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PROBING FOR FACTORS THAT INFLUENCE THE WILLINGNESS TO GO ON A TRIP AMONG STUDENTS

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Abstract: *The aim of this paper was to examine the factors that either influence or trigger Japanese female students' willingness to go on a trip. In order to get some insight into this issue, a survey research was carried out, in which 180 college students enrolled mainly in humanities course answered to a questionnaire composed by 30 items evaluated by means of a 7 point scale assessment. Of 180 responses, 170 were analyzed on the grounds of cluster analysis followed by factor analysis, since 10 failed to answer adequately the questions. Cluster analysis produced four groups, which were closely related to the mean values of the assessments for each of the items, with budget and costs associated with the trip ranking highest. As for the factor analysis, it provided a model with 7 factors representing respondents' preferences. Amongst them, the one corresponding to historical and cultural aspects stood out in terms of loading values. Finally, it is expected that these results will help understand how young Japanese female students choose their destinations.*

Keywords: Assessment, triggering factors, trip, willingness to go on a trip, cluster analysis, factor analysis

Introduction

Nevertheless a milestone in the modern history of Japanese tourism industry in a broad sense and global scale in the scope of a tourism-oriented nation policy is the establishment of Agency Tourism in 2008 [1], this sector is still largely and chiefly sustained by the domestic market demand [2][3], so that it has been seen as the key to the revitalization process of regional areas where ever growing economic shrinking and population decay [4] are prominently sensitive and call for prompt measures to avoid further weakening due to, for example, the low birth rates and the aging population – the two biggest and urgent issues of the overall modern Japanese society. In fact, local authorities and communities have struggled to figure out effective ways to develop their towns to become either a trip or a tourism destination. Apparently, the relative lack of basic survey data - unlike the vast amount of statistical economic data available in general - related to the elements influencing people's mind to choose one destination over others is also playing a part in it, since age- and gender-dependent travel goals, preferences and other kinds of detailed information are of vital importance to the local development planning.

Taken these into consideration, this paper is primarily concerned with the assessment of factors that influence people's willingness to go to a trip and the choice of destinations as well. For this purpose, this work focused only on female students and carried out a survey study at colleges in the northeast region of Japan. Then, cluster analysis and factor analysis were used to model this specific cohort data.

As far as the literature backing this framework is concerned, the following previous reports are related to this one. Briefly, studies on motivation for traveling and traveller-host

interaction on the basis of interviewing travellers and local businesses were compiled by Maeda et al. [5]. On the other hand, Yashiro and Oguchi conducted a survey investigation on 98 students in all to examine how some good preferences and interests related to traveling that they experienced during their childhood would influence present choices of travel destinations [6]. Yet, Yamamoto targeted specifically at a relatively popular destination to see how factors as historical sites, natural landscape, spa and local food would drive college students to visit the place [7].

Finally, this paper is organized as follows. The details of experimental procedure are described in section 'Experimental procedures'; and the results are given in section 'Results'. Discussions and final comments are presented in the last two sections, respectively.

Experimental procedures

In this section presents the technicalities of the experiment.

Survey place and respondents

The investigation was carried out at higher education institutions located in the north eastern region of Japan, also known as Tohoku region, between June and July of 2017. In all, 180 subjects participated in the study. They were all local fresh and sophomore female college students, most of them enrolled in humanities course, whose ages ranged from 18 to 20.

Questionnaire

As shown in Table 1, apart from the individual information as age, home town and course among others, the questionnaire consisted basically in assessing the level of influence that each of the 30 items have on the willingness to go to a trip. The items were evaluated by means of a 7-point scale with rank 1 standing for the weakest influence whereas rank 7 the strongest. In order to get as many as possible answers, request for cooperation were sent out to college teachers and with their prior consent, the survey was applied during the classes. The students were also given an account of the project and invited to become volunteers. Thus, only those who agreed to were actually asked to fill out the questionnaire and hand them in. Of 180 collected answer sheets, 10 had flaws as being only partially completed, thus these were taken off, so that the answers of 170 students were accounted for further analysis.

Table 1. Survey sheet.

How do the following factor influence or trigger your willingness to go on a trip? Please, evaluate each factor with the number that most likely represent your standpoint. Mark 1 if not at all; 2: low; 3: slightly low; 4: neutral; 5: moderately high; 6: high; 7: very high.	
Q1	friends and acquaintances
Q2	local specialty and foods
Q3	distance and travel distance
Q4	family and relatives
Q5	just feeling like going out
Q6	avocation and/or interest
Q7	for refreshing purpose
Q8	contents on social media
Q9	budget and costs
Q10	availability of time
Q11	convenience of access

Q12	mass media information
Q13	popularity of the place
Q14	ongoing shows and events
Q15	whether it has been a location for film/movie making
Q16	pilgrimage destination
Q17	an important historical site
Q18	an important cultural site
Q19	townscape, scene and view of the place
Q20	natural environment of the place
Q21	whether it is a hot spring town
Q22	whether there are leisure and event facilities
Q23	whether there are shrines and temples
Q24	whether there is an old castle
Q25	whether it is close to the sea
Q26	whether there are products not found anywhere else
Q27	security situation of the place
Q28	whether there are curious things to enjoy in the place
Q29	it makes me feel special
Q30	it allows one to spare time comfortably

Data processing

The data of answer sheets were first tabbed with Microsoft Excel 2016 spreadsheet and adequately arranged to allow cluster and factor analyses with freeware 'R' version 3.51 [8] running on a windows 10 based computer. It is worth noting that R package 'psych' [9] was used for the factor analysis.

Results

The outcomes of data processing are given in the sequel. For the sake of clarity, they are presented according to the processing order.

Cluster analysis

In this work, we performed a non-hierarchical cluster analysis on the data set. As a result we obtained the dendrogram shown in Figure 1. After some trial and error, it was then concluded that 4 clusters would split the dendrogram in such a way that the composing data of each cluster had similar attributes leading to clusters with relatively distinctive characteristics from each other.

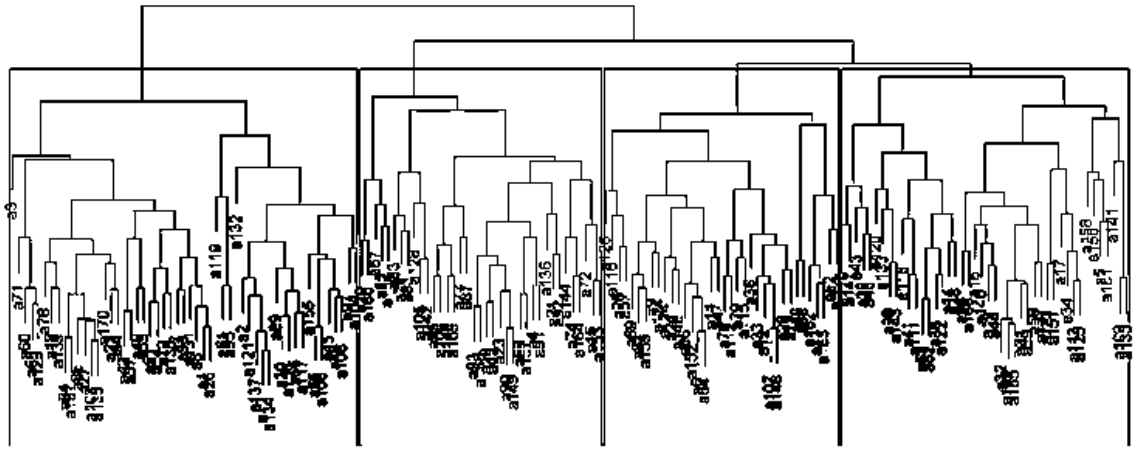


Figure 1 Partitioned dendrogram with four clusters.

Table 2 gives the proportions of respondents in each cluster. Cluster#1 is the largest one with 31.2% of answerers, which accounts for 53 subjects; the second largest group is cluster#3 with 25.8% (43 students); and the remainder of participants splitting nearly equally between cluster#2 (21.8%) and cluster#4 (21.2%). Since we do not have a cluster too big or too small relatively to others in this clustering, none of the clusters represents the majority or the minority of students.

Table 2. Proportions of the clusters.	
cluster#1	31.2%
cluster#2	21.8%
cluster#3	25.8%
cluster#4	21.2%

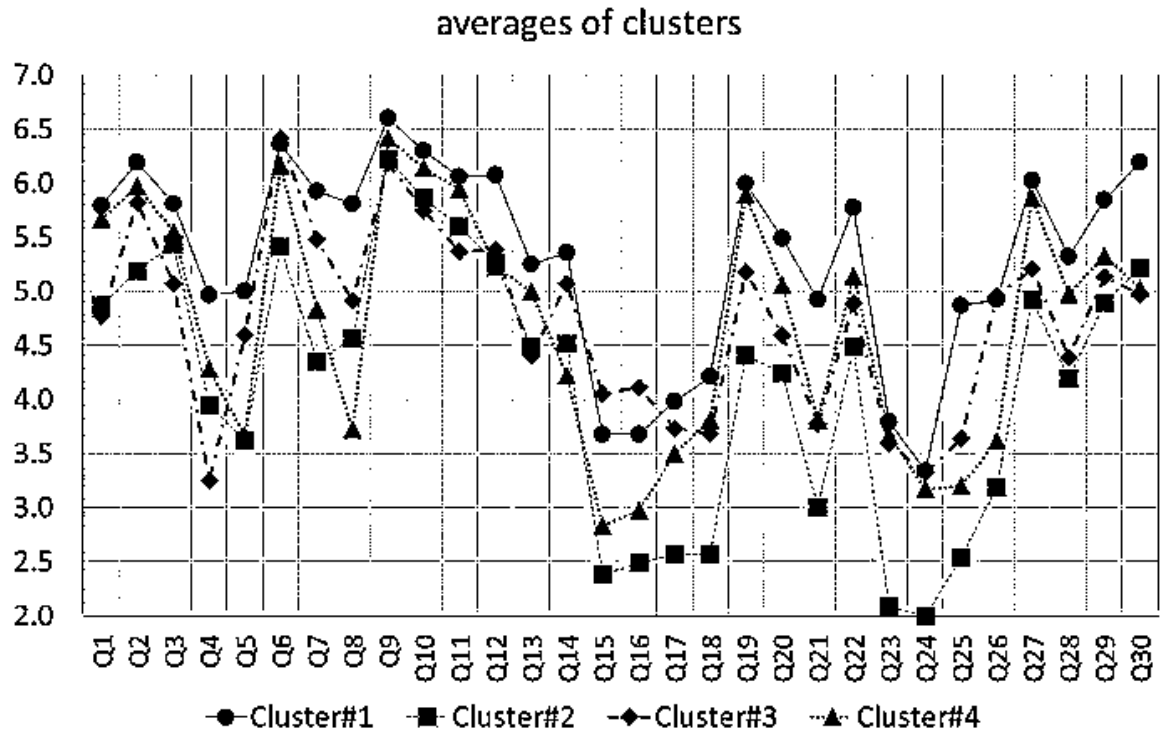
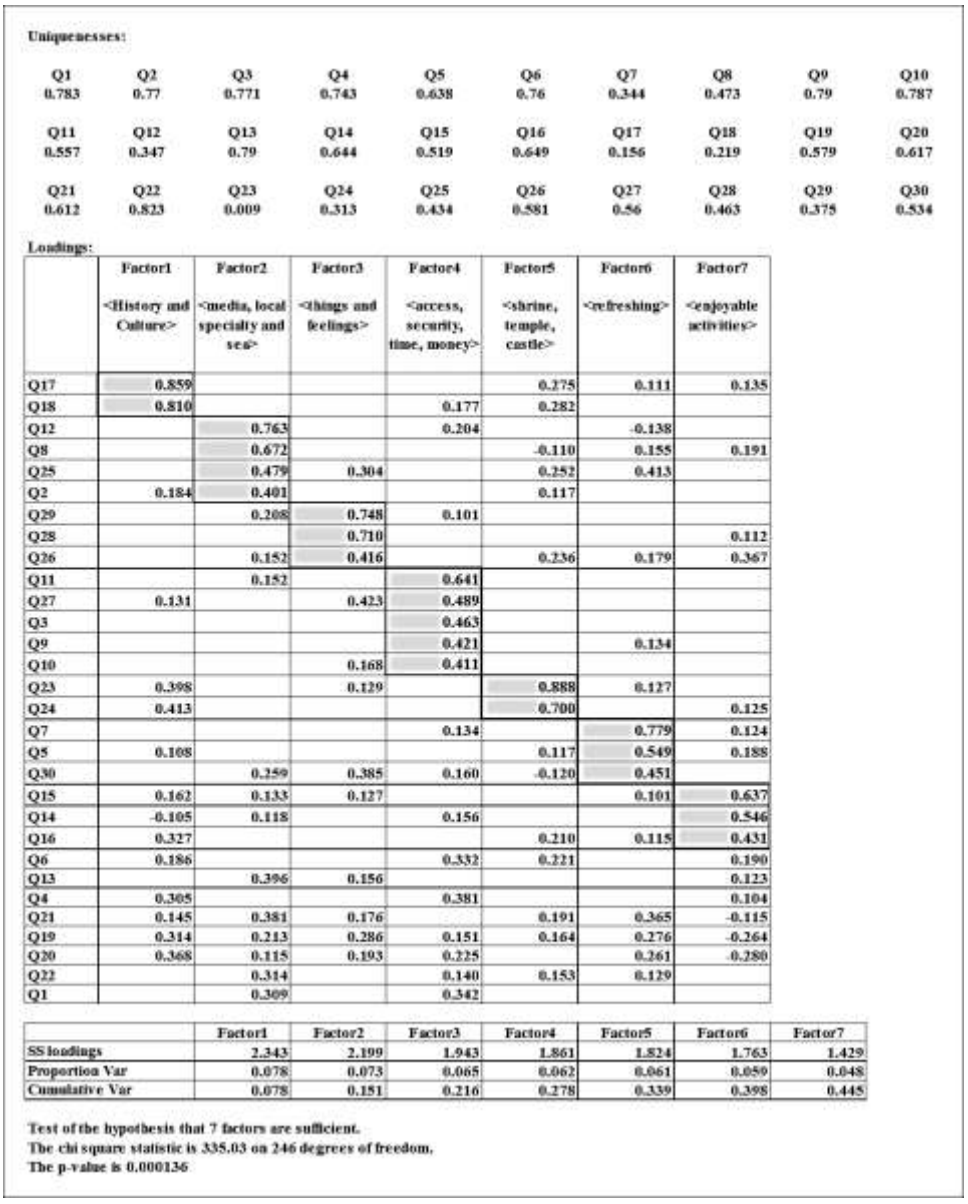


Figure 2. Characterizations of clusters by means of averages of the variables (questions).

The averages of each question for each cluster are given in Figure 2. Cluster#1 has the highest average values for almost all the items. In fact, for [Q15 whether it has been a location for film/movie making] and [Q16 pilgrimage destination], the averages rank right below cluster#3, which at these points have the second highest averages. The four clusters as a group have a behaviour characterized by peaks and valleys with the first peak occurring at [Q2 local specialty and foods], followed by [Q6 avocation and/or interest], [Q9 budget and costs], [Q19 townscape, scene and view of the place], [Q22 whether there are leisure and event facilities], [Q27 security situation of the place] and [Q30 it allows one to spare time comfortably]. On the other hand conspicuous valleys can be noticed at around [Q4 family and relatives] and [Q5 just feeling like going out], [Q8 contents on social media], [Q15 whether it has been a location for film/movie making] through [Q18 an important cultural site], [Q21 whether it is a hot spring town], and [Q23 whether there are shrines and temples] through [Q26 whether there are products not found anywhere else]. Moreover, multiple clusters have averages at these points falling short of the reference [4: neutral] used to evaluate the items.



Uniquenesses:

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
0.783	0.77	0.771	0.743	0.638	0.76	0.344	0.473	0.79	0.787
Q11	**Q12**	**Q13**	**Q14**	**Q15**	**Q16**	**Q17**	**Q18**	**Q19**	**Q20**
0.557	0.347	0.79	0.644	0.519	0.649	0.156	0.219	0.579	0.617
Q21	**Q22**	**Q23**	**Q24**	**Q25**	**Q26**	**Q27**	**Q28**	**Q29**	**Q30**
0.612	0.823	0.009	0.313	0.434	0.581	0.56	0.463	0.375	0.534

Loadings:

	Factor1 <History and Culture>	Factor2 <media, local specialty and sea>	Factor3 <things and feelings>	Factor4 <access, security, time, money>	Factor5 <shrine, temple, castle>	Factor6 <refreshing>	Factor7 <enjoyable activities>
Q17	0.859				0.275	0.111	0.135
Q18	0.810			0.177	0.282		
Q12		0.763		0.204		-0.138	
Q8		0.672			-0.110	0.155	0.191
Q25		0.479	0.304		0.252	0.413	
Q2	0.184	0.401			0.117		
Q29		0.208	0.748	0.101			
Q28			0.710				0.112
Q26		0.152	0.416		0.236	0.179	0.367
Q11		0.152		0.641			
Q27	0.131		0.423	0.489			
Q3				0.463			
Q9				0.421		0.134	
Q10			0.168	0.411			
Q23	0.398		0.129		0.888	0.127	
Q24	0.413				0.700		0.125
Q7				0.134		0.779	0.124
Q5	0.108				0.117	0.549	0.188
Q30		0.259	0.385	0.160	-0.120	0.451	
Q15	0.162	0.133	0.127			0.101	0.637
Q14	-0.105	0.118		0.156			0.546
Q16	0.327				0.210	0.115	0.431
Q6	0.186			0.332	0.221		0.190
Q13		0.396	0.156				0.123
Q4	0.305			0.381			0.104
Q21	0.145	0.381	0.176		0.191	0.365	-0.115
Q19	0.314	0.213	0.286	0.151	0.164	0.276	-0.264
Q20	0.368	0.115	0.193	0.225		0.261	-0.280
Q22		0.314		0.140	0.153	0.129	
Q1		0.309		0.342			

	Factor1	Factor2	Factor3	Factor4	Factor5	Factor6	Factor7
SS loadings	2.343	2.199	1.943	1.861	1.824	1.763	1.429
Proportion Var	0.078	0.073	0.065	0.062	0.061	0.059	0.048
Cumulative Var	0.078	0.151	0.216	0.278	0.339	0.398	0.445

Test of the hypothesis that 7 factors are sufficient.
The chi square statistic is 335.03 on 246 degrees of freedom.
The p-value is 0.000136

Figure 3 Factor analysis output.

Factor analysis

Figure 3 shows the result of factor analysis achieved by means of the command line "factanal" in R. The number of factors was established after some trial and error taking the usual parameters into consideration. From this, we can see that the cumulative variance summed up to 0.445 for p-value of 0.000136 and was the best we could obtain here. Nevertheless a greater value of cumulative variance is expected, this model is hereafter adopted to get some insight into the problem focused on here. Note also that on taking into account only variables with factor loadings larger than 0.40, some of the assessed elements were left out of the factor analysis model; namely, [Q6 avocation and/or interest], [Q13 popularity of the place], [Q4 family and relatives], [Q21 whether it is a hot spring town], [Q29 it makes me feel special], [Q20 natural environment of the place], [Q22 whether there are leisure and event facilities], and [Q1 friends and acquaintances].

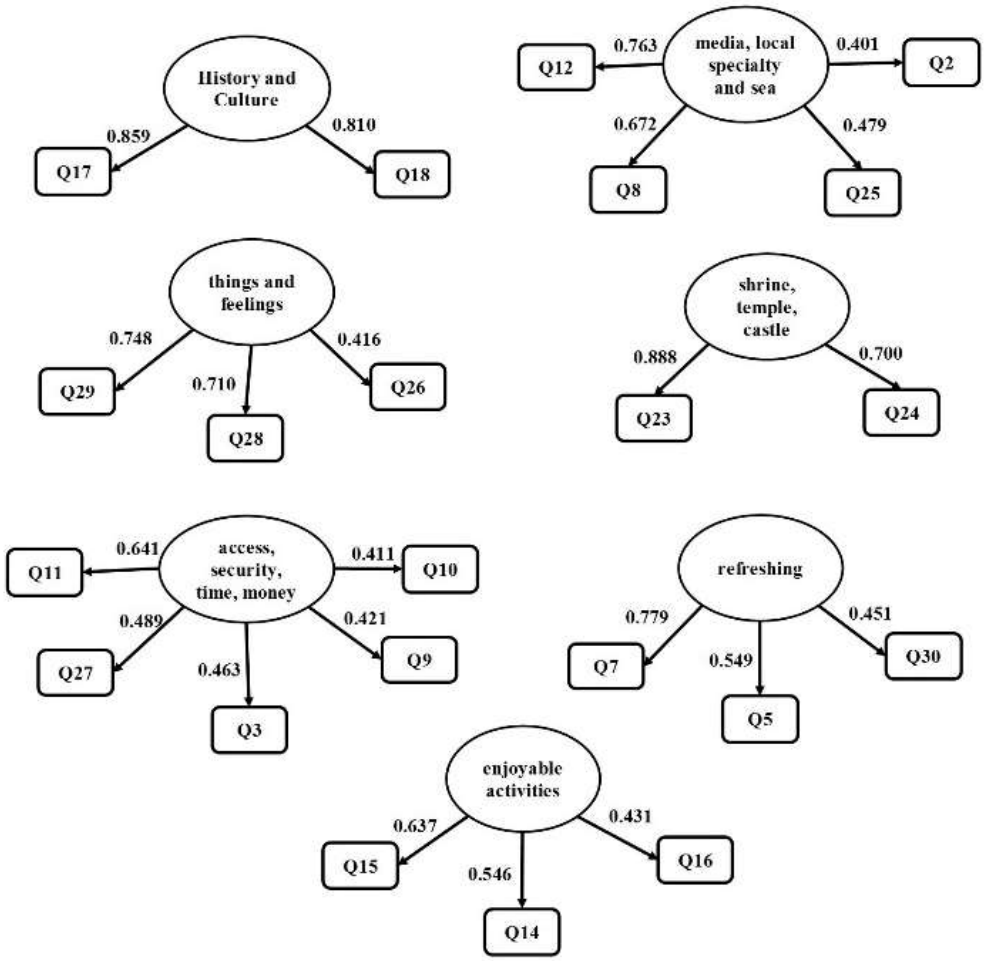


Figure 4 Factor analysis model with factor loadings.

Figure 4 illustrates the factor analysis model with the factors renamed. Factor 1 was renamed factor <History and Culture> because it is correlated with [Q17 an important historical site] and [Q18 an important cultural site], and the respective loadings are 0.859 and 0.810. The remainder of the factors and the loadings are as follows. <media, local specialty and sea> correlated to [Q12 mass media information] (0.763), [Q8 contents on social media] (0.672), [Q25 whether it is close to the sea] (0.479), and [Q2 local specialty and foods] (0.401); <things and feelings> to [Q29 it makes me feel special] (0.748), [Q28 whether there are curious things to enjoy in the place] (0.710), and [Q26 whether there are products not found anywhere else] (0.416); <shrine, temple, castle> to [Q23 whether there are shrines and temples] (0.888), and [Q24 whether there is an old castle] (0.700); <access, security, time, money> to [Q11 convenience of access] (0.641), [Q27 security situation of the place] (0.489), [Q3 distance and travel distance] (0.463), [Q9 budget and costs] (0.421), and [Q10 availability of time] (0.411); <refreshing> to [Q7 for refreshing purpose] (0.779), [Q5 just feeling like going out] (0.549), and [Q30 it allows one to spare time comfortably] (0.451); <enjoyable activities> to [Q15 whether it has been a location for film/movie making] (0.637), [Q14 ongoing shows and events] (0.546), and [Q16 pilgrimage destination] (0.431).

Discussions

Focusing on the factor analysis results, [Q17 an important historical site] and [Q18 an important cultural site] are relatively strongly correlated to the factor <History and Culture>.

On the other hand, clustering analysis shows that these variables have means below rank [4: neutral]. Thus these suggest that young female students are in general unlikely to think of going out for a trip if place does not offer any other option than these choices. As a matter of fact, this interpretation is supported by the elements [Q23 whether there are shrines and temples] and [Q24 whether there is an old castle], which make up the factor <shrine, temple, castle>, since these variables also have relatively small averages. Yet, factor <enjoyable activities> is another factor that apparently does not influence the respondents willingness, for the variables [Q15 whether it has been a location for film/movie making], [Q14 ongoing shows and events], and [Q16 pilgrimage destination] have averages at valley points in Fig. 2. At the other end, we have that variables [Q11 convenience of access], [Q27 security situation of the place], [Q3 distance and travel distance], [Q9 budget and costs], and [Q10 availability of time], composing factor <access, security, time, money>, have positive influence on the willingness to go out. The same can be said about the variables [Q12 mass media information], [Q8 contents on social media], [Q25 whether it is close to the sea], and [Q2 local specialty and foods], which are correlated to factor <media, local specialty and sea>. The remainder of the factors have mixed variables, with some of them being larger than rank [4: neutral] and others not. Moreover, variables not making up factors are also worth being considered. Indeed, [Q1 friends and acquaintances], [Q19 townscape, scene and view of the place], and [Q22 whether there are leisure and event facilities] affect the students.

It is fact that shrines, castles and spas are among the many famous tourist destinations in regional areas; but it is also a fact that not many young people visit these places on their own, unless on certain special occasions. Now, the results so far suggest that if one is interested in targeting young female students as potential tourists or visitors then variables composing factors <media, local specialty and sea>, [Q19 townscape, scene and view of the place], and [Q22 whether there are leisure and event facilities] should be considered as ways of improving the current conditions.

Final comments

In this paper we investigated factors that influence the trigger Japanese female students to go to a trip. The contribution of this paper is that it provides useful data for policy makers if they are interested in develop their region by promoting the regional tourism as a mean of reinvigorating the local economies.

Acknowledgment

The authors would like to express their gratitude to students of the college for their cooperation and help. They also thank all their colleagues and staff members at Yonezawa Women's College as well as the institution for the research grant.

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QUEPIC ENHANCE READING COMPREHENSION AMONG LOW ENGLISH PROFICIENCY OF YEAR 2 STUDENTS: AN ACTION RESEARCH

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Abstract: *Reading, without comprehension, is simply following words on a page from left to right while you are just sounding them out. Students whom do not possess adequate reading comprehension skills will experience frustration, without having idea what the words actually meant. The importance of this issue is consistent with the second shift under the Malaysian Education Blueprint 2013-2025, which is designed to ensure that every child is competent in Bahasa Malaysia and English. Thus, this research was conducted with the objectives to investigate how QuePic technique helps to improve reading comprehension and to investigate the students' perception on the use of QuePic technique in improving their reading comprehension, within a month. An action research was adopted by conducting a pre-test and post-test and supported with an observation to eleven participants of Year 2 in SK Kebun Baharu. Three participants also been interviewed to get the data. The findings of the research revealed that the increment of the percentages of the pre-test and post-test were positive and there was also major improvement in participants' behaviour before and after intervention. Not only that, students' interest, motivation, difficulty and the effectiveness of the technique towards the students were regarded as the emerged themes of applied technique. The results of this research are intended to inform students, teachers and school administrators about the improvement of current practices to raise awareness and use of QuePic in primary and other education levels in the country.*

Keywords: QuePic technique, questioning technique, picture, English education, English Language teaching

Introduction

English is an international language, spoken early throughout the world. It is considered to be one of the most important media. In the Education Transformation Plan 2013-2025, the Ministry of Education (MOE) emphasized six students ' aspirations: knowledge, bilingual skills, thinking skills, ethics and spirituality, leadership skills and national identity.

For achieving these aspirations, teaching and learning process, especially the English Language has to undergo waves of change. The terminal goal of the English Language curriculum for schools is to help students to obtain the language so that they can use it in their everyday life, to further their studies, and for working purposes. In Malaysia, four skills have been emphasized; reading, writing, listening and speaking. From these four skills, reading is the most essential because in every level of their schooling especially in tertiary level, they need to read a lot. Due to the lexical difficulties or the length of the text, they might feel difficult to understand the text.

For Year 2, reading standards deal with basic literacy using phonics strategies that enable students to become independent readers. Students ' phonemic awareness is developed through phonics at the beginning. Phonemic awareness is the ability to hear, identify and manipulate the individual sounds in spoken words (Fitch & Fitch 2012). In other words, it is the skill to recognize letter sounds in a vital and advantageous early reading skill. Students should be made aware of the relationship between graphemes (the letters and spelling that represent those sounds in written language) and phonemes (the sounds of spoken language).

In order to enable students to increase the speed of reading and to understand a text more efficiently and efficiently, it must first be started when students start reading words, phrases and then simple sentences.Their reading skills should be supported by appropriate reading materials that enhance their ability to read. In the second language context, however, it is appropriate for teachers to start teaching phonics by allowing students to listen to a rich English language input. As for that, the use of stories, songs, poems, rhymes and pictures to make phonics instruction more enjoyable is encouraged.

The QuePic technique (the use of pictures with questioning) was used during the reading lesson. The text chosen is suitable for their level. Students may have no interest at the beginning of the lesson, however if the students may understand and comprehend the text better, they can change themselves to be a better learner as they can enjoy the teaching and learning process.Hence, this research is designed to investigate whether using this technique improve students' reading comprehension skill to answer the comprehension questions or not.

Literature review

Definition of Questioning Picture (QuePic) Technique

According to McArthur & McArthur (2005), questioning is a form of language that invites an answer, written and printed in spoken English with specific intonation patterns using question mark as the closing. Picture is a representation by painting, drawing or photography (Grove 2002). Yunus et.al (2013) indicates that the use of visual aids such as images, videos and projectors encourages students to read interesting texts, making it easier for them to understand the abstract ideas in the texts. Thus, based on the definitions given, the essence of QuePic technique is the capability of the students to response to the question based on the text with the help of the picture. They can relate question and picture in the text.

Reading Comprehension

Reading understanding is an ongoing thinking process that consists of a variety of interrelated factors: prior knowledge and background experiences, interpersonal and cultural experiences, cognitive and linguistic experiences and skills, as well as an interest in reading. Yunus and Chun (2016) in their research stated that the teacher explained that learners find no importance in reading from start to end because most of the texts are beyond their comprehension level. Another teacher confirmed this by stating that most of her learners are pressed for time to decode and comprehend each and every word from the text they are reading. As for that, background knowledge is the most important thing for all readers to interact with the text and develop an understanding. As a teacher, it is important to activate as much prior knowledge as possible during teaching reading comprehension as well as allowing pupils to relate the prior knowledge use while reading. The role of the teacher is to work with his students to help build meaning in the learners. (Thirusanku & Yunus 2014). Hence, teacher needs to

teach the pupils how to interpret useful prior knowledge to suit with the new background knowledge.

Metacognitive

Moreover, thinking about thinking (metacognitive) are the benefits that students can acquire by using pictures and questioning during their reading lesson. McGuinness (2006) defined Higher order thinking as the need for learners to go beyond the mere reminder of factual information in order to develop a deeper understanding of topics, to be more critical of evidence, to solve problems and to think flexibly, to make reasoned judgements and decisions rather than to jump to immediate conclusions.

Develop Active Learning

As far as the researcher concerned, using picture along with questioning from the teacher in learning is the best technique to help the students comprehend the text. At the same time, the researcher believes by interaction between teacher and learner also an important element to make the students clear what they think. Interaction between teacher and students can be promoted by asking good questions. According to Eison (2010), questioning is an effective approach to increasing student engagement. Automatically it can establish an active learning which encourages the students to participate during the lesson. The students also have opportunity to ask again the teacher if they not understand the text and they can give their own opinion towards the lesson.

Motivation

The QuePic technique is the technique which involves both role of teachers and students to ensure the effectiveness of these techniques. Teacher motivation has crucial effect on student and their satisfaction and achievement (Atkinson 2000 cited in Kamile 2011). Eccles and Roeser (2011) highlight that teachers are the one who shape the learning environment and they are responsible to make a learning environment that can improve and tolerates students' motivation and participates students in the learning process. Chen, Noreiny and Yunus (2016) added, without interest and motivation, students will have difficulty to read and comprehend the text. In other words, if readers cannot understand a certain passage, they can turn their attention from the text to the visual images that accompany them.

Dual Coding Theory

'Dual Coding Theory' is an influential reasoning behind using pictures and texts together. According to Pan (2009), human memory is consisted of two independent but interconnected coding systems: the verbal system and the imagery system. By bringing on some questions along the pictures and text can create more effective way to help students to comprehend the reading text because when students read and look at the pictures, they only can think and relate the text with their imagination without knowing it is true or not but with questions ask by the teacher, the students actually can think more critical and able to communicate their thought which is it make them engage in learning and improve his reading comprehension skill**.**

Methodology

An action research from Kemmis & McTaggart's action research model was adopted to investigate whether using this technique can improve students' reading comprehension skill to answer the comprehension questions or not. 11 participants of Year 2 from SK Kebun were chosen based on their marks in their English Paper for their monthly test. All of them ranged from C, D and E. Their level of English language proficiency was from average to low.

A pre-test and post-test and observation was conducted to them. 3 of the participants were selected and semi-structured interview was done to triangulate the data.

Results and Findings

The results of the findings were presented by answering the two research questions.

Research Question 1: How can QuePic technique helps to improve reading comprehension among low English proficiency of Year 2 students?

Based on the result, the participants scored in the range of 25% to 50% for the pre-test. After the technique was implemented, the score increased in the range of 55% to 90%. The detailed results can be found in Table 1.

Table 1: The participants' percentage of the pre-test and post-test.

Participants	Pre-test (%)	Post-test (%)
P1	50	75
P2	30	50
P3	45	65
P4	40	65
P5	50	90
P6	35	50
P7	25	55
P8	40	70
P9	25	50
P10	25	55
P11	30	65

To support the analyses that have been done, the researcher made an observation checklist to look out for differences within the participants' behaviours and responses and also their level of understanding in reading without the technique and reading with the technique.

Table 2 below summarized the analysis of the observation checklist.

Table 2: Analysis of the observation checklist

Components	Before QuePic Technique	After QuePic Technique
1. Environment:		
Student is able to understand environmental print in the surrounding of the school	/	/
Student is able to read and match their friends' names to the appropriate students	/	/
Student is able to choose reading materials that are appropriate for himself/herself.	/	/
2. Fiction:		
Student is able to retell a story that has been read.	-	/
Student is able to identify the parts of a story that has been read.	-	/
Student is able to explain the "problem" of the story that has been read.	-	/
Student can make predictions about a story that has been read.	-	-
Student is able to identify the characters in the story.	/	/
Student is able to identify the setting of the story that has been read.	/	/
Student is able to make reasons into the character's motivations.	-	-
Student is able to connect himself/herself to the story.	-	/
Student can remember specific facts from the story that has been read.	-	/
3. Non Fiction:		
Student is able to read and follow instructions independently.	/	/
Student is able to use skimming skill to locate information.	-	/
Student is able to apply background knowledge to the non-fiction text.	/	/
Student is able to make a summary of a passage that has been read.	-	-
Student is able to make comparisons and contrasts of the information read.	-	/
Student is able to sequence the events or steps from the text.	-	/
Student is able to understand the cause and effect of relationships.	-	/
Student is able to identify the main idea of the passage.	/	/
Student is able to identify supporting details for the main idea.	-	/

Research Question 2: What are the students' perceptions on the use of QuePic technique in improving the reading comprehension among low English proficiency of Year 2 students?

A semi-structured interview was done to answer this Research Question. According to the interview sessions, there were four emerging themes: students' interest, motivation, difficulty and the effectiveness of the techniques towards the students. Based on these themes, it was proven that low English proficiency students gave good perception on the use of QuePic technique in learning reading comprehension.

Conclusion

The study explored whether using this QuePic technique can improve students' reading comprehension skill to answer the comprehension questions or not. It was found that this technique gives positive impact to their learning and technically help them to learn English. From the effectiveness part, the students showed some improvements after using QuePic technique in improving their reading comprehension when they could score better percentages after the technique was implemented. Not only that, they could achieve more criteria in the observation checklist. From the students' perception part, this technique shows that it can improve students' understanding which leads them to be able to answer reading comprehension question. Hopefully, the findings from this research can provide little guidance for the education practitioners as well as students to fully use this technique for their own learning.

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DESIGN DISCIPLINE FRAGMENTATION AS SUSTAINABLE RESEARCH PLATFORM ON MENTAL HEALTH AWARENESS CAMPAIGN IN MALAYSIA

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Abstract: *Today, 55% of the world's population lives in urban areas, a propotion that is expected to increase to 68% by 2050 (UN2018). Designing for this new urban atmosphere becomes one of the most important agendas of our times. As technology diffused through every aspect of our lives, cities too will have to adapt an familiarize new models of interaction and information. Design, again, finds itself in the midst of a crisis from a number of different perspectives, including professional, cultural, technological,and economic forces. Records with the National Mental Health Registry (NMHR) have shown that public awareness about mental health is far from satisfactory. In Malaysia, the latest National Health Policy dated 2011 to 2015, acknowledge that the health sector needs to diversify and strengthen services in several areas including mental health as in september 2015, mental health was included in the UN Sustainable Development Goals (SDGs).This paper focus on analyzing features about design disciplinary in order to construct better mental health awareness campaign through design and development method (Richey,Klein,2004).To study discussion of evolutionary theories in Design Issues; given the deliberate and intentional nature of design practiced by using representive Multiple Qualitative Method Study (Jones & Richey, 2000). Consequently, as a member of new media of the Faculty Art and Design , this study will introduced community to new model visual communication in enhancing health education through design discipline to facilitate early intervention for improving mental health awareness.*

Keywords: (TNR, Design Discipline, Mental Health Awareness Campaign, Unsustainable Development, Concept paper)

Introduction

In this age where design is typified by fluid, evolving patterns of practice that regularly traverse, transcend and transfigure historical disciplinary and conceptual boundaries, the authors have argued that globalization and the proliferation of the digital has resulted in connections that are no longer ‘amid,’ cannot be measured ‘across,’ nor encompass a ‘whole’ system. In short, this ‘disciplinary turn’ has generated an ‘other’ dimension an alternative disciplinarily (Sudjic . D, 2009).The fragmentation of distinct disciplines has shifted creative practice from being ‘discipline-based’ to ‘issue- or project-based. Consequently, this paper presents a manifesto for the future design discipline that emphasizes disposing carefully of what you know, teaching what you do not know whilst always taking design seriously, protecting us from what we want, objecting to sustaining everything, designing without reproach, ensuring that objects are invisible but designed with care and within history whilst exploring design as an idea rather than an ideal.(Kimbell,2011).

Background Research

Since the 1950s, the adoption and application of the word design has been expanding continuously both in type and remit, and now extends from the design of objects and spaces that we use daily to cities, landscapes, nations, cultures, bodies, genes, political systems, and the way we produce food, to the way we travel, build cars and clone sheep.With accelerated design activity anticipated well into the 21st century, it is clear that an increasing number of researchers and practitioners across a diverse range of creative and other disciplines routinely regard their methods as rooted in design practice or are using methods, techniques and approaches that could be considered *"designerly."(*Hackne, J,2008).

Problem Statement

Today, 55% of the world's population lives in urban areas, a proportion that is expected to increase to 68% by 2050 (UN2018). Urbanization estimated that the gradual shift in residence of the human population from rural to urban areas, combined with the overall growth of the world's population could add another 2.5 billion people to urban areas by 2050. Designing for this new urban atmosphere becomes one of the most important agendas of our times. As technology diffused through every aspect of our lives, cities too will have to adapt an familiarize new models of interaction and information**.** It is equally clear that design is expanding its disciplinary, conceptual, theoretical, and methodological frameworks to encompass ever-wider disciplines, activities and practice. As a result, design is either copious and being smeared as a viscous layer over the problems of the world, or what we call design is being stretched into an impermeable film expanding to keep in capital and consumption (Cross,2006).As the global population becoming more urbanized, this remarkable transition has huge public health impact and open more opportunity. Health promotion shares many common and standard interest associated with issues in the urban context. It concern not only environment or the appreace of urban area but also defines the community both individuals and socially. Urban areas are both containers of multiple "settings' are in themselves "settings".

All the traditional settings-based interventions in health promotion-namely schools, workplaces, hospitals and communities are found in urban context (Neiman, Hall 2006). Mental health is an integral part of health and well-being, as reflected in the definition of health in the Constitution of the World Health Organization: "health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". Urbanization affects mental health through the influence of increase stressors and factors such as overcrowded and polluted environment, high levels of violence, and reduced social support (Srivastava,2009).The 2030 Sustainable Development Agenda and World Health Organization Mental Health Action Plan highlight mental health as an emerging global priority. Records with the National Mental Health Registry (NMHR) have shown that public awareness about mental health is far from satisfactory. Health promotion shares many common and standard interest associated with issues in the urban context. Eventually, health promotion emphasize certain principles are perspective realting to efforts to imrpove the global impact of urbanization. In terms of principles, some people have argued that health promotion practise should be empowering, participatory, holistic, inter-sectoral and multidisciplinary (WHO/EURO,1998).

Research Objectives

The researcher would study the importance of design discipline in awareness campaign and its in creating better understanding in Malaysia mental health. The researcher will outline two key objectives that will be the main thrust of this research which are:

- To acknowledge how designers from Malaysian Mental Health Organisation implicate design discipline in creating awareness campaign
- To investigate how design discipline construct efficient mental health campaign in Malaysia

Research Question

In order to achieve expected result this paper develop two research question which are:

- How Malaysian designers acknowledge design discipline in creating awareness campaign
- Why design discipline construct efficient mental health campaign in Malaysia

The outcome of this research will contribute in enhancing the quality of mental health awareness campaign where designers will be called upon with artist , youth organisation, mental health organisation in designing efficient information. The key motivation behind this research is to bridge mental health awareness campaign with design disciplinary .Consequently, as a member of new media of the Faculty Art and Design , this study will help build new field research design to real world application where most new media institution will gain benefit from. This experimental application will be a platform towards what is possible and therefore equip community based on design disciplinarily.

Literature review

The world we inhabit today is an increasingly complex and interdependent one; it is a world where the majority of society's big issues are not isolated to one particular sector or discipline; it is often said that we will not resolve these issues with the knowledge and thinking we used to create them in the first place. Design, again, finds itself in the midst of a crisis from a number of different perspectives, including professional, cultural, technological, and economic forces. The present crisis, however, is not new. Almost 20 years ago, design's crisis of identity was highlighted in Adam Richardson's paper, "The Death of the Designer," in which he reminded us that design's crisis had been around since the days of the Italian Radical Design Movement of the 1960s (Richardson,1993).Today, rather than enlist designers to make an already developed idea more attractive, the most progressive organizations are challenging us to create ideas at the outset of the development process. The former role is tactical; it builds on what exists and usually moves it one step further. The latter is strategic; it pulls ''design'' out of the studio and unleashes its disruptive, game-changing potential. It's no accident that designers can now be found in the boardrooms of some of the world's most progressive companies. As a thought process, design has begun to move upstream. We call this ''design thinking.''(Brown, 2011).Moreover, these principles turn out to be applicable to a wide range of organizations, not just to companies in search of a new product offering.

A competent designer can always improve upon last year's widget, but an interdisciplinary team of skilled design thinkers is in a position to tackle more complex problems. Design thinking is now being applied to a range of challenges that bear little resemblance to the covetable objects that fill the pages of today's coffee table publications. The boundaries of what were once recognized as discrete design disciplines, such as product, graphic, textile, and fashion design, have been ruptured and continue to dissolve(Rodgers,2008).

Figure 1: Design Issues Volume 29, Number 3 Summer 2013

Moreover, many modern-day design pursuits, such as the design of domestic products like audio equipment, communication devices, and electronic products, require a core of designedly activity supported by other subject specialist areas, such as engineering, anthropology, business, and other areas of expertise. A number of possible reasons exist to explain the crisis and fragmentation among conventional design disciplines, including:

- The crisis of professionalism
- The crisis of the economy
- The crisis of technology

As a result of these crises of professionalism, the economy, and technology we can say today that design is characterized by fluid, evolving patterns of practice that regularly traverse, transcend, and transfigure disciplinary and conceptual boundaries. This mutability means that design research, education, and practice are continually evolving and "…new hybrids of design are emerging…; they're a mixture of artists, engineers, designers, thinkers."(West, 2007).

According to the World Health Organization (WHO) report, mental health issue are expected to increase by 15% by 2020 and young people are the group most at risk of experiencing this problem.

A mental health promotion evidence review would ideally take a 'determinants' approach, and examine all known determinants of mental wellbeing (e.g. employment, exposure to violence etc) and interventions to address them e.g. youth employment programmes, family violence prevention programmes, literacy programmes, and policy

interventions to reduce poverty, improve housing etc. There is a growing literature on positive mental health and a general agreement that mental health is more than the absence of mental illness (Friedli, 2005). Working definitions of mental wellbeing have been developed by policy makers and practitioners, but finding a universally agreed definition remains elusive due to differing values, cultures and professional backgrounds. Knowledge about 'what works', although increasing, remains limited. Where evaluation has been undertaken, the focus is generally on the extent to which outcomes were achieved, not on the active ingredients for success. It should also be noted that there is very little literature, on effect sizes associated with different mental health promotion actions, so it is not possible to compare the effectiveness of different actions.(Ball,2010).

This paper posits that the terrain of design practice, education, and research, and its subsequent points of inquiry, are continuing to shift and extend well beyond the boundaries of the (single) discipline. That is, the discipline that was once recognized and acknowledged as design, which was born of the split of idea from manufacture, now has little to do with manufacture and a single idea. Now the idea of design includes multiple disciplinary perspectives (i.e.multidisciplinarity) to cross-disciplinary pursuits, to the get-together of interdisciplinarity to the bricolage of transdisciplinarity and now beyond — to alter-disciplinarity, where globalization and the explosion of digital possibilities has resulted in connections that are no longer 'in the middle of …,' cannot be measured 'across,' nor encompass an 'entire system.' As such, the digital has generated an 'other' dimension, so we might now need to consider 'alter-disciplinarity' or 'undisciplinarity' as the most effective approach in the research required for a future of design.(West,2007)

Methodology

Preliminary Study – Literature Review of Design Disciplinary
• Survey Research Method: Structured Questionnaires (Close-ended questions).

To gather evidence on fragmentation of each design disciplinarity that aligned with clearer theoretical understanding of evolution has the potential to improve our interpretation of empirical data on design practices

To study discussion of evolutionary theories in Design Issues; given the deliberate and intentional nature of design practices

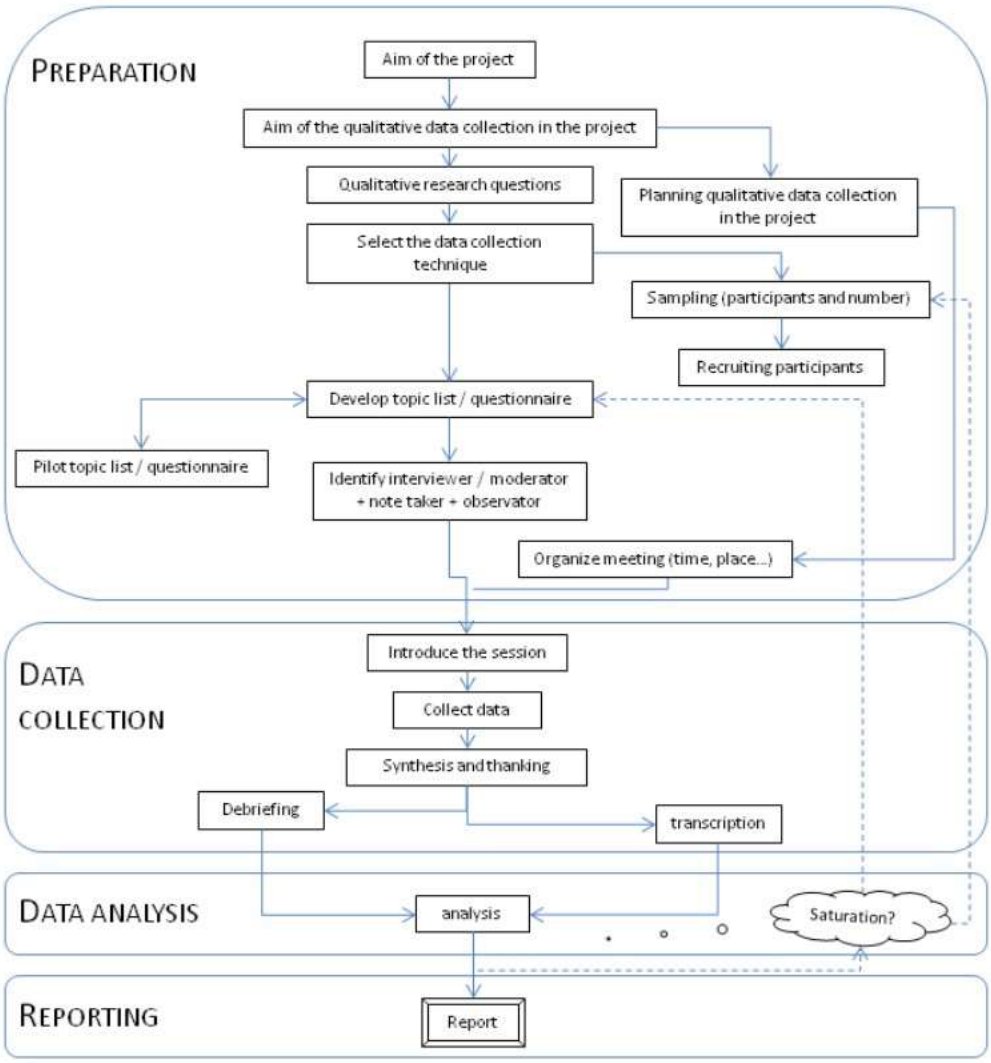

Figure 2 : Research Flow

Conclusion

The fragmentation of distinct disciplines, including those located in traditional art and design contexts, has shifted design practice from being 'discipline-based' to 'issue- or project-based' (Heppell, 2006). This shift has emphasised and perhaps encouraged positively irresponsible practitioners, who purposely blur distinctions and borrow and utilise knowledge and methods from many different fields. Thus, we propose that the design school needs to shift from being "discipline-based" to "issue- or project-based", and "undisciplined", "irresponsible", and "unknowing" graduates will be best placed to make connections that generate new knowledge and methods and identify 'other' dimensions of creative research, practice and thought that is needed for the contemporary complex and interdependent issues we will surely face. The dissemination of knowledge about available theory to guide campaign evaluations, and the development of theory on public will campaigns are particular needs. Knowledge transfer and dissemination from the commercial sector, international campaigns, failures, and successes are also needs. Another idea is field building that involves practitioners, for profit companies serving nonprofits, evaluators, and sponsors. And finally, theory, outcomes, and methods education can combat the lack of awareness about available evaluation options.

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LIVED EXPERIENCE ON COOPERATIVE LEARNING IN UNIVERSITY CLASSROOMS

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Abstract: *This article reports the results of lived experience of cooperative learning (CL) approach in the university classrooms. Sampling of the study consists of 36 undergraduate students. Students were in-depth interviewed about their learning experiences in a two-semester long in the Educational Planning and Teaching – Learning courses in the field of Education. Findings revealed eight important advantages; attachment to peers, precise recognition of the classmates, more tendency to work with others, creative and reflective learning environment, cooperation, variety, more complete responses and optimum usage of the time. The results indicate three disadvantages for CL including student explanations without precise awareness of subject matter, wasting of the time, posing of the irrelative points and two limitations including normative evaluation system and previous habits to competing with each other.*

Keywords: Cooperative Learning (CL), University, Perception, Student.

Introduction

Most of universities have failed to focus on students learning (Umbach & Wawrzynski, 2005) because of the passiveness of teaching methods (Majerich et al., 2011). For this reason many professors try different solutions in order to develop active learning (Herrmann, 2013) as a broad concept (Carr, Palmer & Hagel, 2015). Cooperative learning (CL) is one of these approaches (Abuseileek, 2012; Yang and Liu, 2005) with advantages in all levels of education (Herrmann, 2013; Yang and Liu, 2005). In CL, students with various performances (Foldnes, 2016; Gokhale, 1995) work together in order to accomplish common goals (Johnson & Johnson, 1989; Johnson, Johnson, & Holubec, 2013). It promote learning among students across different field of study (Gillies, 2016). In higher education institutions, students require to work in small groups based on different activities which is performed CL (Prichard, Stratford & Bizo, 2006).

CL is a powerful tool (Hattie, 2009; Johnson & Johnson, 2009) to create deep learning (O'Connor, Michaels, Chapin & Harbaugh, 2017) and academic achievement of the students (Alghamdi1 & Gillies, 2013).

It has the beneficial for all students (Salomon & Globerson, 1989; Ploetzner, Dillenbourg, Praier, & Traum, 1999; Webb & Palincsar, 1996; Chi & Wylie, 2014). Of course, good cooperation does not occur automatically. Professors therefore use cooperation by arranging learning activities (Fischer, Kollar, Stegmann, & Wecker, 2013). According to Faruk Islim (2018) CL requires students to know other students' views.

