 1 di bawah :

Jadual 1 : Indeks Skala Likert

Skala	Interpretasi
1	Sangat Tidak Setuju (STS)
2	Tidak Setuju (TS)
3	Tidak Pasti (TP)
4	Setuju (S)
5	Sangat Setuju (SS)

Kemudian, penentuan tahap bagi nilai skor min dikategorikan seperti Jadual 2:

Jadual 2: Penentuan tahap

Nilai Skor Min	Tahap
1.00 hingga 2.33	Rendah
2.33 hingga 3.67	Sederhana
3.67 hingga 5.00	Tinggi

(Adaptasi daripada Lewis dan Robin 2000 Statistik untuk Pengurusan)

Jadual 3 di bawah menunjukkan taburan responden yang terlibat di dalam kajian ini. Kajian ini melibatkan 60 orang guru di sekitar Ampang sebagai responden kajian. Taburan responden menunjukkan 9 orang responden berumur antara 20 hingga 29 tahun (15.0%). Responden yang berumur lingkungan 30 hingga 39 tahun merupakan responden yang ramai dalam kajian ini iaitu seramai 26 orang (43.3%). Seramai 10 orang responden (16.7%) berumur antara 40 hingga 49 tahun. Manakala responden yang berumur 50 tahun dan ke atas adalah seramai 15 orang (25.0%). Seterusnya, kelulusan profesional tertinggi responden majoritinya memiliki ijazah pendidikan seramai 40 orang (66.7%). Manakala responden yang mempunyai kelulusan diploma pendidikan adalah 15 orang (25.0%) dan sarjana pendidikan seramai 5 orang (8.3%). Selain itu, dalam bidang pengkhususan pula, majoritinya adalah pengkhususan dalam bahasa Melayu (68.3%). Lain-lain pengkhususan guru yang mengajar mata pelajaran bahasa Melayu terdiri daripada perdagangan/ keusahawanan/ perniagaan (6.7%), sejarah (3.3%), sains komputer (10.0%), matematik (1.7%), pendidikan moral (6.7%) serta pengajian am (3.3%). Akhir sekali, tingkatan yang di ajar oleh responden. Seramai 26 orang responden yang mewakili 43.3% mengajar bahasa Melayu menengah rendah dan juga menengah atas. Seramai 18 responden (30.0%) hanya mengajar bahasa Melayu menengah rendah manakala 16 responden (26.7%) hanya mengajar bahasa Melayu menengah atas.

Jadual 3: Kekerapan dan Peratus Sampel ajian

Demografi	Kekerapan	Peratus (%)
Umur		
20 – 29 tahun	9	15.0
30 – 39 tahun	26	43.3
40 – 49 tahun	10	16.7
50 tahun dan ke atas	15	25.0
Kelulusan Profesional Tertinggi		
Diploma Pendidikan	15	25.0
Ijazah Pendidikan	40	66.7

Sarjana Pendidikan	5	8.3
Bidang Pengkhususan		
Bahasa Melayu	41	68.3
Perdagangan/Keusahawanan /Perniagaan	4	6.7
Sejarah	2	3.3
Sains Komputer	6	10.0
Matematik	1	1.7
Pendidikan Moral	4	6.7
Pengajian Am	2	3.3
Tingkatan Yang Diajar		
Menengah Rendah	18	30.0
Menengah Atas	16	26.7
Menengah Rendah dan Menengah Atas	26	43.3
Jumlah	60	100.0

Keberkesanan Penggunaan Teknik Rangka Karangan Dalam Pengajaran Guru Bahasa Melayu