However, understanding of students' points of view on CL is important. We expect that students' perception of the cooperative classroom determine the quality of implementation of CL and necessity of its application in university classrooms as well. In Iran there is little opportunity for implementing active methods in higher education because it seems faculties are generally unwilling to risk implementing a new approach that differs from the traditional method. Moreover, Iran is a competitive community (Keramati, 2017) and although we have been observed positive effects of CL in Iran (Keramati, 2009; Keramati & Hosseini, 2009; Keramati, 2010; Keramati & Saadatee, 2010; Keramati, 2011), few researches have been investigated students' views of what happens during their cooperative group experience. There is less research in Iran on perceptions of CL. In fact, we less know about students' perceptions of CL in classrooms**,** while knowing students' viewpoint is important.

Therefore, the question was as follow:

1. What is the undergraduate students' perception during the implementation of CL?

Method

The study

The aim of this study was to explore students' perceptions during CL approach. We do not seek to discover the relationships between variables in the form of numbers. I want to get a deep understanding of CL in university classes so perhaps I can add new tips to it or, in some cases, act with caution when running. For this reason I applied qualitative methodology. Of course, some points may be related to the nature of CL. and some are concerned with the quality of implementing this approach. Our expectation was that students' explanation of their viewpoints would reveal the realities about implementation of CL in the university classrooms.

Participants

Participants in this in-depth study were 20-22 years old 36 undergraduate students at Department of Educational Planning and Management, Faculty of Education, University of Tehran in Iran. They worked in small groups during a 24 week in two courses which including Educational Planning and Teaching – Learning during two semesters in the field of Education. Same faculty member taught these courses to all students. Students were interviewed individually at the end of the course and asked about their interpretations of during implementation of CL.

Instructor in both courses was the same. His field of study is curriculum development and his main research interest is cooperative learning. He has 27 teaching background in university. His main approach in teaching is cooperative group work too.

Group composition

During the course, the students worked in the same six-member groups (totaling 6 groups). The course was composed of 14 instructor-led sessions with specific assignments (90 min per session).

At the beginning of the semester, teams consisted of four persons (totaling 9 groups). After one month I changed composition into 6 students. Groups were not completely heterogeneous. Because all students were female and they have high score in national entrance examination.

They accepted at University of Tehran as most popular and greatest university in Iran. The students had to work together, for thinking and responding to the main questions about lessons in the class and also doing assignments out of the class.

Procedure and instrumentation

In-depth interviews were the main instruments for understanding student's perceptions. The video-tape formed the basis for the interviews. Interviewer asked students about their perceptions of CL in the classroom. This interview took 30 min on average. The interviews were taped and noted.

Findings

Findings revealed eight important advantages:

1. Attachment to peers: intimate relations, friendship and positive interdependence.
2. Precise recognition of the classmates: familiar to classmate's weakness and strong points and recognition of their strategies.
3. More tendencies to work with others: help to others and interest to classmates.
4. Creative and reflective learning environment: free atmosphere for dialogue and discussion.
5. Sense of cooperation: accountability and avoiding of the competition.
6. Variety in the classroom: flexible methods, different methods and happy atmosphere.
7. More complete responses: comprehensive perspectives on issues, synergy and deep learning
8. Optimum usage of the time: time management and creation of time.

The results indicate three disadvantages for CL:

1. Student explanations without precise awareness of subject matter
2. Wasting of the time because of the irrelative matters.
3. Posing of the irrelative points in the classrooms because of the professor's low supervision.

Two limitations for implement CL are as follow:

1. Normative evaluation system because of the competitive society
2. Previous habits to competing with each other because of the traditional teaching methods at schools and traditional educating methods at home.

Discussion

This qualitative study reveals new perspectives of perceptions of undergraduate students on implementation of CL approach. The most important benefit was deep learning, the positive atmosphere of the classroom and the improvement of interpersonal relationships. But this approach, if not implemented correctly, will also cause damage, which is a waste of time. If we carefully monitor as a professor, we can easily overcome this limitation. Non-curricular issues can not necessarily be considered as limitation. Perhaps the term "hidden curriculum" could be used for topics outside of the syllabus. Therefore, It seems task-irrelevant behaviors can be useful and we can't say task-irrelevant behaviors are not useful.

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THE EFFECTIVENESS OF COMPUTER SIMULATION WITH THE ELECTRONIC CIRCUIT TOWARDS STUDENTS' MOTIVATION, ACHIEVEMENT AND COGNITIVE LOAD: A REVIEW

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Abstract: *This study aims to evaluate the effectiveness of the computer simulation with the electronic circuit on students' motivation, achievement and cognitive load. The assessment is done through the post-test, Instructional Materials Motivational Scale (IMMS) questions and the* NASA *Task Load Index cognitive load test. This study discusses the development of LiveWire simulation also the laboratory worksheet for the LiveWire software that will be developed for the subject Design & Technology for Form Three students at secondary school level. The evaluation on the LiveWire software and the laboratory worksheet that will developed involves the evaluation on the useabilty and users' satisfaction. The method of delivery using LiveWire is a systematic step in the exploration into the use of simulation for electronic circuits. LiveWire is also suitable and is capable of increasing the development of meaningful knowledge among students. This is because of the strategy of use of the laboratory worksheet in helping the students to explore into and master a simulation application, especially for novice learners.*

Keywords: Computer Simulation, Motivation, Achievement, Cognitive Load

Introduction

The development of *LiveWire* simulation and the lab worksheet for the developed *LiveWire* is aimed for the subject Design & Technology. The *LiveWire* and the laboratory worksheet developed involving the assessment of the usability and user satisfaction, are also discussed. The selection of an appropriate instructional design model is crucial in preparing a framework that can help one to carry out his or her duties in designing and developing learning support tools in a more systematic manner (Kailani & Muhammed, 2011).

The main aim of this study is to see the effectiveness of the use of *LiveWire* towards students' achievement, motivation and cognitive load. Simulation-aided learning is one of the technology-aided teaching and learning methodologies that are effective and popular to date. There are various examples of use, for example in the field of aircraft handling, medicine, township development planning, so on and so forth. According to Barton & Maharg (2007), the simulation-aided learning can be done in diverse aspects, including in the field of education.

One of the main issues in the contemporary learning process is students' difficulty in accepting, and giving responses towards the learning process. The conventional learning centered on teachers appears to be a disadvantage to the students, especially the ones less knowledgeable. It may be difficult for students to learn and they lack the motivation to do so. The ARCS learning module is a form of problem-solving method to plan the motivational and the learning environment in encouraging and sustaining students' motivation to learn (Keller, 1987). A more dynamic learning environment using appropriate teaching aid materials, has higher tendency to motivate the students (Keller, 1987).

Cognitive load is able to restrict the learning process and automatically students' achievement performance will also deteriorate. The more complex the cognitive task, the more increased the cognitive load (Ayres & Paas, 2012; Kalyuga, 2013). Rubio et al., (2004), in their argument pointed out that the cognitive load assessment is a subjective assessment and it differs from one individual to another.

The use of simulation of the teaching and learning processes has the ability to gain the attention and interest of the students to learn. The performance of the students who receive simulation-aided delivery strategy is seen to be better compared to students who only receive delivery strategy face-to-face (Bayrak, 2008).

Literature Review

Studies related to simulation are normally categorised into two main aspects namely studies involving interfaces and simulation development designs like graphics, texts and so on, whereas the second aspect concentrates on the simulation-aided delivery and learning methods (Mayer, 2010). In the design aspect, a complex simulation will make it difficult in terms of building meaningful learning (Mayrath, 2009), whereas the simulation-aided delivery and learning strategy depends a great deal on the students' learning styles.

Simulation is a representation of how a condition functions in the actual situation (O'Neils, 2005). A complex situation in terms of the design will increase the students' challenge, where they will require training to use the simulation correctly so that maximum impact can be achieved (de Jong, 2011; Mayrath, 2009). The effectiveness of the simulation depends on the instructional support also the guideline on how students need to explore it (Rieber, 2005). Berliner (2013) argued that students who learn using the simulation delivery method, are able to understand the actual concept how something happens.

Simulation requires an appropriate delivery strategy, be it in the form of explanation, instruction and also guidance on the steps that need to be taken by students through their exploration (Rieber, Tzeng & Tribble, 2004). Most delivery also simulation exploration are a combination of instructional materials with active learning strategies, for instance the simulation with the laboratory worksheet (Zeynep & Ibilge, 2011).

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Study Methodology

Study Sample

This study adopts the quantitative approach to test the study objectives outlined. The quantitative study seeks to determine the measurement objectively to produce data in the form of number and will be analyse using the statistics.

Table 1 : Distribution of the Study Sample

Group	Existing Knowledge
1	Novice Student
2	Knowledgeable Student

The next activity is the Pre Test will be done for 30 minutes on both groups of students, namely novice students and knowledgeable students. This pre-test comprises of two parts, part A and part B. Part A contains five structured questions. Meanwhile, part B contains two questions in the form of essays (short-answers). The implementation of the actual assessment activities is as shown in Table 2.

Table 2 : Data Gathering System

Day	School 1	School 2	School 3	School 4
Day 1	*Instuctional Materials Motivation Scale (IMMS)* (60 minutes)	*Instuctional Materials Motivation Scale (IMMS)* (60 minutes)	*Instuctional Materials Motivation Scale (IMMS)* (60 minutes)	*Instuctional Materials Motivation Scale (IMMS)* (60 minutes)
	Pre Test (30 minutes)	Pre Test (30 minutes)	Pre Test (30 minutes)	Pre Test (30 minutes)
	Cognitive Load Test (30 minutes)	Cognitive Load Test (30 minutes)	Cognitive Load Test (30 minutes)	Cognitive Load Test (30 minutes)
Day 2	Learning session using LiveWire software (90 minutes)	Learning session using LiveWire software (90 minutes)	Learning session using LiveWire software (90 minutes)	Learning session using LiveWire software (90 minutes)
	Instuctional Materials Motivation Scale (IMMS) (60 minutes)	*Instuctional Materials Motivation Scale (IMMS)* (60 minutes)	*Instuctional Materials Motivation Scale (IMMS)* (60 minutes)	*Instuctional Materials Motivation Scale (IMMS)* (60 minutes)

	Post-test (achievement test) (30 minutes)	Post-test (achievement test) (30 minutes)	Post-test (achievement test) (30 minutes)	Post-test (achievement test) (30 minutes)
	Cognitive Load Test (30 minutes)	Cognitive Load Test (30 minutes)	Cognitive Load Test (30 minutes)	Cognitive Load Test (30 minutes)

Instrument

There are four types of instruments used to obtain the data in this study. They are the *Instructional Materials Motivational Scale (IMMS)* questionnaire, the pre-test also the post-test considered as the achievement test and the NASA TLX cognitive load test.

The selection of the instrument NASA TLX to measure cognitive load is due to a strong correlation factor among every dimension. Other than that, the construct validity is good when it is used to assess a computer-aided teaching material. NASA TLX has also sccessfully been used in the context of *multitasking* , for instance in the activities of flight simulations, the actual flight duties,nursing duties and air battles (Hoonakker, Carayon, Gurses, Brown & McGuire, 2012). The selection of this instrument TLX is accurate and at par with the requirement in this study, where students use the lab worksheet and *LiveWire* simulation simultaneously to practically learn this NASA TLX which role is to reflect upon the mental load experienced by the students using instructional materials in learning activities.

Instructional Materials Motivational Scale (IMMS)

The students' motivation level will be measured using the *Instructional Materials Motivational Scale (IMMS)* questionnaire developed by John Keller (1987). This questionnaire is used to test the students' motivation level based on the ARCS parameters that have four main principles namely *Attention*, *Relevance*, *Confidence* and *Satisfaction*. The questionnaire's validity and reliability are strong because they are used in studies related to motivation (W.Huang, Huang, Diefes-dux, & Imbrie, 2006). According to Huang et. al (2011), this instrument shows high level of consistency in measuring at motivation level because it is often used in the learning environment based on the computer technology.

To determine the reliability value of this questionnaire instrument, a pioneering study will be conducted on 30 respondents. The Cronbach Alpha coefficient value will be considered to obtain the questionnaire instrument that has high reliability value before it is conducted in the real-time study. This questionnaire is extracted from the original source and translated using the back-to-back translation procedure so only the face validity will be done by three language experts appointed. Huang et. al (2011), stated that this IMMS reliability and validity are higher than other previous works and it is a robust instrument when it comes to testing one's motivation level. This questionnaire adopts the Likert Scale to measure students' tendency level.

Pre Test And Post-Test

Both tests play a role in testing and determining one's level of understanding. These pre- and post-tests comprise of two sections, namely part A and Part B. Part A comprises of five structured questions. Meanwhile, part B comprises of two questions in the form of writing essays with limited-feedback. The construction of the items are based on the Test Specification Table (JSU) constructed with the course objectives intended. According to Notar, Zuelke, Wilson & Yunker, (2004), JSU is also use to see the time estimation taken by students to solve the questions constructed, and other than that, it is also able to see the questions' levels of difficulty. However, JSU plays the main role in validating the test in terms of the content of the course syllabus, where the content validity is a crucial aspect in a cognitive test.

NASA Task Load Index (TLX)

NASA *Task Load Index* or better known as NASA TLX is a multi-dimensional instrument scale adopted to measure the cognitive load, constructed by Hart and Staveland (1998). This multi-dimensional instrument has six scales, namely mental demand, physical demand, temporal demand, performance, effort, and frustration. The use of this instrument suggests that the combination of all six dimensions seeks to represent the "work load" faced by the students or the instructional materials' facilitator (Hart, 2006)

Pilot Test

Prior to the actual study, a pilot test was administered beforehand at a secondary school. The students involved were Form Three students w h o h a v e t a k e n t h e s u b j e c t RBT di where they have similar characteristics with the sampling characteristics that have been discussed.

The implementation of this pilot study aims to identify whether or not the actual study can be conducted. Also, this test can help improve the validity of the study instrument (Fraenkel et al., 2012). An experienced teacher in the field of electric and electronic will be trained to use the *LiveWire* simulation software and the laboratory worksheet in their learning activities. Throughout the activities, students used the lab worksheet and the *LiveWire simulation*. Students were asked to check for the instructions in the activities of the worksheet, whether it is clear or not and they were asked to give some feedback should there be any instructions that they found ambiguous or confusing. Researcher also revised the duration of time needed by the students to complete all the laboratory worksheets to help researcher plan the implementation of the actual study in more detail.

Laboratory Worksheet Development

The development of the laboratory worksheet is based on the syllabus outlined by the Ministry of Education Malaysia. This worksheet is produced to stimulate the cognitive load within the students. The activities should be able to spur them to engage actively in the *LiveWire* instruction so that students are able to get information about learning. Also, it can also encourage the construction of a perfect mental model for the students.

Research Questions

1. Is there any significant difference towards the achievement test among students with different existing knowledge before they learn using the Electronic Design Simulation?
2. Is there any significant difference towards the achievement test among students with different existing knowledge after they learn using the Electronic Design Simulation?

3. Is there any significant difference in the motivation level among students with different existing knowledge before they learn using the Electronic Design Simulation?

4. Is there any significant difference in the motivation level among students with different existing knowledge after they learn using the Electronic Design Simulation?

5. Is the cognitive load acting as the mediator to students' achievement using the Electronic Design Simulation?

Conclusion

The use of the simulation in the teaching and learning process has the ability to engage the students' attention and interest to learn. Even so, students' performance, after they receive simulation-aided delivery strategy, is seen to be better compared to students who only receive the lesson face-to-face. Nonetheless, the effectiveness of the simulation is inextricably linked with the combination of the simulation and the laboratory worksheet. An effective simulation-aided learning is found to require the right support method so that the learning objective can be attained. Simulation plays the role in building meaningful learning especially in delivering learning content in the form of abstract and which requires the integration of various skills. Students' existing knowledge also plays an important role in simulation-aided learning. On the same token, this study has seen the use of the simulation towards learning among students who have different existing knowledge by focusing on abstract forms that can help motivate them. This study is pivotal so that an accurate strategy use can be obtained, to help motivate the students, especially when it comes to complex learning.

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ISSUES CONTRIBUTING TO LOW PERFORMANCE OF HIGHLY IMMERSIVE PROGRAMME (HIP) IN A RURAL NATIONAL SCHOOL IN SONG

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Abstract: *Numerous programmes have been done in order to enhance the level of English proficiency among primary school pupils. The latest programme that had been introduced by the Ministry of Education was the Highly Immersive Programme (HIP), mainly to promote active command of English among the school pupils. English has always been one of the most important languages especially as the second language in this country. However, there are certain schools in rural areas that have been facing difficulties in conducting the programme successfully. This paper attempts to investigate the issues contributing to low performance of Highly Immersive Programme (HIP) especially in a rural national school in Song, Sarawak. At the same time, this paper will attempt to compare the perception of each contributing factors on HIP. A total of 5 respondents, consists of teachers in the school took part in this case study. The data was collected through semi-structured interviews.*

Keywords: Highly-Immersive Programmes, language, motivation, rural, ESL classroom

Introduction

SKNB is a P3 school located in the upriver of Song, Sarawak. The school area consists of a rural clinic, a longhouse nearby and an agriculture office. As of now, the school has 50 pupils with average of 6-8 pupils in each class from Primary 1 to Primary 6. The teaching staffs of the school in 2018 comprise of 14 teachers and 4 of them are the administrative staffs. There are only 2 English teachers with TESL background and the only experienced teacher has only been teaching for 3 years.

All of the pupils are of Bumiputera status and are of Iban ethnicity. The primary language of instruction in the school is Bahasa Melayu while Iban is the second language and being widely used although English was supposed to be the second language. English had been considered as foreign language as it is only a classroom subject and rarely utilised outside the classroom.

Bilingual proficiency is highlighted in the Malaysian Education Blueprint 2013-2025 as one of the skills and attributes that our students should master to be holistically successful to meet the needs for 21st century, in accordance to the National Education Philosophy (1996). Realising the demands for globalized economy, English which serves as the international means of communication is important to for each individual to survive in the fast growing era. Thus, to ensure every individual is competent in the use of English, there is a need to initiate a highly immersive English environment in school.

Problem Statement

In SKNB, English has always got the lowest Gred Purata Mata Pelajaran (GPMP) in every Ujian Penilaian Sekolah Rendah (UPSR), which was held every year. English is known as the killer subject, in which the pupils have trouble scoring in and teachers have trouble teaching. Ever since the HIP was launched, the feedback received was quite disappointing and the responses were very disappointing. The programme was supposed to help in English subject, however, it turned out that it was to no avail.

Since all the pupils in this study are of Iban parentage, they are inclined to communicate in Iban in the classroom. Furthermore, all thecontent subjects are taught in Malay as is the medium ofinstruction. The English Language is taught only as a subject inschool. Naturally the pupils are comfortable to communicatein Iban or Malay, leaving English as the least spoken language in school. This makes the English Language teacher's taskan arduous one. Today, a major emphasis is given on passing examinations as a yardstick to measure learners' academic performances, to the extent that writing is seen as academic success (Lim, 2013). This trend has indirectly encouraged language teachers to train their learners to produce accurate language and sentence structures as these are the demands for getting high scores in examinations. However, HIP programme is done aimed to familiarize the pupils with English environment and also expose the more to the English usage in the school and out of school compound. Patil (2008) asserted that building up the learner's confidence to eliminate fear of making errors was a priority that the teacher should consider in order to make the learner feel comfortable with their language use.

Research Objectives & Research Questions

Research Objectives	Research Questions
1. To determine issues contributing to low performance of HIP	What are the major issues contributing to low performance of HIP in the school?
2. To compare the perceptions of each contributing factors regarding the implementation/significance of HIP.	What are the perceptions of each contributing factors regarding the implementation / significance of HIP in the school?

Methodology

The study was conducted in Sekolah Kebangsaan Nanga Ulu (pseudonym), Song, Sarawak. It is a rural primary school, which fitted the criteria needed for this study. This is a qualitative research using case study where data is collected through semi structured interviews. The respondents are chosen through purposive sampling where all of them are teachers who teaches English subject in the school.

Table 1: Profile of the teachers

Respondent	Sex	Professional qualification	Teaching experience
T1	Male	English medium education	30 years
T2	Male	TESL	2 years
T3	Female	TESL	4 years
T4	Male	SPM	5 years
T5	Female	SPM	7 years

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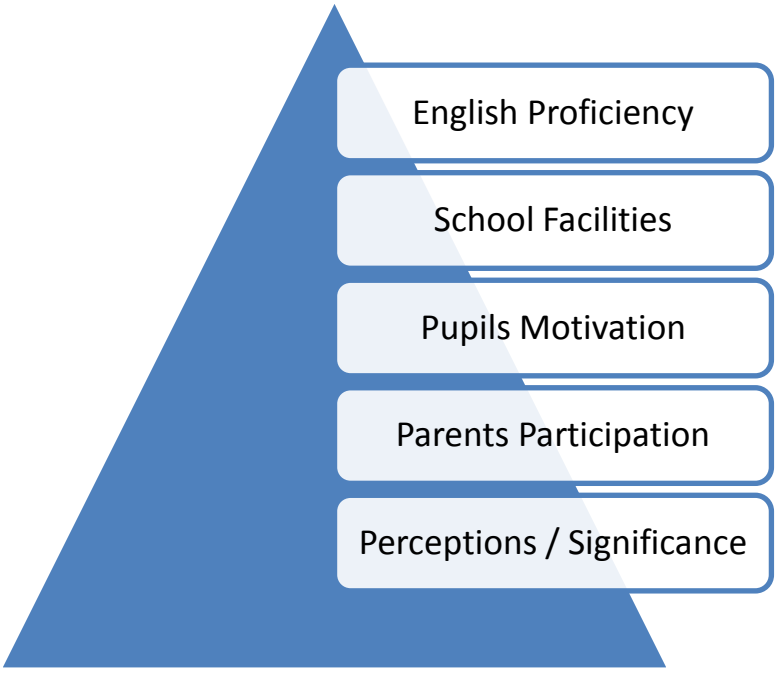
The research instruments for teaching staffs are one ordinal question and semi structured interview questions. Ordinal question was used to determine their perception as well as to rate the significance of the HIP implementation. Semi structured interview questions are used to identify the contributing factors and the reasons behind each issue discussed.

The interviews were done using simple English and other languages were allowed in order to understand the real situation of each issue discussed.

Findings & Discussions

Table 2 : Order of Impact According to the Issues Presented



Based on the pyramid graph above, we can see that English proficiency is the most basic issue that can lead to the low performance of HIP implementation in school. This is because it could affect the pupils who are following their leads. Next is the condition of the school's facilities. No doubt that it could also affect the performance of the HIP because most of the activities require a lot of materials and sources. Pupils' motivation will also be affected by the previous issues occurred in the school. On the other hand, parents' participation could also contribute to the low performance because the HIP programme requires active participation of the parents although it is held in school. Lastly, the perceptions towards HIP as well as the significance of the implementation would be greatly determined by all those issues discussed.

Emergent Theme 1 : English Proficiency

Based on this issue, multiple perspectives were given by the teaching staff. Their responses are as below :

T1 : "My knowledge in English has been decreasing years by years. In fact, I don't think that my knowledge in English can be used in this new era since there are lots of new syllabuses being introduced."

T2 : "I have trouble delivering the lesson to the pupils because my level of proficiency is too high for the pupils. It takes a lot of time to explain to the pupils using different language."

T3 : "I need to restructure my language or medium of instruction for the pupils to understand the meaning. It is hard to keep up with the syllabus if the pupils do not get any basic knowledge from their early years of schooling."

T4 : "I was instructed to teach English even though I do not major in TESL, just because I scored and A in my SPM. I tried to teach the English lesson using my own capacity and without any formal lesson on how to teach English."

T5 : "I started to teach English few years back due to shortage of English teacher. TESL is not my major and I have to start from scratch to teach English as I have to learn it too in order to deliver the lesson to the pupils."

From the transcriptions above, we can see that the teachers itself are having trouble with their own level of proficiency due to their professional qualification. It had known that the school have trouble in shortage of English teacher, especially those who are major in TESL. Thus, they have to use the service of other teacher to teach English even though they do not have any qualification in English. This could easily affect the English performance because they are not equipped with the skills to teach English formally and in depth. The teacher in charge should be able to guide or scaffold the pupils actively during the programme in order for it to be effective and successful. Vygotsky defined scaffolding instruction as the "role of teachers and others in supporting the learner's development andproviding support structures to get to that next stage or level" (Raymond 2000: 176). Scaffold in this study includedmodels, cues, prompts, hints, partial solutions, modeling and direct instruction. Therefore, it is essential for the teachers to have adequate knowledge on the subject matter before they proceed in guiding the pupils.

Emergent Theme 2 : School Facilities

T1 : "This school is a typical rural school where the facilities are always lacking. Not just because it has lack funding from the government, but also we do not have any source to fund this school facilities due to the surrounding socieconomic status."

T2 : "It is hard to conduct any programme in this school especially if it requires a lot of materials and sources. Thus, there is not much we can do to implement the HIP programme according to the Ministry expectation."

T3 : "We are using all the materials we can get from the schools as well as providing it on our own effort, however there are still some materials that we could not afford to provide on our own. We really hope that the school can provide enough facilities for such programme."

T4 : "It has always been like this for so many years. There is not much we can do especially if we were to conduct any programme due to lack of facilities. We can just only do it for the sake of conducting it but the result is quite disappointing."

T5 : "It is very disappointing to see such condition that makes the pupils demotivated to join in any activities. I really hope that the pupils will be able to experience like those who are in urban area. ICT is a foreign word in this school"

It is obvious that the school facilities are very lacking and limited. Even though it does not seem important since it has always been in that condition for so many years, it is very disappointing to see the pupils could not experience the activities as much as they could in the best condition. In this new era of ICT, it is essential for the school to have such kind of facilities to maximise the learning process of the pupils. Information and Communication Technology (ICT) has changed the language learning and literacy acquisition environment as well as the dynamics of the language learning settings (Young, 2003). It is furthersupported by Melor Md Yunus (2007) and Salehi & Salehi (2012) that ICT offers a variety of learningopportunities for students to learn language. Indeed, ICT is capable of improving access to and promote equity ineducation by providing educational opportunities to a greater number of people of all ages (Yunus & Salehi, 2012).ICT plays a major role in creating a new and improved model of teaching and learning (Kaur, 2008; Salehi &Salehi, 2011). Thus, the pupils can learn through different and more interesting medium rather than just 'chalk & talk' in the classroom. HIP was introduced to enhance the English learning process but it can be a failure too if it is not conducted with suitable materials. Thus, encouraging theintegration of technology in English activities is critical for language classrooms and thedevelopment of learners' language skills in the Information age.

Emergent Theme 3 :Pupils Motivation

T1 : "It is hard for me to get the pupils interested in joining any English related competitions. In fact, they will easily lose interest in the lesson in the class too most of the time."

T2 : "The pupils are only interested in the beginning of the activities, just like how it is like during my early year of posting. They will be motivated when there is a new teacher coming or when there is a wow factor included in the activites, or else they won't be motivated at all."

T3 : "Pupils motivation can be seen decreasing as time passes by. Any activites conducted does not receive great responses from the pupils. The teachers need to motivate the pupils all the time during the activities."

T4 : "We can see the difference between English activities and other subjects in term of the pupils' participation and motivation. English activities will always have the least participation because they could not follow the activities due to lack of interest."

T5 : "When it comes to English activities, the teachers need to make more effort in order for the pupils to be motivated and participate in the activities. There is just no motivation or support at all from the pupils. Its is very disappointing."

As we can see from the transcriptions above, we can say that the pupils' motivation regarding English activities is very low. The pupils can be seen only interested in the interesting part of the activities but they do not make any effort to participate seriously in the activities. Thus, the activities could not achieve the target of delivering the English lesson. The findings also yield similar results of other researchers, which even though students were highly motivated to learn English, but they tend to labor minimal efforts in their learning process (Melor and Nur Rashidah, 2011; Noraini, 1999). Other than that, it is obvious that the pupils are more motivated when extrinsic motivation is included, as supported by the findings of other researches that shows Malaysian students are more extrinsically

motivated than intrinsically motivated (Ainol Madziah and Isarji, 2009; Samsiah *et al*., 2009; Liu, 2007; Thang *et al*., 2004).

Emergent Theme 4 : Parent Participation

T1 : "It is hard for the school to get the parents invove in the school activities, especially when there is no financial benefits for them. So, it is such a loss for the school if the parents do not get involve even though the longhouses are very nearby to the school."

T2 : "The parents are very close minded, thinking that the school activities are only for the pupils since they do not have any proper education at the first place. They do not bother to involve in any of the their childrens school activities."

T3 : "We have done a lot of effort to attract the parents' participation, but it seems that none is successful. They will be giving lame excuses to avoid such events. This is the best we can do for them to support their children but they are not being supportive too."

T4 : "Even the PTA events are also having the same problem of passive participation from the parents. They live nearby but they do not bother to involve themselves in any of the academic activities in school. They are our only hope to support their childrens academics progress but it goes to waste."

T5 : "This problem have been going on for so many years. Thus, it is no wonder that the pupils have low motivation. It is due to their upbringings, as well as the parents' examples. We really hope that the parents can be more active and give good examples."

Parents' education background influences their children's achievement through their own beliefs and also home behaviours (Lamb, 2008). As we all aware of, parents are the first teacher in a child's life, thus it is essential for the parents to show good example. However in this case, the parents do not any proper education background, which is why explains their passive participation in the pupils academics activities. They should play active role in encouraging their children to do well in the language and exhibit a positive attitude towards the language by providing good examples and support their children learning by providing enough support materials to reinforce their children‟s interest. Parents should also help teachers to make a connection between the learning experience at school and the learning experience outside the school. Parents with less education do not contribute as much in their children's education because they do not see the importance of their communication with schools (Gratz, 2006). Therefore, it is evident that 'parents' education influences child achievement indirectly through its impact on the parents' achievement beliefs and stimulating home behaviour (Lamb, 2008).

Emergent Issue : Perceptions or Significance

T1 : "In my opinion, this kind of programme is good for the pupils overall. However, for rural schools like us, it can be quite troublesome dur to the problems that we are facing such as lack of facilities and so on."

T2 : "This programme should be conducted steps by steps and the output expectation should not be immediate because there will be difficulties for rural school to achieve the target in a short time."

T3 : "This programme should involve everyone including the parents in order for it to be successful. It need everyones efforts and cooperation for it to go on for a long time and achieve the desired result. This is a good programme on the paper but the implementation may be facing some problems."

T4 : "We are glad that there activities like this but we may need more funding, support and effort from everyone involved. This is actually a big scale programme because it involves the whole school and people surrounding it. Thus, we may need more support to conduct it effectively."

T5 : " Programmes like this is very important for the pupils especially when it involves an important subject like English. However, we may need some time and extra effort to see the desired result. People should give more time especially for rural school because there is a big gap between rural and urban school."

From the transcriptions above, we can see that this programme is beneficial but it may require extra effort and work for it to be successful. Everyone is all aware of the importance of this programme, however it needs to be conducted accordingly and require more time for the result to be achieved. This programme also require full participation from everyone such as the schools, parents and the pupils for it to achieve desired results. This calls for positive feedback on the ongoing implementation and also in need for more support at the same time.

Conclusions

The results of this study revealed that the contributing factors play such important role in ensuring the HIP to be going on smoothly and able to achieve its targets. Factors such as proficiency level, school's facilities, pupils' motivation and the parents' participation must work together for the HIP to be implemented successfully. All these factors do not work in isolation (Etsey, 2005). Thus, it is essential for the HIP to be done in steps by steps, involving all the contributing factors. This study also presented some of appropriate solutions to overcome the weakness indirectly even though the study only focuses on the factors. All of the factors stated can be taken into consideration and turned into suggestions to improve the whole situation. The findings also revealed that the Highly-Immersive Programmes can be incorporated in ESL classrooms as an alternative to the conventional teaching approach in enhancing rural students' performances.

Acknowledgments

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TEACHER'S CHALLENGES IN IMPLEMENTING HIGHER ORDER THINKING SKILLS AT PRIMARY SCHOOL LEVEL IN MALAYSIA

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Abstract: *Malaysia's education system aims to develop young Malaysians who are knowledgeable, able to think critically and creatively, possess leadership skills, and are able to communicate with the rest of the world. As with many nations, Malaysia has become more concerned with the incorporation of cognitive skills within the national curricula. However, the current teaching processes only tend to develop students' abilities to memorize facts, but not to think critically and creatively. This is due to the fact that teachers still lack the ability to implement HOTS based on Bloom's Taxonomy at primary school level although implementing Higher Order Thinking Skills (HOTS) has been emphasised since 2016. This research was carried out to explore the challenges faced by teachers in implementing HOTS at primary school level in Malaysia. Therefore, six teachers from different states in Malaysia were selected in a semi-structured interview. This study employed a quantitative research method to collect and analyse data from interviews conducted with five teachers from five states in Malaysia who among them teach Malay language, English, Mathematics and Science. The findings revealed that many teachers are still at an early stage of implementing HOTS at primary school level in term of lesson development, student outcome, time allocation and classroom environment. Therefore, this research has great implication to teachers to further enhance their skills in implementing HOTS especially at primary school level with the ultimate goal of developing students who are ready to meet the challenges in a globalised 21st century.*

Keywords: Thinking Skills, Higher Order Thinking Skills (HOTS), Bloom' Taxonomy, Teaching Challenges, Primary School Level

Introduction

The Malaysian Ministry of Education (MOE) is at the starting point of its journey to develop an education system capable of producing students who will be competitive in a globalized world. The education system must develop young Malaysians who areknowledgeable, able to think critically and creatively, possess leadership skills, and are able to communicate with the rest of the world.

Many nations have become more concerned with the incorporation of cognitive skills within their national curricula (Gallagher et al. 2012) leading to curriculum reforms. As such, Higher Order Thinking Skills (HOTS) have been included in educational policies in many countries (Lin, 2011). Malaysia is no exception, with its introduction of the Malaysia Education Blueprint 2013-2025 stipulating that HOTS is meant to make up at least 40% of the Primary School Achievement Test (UPSR) by 2016. There is however insufficient information to track the steps taken to emphasise the teaching and learning of HOTS.

However, the current teaching processes only tend to develop students' abilities to memorize facts, but not to think critically and creatively (Rashid and Hashim, 2008). This is due to the fact that teachers still lack the ability to implement HOTS based on Bloom's Taxonomy in the teaching and learning process.

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This research is carried out to explore the challenges faced by teachers in implementing HOTS at primary school level in Malaysiafrom four key aspects.These are lesson development, student outcomes, time allocation, and the classroom environment. It is hoped that the insights produced by this research will benefit curriculum developers, teachers and related parties concerned with improving innovation in education. This study also contributes to the existing literature on the challenges faced by teachers in implementing HOTS at primary school level in Malaysia.

Literature review

Bloom's Taxonomy

Bloom's Taxonomy of educational objectives was created in 1956 by American educational psychologist, Benjamin Bloom, which fostered a common vocabulary of thinking about learning goals.Bloom's Taxonomy engendered a way to align levels that commonly occurred in educational settings; educational goals, curricula and assessments that are used in schools and it structured the breadth and depth of the instructional activities and curriculum that teachers provide for students. It has also been extensively used and referred to by researchers, teachers, educationist, curriculum planners and examiners, almost at all levels of education (Forehand, 2005).

Bloom's Taxonomy is made of three domains, known as cognitive domain, effective domain and psychomotor domain. The cognitive domain in Bloom's Taxonomy involves knowledge and the development of intellectual skills. This also includes the recall or recognition of specific facts, procedural patterns and concepts that serve in the development of intellectual abilities and skills. Cognitive domain consists of six levels starting from the lower level cognitive domain that reflects only retention of information and the ability to recall such information and ends with the highest level of cognitive domain that reflects higher level of thinking such as critical thinking and the ability to evaluate. The first three levels namely knowledge, comprehension and application are known as Lower Order Thinking Skills (LOTS) while analysis, synthesis and evaluation are Higher Order Thinking Skills (HOTS).

Implementing Higher Order Thinking Skills (HOTS)

We have clear expectations from our education system, teachers and students; but how well are they responding to the challenges of teaching and learning of HOTS? According to Ivie (1998), higher order thinking receives little or no attention in most classrooms. Ivie (1998) continues to substantiate using previous findings that even when HOTS is employed, teachers struggle to sustain students' flow of higher level thinking. This is either a sign of incompetency or a result of disinterest in pursuing learning outcomes other than learning content-specific goals.

A study in the Preliminary Report of the Malaysia Education Blueprint 2013-2025 found that most teachers were still employing traditional teaching styles in classrooms which expect students to recall facts, resulting in surface-level content understanding. Teachers did not sufficiently engage students in constructive thinking and cultivating HOTS (Blueprint, 2013). As Resnick in 2010 said, "scaling up the 'thinking curriculum' in a way that will foster proficiency for all students is currently a major educational challenge" (as cited in Zohar, 2013; and as seen from teachers' perspective, most agree that the teaching of HOTS is crucial, primarily to guide idea generation (Yee et al., 2015).

Considerable development has in fact occurred in improving the teaching and learning of HOTS; but it remains such that much is still required in terms of realizing the educational ideal of

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having 'thinking' students in a 'thinking' classroom within the 'thinking' curriculum where active cognition is routine (Zohar, 2013). Priority needs to be placed on the planning and implementation levels to address the inconsistencies in curriculum development and enforcement. Otherwise the effective teaching of HOTS in the classroom will be pure rhetoric (Ivie, 1998).

Challenges in Implementing HOTS at Primary School Level

The need to emphasise the 'know how' instead of 'know what' had been introduce in the syllabus from as early as 1989. In fact, the teaching of HOTS has been raised at all levels, including primary, lower and higher secondary (Supramani, 2006). In addition, Rajendran, 2002, also suggested the explicit teaching for thinking skills had been formally implemented in schools since the last decade.

Current developments call for the cultivation of thinking skills at primary school level. The primary school level is widely seen as the best time to develop thinking skills and cultivate the basic foundation for further education (Ikhsan and Norlia, 2005; Mohamad and Nasruddin, 2008). Findings however indicate that teachers lack knowledge in thinking skills and the 'know how' in implementing such skills in classrooms (Yunus and Sukri, 2017; Zulkarami, 2011).

Teachers also lack practice in creative thinking skills, graphic management, asking high-level open items and teaching HOTS on the whole (Sukiman et al., 2016).

Besides the teaching challenges, it doesn't help that teachers are also burdened with non-teaching tasks that took up 40% of their time (Abdull et al., 2006). Solving the problems faced by teachers ought to be the first step in rectifying these issues.

Methodology

The research was conducted using qualitative method, employing semi-structured interviews to gather data. Relevant data pertaining to challenges faced by teachers in implementing HOTS at primary school level were gathered by formulating open-ended questions based on the criteria developed by Newmann (1992) adapted from Fischer et al. (2011). Protocols for the interview, including information provided as well as the selection and arrangement of the questions, were varied according to the perception of the researcher based on what they felt were necessary or appropriate at the time the interview was conducted, as proposed by Robson (2002).

A total of five teachers were interviewed from five states in Malaysia who among them teach Malay language, English, Mathematics and Science, to obtain the data up to the point of saturation. In addition, the data collection was not limited to the process of recording. Instead, the researcher actively listened and organized the data as proposed by Fox (2012).

The data were analysed using a specific procedure to present thematically based on the typology method that provided a series of step-by-step analysis of data containing open coding, axial coding, selected coding and generation of conditional matrix (Strauss and Corbin, 1990).

Findings and Discussions

The analysis of the findings revealed four challenges faced by teachers in implementing HOTS at primary school level in Malaysia. These are lesson development, student outcomes, time allocation, and the classroom environment.

In lesson development, teachers have to develop and plan their lessons integrating HOTS. The

struggle for teachers to cover all the content and at the same time having to cater to the needs of all students is the hardest challenge of the teaching process. As observed by Teacher 1, there is a need to consistently plan lessons and manage expectations of the curriculum.This is very apparent when most teachers often tend to modify the lesson development so as to match the cognitive domains of learning within the time frame instructed by Standard Document of Curriculum as reported by Blueprint (2013). However, this does notinfer that the learning outcomes are unattainable, but it requires the teachers to better manage their teaching process in the classroom. For Teacher 2 and 4, developing lesson plans allow teachers to apply their ability and creativity in dealing with students of different skill levels. As outlined by many previous researchers including Yunus and Sukri (2017) and Zulkarami (2011), this proves that teachers lack knowledge inthinking skills and the 'know how' in implementing such skills in classrooms.Hence, the curriculum is a starting point for teachers to act wisely and creatively in developing teaching of HOTS at primary school level, as observed by Teacher 3. Teacher 5 notes that while teachers are committed to improve their teaching process, teachers will benefit from more intervention in up-skilling to improve their lesson development. As Resnick in 2010 said, "scaling up the 'thinking curriculum' in a way that will foster proficiency for all students is currently a major educational challenge" (as cited in Zohar, 2013).Consistent lesson development integrating HOTS allow teachers to apply their ability and creativity in dealing with students of different skill levels besides making the lesson more challenging and engaging.

Student outcomes are largely a measure of the students understanding and development. Teachers play a big role in managing different students with different levels of proficiency and managing the outcomes for both the individual and the class as a whole. Teacher 1 and 3 note the outcomes can vary where the challenge arises when the teaching for HOTS does not cater to all students' need especially students with low proficiency. As noted by Ivie (1998), even when HOTS is employed, teachers struggle to sustain students' flow of higher level thinking. This is evident in Teacher 5's input that the inability to keep up with the lessons proves demoralising to weaker students. As suggested by Teacher 2 and 4, learning outcomes are attainable, but it requires teachers to vary their teaching approach in the classroom. As outlined by Malaysia Blueprint (2013), many teachers do take the initiative to implement HOTS, but there still remains a significant number who do not sufficiently engage students in constructive thinking and cultivating HOTS. Teachers need to vary their teaching approach in classrooms to sustain student outcomes considering that different students with different level of proficiency will produce different outcomes. Teachers have to sufficiently engage students in constructive thinking and cultivating of HOTS.

The third challenge that was noted from the teachers' responses is related to time allocation. All teachers were unanimous in that they never have enough time to complete their intended lessons, especially for HOTS. This is sync with the research done by Sukiman et al., (2016) which claims that time constrain leads to a lack of practice in creative thinking skills, graphic management, asking high-level open items and teaching HOTS on the whole.This is compounded by the fact that they need to complete the syllabus before students sit for examinations. At best, most teachers, as mentioned by Teacher 1 and 3, always find a way to balance the expectations, with a need to consistently plan lessons and manage expectations of the curriculum, the length of time for each lesson, and the students' abilities. The downside to this is that due to lack of time some skills may not be covered and that affects students' thinking skills, suggests Teacher 2. This same sentiment is shared by Teachers 4 and 5 who finds a need to teach syllabus and apply HOTS concurrently due to lack of time to teach both separately. As substantiated by Abdull et al. (2006), teachers are further burdened with non-teaching tasks that took up 40% of their time.Teachers always try to balance the expectations to complete lessons integrated with HOTS by covering most skills in the period of time allocated.

The classroom environment is to be considered very essential in applying HOTS as itis where learning occurs, and the primary school level is widely seen as the best time to develop thinking skills and cultivate the basic foundation for further education (Ikhsan and Norlia, 2005). As Teachers 1 and 2 notes, the classroom environment needs to be conducive to spur creativity and thinking. However, according to Ivie (1998), higher order thinking receives little or no attention in most classrooms. In some ways Teacher 3 feels this is an additional burden placed on teachers to constantly think about how to design a class environment that is conducive in implementing HOTS. To meet this challenge, Teachers 4 and 5 constantly try to organise students into groups to encourage more learning and thinking environment which helps with the lessons.Teachers continually attempt to create a conducive class environment for cultivating a solid fundamental increative and critical thinking students.

In short, the findings reveal that teachers are placing a lot of effort to enhance their skills, knowledge, and competencies in pedagogy in order to overcome the challenges in implementing HOTS especially at primary school level. It is important for teachers to continue upgrading their skills because their efficiency in mastering knowledge of HOTS and its teaching approach are very much needed to cater to the development of students and the current syllabus to realize the aspiration of Education Blueprint 2013-2025.

Implication and Conclusion

Based on the results and findings from this research, it is clear that teachers are facing challenges in implementing HOTS at primary school level. The implication of this study is revealedfrom theteacher's perspectives.

This study has its implication on teacher'schallenges in implementing HOTS at primary school levelby applying teaching skills towards utilising HOTS more actively. The teaching of HOTS in Malaysian primary school level can be adjusted too by revising and modifying more advanced learning objectives for teaching and learning processes at the primary school level. This will also enable teachers to better prepare their students with greater competency in critical thinking, problem solving and effective decisionmaking.

Furthermore, this research will guide the teachers to construct and improve the implementation of HOTS by integrating suitable approaches into the educational assessment system. HOTS can be implemented adequately at primary school level. This will create awareness among teachers to focus on HOTS which are far more valuable and challenging for students rather than fully concentrating on test taking strategies and students' basic knowledge.

In conclusion, it is hoped that this research will prove beneficial in some ways towards improving our national education standards, as it has implications that affect the national education policy, and more importantly, our productivity as a nation. Teachers require further support to enhance their ability in implementing HOTS in school, especially at the primary school level, which is the scope covered by this research. With the right skills, knowledge and environment, teachers will be able to ensure our education is meaningful and will develop creative students equipped for the challenges of the 21st century.

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THE EFFECTIVENESS OF USING JOLLY PHONICS BLENDING PHONEMES TO YEAR 3 ENGLISH LANGUAGE CLASSROOM

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Abstract: *Poor reading skill has become an issue among weak students in the education system. Students with good reading skills are able to develop and improve their overall performance across subjects in the school compared to the weak students who has poor reading skill. This problem has not only brought a temporary halt to teachers to teach but also to students to understand any information or tasks transmitted through the reading process. For that reason, the purpose of this study is evaluating the effectiveness of using Jolly Phonics Blending Phonemes to 30 pupils of the Year 3 EL learners. This study uses the mix-mode method that uses the quantitative and qualitative research method to analysed the effect of the Jolly Phonics Blending Phonemes to the experimental group and the control group in the same school in six months. The findings have discovered that the experimental group had showed an overall increase in scores and interest towards the phonics teaching compared the control group that uses the traditional method of teaching phonics. The introduction of Jolly Phonics Blending Phonemes does affect the performance among the poor readers in the Year 3 EL classroom.*

Keywords: Jolly Phonics, Blending Phonemes, phonics instructions, literacy skills, decode letter sound, language strategy

Introduction

Since the early youth of children until they developed the ability to speak in normal manner, they first have to learn to decode the letter sounds into words. These skills are developed through various stages and each stage builds their vocabulary in their minds and eventually gain the ability the speak properly. However, according to Amanda (2017), not all children are raised in such advantage of already develop literacy skill. These children have to deal with the disabilities of not able to recognize letter sounds and printed words in the early years of child development.

Therefore, phonics instructions should be implemented at this early stage because, when children have developed the ability to identify and recognize letter sounds, then reading would be second nature to them. Reading habits should be instilled at a very early age by doing a lot of activities that promotes reading (*Lim, Melor& Mohamed Amin Embi, 2017)*. At this early age, educators need to introduce the sounds of letters as it is applicable to their current needs (Amanda, 2017). The purpose of teaching phonics is to give the children the key to knowledge and useful skills that ensure they are able to apply them to reading and writing skills (Masello, 2014). The phonics skill is a bottom-up approach that require the learners to first learn the basic skill of identifying letter sounds to text that most low literacy learners are comfortable with (Rabindra, 2016). This was agreed by Glazzard (2017) as English language learners learns to identify phonemes as a bottom- up approach of learning phonics. The studies of sounds or a group of sounds on the smallest units of sounds and

phonemes is called phonology is a component of the human language (Hammond, 2016). The ability to access and manipulate these sound elements, known as phonological awareness, has always been linked to the acquisition of reading (Megan,2016). However, when reading certain printed text, not all words are spelled as same as they are sounded and young learners who can be slow learners need to adapt this to their levels which is discouraging (Rachel, 2016). This research focuses on the problems faced by educators in teaching students to recognize phonemes with the introduction of Jolly Phonics Blending Phonemes in their teaching and its effectiveness to the Year 3 pupils. Since phonics teaching is new to English teachers in Malaysia, it is important to understand that a study focusing on teaching phonics for Year 1 students should be carried out (Nadiah, 2015). Nadiah (2015) further explained that phonics teaching is an innovation in the curriculum that replaces the entire language approach used to teach reading skills in the old curriculum. The school, teachers and principal must be very aware of the different interventions to educate the child in understanding reading and developing literacy when a pupil enters the schooling level. Numerous observations conducted discovered that many Malaysian English language teachers encounter similar challenges in teaching English language where the students do not master reading skill (Antonia, Melor&Azlina, 2016**)**. Furthermore, those students who struggle with reading, need extra attention as it is essential during the very first years of education (Antilla, 2013).

The Context and Purpose of The Study

As the teaching of phonics is new to English educators in Malaysia, it is vital to learn that further studies should be focuses on the instructions of phonics to Year 1 (Nadiah, 2015). She also explained that the teaching of phonics is a teaching method that brought about the changes in the curriculum as a complete language strategy used for the teaching of readingcompetencies. If childrencome into the school facultyand bearing with them no prior experiences with reading, the school administrators and teachers need to be very conscious with interventions that can be used to train the children in the literacy development (Antilla, 2013). Extra effort and assist are a necessity for these young learners who are struggling with reading at some point of the very first years of schooling(Antilla, 2013). Consequently, a new method is purposed to overcome such problem at the early level of teaching the English Language. This study is to evaluate the effectiveness of the usage of Jolly Phonics Blending Phonemes to the Year 3 English Language Classroom students. This study will be focus on the 30 pupils in the EL classroom that have reading difficulties. Jolly Phonics involves the decoding sighted letters that makes different sounds that blends together to form recognizable and understandable words that provide meanings. This skill requires the pupils to have the skills to decode letter sound that they use easily or by their own and thus enable the pupils' ability to use that skill to read printed words. Reading is the skill of decoding and identifying written texts. Decoding requires translating the symbols of sounds of letters into the spoken phrases that can be understood (Amanda, 2017). By learning the Jolly Phonics method and blend phonemes to make up words, it is expected that the children can understand and identify the meaning of new words and by knowing these correlations will help the pupils to recognize unfamiliar phrases and spontaneously able to decode new words with less guidance at some point of the learning process (Masello, 2014). Reading can be successful of the reader can actually understand what is read (Olviyanti, 2015). In other words, the primary advantages of reading are the positive attitude towards education. It is when a learner is able to read properly and fluently, there won't be any problem dealing with other subjects in the

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school (Nasrawi, 2017). It is come to this that this study intends to answer the following research questions:

1.5.1 How will the Year 3 Primary EL pupils improve the ability to identify different types of letter sounds when using the Jolly Phonics Blending Phonemes method?

1.5.2 How would the Jolly Phonics Blending Phonemes increase the interest of the Year 3 Primary EL students in learning Phonics?

Literature review

The Phonics Instructions

It is vital and essential for the pupils to have the ability to read. It is necessary for these pupils to have a practical method of learning to read (Kellie, 2013). Particularly as establishing readers, a more structured and extra intensive intervention should be implemented to these group of learners as standardized approach of phonics teaching had proved more successful based on previous research (Buckingham,2013; Lonigan, 2013). As a result, learning phonics helps the new learners to read and write quickly as they progress Nasrawi, 2017). Moreover, the traditional method of recognizing words by spelling should also change to the phonetic reading system (Sharipah, 2015). Sharipah also explained that the traditional way of teaching takes longer time when mastering the reading skill and thus reduce the stress of leaning by memorizing words. It was found that spelling words and reading simple sentences has become the main issues of children are having problem with reading difficulties and when coping with this situation, children will experience to many thinking processes at a time. In facing this problem, the educators need to understand to the five levels of difficulties which include the phonological and phonemic awareness, phonics decoding, fluency, vocabulary and comprehension than eventually create awareness of what learning strategies that should be implemented (Olviyanti, 2015).

Phonics Implementation

A phonics implementation research was conducted in Africa using the Mama Kelello method. In the research, it was found that the teacher will ask the students to guess the rhyimg words form the words that they heard in the big book story book. It was further observed, that when students count the words that they copy onto their workbook so they won't intentionally mix the words. The researcher also found out how some sounds were practiced and repeated throughout the whole week and expectedly with different activities (Masello, 2014). Masello also added that there should be an emphasis on the integration of sound system in stories and other text that may develop the reading and writing skills. It was further found that teaching should be not be a one-way technique. It can either be in form of storytelling, songs, rhymes, dramatization, learning through play as well as questions and answers. This shows how teaching should be adaptable and diverse with different levels and learning style of learners. In relation, the use of phonics in the Hongkong education has spread widely in the schools' systems and the most used phonics instruction is using the explicit phonics instructions (Jia Yu, 2015). Explicit phonics instruction provides a sequential, systematic approach to instruction, practice, and feedback that guide students in the development of fluency skills (Desiree, 2016). Nevertheless, the phonics instructions

were not as perfect as when no attention were made in teaching phonics to the English Second Language learning compare to the native speakers or English learners. It was also further found that the aspect of teaching English as a second language were not exposed to the English teachers with most of them lacks of vocabulary knowledge, language and grammar structure. This undoubtedly will lead to low language acquisition among the English as a Second Language learners and they will spend too much time to understand written text due to lack of vocabulary, structure, and knowledge (Jia Yu, 2015). Jia Yu continuously reported that the students could not read properly due to deficiency of phonics skills when identifying phonemes. Students who failed to decode the sounds of letters that form words when reading printed text will simply read the text without understanding what it meant and thus no new information can be use and this will interrupt the literacy skills among learners (Robyn, 2014). Due to that also, there is a misinterpretation of the most effective way of teaching literacy skills among English educators. Reading and writing were widely use to determined the literacy skills among language learners (Hamidah, 2014). However, finding an appropriate yet innovative strategy to develop and enhance children's English literacy is not an easy thing to be done (Ariati, 2018). Initiating the literacy skills at the early stage of communicating among children could be a complex development (Ariati, 2018). It is at this early stage that children should be exposed on the techniques of reading words. However, it was further found that in the early language learning, language learners were having difficulties to decode the letters sounds. So, it is crucial for educators to know what techniques that should and could be use to teach the children to decode letter sounds. In Malaysia, phonics teaching was introduced in 2017 as part of the curriculum (KPM,2017). However, as stated by Napisah and Nadiah, there were lack of phonics knowledge among the English teachers based on previous studies of the readiness of the English language teachers in teaching phonics. They also stated in the research that the teachers who taught phonics were needing of extra training to teach phonics. The correct approach to teach phonics, the lack of knowledge of how to teach sounds of letters based on the Learning Standards in the curriculum and teaching strategies were among the teachers had faced when teaching phonics in classrooms (Nadiah&Napisah 2015). The inability of both teachers and pupils in pronouncing the words, letters and phonemes, the teachers' unfamiliarity with phonics, the pupils' inability to blend and segment words, and also the interference of the pupils' mother tongue were also problems that teachers and learners had to encounter in the teaching and learning process were found in the same research. Therefore, utilizing an effectivereading program, especially for early readers, is essential (Kellie, 2013). A large number of low-progress readers, especially when starting a reading, requires a more intensive intervention and different structures than normal students, where they need to learn to understand alphabetical codes and which specific and systematic teaching of phonics that has proven to be the most beneficial to be use with (Buckingham,2013; Lonigan, 2013). Hence, teachers and educators should choose the best strategy and overcome the problem and include phonics in their teaching of reading as a part of a strategy to improve the literacy among weak pupils. It is widely suggested that the teacher should improve or create strategy or technique in teaching reading (Olviyanti, 2015).

Phonics Implementation: The Introduction of Jolly Phonics Blending Phonemes

Jolly Phonics teaches students to identify alphabets letter sounds using synthetic phonics. There are 32 letter sounds that are divided into 7 different groups. Each group will have six to seven different letter sounds. Not like the traditional teaching of phonics, pupils had to learn phonics base on the alphabetical order but in jolly phonics the learning starts

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form the easiest sounds to the hardest. This way pupils will be more comfortable especially the weak learners as they learn the phonemes beginning at the low level first. In complementing the Jolly Phonics method blending is introduce to combine the letter sounds together. Blending is a form of techniques to join the phonemes to form understood words. It can be a mix of different sets of sounds such as 't' with 'in' or 't' with 'oy'. Either way, blending involves the basic method of learning to read words. By combining both method in teaching phonics, Jolly Phonics Blending Phonemes can be a great alternative in introducing phonics to young readers. The ability to hear and separate individual sounds within a word (phonemic awareness), and then to blend those sounds into a word, is basic to reading and spelling. (Alvermann& Earle, 2003; Bernhardt, 2011; Puteri, 2017).

Groups	Letters
Group 1	s a t i p n
Group 2	c k e h r m d
Group 3	g o u l f b
Group 4	ai j oaieee or
Group 5	z w ng v oooo
Group 6	y x chshthth
Group 7	quou oi ueerar

Table 1.1 :The seven groups of Jolly Phonic

Method

Introduction

This research will determine the effectiveness of the Jolly Phonics Blending Phonemes to the Year 3 pupils that consists of 30 pupils in one school. The pupils are divided into two different groups of Experimental groups and the Control group which will be name as Group A and Group B. Group A (Experimental Group) will be introduced to the Jolly Phonics Blending Phonemes while the Group B (Control Group) will be taught using the traditional teaching of Phonics which uses the alphabetical order of phonemes. Both groups will have separated classroom teaching but will have the same teacher. This is to distinguish any uncontrollable variables such as the experience of the teacher teaching and the classroom environment. However, there will still be incontrollable variables from the pupils' side such as knowledge background, English language proficiency and fluentcy. That is why, the research will use the quasi-experimental research design to determine the results of this research.

Research design

This research will have three different stages that comprises of Pre-test, Post-Test, six months teaching session which uses the Jolly Phonics Blending Phonemes (Group A) and traditional Phonics teaching (Group B) and classroom observation that will be carried out

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during the teaching session. At the first stage, a pre-test text will be given to the pupils to read and in the text, new words will be introduced. These words will prescribe the pupils ability to recognize and pronounce unfamiliar words. This test will then be recorded as the early score for both groups and will be compared at the end of the research with the post-test results. The pre-test will also include a simple questionnaire with 5 basic questions. The questions are straight-forward and uses the simple English language structure to comprehend the thinking level of the Year 3 pupils and the same questionnaire will be given at the end of the teaching
session for Group A and Group B to verify the levels of understanding before and after the 6 months teaching sessions.

For group A, the lesson plan will include the Jolly Phonics Blending Phonemes in each lesson plan. Each lesson plan will contain different group levels. However, if the pupils were not able to master certain levels of the Jolly Phonics table, the lesson or the phonemes will be retaught until they the pupils are able to master or identify the phonemes. The flow of the process is as shown in the **Figure 1.1** below:

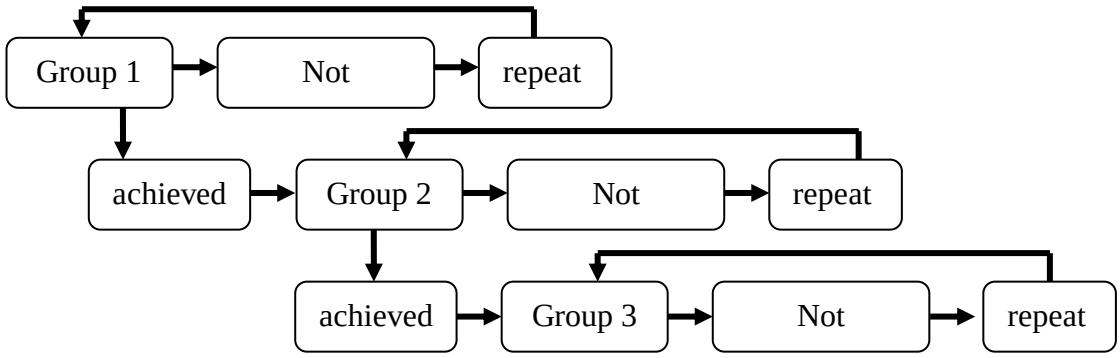

Figure 1.1 :The process flow of teaching using Jolly Phonics

Findings

Jolly Phonics is a fun- systematic program designed for young or beginner learner to develop their reading and literacy skill (Araiti, 2017). Therefore, to teach pupils to master the skills of phonics, Jolly Phonics Blending Phonemes was chosen for this research. In the period of six months, pupils in Group A (Experimental Group) were exposed to the method of teaching using blending phonemes which consists of 7 levels of Jolly Phonics. In the research, it was found that there were significant changes in the scores compared to the pre-test for Group A and Group B. The changes were mostly on the phonics skills and the ability to read the same unfamiliar words that they had tried to read in the pre-test. In the post-test, pupils were already having the necessary skills to differentiate different types of letter sounds. By referring to the first research question of the ability of pupils being able to identify different types of letter sounds, pupils' phonics skills had increase from their previous lesson. However, this improvement only cater to Group A while Group B has not showed significant increase from their previous score.

Table **4.3.7** shows the mean scores and standard deviation for Group A and Group B. The table shows the difference before the implementation of Jolly Phonics Blending Phonemes for the experimental Group A.

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Table 4.3.7 :Frequency mean scores and standard deviation
Different score data on the Pre-test and Post-test marks for Group A and B

Test	Mean	N	Std.Dev.
Pre	4.8	15	1.57
Post	6.6	15	2.20

After taking the overall means scores from both Pre-test and Post-test, there is a big difference in the means scores after the Post-test with $x = 6.6$ compared to the Pre-test with the mean scores of $x = 4.8$. A difference of $x = 1.8$. The standard deviations from the Post-test is $\sigma = 2.20$ compared to the Pre-test with $\sigma = 1.57$. There is significant increase in the score for the pupils. In table **4.3.8** that shows the mean score for Group A only shows that the mean scores had notably increase and the SD is spread near the mean score.

Table 4.3.8 :Frequency mean scores and standard deviation
Different score data on the Pre-test and Post-test marks for Group A

Test	Mean	N	Std.Dev.
Pre	20.0	15	12.5
Post	27.5	15	17.3

Rebecca (2018), and Shultz &Vouloumanos (2010) stated that, before young learners able to identify and pronounce any words, they have to find the sounds that are much more interesting to them than others. Teaching phonics involves a lot of practices and teachers' creativity to engage the pupils' interest in the lesson. Teachers should focus more on the pupils' interest rather than focussing on the curriculum. Interest plays important role in reading. Without interest, it is impossible to encourage students to read and try to comprehend the meaning of the text. Reading is a skill that every student needs to master in order to understand the text well (Liu, Nooreiny&Melor, 2016). That is what Jolly Phonics intended to do. Pupils' are more occupied with learning the phonics structure beacasue it involves the pupils' participations with songs and self-access-learning. The first phase of each lesson was introduced with Jolly Phonics songs and then, pupils learn the blending of phonemes. This pupils-centred teaching evolves around the pupils' experience in learning. As stated by Maimunah (2017), teaching and learning approaches for students need to shift from teacher-centred to student-centred learning with balance of knowledge, skills, and attitudes. This statement also correlates with Naning which stated that the 21st century classroom that was the focus of the KPM had spouse into the development of the pupils learning experience (Naning, 2016). In relation to that, same questionnaire that was given to the Group A and B in the post-test had spouse significant results that regarding the pupils' interest towards the Jolly Phonics Blending Phonemes in the Year 3 Primary EL. **Chart 4.1.3** shows the outcomes for the pre-test and **Chart 4.1.4** shows the outcomes for post-test for Group A. From Chart 4.1.3 indicates the pupils werenotacknowledge with Phonics teaching at the early stage. In that survey, it was found at that 73.3% of the pupils did not know what is Phonics, and did not know why they had to learn phonics. Children (pupils) will try to make sense of what they are learning and forced of learning it (Steve, 2016). This is not what Jolly Phonics Blending Phonemes was meant for. Pupils should learn for fun and results shows that they are much interested in learning Phonics after six months.

Chart 4.1.3 :Pre-test questionnaire of Group A

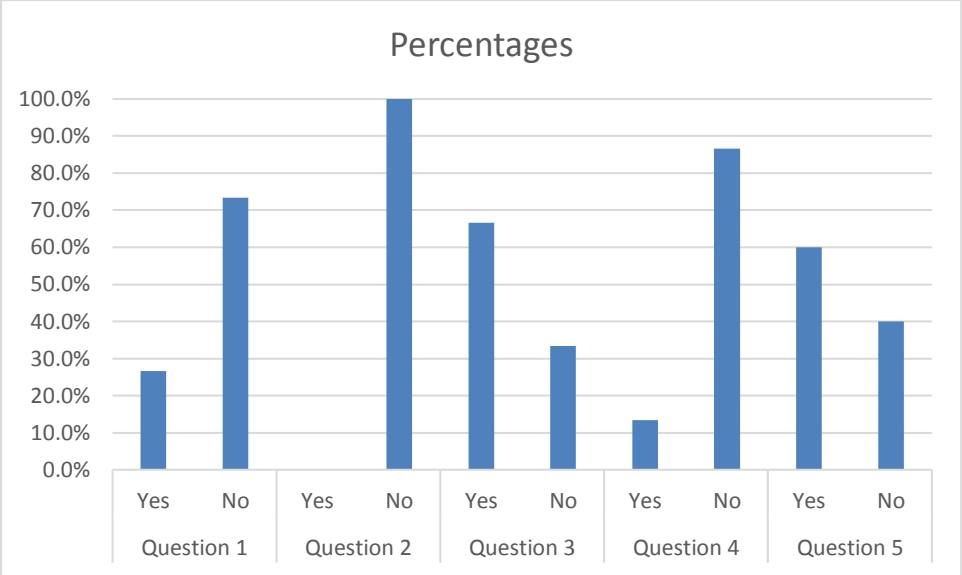
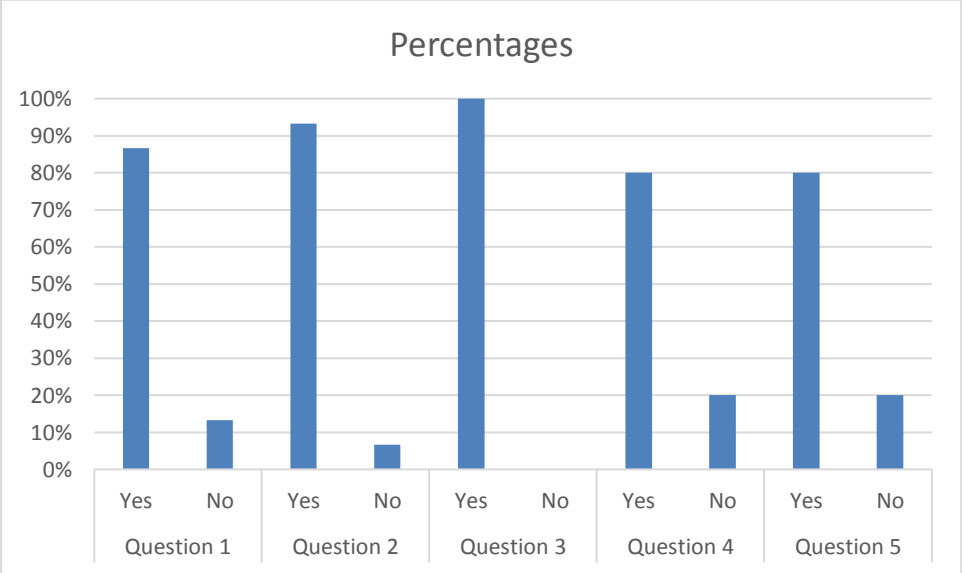


Chart 4.1.3 :Post-test questionnaire of Group A



Summary and Discussion

This study examines the effectiveness of Jolly Phonics Blending Phonemes (JBPB) on 30 students in the re-urban area using tests and observations to determine their achievements and weaknesses within six months. It was found that, pupils had showed significant changes in the overall scores, interest and achievements. However, the experimental Group A (Experimental Group) had showed great results when compared to Group B (Control Group). Group A were able gain higher scores from the current tests and showed more interest in the Phonics lesson after the JPBP was introduced. This notable increase in the overall performance validated that when pupils are exposed to a new and engaging method, they will show interest and self-motivated. The key feature of JPBP is self-

access learning where pupils were able to study and learn even after each lesson had ended encouraging them to improve overtime with less involvement by the teacher. JPBP can be beneficial to the Ministry of Education of Malaysia as new method that can be taught to teachers to improve the Phonics teaching. However, JPBP does involve a lot of time and effort for both parties where teachers have to work hard and focus on the teaching and observe pupils' performance because JPBP is a staged teaching. If pupils had missed or unable to achieve one stage or level of the Jolly Phonics table, they have to repeat until they are able to master to identify the phonemes and perhaps this problem can be studied in the near future exploring factors to improve the Jolly Phonics Blending Phonemes method. Nevertheless, Jolly Phonics Blending Phonemes does affect the performance of the Year 3 EL classroom learners and brought changes how to improve the overall reading skills.

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INDEPENDENT STUDY TESL TEACHERS' UTILISATION OF BLENDED LEARNING IN TEACHING ENGLISH IN CHERAS ZONE, HULU LANGAT DISTRICT

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Abstract: *The advent of technology has revolutionised all aspects of life, including in education. Despite widespread utilization of Blended Learning (BL) in higher education, both in Malaysia and the world, and its perceived effectiveness as a learning approach (Haron et al 2011), understanding and awareness of the topic is still in its infancy as far as usage in the secondary schools goes. Many studies were conducted to investigate the effect of implementing blended learning in higher learning institutions. Not many studies have ventured into the implementation of blended learning in schools particularly in the learning of the English language. This study looked at secondary school TESL teachers' English Language proficiency and their professional training background influenced their use of BL utilization in teaching English and the challenges they face in using BL in their teaching. The qualitative data was collected from interviews of three teachers. All three interviews were transcribed and analysed using Atlas.ti Version 8. This study has shown that TESL teachers' professional training and English Language proficiency did not influence their utilization of Blended learning. There are other extenuating factors that impede the teachers' utilization of Blended Learning in teaching the language. The findings will hopefully help to add to the current information on the factors that would contribute to the increase in the usage of BL in schools and consequently improve students' performance in the language.*

Introduction

Technology has revolutionised all aspects of life, and with its rapid development, countries all over the world are experiencing changes in all areas, be it in their economy, business, entertainment and education.

According to the Framework For 21st Century Learning, the third set of skills asserts the need for Information, Media and Technology Skills**.** To be effective in the 21st century, people from all walks of life must have the skills to utilize information, media, and technology.

> "Technology offers learners opportunities for much more valuable communicative interaction in the target language than what was ever possible in the traditional language classes."
> (Chirimbu & Tafazoli, 2013)

In response to this, included in the 11 paradigm shifts in the Malaysia Education Blueprint 2013-2025, technology is emphasised in its 7th Shift, to "leverage ICT to scale up quality learning across Malaysia". As a result, we see an increase in the use of technology in education in Malaysia today, where together with the Internet, changes are taking place in the learning environment. In these times, technology and the Internet are occurring in teaching and learning (Stickler et al, 2010). As an increasing number of HEIs is embracing current technologies in their classrooms, we see the impact of the utilization of technology in education on scholars and educators. The adoption of ICT has caused teachers to change

direction and move towards the advancement of technology and Internet (Elliot, 2009 in Siew-Eng & Muuk 2015) This is because of the call of technology in knowledge.

Past studies have shown that blended learning is increasing in importance in the education world. An Online Learning Survey showed that BL was growing internationally by 46% or more annually (Hilliard 2015). Many studies too point to the benefits of BL in the use for English teaching and learning. In one of the studies by Vernadakis et al (2011), blended instruction seems like another teaching practice that should be fully utilized by teachers so that they are able to assist students to achieve more academically. It revealed that students who were being taught using BL scored better than those who went through the traditional face-to-face method. The results mirrored Gomez & Igado's (cited in Vernadakis 2011), who also contended that Web-based education and blended learning atmosphere have the potential to make the core of teaching and learning stronger. Technology's massive influence on education makes Blended learning inevitable.

Despite all of our knowledge around the benefits of Bl, local studies including Melor (2007) and Mahmud et al (2007) demonstrate that the utilization of ICT in education rated low to average only. Among the challenges mentioned were lack of training and ICT knowledge, limited facilities, time and financial constraints as well as heavy workload. Melor (2007) studied technical school TESL teachers and Suwarnee (2006), cited in Nor Asyikin (2009) involved Bahasa Malaysia teachers. Low use of ICT means Blended learning is not taking place as much as we would like it to be. With all the knowledge that we have about BL, it should be taking place as commonly as possible in our schools. However, researchers point out there is very little known empirically about the utilisation of BL in secondary schools in Malaysia.

Therefore, it is very important that we investigate the real situation in schools today so as to fully realise the benefits of BL. This study seeks to investigate the use of blended learning in a Malaysian secondary school context and to gather more information that can contribute to the present knowledge about the utilization of BL in education so as to raise the standard of English among ESL students. This study looked at how the teachers' English Language proficiency and their professional training background influenced their use of BL utilization in teaching English. Hopefully, the findings will help to add to the current information on the factors that would contribute to the increase in the usage of BL in schools and consequently improve students' performance in the language.

Literature Review

Blended Learning

Although it is not a new concept, blended learning is still less known in Malaysian schools. Nevertheless, its use in teaching and learning process has been practised by most teachers in the country "without having the consciousness of its existence" (Khadijah Arrif 2016, Al Saleh 2017)**.** In her study on BL in secondary schools in Tabuk, Saudi Arabia, Al Saleh stated that the practices mentioned by her respondents showed misunderstanding about correct utilization of BL method. Some of them reckoned that using technology like PowerPoint presentations with traditional textbook activities was implementing BL (Al Saleh 2017).

Blending provides numerous benefits compared to using a single learning delivery medium on its own (Singh 2003). Kim, Bonk, and Teng (2009) predicted blended learning becoming a new pedagogical practice in the future. This is because, according to them, the use of technology is an innovative challenge to revamp the teaching-learning activities and incorporate Information `and Communications Technology in "independent, collaborative, and interactive work", which is what 21st Century learning is all about.

Several research studies have demonstrated that BL helps students improve their performance (Adas, Bakir 2013; Vernadakis et al 2012; Ainol, Zailin 2012; Pape 2010, Zainuriah 2015; Bakeer 2018, Khan et al 2012). In their paper reviewing the studies on BL, Khan et al 2012 mentioned that BL has positive effects on academic achievements. According to them, Yılmaz and Orhan 2011 conducted an extensive survey to find out about students' academic achievement by introducing blended learning technique in the Instructional Technologies and Material Development course. The results showed that blended learning environment has an affirmative effect on academic achievements.

Discussions

RQ1 Does their professional training influence TESL teachers' utilization of BL in teaching English?

RQ 1	Proficiency	
Theme 1	Frequent Use of BL	
Subtheme	Yes	No
	Teaching CEFR syllabus	Teaching exam classes
Theme 2	Teacher's Training	
	All no exposure graduated in 80s, 90s BL started 2000	

Table 1 Summary of Findings RQ 1

Frequency of Using Blended Materials

All three respondents are B.Ed. TESL-trained teachers, two of them, Uma and Zaitun from a local university and one of them, Salmiah, graduated from a university in the UK. Salmiah and Uma, who are both teaching the exam classes had similar answers when asked about the use of BL in teaching. They only used it very occasionally or in Salmiah's case, "very rarely". On the other hand, Zaitun who is teaching the lower secondary classes, uses BL more frequently that is at least once a week. According to Zaitun, this is because the newly-introduced CEFR syllabus for F1 and F2 students incorporates BL in it. The teachers interviewed in this study all used BL in their lessons regardless of their professional training. This finding is not fully in line with previous studies which state that teachers professional training influence their utilization of BL in teaching English (Velazquez-Torres 2003, Supyan 2004, Ambigapathy 2006, Melor 2007, Mahmud and Ismail (2010), Luan et al

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(2005).). Their studies found that teachers were not prepared to integrate technology in their classes as they lack the necessary skills, knowledge, and information to integrate of technology in teaching. In Mahmud and Ismail's (2010) study, it was found that formal ICT training and experience influenced the teachers' knowledge, skills and attitude. The finding in my study maybe the result of the teaching requirement by the Ministry. Of the three interviewees, only one used frequently because she teaches F1 and F2 which she is required to use the CEFR syllabus, whilst the other two are teaching F3, F4, and F5 which do not have similar requirements.

In trying to further explain the difference in frequency of BL in class by the teachers, this study found that the difference can also be explained by the fact that these teachers received professional training at differing decades, whilst two of them were trained in the 1990s, one completed her training in the 1980s. As BL is reported to be popular after the year 2000, it is quite possible that their professional training did not place emphasis on BL.

Teacher Training

During their teacher training courses, none of the teachers in this study were trained to use technology as a pedagogical tool for the classroom. They admitted that they lack exposure to ICT training during their professional training. Zaitun said that "I was not trained to use ICT, only traditional method", whereas Salmiah claimed that "I was literally trained in the 1990s when there wasn't even a hand phone at the particular time". In addition, Uma, who graduated in the 1980s had the same negative response. Despite this challenge, all three teachers managed to utilize BL in their classrooms and especially Zaitun's case who uses it at least once a week. The probable explanation for this is elaborated on previously in (4.3).

Conclusions

Technology is evolving at such a rapid pace and therefore, education in general and language learning specifically, has to keep up to stay relevant to the new generation of students. The myriad of challenges in using Blended Learning (BL) as a tool in teaching and learning English as Second Language in schools, as evidently shown and discussed in this study, must be overcome. It is crucial that the efforts to employ BL need to be holistic so as to be effective and to show positive outcomes as many researches mentioned in this study have proven. These are clear indicators that the utilization of BL in teaching and learning of ESL would be an effective approach in overcoming the difficulties faced by teachers in motivating students to learn English language as well as enhancing their learning experience and ultimately increase their proficiency. It is inevitable that in future, there will be less time for traditional face to face method in a blended learning classroom as technology continues to evolve. In time to come, perhaps even the term Blended Learning may cease to exist as this method becomes the only way to acquire skills and knowledge in all learning environments.

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PERCEPTIONS OF MALAYSIAN ACADEMIC LIBRARIANS ON TRANSFORMATIONALLEADERSHIP COMPETENCIES

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Abstract: *The traditional mode of operation for libraries is changing dramatically in order to stay relevant and connected to our library users. The emergence of knowledge management in digital era has pushed librarians to be business leaders within the context of librarianships. As leaders, they need to embrace a holistic competence in management as one of the pivotal characteristics to meet university's objectives, utilize available resources efficiently, maintain high levels performance and professionalism, as well as profound on various skills of team members to capitalize on their differences and unique skills. Among others, all of these working-traits are embedded in transformational leadership competencies. The purpose of this paper is to discuss and evidence the transformational leadership practice and its impacts on innovative behaviour in academic library. This study applied a qualitative approach, which had the goal of instrumentation in reference to the construction and validation of measuring instruments. The instrument proposition design was based on the traits of transformational leadership include individualized consideration, intellectual stimulation, inspiration motivation and idealized influence using an instrument of focus group discussion with 10 librarians at two academic libraries in research universities. Then, document analyses were used to check and analyse the parent organization visions with regard to librarians' transformational leadership practice and their innovative behaviours. The data collection methods provided significant evidence to show that the Malaysian universities' academic libraries are dynamic, as transformational leadership and innovative behaviours take place to a certain extent with incremental award-winning innovations. This paper is considered a new extension and in-depth study in discovering the transformational leadership practice and has implications for innovative behaviour among Malaysia's librarians.*

Keywords: transformational leadership, innovative behavior, librarian, management, change

INTRODUCTION

Literatures on librarianship areas have huge gaps especially in evidence base. Besides numbers of issue have highlighted, the area of profession development and competencies (Koufogiannakis & Crumley, 2006), have less research being published. Due to different setting in work processes compared to other administrations department, competencies within librarianship context is perplexing to be adopted. Leadership competencies are an important part of managing academic library as they involve in hiring and selection decisions, training and development, performance management, compensation, and more. Meanwhile, many researchers have noted a scarcity ofstudies on the effect of the competencies of transformational leadership in academic libraries. Meanwhile, many

researchers have noted a scarcity of studies on the effect of the competencies of transformational leadership in academic libraries. The concerns faced by the librarianship includes the demand on the development of leadership among library leaders (Brundy 2018; Martin 2016) as well as in addressing the lacking of effective leadership (Wilson & Corrall 2008). In additions, big challenges for library leaders are expanding user's expectations; shortage of budget; cultural diversity; continuous professional development, innovations in the technology and environmental scanning (Schreiber & Shannon 2001; Ray, 2018). However, it is challenge to decide which leadership style can be more successful for the academic libraries. Fought and Misawa (2016) described that a successful leadership needs several skills and abilities such as strong communication skills, ability to manage others and a willingness to adopt change in difficult situation. Rogers (2007) and Baysaka & Ye (2015) recognized that leaders are currently having numerous challenges and issues in academic libraries because uncertainty of the future and it is not easy to provide and manage relevant contents to the library patrons in a digital age. Academic library leaders need to make a right decision about facilities, resources selection, and financial management and over all infrastructure. These tasks are difficult to handle unless library leaders have divers' skills for the future leadership whereas visibility is so limited and future is unclear by now (Mandre, 2015; Xia & Li, 2015; Carter, 2014; Moropa, 2010). As Kotter (2013) described that more changes always demand more leadership qualities and skills if leaders are highly skilled in management and leadership they can meet challenges for the future leadership (Jantti & Greenhalgh, 2012). Academic libraries and the librarianship profession and academic library leaders are desperately eager to enhance and use their dynamic leadership characteristics for the upcoming global changes in academic libraries.

This study has confirmed that success is not possible without strong leadership skills in rapidly varying environment of library and information (Aslam, 2018). A study conducted by Martin (2015) showed a middling to low use of transformational leadership. This is troubling due to the fact that transformational leadership has been shown to be highly correlated with successful change in organizations. Brought about by technology and student demographics, the rapid changes in higher education strike at the core of academic librarianship. Strong leaders are needed throughout the profession to navigate change and strengthen the profession of librarianship. Whether the profession thrives or perishes may depend on its ability to find and develop transformational leaders. In Malaysia, limited study has been devoted to transformational leadership in academic libraries and its influences on service innovation (Sa'ari, 2018). To address this gap and explore the perspectives of leadership in Malaysian academic libraries, this paper considers the extent to which transformational leadership practices by librarians working in public research universities (RUs). As there are few similar studies, the decision to sample Malaysian public sector university academic libraries is also to represent the target population among Malay ethnicity, which makes up 68.8 per cent of the total population (Department of Statistics Malaysia, 2017). Note that the majority of the theories and philosophical concepts to create measurement items have been sourced from studies in developed countries. In addition, the literature in supporting the challenges associated with transformational leadership comes from numerous locations the world over, and are not limited to Malaysian academic libraries. This study benefits other researchers to intensify their reference and induce further research on the perspectives of transformational leadership in a non-Western public RU. From the context of the profession, academic librarians will find the analysis of data helpful in their efforts towards reshaping leadership style in academic libraries. The following section presents a review of the relevant literature. This is followed by a description of the research method used to facilitate the empirical exploration according to the research objectives.

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Cross-case analysis revealed the implications in practicing transformational leadership in selected academic libraries. Finally, limitations and recommendations for further research are highlighted.

LITERATURE REVIEW

The issue of academic librarians' related to managerial skills is being debated. The competencies of librarian are highlighted as among indicators to measure the quality of library services, especially in an environment of increasing economic pressure, structural change, and technological innovation (Chang, Chang & Chen, 2017).

The proponents of transformational leadership argue that administrative restructuring creates new expectations for organizational leaders are not well captured by images of instructional leadership
(Mason, Griffin & Parker, 2014; Thompson, & Glasø, 2015; Abu Daud, 2009). It was developed by Burns in 1978 by linking personality traits, behavioural, and contingency approaches of leadership (Lussier, & Achua, 2007; Bass, 1985).Bass & Avoilio (1997) built new version of transformational leadership on the previous work and followed by Antonakis & Atwater (2002) who proposed full-range theory ofleadership consists of transformational, transactional, and laissez-faire (Sadeghi & Pihie, 2012). The transformational leaders engage in a particular set of behaviours (Pierce & Newstorm, 2008) and they are models of integrity and fairness, set clear goals, have high expectations, provide support and recognition, stir the emotions and passions of people, and get people to look beyond their self-interest to reach for the improbable (Mahdinezhad, Suandi, Silong & Omar, 2013; Bass & Avoilio 1997). Transformational leadership focuses on social values and appears in times of distress and change. This type of leadership is an important antecedent to construct the collective confidence or strength required by groups to be successful when facing with difficult challenges (Bass & Avoilio, 1990).

In this study, four dimensions of transformational leadership are measured and it consisted of individualised consideration, idealised influence, inspirational motivation and intellectual stimulation.*Individualised consideration* refers to the personal attention given to followers by treating them "differently but equitably" (Yukl, 2006). The role of the transformational leader is as a coach or mentor who is aware of followers' needs and develops their potential including providing support, encouragement, and coaching to followers (Judge & Piccolo, 2004). The leader who embrace this trait is a good listener, able to communicate clearly with subordinates when delegating certain responsibilities in order to help their personal as well as career growth (Yukl, *Ibid*; Northouse, 2007;Moss & Ritossa, 2007*). Idealised influence* describes the degree in which leaders are perceived as an inspiring role model. These kind of leaders are respectful and respected, express their trust towards followers and gain the trust and confidence from them. It is divided into two forms; idealized influence attribute in which leaders receive trust plus respect; and idealized influence behavioural which leaders exhibit excellent behaviour and might sacrifice their own needs to improve the objectives of their workgroup (Antonakis, Avolio & Sivasubramaniam, 2003).*Inspirational motivation* refers to shapes vision, gains optimistic commitment to that vision, and sparks enthusiasm for meeting the challenges of accomplishing the organizational vision. They communicate a clearer vision of the possible future; align organizational goals and personal goals so that people can achieve their personal goals while achieving organizational goals; and treat threats and problems as opportunities to learn (Northouse, *ibid).* Leaders strengthen followers by viewing the future by optimism (Bass, Avoilio, Jung & Berson, 2003), and act

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in ways that motivate those around them by providing meaning and challenge to their subordinate's performance (Limsila, & Ogunlana, 2008). *Intellectual stimulation* describes the degree in which the leaders stimulate their followers' endeavours to foster innovation and creativities, and to approach old situations in novel ways. They do not publicly criticize errors, mistakes or failure, or ideas or approaches that differ from their own (Bass & Avoilio, 1990; Bass & Avoilio, 1997).

METHODOLOGY

The research objective of the study was to explore the practice of transformational leadership among academic librarians in two selected RU's. Thus, qualitative interview method which focused on gaining an understanding from the academic librarians' points of view, experiences and interpretations is adopted in this study. Framed by the conceptual framework from the previous literature, transformational leadership was measured in terms of individualised consideration, intellectual stimulation, inspirational motivation and idealised influence. These antecedents have been widely used in investigating transformational leadership at individual level in organization. Based on that, it was possible to explore academic librarians' perspectives within the context of their day-to-day practices and priorities.

Informants and populations

In brief, a multiple case study approach is better suited than a single case study design to address the research problem for this study. Specifically, identifying and exploring the factors that motivate or hinder academic librarians' experience on transformational leadership in different organizations that makes the results more robust and allows for generalization (Eisenhardt & Graebner, 2007; Cresswell, 2007; Cresswell & Plano, 2007; Yin, 2009). In order to allow purposive sampling suitable to the objectives of the study and to provide answers to the research questions, only two of five Malaysian public RUs were chosen. These universities over the years have been reputable in terms of 10 areas of performance, including research impact, internationalization, products, services and overall achievement associated with innovation. The core specialization of CASE A is agricultural science, while CASE B specialization is science and technology. This fact may have an impact on the innovative behaviour of both cases. Only 12 professional academic librarians were identified as interviewees in order to reduce problems of a large population of a total of 1,355 professional and managerial staff in academic libraries in Malaysia (Perpustakaan Negara Malaysia, 2016). Therefore, the sampling of these two RUs academic libraries and the sampling of their librarians by comparison to the remaining two RUs libraries not chosen for this study, has not had much influence on the results and findings of the study, as they are of equal status and have similar characteristics as the RUs. The academic librarians of both have at least a Bachelor's Degree of Library and Information Science and this study is in the similar category S41 with 10 to 15 years of service. Informants for CASE A included two males and three females, whereas CASE B included one male and four females. The age for both is between 35-45 years old. All librarians maintained a Key Performance Index of 90% to 95% of overall achievement.

Data collection and analysis of data

Symon &Cassell (2012) claimed that qualitative researchers often struggle with the question of what a case is and where its boundaries lie. According to Tashakkori & Teddkie (2010), a case could be one person, program or subset of the organization being investigated. One method often applied in complex, multi-location, multi-organization studies is to define a

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unit of analysis at large as a main case and define sub-units as embedded cases that can be used for data comparison (Saunders, Lewis & Thornhill, 2012; Yin, *ibid*). As no sub-units within organizations are analysed in this study, only main cases are used. Therefore, two selected Malaysian public universities of RU status formed the unit of analysis employed in this study. A design with two case studies (include one pilot case study) with twenty-four in-depth interviews and two focus group interviews has been selected, as this is considered sufficient and practical as they are within the range suggested by the experts (McPhail, 2003).

The interview protocol checklist was prepared to conduct the face-to-face interviews and the focus group discussions. The checklist contains all the necessity requirements for the researcher to get ready with before the interview sessions were carried out such as identification of interviewees, research ethics, letter of approval from the universities' authority, document on consent to participate, interview procedures and processes, the instructions to the interviewees, the key research questions, field work note book for the researcher's comments and reflective notes. Semi structured questions were built from the literature review. The interviewees were briefed about the purpose of the study and requested to allow MP3 recordings of the interviews and also on the participation consent form with the aim to assure of their personal anonymity and the confidentiality of the responses and the raw data (Saunders et al. 2012). The interviews conducted lasted between 50 minutes and one hour. The focus group discussions formed part of the instruments for gathering qualitative data from two focus group discussions, otherwise known as "guided small group discussions" (Krueger & Casey, 2009). All two focus group discussion sessions were led by the researcher in collaboration of the university administrative authority. They were aimed at stimulating discussions on the entrepreneurial competencies leading to innovation among the academic librarians. The focus group approach was a particularly suitable instrument for this study due to its methodological advantages (Krueger & Casey,*ibid*), including cost and time effectiveness, high face validity, potential for valuable group interaction, and immediate results.

Indexing was performed by assigning a unique code to each interviewee, for each transcript and each segment in the transcript which is important in order to retrieve original data and to cross-reference information while writing and reporting. An example of indexing code which the researcher used is CSA, Q1, D1, Academic Librarian C. In this example 'CSA' refers to CASE A or the first RU where data were collected in this study. 'Q1' refers to question number one. 'A1' refers domain number one of the transformational leadership. 'Academic Librarian C' refers to the third librarian who agreed to be involved in this study of each of the RU. As part of cleaning the data, all the filed notes, data in the interview protocol forms and note books and diaries, observation notes were all arranged in order. All RU documents and policy documents were categorized and classified separately and indexed as well. The observation notes were indexed using 'O' and the Fidel notes were indexed using 'F'.

FINDINGS AND DISCUSSIONS

The focus of this section is on the discussion of the cases and cross-case analysis organized around the research question.

Individualised consideration

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Individualized consideration refers to the personal attention given to followers by treating them "differently but equitably" based on the transformational leadership concepts (Yukl, *ibid*;Judge & Piccolo, *ibid*; Northouse, *ibid*; Moss & Ritossa, *ibid*).
The role of the transformational leader is as a coach or mentor who is aware of followers' needs and develops their potential. This is true in the case of CASE B where they practiced the concept of transformational leadership as they practiced informal coaching and mentoring helped the librarians to be innovative. Coaching with top management involvement strengthened the relationship in building trust among the junior and senior librarians in order to practice innovative behaviours. Mutual trust and respect as a conducive culture for staff to be innovative.
However, the informants of CASE A complaint about the poor tasks delegations practised in the library. They perceived that librarians and their leaders should possess knowledge on task delegation is required to observe, learn and identify the uniqueness of staff individual potential through their personality. They perceived that the lack of trust was important for them to push motivation and positive attitude. The informants lamented that the lack of clear tasks instructions resulting in uncomfortable emotions and frustration on the part of the informants of CASE A.

Idealised influence
Idealized influence refers to leader's act as altruistic role models who engender the respect, admiration, and emulation of followers. They express confidence in the organizational vision; show a sense of purpose, determination, persistence transformational leadership and innovation (Antonakis et al. *ibid*), and trust in other people; and emphasize accomplishments (Abu Daud, ibid).
CASE A informants reported a positive impact of transformational leadership on their innovative work behaviour as they perceived that the librarians who understand the needs and opinions of his colleagues an subordinates, influences them appropriately, and is able to link their interests with the interests and objectives of the library and its parent RU, can successfully manage and lead people in the library towards practising their innovative behaviour and entrepreneurial skills. They believed that they have demonstrated self-awareness with insight into their own values, sticks to principles, consistent, kind and courteous. Persistently embraced honesty and fair treatment of others as well as doing the right thing to show good examples of behaviours and attitude.
By comparison to CASE A, the informants of CASE B perceived themselves as leaders who possess idealized influence, viewing themselves as a charismatic personification of the values and mission of their parent organization. They admitted that retaining their personal integrity as part of their principles of life as moral and ethical convictions have also influenced them to be innovative. Coping with stress and challenges by improving mental health and physical health being practiced by the interviewees and also the teaching of Islam helped them to be more positive in behaviour.

Inspirational motivation
Inspirational motivation refers to shapes vision, gains optimistic commitment to that vision, and sparks enthusiasm for meeting the challenges of accomplishing the organizational vision. They communicate a clearer vision of the possible future; align organizational goals and personal goals so that people can achieve their personal goals while achieving organizational goals; and treat threats and problems as opportunities to learn (Antonakis et al. ibid; Bass et al. ibid; Limsila & Ogunlana, ibid; Adair, 2010). The informants of CASE A, perceived that a regular communication of their expectations to meet the library's mission align with the

parent university the more motivational the staff as they are clear about the goals to be achieved.

The literature also suggests that innovative employees may prefer to work alone, since they can feel to be different from others (Carroll, 2010). This is true in the CASE B as the informants perceived that they believed that their individual's inspirational motivation strongly dependent on an external factor such as competitive working environment for developing staff potential capacities by giving educational award. Continuing education helped them to adapt to changes in responsibilities and help their self-esteem to increase work performance and being innovative. They believed that employee empowerment aiming at increase productivity and effectiveness on the work place which enable innovative behaviour to be practiced.

Intellectual stimulation

Intellectual stimulation means to apply encouragement and foster innovation by reframing new problems and approaching old situations in new and novel ways. They present new ideas to followers and challenge them to think critically. They do not publicly criticize errors, mistakes or failure, or ideas or approaches that differ from their own (Yukl, ibid).

In the case of CASE A, the informants were in need for relaxed, fun, open dialog communications to nurture internal culture that is dynamic, fresh and continually striving to achieve intellectual stimulation for innovative behaviour and entrepreneurial competencies. Aladalah, Cheung & Lee (2015) argued that more concrete and factual sensing people would like to have more encouragement in the manner of intellectual stimulation and also more motivating than more visioning and innovative intuitive followers. The informants from CASE B perceived that they received encouragement from their top management thus they perceived of benefits in seeking different perspectives during problem solving process and open up opinions from others to solve problems from new ways and different approaches and perspectives. Through intellectual stimulation the librarians developed data mining system and being rewarded and appreciated for their innovative work. They also perceived that they have been equipped with conflict management skills in order to be innovative.

CONCLUSION

Transformational leadership is expected to have an effect not only on academic librarians' motivations but also on their psychological dispositions. It is expected to bring about changes in the librarians' perception of the RU academic characteristics, commitment to change, and the collective capacity development for library improvement. These psychological dispositions brought about by transformational leadership are supposed to result in positive library change. A serious reform is not implementing single innovations, but involves changing the culture and structure of the library. The transformational forms of leadership which emphasize the organizational and cultural changes is more attuned to the people and their involvement and empowerment are sought (Preez, 2015). To a certain extent the characteristics of transformational leaderships were perceived by the librarians in both CASE A and CASE B being practiced by their chief librarians as suggested by the data in the cross case analysis chapter. In a turbulent environment, librarians, library leaders and parent organisations must be able to implement revolutionary change. In this environment, they opined that resistance to innovation and the organizational changes can have a positive impact where library leaders can articulate different cultures and conflicting goals can ultimately benefit the organization. Nacinovic, Galetic & Cavlek (2009); Williams & Vossen (2014); Diaz-Villavicencio, Didonet, & Dodd (2016)suggested that appropriate recognition and reward systems can help in this regard. However, the changed environment within the

limitations of resources and the corresponding increase in accountability; and the globalization of higher education especially the RUs perceived by librarians from CASE A as "*…working in a chaotic, distraction-filleddepartment...*" The informants of both RU libraries agreed that injustice assessment and rewards is bureaucratic obstacle to innovation as librarians were being rewarded under the Service Excellent Award on rotational basis rather than on their innovative and entrepreneurial achievements. The poor tasks delegations by their leaders were perceived by librarians in CASE A as detrimental to motivation and positive attitude.

Limitations of the study and issues for future research are, firstly, the impact of transformational leadership in RUs need further investigation and detail scrutiny. Much data for this study came from the librarians and very little was obtained from the policy community; secondly, all the academic librarians in the two cases involved in this study are attached to RUs'. Since they are working in such a demanding environment to support their parent organization in achieving the world ranking assessment, their internal factors and the way they perceive and respond to the policy directives may be different from other librarians in some ways. Therefore, it would be enlightening to study those librarians from public teaching universities or private universities to know whether there are other internal and external factors which influence transformational leadership style among librarians in different settings.

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LEADERSHIP PRACTICES AMONGST HEADMASTERS OF C ACCREDITED PRIMARY SCHOOLS IN THE REGION OF PASER INDONESIA

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Abstract: *This research intended to investigate and assess the leadership practices amongst headmasters of C accredited primary schools in the region of Paser, Indonesia. Qualitative research approach was employed in the form of a case study research design. Respondent selection was carried out through the purposive sampling method resulting in the choosing of three primary school headmasters from the region of Paser, Indonesia. The instruments utilized for data collection purposes comprised of interview, observation and document analysis. Research result demonstrated that the three headmasters as school leaders practiced several of the traits proposed in the instructional leadership and leadership strategies theories. The elements that were observed practiced by the headmasters include planning and disseminating school goals, planning teaching management programmes, supervising and assessing teaching programmes, monitoring students' progress, controlling study period, encouraging professional development, maintaining participation in activities, emphasizing academic excellence, preparing incentives for students as well as evaluating the overall school climate. Nevertheless, the research also noted that the headmasters did forgo some of the elements namely evaluating school goals, supervising the curriculum as well as formulating incentives for the teachers. Moreover, said headmasters also faced numerous challenges in practicing leadership qualities. These challenges met by the C accredited primary school headmasters in the Paser region include student, teachers and parents related problems, as well as infrastructure deficiencies. The research thus implied that the leadership characteristics demonstrated by the three participating headmasters could be used as a reference point by other school leaders in Indonesia. Apart from that, the research also urges the ministry of education to take initiative in tackling the aforementioned challenges confronted by headmasters in general.*

Keywords: Leadership Practices, Headmasters, C Accredited

Introduction

In order to achieve the goal of education in Indonesia aimed at improving the quality of national education, the Indonesian government through the Law Numer 19/2005 on National Education Standards set the standards that must be fulfilled in implementing education, among which is the standard in designing, process standards, competency standards graduates, standard educators and educators, facilities and infrastructure standards, management standards, financing standards, and education assessment standards (Depdiknas, 2005). In addition, the government's efforts to improve the quality of education is through the assessment of the school (Depdiknas, 2012). Based on Law Number 59 on

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school assessment. Therefore, the Indonesian government has set up a national accreditation body which aims to determine the school's eligibility and quality systematically and thoroughly (Depdiknas, 2012). The level of school accreditation is assessed based on three classifications which is very good (A), good (B), and less (C) assessed based on standard in education implementation (Depdiknas, 2005). It aims to motivate all communities and schoolchildren to implement the standard of education that has been set up (Depdiknas, 2012)

Increasing the desire of the Indonesian government to improve the quality of education in Indonesia, however, based on the Trends in International Mathematics and Science Study (TIMSS) survey of Indonesian students in recent years shows that the achievement of students in mathematics and science learning has dropped. TIMSS (2011) reports that the mastery of Indonesian mathematics and science is ranked 38th with a score of 386 out of 42 countries taking the test (Mullis, Martin, & Foy, 2011). This result dropped in comparison to TIMSS report in 2007, where Indonesia ranked 36th (Ministry of National Education, 2011). In addition, the Program for International Student Assessment (PISA) report (2015) on programs evaluating the quality of education systems in 72 nations across the nation, found that Indonesia was ranked 62th out of 72 countries. In other words, the quality of education in primary and secondary schools in Indonesia is still below the average level of race compared with other countries in the world (Desi AriyantiEkaSaputri, 2016). In addition, the National Accreditation Body report (2018) states that there are many schools in the region of Paser with accreditation of C. Suliswiyadi (2017) explaining that many schools still accredited C prove the low quality of education in Indonesia. Therefore, an education system that can improve the quality of education in Indonesia.

In the study of Arong and Ogbadu (2010); Farooq and Sardar (2015) point out that one of the reasons for declining quality of education is due to failing and less effective school management and leadership. In the social structure of the school, school leaders play a role as the link between the policies envisaged by the education ministry and the school community, hence school leaders are important in advancing the quality of education (Pairin, 2010). Hence, Yukl (2006) states that in a school, its leaders and leadership processes are part of contributing factors that can determine the achievement of a desired goal. Furthermore, school leaders can also affect the quality of a school that affects the fall and waking of a society and nation.

Problem Statement

The education world is constantly changing in parallel with age circulation and demands of the nation's needs. The change is a revolutionary and dynamic process with an emphasis on continuous learning and adaptation. Schools as learning organizations need to continuously improve their performance and build capacity to address changes in the absence of a borderless school environment (Matthew, 2017). Therefore, the education system requires a leader who is able to achieve the dream and vision of the country to realize a quality school (Ahmad Riduan, 2013).

Based on the importance of a school leader to the organization he leads, therefore leadership theory has always been of great interest from scholars and researchers (Tonkin, 2016). In summary, the theory of leadership has evolved over a century ago (Zakaria, 2016). Leadership theory includes Behavioral Leadership Theory (Stogdil, 1974; Yukl, 1989), Behavioral Theory (McGregor, 1960; Blake &Moutun, 1978), and Situational Contiguity Theory (Fiedler, 1976; Hersey & Blanchard, 1977). These leadership theories have been

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widely studied and studied. Afterwards, the theories evolved with several leadership styles, namely the instructional leadership style (Hallinger& Murphy, 1985; Weber, 1996).

With regard to the instructional leadership style, there has been a lot of past studies exploring and studying such leadership styles, including a study conducted by Boyce and Bowers (2018) that school leaders using instructional leadership in leading members are able to improve teacher job satisfaction, teacher commitment and retention teacher. The findings are supported by the study of Brandon, Hollweck, Donlevy and Whalen (2018) which emphasize the advantages of instructional leadership that is to improve the quality of teacher care and teaching practices. In addition, Harris, Jones, Cheah, Devadason, and Adams studies (2017) show that with instructional leadership, principals in Malaysia can reflect their responsibilities in relation to improved teaching practices. In particular, principals actively monitor the quality of teaching and learning in their schools. The previous study also found positive relationships between instructional leadership and educational quality. As the Steele, Johnson, Otten, Eisenmann, and Carver (2015) study finds that skills in instructional leadership are important, therefore the headmasters must upgrade instructional leadership skills to improve the quality of education at a led school. The findings are supported by the study conducted by Mitchell, Kensler and Moran (2015) which show that instructional leadership affects the quality of school education and student achievement.

However there are also school leaders who can not perform their duties as instructional leaders properly. This is because the headmasters as school leaders get the challenge of directing their members (Zakaria, 2016). Subsequently Zakaria (2016) adds to the factors that led to the failure of the school leader as a result of many school principals. In addition there are many other factors that contribute to the failure of school leaders to play their role as instructional leaders, among them the ever-expanding educational process in terms of age and technological developments. Abdullah Sani (2013) also thinks the role and role of the headmasters and principals is increasingly challenging from day to day due to the rapid developments in the education system both inside and outside the country. Next in the study Nurul Azreen (2016) stated that the challenges faced by the headmasters in leading the school were the lack of professional teachers, there was a closed mental mentality among the societies, and the socio-economic status of the students. Additionally, Andreas (2016) states that lack of infrastructure facilities is a challenge for the headmasters in implementing non-technical leadership, so the headmaster needs to maximize existing infrastructure facilities.

Literature review

Several studies on the leadership of the headmaster have been carried out internationally and internationally. The findings show that the leadership of the headmaster plays an important role in determining the success or failure of a school (Vinson, 2018, Matthew, 2017, and Steyn, 2015). Therefore, leaders must act wisely in determining the leadership practices implemented (Zakaria, 2016). Many studies have found that headmasters should play their role as instructional leaders in leading their followers. This is because instructional leadership is very effective in improving the quality of education at the school (Steele, Jhonson, Otten, Eisenmann, & Carver, 2015; Mitchell, Kensler& Moran, 2015;) Therefore, in this study the researcher tries to explore and learn about instructional leadership in the region of Paser.