Jadual 4 di bawah menunjukkan kekerapan, min dan sisihan piawai serta interpretasi min berkenaan penggunaan teknik rangka karangan dalam pengajaran penulisan guru bahasa Melayu ke atas murid Cina. Secara keseluruhannya, dapatan kajian menunjukkan penggunaan teknik rangka karangan dalam pengajaran guru bahasa Melayu adalah tinggi (M = 4.10, SP= 0.802). Sebanyak 13 daripada 15 item menunjukkan tahap penggunaan teknik rangka karangan yang tinggi dalam kalangan guru bahasa Melayu. Hal ini menunjukkan guru bahasa Melayu menggunakan teknik rangka karangan dalam membantu murid Cina menghasilkan karangan yang baik. Item *saya membimbing murid membuat rangka karangan sebelum proses mengarang dijalankan* (M= 4.43, SP= 0.533) dan *saya menyoal secara rawak isi rangka karangan yang telah dibina sebelum menulis karangan* (M= 4.43 SP= 0.533) menunjukkan tahap yang tinggi ini menandakan guru-guru bahasa Melayu menggunakan teknik rangka karangan ini dalam pengajaran mereka. Item lain yang turut menunjukkan tahap yang tinggi adalah *saya memberi peluang kepada murid untuk merangka tajuk penulisan berdasarkan pengalaman sedia ada* (M= 3.98, SP= 0.792), *saya melibatkan murid-murid dalam aktiviti perbincangan rangka karangan tajuk penulisan di dalam kelas* (M= 4.35, SP= 0.685), *saya mengendalikan pengajaran penulisan dengan pelbagai bahan bantu mengajar* (M= 4.12, SP= 0.904), *saya memberi tugasan membina rangka karangan kepada murid secara berkumpulan untuk tajuk-tajuk penulisan* (M= 4.18, SP= 0.892), *saya mengajar penulisan dalam bentuk perbincangan secara rawak dengan murid* (M= 4.25, SP= 0.932), *saya menyoal murid ketika pembelajaran penulisan dijalankan* (M= 4.38, SP= 0.666), *saya menyediakan pelbagai bahan sebagai sumber rujukan untuk murid-murid membina rangka karangan* (M= 4.00, SP= 0.957), *saya fokus tajuk penulisan dengan mengambil kira pengetahuan sedia ada murid* (M= 4.27, SP= 0.607), *saya menggunakan gambar sebagai panduan kepada murid untuk merangka sebelum menulis karangan* (M= 3.82, SP= 0.965), *saya mengutamakan penyusunan idea murid dalam pengajaran karangan* (M= 4.20, SP= 0.715) dan *saya meminta murid mencatat idea sendiri ketika merangka karangan untuk penulisan* (M= 4.22, SP= 0.715). Manakala dua daripada lima belas item berada pada tahap sederhana. Item-item tersebut adalah *saya menentukan rangka karangan murid dalam penulisan bahasa Melayu* (M=3.67, SP=0.914) dan *saya memberi kebebasan untuk murid-murid memilih tajuk penulisan di dalam kelas* (M=3.20, SP=1.219).

Jadual 4: Keberkesanan Penggunaan Teknik Rangka Karangan Dalam Pengajaran Guru Bahasa Melayu

Item	Perkara	STS	TS	TP	S	SS	Min	SP	Tahap
1	Saya menentukan rangka karangan murid dalam penulisan bahasa Melayu.	1	8	8	36	7	3.67	0.914	Sederhana
2	Saya memberi peluang kepada murid untuk merangka tajuk penulisan berdasarkan pengalaman sedia ada.	1	2	7	37	13	3.98	0.792	Tinggi
3	Saya melibatkan murid-murid dalam aktiviti perbincangan rangka karangan tajuk penulisan di dalam kelas.	0	0	7	25	28	4.35	0.685	Tinggi
4	Saya mengendalikan pengajaran penulisan dengan pelbagai bahan bahan bantu mengajar.	1	3	6	28	22	4.12	0.904	Tinggi
5	Saya memberi tugasan membina rangka karangan kepada murid secara berkumpulan untuk tajuk-tajuk penulisan.	1	3	4	28	24	4.18	0.892	Tinggi
6	Saya mengajar penulisan dalam bentuk perbincangan secara rawak dengan murid.	0	4	8	17	31	4.25	0.932	Tinggi
7	Saya menyoal murid ketika pembelajaran penulisan dijalankan.	0	1	3	28	28	4.38	0.666	Tinggi
8	Saya membimbing murid membuat rangka karangan sebelum proses mengarang dijalankan.	0	0	1	32	27	4.43	0.533	Tinggi
9	Saya menyediakan pelbagai bahan sebagai sumber rujukan untuk murid-murid membina rangka karangan.	0	7	6	27	20	4.00	0.957	Tinggi
10	Saya fokus tajuk penulisan dengan mengambil kira pengetahuan sedia ada murid.	0	0	5	34	21	4.27	0.607	Tinggi
11	Saya memberi kebebasan untuk murid-murid memilih tajuk penulisan di dalam kelas.	2	21	12	13	12	3.20	1.219	Sederhana
12	Saya menggunakan gambar sebagai panduan kepada murid untuk merangka sebelum	3	3	7	36	11	3.82	0.965	Sederhana