Furthermore, to facilitate the study in identifying the headmasters practice in conducting instructional leadership, the researcher adapted the instructional leadership of

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Hallinger and Murphy (1985) who had built an instructional leadership model based on the Principal Instructional Management Rating Scale (PIMRS) an instrument that was used to recognize surely effective headmasters and effective schools (Hallinger & Murphy, 1985). The instructional leadership model consists of three dimensions, in which each dimension is accompanied by several elements or sub-dimensions. The three dimensions are, (i) define school goals, (ii) manage teaching programs, and (iii) promote school climate. While in sub-dimensions there are 11 elements; devising school goals, delivering school goals, supervising and evaluating teaching, coordinating curriculum, monitoring student progress, controlling teaching time, promoting professional development, maintaining incentives, emphasizing academic excellence, providing incentives to students, and providing incentives to teachers (Hallinger & Murphy, 1985).

In addition, in implementing leadership practices, the headmaster needs to determine the right strategy for achieving the goal (Ahmad Fauzi 2014). Based on the study conducted by Angki Kusuma Dewi (2010); and Arrachmil Azizah, Ahmad Yusuf Sobri & Imron Arifin (2015) concluded that the exact strategies implemented by the headmasters can improve the quality of teachers and the academic level of the students. David & Thomas (2017) have built a leadership strategy model which is the stages of the headmaster who led his followers. The leadership strategy is to begin by planning on the practices to be implemented and planning the direction the organization wishes to achieve, then implementing leadership practices, and then conduct assessment and treatment (David & Thomas, 2017).In this regard, the study attempted to relate two theories, namely instructional leadership theory (Hallinger& Murphy, 1985) and leadership strategy theory (David & Thomas, 2017). In the theory of instructional leadership states the elements that must be practiced by the leaders (Hallinger& Murphy, 1985), while the leadership strategy further explains the steps that must be taken either before or after the practice of leadership (David & Thomas, 2017). However, both theories equally emphasize on mature planning and defining goals that are intended to be achieved clearly. Figure 1 illustrates the theoretical framework of the study.

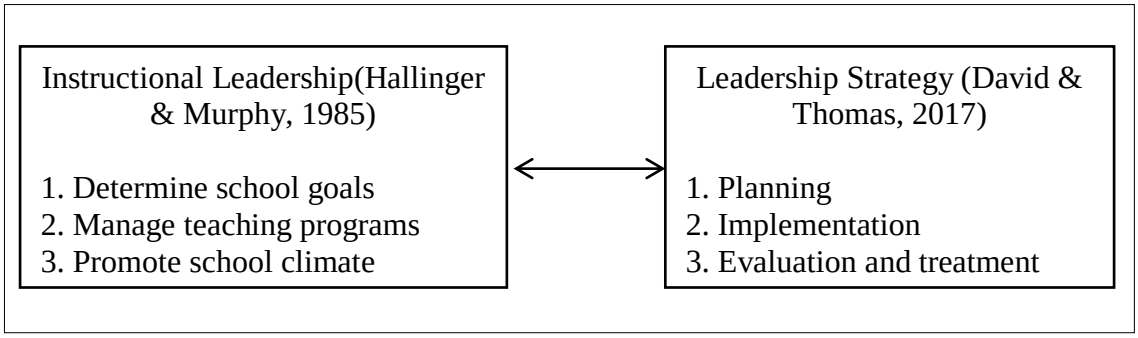

Figure 1. Theoretical framework of the study. Adapted from Instructional Leadership Theory (Hallinger & Murphy, 1985) and Leadership Strategy Theory (David & Thomas, 2017)

Conseptual Framework

According to Smith, Fraser, Chykina, Ikoma, Levitan, Liu, Mahfouz (2017), the conceptual framework is a set of interrelated proposals between the study form, the direction of the study and the theories that have been built or adapted based on previous studies. For the purpose of this study, the researcher has set up a conceptual framework among others namely the quality of education (Sallis, 2002), the practice of leadership of the headmasters

in the adaptation of instructional leadership (Hallinger& Murphy, 1985) and leadership strategy (David & Thomas, 2017) headmaster challenge (Nurul Khikmah, 2014).

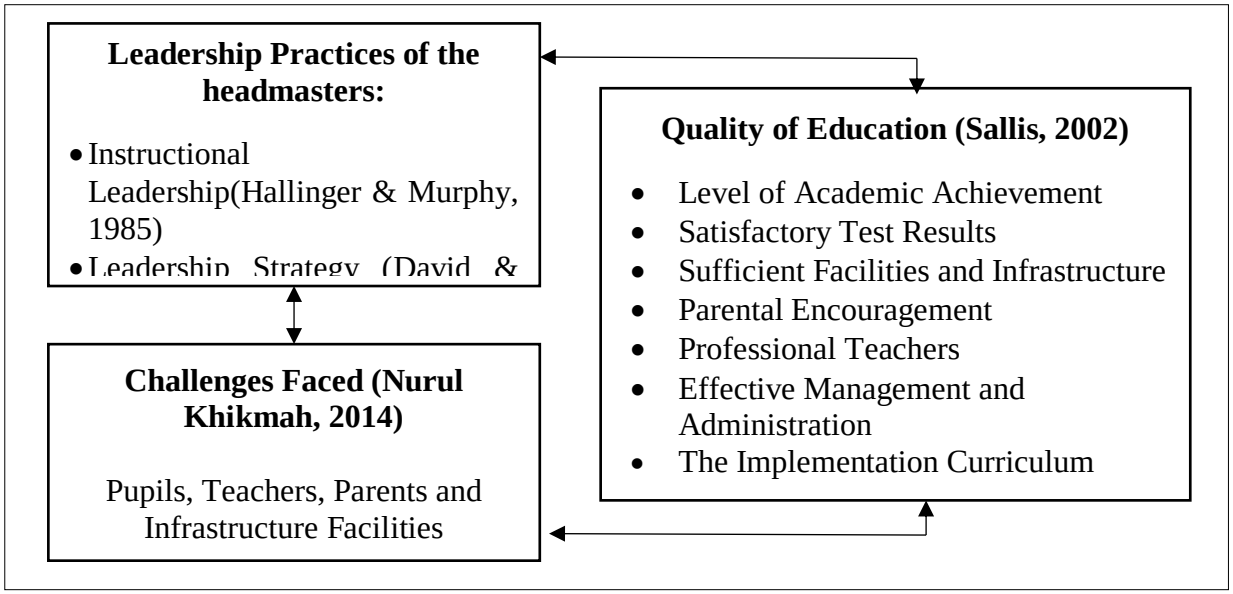

Figure2.Conseptual Framework.

Research Objective

In this study, to investigate and assess the leadership practices amongst headmasters of C accredited primary schools in the region of Paser, Indonesia. The objectives of the study are:

1) Identify the leadership practices amongst headmasters of C accredited primary school in the region of Paser, Indonesia.
2) Identify the challenges faced by the headmasters in implementing leadership practices at the C accredited primary school in the region of Paser, Indonesia.

Research Methodology

To carry out this study, the researcher used qualitative research with the design of case study approach. In this regard, this study explores a phenomenon in the context of the actual situation that occurs in relation to the leadershippractices amongst headmasters of C accredited primary school in the region of Paser, Indonesia..

Furthermore, the sampling method used by the researcher is a purposive sampling based on the characteristics of subjects with expertise, able to represent, ready to participate and easy to contact, can provide mature and accurate data, can provide the most information and description the most accurate to the things you want to study (Chua, 2006). This study was conducted in C accredited primary schools in the region of Paser, East Kalimantan, Indonesia. Based on data from the region of Paser Education and Culture Office (2017), the primary school in the region of Paser is totaling 213 and there are 64 accredited primary schools C. Of the 64 C accredited primary schools in the region of Paser, then select three become a research site. Thus, the participants of the study were the headmasters of three

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schools which were purposively determined. The selection of three study participants is sufficient based on the saturation of data from participants (Desi AriyantiEkaSaputri, 2016).

In this studyThe instruments utilized for data collection purposes comprised of interview, observation and document analysis.As for the data analysis procedures in this study, researchers analyzed each recorded transcript of the record and also recorded notes on observations and analysis of documents conducted on five stages namely raw data collection, data transcription, data reduction, presentation of data, and drawing conclusions.

Findings

Leadership Practices

Two questions were asked to identify the headmaster's leadership practices. The first questionnaire was analyzed to identify the leadershippractices amongst headmasters of C accredited primary school in the region of Paser, Indonesia.. It was found that as a whole the three headmasters as school leaders were trained to practice some of the features and were instructed by instructional leadership theory (Hallinger & Murphy, 1985) and leadership strategy (David & Thomas, 2017). For example the study headmasters give priority in determining school goals, managing teaching programs and promoting positive school climate.

It was found that among the elements that were observed practiced by the headmasters include planning and disseminating school goals, planning teaching management programmes, supervising and assessing teaching programmes, monitoring students' progress, controlling study period, encouraging professional development, maintaining participation in activities, emphasizing academic excellence, preparing incentives for students as well as evaluating the overall school climate. Nevertheless, the research also noted that the headmasters did forgo some of the elements namely evaluating school goals, supervising the curriculum as well as formulating incentives for the teachers.

Challenges Faced

For the second question, it was asked to identify the challenges faced by the headmasters in implementing leadership practices at the C accredited primary school in the region of Paser, Indonesia.. The findings show These challenges met by the C accredited primary school headmasters in the Paser region include student, teachers and parents related problems, as well as infrastructure deficiencies.

The problem with which pupils are concerned about the academic performance of students in the examination, often do not come to school, and negative attitudes. Furthermore, the problems associated with the teacher are teachers who do not teach in the field, many teachers who do not understand the application of the new curriculum namely the 2013 curriculum (K13) until the learning process suggested by the ministry of education is not implemented effectively, and still there are teachers who are less committed to teaching. Furthermore, the problems associated with parents are that many parents are less concerned about their child's education. Whereas, in terms of facilities and infrastructure, the findings show that there is a lack of facilities and infrastructure in all three study schools.

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Discussion

The findings from interviews, observations, and document analysis were analyzed and concluded to answer the first questionnaire to the leadershippractices amongst headmasters of C accredited primary school in the region of Paser, Indonesia.The researcher found that the three headmasters as school leaders were trained to practice some of the features that were instructed by instructional leadership theory (Hallinger and Murphy, 1985) and leadership strategy (David and Thomas, 2017). For example, the headmasters give priority in determining school's goals. This is in line with Danielle and Mohd. Khairuddin (2017) stating that the role of the headmaster in implementing leadership practices is to formulate the goals of the school so that the direction to be achieved is in line with the wishes of all parties involved in education. In addition, the headmasters also manage teaching programs, Jamelaa (2012) explains that the dimension of managing the teaching program effectively can have a positive impact on student achievement based on the studies conducted at secondary schools in Pahang. In managing the teaching programs of the three headmasters also explains the importance of overseeing and assessing the teacher's teaching program. they agreed on the importance of overseeing the teaching program aimed at identifying the problems faced by the teacher, so that the headmasterswas easy to assess and correct the problems affecting the learning and teaching process. The findings are consistent with Sergiovanni's (1992) argument which explains in overseeing and assessing the proficiency of the headmasters as a consultant and as a facilitator capable of understanding the needs of teachers and being able to provide an alternative to their own learning. Furthermore, the three headmasters also encourage positive school climate. The findings of the study on the practice reinforce the findings of the Zuraidah study (2009) regarding support leadership practices that encourage teacher learning. Leaders of learning organizations should also include teachers in training and development programs that meet the needs of teachers and provide adequate and current reference materials for teachers (Armstrong & Foley 2003; Bui &Baharuch 2010; Jamali &Sidani 2008; Ortenblad 2004).

The headmasters face various challenges and issues for leadership. The most prominent issues and issues among primary schools in the region of Paser are the concerns of schoolchildren. The findings of the study by Abdul Sukor, Nuraini, Mohd Izam Ghazali, and Mohd Hasani Dali (2011) point out that many of the students are less aware of the importance of education. Their learning process only occurs when they come to school, there is no motivation for them to do homework or rehearse the lessons, thus affecting the still low academic performance.

The headmasters also faced problems related to the teacher, with teachers still lacking commitment to teaching. The findings are in line with Ometere's (2013) research findings in the Negros that find headmasters problems sometimes lacking time as many teachers have additional income, such as doing business. As a result of these additional activities, it is hard to expect from a teacher to focus entirely on the responsibilities that teachers can enforce.

Subsequently, based on the studies conducted by the three study schools, it was found that many parents were less concerned with their children's education and thus gave challenges to the practice of headmaster leadership. This is in line with Nurul Khikmah's (2014) opinion illustrating in developing countries as it does in Indonesia, many parents do not understand the importance of their participation in education, especially if their economic situation is low. Their focus is on their basic daily needs. Similarly, studies by Zulkifli,

Jamilah, Aminah, and IsmiArif (2011) find that many parents are less concerned about their children's education, which affects the academic achievement of poor students in Selangor.

Whereas, in terms of facilities and infrastructure aspects. Based on the findings of the study, there is a lack of facilities and infrastructure in all three study schools. The findings are consistent with the Report from Pro Kaltim (2016) at primary school in Paser showing lack of learning facilities such as old and unfit buildings, no library building, laboratory and other buildings that could give students the opportunity to develop their capabilities beyond classroom. In addition, in Agus Zulrahman's study (2013), states that the quality of education in Paser schools is still low being proven by the lack of facilities in learning. Gulcan (2012) explains that facilities and infrastructure can contribute to the improvement of teachers' teaching activities. Sufean Hussin (2014) also argues that the inefficiency of the interior of the infrastructure is affecting the quality of education. Additionally, Mohd Erfy Ismail, Mohd Ali Samsudin and Ahmad Nurulazam (2014) explained that students equipped with infrastructure facilities at school will influence student achievement, as students are greatly assisted by the availability of available infrastructure.

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ELIMINATING PROBLEMS IN AN EXTENSIVE READING PROGRAM AT A JAPANESE UNIVERSITY

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Abstract: *Extensive (graded) reading and the effort it requires by both lecturer andlearner to achieve success can be challenging to some instructors. The benefits of extensive reading in a first or additional language have been supported by numerous scholars. The actual undertaking though can seem tedious and futile at times. This author will share his initial experiences over one academic year as he implemented graded reading into all his English courses for Japanese university students. While somewhat successful the details of specific errors made along the way will hopefully aid others in similar situations. 1st year Japanese university students seem particularly disinterested in any form of extensive reading. There are many reasons for this, but the primary rationale seems that Japanese students have learned to dislike reading from their earlier years atjunior and senior high school. The use of technology offers learners the opportunity to learn to enjoy reading in an anytime, anywhere environment. The potential to bolster vocabulary, grammar, spelling, along with increasing reading speed is immeasurable for individual language attainmentas well asfor those studying for some a comprehensive English exmination.*

Keywords: Extensive Reading, Japan, Matsuyama University, MReader,

Introduction

The use of extensive reading (ER) in language learning has been found to be fundamentally positive in overall language development. Studies in both first and second language acquisition have shown that new vocabulary can be acquired incidentally through the reception of comprehensible input via reading (Krashen, 2004).Research evidence suggests that second language learners benefit from opportunities to read material that is interesting and important to them (Lightbrown & Spada, 2008, Azmuddin, Ali, Ngah, Tamili & Ruslim, 2014) It has been asserted that students gain insufficient opportunity to read within regular language courses (Walker, 1997). This is especially true for second language learners such as Japanese students. While they have read extensively in English from their earliest junior high school days, they have not had a chance to choose their own reading material. At the junior and senior high school levels any reading assignments are almost always mandatory assigned pages from a generalized text. In the 21st century reading in a foreign language, especially in English is the most demanding skill as it has become global community language (Mikeladze, 2014) Reading in a second language for the pure enjoyment of it is almost nonexistentexcept in a very few rare cases at the Japanese junior and senior high levels.ER offers learners choices that they have never had before; although

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admittedly there is still a level of forcefulness in an extensive reading program. Due to the scholarly nature of its design students should be directed to the independent freedom in the selection of their reading material concerning title and reading level. When the course requirements are explained to them many first-year university students experience a mixture of excitement, adulation, and a bit of apprehension as to if they can actually obtain the reading goal with is most often set by word count by each individual book. This is where suitable explanations and instruction is imperative by the instructor at the commencement of a course.

While English majors tend to be more open as to ER, those enrolled in English language courses for non-English majors can still gain by utilizing an extensivereading system. Many Japanese universities as well as Japanese companies make use of various English tests such as the TOEIC (Test of English for International Communication), TOEIC Bridge (a simpler version of the TOEIC) or GTEC (Global Test of English Communication Computer Based Testing) to evaluate English language proficiency. Numerous Japanese companies these days partly gage promotion on English language ability. Many times, a certain score is set for those at the executive levels. Namachi et al. (2011) argue that learners who gain acceptable proficiency in English language can reap many academic, social and professional benefits. This of course is very true for those businesses involved in international trade. As part of these tests there are timed reading componentswith multiple choice answers. These reading questions are in actuality small versions of the quizzes in an ER system. Thusly, an ER program is not some sort of busy work that instructors have thought up to keep language learners occupied. Proper use and monitoring of ER by an instructor can offer lifelongadvantages to a good deal of students.

Literature review

An extensive reading system has been found to offer language learners extra participation in their own learning process. Reading is a complex process that involves the use of the cognitive, affective, psychomotor and social domains (Andima, 2013) Without ER, there is the possibility of no reading taking place. MohdAsraf and Ahmad (2003) state that "without incorporating extensive reading as part of the program, the students might not read books on their own". Azmuddin, et al, (2014) additionally reconfirm this fact by stating that "to be successful, extensive reading needs to be integrated as part of the language curriculum and not as a 'stand-alone' component. Singhal (1999) asserts that "in essence, reading is an active process in which readers use powerful strategies in the pursuit of meaning". The objectives of a reading development program are to make possible for students to enjoy reading in the foreign language, to read independently authentic texts at proper speed, silently, and with corresponding understanding (Mikeladze, 2010). Students' should be motivated to want to read not only for the opportunity to get a good grade in the class but also from the feeling of accomplishment of successfully reading in a second language. Motivation is considered to be a significant factor that can explain success and failure in learning a foreign or second language (L2) (Dörnyei 2014).Lightbown and Spada (2008) contend that "if learners need to speak the second language in a wide range of social situations or to fulfil professional ambitions, they will perceive the communitive value of the second language and will therefore be motivated to acquire proficiency in it. In an ER setting this can be accomplished by means other than just completing one book after another. They can be tasked with summarizing a completed book to their classmates. Utilizing English students can also rate the book that they have just read, explaining to other students why or why not they liked it. Additionally, the Students should be encouraged to utilize a dictionary

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to discover the meaning of any new words that they may come across. Izabella Kojic-Sabo and Patsy Lightbown (1999) found that effort and the use of good learning strategies, such as keeping a notebook, looking words up in a dictionary and reviewing what has been learned were associated with better vocabulary development. While vocabulary knowledge is not the sole factor in determining reading comprehension, it has clearly been shown to be an important one in both the first language (L1) and L2 research (Anderson & Freebody, 1981; Hu & Nation, 2000).

The use of technology has expanded the possibilities for ER. As Savic (2019) states, "Reading has become a crucial skill in terms of learning mainly due to the fast-technological development and a vast body of information available in English on the internet." Beyond sites such as MReader or XReading; a wide variety of books can now be sampled for free on electronic book websites to help individual adult L2 readers decide on an appropriate text (McQuillan, 2016). Singhal (1999) iterates that "effective and successful reading programs are those that generate students participation". Azmuddin, et all (2014) summarizes the usefulness of ER by stating that "Thus, it is timely to look into embedding extensive reading into an ESL subject at tertiary level with the use of graded readers, provided that instructors understand the proper procedures and objectives of extensive reading".

Extended (Graded) Reading

ERoffers learners the opportunity to read and progress at their own pace. According to Richards and Schmidt (2002) extensive reading means reading in large amounts to gain a general understanding of what is read to build up knowledge of vocabulary and structure which will encourage a liking for reading.In junior and senior high school students are assigned one text for all to read whether they read at that level or not. An amount of discontent, and even hatred toward reading can begin to build up for the lower level achievers. Frustration and boredom can easily set in any time a reading assignment from their text is placed upon them. In an ER program with a substantial amount of reading levels and topics students can enjoy a freedom that they did not previously possess. Regrettably, not every student welcomes this non-confinement in reading choices but for those students extramonitoring of their progress by the instructor can most often allow them to obtain the required reading goal. It is helpful for university teachers to recognise that not all students study in the same manner, and that all may not be necessarily wholly directed toward attaining straight Super-A (GPA=4) grades (Bibby, 2017). this is especially true of a majority of the non-English majors. Successful efforts to improve reading achievement should emphasize identification and implementation of evidence-based practices that promote high rates of achievement when used in classrooms by teachers with diverse instructional styles with children who have diverse instructional needs and interests (Bond & Dykstra, 1967/1997). A sufficiently staffed ER system should include many different levels as well as reading topics to enhance students reading experience. This in turn will hopefully impart them with a desire to read more.

The books in an ER system are broken down by levels, with level 0 or 1 being the easiest and then progressing upward to how many levels there may be. Additionally, each book is also ranked in how many new words there are. At the lowest level, 0 or 1 for example there may be a count of only 200-500 words, a level 3 book may have 2500 words while a book at level 6 may have 2 or 3 times that number of words that are also require a higher range of understanding. Those individuals who are at level 3 most likely will not be able to miraculously jump up to a level 6 or 7 book overnight or even by the end of a semester. The

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entire concept behind ER is that students start out at a reading level that they are comfortable with and then slowly progress upward. If the purpose of reading is enjoyment, then the grading of readers is particularly vital so that learners are not discouraged when faced with a text that is clearly too hard for them to read fluently (Claridge 2012). In this way they can gain confidence in their own reading abilities, acquire a larger vocabulary along with a better understanding of the grammar and its usage. Simply summarized an ER program involves;

- Students reading a great deal, of books or stories, quite quickly, and most importantly - often.
- The reading material is relatively easy for the level of the students. Too much unknown language may prevent students from reading quickly and fluently.
- It is the student, not the teacher, who chooses what to read.
- Students have a wide variety of genres and topics to choose from.
- Students read for pleasure, information or general understanding.
- The teacher acts as a guide, monitor and role model.

Although it would seem that the more unfamiliar words the better for potential language learners, the exact opposite has been found to be true. Bhatia Laurfer (1992) contents that it is difficult to infer the meaning and learn new words from reading unless one already knows 95
per cent or more of the words in a text. By this means ER enables 2nd language readers to start off slow and with well-known stories before advancing upwards to longer and more difficult books.

Educational Technology in ER

For many older learners from years past, an ER system most likely consisted of various levelled books that were colour coded. Level 0 may have been red, level 1 blue and so on. With the advent of technology and easy access to the Internet the need to advance from one colour of readers to another has become aunnecessary distraction. These days Internet enhanced learning opportunities are readily availableto educationalinstitutions. Since the advent of computers this advantage has been noted by educators. Reading instruction via the computer has the potential to actively engage students in the reading and learning process because of its capabilities to meet their varying needs, and can help students perceive the value of success, and their own potential as readers (Singhal, 1999). Two such tools for ER are the MReader and XReading systems. The MReader and XReading systems while similar in nature are administrated by two different groups and are not connected.

The MReader is an online system that requires the use of physical books in a library or classroom. Thusly the costs for an ER program are bore by the educational institution itself. The only requirement is registration into the MReader system. After sign-up is complete and once an individual (ideally a teacher utilizing ER) is designated as the administrator the students can then check out books, read them and upon completion take a quiz to establish their comprehension of the book that they have just completed. While the books are supplied

by the school or teacher, themselves, the quizzes are all entirely online. There are over 6000 quizzes available within the MReader system. Reader topics may include popular movies, important individuals in history, or an assortment of many other titles. Unbeknownst to students though just because they may have seen a certain movie numerous times does not mean that they will pass the quiz with ease and little effort. Each reader has certain words or statements that correspond to questions on the quiz. Students are obliged to read the books if they want to have any hope of passing the quizzes. If the students pass the quiz, they then garner the number of words for that book. Upon completion of each book they can then add more words to their total until they reach the goal set by the instructor. If by chance they do not pass the quiz, students can then be offered the opportunity to re-take the quiz or if it has proven too difficult, they can then switch to a different book at the same or lower reading level. Likewise, if a student has found a book to be too easy, they can then advance to a higher level

Accessibility is available through any PC or Smartphone device. Learners can be at school or home, in a classroom or on a train or bus and still have thecapacity to enter the MReader. In this way, students can read at their own pace and take a quiz at any time or place of their choosing. ‘Autonomous learning’ is a key phrase when implementing an ER program. Technology has allowed a virtual learning environment to mesh with traditional classroom methods.

With regards to the XReading.com system, all components, (books and quizzes) are accessible online. A small per student fee is required but it can vary depending on the country requesting the service. The XReading program has students pay a onetime fee and then they are free to read as many books as they want. It is best to contact the XReading administrators for pertinent information. The fundamental idea with XReading is that nothing is physically required for learners other than their ability to access the Internet. Students can choose an ER book, read the book, and take the quiz for the book all online with ease and comfort. For today’s constantly connected kids this online concept should not be cumbersome. It is quite evident, at least in Japan, that all students have Smartphone's. Students in today's prevailing learning environment never forget their phones. They will even remember to bring their Smartphone's to class before their required texts or a writing implement. Atool such as XReading can prove to be a useful teaching resource in and out of classroom confines.

The advantages that XReading has over MReader is that for the instructor more student usage information can be gathered. XReading, can record how fast a student is reading each page for example. Additionally, audio is also available in five different listening speeds so learners can follow along and enhance their listening as well as reading skills at the same time. XReading.com since it is totally online allowing for all the books to always be available. With the MReader program since the books are physical in nature some books that by chance may be very popular for student readers could be checked out. Overall, the freedom of the XReading system does seem to offer intrinsicvalue for the small fee that learners or the institution have to incur.

Instructor Situation

The experiences of this author over an academic year while introducing MReader to his students did not go specifically without oversights on his part. In many instances the instructor’s conceptualisation of extensive reading did not fully match the ideals of students utilizing the system. Preferably this author felt that extensive reading should

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- Allow students to pick and choose the books that they would like to read throughout the course.
- As they complete one book, they would take a quiz, garner words for that book and move on.
- As they continue reading, they would progress to more and more challenging books with a larger vocabulary and higher word counts.
- By completion of the course and in connection with our regular English classes they would be able to note an improvement in their language skills (partly through books that they had read).
- Finally, the instructor felt the login and password for the MReader system was fairly straightforward and self-explanatory in many instances.

In actuality the MReader system is not as easy to navigate as the teacher had anticipated. This was actually a grievous error, on the instructor's part. It led to many failed attempts by the students to login in to the system. This in turn led to frustration and an immediate loss of motivation by a small minority. While semester 1 encounterednumerous difficulties, semester 2 with knowledge gained went much smoother. A simple solution was to take some class time and go through the log-in procedures and additionally steps on how to take a quiz. While the instructor explained these processes in class many students failed to pay attention or easily forgot once they reached the library during the initial semester. Also, after the courses concluded it was with downheartedness that this author discovered that most students while achieving the set number of words for the class did not advance to a higher reading level. Many stayed at the same level. It is questionable though if students, especially those that are non-English majors really need to make a huge advancement in their reading levels. For most students, the opportunity to read a topic that they are interested in though the use of English also helps to reinforce the idea that English may not be so difficult after all. The support they gain from constantly reading words that they are already familiar with along with a few occasional new ones, may outweigh the imperative to acquire vast amounts of new words that they may never come across again.

Importantly though, research needs to be conducted as to the correlation between utilizing the MReader system and any marked improvement in TOEIC, TOEIC Bridge or GTEC scores. Also is it necessary for students to advance to higher level books or is it enough that they are reading books? Through this authors' teaching experience with Japanese students, it has been found that most do not advance to a higher level from only reading over a 15-week semester.A much longer and more concentrated effort is needed. Since the goal is to conduct courses that are English conversation based and not reading centered it is difficult to make many alterations in student's reading status.

Student's Situation

Similar to a majority of student's everywhere, when it comes to school work, they most likely want to take the easiest and quickest route toward completing the assignment.

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This is also true when it comes to an ER program. Contrary to the beliefs and ambitions of the instructor, students on the other hand commonly try to read the least number of books in the shortest time possible. Though this author's experience it has been found that the most popular books to read are those of movies that the students are already familiar with. It is possible through their knowledge of the movie that they have seen that by reading a book of the same title it will in turn be that much easier to pass the quiz. Additionally, for a few students, once they understand how the word count works with the graded readersthey will search out books that have higher word counts. By reading and passing the quiz for these higher word count books that means that they will ultimately have to read fewer books and they can reach the required goal of words for the course that much sooner.

Occasionally, there may be instances of cheating or creative collaboration where two or three students have read the same book in a short amount of time. MReader has a feature for this that allows instructors to check the time when students have taken a quiz. If a number of students have taken a quiz for the same exact book within minutes of each other this is obviously a red flag as to some wrongdoing by certain individuals. It is up to the instructor in how to deal with this. By personal experience, just letting students know that an instructor has the capabilities to check for cheating usually brings a cessation to any collaboration on quizzes.

While some instructors may debate whether recommending a book is cheating, there is no unseemliness in students referring books to each other. Having an interest in what they are reading is a major motivator in their success. Students will naturally converse amongst each other about the books that they have read, if one individual finds a book interesting or fascinating then they can surely pass on that information to their peers.

Conclusion

From the perspective of the student's, especially those Japanese senior high school students that are now entering university reading is a troublesome chore with little to no pleasure obtained. It is a bit of a shock for most students to be able to actually choose their own reading material. Many students simply don't know where to begin. The use of a system such as MReader can greatly assist students by guiding them through easier books that fit their level of reading. This is especially true for those who are non-English majors and are only taking one or two courses just to secure credits toward graduation. Regardless of a student's field of study in university they will most likely come into contact with the English language throughout their life be it work or pleasure.

In this author's situation an ER program has been implemented for all this instructors' courses regardless if they are English language majors or not. In this way, hopefully, learners can advance their own reading capabilities in how they best see fit. For 1st year university students this is a new responsibility that they have not experienced before. Most learners are keen and up to the challenge while a small number are not. For this small minority extra monitoring of their progress and the offer of additional guidance can help. The world of reading offers not only language attainment but also new information about people, places, and world events. For university students this added knowledge may aid them in future endeavours or even English language examinations related to their occupation

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COMPUTER SOLVER FOR DIAGONAL SUDOKU

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Abstract: *Sudoku are one of the most famous puzzle game that have been played world wide. There are many types of Sudoku puzzle that exist to be played such as diagonal, diagonal even, diagonal odd, isosudoku, lucky seven, parquet and others. This study will only concentrate on solving the diagonal Sudoku by using computer solution for 9x9 grid. For normal Sudoku, the number 1-9 must be filled up in all grids with no number duplication conflict in the row, column and 3x3 grid inside the sudoku puzzle itself. But in the diagonal sudoku there are one more condition to be considered that is the number 1-9 must also be filled in the diagonal place which start from the most upper-left/bottom-left to the most upper-rigth/bottom-right of the puzzle and it must not conflict with other grid in its diagonal region. In order to solve the puzzle quicker, we have contruct algorithm and translate it using Java Programming Language. For constructing the algorithm, the guessing method with backtrack approach has been selected. This computer solver are created to solve the diagonal sudoku puzzle in the quickest time.*

Keywords: Diagonal Sudoku, Sudoku Puzzle, Computer Solver.

Introduction

Sudoku puzzle is a puzzle that usesplayer'slogical thinking to solve it. They need to insert a number according to its rule. Sudoku is a popular game since ithas more than97 million results in Google search.

Playing the Sudoku will improve the capabilities of thinking logically and critically. Sudoku game increases mathematical skills and confidence to the players. There are no specific mathematical calculations required to solve Sudoku but it will use some of mathematical methods and techniques depending on the type of Sudoku that being played.

According to Jr. (2005), sudoku comes from the Japanese words which are "*su*" and "*doku*", means "*number*" and "*single*". In English, it is also being called as "*number place*". Sudoku presented with square grid. Inside the square grid there is a single square. Basically, Sudoku contains various sizes of grid such as 4x4 grids, 8x8 grids until 100x100 grids. But 9x9 grids are the most popular among others. There are many types of Sudoku that have been invented such as the normal Sudoku, Geometry Sudoku, Diagonal Sudoku and others.

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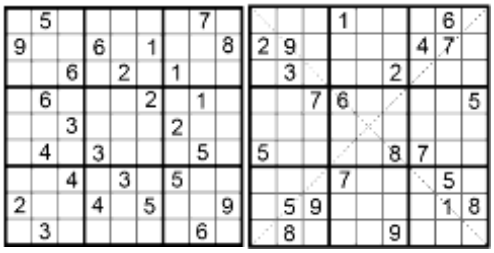

Figure 1: Normal Sudoku **Figure 2: Diagonal Sudoku**

Sudoku have been found in United States and United Kingdom many years ago before it became in Japan. Around 1070's, "Dell Magazines" in New York was the first publisher of Sudoku. Dell published Sudoku in its Math Puzzles and Logic Problems magazines using the named as "Number Place". The original designer of the Sudoku are not known but Walter Mackey was one of the constructors of Sudoku puzzles in Dell's Magazine. In 1984, Sudoku was first introduced in Japan by person known as Nikoli. Currently, there are five Sudoku magazines that have been published in Japan every month with a total circulation over 600,000. Semeniuk (2005) stated that the huge popularity of Sudoku mainly because it is very challenging puzzle but have a very simple rule. Since, Sudoku was very popular, many people examine and studies about Sudoku.They learn deeply about Sudoku and also invented so many methods that can be used in completing this game. Most of the method are using mathematics. From those studied, it can be concluded that Sudoku and mathematics are related to each other. There are so many mathematical techniques used to construct or to solve Sudoku. From the different sources that have been found, most of the researchers were discuss about the mathematical techniques that commonly involve in the Sudoku games which are Permutations, Latin Square and Enumeration.This method have been invented to determine the number of possible unique grids that will exist inside the Sudoku. All of this invented method are confirmed by Huckvale (2005) that stated, a good Sudoku puzzle is one that can be solved without guessing method.

Simonis (2005), are one of the first who published Sudoku based paper in the computer science literature. He has formulated sudoku as a constraint satisfaction problem. This work have been continued by Lynce (2006). Lynce (2006) show that Sudoku puzzle can be solved using propositional satisfiability techniques that involved in demonstrating how individual sudoku puzzle may be converted into conjunctive normal form.

One of the advantage of playing this puzzle are high ability in solving logical problems. That is why this puzzle is commonly used by parents to educate their children during their free time. With the popularity of sudoku, there are various competition that has been held world wide. In order to solve sudoku puzzle, we must know the technique that basically use in solving the puzzle in a fastest way. The techniques that player usually used can be difficult to understand. Thus, slower them to solve the given puzzle in a fastest time.Other than using the Human Solvers' solution to solve a sudoku puzzle, a player can

retrieve the solution by using Computer's Solution. Algorithms to achieve the solutions will be needed in order to construct the Computer's Solution programs. Some of the algorithms are likely to imitate the human solver methods by showing the step by step solving methods,

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while others are using the guessing strategy that will find and directly show the solution for the given puzzle.

Solving a sudoku puzzle with the aid of some computer's solver can shorten the time needed to achieve the solution. With the improvements of technology, this puzzle games not only appear on the newspaper but it is widely available on the internet and as digital games. Various programming language are used in order to construct the digital games. The programming language commonly used in constructing Sudoku games are *Java*, *Hypertext Markup Language (HTML)* and C or *C++*. All of this programming language will not give the same result. The result of the games will related with the algorithm of finding the solutions to the puzzle.In this project, we will only focusing on the9x9 grids Diagonal Sudoku.Java programming language will be used to help solving the 9x9 grids of diagonal Sudoku in the quickest time. This project is to help many people to solve diagonal Sudoku by using Java language in a very short time.Therefore, the objectives in this project areconstructing a diagonal Sudoku solver program using Java programming language.

Literature review

Lawler et al (1985), stated that Sudoku is a combinatorial optimization problem. In orderto solve a normal sudoku puzzle, the number 1 until 9 must be filled up in all grids with no number duplication conflict in the row, column and box (a 3x3 grid inside the sudoku puzzle). In other hands, to solve the diagonal sudoku not only all the above rule have to been considered but number 1 until 9 must also be fill in a diagonal place and we have to make sure the number does not conflict with other grid in its diagonal region . Diagonal place is aset of grid which start from the most upper-left/bottom-left to the most upper-rigth/bottom-right of the puzzle.

Acording to Sopitan (2012), there is a question about how many possible sudoku puzzle can be created. In order to know how many of possible diagonal sudoku puzzles can be made, some permutations must be used while considering the the symmetrical of a sudoku grid. After using a brute-force computation, the result of valid sudoku grids arrived at 6670903752021072936960 (6.67×10^{21}). Furthermore, Sopitan (2012) also added that the minimum number givens or hints must be at least 17-hints number in order to achieved a unique solution for a diagonal sudoku. Therefore, the puzzle can be considered valid if the puzzle has unique solution. Unfortunately, Sopitan (2012) added that even a sudoku puzzle has the minimum number of clues, which is seventeen does not truly has unique solution because the choice of seventeen as the minimum number of required clues must have for a puzzle is just a general acceptance among the sudoku enthusasts. According to Semeniuk (2005), the number of given hint does not determine the level of difficulty of the puzzle.

Sopitan (2012) has categorized human solvers' solution into two categories: Logical Deduction and Process of Elimination. Logical deduction is a process that can achieve the solution value for the grids, while process of elimination is to reduce the possible numbers (which will be called "candidate" later on) in certain grids. As for details discussion about the various techniques that can be used almost all of the Sudoku puzzle was being discussed by Davis (2005). Davis (2005) has discussed about what are techniques is, what situation can the techniques will be used, what the outcome after using the techniques, and furthermore. He also stated that not all techniques will be used in order to achive the solution, but to achieve some solutions from certain puzzle, especially the hard and diabolic level puzzle will need to use almost all the techniques that has been discussed.

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There are many method can be use to solve sudoku puzzle. Rhyd (2007) has invented the first application of a metaheuristic technique in order to solve the puzzle. They use simulated annealing to complete logic-solvable puzzle.

Other method that can be used are genetic algorithm (GA).Many researcher have been using GA to solve the puzzle. Mantere (2006), has run a test to find if a genetic algorithm optimization is an efficient method to solve sudoku and generate the Sudoku puzzle.They also investigate if sudoku puzzle are difficult for human solver and also difficult to solve using genetic algortihm. In 2006, Nicolau has presented a different approach to solve this puzzle. They solve it by optimizes the sequence of logical operations and applied it to find the solution. In order to achieve it their developed a system named GAuGE (Genetic Algorithm using Grammatical Evolution). For Perez (2008) they have been using four different methods. That is cultural genetic algorithm, repulsive particle swarm optimization, quantum simulated annealing and genetic algortihm/simulated annealing hybrid (HGASA). Among this four method, their result indicated that HSAGA were the most efficient method to solve the puzzle. Mantere (2009) has also proposed another method to solve the puzzle using evolutionary algorithm (EA) example genetic algorithm (GA), cultural algorithm (CA), ant colony optimization(ACO) and genetic algorithm/ant colony optimization hybrid (GA/ACO). Between this method that has found out that GA/ACO method is the most efficient of all. This method continue to revolve when Xiu (2011) has improved the method to solve the sudoku puzzle using hybrid genetic algorithm. However, Gold (2005) stated that genetic algorithm seem inefficient since it need 35700 generations to come up with a new puzzle.

Another approach that can be used to solve sudoku are using Artificial Bee Colony algorithm. This algorithm was first developed in 2005. Jaysonne (2009), has explored the possibility of using improved variant of the Artificial Bee Colony algorithm in order to solve the sudoku problem. He concluded that this algorithm can be used to solve sudoku problem effectively and efficiently. According to Li (2009), in order to solve the puzzle, they has introduced a graph search strategy on the basis of knowledge representation and deduction base in artificial intelligence.

Methodology

Computer's Solvers

According to Sopitan (2012), some of the computer's solvers algorithms that solve sudoku puzzles imitate the human solver while others use the guessing strategy. Guessing involves inserting values and seeing if they lead to a solution. If guess breaks diagonal sudoku rules, another guess must be made. This strategy is really difficult for human solver because a guess could look correct until very late into solving of puzzle until at which point, it become almost impossible to keep in track. However, this strategy is much easier for computer to handle due to its processing power.

Carpenter has used Java programming language to develop his sudoku solver program by using guessing algorithm with bactracking approach. Algorithm for solving diagonal Sudoku puzzle is similarly to the standard Sudoku puzzle. Due to some of

differences of rule to solve, some modification from the algorithm to solve the standard one has been made due to the rules to get the diagonal Sudoku solver's algorithm.

For this study, just like Carpenter, guessing method with backtracking approach has been selected to be used in the algorithm for constructing Java programming language to develop the diagonal sudoku solver program.

The diagonal Sudoku puzzle that being used in this project is 9x9 grids, which means it is square and has two dimensions (2D). Thus, to construct the coding for this project computer solver, 2D-arrays has been used to store all the value for the Sudoku puzzle in the correct order due to its ability to store several values with same data type in a single variable in 2D. To implement this coding, the coordinate of the Sudoku puzzle grids is needed in order to put them in 2D-arrays in the coding. The coordinate of the grids is stated in the figure 3.

	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]
[0]	[0][0]	[0][1]	[0][2]	[0][3]	[0][4]	[0][5]	[0][6]	[0][7]	[0][8]
[1]	[1][0]	[1][1]	[1][2]	[1][3]	[1][4]	[1][5]	[1][6]	[1][7]	[1][8]
[2]	[2][0]	[2][1]	[2][2]	[2][3]	[2][4]	[2][5]	[2][6]	[2][7]	[2][8]
[3]	[3][0]	[3][1]	[3][2]	[3][3]	[3][4]	[3][5]	[3][6]	[3][7]	[3][8]
[4]	[4][0]	[4][1]	[4][2]	[4][3]	[4][4]	[4][5]	[4][6]	[4][7]	[4][8]
[5]	[5][0]	[5][1]	[5][2]	[5][3]	[5][4]	[5][5]	[5][6]	[5][7]	[5][8]
[6]	[6][0]	[6][1]	[6][2]	[6][3]	[6][4]	[6][5]	[6][6]	[6][7]	[6][8]
[7]	[7][0]	[7][1]	[7][2]	[7][3]	[7][4]	[7][5]	[7][6]	[7][7]	[7][8]
[8]	[8][0]	[8][1]	[8][2]	[8][3]	[8][4]	[8][5]	[8][6]	[8][7]	[8][8]

Figure 3: Grids Coordinate

The guessing method with backtrack algorithm that has been selected will search the first suitable value for each grid in the puzzle. The searching for the value will be done from column to column, which means starting from column [0] where the initial grid [0][0] be and go down to grid [8][0]. Then, continue on to next column, column [1] and so on until column [8].

In order to solve a diagonal sudoku puzzle using this computer solver program, the clues need to be key in first. The clues will be stored in order to be used in searching the solution for the puzzle. The clues that has been keyed in will be check whether it follows the rule of the diagonal sudoku or not. If it follows, then the searching process for the unoccupied grid will be started. If it follow the rule, the searching process will begin. Otherwise, it will halt and stated that the puzzle is invalid. Then, to start searching the value for the grid, it will check whether the grid already has a clue given or not. If a clue has existed in the grid, move on to next grid. If it is empty or 0, the searching process will be start by trying from 1 until 9. The value that is being trying will be compared in row, column,

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box and diagonal region one by one. If the first trying value has been found and following the rules, the value will be stored in the grid and the searching will be move to the next grid. If it is not found until number 9, the grid will be set to 0 and will be move backward to the previous searched grid. Then, the previous searched grid will be trying to search again for another new value until it has found a new one or until number 9. This process will continue until it has found the solutions for the puzzle by successfully found all the values for the empty grids, or if it has not found any suitable values for the empty grids, which means the puzzle has no solution. The result will shows whether it has successfully found the solution by displaying the solution, or an error message stated that there is no solution for the puzzle. The algorithm and the flowchart that has been constructed for the diagonal Sudoku problem solver is shown below.

Algorithm for diagonal Sudoku computer solver:

A. Key in the puzzle clues.
B. Check the puzzle clues.
   (a) If it is following the rules, proceed to step C.
   (b) If it is not following the rules, end the process by giving an error message.
C. Begin searching process by checking the grid.
   (a) If it is empty (means the value of the grid is 0),
      1. Starting from value 1, check the validity of the value for the grid by row, column, box and diagonal region (if it is in diagonal region)
         (i) If it is valid, fill the box with the current value and proceed to the next grid by starting the step C.
         (ii) If it is invalid, continue the step 1 by increase the value by 1.
         (iii) If it is invalid until value 9, set the current grid value back to 0 and go to the previous grid where the initial value is 0, do step 1 again starting with the grid's current value.
D. If it is not empty, proceed to next grid and do step C.When the checking has finished, check whether it has reach the end of the grid of the puzzle.
   (a) If it has reached, the puzzle has been solved. Then print the solution.
   (b) If it has not reached, the puzzle cannot be solved, which means it has no solutions. Then the message stated that the puzzle do not has any solutions will be printed.

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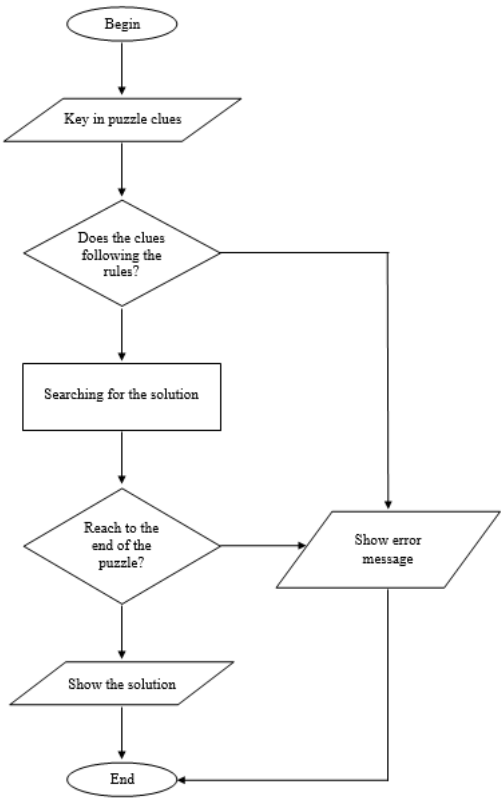

Figure 4: Flowchart Diagram of Diagonal Sudoku Computer Solver Program

Implementation

Computer's Solvers

As for the computer's solver, Java programming language is used to create the diagonal Sudoku computer's solvers program. This program can be used to solve 9x9 diagonal Sudoku puzzle only. Graphic User Interface (GUI) has been implemented to make it look nicer rather than just using the black-screened command prompt window. With some menu options that can be chose, pop-up message boxes to interact with the user, and also option message box to give options to the user to choose the clue's value in the grids can be convenience to the user to use it.

In this section below is a simple manual about the diagonal Sudoku computer's solvers program:

Main GUI

This is the main GUI for the 9x9 diagonal sudoku puzzle computer's solver where it has menu bar that contains some options and diagonal Sudoku grids panel to insert the puzzle and shows the solution for the puzzle.

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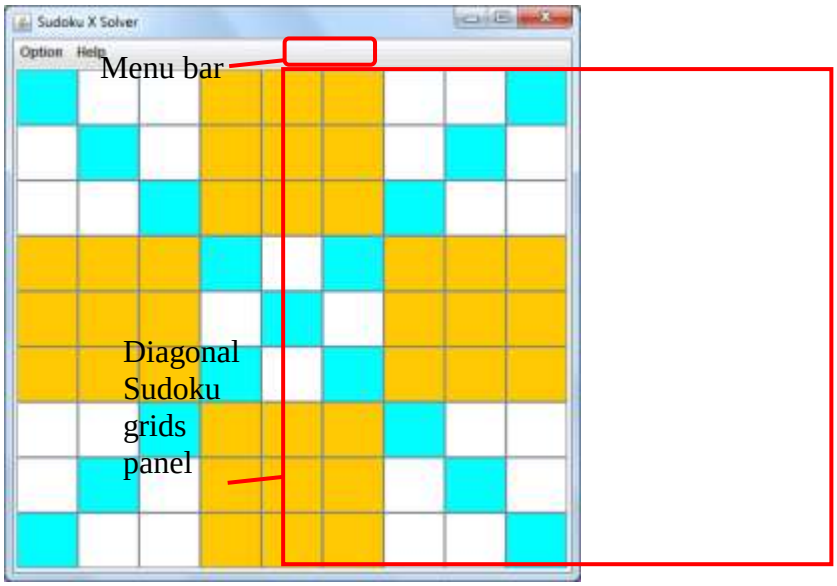

Figure 5: Main GUI

Help Menu

In the help menu, there will be "How to use?" and "About" options. "How to use?" option will tell the user how to use the program. "About" option will tell just briefly about the program.

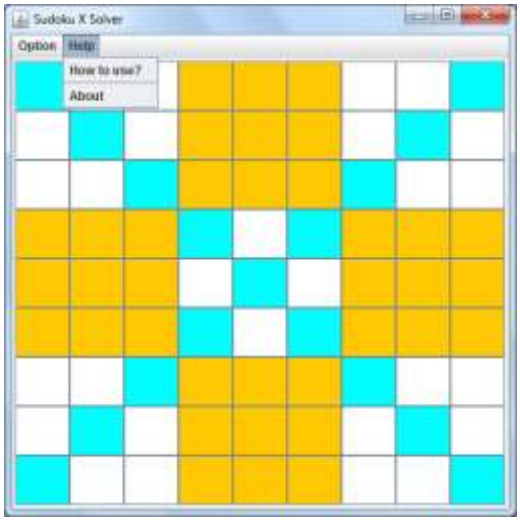

Figure 6: Help menu options

Option Menu

In the option menu, there will be "Solve", "Clear" and "Exit" options. "Solve" option will solve the diagonal sudoku puzzle that has been inserted in the diagonal sudoku grids panel. "Clear" option will clear the diagonal sudoku grids panel. "Exit" will close the diagonal sudoku computer's solver window / program.

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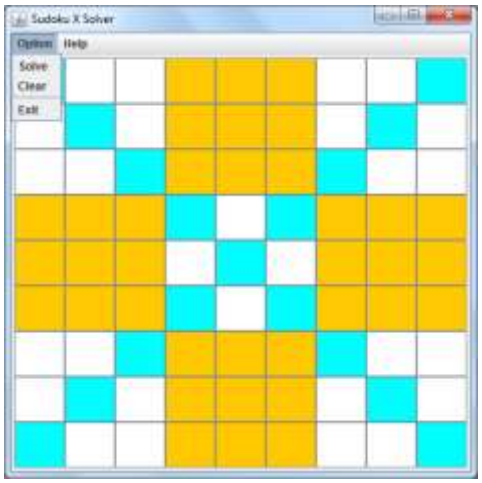

Figure 7: Option menu options

Using diagonal sudoku grids panel

Solving a puzzle by using this program will need a some clues to be inserted. Thus, to insert a clue in a grid in the panel, just simply click any of the grids in the panel, and a pop-up window will be shown to select the clue's value in the clicked grid. The value can be chose to be inserted is from 1 until 9. In order to erase back the input value that has been chose, the user can click again the wronged inserted grid. Then, click "Erase" button to erase the value in the current grid.

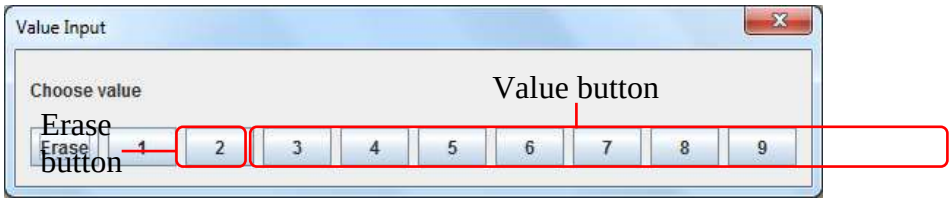

Figure 8: Value Input panel box

Figure 9: A grid panel that has been inserted with clues

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Solving a given puzzle

After inserting the clues, to show the solution for the given puzzle by click the Option menu, then click Solve option. However, if there is no clue being given or less than seventeen clues is given in the panel to be solved, the program will definitely show the solution from the given clue in the grid. The solution will be showed in just a few seconds. The blue value is the clues, and the red value is the solution.

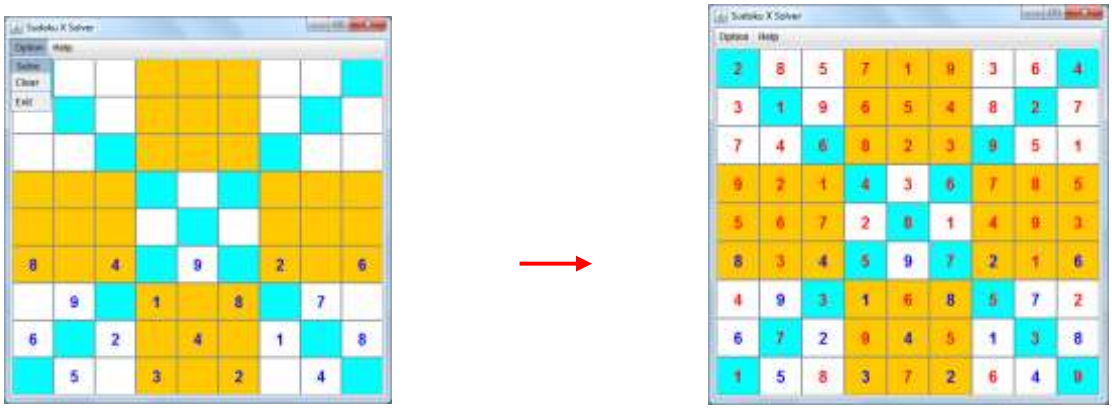

Figure 10: Solving a puzzle

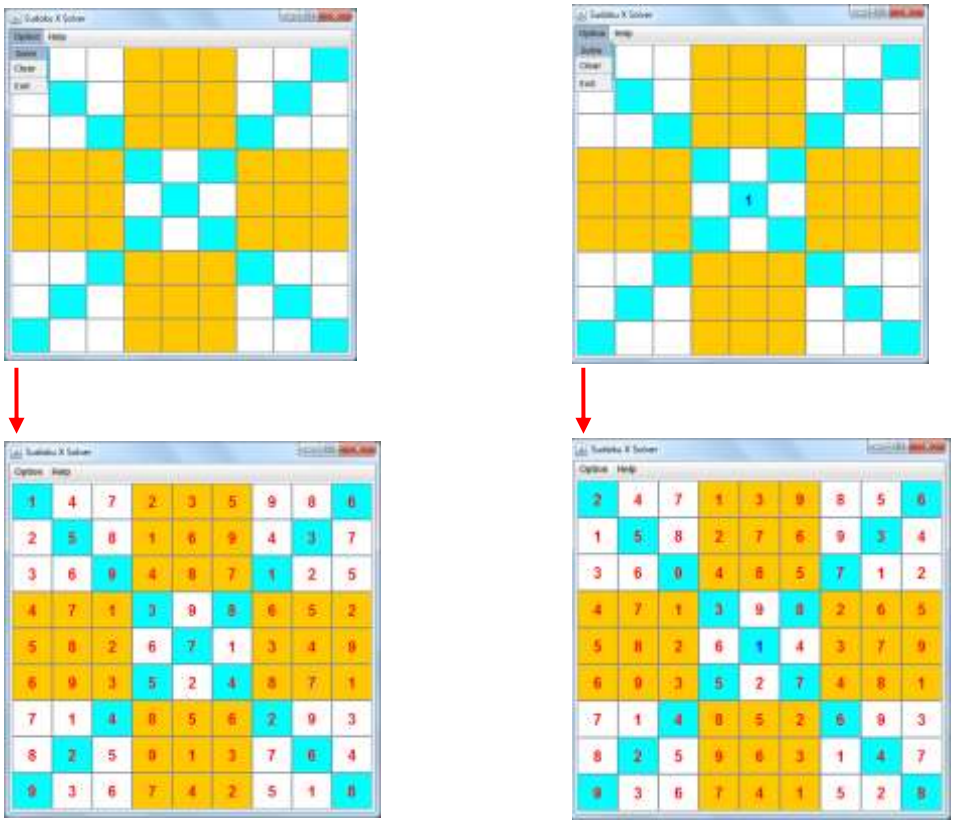

Figure 11: Examples of solution for empty grids panel and a clue given puzzle

Clearing grids panel

For clearing the grids panel, click the Option menu, then choose Clear option.

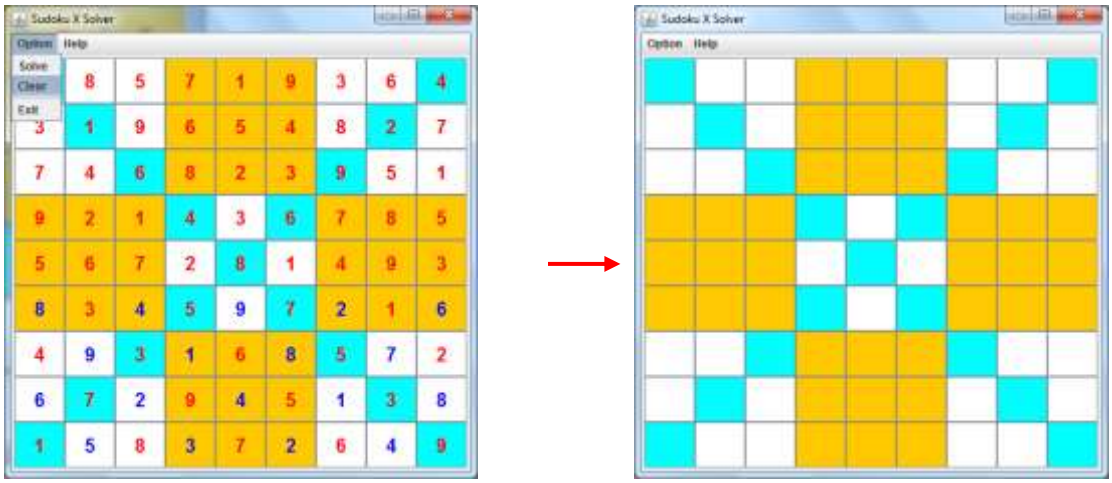

Figure 12: Clearing the grids panel

Giving error puzzle to be solved

If the given puzzle is violated the diagonal sudoku puzzle rule, there will an error pop-up message box to tell the user.

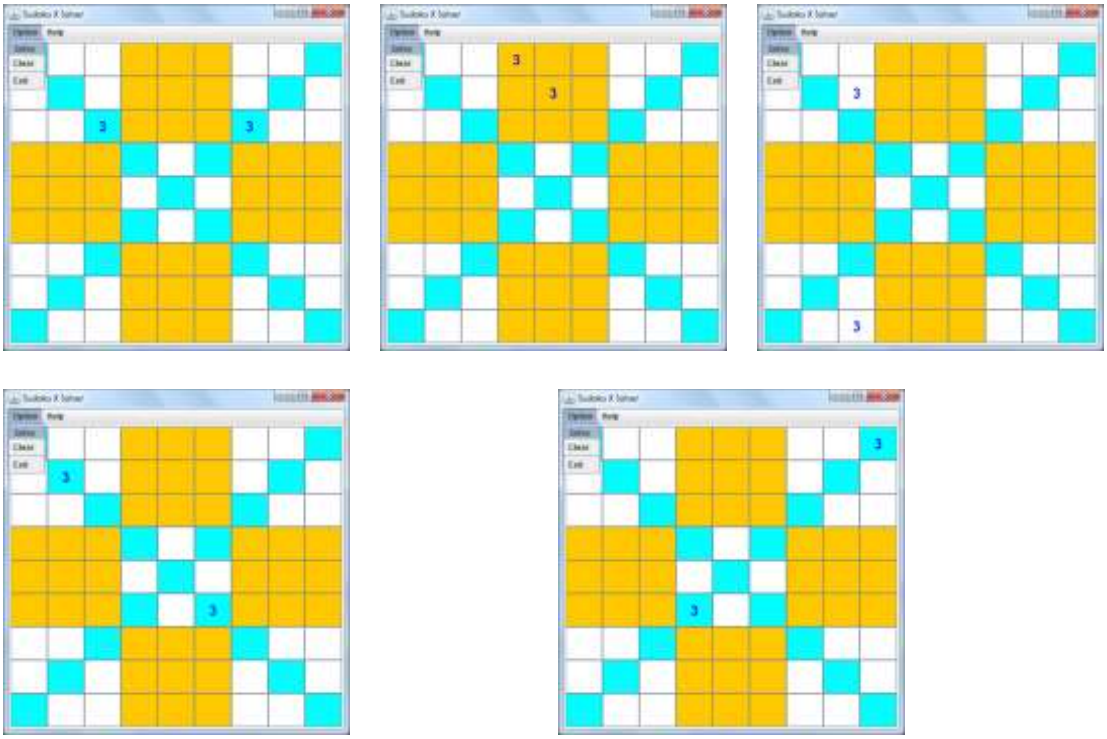

Figure 13: Examples of violated rule puzzle

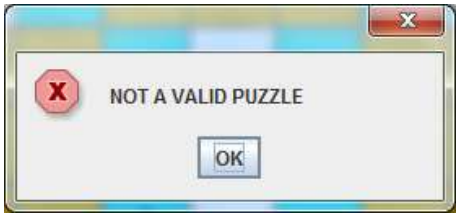

Figure 14: Error message box for solving violated rule puzzle

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Given puzzle does not has solution

If the given puzzle does not has any solution, a pop-up error message box will come to state that the given puzzle does not has solution.

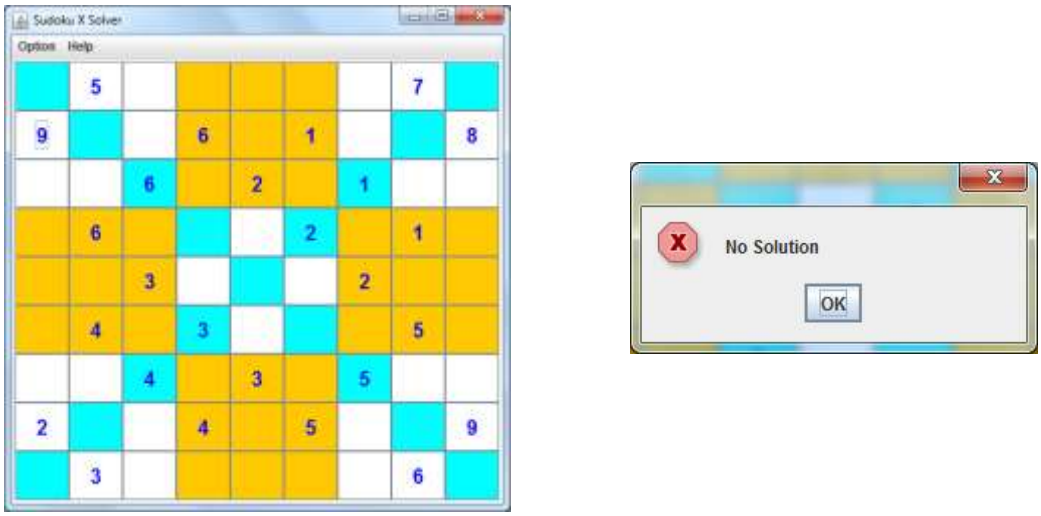

Figure 15: A puzzle that does not have solution (left) and its error message box (right)

Results and Discussion

Java programming is built to help human solve Sudoku problem in a very short time. The puzzles that have been inserted can be solved using Java Programming. Either the problem is easy, intermediate, hard or even diabolic level; all can be solved within a few seconds. Although the puzzles can be solved in the very short time, the program cannot differentiate the given puzzles whether it has unique or many solutions. Furthermore, even the puzzle has many solutions, the program will only show the first solution that it has found while searching the solution.

Conclusion and Recommendations

As conclusion, for computer solver solution, the time that is needed to achieve the solution is incredibly fast. Just by inserting the clue of the puzzle, add with some clicks, and the solution will be shown in the panel. Even any level of puzzle has been inserted; the program still can show the solution of the given puzzle. It is very helpful for human, especially for the diagonal Sudoku player to use it as an aid in their way to find their diagonal Sudoku puzzle solution.

For the future research, who is interested in this field can use another alternative like making a modification or improvement in creating the diagonal Sudoku problem solver like adding it can be solve step by step by showing the human solvers' techniques. Other than that, researcher can make further research about the human solvers' techniques because the human solvers' techniques always being discussed in order to improve the techniques and make it simpler to be used. Besides that, the researcher can apply another programming language to construct the diagonal Sudoku computer problem solver, such as C/C++, Python, Hypertext Markup Language (HTML) and others.

By using the diagonal Sudoku human solvers' techniques that has been explained, and with the aid by computer solver can help improving diagonal Sudoku solver to solve the puzzle in fast pace. Even there are some lacks of features in the diagonal Sudoku computer solver program, it is still can be used to achieve the solution that is needed. Actually, by playing puzzle game such as solving diagonal Sudoku puzzle can help to improve logical thinking of a person who played it. Thus, it can improve the player in mathematical skills in solving mathematical problems, just like using the methods to solve the diagonal Sudoku puzzles.

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A CASE STUDY ON THE ADVANTAGES OF USING ELECTRONIC-BASED ASSESSMENT FOR AN ACADEMIC COURSE IN PUBLIC UNIVERSITY

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Abstract: *Examination had been carried out traditionally in exam halls for the past decades for academic courses evaluation. Would electronic-based exam via the computers be the preferred mode in years to come? With the advancement of computer communications technology and application software development, this online option will become popular for achievement assessment in the near future. This study involved 86 undergraduates who took a computer in education course at the Faculty of Psychology and Education of the public university in Sabah, East Malaysia. It examined the experiences of the students in taking an electronic-based exam during the course. The administration of the electronic-based exam was done using prototype exam software created by the main author. They were also asked to compare their experiences that they had accumulated with traditional paper-based exam. The study revealed that electronic-based exam was better than traditional paper-based exam in areas related to perceptions (enjoyment, fun, etc.), exam management strategies and cost saving. Although traditional paper-based exams are still being practised extensively worldwide in institutions of higher learning due to its good exam security, but it is undeniable that electronic-based exam had also created some positive impacts especially in the administration of exam results and other related records.*

Keywords: Assessment, evaluation, electronic-based exam

Introduction

Many universities and colleges, particularly public institutions in Malaysia, enrolled a high number of undergraduates for various degree programmes in the last 10 years. Lecturers are constrained with lots of workloads especially in manually marking exam papers. Can some exams be multiple-choice-based (MCQ) in increase its objectivity? Evaluation is part and parcel of educating. Assessment is an important element in the teaching and learning process that challenges instructors to consider evaluation techniques that meet the learning needs of today's adult learners (Gitlin & Smyth, 1989). This study explores the possibility of using electronic-based exam as a supplementary approach to the heavy use of subjective assessment of essay writing for expressing ideas.

The purpose of this study is to investigate the following research questions:

1. Is electronic-based exam perceived to be better than traditional paper-based exam?
2. What are the perceived advantageous of electronic-based exam?
3. Is electronic-based exam more effective in term of exam management compared to traditional paper-based exam?

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Literature Review

Integrating evaluation with program development is critical to producing educational programs that have demonstrable impact. The most important purpose of evaluation is not to prove but to improve (Scriven, 1967). Most teaching and learning needs formative assessment to be an integral part to check program development process of students. According to Patton (1994), a formative assessment provides feedbacks on the program implementation via exercises and exams for each module. Lecturers will know the effectiveness of their teachings if formative assessments are done with students.

Scriven (1967) developed an evaluation approach known as the Formative-Summative approach that is a contrast to Stufflebeam's CIPP model and Stake's Countenance approach. He defined evaluation as the systematic and objective determination of the worth or merit of an object, and said this definition could best be implemented by engaging an independent evaluator to render a judgment of an object based on the accumulated evidence about how it compared with similar objects in meeting the needs of consumers. Scriven charged that the CIPP model was flawed due to the fact that it almost totally ignored the fundamental role of summative evaluation, due to its (CIPP) preoccupation with fostering improvement.

Formative assessments can be done via portfolio and reflections by students (Sanders, 2001; Travis, 1996). Recent advance in ICT technology has enabled more companies to come up with MCQ option for fast marking and results. The biggest advantage of MCQ method is its ability to incorporate problem-based questions into the assessments. The skills test required by science and engineering discipline can be in MCQ format and its popularities have increased rapidly.

Assessment and evaluation in an online environment needs to be approached differently than traditional classroom assessment. In classrooms, heavy emphasis is often placed on tests and essays as a means of determining student learning. Online, alternative forms of assessment are often more effective. Group presentations, reflective journals, projects, simulations, etc. allow students flexibility in expressing their learning and exercise their higher order thinking skills (Davies, 1999). Beyond being a more effective gauge of learning, alternative assessment techniques also discourage cheating and plagiarism. Authentic assessment requires a student to demonstrate understanding. The focus of evaluation and assessment online is to ensure that learning has occurred. If the method of assessment is such that it obstructs effective evaluation of learning, different approaches need to be considered.

Assessment is an important element in the teaching and learning process that challenges instructors to consider evaluation techniques that meet the learning needs of today's adult learners. The teacher's assessment strategies are significant because they provide a relational prompt for students and insights into the educational process (Robinson, 1995). Evaluating the teaching and learning process involves a host of activities such as creating course objectives, gathering data from a variety of sources and often assigning grades for student work. Hopefully, relevant assessment methodology should accurately inform both the teacher and student about the quality of the learning experiences.

The process of assessment involves gathering information from a variety of sources to cultivate a rich and meaningful understanding of student learning. A primary aim of assessment is provide the necessary information to improve future educational experiences.

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Yet, it is vital that the assessment data be accurate and relevant to effectively make informed decisions about the curriculum. It requires taking the time to ask relevant questions that help evaluate the effectiveness of the teaching strategies and curriculum plans (Huba & Freed 2000).

Vella, Berardinelli & Burrow (1998) relate that an important purpose of evaluation is to determine if all of the learners developed important knowledge, skills, and attitudes as a result of the program. This highlights that the evaluation of adult learning has a variety of instructional purposes and impacts various stakeholders who are interested in the educational process. Appropriate assessment instruments can offer valuable information to teachers, students and administrators. Ultimately, evaluation is important to the educational process because it provides feedback on whether the course and learning objectives have been achieved to satisfactory level.

A relevant approach to assessing adult learners supports a student centered educational philosophy. The focus involves helping individuals become more self-directed in their learning plans and activities. This is a situational goal that requires assessment procedures that acknowledges their needs, gifts and talents. Teachers must recognize that adults are autonomous learners who have varying degrees of independence in their study habits and desire relevance in the evaluation of their assignments (Muirhead, 2001; Caffarella, 1993).

The student-centered model of learning encourages teachers to view their students as academic partners who work together to produce relevant and meaningful learning experiences (Liebers, 1999). It requires professors who are willing to change their standard teaching methods. Boud (1995) related they will need to become researchers of student perceptions, designers of multifaceted assessment strategies, managers of assessment processes and consultants assisting students in the interpretation of rich information about their learning.

Assessment procedures need to foster a meaningful bridge between academic knowledge, skills and experiences of the classroom to the student's daily job. Teachers are challenged to create evaluations that reflect respect for adult learners' experiences while promoting growth (Collison *et al.*, 2000).

Method, Sampling and Instruments

This research was based on a case study of a group of university students in Sabah, Malaysia. The survey approach was used. It was done on 86 undergraduates undergoing a computer course in the Faculty of Psychology and Education. The subjects took an electronic-based exam using a prototype electronic-based exam system created by the main author. The system will administer the exam on the students in batches or sessions.

A screen shot of the main menu of the prototype electronic-based exam system is shown in Diagram 1.

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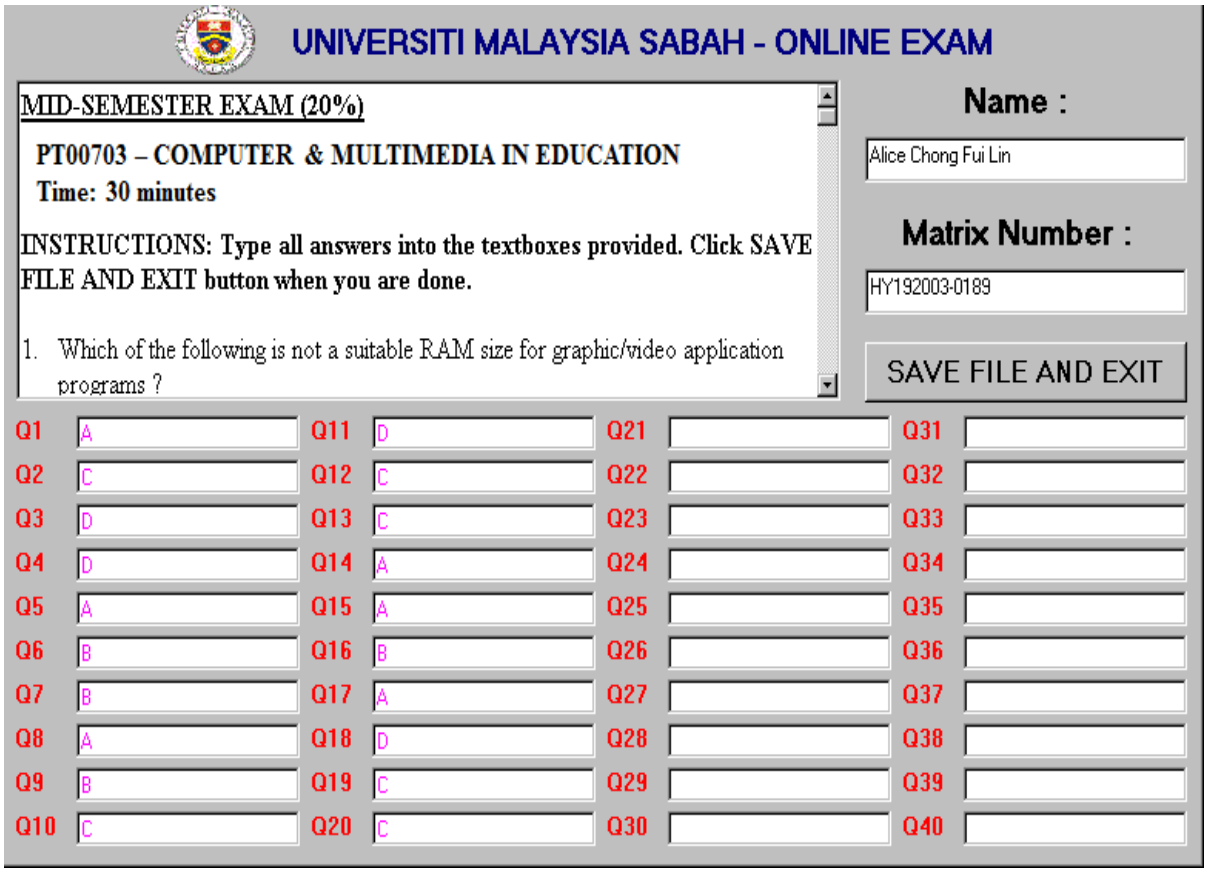

Diagram 1: Screen shot of the main menu of the electronic-based exam for a computer course

Students can scroll the exam questions easily using the scroll bar on the right hand side of the textbox that displays the questions. Answers that are entered into the textboxes are also editable easily. This feature is better than paper-based exam where editing answers can be a real problem when erasers are not provided and moreover, rubbing and rewriting the answers again is very time consuming.

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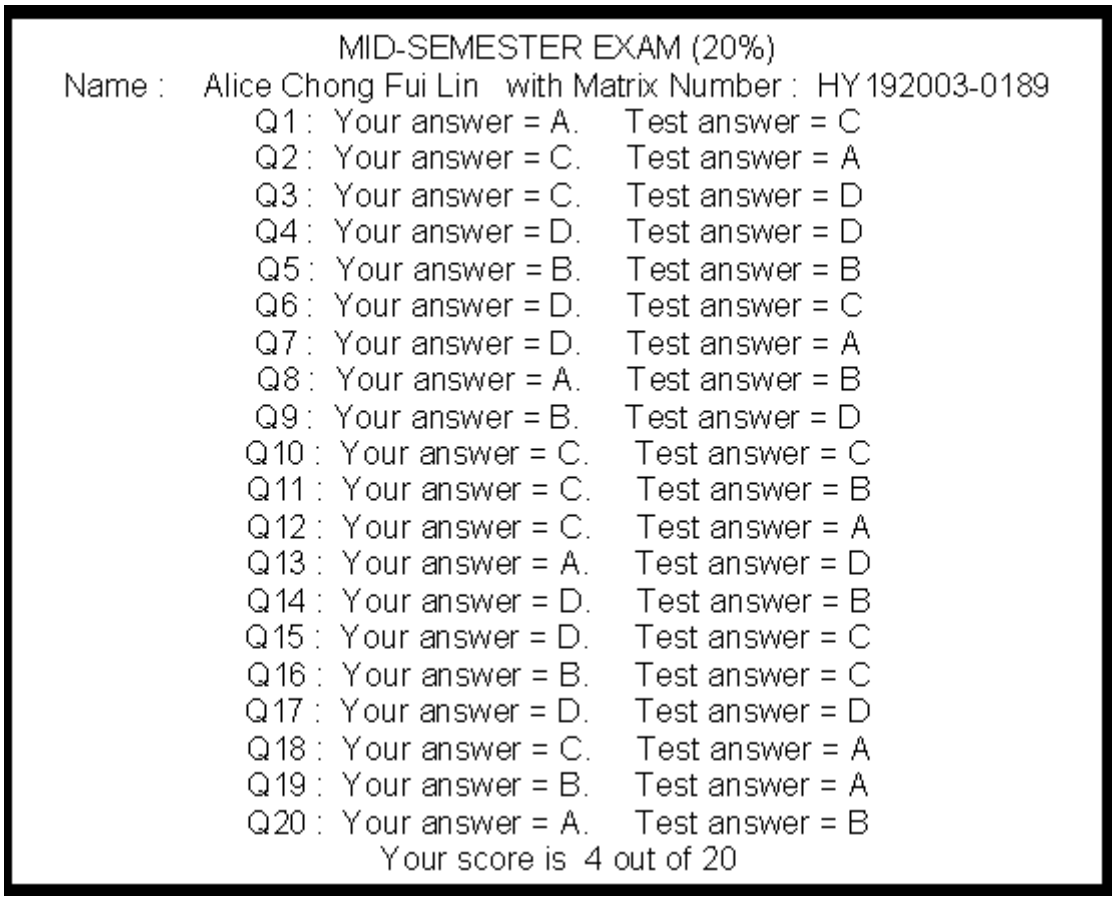

Diagram 2: Screen shot of the instantaneous exam result of the electronic-based exam for a computer course

When the student has completed answering the questions, they will click the "Save and Exit" button. Exam result is instantly known and automatically saved into a text file. Diagram 2 above shows the result of a candidate after she had submitted the answers.

After taking the exam, a 24-item questionnaire on the respondents' perception towards taking electronic-based exam was given to them. The split-half reliability of the construct yielded a *r* value of 0.70. The questionnaire asked respondents' perception on the administrative part of the electronic-based exam they took, their enjoyment and the ease-of-use features of the system.

Another 18-item questionnaire with a split-half reliability of $r = 0.74$ was also administered to gauge respondents' perception on traditional paper-based exam. The purpose of the questionnaire was to survey their perception related to the stress, enjoyment and effectiveness of exam administration.

Both questionnaires rated the respondents' perception on a 5-point Likert Scale. A score of 5 is the maximum. A positive perception is defined as a mean score of 3.0 and above. The data from both questionnaires were keyed into SPSS statistical software to get the mean and standard deviation values for descriptive statistic analyses.

Results and Discussion

Table 1 shows the result of the questionnaire survey on respondents' perception towards taking electronic-based exam as compared to taking traditional paper-based exam. The mean score and the standard deviation were 3.74 and 1.1900 respectively. 74.4% of the

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respondents agreed that taking electronic-based exam in the lab is better than having traditional paper-based exam in the hall. Most of them felt that electronic exam was better because the exam software has good distinctive feature such as answers can be edited easily, air-conditioned lab and paperless environment.

Table 1: Mean, SD and percentage of the respondents' perception towards taking electronic-based exam as compared to taking traditional paper-based exam

Perception towards taking electronic-based exam as compared to taking traditional paper-based exam	Mean	Standard Deviation	Percentage of "Agree" & "Strongly Agree" (n = 86)
ITEM 12: Taking electronic-based exam in the lab is better than having traditional paper-based exam in the hall	3.74	1.1900	74.4

On respondents' feelings using computers for electronic-based exam, three important items were asked (Table 2). Out of 86 respondents, 90.7% (mean score = 4.23, *SD* = 0.9033) of them stated that electronic-based exam is very much a new experience for him/her. This proved that it was a rare opportunity for them to use this mode of exam.

Table 2: Mean, SD and percentage of the respondents' feelings using computers for electronic-based exam

Feelings using computers for electronic-based exam	Mean	Standard Deviation	Percentage of "Agree" & "Strongly Agree" (n = 86)
ITEM 1: Electronic-based exam is very much a new experience for me	4.23	0.9033	90.7
ITEM 2: Electronic-based exam is fun and enjoyable	3.74	0.9963	73.3
ITEM 3: I feel relaxed while answering the questions	3.31	1.0089	52.3

About 73.3% of the respondents (mean score = 3.74, *SD* = 0.9963) felt that electronic-based exam is fun and enjoyable. This was caused by of the great ease of editing exam answers inputted by the students and the one click 'Save and Exit' feature. Most undergraduates like electronic-based exam because they had some previous computer literacy experience in schools.

Out of 86 respondents, only 52.3% (mean score = 3.31, *SD* = 1.0089) of them felt relaxed while answering the exam questions. Electronic-based exam might be fun but it generated a lot of unnecessary pressure because it was an exam that carried some marks for the course they take. Therefore, it was not surprising to find that only about half of the respondents felt relaxed in this electronic-based exam.

Table 3: Mean, SD and percentage of the respondents' perception towards using interfaces while taking electronic-based exam

Perception towards using interfaces while taking electronic-based exam	Mean	Standard Deviation	Percentage of "Agree" & "Strongly Agree" (n = 86)
ITEM 3: I can edit the typed answers easily	4.05	0.9192	82.6
ITEM 4: The exam questions can be read easily by scrolling the scroll bar	4.37	0.5324	97.7
ITEM 6: I can get my exam result instantly	4.38	0.5974	96.5

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ITEM 7: Instructions on sending exam script are clear	4.20	0.9181	90.7
ITEM 11: Textboxes are provided for me to key in my answers	4.40	0.5796	97.7

Table 3 shows the perception of the respondents towards using interfaces while taking electronic-based exam. Some 82.6% of them (mean score = 4.05, *SD* = 0.9192) felt that editing answers that were already typed into the textboxes was easy. This was due to the editable feature of the textboxes' content that was programmed by the researcher. About 97.7% of them (mean score = 4.37, *SD* = 0.5324) said that it was easy to read exam questions via the provided scroll bar. This made higher accessibility to the exam questions and contributed to the positive feelings of the respondents for having this type of exam.

Out of 86 respondents, 96.5% (mean score = 4.38, *SD* = 0.5974) of them stated that they could get their result instantly. This was true as shown in Diagram 2 earlier that the exam result was saved instantly into a text files when they clicked 'Save and Exit' button. Some 90.7% of the respondents (mean score = 4.20, *SD* = 0.9181) said that instructions on sending exam script are clear. The instructions were printed on top of the exam script. The purpose was to make electronic-based exam easier to use and the users properly guided.

About 97.7% of them (mean score = 4.40, *SD* = 0.5796) said that textboxes are provided for him/her to key in exam answers. These interfaces (the textboxes) served as inputs to the exam evaluation system so that comparisons with the script answers could be made by the assessment function of the exam system. The advantage of having the textboxes was to make editing of answers by the users easy.

Table 4: Mean, SD and percentage of the respondents' perception towards administration of electronic-based exam

Perception towards administration of electronic-based exam	Mean	Standard Deviation	Percentage of "Agree" & "Strongly Agree" (n = 86)
ITEM 8: Electronic-based exam can save a lot of paper printing cost	4.59	0.6208	98.8
ITEM 9: Electronic-based exam needs to be organized into many sessions	4.08	0.7703	83.7
ITEM 10: Administration of exam result is easier using electronic-based exam	4.17	0.7226	89.5

On the administration of the electronic-based exam, 98.8% of the respondents (mean score = 4.59, *SD* = 0.6208) felt that it saves a lot of paper printing cost. This was indeed quite true because the world's forest is depleting at a fast rate at the expense of producing paper or wood-based products. On top of that, printing exam scripts needs other expenses as well such as cost of ink, time and labour. Therefore it is good to have electronic-based exam because it helps to reduce the use of paper.

One problem for electronic-based exam most probably was the need to organize it into many smaller sessions. About 83.7% of them felt so (mean score = 4.08, *SD* = 0.7703). This move was inevitable because of limited technical resources such as computer labs and computers. But administrating each of the smaller session was very much easier compared to administering a big number of exam candidates in a hall. In addition, 89.5% of the respondents (mean score = 4.17, *SD* = 0.7226) agreed that administrating electronic-based

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exam was very much easier. This was true because the system was designed to assess candidates' answers automatically. It is more efficient than manual processing in the case of traditional paper-based exam.

Table 5 shows the respondents' feelings towards taking traditional paper-based exam. About 60.5% of the respondents (mean score = 3.37, *SD* = 1.1687) felt that taking exam in an examination hall is very stressful for him/her while 57.0% of them (mean score = 3.29, *SD* = 1.1047) thought that they felt tense when answering questions in an examination hall. This was particularly true if you face uncomfortable environment of the exam hall with the sight of everybody's stressful and pressurized look. If the exam is not air-conditioned, the stress level of the exam candidates may even increase. Such was the recalled experience of the respondents when traditional paper-based exam was conducted on them for many of the public exams that they had undergone.

Only 47.7% of the respondents (mean score = 3.24, *SD* = 1.0509) enjoyed having exam in the examination hall. With electronic-based exam providing the other option for exam, it was not surprising that only slightly less than half of them thought so. Traditional paper-based exam was already well known by the respondents to be quite stressful and uncomfortable as compared to the mini sophiscated lab that served the electronic exam option.

Table 5: Mean, SD and percentage of the respondents' feelings towards taking traditional paper-based exam

Feelings towards taking traditional paper-based exam	Mean	Standard Deviation	Percentage of "Agree" & "Strongly Agree" (n = 86)
ITEM 1: Taking exam in an examination hall is very stressful for me	3.37	1.1687	60.5
ITEM 2: I feel tense when answering questions in an examination hall	3.29	1.1047	57.0
ITEM 5: I enjoy having exam in the examination hall	3.24	1.0509	47.7

The respondents' perception towards editing answers while taking traditional paper-based exam is shown in Table 6. Some 77.9% of the respondents (mean score = 3.87, *SD* = 1.0381) found that editing answers is not so easy because they need to be erased the answer first. Editing a written answer especially a sentence is quite time consuming and there is no guarantee that it can be done neatly. A lot of examiners are very fussy about tidiness of written exam scripts and some may even consider deducting marks for untidy product. This is where electronic-based exam has the edge because editing answers is easy and consumes less time. On top of that, answers can be changed many times without a single trace of previous answers on the printed final copy of the answers.

Table 6: Mean, SD and percentage of the respondents' perception towards editing answers while taking traditional paper-based exam

Perception towards editing answers while taking traditional paper-based exam	Mean	Standard Deviation	Percentage of "Agree" & "Strongly Agree" (n = 86)
ITEM 3: Editing answers is not so easy because they need to be erased first	3.87	1.0381	77.9

In term of exam management, 93.0% of the respondents (mean score = 4.42, *SD* = 0.7270) agreed that a considerate amount of money is spent on printing exam papers (Table

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7). This reconfirmed earlier finding where 98.8% of the respondents (mean score = 4.59, *SD* = 0.6208) felt that it saves a lot of paper printing cost for electronic-based exam. Therefore, to save the forest and paper cost, we should opt for electronic-based exam in the future.

Table 7: Mean, SD and percentage of the respondents' perception towards administration of traditional paper-based exam

Perception towards administration of traditional paper-based exam	Mean	Standard Deviation	Percentage of "Agree" & "Strongly Agree" (n = 86)
ITEM 4: A considerate amount of money is spent on printing exam papers	4.42	0.7270	93.0
ITEM 6: The advantage of having exam in a hall is that a single exam session can be held	4.12	0.7099	89.5
ITEM 7: I need to wait for my exam result for a duration of time fixed by the lecturer	4.40	0.6908	95.3
ITEM 8: Conducting exam in the hall has less problem compared to electronic-based exam	3.20	1.1253	46.5
ITEM 9: Collecting exam scripts after an exam takes quite some time	4.26	0.7060	95.3

Some 89.5% of the respondents (mean score = 4.12, *SD* = 0.7099) stated that the advantage of having exam in a hall is that a single exam session can be held. This was particularly true for exam with a big number of candidates. It would not be viable to hold too many lab sessions for electronic-based exam whereas hall may be the likely solution. However, it is wise to note that although it has to be conducted in many sessions, the distinct advantage is still the automated assessment and evaluation of the exam result. It saves labour and other related processing cost.

About 46.5% of them (mean score = 3.20, *SD* = 1.1253) agreed that conducting exam in the hall has less problem compared to electronic-based exam while 95.3% of them (mean score = 4.26, *SD* = 0.7060) found that collecting exam scripts after an exam takes quite some time. This demonstrated that although conducting exam in a hall has some advantages such as single session, but much time is needed for collecting exam scripts really nowhere better compared to electronic-based exam where a single click of button mark the collection of the script, its mark and other related parameters that are processed.

The long processing time needed by the course lecturer to deliver the exam result is also discouraging. This was agreed by 95.3% of the respondents (mean score = 4.40, *SD* = 0.6908). Unlike traditional paper-based exam, exam result is instantaneous in electronic-based exam. By weighing the pros and cons of traditional paper-based exam, the electronic-based option seems to have a slight edge because it saves paper-printing cost and has automated evaluation system.

Recommendations and Summary

The findings showed that electronic-based exam is well accepted by the subjects of this study. Most electronic-based exam systems function as automated systems that produce quick results and save time (Rahul, 2017). It is important to note that electronic-based exam generates results immediately and it is always possible for the examiner and students to get information on his results instantly. It becomes more and more popular in many universities and colleges where online exam via the internet is a possible option. This option is not being restricted by geographical locations and is fair and reasonable. When electronic-based exam is practiced in schools, it can reduce the marking workload of teachers and also ensures

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objectivity and fairness to the schools (Peng & Yang, 2005). Therefore, the authors recommend that more universities will use electronic-based as part of the assessment for academic courses to reduce the workloads of university lecturers.

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TEACHERS' POSITIVE SAVORING BELIEF AND VIGOR WORK ENGAGEMENT: THE MEDIATING EFFECT OF EMOTIONAL LABOR

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Abstract: *This study explored the mediating effect of emotional labor, say deep acting and surface acting, between positive savoring belief and vigor work engagement of elementary and junior high school teachers in central Taiwan. The results showed that the positive savoring belief of teachers can predict vigor work engagement as well as deep acting and surface acting. It also confirmed the negative correlation between positive savoring belief and deep acting and surface acting respectively. According to the results of this study, suggestions were made to educational administrators that they should consider assisting teachers in cutting the burden of emotional services to improve the quality of communication between teachers and students' parents, and enable teachers to maintain a high level of vigor work engagement.*

Keywords: Savoring Belief, Emotional Labor, Work Engagement

Introduction

The 21st century is the century of positive psychology. Martin Seligman, the father of positive psychology, believes that psychologists should pay more attention to "cultivating talents" and "improving the quality of life" and intensify their enthusiasm for learning. Positive psychology has changed psychology's long-term emphasis on studying negative symptoms, and pointed out that "positive thinking" actually plays a key role in the survival, well-being and happiness of mankind (Seligman & Csikszentmihalyi, 2001).

Fred Bryant and Joseph Veroff (2007), authors of Savoring: A New Model of Positive Experience, define savor as follows: "When people savorsomthing, they usually enter the mental state of experience (conscious and perceptive state), but their attention is no longer completely maintained in an open attitude to internal and external stimuli; rather, in the course of savoring, there is limited concentration on internal or external stimuli related to positive emotions. At the same time, whether the level of savoring beliefs affects the degree of work engagement remains a question, and work engagement is "a person's wholehearted commitment and concern to its current work" (Paullay, Alliger, & Stone-Romero, 1994).

Positive psychology emphasizes positive and happy experience, but in practical work, especially in communicative work, people often need to hidepersonal emotions in order to achieve work goals. This is particularly prevalent for teachers who are on-the-spot educators. They have to face the administrative work of teaching and communicate with their students' parents. Therefore, it is easy to accumulate a large amount of emotional labor, thus affecting the enthusiasm and input for work. Considering the above-mentioned research motivation and purposes, this study aims to explore the differences between emotional labor and work engagement in teachers of primary and secondary schools, and takes the following

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factors into account, including gender, school type (primary and secondary schools), seniority (5 years (including), 6 to 15 years, 16 to 25 years and more than 26 years), and to understand the correlation between emotional labor and work engagement, as well as the mediating effect of teachers' savoring beliefs in work input and emotional labor.

Literature Review

Teachers' Savoring Belief

In 1989, Bryant first proposed the concept of "savor". Savor refers to the ability of individuals to appreciate positive experience through the continuous interaction between individuals and the environment (Bryant &Veroff, 2007). Savor is not only an act of feeling pleasure and happiness, but also an active regulation of individuals by discovering, manipulating and maintaining positive emotions (Bryant,2003). Bryant (2003) developed a scale to measure savor beliefs through the perceptions of their abilities and observed positive feelings through positive events at different time points.

Referring to Bryant (2003), this study definedsavor beliefs as follows: "Individuals enhance or prolong their ability to feel pleasure by experiencing the process of positive events, and to discover, control, maintain and regulate positive emotions." This study aims to understand whether individual savor beliefs are correlated to teachers' work engagement, so this study adopts the Savoring Belief Inventory (SBI) proposed by Bryant to measure teachers' savor beliefs.

In terms of the cultural differences in savor, Diener (2000) found cultural differences in understanding happiness when studying subjective well-being in different countries. For example, in North America, the pursuit of happiness is considered a fundamental human right. Lindberg (2004) found that Asians have low savor ability and consider it not important to take the initiative to enhance positive experience (Lindberg, 2004).

As for the cultural causes of savor strategy differences, Miyamoto and Ryff (2011) showed that Asians are more willing to balance positive and negative emotions due to cultural relations, unlike Westerners who are willing to maximize positive emotions and minimize negative emotions. Further study by Miyamoto and Ma (2011) found that different cultures lead to the different savor strategies taken byAsian and occidental individuals facing positive events. Eastern or Asian cultures tend to suppress positive emotions.

The study of Quoidbach et al. (2010) on undergraduates and employees in Belgian universities found that if individuals are distracted, they may have lower positive emotions and focus on negative details that would lead to low life satisfaction. Hurley and Kwon (2012) studied undergraduates in New Zealand. Their study found that current savor intervention could enhance positive outcomes and reduce negative ones, and the effect would be delayed for two weeks, Jose, Lim, and Bryant (2012) investigated students of the Department of Psychology in universities of Northwestern America. They found that savor is an important mechanism by which people acquire positive emotions from positive events.

Gentzler, Palmer and Ramsey (2016) used positive event and response surveys to explore college students' responses to hypothetical positive events. They found that savor-based strategies were often used for instrumental reasons (e.g. improving self-esteem), while sometimes natural savor responses reflected the impact of positive events more actively.

From the specific role of savor in daily life or the neurophysiological mechanism and the cultural attribution of savor strategies adopted due to cultural differences, it is not difficult to see the positive value of savor from the discussion, so it is imperative to apply savor to practice.

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Vigor Work Engagement

In workplace, the degree of individual engagement in work affects the external competitive advantage of the team, and the relative individual characteristics associated with work engagement and team factors also affects the performance of work (Rich, Lepine& Crawford, 2010). Kahn (1990) put forward the model of work engagement based on role theory, pointing out that if people integrate themselves into work roles, they could fully express themselves at three levels: personal cognition, emotion and physical practice, and devote themselves to their work roles. Therefore, if people have appropriate conditions to position themselves in the direction consistent with their work roles, they show a tendency to perform as required by that role. Kahn (1990) proposed the degree of dedication, which represents an individual's initiative to put his resources (cognition, emotion, physical acts) into tasks assigned by work roles (Christian, et al., 2011; Kahn, 1990; Rich, et al., 2010).

Schaufeli et al. (2002) argued that work engagement is a more persistent and universal emotional-cognitive state rather than a specific object. Therefore, they proposed three new dimensions of work engagement:vigor, dedication and absorption, followed bythedevelopment of Utrecht Work Engagement Scale (UWES) in 2003, which was used by many researchers studying dedication. Vigor is an important factor to maintain work engagement. Therefore, this study takes vigor work engagement as the object.

Emotional Labor

Operational research on emotional labor is mostly replaced by deep acting and surface acting. Emotional labor was proposed by Hochschild (1983). Emotional labor is divided into two aspects, namely,deep acting and surface acting. Hochschild believes that most people present these two states. The two aspects proposed by Hochschild (1983)are described in detail as follows:

1. Deep acting

Deep acting means that an individual must try to change his or her inner psychological feeling, which is consistent with the emotional expression expected by the organization or culture. When his inner feeling is consistent with the external behavior, he can better show the emotional state required by the organization or culture, which makes the individual less likely to have emotional disorder.

2. Surface acting

Surface acting means that an individual must change the external emotional expression in order to achieve the expectations or norms of the organization or culture, but his internal psychological feelings have not changed. When the state of surface acting appears, the internal feelings and external behavior are inconsistent, so it is easy to have emotional disorder.

3. Relevant Research

Chugntai and Buckley (2009) pointed out that the trust placed by the faculty in principals can decisively contribute to school success. By emphasizing the roles of organizational identity and work engagement, and using them as the source of trust in principals, the two possible structures of teachers' performance and learning orientation can be affected. Britt, Adler and Bartone (2001) found that meaningful work engagement enables staff to perceive their ability in work. May, Gilson, and Harter (2004) argue that in terms of employee engagement, the human factor is the aspect that organizational managers and researchers should be concerned.

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Relevant Research on Relationship between Savoring Belief, Emotional Labor and Work Engagement

Chen, Shih, and Lin (2015) found that savor can lower the surface acting (employees suppress their negative emotions and smile when there are guests) and improve the quality of service; savor can increase the deep acting (employees try to align their inner emotions with their external behavior), but it has no significant impact on the quality of service.

In studies on different workplaces, Huang (2010), Jaw (2011) and Hsu (2015) found that employees' emotional labor directly affects work engagement. Surface acting directly affects work identity and work participation in a positive manner, while deep acting directly affects work identity and work participation in a negative manner. Chang (2015) found that work engagement has a reverse relationship with surface acting; work engagement has a reverse relationship with deep acting. Lin (2015) found that the more merciful the leadership is, the higher the subordinates' deep acting is, and the higher the subordinates' work input is; and the higher the subordinates' surface performance is, the lower their work input is.

Tsai (2017) explored the status quo of emotional labor, career call and job engagement of primary school teachers in New Taipei City. The results showed that emotional labor of primary school teachers in New Taipei City could effectively predict work engagement.

The above studies showed that deep and surface actingwere highly correlated with work engagement. In all walks of life, relevant research has been performed on the relationship between deep and surface actingand work engagement. In order to provide different services to students with different needs, the work of primary and secondary school teachersshould also demonstrate better emotional processing. Besides, in methodology, it is necessary to confirm that positive savoring beliefs can predict deep or surface actingto construct a mediation model in which emotional laboris a mediating variable and positive savoring belief is a predictor of vigor work engagement.

Research Method

The questionnaire survey method was used in this study, and the collected data were analyzed by SPSS 20.0. According to the mediation model proposed by Baron and Kenny (1986) and James, some demographic variables, such as the gender of the subjects, the level of schools or teaching seniority, may have an impact on the mediation model. Therefore, this study intends to control the effect of associated with demographical variables in the mediation model. The structure of this study is shown in the following figure:

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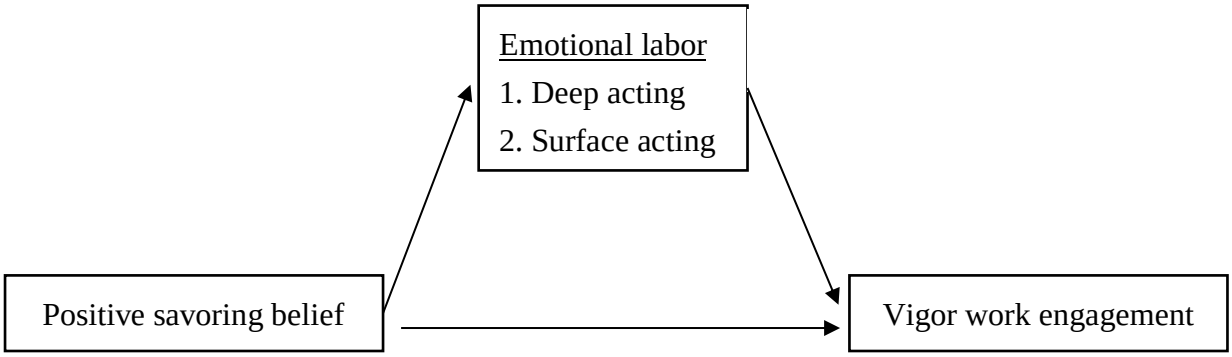

Research Subjects

Research Subjects

The target population of this study were public secondary schools (including comprehensive secondary schools), teachers of public primary schools, including section masters, group leaders, class tutors and full-time teachers (excluding principals, substitute teachers, interns, tutors and full-time administrators) in a county or city of central Taiwan in 2018. A stratified cluster samplingwas conducted according to the number ratio of teachers in the electoral districts of the last parliamentary election. A total of 720 questionnaires were sent out with the consent of the participants, and 608 valid questionnaires were obtained for analysis. Regarding the status of valid research samples, 166 (27.3%) are male teachers and 442 (72.7%) are female teachers, 403 (66.3%) are primary school teachers and 205 (33.7%) are middle school teachers, 51 (8.4%) are teachers with teaching experience less than five years, 212 (34.9%) have teaching experience of 6 to 15 years, and 254 (41.8%) have teaching experience of 16 to 25 years, 91 teachers (15.0%) have teaching experience of over 26 years. This division is in line with the number ratio of teachers in this county.

Research Variables and Instruments

The framework of this study includes three variables: positive savor ability, emotional labor and work engagement. They are respectively explained as follows:

Positive savoring beliefs. The positive savoring beliefs are beliefs that can form positive emotions through expectations when people are facing possible positive events; or beliefs that strengthen and generate positive emotions through specific thoughts and behavioral manifestations when positive events occur; or beliefs that continue to be maintained, prolonged or re-induced in a retrospective manner after positive events occur. The research scale was adapted from 12 positive items of the Savoring Belief Inventory (SBI) of Bryant (2003). The original scale was replaced by Likert 7-point scale, ranging from “Strongly disagree” to “Strongly agree”, but after confidence testing, it was changed to Likert 5-point scale. Some options of the scale are as follows. For example, "I think I can enjoy the good things that happen to me as much as I can." "I can easily get joy again by happy memories." "I like to recall the good old days." The scale's Cronbach’s α is .78, which shows that the scale has good internal consistency reliability. The variance of exploratory factor analysis is 59.43%, indicating its good validity.

Vigor work engagement. Vigor work engagement means that an individual is vigorous and psychologically flexible in work, willing to devote itself to work and dare to make constant effort when difficulty occurs. This study used the Utrecht Work Engagement Scale (UWES) developed by Schaufeli, Bakker, and Salanova (2006). A total of 6 questions

were included in the aspect of Vigor, and the questions in Likert's 5-point scale include "I feel vigorous when I work." Pre-test results showed that the scale's Cronbach's α was .82, showing its good internal consistency reliability. The variance of exploratory factor analysis was 54.92%, indicating its good validity.

Emotional labor. This scale refers to the two aspects of emotional labor proposed by Hochschild (1983): deep acting and surface acting. The former expresses that individuals must adjust their feelings to be in line with organizational expectations, so there is less emotional disorder; the latter describes that individuals must change their external emotional expression in order to achieve organizational goals without adjusting its feelings accordingly, so it causes inconsistency between the inner feeling and the external behavior, which is more prone to emotional disorder. There are three questions for deep acting and five questions for surface acting. The Likert 5-point scale was adopted. The results of the preliminary test showed that the Cronbach's α of the two scales were. .74 and .80, indicating the internal consistency reliability of both scales. The variance of exploratory factor analysis of deep acting was 56.21% and that of surface acting was 48.53% respectively, indicating their good validity.