	menulis karangan.								
13	Saya mengutamakan penyusunan idea murid dalam pengajaran karangan.	0	1	5	35	19	4.20	0.715	Tinggi
14	Saya meminta murid mencatat idea sendiri ketika merangka karangan untuk penulisan.	0	2	4	33	21	4.22	0.715	Tinggi
15	Saya menyoal secara rawak isi rangka karangan yang telah dibina sebelum menulis karangan.	0	0	1	32	27	4.43	0.533	Tinggi
							4.10	0.802	Tinggi

3. Perbincangan dan Kesimpulan

Kajian yang dijalankan ini telah menjawab persoalan kajian dan didapati telah mencapai objektif kajian yang telah ditetapkan. Hal ini dapat dilihat melalui perbincangan pada persoalan kajian yang telah dianalisis. Dapatan kajian mendapati penggunaan teknik rangka karangan dalam pengajaran guru bahasa Melayu amat membantu murid Cina dalam menghasilkan penulisan yang baik. Kajian ini secara tidak langsung memberi impak yang besar terutamanya kepada para guru dalam menggunakan teknik rangka karangan semasa pengajaran penulisan bahasa Melayu bagi memperbaiki dan meningkatkan mutu penulisan dalam kalangan murid Cina. Oleh yang demikian, setiap guru hendaklah bersedia dan sentiasa mempersiapkan diri dengan pelbagai teknik yang ada dalam membantu murid Cina menulis dengan baik. Penggunaan teknik yang betul semasa pengajaran penulisan ke atas murid Cina amatlah penting. Menurut kajian yang dijalankan oleh Che Zanariah et.al (2011) mendapati, ramai guru yang mengaplikasikan strategi yang betul dan menggunakan teknik yang sesuai semasa proses mengajar kemahiran menulis kepada murid. Penggunaan bahan bantu mengajar juga perlu ada semasa proses pengajaran bagi memantapkan lagi proses pengajaran. Penggunaan bahan mampu menarik perhatian murid sememangnya perlu diterapkan oleh semua guru dalam pengajaran dan pembelajaran mereka (Abdul Rasid Jamian et. al, 2012). Penggunaan teknik menulis beserta bahan yang sesuai dapat membantu murid Cina untuk lebih memahami kehendak soalan pada penulisan. Oleh itu, para guru perlulah mencari sedikit masa dalam mencari bahan yang sesuai yang boleh digunakan semasa proses pengajaran.

Secara keseluruhannya, dapatan kajian ini menunjukkan bahawa bahawa penggunaan teknik rangka karangan yang digunakan oleh para guru memberi kesan yang positif dan amat membantu murid Cina dalam penulisan bahasa Melayu. Melalui kajian ini juga, para guru bolehlah merancang teknik penulisan yang boleh digunakan dalam pengajaran penulisan sesuai dengan tahap murid Cina di sesebuah sekolah. Keberkesanan sesebuah teknik dalam penulisan secara tidak langsung memberi impak yang besar terhadap hasil penulisan murid Cina sekaligus membantu murid Cina memperoleh gred pencapaian yang baik dalam bahasa Melayu. Dalam konteks ini, guru juga harus mahir dalam mengelolakan bahan pengajaran sehingga bahan tersebut dapat menarik minat murid untuk terus mengikuti pembelajaran bahasa tersebut. Penilaian ini secara tidak langsung dapat memberitahu murid tentang kelemahan dan kekuatannya dalam proses penguasaan bahasa. Oleh itu, guru perlu melaksanakan pengajaran yang mempertimbangkan penggunaan teknik rangka karangan yang mudah untuk memenuhi tahap kemampuan murid Cina yang berbeza-beza.

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