Demographic variables. This study considered whether teaching seniority and teachers' gender leads to differences invigor work engagement and emotional labor. In addition to understanding the differences between teachers' demographic variables in terms of research variables, this study also excluded the influence of demographic variables on explanatory variables when conducting intermediary model analysis, in order to obtain the results without demographic variables.

Research Hypotheses

Based on the research targets and questions, the hypotheses of this research are as follows:

H1: Teachers'demographic variables, including different genders, school type, teaching experience, show significant differences in teachers' emotional labor(surface acting and deep acting) and vigor work engagement.

H2: Teachers'positive savoring beliefs are significantly correlated with teachers' emotional labor (surface acting and deep acting) and vigor work engagement.

H3: Teachers'positive savoring beliefs have a positive predictive power for vigor work engagement.

H4: Teachers'emotional labor (surface acting and deep acting) has mediating effect on teachers' positive savoringbeliefs and their vigor work engagement.

Research Results

The following table gives descriptive statistics and correlation analysis of the main variables in this study. The average mean of the positive savor of teachers is 4.00, and the standard deviation of that is.46. The positive savor of teachers is very good. The average mean of the vigor work engagement is 3.61, and the standard deviation of that is.57, which are positive. However, the two variables of emotional labor, deep acting and surface acting, are negative. Thus, the correlation between positive savoring beliefs and vigor work engagement and emotional labor is negative. The Pearson correlation coefficients between positive savoring beliefs, vigor work engagement and emotional labor are all negative. The Pearson correlation coefficients between positive savoring beliefs, surface acting, deep acting and active work engagement are at $p<.01$, reaching the significant level, so H2 is verified. In the above two relationships, positive savoring beliefs and vigor work engagement are positively correlated. In terms of the variables of emotional labor, deep acting and surface acting are negatively correlated with active work engagement, and positive savorability is

negatively correlated with the variables of emotional labor.The complete analysis results are shown in the following table:

Relevant Analysis

	Average mean	Standard deviation	Positive savoring	Surface acting	Deep acting	Vigor work engagement
Positive savoring	4.00	.46	1.00			
Surface acting	2.01	.48	-.35**	1.00		
Deep acting	1.86	.46	-.23**	.58**	1.00	
Vigor work engagement	3.61	.57	.37**	-.36**	-.33**	1.00

Note: N=608; ** p<.01

Difference Analysis

This study adopted the one-way multivariate analysis of variance. The variables, including gender, teaching experience and teaching seniority, were used to test whether the vigor work engagement, deep acting and surface acting were different according to the above-mentioned independent variables. However, the test of the value of Pillai's Trace (the holistic analysis of gender and teaching experience) showed no significant effect, meaning that vigorous work engagement, deep acting and surface acting do not vary according to gender and teaching experience.

However, in terms of teaching experience, Pillai's Trace is .053. Further analysis shows that the F value of vigor work engagement and deep acting is 3.33* and 5.68* respectively. After adopting Scheffé method, it is found that the vigor work engagement is higher for teachers whohave worked for 16-25 years than those forless than five years. The deep acting of teachers working for over 26 years is higher than thoseworking for less than five years.

Therefore, according to the results of the difference analysis, H1 is validated.

	Pillai's Trace	Dependent Variable	F	Post Hoc
Gender	<.001	Vigor work engagement	.003	
		Surface acting	<001	
		Deep acting	.10	
School type	.011	Vigor work engagement	.91	
		Surface acting	.31	
		Deep acting	.11	
Teaching experience	.053	Vigor work engagement	3.33*	16-25 years > less than 5 years
		Surface acting	1.86	
		Deep acting	5.68**	Over 26 years > less than 5 years

*Note: N=608; * p<.05, ** p<.01*

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Hierarchical Regression Analysis

Regression analysis was used to examine the mediating effect of emotional labor on vigor work engagement. In order to obtain a clearer mediating effect, this study virtualized the effective teaching experience in the difference analysis as the first level variable of hierarchical regression analysis, and took the category of teaching experience for less than 5 years as the control group; positive savoring beliefs were placed in the second level and the results are shown in Model 1. Teachers having taught for over 26 years are more likely to predict vigor work engagement than those having taught for less than 5 years. Positive savoring beliefs can predict vigor work engagement positively. The predictive power of direct relationship exists, and then the relationship of intermediary variables is tested. This also validates H3.

Model 2 and Model 3 describe the predictive effect of positive savoring beliefs (predictivevariable) on intermediary variables. The results showed that positive savoring beliefs can predict both deep and surface acting. The possible existence of intermediary effect is validated, so is H4.

Finally, positive savoring beliefs, deep acting and surface acting are also analyzed in the hierarchical regression model. The original positive savoring ability of the β coefficient declined from .389 to .202, but still maintained an effective predictive power (t=7.67, p<.001). The β coefficients of deep acting and surface acting are -.163 and -.176 respectively in Model 4, and the t-test values of the non-standardized coefficients of the two types of acting are -.360 and - 4.01, respectively, reaching the significant effect of p<.001.

Overall, in terms of deep acting and surface acting, positive savoring beliefs exert effect on positive vigor engagement, and the direct, indirect and overall effect values of the mediation model are as follows; the indirect effect of positive savoring beliefs on positive vigor engagement is [(-.227)* (-.163)=.037] through surface acting, and the mediated effect is [(-.220)* (-.176). = 039] through deep acting, the total value is. 076. The direct effect of positive savoring belief on positive vigor engagement is. 389. The total effect value of direct plus indirect effect is. 464.

Variable		Vigor work engagement		Surface acting		Deep acting		Vigor work engagement	
		Model 1		Model 2		Model 3		Model 4	
		β	T value	β	T value	β	T value	β	T value
Constant		----	7.89***	1.335***	5.878	1.319***	5.836	----	11.305***
Teaching experience	Less than 5 years	---	---	---	---	---	---	----------	
	6-15 years	.011	.165	-.009	-.209	-.021	-.469	.052	.800
	16-25 years	.048	.695	.017	.375	.009	.193	.114	1.701
	Over 26 years	.178	3.094**	.044	.926	.029	.599	.202	3.674***
	Savor beliefs	.389	10.390***	-.227***	5.006	-.220***	4.871	.292	7.667***
	Surface acting						10.726	-.163	-3.60***
	Deep acting						2.252	-.176	-4.01***
F		8.109***		15.521***		15.226***		32.358***	
R^2		.166		.492		.500		.244	
Adj R^2		.160		.461		.467		.237	
ΔR^2								.237	

Note:*N*=608; *** *p*<.001

Conclusion and Suggestions

This study found that keeping or enhancing teachers' positive savoring beliefs is the key to maintaining teachers' vigor work engagement. Therefore, schools or educational authorities should discuss how to improve teachers' positive savoring beliefs in order to provide better teaching and communication for students and parents. Both emotional labor and positive savoring beliefs are negatively correlated with vigor work engagement. Although teaching requires high emotional labor, how to reduce teachers' emotional labor is another important issue that is related to maintaining a high level of vigor input.

In terms of research methodology, due to the use of self-report scale in this study, if an effective pairing design can be made in the future, it can better avoid common method variance (CMV).

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CAN WE BREAK THEIR SILENCE? EXPLORING THE CAUSES OF UNDERGRADUATES' RELUCTANCE IN SPEAK IN ENGLISH IN AN ESL CLASSROOM WITH SPECIAL REFERENCE TO SRI LANKA

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Abstract: *This study objects to find out the causes which discourage undergraduates in speak in English. Psychological, linguistic and cultural factors were considered as the key components here. The sample population consisted of 50 students of the Faculty of Science, University of Ruhuna, Sri Lanka. They were given closed ended questionnaires and the data was quantitatively analyzed using SPSS. Qualitative data was gathered via interviews interviewing 5 language teachers of the same faculty. Besides, classroom observations were also done. The study revealed that among psychological factors lack of confidence was the biggest issue faced by most of the students. Regarding linguistic factors, lack of vocabulary and dealing with the university subculture peer influence appeared to disappoint the students in speak in English. In the context, psychological factors appeared to exercise more negative influence on the students than the other two factors. As possible solutions to overcome these issues teachers have to be more creative, passionate and need to create a friendly classroom atmosphere. Not only that, but also the students too should stop underestimating their capacity in speak in English. Further the university also needs to start setting a good background for language learners introducing new speech course units and sound language learning bodies.*

Keywords: Undergraduates, Psychological Factors, Linguistic, University Subculture, Passionate,

Introduction

The importance of English cannot be questioned in modern day knowledge driven economic and political systems. The market for English as a second language is booming and it has become the prime purpose of the individuals to achieve English proficiency to become a part of the global economy (Reddy, 2016). "English is the acknowledged passport to better education and employment opportunities. English Language plays a crucial role to weave the world into a single thread." (Ahmad, 2016) Hence, the value of English as a second language is indispensable. In view of the place given by Sri Lanka concerning English it is obvious that English is not only a language of communication because it is the most striking indicator of differences in educational and social backgrounds and is thus the most powerful class indicator today (Karunrathne, 2014).English language is valued as a high form of linguistic capital that is used by individuals to secure profit or distinction in the society (Ranwala, 2015). Therefore, within the social context of Sri Lanka, competency in English,

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be it at any level is something which people aspire to gain. Regardless of class, caste, ethnicity or other social demarcations, there is a rush to learn English and acculturate oneself into "English" ways of doing things. Thus, the undergraduates; the owners of the future and the harbingers of change and innovation are believed to be well equipped with English. Nevertheless, it has become a miracle so far because the insufficient knowledge of English is identified as a serious difficulty that hampered undergraduates from getting the best out of their university education (Perera, 2013). Lack of English knowledge of the undergraduates is a burning issue in almost all the government universities in Sri Lanka. This language constraint; inadequate access to English is able to shut off the undergraduates from vital comparative self-assessment of their work with international developments and standards (Atapattu, 2013). Language learning is not subject learning, it is overlearning and obtaining mastery over certain special skills. In this regard, one should able to handle all major four skills; reading, writing, listening and speaking. Being able to write, read and listen most of the undergraduates find it difficult to speak thus enabling others to criticize them as backward and worthless. Ability to speak is the most essential skill since it is the basic for communication (Aungwatanakun, 1994 as cited in Oradee, 2012). Nevertheless, it is the most difficult skill to acquire because it necessitates command of speech production sub-skills like vocabulary retrieval, choice of grammatical patterns, and sociocultural competence (as cited in Al-Roud, 2016). It is the skill that is neglected in classrooms and the students seems not to take any chance either in the classroom or outside to speak in English. Though it is not a part of the examinations it demands a lot of practice and attention (Bashir, Azeem &Dogar, 2011). It is one of the productive skills as it is the ability to interact orally with others by sharing with them one's views and feelings (Haidara, 2016). Further, speaking is regarded as one of the most vital of all the four language skills, for instance those who learn a language are stated as the speakers of that language (Ur, 1996 as cited in Leong & Ahmadi, 2016). According to Clifford, in spite of its importance speaking skill has been neglected in many schools and universities due to more stress on grammar and negative teacher-student proportions (1987, in Leong & Ahmadi, 2016). Hence, English language communication is the most shared issue faced by students. Once they lack the needed communication skills they cannot consider as 'industry ready' (Ahmad, 2016). This is not novel to the Sri Lankan university context in which most of the second language learners hardly communicate in English inside and outside the classrooms. Throughout the history the language teachers are in a constant struggle to break this silence and have failed so far. Accordingly, this study seeks to investigate and answer the questions as what are the factors which discourage undergraduates in speak in English and what makes language teachers incapable of encouraging the students in enhancing their communicative competence.

Problem Statement

Considering the government universities in Sri Lanka the speaking ability of the undergraduates and their enthusiasm to speak in English remains at a low level in many of the instances. At times some students can write well but they cannot speak in the equal capacity just because they have no practice to handle the language or they are afraid speak.Thus, as Leong & Ahmadi, (2017) pointed in a speaking class, some learners dominate the whole class while others talk very little or never. The language teachers who are in a struggle to motivate the graduates to uplift their communicative skills also find their attempts in vain as it is difficult to covert the silent learners into dynamic. Hence, this matter requires an investigation to address the issue in-depth to change the already existed negativity and challenges regarding the communicative skills of the undergraduates.

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Research Objectives

This study aims to achieve three main objectives respectively;

1. To examine the relationship of psychological, linguistic and cultural factors with speaking in English.
2. To identify the other hidden causes which demotivate second language learners in speaking in English.
3. To come out with new strategies to encourage the language learners to enhance their speaking abilities.

Limitations of the Research

The research being limited to a single faculty, Faculty of Science, University of Ruhuna, Sri Lankan itself is a limitation. Thus, if it can expand up to the international context and further if it is possible to do a comparison between private and government universities the research will bring more outstanding findings. There is a risk of gaining fake and fabricated data also as the students tried to discuss the questions and select the responses. However, it is believed that the current study will open new frontiers for future research.

Review of Literature

Many researchers have conducted studies concerning the problems encounter by learners in speaking. Unluckily the problem is still observable. According to Heidri&Raihipur (2012) speaking in English is highly affected by demotivating factors. As per teachers; time, classroom and teachers themselves demotivate speakers and as per students; teachers, equipment and class utility block them in speak in English. The issue seems to arise due to the non-English speaking academic atmosphere in pre-university rather than with the competence of the students (Farooqui, 2007; Chawdhury, 2001). In following traditional teaching methods speaking is neglected giving more emphasis on writing and reading (Leong & Ahmadi, 2017; Richard & Rodgers, 2001). But speaking cannot be mastered in isolation since to be good speakers, the learners need sound vocabulary and grammar skills (Leong & Ahmadi, 2017; Baker &Westrup, 2003). Leong & Ahmadi (2017) highlighting Tuan & Mai (2015) pointed that inhibition, lack of topical knowledge, low participation and mother tong use are key issues in enhancing speaking skills. According to Littlewood (2007) as cited in Leong & Ahmadi (2017) language class too can create inhibition and apprehension whenever the class room consists a large number of students but have less time for practicing and since the capable few seem to dominate the learning environment. Further as cited in Leong & Ahmadi (2017) the factors affect in speaking English mainly are performance condition (Nation & Newton, 2007), lack of motivation, self-confidence and anxiety (Karashen, 1982), some linguistics components such as phonology, syntax, vocabulary, semantic and psychological factors (Mahriph, 2014). Although committing mistakes is natural it can negatively impact one's ego disappointing the learners thereby making them silent (Leong & Ahmadi, 2017; Brown 2000). Analyzing the factors which cause speaking a problem one cannot deny inhibition, no motivation to express themselves and low or uneven participation (Nakhalan, 2016; Ur1996). Thus, some

of the factors are related to the learners themselves, the teaching strategies, curriculum and the environment (Nakhalan, 2016; Rababah, 2005). Further as cited in Nakhalan (2016), fear to speak links with correction and negative evaluation (Aftat, 2008), this fear can lead to shyness and makes the minds of the students empty that they will forget what to say (Baldwin, 2011). Hence, as per the research findings of Nakhalan, pronunciation, grammar, fluency are the main causes which lead to speaking difficulties. Moreover no motivation to express, use of mother tong, lack of necessary vocabulary, lack of motivation and lack of target language environment too paralyze the students in speak in English (2016). Reluctance to speak in English has a social aspect, psychological aspect, linguistic aspect and a connection with instructor (Al-Roud, 2016). According to the research findings of Jindathai, management in teaching and learning English, exposure to English and personality moderately affect the speaking ability of the students whereas motivational and attitudinal factors affect in a low rate (2015). Speaking ability is strongly affected by topical knowledge, then students view that they should be confident and finally affected by feedback during activities (Taun& Mai, 2015). Lack of confidence is the major psychological factor which blocks language learners in speak in English. Then, fear to make mistakes and attitude problems appear to be significant. In most of the cases students think that speak in English outside the classroom is the style of people who just like to show off. They think English is complicate and difficult thus putting barriers by themselves and they end up without making any effort to master the language (Haidara, 2016).

Hypothesis

Based on the related literature it was hypothesized that

H1There is a negative relationship between psychological factors and speak in English.

H2 There is a negative relationship between linguistic factors and speak in English.

H3There is a negative relationship between cultural factors and speak in English.

Methodology

The participants of the study were the students of the Faculty of Science, University of Ruhuna, Sri Lanka who followed the credit course unit, 'Speech and Communication Skills' and the language teachers who worked for the same faculty. 50 students were randomly selected from 108 students and they were given a questionnaire which included 15 questions under three segments; consisting five questions under the each category of psychological factors, linguistic factors and cultural factors. The questions were developed in a Likert scale which ranges from strongly agree to strongly disagree. Accordingly, Likert five point scale was followed (strongly agree 5 points, agree 4 points, neutral 3 points, disagree 2 points, strongly disagree 1 point). As the discourse aspect of the study is also important 10 students who voluntarily participated and five language teachers were also interviewed. The interviews were semi-structured and the interview questions were developed in line with the above mentioned three factors focusing on the related literature. Further, classroom observations were also done. The calculated data was qualitatively and quantitatively analyzed. To the quantitative analysis Statistic Package for Social Sciences (SPSS) was used. Mean and correlation of the data set was considered to verify the

significance of the data. In the present study the Cronbach's Alpha was used for calculating the reliability and it turned to be 84% asserting that there is a high internal consistency between the acquired data.

Results and Discussions

The sample of the study consisted of 52% of males and 48% of females who are in the third year of their academics. The common belief is that a third year graduate should have a sound knowledge in English as he or she has been learning English for almost three years continuously even following the other subjects in English medium. As they are about to step into the job market they have an extrinsic motivation in learning English at this stage.

Table 1. English Speaking Ability

Response	Percentage
Very good	8
good	8
moderate	50
poor	30
Very poor	4

As per the table it is notable that just an insignificant number of 8% was in the opinion that they have a good command in speak in English whereas the majority of 50% was moderate and a large number of 30% was in the idea that their speaking ability was poor.

Table 2. How often they speak in English

Response	Percentage
all time	4
almost all time	8
sometimes	46
rarely	34
never	8

It is significant to highlight that the majority of 46% sometimes speak in English whereas 34% pointed that they speak in English rarely. 8% belongs to the never speaking category whereas just 12% (4% and 8% in total) was frequent speakers in English. During the interviews it was revealed that the majority hardly speak in English inside the university and even outside because there's no need to do so. Even if they speak that is only limited to the language classroom; just two hours per week.

Factors which can lead to undergraduates' reluctance in speak in English were considered under the segments of psychological, linguistic and university culture. Mean and St. Deviation were considered in analysis and the effect of mean value was categorized as lowest (1.00-1.49), low (1.50-2.49), moderate (2.50-3.49), high (3.50-4.49) and highest (4.50-5.00).

Table 3. Psychological Factors

Component	Mean	tandard deviation

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Not afraid to make mistakes	2.02	1.186
Not shy	2.44	0.929
Not anxious	2.5	0.789
Confident	2	1.107
Motivated	3.16	0.738
Grand mean	**2.424**	**0.62026**

According to the factors under the psychological domain, despite motivation and no anxious to speak with moderate mean values of 3.16 and 2.5, almost all the other factors appear to be negatively influenced students in speak in English with low mean values below 2.5. The biggest negative influence causes lack of confidence with the lowest mean of 2, then afraid to make mistakes 2.02, shyness 2.44. The grand mean is also recorded to be lower than 2.5 which is 2.424 with a deviation of just 0.62 indicating that psychological factors as a whole negatively influence students in speak in English.

During the interviews it was found that students were afraid to make mistakes as they were really scared of negative evaluations and criticisms of the teachers and peers and worried to lose their face in front of the others. They seem to be shy because they are afraid that they do not have the fluency of a native speaker and think that their English is bad and full of language errors. Therefore, even the students who speak a lot with friends in group activities keep quiet and silent once the teacher asks to come front and present the findings. The anxiety was also found to be situational and created due to their misconceptions. Majority of the students think that they are poor in speak in English and they have labelled themselves likewise. Thus, they are always in a struggle and fear of how to speak well, how to pronounce words correctly and how to come out with a grammatically correct sentence. Lack of confidence is also a biggest issue. The students were in a confusion that whether they could understand what others said and whether the others could understand what they said. This was kind of a constant struggle that most of the students failed to manage. Students did not have positive perceptions of their abilities and always compare themselves with two or three strong speakers in the class and remain silent by rejecting their chances to speak. Thus, those few dominate the speaking atmosphere. Even the teachers pointed that they too forgot to give their attention to the silent students as they never speak and most of the chances are given to those who are willing to speak because it is of no use to call the silent learners to speak as it is just a waste of time. Somehow or the other the students pointed that some speech lessons are very boring and even they didn't have innovative resources and equipment. Consequently they did not feel like speaking. They are demotivated and attending lecturers just to pass exam and keep up their attendance above 80% which was a prerequisite to sit for the examination. Hence, this is kind of Amotivation; a relative absence of motivation that is not caused by a lack of initial interest but rather by the individuals experiencing feelings of incompetence and helplessness with the activity (Soureshjani&Riahipur, 2012; Deci & Ryan, 1985). Anyhow, all the psychological components seem to be interconnected and negatively influence the undergraduates. For example if one is afraid to do mistakes then he or she becomes shy and feel anxious and will lose the confidence and finally will appear as a demotivated language learner or vice versa.

Table 4. Linguistic Factors

Component	Iean	Standard deviation
Fluent in English	2.86	1.178
Have enough practice	2.44	1.013
Can Pronounce well & no vocabulary issues	1.92	1.158
Can understand what teacher says	3.66	1.042

Can concentrate on language activities	3.92	0.877
Grand mean	**2.96**	**0.78142**

Concerning the language related factors of the students it is clear that most of them can understand what teacher says and have the capacity to concentrate on the speaking activities with a high mean values of 3.66 and 3.92. They were moderate in their response regarding their fluency with a mean of 2.86. Hence, the issue remains with pronunciation and vocabulary with the low mean value of 1.92 and practice with the mean value of 2.44. Dealing with the grand mean of 2.99 it was moderate with the standard deviation of 0.78 which was below 1.

Through the interviews it was revealed that the students keep quiet because they are scared of mispronouncing and they can remember few words. Sometimes they really know the answer but never open their mouth. Actually some of them were in the belief that mispronouncing will make their friend mock at them and it will damage their identity inside the university. Thus, they listen than speak. The teachers regularly complain that even the most enthusiastic speaking exercises become very boring and unproductive as the majority of the students keep quiet and force two or three usual speakers in their groups to say something to get rid of the task. The students want to finish the tasks as early as possible, than lively engage with them. As the students are not sure about their fluency, vocabulary, pronunciation and due to less practice whenever they have to present something in front of the others they always write and read than naturally speaking. Most of the students pointed that they hardly remember the necessary vocabulary to speak naturally and they do not have such a practice. Thus they are used to read something written on a piece of paper. Anyhow, because of such negative assessments of themselves in many activities the students seem to use their mother tong, Sinhala as it is easy and comfortable in expressing their ideas. The teachers pointed that in some of the cases some students started in speaking in English and blocked in few seconds and ended up in Sinhala. Since there are no restrictions to use their mother tong in speech class they hardly speak and discuss in English. Although the students said that they concentrated on language activities the teachers pointed that only a very few students lively engaged with the task whereas the others were in different individual tasks and personal matters. Hence, in group activities some spoke very little or not at all. Sometimes they chat with the people next to them when some are honestly engaging with the activity. Sometimes they do not listen to the others when the others are speaking. In Sri Lankan university context speaking is not tested. During school time also speaking is neglected as the major focus is given for writing. Accordingly, it was revealed that what students wanted to develop is writing than speaking because as students who read their degree in English medium writing matters them a lot than speaking though it is totally a false belief. All the four skills are interconnected. To be a good speaker one should be a good listener, good reader and a good writer. Even to be a good writer one should be a good reader, listener and speaker in English. One cannot separate the combination. Therefore, the students should have the capacity to handle the language well in order to speak well.

Table 5. Cultural Factors- (university sub-culture)

Component	Mean	Standard deviation
Speak as much as I can; accepted norm	3.38	0.697
I speak as my peers also speak	1.9	0.814
Speak in English is not showing off	3.06	1.185
Not afraid to look foolish in front of the others	1.88	1.062

Speak in English in communicating with peers inside the university	1.66	0.519
Grand mean	**2.376**	**0.43263**

Here the cultural factors were examined. The students were moderate for the fact that the accepted norm of the university subculture is to speak in English as much as they can with the moderate mean value of 3.38. This is significant because the university subculture prevailed in Sri Lankan public universities do not give much recognition for English due to the sociolinguistic values attached with the language. Thus, there is a high possibility to label students who speak in English as 'showing off'. However, as per the data it is revealed that the respondents were in a moderate reply with the mean value of 3.06 for the fact that speak in English is not any more considered as showing off. With the lowest mean value of 1.6 it is clear that students hardly communicate in English being with their peers. Within university subculture ones identity is very much concerned. Thus, it is significant with a low mean value of 1.8 that students are scared to speak in English because if serious mistakes occur it will damage their image. Consequently, they are very much concerned not to look foolish in front of the peers by showing their incapacities of speaking. With a low mean value of 1.9 the students rejected that they are tempt to speak in English simply because their friend also speak in English. Considering the grand mean of 2. 37 with a standard deviation of 0.43 it was found that university subculture discourages undergraduates in speak in English.

During the interviews it was found that there is no culture outside the classroom to speak in English. The students use their mother tong whenever they interact with their friends. Therefore, there is a less possibility to practice English outside the language classrooms. As the majority of the students believe that their English knowledge is poor they do not like to join with English Speaking clubs inside the university as they are scared to sound silly in front of the others. Some students pointed that they really want to start speaking but since their friends are silent in the language classroom they too feel to be silent and listen what others say. Peer group is a valuable asset of the university subculture. It is the strength of most of the university students as their parents are far away from them. In this context peers are a crucial matter and their impact seems to demotivate the language learners. Even the students highlighted that it is a disadvantage if they speak in English inside the university as such a practice will be marked as showing off the western accent and upper class. It is unnatural. Further, during the interviews it was found that they have their own restricted language and jargon which is almost a fusion of English and Sinhala. Most of the English words are turned into Sinhala by changing a vowel or adding a vowel. Hence, cultural factors also seem to negatively influence the students in speak in English.

The relationship between all the three factors and speak in English were measured using the correlation and found that there was a negative relationship between all the factors and speak in English. Therefore all the hypothesis are proved.

Table 6. Correlation

	Speak in Eng.	Sig. (2-tailed)
Psychological factors	-.816	.000
Linguistic factors	-.731	.000
Cultural factors	-.450	.001

Analyzing the correlation it is obvious that all the r value significantly takes a minus value and sig. value is less than 0.05 indicating the negative relationship between speak in English and all the factors. Considering psychological factors r value is closer to one and it is -.816 which indicates that there is a strong negative relationship between psychological factors and speak in English. Next to that linguistic factors seem to discourage students whereas cultural factors also demotivate students though not much to a considerable extent.

Conclusions

The study proved that psychological, linguistic and cultural factors can extremely discourage language learners in speak in English. Among them psychological issues seem to be prominent. Among psychological factors lack of confidence, regarding linguistic factors poor vocabulary and pronunciation and considering cultural factors peers look more striking in demotivating students in speak in English. To control the negative influence of such factors the language teachers can play a big role. They should create a non-threating speaking atmosphere, have to use modern technology in teaching with innovative and interesting teaching materials. They should not use Sinhala; mother tong in language classes. It is their duty to understand each and every student and their level of performance. Sound feed backs, passionate teaching methods and interesting activities will let students speak more. On the other hand teachers only cannot turn a silent student to speak because that eagerness and energy should come within the students themselves. They should stop underestimating themselves, need not to think about their mistakes all the time and should take each and every opportunity to speak and practice more. As second language learners it is impossible to appear as native English speakers. But at least the students should try to speak and learn from their mistakes. As a support for the students and the teachers the university itself can be a good mechanism in helping students to speak more. The university can introduce new credit courses based on speaking, can implement new language clubs and societies in case of building up a culture inside the university where students feel no hesitation to speak in English. Thus, it is hopefully believe that this study will provide more avenues for language researchers to find out more solutions for such issues in encouraging them.

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EDUCATING NATURE- BASED ARCHITECTURAL DESIGN

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Abstract: *From the time immemorial, human beings have been accompanied with the nature and natural organisms. During this course, human beings change gradually from thoughtless consumer to technical and technological existence. These interactions sometimes lead to different and contradictory paradigms but the natural organisms have always been the inspiring sources for humans. Like other human beings, architects enjoyed such an inspirations and criteria as well [Lang, 2002:40]. However, they necessarily not always successful as degree of their success depended upon their perception and understanding of the nature of organisms. Later, some biological comparisons were introduced focusing on formal and structural aspects to have wider perspective about the nature of the organisms and new rules and regulations. These gave rise to critical faults and disadvantages.*
The present work attempts to introduce some of the principles, rules and regulations related to the natural organism and then describes how to apply those organisms in architecture.

Keywords: Rules of nature, Inspiration, Mimicking, Sustainability, Comparison.

Introduction

During the course of history, human being endeavored so that they can dominate to nature and acquire advancements [Fig1]. This domination has any damages for nature and human beings in many cases.

Initially man was under the direct influence of nature and their whole living patterns were dominated by nature. Human beings always try to safeguard their needs i.e. security and survival. Gradually man is incapable of adverse patience and intends to coordinate nature with them or vice versa. In next process man intends to maximum benefits from the nature and lays ground to damage the nature. Similarly, comfort impulse also existed in recent but understandings to environmental damages have gone up. International community has planned industrial adaptation to the environment.

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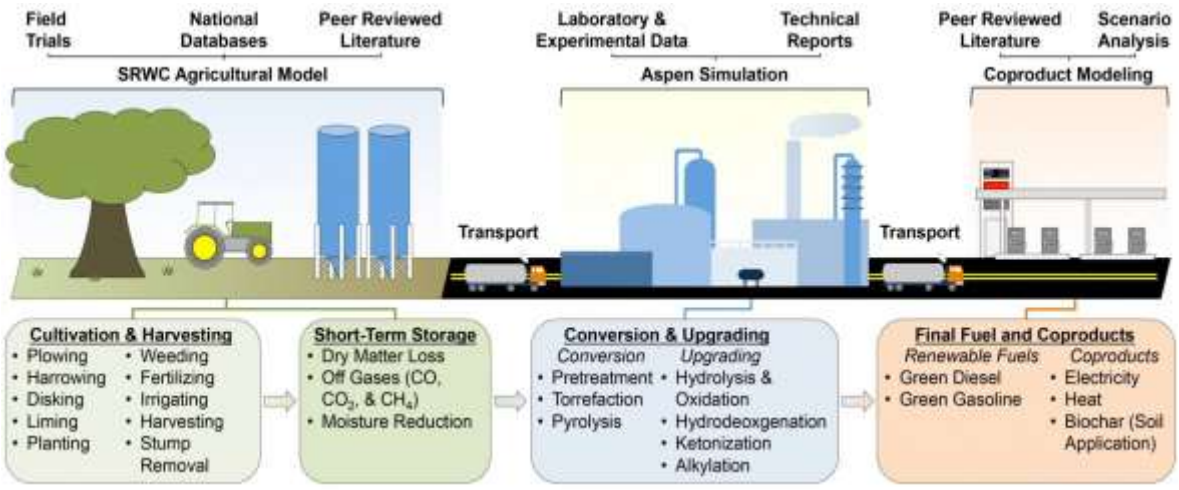

Fig1. The time-line of environmental change (Ganssen, 1965; Schreiber, 1980; Messerli, 1986): Natural ecosystems are characterized mainly by locally adopted and integrated processes in contrast to "urban-industrialized ecosystems", which have a growing and far-reaching impact on air, water and on a regional to global level(Messerli& et al 2000: 460)

Like other human beings, architects attempt attention to nature in architectural design and built process. Architecture is formed under the influence of many elements that are largely divided into the human environment and the physical environment. Moreover, elements that complement each other influence the architecture (Rapoport, 1969). Architecture needs to be harmonized with nature, thus nature should not be considered as a challenge to be overcome. In many traditional architecture of countries, in them approach to harmony with nature have formed unique architectural cultures. It appears that contemporary architecture seems to have lost the capacity to control the architectural environment itself (Kim, 2006:1906) by the end of previous century; a pro –environmental architecture trend began to appear. Although, networks and new methods today propounded in conforming and adapting architecture with nature as recent architecture attempts to model with nature but naturalism has been merely in its form and has led to the emergence of imaginary environment [Hamzenejhad,2006:31-40].in addition of mimicking method from nature in architecture, inspiring of natural organism and metaphoric perception of them also understanding rules governing in natural organism especially living natural systems and use them in architecture can be useful in building.

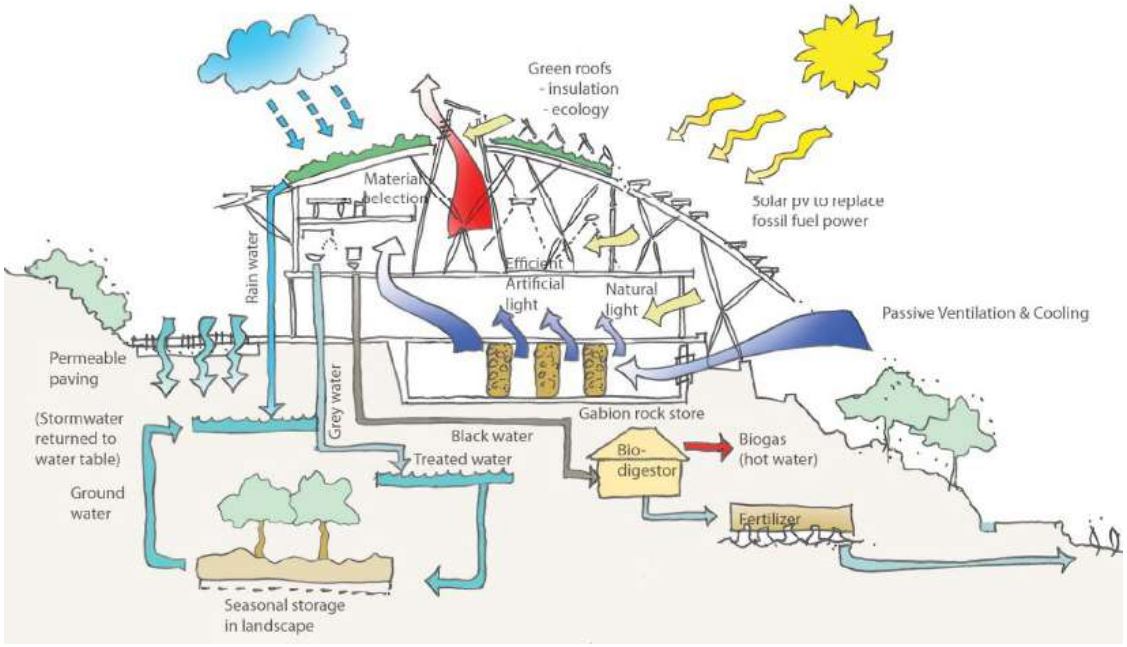

Fig2: Sustainability in Buildings

Comparison Of Biological Architecture

Architecture being important organism has attracted much attention with the usage "biology" in the early 19th century by "Lamark". Primo Levi Italian chemist indicate that "Whatever takes place in chemistry is similar that take place in architecture. Whatever takes place in molecules same occur in Cathedral dome or arch of bridge" (Levi, 1986). Ruskin expressed that "Never mimic anything unless from natural forms" [Ruskin, 1906:247].

Generally, the important biological reality with regard to modern architecture was the relation between form and function. This expression that "form follows function" or" function follows the form" was first brought up in biology[Collins,1998:120-126] and debated for more than half a century. And this eased the propagation of biological analogies because the only way to compare architecture and the city, from the body point of view, with a living creature is to rely on the relation between form and function. The other expression, which has been borrowed from biology in architecture causing discussion on form, shape and relation, is the word "organic" that can be used in studies and researches about the structure and skeleton of animals and plants. The biological discussions interpret the relations of small parts to the same organs that create a thing [Ibid: 126-130].

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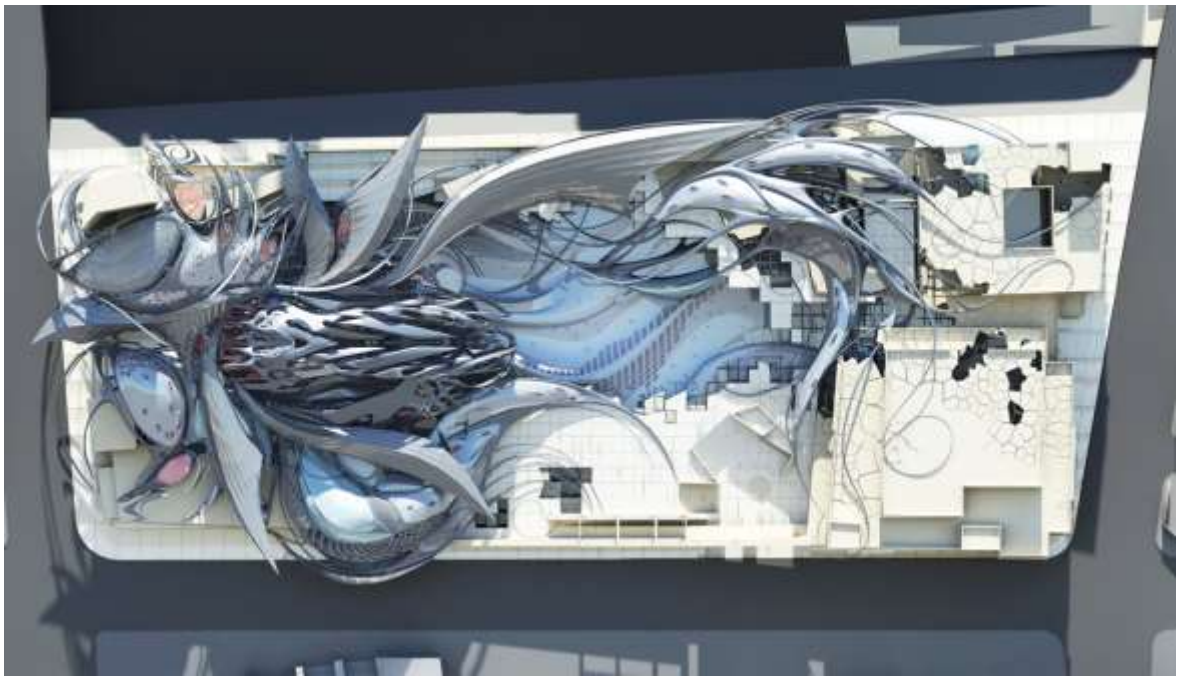

Fig3: Biological Architecture

The beginning of such biological analogies can be attributed to" Wright" and "Sullivan". While "Sullivan" first put forward these analogies, "Wright" created a kind of organic architecture by designing non-symmetrical plans[fig2], creating movement, using the environment's materials, and composing the architecture with the nature According to him, organic architecture has to be devoid of useless and superfluous forms [Aguar, 2003:77]. Biological analogy that expresses "form follows function" is one of the most fundamental bases of theoretical functionalism in modern architecture. However, it has ever been formal and substantial who's every organ is compared with the other, without paying attention to the soul and concept inside the organ.

The structural designs that occur in nature—in molecules, in crystals, in living cells, in galaxies—is the proper source of inspiration, can affirms, for the design of man-made structures. Principles governing in natural organisms lead the designer in this "natural" direction, beyond the familiar limitations of the right angle and the cube and into a richer world of forms based on the triangle, the hexagon, and general polyhedral, as well as saddle polyhedral spanned by minimal continuous surfaces [Pearce, 1980].

Nature at all levels builds responsive and adaptive strategies that conserve material and energy resources through the use of modular components combined with least-energy structural strategies [Ibid].

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Figure4: "Falling water House" is a lofty sample coordinated with nature and architecture (Wright, Pennsylvania, 1934, 1938, 1948).

Patterns from Natural Systems in Architecture

Investigation in biological architecture express that inspiring from natural organism are usually in three ways as mimicking from nature, metaphoric inspiration from natural structures and patterning from rules governing to natural organisms.

Mimicking patters: In this type of patterning imitation, there is no attention to fundamentals of structure. For example the earth's layers can form the forces that affect it and take its form while the architects omit these forces and use just the layers forms.

Metaphoric patters: Here, an abstract form of nature is used for equilibrium and sustainability [fig3]. Metaphor keeps us from being superficial towards extents and we know it as a way towards creativity in architecture [Antoniades, 2002:63].

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Figure5: Metaphorical inspiration from eye in architecture (Calatrava, 1996, the City of Arts and Sciences complex, Valencia, Spain).

Pattering from natural systems rules

Recognizing rules in living natural systems and application them in architectural design is one of the ways by the architects. In Sundial Bridge at California [fig4] Calatrava utilized symmetry of birds and their changing capabilities and movement and also resistant ad durability rules against any forces with utmost professional way in his projects [Mort, 2009]. It is built with steel, glass and granite and appears to cantilever over the water, protecting environmentally sensitive areas and salmon habitat. There are actually viewing platforms at both ends, giving visitors a variety of vista points from which to see this marvel of design ingenuity [white, 2006].this project can be both metaphorical pattern and Pattering from natural systems rules.

Inspiration for this project where influenced by Puente Del Alamillo with the fling bride and the skeletal form of his once pet dog being at the forefront of his ideas." Nature is believed to have some of the most functionally efficient forms and so Calatrava uses this to produce magnificent works of art form everyday sights and experiences" [Mort, 2009].

Figure 6: Calatrava, 2004, Sundial Bridge, California

Rules governing on natural organisms and way using them in architecture

Correct use of design rules is in a way that probably there may be no formal similarities between organism's structure and building. Thus we must look into the essence of organism and rules that dominate them. Here, we bring some natural orders that are used in architecture.

Behavioral method against forces

The behavior against the imposed forces and loads is one of the most important reasons of existing structure. The strategies of organisms against these forces are so interesting and make one think deeply. In architecture too, we can find so many using these strategies. Aspects related to Behavioral method against forces can discern in static and dynamic phenomena. Evading bending stresses can be carried out in a static construction, whereas evasion is a dynamic strategy.

Static strategies

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Resisting the forces by pressure and tensile stresses and evading bending stresses are the usual way of the structure resisting by bearing the stress in its parts. Attention to the type of stress is useful in making the structure more efficient.

Organisms always try to make use of compressing tension stresses to the larger possible extent in their structures and use bending stresses merely if structures possess layer essence. The gradual perfection of structures from bending towards compressing and tension like tents and shells is in this direction. Designing buildings that can less absorb of horizontal and vertical forces are kinds of this task.

Use of obtrusive forces against each other or against themselves is seen mostly in plants. As an example, during windy hour trees store some of the wind energy in their stems and release it during the fluctuation in the movements. This strategy is often seen in traditional architecture that is defined as "contradictory forces" that we may see in neutralizing the forces of vaults [fig5].

Figure7: balance of great vault by contradiction of forces in "Sasaniyan" period of Persian architecture (Iraq, *Ivan*-E -*Madaen*)

Flexibility and deformation in order to resist the forces in natural structures is much obvious. It is for this reason that birds build their nests on fragile and flexible branches. Using structures with less materials and more flexible is the example of those architectural works.

In order to minimize the amount of forces affecting the structure, natural structure especially plants respond with bending to natural obtrusive forces. However, there is very less probability of reaching to this phenomenon. Still, the reflexive buildings that take aside against external forces have not been observed. In nature structures are conformity to transformation path of forces. Pier Luigi Nervi (1891–1979) was inspired from structure of Sunflowers [Fig6-left] in the built for the Italian Air Force [Fig-right]. In this building structure of roof was shaped based on Isoestatic curve lines that have maximum tensions.

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Figure8: Form has shaped based on Isoestatic curve lines (Nervi, 1932, Orvieto Italy, Italian Air Force)

Another example for coordination between from and forces is form of marine asset. Bivalve sell has a folded structure that can be resistant against bending forces [Fig7-left]. Folded plates structure in architecture can be inspired from these forms [Fig7-right].

Dynamic strategies

Natural design is done by load weighing and correction cycle. In an area where strong winds blow; roots of plants generally grow thicker against the direction of wind. In the form as well, plants grow in conical condition and their stems during the growth, bend towards the direction of wind. On the rear side of wind, rings of the trees are more compressed whereas on the opposite side they are more tensile. In the other words, environmental structure compare to the mechanical tensions especially effect with the wind [fig8]. Mobile structures of Calatrava or dynamic structures can be named for these kinds of buildings. Flexibility in many natural forms is visible. In complex life

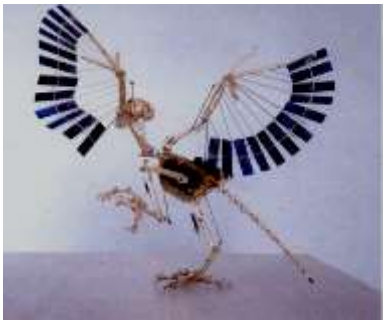

Figure 9: Symmetrical movement of living beings can benefit in symmetrical construction of mobile architecture

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Oneness structure and material

In nature there is no clear cut between material and structure. In architecture, pyramids of Giza Egypt [fig9] and Yokohama Port Terminal are good examples of this aspect.

Figure10: integration between structure and space, correlation between structure and material in the Great pyramid of Giza.

Integration between all parts in natural organism is understandable. Example for integration between structure and material in nature is natural stone arches that transfer pressure loads in the best way. Theses natural structures instance The Rainbow Bridge [Fig10] in Arizona and Landscape Arch in Utah are the sources of some architectures among Utzon in designing of Sydney Opera House.

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Figure11: Rainbow Bridge in Arizona is the largest natural bridge in the world

Organisms have the best structural form with the least amount of materials. Materials used on the basis of performance and conformity with natural forces and in harmony with form. One of the good examples of this principle is used in eggshell. It's structure is three dimensional form that transfer forces and tensions in pressure way. This principle is basic criteria in design of domes and thin shells in architecture. In the traditional Persian architecture, minimal use of material has always been of a great importance. This principal in modern architecture was revived by Van Der Rohe in an exaggerated way with the dictum "less is more" and their Farnsworth House [fig11] demonstrates this view. This principle is most often observed in the works of some architects like Otto, Calatrava.

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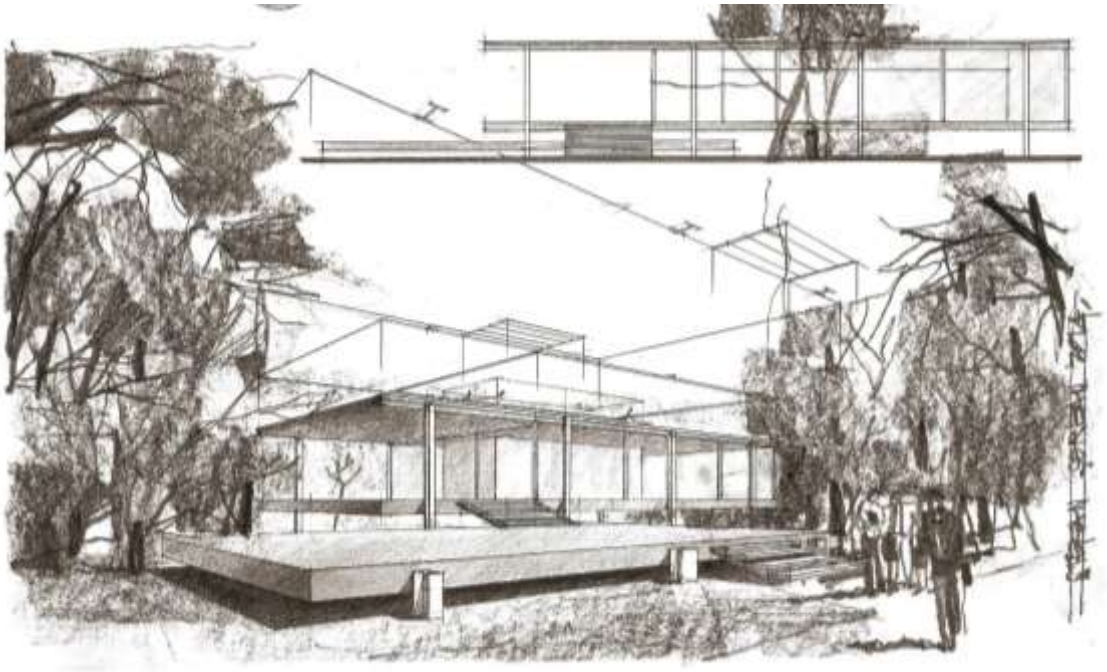

Figure12: Van Der Rohe based on his dictum"less is more" use least material and light structure (Plano, Kendall County, Illinois, U.S. , 1945-51, Farnsworth House).

Using analogue models to find the form of a building in relation to the flow of forces, the geometries of scaled models should be transform. But in formal approach, mimicking is the best way to understanding and using functional and constructive aspects [Gruber, 2008:2].

Reaction to environmental influences

This principle is important topic in natural organisms. Reactions are usually towards sun, wind, Temperature, humidity and sounds in different ways. For example sunflowers return to sun pass in the sky to achieving maximum energy from sunshine rays [Fig12].in buildings reaction to environmental influences is planed and integrated into the it's design process. Building can be react through opening/closer control of access of living organisms, material or energy, movement of building parts, change or improvement of elements, space or internal environment [Gruber, 2008:5].using self- cleaning materials, remote roofs and surfaces or elements that can be adapt internal spaces and external surfaces with temperature, humidity, sunrays, sounds, desirable and undesirable winds and smells are actual ways for using of this principle in architecture. Intelligent buildings are good example for reaction to influences [fig13].

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Figure13: Reaction to environmental influences in this project; integrates technology, multimedia, intelligent systems and user interactivity to create customizable living and working spaces that focus on experience (James Low, 2008-2010, Cybertecture Egg, Mumbai, India)

Discussion and Conclusion

Architecture and its design is the process to choose the parts and reach to a unified wholeness. The basis to understand this phenomenon is deep insight on the architectural methods. In order to acquire a general outlook of architecture with a fixed aim, acquaintance of parts and their interrelations are necessary. Natural organisms that are the outcome of million years of gradual perfection, in a way give very instructive samples of such relationships between the parts are arise from the systematic essence of organisms. Inspiration from natural organisms can be useful in achieving an integrated and aimed architecture. The objective of such bodily and formal comparisons and inspirations are not the comparison between organism and architecture because different insight of this scale and inspiration encounter deficiency. The real aim is to identify natural characteristics and organism as well as rules and regulation governing on their structure. In better words, the aim is to accede systematic and organized compare to organisms, to increase the power to understand existing systematic structures, to acquire and extract principles and recreational tools of this order and other hidden values in it and to use these valuable perfect ions in architecture. The principle such as the manner to confront the natural forces, some of the characteristics include: selection of material, proper geometry, relation between parts, selection of the quality of the parts according to their necessary application, the way to join them together, the way to arrange in axis, hierarchical order of the system, differentiations in scales, forming

factors and so forth, flexibility, reaction to environmental influences, harmonization between nature and sustainability.

Encountering with natural systems, usually architects attempt to percept of proportions and form or aesthetical values but engineering try to understand and analysis ecstatic and dynamic rules, material resistance. Combination of these methods is useful way in biological architecture.

Finally mention this point is important that comparison between building and whatever gradually occurs in nature is only part of design needs. Because buildings are regretful from widely political, social, humanistic and contextual needs besides structural and functional efficiency. By understanding rules of nature and using them, we can create high efficiency and proportional forms that we can named aesthetical structure. Whenever, aesthetic and efficiency assembles in structural forms that follow natural rules, we can claim that theses structures are same natural modeless.

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THE ELEMENTS OF INTERACTIVE FICTION IN "PROMINENCE"

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Abstract: *"Prominence" is a new adventure computer game. It is also new as a genre of interactive fiction in the corpus of electronic literature. Hence, the study of "Prominence" in the context of interactive fiction genre is also a study that has not been carried out yet exclusively in the aspect of its structure. For that reason, this paper aims to primarily focus on the structure of "Prominence". Mainly, the structural elements of interactive fiction in "Prominence" that will be discussed are pronged by four elements; a computer program, potential narrative, world model and game. By focusing on the four main structural elements, this paper shows how "Prominence" works as an interactive fiction. The interactor's interactivity with all these four elements of interactive fiction in playing, engaging and navigating discourse would likely give a diverse sense of aesthetic experience while interacting with the play, which is called immersive pleasure. The discussion on these elements of interactive fiction supports the interactor to successively challenge their self to fit into the play and draw inference on new ideas and information they find during interaction.*

Keywords: Interactive Fiction, Structural Elements, Montfort, Game

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Introduction

After the debut of interactive fiction in the late 20th centuries, conventional readers are also seemingly seen as the potential interactors in interactive fiction. In view of the fact that they can use a wide array of technology at their fingertips, for instances, navigating, seeing images, watching videos, and hearing sounds and special effects that are inserted in the gaps of every narration, similarly as gamers. In addition, this type of narratives provides a huge amount of hypertexts that serve as a tool to expand the story lines. Therefore, interactive fiction, also called IF, allows interactor to enjoy the opportunity to experience the acts of engaging and immersing, in which conventional readers cannot experience in the printed novels. Presently, writers and designers of interactive fiction have vigorously created narratives that combine all the elements of media convergence in order for the interactor to achieve the fullest pleasure in enjoying interactive fiction as new media. As an example of the latest interactive fiction is "Prominence". Since the full project launched in 2015, it is predicted to comprise the latest invention of digital technology.

"Prominence" has become one significant example of a comprehensive interactive fiction because it has what it takes to be an interactive fiction; story and game. That is why "Prominence" is considered as a new kind of storytelling in electronic literature world. "Prominence" started as a computer game invented by Mike Morrison and his team, Digital Media Workshop. But this kind of game has a lot more to offer than just a game-play. Its digital form has smartly expressed its new narrative form in the promising way. The interactor will realize some new features added to "Prominence" as compared to other interactive fiction in which sophisticated and highly digitalized. Perhaps, this will lead the interactor to completely absorb in engaging and interacting with "Prominence". For the interactor to be immersed when interacting with any kind of interactive fiction, an ability to closely engage with the work is indispensable. Thus, more engagements will produce more interactions. Therefore, this has driven a motivation and desire for this paper to analyse the nature of "Prominence".

Theory

Nick Montfort

The phrase "interactive fiction" (or so-called IF) is first used in the area of Infocom‟s marketing in the early 1980s (Plotkin & Kudla, 2011, 66) and often referred to digital versions of literary works in which the interactor uses text commands to control player characters and influence the simulated environment. Interactive fiction is also often understood as a form of video game or text adventure because of the way to interact with the play is by typing text and pointing-and-clicking. Henceforth, when going through researchers‟ works, IF is often found and widely used as a short form to refer to the interactive fiction and its related literary works.

Nick Montfort‟s theory of interactive fiction will be applied in the study, given the importance of perception in analysing immersive pleasure, even though the theory is still developing. In this theory, Montfort (2003) tries "to build a theory of interactive fiction that is useful in deeply understanding how interactive fiction is experienced, and how better sorts of works can be created." This meshes well with the offerings of "Prominence", which fall into the interactive fiction category. "Prominence" claims in its mission statement that it

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wants to sell not only a product (software), but also a feeling; therefore, the interactor‟s involvement in interacting with "Prominence" cannot be taken lightly. It should be studied seriously because it will play an important role. Thus, in order to analyse how the immersive pleasure which derived from the interactor‟s interactivity works in "Prominence", the theory of Montfort is therefore more relevant to the study.

Indeed, the theory of interactive fiction by Nick Montfort is applied in the study. In his first book Twisty Little Passages (2003) on the discussions of interactive fiction, Montfort originally defined that interactive fiction includes the necessity of a computer. It is still possible to develop interactive fiction for use without a computer. Such an example would be the "Choose Your Own Ending" series of handheld books. Montfort (2011) further described interactive fiction as "a category that is typically represented by the text adventure or text game, has literary, gaming, and other important aspects". Even so, interactive fiction is not a completely new paradigm. There are some debates touched on the significant aspects of interactive fiction, but there is no theory that has been developed exclusively on interactive fiction. Even though the theory is still developing, Montfort (2003) tries to construct a theory of interactive fiction that can benefit interactive fiction community in order to gain better understandings on "how interactive fiction is experienced", and "how better sorts of works can be created".

Approximately, this is a working definition of interactive fiction by Montfort, "a game that is controlled by textual input, understood as its natural-language meaning (to some degree), and that provides a simulated game world, which behaves according to natural rules (to some degree)" (Plotkin & Kudla, 2011, 62). Based on Montfort‟s theory, the nature of interactive fiction consists of a "computer program" that has "potential narratives" in the virtual "world" and also a part of "game" which then referring to the structure of interactive fiction in the play. Montfort somehow did not include "interactor" as one of the principles of interactive fiction. This is because the function of an "interactor" represents in every principle to develop the process of exploration or engagement in the play. The word "interactor" is first created by Montfort to replace "player" in the interactive fiction since the term "interactor" shows a better meaning of an individual who interacts with the interactive fiction works. Whereas, the term "player" has other meaning associated to an individual who plays games. Therefore in this study, the term "interactor" will be used instead of "player" during the course of the analysis.

As a matter of fact, Montfort assured that the principles of interactive fiction have an impact on the interactor‟s immersive pleasure. In his theory, Montfort (2003) shows that interactive fiction has its own basic principles in terms of "program" which is referred to a text accepting and text-generating computer program, "potential narratives" that is, a system which produces narrative during interaction, "world model" which is a simulation of an environment or world, and "game" that is a structure of rules within which an outcome is sought (p. 2). These principles are identified to explain how the structure of interactive fiction works with the interactor. First and foremost, interactive fiction is recognized as a text accepting and text generating computer program because interactive fiction is a computer program that receives commands from the interactor and produces responses from the play or the player‟s character. Here, interactivity occurs between both parties. Additionally, interactive fiction features two distinct modes of writing; the player input and the game output (Montfort, 2003, 3). Therefore, interactive fiction understands natural language to an

extent and replies to this input in a meaningful way (output). Secondly, interactive fiction produces potential narrative during interaction between the interactor and the play. Potential narrative could only exist when the interactor and the play interact. As a form of new media, it allows for the discovery of new texts upon repetition with different explorations.

Thirdly, interactive fiction also consists of "world model" which is a simulated environment of virtual world, which can be explored and interacted with, and the interactor‟s actions bring an immediate effect to the world. This simulated environment of virtual reality has also been called "rooms", "locations" or "areas" depending on the types of places the interactor enters (Montfort, 2003, 11). This third principle is also the highly influential part where immersive pleasure is found within the interactor of interactive fiction. Fourthly, interactive fiction is identified as a game, meaning that it has a specific goal, and certain rules which must be followed and is played voluntarily in order to reach the outcomes. The rules are either to be followed or meant to be broken. Therefore, the outcomes may vary either be positive or negative. Interactive fiction at its best is both a rewarding "reading" experience and a challenging game.

Analysis

Further, this paper will discuss on the four elements of interactive fiction in "Prominence" lay out by Montfort. As discussed above, by using Montfort‟s theory of interactive fiction, there are four elements of the structure of interactive fiction. The central elements of the structure of interactive fiction are listed as follows:

- text-accepting, text-generating computer program;
- simulation of an environment or world model;
- potential narrative; and
- game

The interactor‟s interactivity with all these four elements of interactive fiction in playing, engaging and navigating discourse would give a diverse sense of aesthetic experience while interacting with the play, which is called immersive pleasure. This discussion about these four elements of interactive fiction helps the interactor to subsequently challenge their self to fit into the play and interpret new ideas and information they find during interaction.

Certain elements are used in an excessive way; more or less, in all variation of interactive fictions. Mike Morrison and his team have produced a complex, highly advanced program (software) but accessible version of interactive fiction of "Prominence", to promote interactor‟s aesthetic experience in a very different way than other kinds of interactive fiction. Instead, the team sometimes puts a specific overt dimension to upraise interactor‟s interactivity and test their senses of engagement and immersion as well while playing "Prominence". This chapter will describe how the interactor‟s perspectives while interacting in the play can be differentiated from what is computed and displayed by the program (Montfort, 2003, 24). Therefore, the four elements would prove that "Prominence" is not only a computer game; it is more of an interactive fiction. Further, the following elements of interactive fiction are used to discuss interactor‟s aesthetic experiences and interpretations during interaction

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Text-Accepting, Text-Generating Computer Program

First and foremost, "Prominence" is recognized as a text accepting and text generating computer program. This means that "Prominence" produces text-based communication between interactor and the play. As in "Prominence", Montfort elaborated that text accepting is referred to as the play accepts textual responses produce by interactor while interacting with the play. Whereas, text generating means the play displays additional text in reaction to what has been typed by interactor. Here, there is interactivity occurred between both parties. "Prominence" produces a text-based hacking system where interactor communicates with the portable computer by using text-based communication in order to find location, or to know the method to activate power, or even to gain information about certain room.

There are two types of generated texts in "Prominence"; descriptive text and command text. The first type which is generating descriptive text allows interactor to obtain some information about the past events and people that had happened to the place or area the interactor currently interfaces. Obviously, the main computer system placed in front of the next room consists of some descriptions about the next task interactor has to complete. If interactor requests the details from the main computer, they would respond by text-based behaviour. Generally, the text produced by interactor is short and simple because interactor intends to seek for answers. Meanwhile, the text produced by the play is frequently in a long description and full of details because the play tries to give as much information as they could.

Figure 1: Generating command text

Between the two types of generated texts, generating command text is the most widely used in "Prominence", for instance as shown in Figure 1. As in "Prominence", much of the pleasure comes from the sense of exploring, going deeper and deeper into the spaceship and discovering unexpected passages. Interactor often confronts with the malfunctioned doors, elevators and power supplies. Thus, in order to solve the problems the interactor needs to communicate through the portable computer they have in the inventory to find for solutions. The interactor"s useful generating command text generally consists of contributions such as *help*, *activate*, *deactivate*, *open*, *close*, *quit*, or *restore*. But such texts

are actually understood within the specific domain of the interactive fiction world, by the work‟s parser. The interactor can use such commands only to control a particular action for certain time, as in to manually open a malfunctioned door or activate an elevator. Therefore, they are then translated into action by the interactor.

Figure 2: Zooming out the symbol of „eye‟ sign detects a notable detail or magnifier

For basic navigation in “Prominence”, the interactor moves the mouse to look around and the cursor would change whenever there is some interactions involved, for example as illustrated in Figure 2, the cursor will change into an eye whenever there is some notable detail or magnifier when there is an opportunity to zoom in and take a closer look, the cursor will change into a hand when there is an action that can be performed, and it also turns into an arrow when the interactor can move in a particular direction. This kind of text generating system controls the interactor‟s action by minimizing the interactor‟s options that could be used in each task which needs to be completed. It also helps giving some clues to the interactor of what they actually need to do. Thus, the interactor will never get stuck in a particular room with no progressing. This basic navigation is one of the ways to interact between the interactor and the play. In addition, the interactor also obtains information through cameras (CCTV) and computers. Those provide their own backstories about a particular location or event. Information that is saved in the CCTV used voices as the interaction between the interactor and the play. This kind of accepting text control system helps the interactor to gain better understandings about the situation they confront with. The collected information would be stored in the inventory together with all the emails and voicemails the interactor receives and could be used by the interactor to unfold other mysteries.

Generally, this play features two distinct modes of text writing; input which produces by the interactor and output which produces by the play (Montfort, 2003, 3). Therefore, interactive fiction understands natural language to an extent and replies to this input in a meaningful way (output). In brief, Montfort has come up with the best description of what is input and output. Based on Montfort‟s analysis, input is anything the interactor contributed. As example as when the interactor pressing the space bar to typing a long text. Whilst output is any text produced by the program even if this includes things previously typed by the interactor (Montfort, 2003, 25).

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Figure 3: Zooming out in-game footage of a scene where interactor picks up the key card (input) and the play adds the key card to the inventory (output)

Figure 3 shows that an output has appeared on the screen to deliver a new message for the interactor‟s information. For instance, a message sayings "ADDED TO INVENTORY: KEYCARD" appears as soon as the interactor picks up the key card on the floor. The message acts as an output to the interactor as a reply to the interactor‟s action of picking the key card up. Moreover, the output would include additional information about its function for each collected item. Thus, the interactor would use the information later in the next stage of interactivity. This sort of output would come out on the screen for multiple of times whenever the interactor picks an item from a particular place.

Therefore, "Prominence" is considered as a text accepting and text generating computer program because of the levels of accomplishment of the text-accepting produced by the interactor and text-generating produced by the play while interacting to each other, and the examples is shown in Table 1 below. The more the interactor interacts with the play, the more the levels of accomplishment increased. As compared to fictional story in the printed form, there is no input involved during the reading because only the story gives output to the readers, since readers use their imagination and logical sense to arrange the story in chronology. "Prominence" seems to be a new kind of story telling that uses computer and other digital devices as a different platform to experience the pleasure of immersion by playing "Prominence".

Table 1: Levels of accomplishment and the examples of the text-accepting and text-generating computer program in "Prominence"

Levels of Accomplishment	Text-accepting	Text-generating
1 (Novice-Curiosity)	Novice collects key card	Key card is added in the inventory
2 (Advanced beginner-Sympathy)	The advanced beginner reactivates A.N.N.I.E	A.N.N.I.E produces information of the condition of a particular room or situation
3 (Competent-	The competent finds schematic to fix A.N.N.I.E	A.N.N.I.E gives order to search for schematic

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Identification)		
4 (Proficient-Empathy)	The proficient accepts a termination of contact from A.N.N.I.E	A.N.N.I.E realizes the truth and comes back online
5 (Expert-Intimacy)	The expert sacrifices his safety by floating to the damaged research room to take navigation module	A.N.N.I.E directs the expert‟s way and clears his vision from debris

Simulation of an Environment or World Model

Secondly, interactive fiction also consists of a simulated environment of world, which is also called "world model". The analysis in this chapter will not follow Montfort‟s order of the elements of the structure of interactive fiction; text-accepting and text-generating computer program, potential narrative, simulation of an environment or world model, and game. But the analysis will put simulation of an environment or world model as the second elements come after the first element of structure. This is because potential narrative could only be occurred in the virtual world. Therefore, the simulation of an environment of the virtual world should be discussed second before the discussion on potential narrative is elaborated.

The world model of "Prominence" can be explored and interacted with, and the interactor‟s actions bring an immediate effect on that world. This kind of world is considered virtual reality in nature. This simulated environment of virtual reality has also been called "rooms", "locations" or "areas" (Montfort, 2003, 11). Instead, this third element is also the highly influential part where immersive pleasure is found within the interactor of interactive fiction. As regard to Montfort‟s explanation on the third element, this three dimensional world model in "Prominence" is "no less than the content plane of interactive fiction, just as story is the content plane of a narrative" (Montfort, 2003, 26). In brief, interactive fiction world is a reflection of the real-life world the interactor live in, that is created in order to make them "absorbed" and being "immersed" in the world until they believe they really live the world literally.

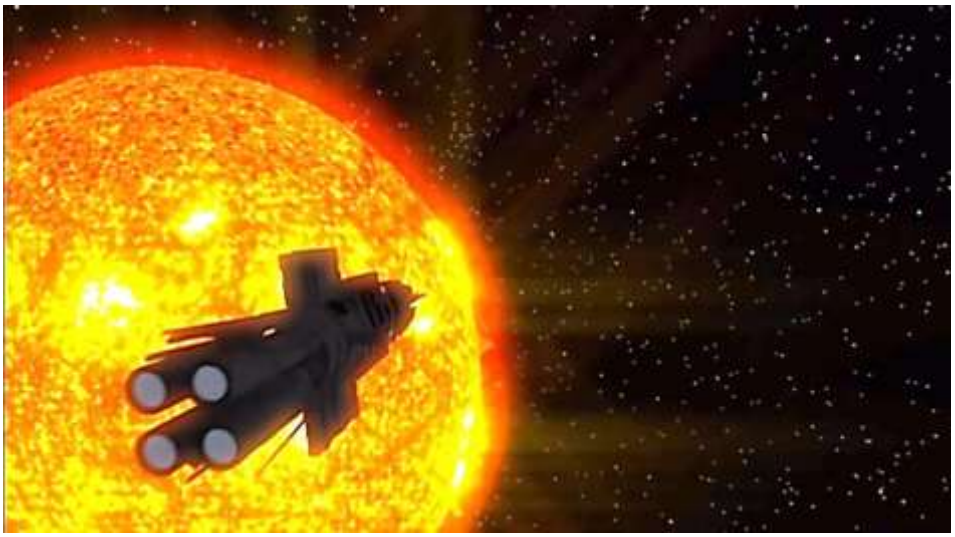

Figure 4: A screen shot of the location of Vanguard ship which is not far from the solar prominence

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Basically, "Prominence" simulates make-believe situation of real-life event in the space, as illustrated in Figure 4, where there is one world that is a huge spaceship named the Vanguard Ship, with a team of 30 experts. In the play, the location of the spaceship is shown not far from the solar prominence that has created explosion and severe damage to the ship. In due course, the fire that is looping hundreds of thousands of miles into space as a result from the solar prominence eruption has created debris which could destroy if not all, a part of the ship. After all, this is the main reason the ship cannot function well as before.

When moving around, point and click adventures like "Prominence" will often have the interactor jump from location to location so that interactor could walk into the world and see the transition from one location to the next. The influence of colours also appeared here. In the context of psychology, brighter colours represent positive mood. This fact is useful and accurate because throughout the mission the interactor would find that he has escaped the negative side of bad feelings such as frustration and deadlocked when entering the rooms and even when passing by the three junctions. The rooms and pathways are illustrated in brighter colours and objects are seen clearly than previous stages. This sudden change of colours also represents the interactor‟s enhancement in behavioural skills. Thus, without a doubt, the interactor‟s performance would improve and the potentials of hardships in the interactivity are getting smaller.

The spaceship consists of four main floors from which the interactor starts his mission on the second bottom floor which is the second level to escape to the bottommost level which is the hangar where the shuttle ship would fly back to the new residence. Each floor then consists of at least two to three different rooms that are locked where interactor needs to break the rooms by any methods to escape to the next room until they can reach the next floor. This sort of situation happens in "Prominence", which really helps create the sense of scale and minimizes the chance of getting lost and confuse as interactor explores the simulated world. "Prominence" also builds in the ability to override this transition, where interactor can do that in the option menu or simply holding the control key while clicking to move so interactor does not have to sit through them if interactor does not want to or if interactor becomes comfortable with the particular location. The transition of rooms in the spaceship and the change of colours are shown in the following Figure 5.

Figure 5: In-game footage of the transition of virtual rooms to enter into another room in the spaceship

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Apart from that, the frame story of "Prominence" is diegetic, which creates the purpose to describe the relations among the plurality of narrating cases within a narrative (Coste & Pier, 2011, para. 1). It is called diegetic because of the telling of a story by interactor who summarizes events in the plot and comments on the conversations, thoughts, and of the characters. The virtual world of "Prominence" may be linked in certain ways to create a real situation in the sense of logical acceptance, as well as to allow the interactivity progress runs smoothly for interactor. Furthermore, the interactor typically types what the player character is planning to do, who exist within the virtual world. Interactor would generate new ideas or strategies while interacting because of different circumstances they face in the virtual reality world. Thus, this kind of world is not merely the real setting of the recognized real-life world, but this virtual world also serves to force and describe the operation of the narrative-generating program.

Besides, "Prominence" is the sphere in which these narrated events and other elements occur while interactor engages and interacts with the play. In addition, Montfort also viewed that there is one characteristic of an interactive fiction work that qualifies "Prominence" to be called "simulation of world" which is traversal. In general, the term traversal means "crossing" (Montfort, 2003, 32). Literally, traversal refers to a progress encompassing from a preface to a final reply, and from an opening situation to a final situation. Henceforth, as "Prominence" to be considered a complete interactive fiction, it should have a successful traversal in which ends with a final situation that corresponds to winning and this traversal is reflected in the simulated environment or world model of "Prominence".

Therefore, "Prominence" is a simulation of real-life world that is interactive. Because of that, "Prominence" is totally different from the conventional printed works which is the representation of real situations in a chronology. In other words, "Prominence" is not a representation but a reflection of real-life events and situations. Based on the three dimensional world of "Prominence" built by Morrison and his team, the interactor who interacts with the play is actually believed that they are having a real battle of survival to escape the abandoned place. Projecting a reflection of real world in "Prominence" is essential to make the interactor feel amused with the scene, colour scheme, sound effects, as well as the mission. As a result, they would not care much about their surroundings and continuously focus on the world they have been only. This part also contributes to the interactor‟s experience of immersive pleasure in the play since the interactor becomes unconscious with the reality outside the virtual world.

Potential Narrative

Thirdly, "Prominence" is also a potential narrative, that is, a system which produces narrative during interaction between the interactor and the play. This third element is importantly pointed out to allow "Prominence" to be considered as a kind of interactive fiction. As a form of new media, it allows for the discovery of new texts upon replay with different explorations. "Prominence" has the potential to produce narratives; where in most common cases are resulted from the interactor‟s act of typing words that effect interactivity in the interactive fiction world. Besides, "Prominence" has a variety of signs and symbols that work as a short cut to obtain new information as well as directly generating a new narrative to

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relate the previous narrative with the new one, since the option to shape the journey lies upon the interactor‟s hands. Such signs and symbols that are found in “Prominence” constantly includes „eye‟ for observing or obtaining information, „arrow‟ for direction, and „hand‟ for touching.

To have a potential narrative, “Prominence” should have a system in which the interactor and the one the interactor interact with, in this case, the player‟s character. Besides that, a part of the system is the puzzle. For the puzzle in “Prominence”, there are several kinds of puzzles created such as dynamic but challenging mix of traditional inventory puzzles, graphical interface puzzles, keyboard-based hacking puzzles, as well as environmental puzzles, and they all tied directly to the narratives, which lead to another big part of “Prominence”, the character. Many of the characters in “Prominence” have their own arcs that are unfolding alongside the main stories. They will see and hear different perspectives on the plot from different characters as the play progresses. There are about 30 characters in “Prominence” have speaking rules. Over the course of the play, the interactor would uncover emails, voicemails, and sometimes even the entire conversation that played out between multiple characters in believable ways that are connected directly to the story.

The most important part of potential narratives is, the interactor interacts with A.N.N.I.E, a highly advanced computer artificial intelligence (AI). A.N.N.I.E basically stands for “Advanced Neural Network Information Entity” and as an entity; she cannot be seen on the monitor. She is invisible and the interactor interacts with her through her voice that interactor hears. She is another evolving character and her voice and personality transform into valid as a result of interactor‟s action. Interactor has unintentionally reactivated her online in the Central Computer Control Room. Gradually and without realizing, the interactor transports his self into A.N.N.I.E and share the same experience, information and feeling as her throughout the journey. The interactor will experience “Prominence” differently. By having a “voice” for the protagonist, the play would be locking the interactor into one single version of that experience. The play hopes that the interactor will react to the events of the game and be the voice of the protagonist.

Figure 6: In-game footage of the location of A.N.N.I.E in the Central Computer Control Room

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As illustrated in Figure 6, even has been located passively in the Central Computer Control Room, A.N.N.I.E moves very quick in the speed of light. She moves through the digital waves. There are a kind of communication like dialogues occurred between the interactor and the player‟s character, A.N.N.I.E during interactivity which could be regarded as a part of potential narratives in the play. Such dialogues could lead to a puzzle in the state of mind of the interactor; the interactor tends to have a discussion with A.N.N.I.E and with her special abilities in controlling the spaceship‟s computer system, A.N.N.I.E and the interactor try to find solution for each problem occurred. Before that, in order to help the mission succeed, A.N.N.I.E needs to be fully functional, as she is only operating at only 21% capacity when interactor found her. Further, the interactor has to reconnect her to Data Archives which is one of the sub-mission that the interactor needs to complete in order to escape the puzzling barrier with the help of A.N.N.I.E.

Whilst “Prominence” provides short but complex narratives for each challenge, the interactor would find difficulties to interpret the meanings. To some extent, the interactor would end up going back and forth in the same room in order to escape himself and enter a new room. So as the interactor intends to find the ultimate pleasure, the interactor begins to put himself into the player character‟s shoes and tries to think like the character. As well, the interactor starts to accept the way the player character engaged with the environment and tag along together with her to confront every difficulty in the mission. This is the part where the interactor starts to engage in the play intensely and built a strong connection with the player character. At this part of interactivity, the interactor has gradually become engrossed in the mission and been immersed in the virtual environment he encountered.

Since “Prominence” is a new kind of storytelling in electronic literature, the element of potential narratives in “Prominence” is essential to consider the play as interactive fiction. Potential narrative explains how the story is being told by using computer and other digital devices as the platform. Comparatively to the situation of printed works, narrative is often passive and not expanding in nature. In contrary, narrative in “Prominence” is more alive and growing upon interactor‟s interactivity with the play. The presence of narratives in “Prominence” is interesting because; as the interactor falls deep in the storytelling, he would be immersed in the play as well. The story is not “ready-made” by the play but it is actually developing as a result from the major influences by the interactor‟s and the player character‟s interactions. Thus, “Prominence” has a high potential to produce narratives which is one of the important elements of interactive fiction.

Game

Fourthly, “Prominence” is an interactive fiction and despite its nature as an interactive fiction, it is also identified as a part of game, meaning that it should have these four gameness elements of; a specific system, artificial conflicts, particular rules and certain outcomes, which must be followed by interactors. Montfort coined on Aarseth (2001) and Zimmerman (2001) by stating that this kind of work is considered game if it involves activity based on rules and is interacted for an outcome in term of rewards (Montfort, 2003, 13).

The first element is game as a system. Chris Crawford claimed that “a game is a closed formal system that subjectively represents a subset of reality” (Crawford, 1982, 7). The term „closed‟ means that “Prominence” is complete and self-sufficient as a structure.The

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term „system‟ is often misused as only the program itself, but in this case its application is quite fitting. A system is referred to the play‟s components and parts which often interact with each other in complex ways. Further, the phrase „subjectively represents‟ refers to representation that is the play represents something from subjective reality, not objective. Fantasy thus plays a vital role in any play situation. "Prominence" creates a fantasy representation, not a scientific model. The last phrase of „subset of reality‟ means easily justified. Clearly, no play could include all kinds of reality without being reality itself; thus, "Prominence" must be at the greatest state of subset of reality. The play that represents too large a subset of reality defies the interactor‟s intellectual capacity and becomes almost indistinguishable from life itself, stealing the play most appealing factor, which is its focus. "Prominence" should afford a level of meaningful interaction within its system to the interactor. This is what makes an interactive fiction like "Prominence" playable and interactive.

At this level, it is sensible to refer to "Prominence" as system. Indeed, system can be seen as sets of items that can affect one another. The interaction among these sets of items can form patterns that are distinctive from its individual parts. Regarding to Littlejohn and Foss, the four essential system elements are as following; objects, attributes, internal relationships, and environment (Salen & Zimmerman, 2003, 51). By chance, "Prominence" has all these four elements. Because of the nature of these elements is interrelated, "Prominence" is framed as a system, which is a combination of things or parts that form a complex whole. Concisely, objects refer to the elements of a system which could be physical or abstract in nature. For instances, "Prominence" can contain physical objects such as collected items in the inventory and also abstract object like the central computer, A.N.N.I.E.

Whilst attributes are the qualities that a system and the objects within the system could have possessed. Meanwhile, internal relationships are described as the objects in a system are usually in an internal relationship to one another. As examples, "Prominence" can have attributes as well as internal relationships between the interactor and the player‟s character as in A.N.N.I.E.‟s personality where she is extremely helpful and honest while dealing with the interactor in order to complete the mission. Last of all, the element of environment is referred to the system that is influenced by the situation which surrounds them. As an example to the situation, "Prominence" also contains a good vibe of environment which is illustrated in a virtual world of Vanguard spaceship system that is similar to the real space life environment NASA people live in.

The second element of a game is artificial conflict. Conflict is referred to the playfulness aspect that lies at the heart of the play. Siitonen (2009) refers conflict to as something that turns a simple challenge into something much more engaging (Quiring, 2015). For instances such as being able to climb up a high ladder into something more difficult like unlocking a malfunctioned door. According to Frans Mayra, there are two main viewpoints into conflict; the conflict between the interactor and the play, and the conflict between interactors (Mayra, 2008, 20). Further, the artificial conflict is then divided into two variants which are intentional and unintentional conflicts. Basically, artificial conflict that is intentional is designed to occur; meanwhile unintentional conflict arises naturally as a part of social interaction to the interactor and the play. However, based on "Prominence" as a single- player play, the artificial conflict is only focused on the conflict between the interactor and the play, and this includes intentional artificial conflict designed by Morrison and his team

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into the play. As an addition to that, this also includes instances where the needs and motivations of the interactor are in association to the play, in which causing an unexpected and unwanted conflict.

Practically, designing artificial conflict is usually essential to game design. As Crawford (2003) states that conflict liven up challenges. Thus, without conflict, challenge is lifeless and inactive (Wolf & Perron, 2014, 56). In addition, conflict would appear after the presence of purposeful opponents. Regarding to Wolf and Perron (2014), there are several ways of designing conflicts between interactor and the play. On the concrete level, interactor- versus-play conflicts can be marked as a struggle with enemy non-player characters, the environment of the play, or other potential factors. The key is that of controlling and restricting the actions of the interactor. Indeed, it is important to recall that conflicts are defined by rules, and that interacting by these rules should let the interactor to reach for a meaningful outcome or result (Salen & Zimmerman, 2004, 80). Typically, when the interactor enters a game, they want to understand it, and ultimately be able to control it. In most cases, the interactor‟s final goal is to either solve the conflict or find a balance to an unbalanced situation. If the play is found extremely difficult to understand or impossible to control, thus the inner conflict or tension may remain unsolved. On the other hand, if the play is too simple to master, there is hardly conflict or tension could appear from the interaction. Therefore, this part steps into the zone of interactor‟s aesthetic experience that is subjective and highly varied in phenomenon. Thus, "Prominence" at its best is both a rewarding interacting experience and a challenging game.

Figure 7: A screen shot of the scene where artificial conflict occurred and has resulted A.N.N.I.E to terminate contact with the interactor

As notice in Figure 7, the biggest artificial conflict is occurred in the Power Control Room when A.N.N.I.E found out that the individual who is actually stole the seismic charges is the interactor‟s own self. This is the part when A.N.N.I.E lost her trust to interactor. The nature of A.N.N.I.E as a loyal personality brings her to terminate the communication before anything could harm her. But that does not takes longer time as she is back online after she realizes the exact situation that interactor is being sabotaged by the overrode system. Thus, the interaction between them continues to progress in order to finish the task. That is why Montfort concludes that; by finding a solution in the play does not always require the

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interactor to unlock new mission or reveal some larger space but it only unleashes a particular barrier or task. As a result, it becomes more complicated when a novice interacts with the play than it does when an expert begins to interact. Hence, this part of solving problem requires interactor to play with the conflict in their mind in order to find solution. In other words, artificial conflict is a part of game, and game is a part of interactive fiction. Therefore, "Prominence" can be considered as a part of game because its gameness characteristics that contents artificial conflict in order to solve a problem during interaction with the play.

The fact that interactor challenges their self to overcome the solution every time problems appear, is due to the state of either „winning" or „losing" the task. Most cases in "Prominence" showed that interactor is very passionate to win every challenge so that they could precede the journey to the very end in order to achieve the ultimate goal of winning. Despite intentional conflict that is designed to occur during interactions, there is also unintended conflict that arises naturally while the interactor interacts with the play. There are few causes of unintentional conflict between the interactor and the play to arise; a mismatch between expectations and reality, unsatisfied expectations, and significant conflict potential. Firstly, unintentional conflict can be caused by a mismatch between expectations and reality. This is a conflict of interest where interactor approaches the play thinking that it is a safe and easy-going play, but is provoked by the play being too hard or harsh. Secondly, unintentional conflict can be caused by unsatisfied expectations. This means that the interactor maybe in control of a superhuman character with incredible quickness and strength, but still be unable to open over a malfunctioned door that marks the end of mission in the play.

Thirdly, there is also significant conflict potential in unexpected player behaviour. This part shows that how the interactor could be truly independent and creative in „reading" the play. For instances, the interactor can and will break the rules available in the play, disrupting the system he has embedded in, and causing conflicts to emerge between him and the play that were not intended by the design of the original play. At this part, the interactor has to very confident in deciding the pathways as well as handling the problems encountered. In fact, conflict is an intrinsic element of all games. It can be direct or indirect, violent or nonviolent, but it is always presented in every game. Therefore, the unintended conflicts should actually be expected and comprised, as a proof of the strength of the play and the interactor.

The third element of a game is rules. David Parlett (1999) claimed that "every game is its rules, for they are what define it". The rules are what guide the interactor through the game. It tells them what they can and cannot do in order to win. They not only describe how to play the play, but the rules also help shape the experience. Basically, there are three categories of rules; setup, progression of play, and resolution. Setup refers to things you do at the beginning of the game, progression of play is what happens during the play, and resolution describes what circumstances have caused the play to end, and how is an outcome determined based on the game state. Rules are sometimes automatic, in which they are activated at a certain point in the play without the interactor"s choices or interactivity. Meanwhile, other rules define the actions that the interactor can take in the play, as well as the effects of those actions on the play condition. A more conventional definition from Clark
C. Abt (2002) stated that the content of a game is its rules in which developed to win the objectives (Michael & Chen, 2005). For instances in "Prominence", the interactor needs to accomplish each mission setting up in each session. They would use various alternatives to

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complete the task for example to find the power supply and switch it on. If interactor manages to do so, they win the objective, but if not, they need to figure out the solutions until they succeed.

Some of the characteristics of game rules are known as following; rules limit the interactor‟s action, rules are explicit and unambiguous, rules are sometimes shared by all interactors, rules are fixed, rules are binding, and rules are repeatable. In their book *Rules of Play*, Salen and Zimmerman (2003) classify three types of rules, which are operational, constitutive, and implied. As illustrated in Figure 8, "Prominence" is governed under the operational rules. Operational rules are discussed as they describe precisely how an interactor manipulates and interpret objects in the play, as well as describing specific actions that interactor takes. These are the rules that the interactor uses to understand what the play is about. That is why Vanguard is designed dynamically with different elevations of 4 floors vertically and horizontally in repetition. This is because the interactor needs to manipulate objects that they find, interpret particular missions in the play, and also choose specific actions that interactor need to take for each task. Rules are the exact objects and concepts of your game; they are the building blocks of the game system. Rules specify everything the interactor „can‟ and „cannot‟ do. This means that the interactor often has to limit the actions the interactor is allowed to do and the interactor has to think about reactions of the play to the interactor‟s actions.

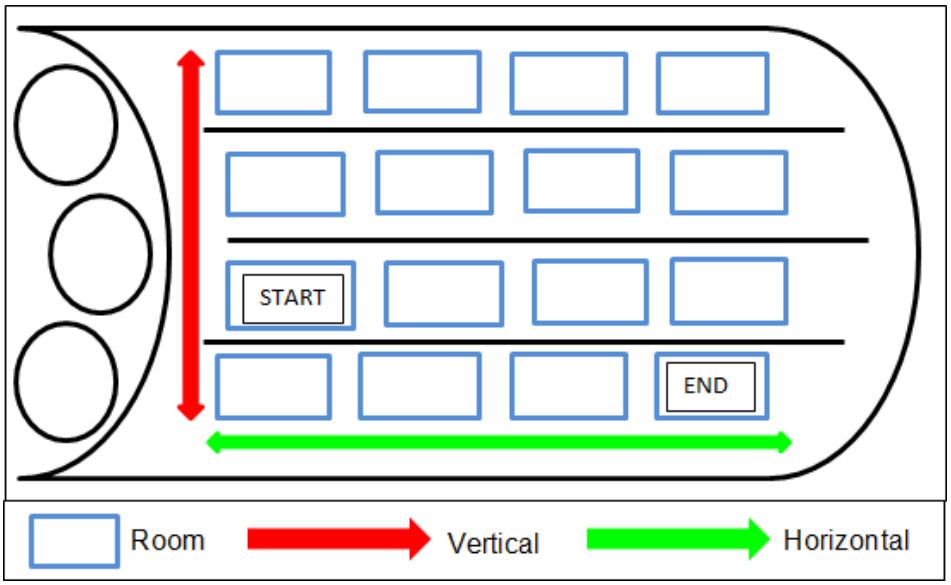

Figure 8: The model of Vanguard ship and the flows of the interactor‟s movement in the spaceship

As illustrated above, the interactor has to explore all four floors by either going in a horizontal order or a vertical order to find the escapee. But, this does not mean that the interactor needs to follow the rules straightforwardly. Sometimes, the interactor must break some rules in order to escape the locked room. For instance, suppose that interactor always starts at the second floor (the medi-scan laboratory). Here, the artificial conflict is intended by the play and developer. Thus, instead of going vertically to the next floor, the interactor has to go downstairs to the first floor (basement) in order to switch on the power supply so that the selected door is unlocked and the lift is functioning as well. Here, the interactor is already broke the rule to actually go upstairs in a vertical order and prioritized the need of power

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supply first. Without realizing, the interactor has eventually shaped his own journey from the very beginning of the play.

The last element of game is outcome. The outcome of a game has to be uncertain to foster the interactor‟s interest. In most games, the outcome is often measurable for example in score of points, and sometimes uneven for instance in one team or one person that has to win. Winning conditions are different from interactor‟s objectives. Since interactor have invested much time and emotion into a play, it is hard to create a resolution that satisfies this investment of interactor. Besides, game has one or more outcomes, and in most cases it has more than one outcome. For instances, someone wins, and someone loses. In "Prominence", the outcomes appear every time interactor manages to complete the objectives for each sub- mission. As an example, when interactor need to switch all lights on and activate the monitors and touch screens, interactor needs to pass certain barriers in form of locked doors in order to find the main power supply, then after interactor succeeds in doing so, the play would notice the interactor that they had accomplished the objective. As an outcome, interactor would be brought into another phase of new challenge.

The outcome depends on the strategies chosen by interactor, which is called strategic interaction. Strategic interaction means that interactor wish to coordinate their actions but have conflicting interests in the play. Because outcomes in the play are jointly determined, interactor‟s action is depended not only on their own decisions but also on the decisions of other things related. In "Prominence" case, A.N.N.I.E is the helping hand to the interactor. For instance in the first ending when they realised the main ship Vanguard cannot operate to fly anymore due to the severe damages caused by debris from the solar prominence, the interactor has managed to rebuild the shuttle ship, to relocate the power supply, to find the missing disc or navigation module, and to complete the puzzles, because of the help of A.N.N.I.E.

Both of them has planned strategically the last mission and divided the work accordingly. So, when the interactor has finished loaded the supplies to the ship, A.N.N.I.E also finished her investigation to locate the navigation module. It made the interactor‟s job easier to collect the navigation module and replace the broken one in the ship. Finally, the mission has ended successfully. As well, the interactor is assumed to have common knowledge of the rationality of the elements of the play. If the interactor is lacking of knowledge, the interactor might find that the play is harder to complete. In brief, outcomes in turn determine the interactor‟s payoffs or rewards. As shown in Figure 9 below, the scene shows both the interactor and A.N.N.I.E has succeeded in completing the mission of rebuilding the shuttle ship in the first ending and flied back to New Lettar safely.

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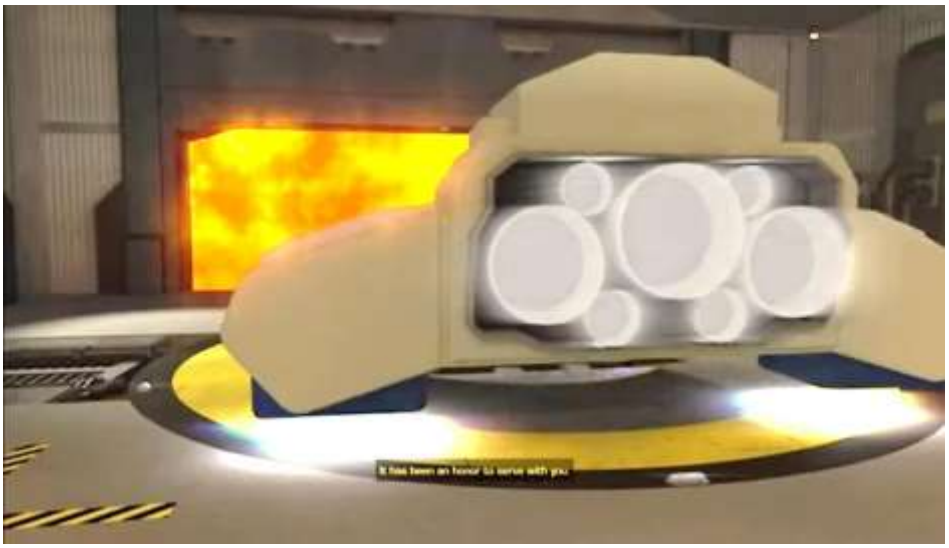

Figure 9: In-game footage of the first ending scene of the just-rebuilt shuttle ship in the hangar ready to fly back to New Lettar.

Conclusion

In brief, "Prominence" comprehends all of the four prominent elements of interactive fiction; text accepting and text generating computer program, simulation of environment or world, potential narrative, and game. The study believes that the play like "Prominence" which possesses the elements of the structure of interactive fiction can evolve as the developing genre of electronic literature and upraise the interactor‟s literary understanding. If the interactor‟s aesthetic experience of the immersive pleasure is understood in the interaction with the play, it is easy to determine which elements and other characteristics of virtual space lend pleasure to the acts of interacting and navigating of new digital genre of fiction. Therefore, this paper hopes to contextualize the elements of the structure of interactive fiction in "Prominence" and deliberate profound discussion on them which is not presented in other kinds of literary works.

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CHASING THE EMERGING TREND OF ICT: THE CHALLENGES FACED BY ESL TEACHERS AND THEIR ATTITUDE IN INTEGRATING ICT IN RURAL SCHOOLS OF TATAU DISTRICT

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Abstract: *The utilization and integration of Information and Communication Technologies (ICT) have enabled the establishment of virtual learning environments that are capable of developing English language skills among Malaysian primary pupils. The Ministry of Education has invested a substantial amount of money on ICT as a part of education initiatives to ensure there will be no gap on the quality of education between urban and rural schools. However, the usage of ICT in rural schools could not meet the expectations. This case study takes a closer look at the challenges faced by the rural ESL teachers and their attitude in integrating ICT in teaching and learning process using Technology Acceptance Model (TAM). A total of 11 English teachers from 6 rural schools in Tatau, Sarawak were selected based on purposive sampling. Data was collected via questionnaire and calculated using percentage. It was then analysed and semi-structured interview was later conducted. The findings revealed that teachers' attitude toward ICT integration in rural school was positive and it had enhanced their performance in teaching and learning, but the actual use of ICT was the practicality of the software and hardware. The findings also revealed poor Internet connection, limited facilities and infrastructure were the challenges that have influenced their behaviour in using ICT which put a limitation of its usage.*

Keywords: ICT integration, rural schools, TAM, case study

Introduction

Information and Communication Technology (ICT) is integrated into the teaching and learning process in various educational institutions globally (Singh & Chan, 2014). The use of ICT has transformed the way educators delivered, organised and structured their lessons (Hong, Chai, Tan, Hasbee, & Ting, 2014). It is not only considered as a tool for existing teaching methods, but currently it is seen as an important instrument as well as an innovation to support new ways of teaching and learning process. A successful integration of ICT in teaching and learning process is highly depending on the preparation of the teachers. The use of ICT in the classroom is essential to provide opportunities for learners to learn and operate in the era of technology.

ICT is seen as a core element in today's classroom because it has been universally accepted that the 21st century education is online, interactive, open, distributed and widely accessible (J.A.Kumar, Osman, & Pranchis, 2018). To meet the demands of 21st century, learners need to know how to apply their knowledge to new situations, able to think critically, analysing information, generate new ideas, making decisions and communicating to solve problems. These skills are essential because it provides security in an era of constantly changing. Learners that have the opportunities to be exposed or learn new information and new

software programs have better prospects in the current phenomenon of technological convergence in comparisons to those who are underprivileged.

Yunus& Suliman (2014) discovered slightly more than half of the teachers used ICT tools in teaching Literature, but they only utilised ICT tools for general usage such as typing and preparing PowerPoint slides. Mantoro & Ayu(2015) revealed the results in the obstacles or challenges faced by teachers in using ICT and 80% of teachers have lack of knowledge in software or website that support teaching and learning. The findings of their reseach shows that most of the teachers with more than 10 years of teaching experience have never attended any formal training in using ICT. Singh & Chan(2014)had identified that the knowledge level of the teachers on ICT is moderate as they were only good at using certain applications which are commonly used in teaching profession.

A survey was conducted on the attitude among ESL teachers towards the use of ICTby Kandasamy &Shah (2013), the result shows that a majority of the respondents agree that the use of computer stresses them out because they do not know how to fix it if something goes wrong. More than half of the respondents agreed that computer is not conducive to good teaching because it creates technical problems. Tan (2016) claimed that teachers who are computer literate in average urban schools that has a computer lab or resource room equipped with sufficient computers also faced technical problems with connectivity, hardware breaking down, software incompatibility, obsolete equipment and any other problems. A majority of the respondents from a research carried out by Shah &Empungan (2015) claimed that inaccessible and unavailable of internet access contribute to a major challenge that put a stop to teachers' intentions on using ICT tools. They added, insufficient or outdated and incompatible of ICT software and hardware were also a part of the challenges faced by them. Thus, a mere exposure to the basic technological knowledge and skills in training programmes, does not assure that technological innovations would be established in ESL instruction (Aziz, 2017).

Aziz (2017) echoed on teachers' readiness and willingness to embrace and adopt change in technological innovations may not have a permanent presence in ESL instruction. She elaborates without the supportive conditions or measures undertaken to facilitate the ongoing process by their schools or delegated administrative bodies to implement the task, the integration of ICT in ESL classroom incline to fail. When teachers are not providing insights on the implementation of ICT in learning English, it limits them to further enhance their development to achieve their full potential. Hence, this study is to investigate teachers' attitude towards integrating ICT in rural ESL classroom and identify the challenges faced by ESL teachers in integrating ICT in rural ESL classroom.

Literature Review

Technology Acceptance Model (TAM)

ICT offers great potential for substantial improvements and performances in the field of education, but performance gain depend on users' willingness to accept the available system. Many theories have been proposed to explain the relationship between attitude and the actual system use. The most suitable framework to measure technology acceptance among users is Technology Acceptance Model.

Davis (1993) clarifies TAM as to address why users accept or reject information technology and how user's acceptance is influenced by the system characteristics. In other words, this model suggests that when users are presented with innovation, a few factors influence their decision about how they will use it (Wario, 2014). These factors include Perceived Usefulness (PU) and Perceived Ease of Use (PEU). PU is the degree to which the

users believe that using a particular system can enhance his or her job performance while PEU is the degree to which the users believe that using a particular system is free of effort (Davis, 1989).

Based on Figure 1, Behavioural Intention to Use (BI) describes the actual use of a given Actual System Use and determined the technology acceptance (Alharbi & Drew, 2014). They added, the Attitude toward Using (A) and PU influence by BI. BI is also indirectly affected by PEU. A is directly affected by both PU and also PEU while PU is directly influenced by PEU. Thus, TAM theory suggests PU and PEU are affected by the external variables which mediate the effect of external variables on users' attitude and behavioural intention, and therefore the actual system use.

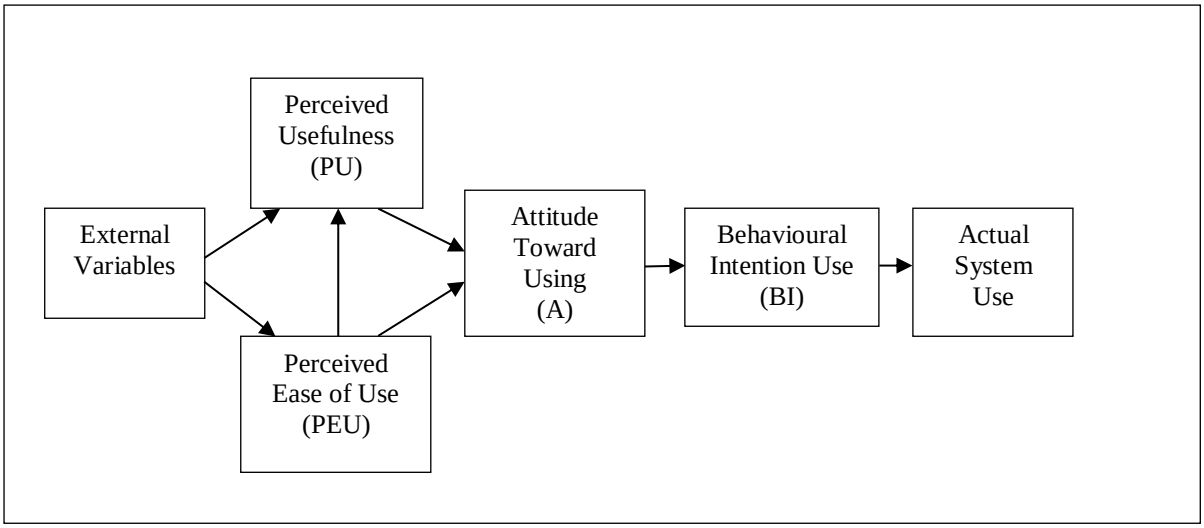

Figure 1: Technology Acceptance Model

Teachers' Challenges In Integrating ICT For ESL Classroom

The implementation of ICT in ESL classroom has its own challenges and hindrances. Yamat & Singh (2016) classify workload, lack of time, teaching experience and age, and lack of ICT skills as barriers to incorporate ICT tools in ESL classroom. According to their research, teachers are over-loaded with administrative tasks and put their focus on examinations and syllabi. They revealed that ICT is challenging to integrate with classes which consist of huge number of students while at the same time burdened with marking examination papers, exercise books and workbooks. Thus, teachers are stressed that workload is a major barrier for them to incorporate ICT in ESL classroom.

Samuel &Bakar (2006) found out senior teachers have not attended any computer courses at all. They explained that these teachers are avoiding the courses and directing other younger teachers to go as they are fearful of being ridiculed by fellow teachers of being incompetent. Due to the lack of confidence and the fear of being ridiculed, it creates computer anxiety among teachers. These older teachers had higher level of computer anxiety, hence they incorporated ICT tools in their instructional practices far lesser than younger teachers (Rahimi & Yadollahi, 2011).

Shah&Empungan (2015) also believed that little structural support from school administration and rigid curriculum were some of the prominent factors which cause the hindrance of using ICT among teachers. While they are lacking of administrative support, teachers who are not confident enough to operate ICT tools have so little time to manage and

get familiarize with the ICT tools. Thus, having a fully equipped hardware, software and programs will not guarantee learners full benefits and opportunities of learning English (Bakar, 2017).

Inedequate basic infrastructures in school as well as lack of maintenance, technical support and power supply may make blending education and technology at lower level of farce(Adeosun, 2010). However matters such as maintenance and technical support are not within the control of the school principal, it requires bureaucratic procedures to solve the funding and infrastructures (Tan, 2016). There are plenty of rural schools in Malaysia where 1BestariNet is provided as one of Ministry's initiatives, but is not fully utilized because of the lack of technical support and poor infrastructures. Classroom technical problem has become a common issue in the rural schools and because of the bureaucratic procedures in tackling this issue, teachers have long forgotten and put an end to the blending of technology in their lesson.

Teachers' Attitude towards the Integration of ICT in ESL Classroom

The successful implementation of educational technology depends largely on the attitude of teachers on integrating ICT (Albirini, 2006). According to Gilakjani & Leong(2012), positive attitudes toward technology integration develop learning to use technologies in teaching and learning while negative attitudes constrain it. Nevertheless, it does not necessarily mean that teachers with positive attitude should be included in technology training activities or courses. It means that negative attitudes among them need to

be acknowledged and addressed, and that positive attitudes should be encouraged and developed.

Gilakjani & Leong(2012) characterise attitude into two core aspects: "readiness for response" and "motivating" or driving force of attitude. Readiness for response means an attitude that does not classify into behaviour, not something that a person does but rather a preparation of behaviour and a predisposition to respond in a particular way to the attitude object. Attitude object refers to things, people, places, ideas, actions, or situations. Motivating or driving force of attitudes are active actions which exerting a directive or dynamic influence. Dynamic action means that it impels or drives behaviour, while directive action means that it guides the form and manner of behaviour into specific channels, encouraging some actions and deterring others.

Albirini (2006) classifies attitudes into three elements: affect, cognition and behaviour. Affective element is associated to the individuals' emotional state. Cognitive element emphasizes on individuals' knowledge and behavioural element is the overt behaviour. For example, Gilakjani & Leong(2012) claim some teachers show a little interest in using ICT, while others are still obviously resistant to its use. There are also others who have feelings of uncertainty, hostility and fear which naturally lead to many of them reluctant or resist technological innovation. Their computer literacy are at disadvantage, so they continue to adhere to their traditional practices where they are still in their comfort zone.

According to Gandhi & Lynch (2016), teachers have positive perceptions towards ICT only if they have strong knowledge in it and are well supported by school. The positive attitude will also motivate the students to learn and not fear of using ICT. Simin & Sani(2015) also state that ICT tools and equipment will prepare an active learning environment that is more interesting and effective for both teachers and students. Teachers need to perceive that education technology will add value to the teaching experience for the integration to be

successful(Hart & Laher, 2015). However, Hart & Laher (2015) underlined the skills to use technology are not enough for the successful integration of education technology into schools.

Safitry, *et al*.(2015) concluded, eventhough some teachers felt comfortable using ICT, some of them also agree that using ICT in the classroom activity made them felt depressed. Unlike Gandhi & Lynch, Safitry, *et al*. believed the problem appeared due to the lack of knowledge on how to apply ICT and the knowledge on software or website to support teaching, also the lack of technical support from the schools. Similar findings can be found in a research carried out by Raman &Yamat (2014), they reported that the barriers such as lack of time, workload, teaching experiences and age, lack of ICT skills and the negative attitudes of teachers towards ICT are hindering the teachers to integrate ICT in English classroom.

Methodology

A total of 11 teachers from 6 different rural schools in the district of Tatau were selected based on purposive sampling. These rural schools are categorized as *Pedalaman 3* which signify as the most remote schools in the district. The priority in selecting the respondents are given to English option teachers, however schools that had no English option teachers were selected based on the subject taught. They were given questionnaire to be completed and semi-structured interview was conducted afterwards.

Instruments

Questionnaire and semi-structured interview wereemployedto collect information regarding this respondents' attitude and challenges integrating ICT in rural ESL classroom. The items in the questionnaire were adapted and adopted from Hong, Chai, Tan, Hasbee& Ting (2014) based on their research paper on ESL Teachers' Computer Self-Efficacy, Attitudes Toward Computer and Classroom Computer Use and Kandasamy & Shah (2013) based on their research paper on Knowledge, Attitude and Use of ICT Among ESL Teachers. The questionnaire for the respondents were divided into 5 sections:Teachers' demographic background, Knowledge level possessed by ESL teachers in using ICT, Attitude towards ICT, Classroom computer use and The challenges faced by teachers in using ICT.

The purpose of this semi structured interview was to validate all the research questions. There were three questions adapted from Singh & Chan (2014) in their journal of Teacher Readiness on ICT Integration in Teaching-Learning: A Malaysian Case Study for this interview. These interview questions were conducted to further investigate the attitude and the real challenges faced by the respondents while integrating ICT as well as to identify the actual use of ICT in ESL classroom.

Data Analysis and Results

Demographic Background

The respondents represent 45.5% male and 54.5% female English teachers. As for teaching experience, 81.8% have been teaching for less than 5 years and 18.2% have been teaching more than 5 years. This reflect rural schools are lack of experienced English teachers in Tatau district. On the plus side, 100% of respondents have been using computer for more than 5 years. The majority of the respondents received formal training which comprises of 81.8% and only 18.2% did not receive any formal training for computers.

Table 1: Gender

Gender	No. of Respondent	Percentage (%)
Male	5	45.5
Female	6	54.5

Table 2: Teaching Experience

Teaching Experience	No. of Respondent	Percentage (%)
Less than 5 years	9	81.8
More than 5 years	2	18.2

Table 3: Using Computer

Using Computers	No. of Respondent	Percentage (%)
Less than 5 years	0	0
More than 5 years	11	100

Table 4: Formal Training

Formal Training	No. of Respondent	Percentage (%)
No	2	18.2
Yes	9	81.8

Differences in Knowledge Level Possessed By ESL Teachers in Using ICT

Each of the statement in this section were rated from excellent, good, fair and no capability. In Table 5 Knowledge Level Possessed by ESL Teachers in Using ICT below, a majority of the respondents which comprises 54.5% possessed excellent knowledge in Word Processing as well as PowerPoint and 36.4% of respondents acquired good knowledge in both applications. 64% of respondents are excellent in E-mailing and Internet browsing and 27.3% are good. On a positive notation, only 9.1% among all the respondents are fair in Word Processing, PowerPoint, E-mailing and Internet browsing. The percentages of excellent in all these applications and software are higher because it is used by respondents in their teaching and learning process.

However, only 9.1% of respondent rate themselves as excellent in using Spread Sheet, 54.5% consider themselves to be good and the remaining 36.4% measured themselves to be fair. The result revealed a minority of the respondents rated themselves as excellent on their knowledge in Spread Sheet because it is the least application used in teaching and learning of ESL classroom. None of these respondents have no capabilities in operating application or software which indicate the 81.8% of respondents in Table 4 who had received formal training were effective.

Table 5: Knowledge Level Possessed by ESL Teachers in Using ICT

Statement	Excellent (%)	Good (%)	Fair (%)	No Capability (%)
Word Processing (Microsoft Word)	54.5	36.4	9.1	0

Spread Sheet (Excel)	9.1	54.5	36.4	0
PowerPoint	54.5	36.4	9.1	0
E-mailing	63.6	27.3	9.1	0
Internet Browsing	63.6	27.3	9.1	0

Attitude towards ICT among ESL Teachers

In this section, each statement is rated as disagree, neutral and agree. Most of the respondents showed positive attitude towards ICT. All of the respondents agreed feeling comfortable using ICT as a tool in teaching and learning. 90.9% of them disagree using computer in the classroom stresses them out. Less than half of the respondents will know how to fix if something goes wrong, but 27.3% felt neutral which denote they might or might not be able to fix it. A handful of them (63.6%) agree and 36.4% feeling neutral to the statement that the use of ICT in teaching and learning excites them. 18.2% of the respondents disagree and another 18.2% are neutral that the computer is a valuable tool for teachers. 63.6% agree upon that it is a valuable tool. The statement computer will change the way pupils learn during lesson is agreed by 63.6% of the respondents respectively and the remaining 36.4% are neutral.

There are 72.7% of respondents disagree the computer is not conducive to pupils' learning because it is not easy to use. On the contrary, a surprising number of percentage, 9.1% of respondent agree to the statement. The percentage of the statement the computer helps pupils understand concepts in more effective ways between neutral and agree are 45.5% and 54.5%. A majority of 72.7% of respondents agree the computer helps teachers to teach in more effective ways but 9.1% disagree because it creates technical problems and that 9.1% is of similar respondent.

Table 6: Attitude towards ICT

No	Items	Disagree (%)	Neutral (%)	Agree (%)
1.	I feel comfortable using ICT as a tool in teaching and learning.	0	0	100.0
2.	Using computer in the classroom stresses me out.	90.9	9.1	0
3.	If something goes wrong I will not know how to fix it.	45.5	27.3	27.3
4.	The use of ICT in teaching and learning excites me.	0	36.4	63.6
5.	The computer is a valuable tool for teachers.	18.2	18.2	63.6
6.	The computer will change the way pupils learn during my lesson.	0	36.4	63.6
7.	The ICT is not conducive to pupils' learning because it is not easy to use.	72.7	18.2	9.1
8.	The computer helps pupils understand concepts in more effective ways.	0	45.5	54.5

9.	The computer helps teachers to teach in more effective ways.	9.1	18.2	72.7
10.	The computer is not conducive to good teaching because it creates technical problems.	63.6	27.3	9.1

Classroom Computer Use In ESL Classroom

Table 7 shows the result of classroom computer use in rural ESL classroom. The statements are rated as often, seldom and never. Nearly half of the respondents, 54.5% seldom use computer to teach English. Yet, 63.6% of respondents often use computer and projector to play films. 72.7% of respondents admitted they seldom used computer software to demonstrate lesson contents. On the contrary, a great amount of respondents (81.1%) download English Language teaching and learning resources to enhance pupils' learning. Only 9.1% of respondents seldom and never download the resources.

As for using instructional software provided by the Education Department to teach English, 45.5% seldom use it and 27.3% respondents represent often as well as never. Although they showed positive attitudes towards the use of ICT in ESL classroom, less than half of them (36.4%) often use computer to integrate English learning skills. 63.6% of them seldom practice it also seldom using computer to assist pupils in their individual learning. Only 18.2% of respondents often use the computer to assist their pupils and also 18.2% never do so.

Table 7: Classroom Computer Use

No	Items	Often (%)	Seldom (%)	Never (%)
1.	I use computer to teach English	45.5	54.5	0
2.	I use computer and projector to play films	63.6	36.4	0
3.	I have used computer software to demonstrate lesson contents	27.3	72.7	0
4.	I download English Language teaching and learning resources to enhance pupils' learning	81.8	9.1	9.1
5.	I use instructional software provided by the Education Department to teach English	27.3	45.5	27.3
6.	I use computer – based technology to integrate English learning skills	36.4	63.6	0
7.	I use the computer to assist pupils in their individual learning	18.2	63.6	18.2

The Classroom Challenges or Obstacles Faced By Teachers Using ICT

There are 5 items rated often, seldom and never for Table 8. For the classroom challenges or obstacles faced by teachers using ICT, 45.5% of respondents declared that they had never experienced lack of technical support. 36.4% of them claim they had often

experience lack of technical support and 18.2% seldom. 45.5% of respondents seldom experience lack of time in school when using ICT in the classroom, 36.4% rate themselves as

often and 18.2% as never. 63.6% of respondents consider themselves have adequate knowledge on how to make use of ICT. Only 9.1% often experience limited understanding on how to make full use of ICT and 36.4% seldom, which shows the respondents are literate in ICT.

Almost all of them (72.7%) had never had limited understanding on how to integrate ICT into teaching and a minority of 27.3% of respondents seldom and 9.1% of them never experience it. 27.3% of respondents often and never lack of software or website that support teaching and learning, but 45.5% of them seldom.

Table 8: Obstacles or Challenges Faced by Teachers in using ICT

No	Items	Often (%)	Seldom (%)	Never (%)
1.	Lack of technical support	36.4	18.2	45.5
2.	Lack of time in school	36.4	45.5	18.2
3.	Limited knowledge on how to make full use of ICT	9.1	36.4	63.6
4.	Limited understanding on how to integrate ICT into teaching	9.1	27.3	72.7
5.	Lack of software or website that support teaching and learning	27.3	45.5	27.3

Discussion

Teachers' Attitude towards the Integration of ICT in ESL Classroom

From the findings, teachers showed positive attitude towards the integration of ICT in ESL classroom. During the course of this research, a semi-structured interview was carried out. Some of the respondents were proven exhibiting positive attitude. Two-thirds of the respondents noted that integrating ICT had helped them to teach in a more effective way. Respondent 1, a teacher who had been teaching for less than 5 years explained,

> *"ICT helps the teachers to assist learning in a more meaningful way, although there were some hiccups but it doesn't really stop me from using it. As for my school, it excites the pupils when ICT is involved in the classroom. I just have to put more effort in my teaching so that my learning outcomes are tangible."*

Respondent 2 had put her thoughts in the interview session where ICT can bring great experience for the pupils.

"*Rural pupils should be given more exposure to the ICT since the school is the only place where they can learn using ICT. Besides, the ICT will help teachers to bring the outside world into the classroom. It will be such a great experience for the pupils."*

Respondent 10 also had similar opinion on ICT,

"It changes ways of teaching and it promotes self-learning among the pupils."

Respondent 7, who had received formal training in using computer commented,

"I believe that using ICT will help the pupils especially in the rural area for them to know the current issues easily. ICT is one of the solutions to engage pupils with their learning. Instead of using newspaper as my teaching material, I showed them videos of current issues. I think learning is more exciting and relatable that way."

These respondents believed that the integration of ICT in ESL classroom contribute to the effectiveness of teaching and learning. This can be proven and agreed by Simin & Sani (2015), where ICT tools and equipment are able to prepare an active learning environment which is far more interesting and effective for both teachers and students. As the results of this study reported that a majority of respondents agreed that computer is a useful tool and it helps pupils to understand concepts in an effective way, therefore, teachers PU is verified whereby the use of ICT can improve their teaching performance. It was confirmed by Davis (1989) where PU is define as a particular system that can enhance his or her job performance. 9 out of 11 respondents were competent in computer as they had received formal training which they can be classify as experienced in ICT. This is because teachers' attitudes toward computer technologies are related to their computer competence (Gilakjani & Leong, 2012). Hence, teachers PU does depend on their knowledge in the use of computer.

Challenges Faced By ESL Teachers in Integrating ICT

Based on the result from the questionnaire, more than half of the respondents know how to make use and integrate ICT in Teaching and learning, but it was not fully utilised due to certain hindrances. Interviews with the respondents revealed that one of the most common challenges in integrating ICT for ESL classroom in rural school is poor Internet connection. There are a few claims made by the respondents:

Respondent 1: *"Sometimes, there are materials that I want to download to make the lesson fun. Due to poor Internet connection, I am unable to do so. The lesson became less fun for the pupils."*

Respondent 5: *"I never use the Internet for my lesson. Usually, I would download my materials online over the weekend for my next lesson. You see, most of the teachers in my school are competent in ICT, but we gave up on using Internet in our class because it takes so much effort."*

Respondent 9: *"The Internet access is too slow even via VSAT or telco. So I stop using the Internet because it's a waste of time."*

There were also a few challenges underlined by the respondents. Respondent 9 shared his concern regarding the 1BestariNet Chromebook provided by MOE,

(e-ISBN: 978- 967- 15597- 6- 5)

"The laptop provided for the pupils are outdated and mostly cannot be used anymore. These laptops are just sitting there as display stored in a container because my school has no space to create even for an ICT room or laboratory. We don't have enough building to accommodate it."

Some of these respondents are enthusiastic to integrate ICT in ESL classroom, but during the implementation stage their willingness to do so decreases. According to Respondent 2,

"Teachers have to take turns in using the LCD projector and laptops because it is limited. Our computer laboratory, library and classrooms have limited power supply. It demotivates me from utilising these facilities."

There were 3 out of 11 respondents admitted they find integrating ICT consumed too much time. The process of installing equipment or hardware is time consuming and they had to catch up with the syllabi.

From the result, most of the knowledge level possessed by the respondents on ICT fall under excellent and good. As anticipated, when teachers perceived ICT as easy to use (PEU), they developed positive attitude towards utilising it which improves their performance (PU). Hence, PEU and PU influence their attitude in using (A) ICT which afterward affected their behaviour (BI). Similarly as stated by Alharbi & Drew (2014), the perceived usefulness increased the degree of positivity toward usage which subsequently affected the behavioural intention to use. In this case, the challenges faced by the respondents influenced BI too. They perceived ICT as easy to use also believed it can enhanced their performance, nonetheless the challenges they faced had put some hindrances to fully utilised ICT in ESL classroom.

The Actual Use of ICT among ESL Teachers

The existing hindrances had made the respondents to turn to other alternatives in integrating ICT during teaching and learning process. All of the respondents preferred to use Microsoft Office to teach because it is one of the most feasible and reliable software that doesn't require Internet connection. 5 out of 11 favoured Microsoft PowerPoint stated that,

Respondent 1: *"I only use Microsoft PowerPoint in integrating ICT in my classroom. I do not have to download from the Internet due to limited access in rural area."*

Respondent 3: *"I always use Microsoft PowerPoint to show the content or syllabus. I believe that when I implement ICT in the classroom, it helps pupils to achieve the learning objectives."*

Respondent 4: *"I use Microsoft PowerPoint because it's fun for the pupils. They are able to take responsibility in their learning process."*

Respondent 7: *"Microsoft Word, Microsoft PowerPoint and other integrative software help my pupils to participate actively in the learning process."*

Respondent 10: *"I prefer Microsoft PowerPoint when I teach English because it is presentable. I can show interesting pictures or play a sing-a-long nursery rhymes. The internet server is very limited so it is hard for me to find interesting resources."*

Other than that, Respondent 6 preferred to use English Learning Website in her lesson.

> *"I download my materials over the weekend at home before I return to school. I don't rely on the textbook because it's boring. Even though it is not online material, but it is the closest I can get to expose them in learning with ICT."*

Hardware such as LCD projectors and speakers are tools to assist the implementation of ICT. Respondent 5 believed the rural pupils can advance if they were given exposure to online materials and applications.

> *"I saw some of my friends from urban schools using Facebook, YouTube, Kahoot and WhatsApp to make English lesson less traditional. I'm unable to do so because our school doesn't have that privilege, so I resort to Microsoft Office. I use Microsoft PowerPoint to conduct quizzes. Yes, it took hours or days to produce a good PowerPoint presentation, but it is the least I can do for my pupils."*

From the previous discussion, all of the respondents are ICT competent and literate. The challenges they faced had influenced their BI which come into conclusion on their actual used system. These respondents use ICT to enhance their performance in teaching, but are not given the privilege to maximise the utilisation. Instead of putting to an end in integrating ICT to meet the demand of 21st century learning, these respondents had put an effort to find alternatives. Therefore, the actual system used by the respondents is that, they integrate ICT in ESL classroom using Microsoft Office or downloaded materials assisted by existing hardware in school to improve on their teaching performance because it is feasible and effective for their pupils.

Limitations of the Study

Though this study indicated the actual results and findings, there were several limitations have to be taken into account such as sample size, limited respondents, time and location.

Purposive sampling had to be done due to the limited number of English option teachers and teachers who taught English subject in rural schools. Thus, the result can't be generalised to represent the whole Tatau district. Selecting English option teachers were the priority of this study, however the requirement cannot be met. Therefore, teachers who had been teaching English were also being selected. Most of the selected respondents were young and ICT competent because some of the older teachers were not willing to be involved in this study. On top of that, male English teachers were outnumbered by the female English teachers. So, gender was not included as one of the variables to avoid gender bias.

The data in this study were obtained through questionnaire and semi-structured interview. The questionnaire had to be distributed and the semi-structured interview had to be conducted only during weekend whenever the respondents had the opportunity to leave the school. It was time consuming as the allocated location for a meeting to conduct the interview had to be done in multiple places. The time to conduct the interviews were also limited and to collect an in-depth information from the respondents had to be done in a rapid pace.

Conclusion and Recommendations

This study investigated the attitude and challenges faced by rural ESL teachers in integrating ICT in teaching and learning processes. All of the respondents were found to possess positive attitudes towards ICT integration though the actual use of ICT in teaching and learning process was not extensively used.

Based on the results and findings of this study, facilities and school infrastructure in rural area should be improved. Teachers need to be provided with sufficient resources with adequate facilities to make the integration of ICT convenient. Teachers should be given continuous technical support by which not only based on the ICT tools provided, but also improving on school infrastructure. The school Internet is another teething problem where it should be urgently looked into. 1BestariNet was provided but it had come to a failure. The school Wi-Fi had never been smooth and it ought to be improved to enable teachers to integrate ICT in their teaching and learning process.

The administrations should be aware of the existing of ICT facilities and their importance. The administrations should provide teachers with administrative support where conditions of integrating ICT should be met such as adequate classroom facilities, sufficient power supplies and projectors, good Internet connection, conducive computer laboratory and functional devices to ensure the success of ICT integration. Hence, continuous technical support should be practised.

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A SINGLE CASE STUDY. THE PERCEPTION AND TEACHING PRACTICES OF A MALAYSIAN PRIMARY SCHOOL ENGLISH TEACHER REGARDING STUDENT-TEACHER RELATIONSHIP

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Abstract : *Students spend approximately 7 to 8 hours daily for 5 days per week with their teachers at school. Therefore, building and improving a healthy student-teacher relationship (STR) is very important for both parties as positive student-teacher relationship has long-lasting implications on students' academic achievement and social development. The aim of this study is to explore STR in the Malaysian education context through the personal perception and belief of a Malaysian primary school English teacher and corresponding teaching practices in promoting and maintaining positive STR in Malaysian classroom. Data will be collected via pre and post semi-constructed interviews and also by classroom observations. The participant; Lisa (pseudonym) showed awareness and practice about STR in her classroom. She conveyed how positive STR enabled her to create comfort and active participation. She also emphasized on the balance of authority through the role of a strict teacher.*

Keywords: Student-Teacher Relationship (STR), Malaysian primary school teacher, teacher's belief, teacher's perception, teaching practices.

Introduction

Educational shifts and reforms are an ongoing and never-ending process. Recent trends in education showed a shift from traditional way of teaching and learning to a more learner-centered approach. Weimer (2002) devised five areas that facilitate a learner-centered classroom environment; content choices, teacher's role, responsibility of learning, forms of assessments, and the relationship between the teacher and the pupils in term of power. The bond between students and teacher in classroom is an inevitable phenomenon (Woolfolk, 2013). The relationship is bound to occur especially when both parties spend a great deal of time together. This relationship has been found relevant by many researchers and experts in the education field internationally. Student-teacher relationship (STR, thereafter) is so vital that experts in the classroom management areas are constantly debating on how to utilize this factor effectively (Woolfolk,2013). Positive STR influences both parties in a variety of ways. STR is a valuable weapon that can create great impacts on a student's learning and life (Charles, 2013). Yunus et al. (2011) mentioned that positive STR can promote students to feel motivated and supported in the classroom. STR is therefore important in which teachers should promote a positive relationship with the students in the process of teaching and learning. Considering the fact that STR is an important element in teaching and learning in the Malaysian classroom; specifically, English language learning, the question of the STR standard in Malaysia is therefore raised. Despite the presence of several academic studies on STR in the Malaysian context, there are no specific studies or insights regarding the perspective and teaching practices of Primary English teachers in the Malaysian primary school context. Furthermore there are not much studies, policy or insights by the Ministry of Education about STR management in primary school classrooms. The Ministry of Education Malaysia (2015) only

listed student-centeredness and welfare as requirements for teachers in classroom. Woolfolk (2013) mentioned that the path of a successful STR starts from the teacher. Therefore, there is an importance to identify the perception of Malaysian teachers on STR. The aim of this study is to explore STR in the Malaysian education context through the personal perception and belief of a Malaysian primary school English teacher and corresponding teaching practices in promoting and maintaining positive STR in Malaysian classroom. This study looked at two research questions:

1. How does a Malaysian primary school English teacher perceive student-teacher relationship?
2. What are the teaching practices of a Malaysian primary school English teacher used to achieve the intended level of student-teacher relationship?

Literature Review

Teacher's belief and perception

Teacher's belief and perception is a very powerful thing. It is generally understood that different teachers have different sets of beliefs. The ways or approaches that teachers use in the language teaching are highly influenced by the perception and belief (Wallace, 1991; Mok, 1994; Breen et al., 2001; Borg, 2003). Therefore, there have been numerous studies on teacher's belief in order to provide a simple definition of what is meant by the term 'belief'. For instance, Richards and Lockhart (1996, p.29) stated that "teacher's belief systems are founded on the goals, values, and beliefs teachers hold in relation to the context and process of teaching, and their understanding of the system in which they work and their roles within it". Michella Borg (2001, p.186) defined belief as "a belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behaviour; further, it serves as a guide to thought and behaviour". Simon Borg (2003, p.81) also mentioned that teacher's belief is based on "what teachers know, belief and think". Based on these definitions, it is evident that belief system is a very important factor in language learning. Teachers often have their beliefs even before they started teaching. These beliefs are shaped based on previous experiences and as they continue teaching, their beliefs gradually change and reshape. Personal belief of a teacher is a strong influence that will determine what kind of teacher he/she will become. Personal belief or self-efficacy becomes the core of a teacher's practices. Albert Bandura (1977, cited by Woolfolk, 2013) defines self-efficacy as the belief of one's capacity to plan and do actions required by producing results. According to the social cognitive theory, the choices teachers make in their pedagogical plan is strongly influenced by their collective efficacy beliefs (Woolfolk, 2013). This means the perception of a teacher will determine his/her actions and approaches. Vartulli (2005) mentioned that a teacher's set of self-efficacy or belief is based on the collective experience and encounter in the teaching and learning field. Despite their experiences, teachers need to constantly link their set of efficacy believes with relevant theories and studies.

Positive student-teacher relationship

Ashworth (1990, p.6) mentioned that "by nature, human beings are social creatures...biologically intended to live, work, play and succeed together...deeply influenced by others and how they treat us". The relationship between a teacher and the students is believed to be the foundation of learning. Scholars suggest that the students' success and failure in schools are directly coherent with their relationship with teachers as Kohn (2006) mentioned that most of the students who are low achievers and trouble makers at schools are not due to

their low cognitive level abilities but from the negative relationship that they have established with their teacher. In order to foster good rapport with the students, teachers need to have a set of qualities. While pedagogical knowledge is important in becoming good and effective teachers, the personal qualities also add to that nature. Hargreaves (1994, p.835) stated that, "good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy." Subsequently, good and effective teachers should have the ability to form healthy and positive STR with their students, while being caring and supportive during the teaching and learning periods. Apart from that, teachers who are able to provide a safe environment for the students to learn will extremely help the students to improve on their learning.

Establishing a positive STR is not an easy task. In order to promote positive STR in classroom, there are some aspects that need to be addressed; mutual respect and compassion (Claessens et al., 2016; Woolfolk, 2013), questioning strategies and affective factors (Sun, 2012), sensitive and responsive manner (Blackmore, 2013), and appropriate power role play in classroom (Claessens et al., 2016; Charles, 2013). Besides that, Ali and Yunus (2004) as well as Mat and Yunus (2014) also discovered that instructional strategies could be used to influence positive motivation and rapport with the students. These aspects are in fact approaches that a teacher needs to practice in order to promote effective STR. Woolfolk (2013) explained that it is the teacher who sets the tone of the relationship with the students. Hirschkorn (2008) also added that how the teacher perceive STR will shape the way his or her relationship with students. This means that teachers are responsible to choose practices and approaches based on how they perceive STR should be. According to Davis (2003, p. 207), teachers are operating as socializing agents who can "influence students' social and intellectual experiences via their abilities to instill values in children such as the motivation to learn; by providing classroom contexts that stimulate students' motivation and learning; by addressing students' need to belong; and by serving a regulatory function for the development of emotional, behavioral, and academic skills." Thus the major influences of STR are the personal attributes and qualities, personal belief, self-efficacy and the practices of a teacher.

Studies have pointed out that if a teacher can establish positive STR in the classroom, both the teacher and students can receive tremendous benefits from it. For instance, Hirschkorn (2008) emphasized that STR plays a major role in teachers' growth, progression and development. Teachers also will be able to develop and grow (Hirschkorn, 2008) and become more motivated in their own profession (Hirschkorn, 2009) through positive STR. Sun (2012) clarified that STR is important for English language acquisition in classroom. Therefore, English teachers can utilize their relationship with the students to promote better learning in the classroom. Apart from that, Leckie (2016) also verified that STR is connected with the development of students' social skills, thinking skills and behavior. A connection is therefore present between STR and the process of teaching and learning in classroom. These connections were also proven important and beneficial by previous studies. Woolfolk (2013) stated that positive STR influences the development of students' behavior and academic competence. Claessens et al. (2016) and Blackmore (2013) have pointed out that students' behavioral trajectory and aggression will reduce with a well-managed STR. A lot of studies also showed that student learning, in-class participation and motivation can be increased through a quality STR (Carroll, 2012; Gehlback et al., 2012; Ali &Yunus, 2004; Blackmore, 2013; Mustapha et al., 2010). STR is therefore a crucial element in the teaching and learning process. These studies prioritize the management of this relationship. STR does not work as an advantage but a weapon that will self-inflict teachers if it is not managed well. Without proper management,

STR will result in negative trajectory of teaching and learning development (Claessens et al., 2016).

Methodology

This research adopted case study paradigm and therefore is qualitative in nature. Case study can be defined as "systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest" (Bromley, 1990, p.302). According to Yin (2009), case study researches are conducted when there is a need to explore and understand an issue and the factors behind the issue. Case study is also effective in issues regarding education (Gulsecen&Kubat, 2006). As the researcher intends to investigate the teacher's perception on STR and the methods that the teacher used in building up positive STR with his/her students, it is very convenient for the researcher to use case study design. Besides that, Zainal (2007) also mentioned that case study research design is very unique because it is meant only for a very small geographical area. This is in line with where researcher intends to conduct the study, which is in PulauBanggi.

Participant

For the purpose of this study, the researcher chose to conduct this case study in his school. The school is located in a rural setting in PulauBanggi, Sabah. The researcher was provided with a convenient sample to participate in this study. Researcher used purposive sampling technique due to time and cost constraints . Furthermore, the researcher is currently working in PulauBanggi. Palys, (2008, cited by Given, 2008) mentioned that purposive sampling is often used when researcher has identify strategically of whom, where and how the research is going to be carried out. The participant; Lisa (pseudonym), for this study was assigned by the headmaster of the school. Lisa was chosen by the headmaster due to the suitability of her major as an English teacher and the availability to participate in this qualitative study. Lisa's consent was also acquired beforehand in order to participate in this study. Lisa is a Malaysian English teacher in the primary school. Lisa has been teaching for the past 20 years throughout six schools in the states of Sabah, Sarawak and Johor. She has been teaching in her current school for 8 years. Throughout her teaching experiences, she had taught both lower and upper primary students. She is currently teaching English and Arts across the upper primary classes.

Procedures

The procedures for collection of data encompassed of three main procedures; (1) an interview session with Lisa, (2) a series of classroom observations, and (3) post interview to acquire respondent's affirmation of the analyzed data. All procedures were conducted within Lisa's consent. A semi-constructed interview session was conducted on the 15th October 2018 with the participant Lisa during school hours. The interview session was recorded with a recording device. The recording was then transcribed into text and then analyzed using the conventional content analysis method, where main themes were identified for further analysis (Hsieh &Shanon, 2005). The interview questions were based on the focus and research questions of this study. Then, a series of classroom observations were conducted in five sessions; the 18th, 22nd, 24th, 26th and 29th of October 2018. The observations were conducted at the convenience of the researcher and Lisa herself. Observational notes were gathered from the sessions. The notes were later analyzed and triangulated using the themes identified from the interview sessions. The aim of this method was to provide more insights and understanding on the gathered and analyzed data (Hsieh &Shanon, 2005). Researcher also used field notes as

a mean to record data during the observations. Lastly, a short unrecorded session of post interview was conducted after the data analysis stage. This procedure was conducted to obtain Lisa's affirmation of the themes acquired from the previous interview and classroom observations.

Data analysis procedures were conducted in an inductive and deductive process. The researcher utilized the conventional content analysis method as well as the deduction method using relevant literatures. The purpose of this procedure was to acquire a clearer and validated result of the descriptive data provided by Lisa.

Findings

Quality of STR depends on the teacher's approach and management

"It really depends on the teacher actually."
(Lisa, Interview, 15/10/2018)

Lisa has put the responsibility of managing STR at the hands of the respective teacher. During the interview she had made a clear statement that the responsibility of establishing good relationship between students and teacher, lays at the hand of the teacher. During the post interview, she added that if a teacher does not put any effort to handle the relationship, the connection between teacher and students would not occur. This was evident in the classroom. Lisa was constantly maintaining the quality of STR in her classroom. She showed affective measures when students' mood decreased and she was also constantly trying to make them engaged with the lesson. This showed that Lisa was being responsible about STR management and her lesson.

Positive STR means to provide comfort for students to be actively participated in teaching and learning

"We have to make them feel wanted that's the most important thing. You have to make them feel comfortable with you."
(Lisa, Interview, 15/10/2018)

Lisa believed that the connection between a student and a teacher is meant to promote comfort and there were noticeable benefits if comfort was present in the classroom. Comfort is achieved by creating an environment that is inviting in the classroom. Once students are comfortable, they will approach her and ask personal questions to her. In the classroom, Lisa showed constant effort to maintain comfort. She kept the interventions to minimal and continuously used normal or neutral tone, which was inviting for the student. As a result, students' mood were constantly increased and maintained. Students often approached her personally to ask questions and give opinions.

"I've seen erm many of them to come up…to ask personal…personally some questions"
(Lisa, Interview, 15/10/2018)

Lisa also believes comfort will promote active participation. She explained that students would be more responsive and engaged during the lesson if comfort were present. Lisa depicted a lot of instructional and questioning strategies that promoted comfort and engagement in classroom. In addition with the constant neutral tone of voice, student were seen actively involved and engaged in the discussions, readings, question and answer sessions, and other

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tasks as well. Lisa mentioned that this is important for teachers to assess the success criteria of a lesson.

"…we can see the respond from the student whether they are…err…the objective is achieved."
(Lisa, Interview, 15/10/2018)

Lisa also mentioned that students would be more cooperative during the teaching and learning process when they were comfortable with the teacher. This was proven when she gave students choices to do work. Students showed high level of cooperation upon conducting and completing task. They even showed respect for Lisa in terms of behaviour; where one student asked his peer to behave and participate in the lesson instead of chatting. Lisa also mentioned in her post interview that by giving them choices, they would be more engaged and cooperative to work together with the teacher.

"…how the teacher finds the student…you know…are they cooperative"
(Lisa, Interview, 15/10/2018)

Lisa emphasized that if comfort and connection were not present, the connection between teacher and student would be a failure. Students would then neglect themselves from the lesson. Due to this, she was constantly taking actions to ensure students were comfortable with her and her lesson.

"Once you are…they are not comfortable with you they will never come up with you and …they do not want have…anything to do with you, they do not want to ask you anything."
(Lisa, Interview, 15/10/2018)

Role of a strict teacher is necessary to maintain order in the classroom

"…once you get too close to them, and the whole class can go haywire"
(Lisa, Interview, 15/10/2018)

Lisa mentioned during the interview that there are advantages and disadvantages of having a close relationship with the students. According to her, the classroom would get out of control when a teacher was too close to the students. She mentioned that by playing the role of a strict teacher she could ensure her class did not get out of control. In the classroom, Lisa performed several practices that corresponded to this role.

It was visible that Lisa had conveyed her expectations to students. This is proven through the fact that she kept on reminding them on how to perform the task and behave in the class. She kept saying, *"what did I tell you?"* or *"how did I ask you to do your work?"*, which proved that students were aware of those expectation. Based on her existing and aforementioned expectations, Lisa exerted punishments and rewards as consequences onto the students. However, a lot of punishments were given as compared to rewards. These punishments that Lisa portrayed were for those who did not meet her expectations. Students who misbehaved, not finishing their homework or forgot to bring textbook, were punished. On the other hand, the rewards that Lisa exerted were very scarce. During the teaching and learning process in the classroom, she only responded by affirming to students' correct answers; such as *'"Ok"* or *"Correct"*.

Discussion

Based on the findings, three main themes were identified and they can be categorized into 3 major components; (1) Lisa's perception and belief on STR, (2) Lisa's teaching practices in establishing and promoting STR, and (3) the drawbacks in Lisa's teaching practices.

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Lisa's (English primary school teacher) perception and belief on student-teacher relationship (STR)

Building quality STR is the teacher's responsibility

"It really depends on the teacher actually."
(Lisa, Interview, 15/10/2018)

As mentioned by Lisa during the interview session, Lisa perceived that STR in classroom depends greatly on the teacher. The teacher has to manage the relationship in order to attain the intended quality of STR. Several experts in the classroom management area also shared Lisa's belief. Pianta's (2001, cited by Wubbels et al., 2012) Student-Teacher Relationship Scale, which is widely accepted and practiced around the world, utilizes teachers' experiences and perceptions as means to study and define the quality of STR in classrooms. This is because the direction of STR is greatly determined by the teacher, as the teacher is the one who is in control in managing the flow and mood in the classroom. This was evident in Lisa's case whereby she deliberately carried out affective measures as a mean to increase the students' mood and engagement in the classroom. In a classroom, the teacher plays the role of the adult in the relationship, thus the management of classroom and instruction fall under the responsibility of teacher (Woolfolk, 2013). Through Lisa's classroom management and teaching practices, it was evident that Lisa was aware of this role.

Several studies have also demonstrated a similar depiction to Lisa's case. Mustapha et al. (2010) found out that the engagement of students in a classroom is greatly dependent on how the teacher played his or her role in the classroom. This is also evident in a study conducted by Blackmore (2013), whereby increment of student's involvement and risk taking in classroom was visible when teachers shifted their teaching approach to a more attentive and caring manner. Yunus and Abdullah (2011) also found out that teachers who establish good rapport and impression with their students are able to motivate their students to learn English in the classroom. A correlation can be seen between Lisa's perception and these studies. Therefore, the correlation validates her philosophy and approach towards building a positive STR as her perception is in line with the STR theory.

Students' sense of comfort with the teacher

Lisa also explained that the positive STR ensures students are comfortable with the teacher. She defines a quality STR as the connection between students and teacher that creates comfort and connection. Lisa's perception clearly correlates with the philosophy of STR. A good relationship between teacher and students is established when students feel a sense of belonging and comfort to engage, take risk, share opinions and take part actively in the classroom (Tsai &Cheeney, 2012; Slee et al., 2012).

"You have to make them feel comfortable with you."
(Lisa, Interview, 15/10/2018)

According to Seifert and Sutton (2014) there is constant need of self-belonging and comfort and interpersonal relationships in school and classroom. This depicts the idea that there is a strong need for comfort and belonging among students required before any learning could occur. In the study conducted by Blackmore (2013) students performed well when they felt the comfort of being connected among the students and teachers. It was the sense of comfort and

belonging that brought students to favor the lesson and be more interacted with the lesson (Blackmore, 2013). Besides that, Jalaluddin et al. (2011) also found that safe and comfortable interaction between teacher and learners in a process approach manner promoted the cultivation of writing skills among students. These studies correlate with Lisa's practice of constantly creating comfort before engaging students in the process of learning.

Maslow (1970, cited by Woolfolk, 2013) stated that comfort and warmth are the first two things students require before they can learn. This will then become the motivation for students to engage in the process of learning actively. Active engagement was visible in Lisa's classroom. Students constantly approached her personally for inquires. Discussion sessions were also very rich with questions and answers from the students. It was evident the students were working hard in classroom because they felt comfortable with Lisa and her teaching.

The Role of an 'Assertive Teacher'

Lisa mentioned that she is always aware that too much attachment with the students might cause the classroom to go out control. She avoided this by practicing the role of a strict teacher.

> *"So if you're strict you're…you're lesson is carried out very well."*
> *(Lisa, Interview, 15/10/2018)*

The purpose of this role is to ensure that when situations are too chaotic and against the classroom norms, Lisa can take control to manage the class successfully. This is also to avoid the teacher from being too close; to an extent where students perceive her as a friend rather than a teacher. Woolfolk (2013) also mentioned that a balance of authority and comfort is required to ensure students are comfortable and have respect for the teacher. Through this role, Lisa enforced rules, expectations and punishments to ensure students' cooperation during the teaching and learning process. She successfully maintained her authority as a teacher and as well as provided comfort for her students.

Lisa's (Malaysian English primary school teacher) teaching practices in achieving positive relationship with the students

The triangulation from the interview, observation and post interview showed several practices Lisa has conducted in classroom were in order to acquire the quality of STR as she perceived. The themes of these approaches are relevant based on theories and past studies regarding the STR domain.

Minimal Interventions

The first practice was not prolonging intervention. She kept interventions at a minimum level by taking up less time with a normal or neutral tone; before and after the intervention. This practice correlates with several theories and studies about classroom management in the aspects of STR.

Charles (2013) mentioned that interventions are to be kept at minimum to ensure the mood and flow of the classroom is unaffected. The normal tone that Lisa practiced shows quality interpersonal skills, which Woolfolk (2013), considers essential to establish a caring figure to the students. It was evident that Lisa was aware of this matter. She managed to intervene appropriately in order to maintain comfort, warmth, and participation of students.

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Instructional Approach and Questioning Techniques

The second practice was instructional and questioning strategies. Lisa ensured clarity in her instructions and questions by repetition. Several studies have also proven that the instructional practices and questioning strategies are beneficial for the development of positive STR. Sun (2012), mentioned that by using questioning and instructional strategies, students will feel more valued by their teachers. When students feel valued, they will be encouraged to participate in classroom learning. This creates an environment that are both inviting and encouraging for students to learn.

Lisa depicted the role of a responsive teacher as she showed interest in students learning needs (Essa, 2012). She prompted students to answer questions, participate in discussions and she checked their understanding regarding the lesson for several times. This technique had raised the mood of the class and led to active participation and engagement of learning. This is also similar to the findings of Ali and Yunus (2004) as well as Mat and Yunus (2014), whom found out that student's motivation in learning are greatly increased when teachers use appropriate instructional and questioning strategies to guide and engage students actively with the task or activity in the lesson. This justifies Lisa's actions as to increase students' motivation by being responsive of their needs. It is clear that Lisa maintained her relationship with the students by fulfilling their needs and motivating them. She achieved this by practicing relevant instructional practices and questioning techniques in accordance to the needs of her students.

Acknowledging Students' Freedom to Choose

The third practice was freedom to choose. Lisa gave choices to her students in terms of doing task and learning. Woolfolk (2013) also mentioned that authority and choices are means of motivation for students. By giving the power to choose, learning becomes more personal and relevant. In addition, they feel a sense of ownership for their work. Thus, they will be actively engaged in the task provided and learning process. Seifert and Sutton (2014, cited by Textbook Equity, 2014) defined motivation as the personal meaning and interest that arouse students' driving energy for learning. When students' energy and interests are increased, they will be comfortable with the learning in classroom.

Lisa comes to term with students by allowing them to have a say in their task and learning. This relationship that she has with her students did not just increase their motivation but also their active participation in the classroom. It was evident that students were more actively participated in the lesson. Some students even took the responsibility to remind other students to be more attentive of the task and lesson. Similar to a study conducted by Leckie (2016), students showed great responsibility and ownership of the task and lesson of literature when their choices were taken into account for the task and lesson. Leckie's finding showed the same observation taken from Lisa's classroom lesson. Lisa played her role in the relationship to connect with the students. As a result, the connection made by giving them choice resulted in increase in motivation and participation during the lesson as well as in the task given.

Drawbacks

There were several drawbacks of Lisa's practice. This was evident through her role as a strict teacher in classroom. The role of a strict teacher was intended to ensure she could control the class. Woolfolk (2013) also mentioned that quality STR is between the balance of authority, comfort and respect. In the classroom management field, strictness and authority is linked with the role of an assertive teacher. An assertive teacher manages his or her classroom

by using rules, modelling, punishments and reinforcements while considering students' rights, respect, and affections (Charles, 2013). This relates with Lisa's teaching practices and her perception. Nevertheless, there were several practices that could have led her to become a hostile teacher instead of an assertive teacher.

Inconsistency of rewards and punishments

The first drawback of Lisa's teaching practice is the inconsistency of rewards and punishment. Lisa exerted a lot of punishment as compared to rewards. The occurrence of rewards was vague and very minor. The assertive role specifically mentions that rewards and punishment need to be consistent so that students can adhere to the system (Charles, 2013). The inconsistency of this situation will lead to the deterioration of relationship between students and the teacher. In a study conducted by Claessens et al. (2016), it is found that the relationship between a students and teacher becomes unstable when inconsistency occur in positive and negative feedback from the teacher. Claessens et al. (2016) continues to stress on reestablishing positive relationship by shifting back to positive and friendly feedback after negative feedbacks or punishments by the teacher. Therefore, the inconsistency of Lisa's approach regarding punishments and rewards could lead to deterioration of the relationship she has with the students.

Cynical statements by the teacher

The second drawback in Lisa's teaching practice is the usage of cynical statements during punishments. These were observed for students who misbehaved or did not finish their task. Charles (2013) mentioned that any punitive actions would lead the teacher to be hostile to students. This means that teachers should avoid any practices in which can result in demeaning the students' self-esteem. It was apparent that Lisa uttered several cynical statements during confrontations or punishments. This is a crucial factor for the relationship she has with the students. This is because a hostile teacher will not be able to make connection and positive relationship with the students (Woolfolk, 2013).

Despite these, Lisa was constantly maintaining the quality STR in classroom. Every time when the classroom mood decreased, she would put effort to raise their mood and participation. Lisa was constantly aware of the situation and practiced measures to support STR. Lisa is a teacher that is responsive and emphatic about students' feelings and learning. Therefore it is clear that despite several drawbacks, Lisa's perception, knowledge and approaches are still in line with the theories and pedagogy of a positive and quality STR.

Conclusion

Lisa is depicted as an English teacher who knows and practices good STR in her classroom. The efforts she had put in establishing and maintaining positive STR as well as ensuring her lessonswere conducted effectively were properly conveyed is evident in this study. Several drawbacks were also clear in this study as Lisa's did perform several actions that did not help to promote quality of STR. This study becomes an example for the need to explore this issue of STR in the Malaysia Education System.

STR is not a new concept in the pedagogical field. It is one of the foundations of teaching and learning that teachers need to be aware of. Despite years of practice and training, a system is also required to ensure the STR in the Malaysian classrooms is well maintained to enhance the quality of teaching and learning. This study hopes to be a stepping-stone of further studies and as a reference for bigger implementation by the Ministry of Education.

Implication

Lisa has portrayed herself as a teacher with effective teaching practices that had promoted positive STR. She was aware of the positive relationship required. She also put a lot of effort to ensure the relationship with her students was healthy and conducive.

Even so, this is a case study of one individual's perspective and practices. The findings cannot be generalized for teachers nationwide. It is true that Malaysian teachers were prepared to manage STR during their training program. Nevertheless, there is still the need to ensure teachers are actually managing and building positive STR in their classrooms.

A proper system is required to constantly monitor and develop the STR quality in Malaysian classroom. Teacher assessment is also evident in the Malaysian education system. Even so, a specific assessment on STR is yet present. This study hopes to spark some interest of the Malaysian Education system regarding STR, whereby further exploration and development are conducted.

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ENGLISH PHONICS LEARNING USING ONLINE GAME AMONG MALAYSIAN PRIMARY SCHOOL STUDENTS: THE UPSHOTS AND THEIR PERCEPTIONS

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Abstract: *Due to the lack of phonemic awareness in English, it is hard for students to read in this language appropriately. As reading competence is very important to be highlighted, this issue need to be scrutinized in order to ensure that students could acquire the phonics learning thus, developing their reading skill. So, this study attempts to investigate the implementation of online game in learning English phonics and their perceptions about the lesson among Year 1 students in SK Kopok, Pasir Gudang, Johor. To acquire this, a set of questionnaire was distributed to all participants involved and all of them have been interviewed in order to gather the data in depth. Pre and post tests were utilized to determine if there any significant difference occurs throughout this study. These instruments were administered among the Year 1 students in this school and there were 15 participants involved in the study. The analysis of the data reveals that most of the students have improved their English phonics lessons by using online game. It is highly significant to determine the reasons that contribute to the findings as this would help various stakeholders to enhance the reading ability among the students. The theory of Jean Piaget regarding the assimilation and accommodation will be drawn deeply in this study as it provides the understanding of how learning takes place when playing the online game. This paper will also discuss the recommendations to improve the phonics lesson as to attract the students' attention as well as to motivate them to read in English. Thus, the results in the findings will be further discussed throughout this paper.*

Keywords: Phonics learning, online game, ICT, reading competence, literacy skill, ESL primary learners

Introduction

Globally, English language has been used widely for decades ago as a mean of communication until at the present time. The importance of acquiring and using English as a medium of communication has been notified by some of the scholars on those days. This can be seen in the article written by Crystal (2013), as he claimed that,

"As early as 1780, John Adams, one of the founding fathers of the United States of America and its second president, commented that 'English is destined to be in the next and succeeding centuries more generally the language of the world than Latin was in the last or French is in the present".

In this era, the practice of English language is much more essential and demanding by all people across the globe. This can be proved by Marsh (2006) as cited in Ryhan (2014) who asserted that, "a large number of international education institutions expressed a significant interest in adopting English medium of instruction". This proves that the importance

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of English is not just important during those days but it is still being highlighted until at the present time.

In Malaysia, the official language is Bahasa Malaysia and English is acknowledged as the second language. The use of English is very demanding at this era as it becomes one of the requirements to be accepted in the workforce. This is supported by the Prime Minister of Malaysia, Tun Mahathir Mohamad where he clarified that, "the country's ability to survive and thrive would be in jeopardy if the future generations of Malaysia are not well-versed in English, the language of commerce and trade", as Joash (2015) cited in (Yunus & Saiful Islam, 2017). Besides, students are required to at least pass the English subject as it is one of the core subjects taught in school. This shows that English has been practiced decades ago by people all over Malaysia and the demand for them to acquire this language still persists until today.

Learning a language is not easy especially when we are learning second language. People might face some difficulties in learning a language especially kids. It may be because they need more time to attain the language compared to the adult learners. In school, learning English language is quite challenging to most of the primary students particularly for those who come from a low socio-economic background where they are not exposed to English language at home. They only learn the language when they are at school. Thus, their proficiency level of English is much lower compared to those who have been practicing the language with their parents at home. According to Kang (2012) in his article, he reported that, "in 2008, 54000 Year One pupils identified with low literacy skills were enrolled in the Early Intervention Reading and Writing Class (KIA2M)", (Kang, 2012). These reports illustrated that there are many students in Malaysia who are still illiterate since they have not mastered the basic language skills yet. Consequently, "in 2008 alone, 31939 students dropped out from school at both the primary and secondary levels", (Kang, 2012). This situation happened because those students were not able to acquire the literacy skills well.

In a study conducted by McArthur et al (2012), they ascertained that, "around 5% of English speakers have a significant problem with learning to read words". These authors believed that, "poor word readers are often trained to use letter-sound rules (phonics) to improve their reading skills", (McArthur et al, 2012). At the end of the research, they found that, "phonics training appears to be effective for improving some reading skills", McArthur et al (2012). This concludes that by applying phonics in learning English could help the learners to develop their reading skills to be better. In the article written by Berkling and Pflaumer (2014,p. 33), according to The National Reading Panel (NRP) in 2000, "phonics is one viable method for teaching spelling in a very systematic manner that supports all students". Teaching phonics is not only important for the students to improve their pronunciation and reading skills but also to enhance their knowledge in spelling. Throughout this study, it is hoped that the online game will offer positive impacts to the students in learning English. Therefore, the purpose of the study is to examine the use of online game in learning English phonics among the primary school students and their perspectives on using it in classroom.

Significance Of The Study

The acquisition of English phonics is very important to be centralized among the students since they are in the early childhood learning. According to Birch (2014), she emphasized that, "phonological knowledge is crucial for fluent alphabetic reading with comprehension". In other words, teachers should stress on the importance of learning phonics among the students so that their reading skills can be developed thus improve their proficiency in English language.It is crystal clear that the importance of using online game in learning English phonics has been highlighted as this could improve not only the students' development

in reading skill but also assist the teachers' level of knowledge and skills in ICT. By discovering several teaching techniques might help the school and teachers to prepare more attractive learning activities during the English class. In this case, teachers should recognize the students' ability and learning preferences so that, various activities can be carried out in the same lesson. This is to cater all the students' needs in learning. For students who need particular attention from teachers, special materials should be provided. This can be related with Shift 1 in the Blueprint where the government will increase the investment in physical and teaching resources for students with specific needs, (*Malaysia Education Blueprint, 2012*). Therefore, the authority would provide more technology tools to be utilized in teaching and learning process. As a result, it could not only attract the students' attention but also improving their understanding in learning the target language.

Research Objectives

In this study, there were two research objectives that need to be attained which are :

1. To examine the implementation of online game in learning English phonics among the primary school ESL learners.
2. To identify the students' perspectives in learning English phonics by using online game during the lesson.

Research Questions

In order to achieve the research objectives, there were two research questions that had be looked into throughout this study which are:

1. Is there any significant difference in implementing online game and the achievement in learning English phonics among primary school ESL learners?
2. What are the students' perspectives in learning English phonics by using the online game during the lesson?

Literature Review

Teaching and learning processes should be more effective and interactive especially in this digital era. This is because learners nowadays as well as teachers are prone to the utilization of ICT tools in their daily life including in learning purposes. According to Chik (2014), "interest in learning through digital game has intensified in recent years, and researches and teachers have been keen to harness the pedagogical benefits in classroom contexts". Besides, "they (game) create a fun environment in which learners and even the teacher become more interested in learning and teaching process", Ashraf et al (2014). Therefore, the implementation of ICT tools in teaching and learning could cater the learners' preferences in learning other than fulfilling one of the government's aspiration in education which is to instill and practice the 21st Century Learning among the students in classrooms.

In a research carried out by Falloon (2013), he claimed that, "the past few years have seen an array of new technological gadgets arrive on the education scene". This notion proves that the number of schools implementing technologies in teaching and learning processes is elevating occasionally. The implementation of computers as teaching and learning tools have also attract the students to learn more during the lesson. This is supported by Chang and Lehman (2002) as cited in (Chang & Lin, 2013), they asserted that, "research in computer-assisted language learning (CALL) has revealed that students were motivated and liked working with the computer-based courseware". According to Bakar and Nosratirad (2013), "in this century, research on the potential of digital educational game in enhancing language

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learning has increased very fast from year to year". Other than that, Sayed Yusoff et al (2014) declared that, "digital game which are commonly regarded as a form of entertainment, has been proposed as an effective tool for engaging students in learning activities".

There is a significant relationship between phonological learning with reading acquisition. It is highly essential for the students to have a very good knowledge and skills in phonics in order to enhance their reading acquisition to be better. According to Yunus et al (2016), "reading comprehension can be enhanced when computer-mediated passages are employed to develop or to control options for obtaining information". Thus, by using computer as the technology tool in teaching will help the students to improve their phonics ability as well as in their reading competence. Other than that, online game could also provide clearer contents in more interactive ways. In the study conducted in German by Berkling and Pflaumer (2014), they affirmed that, "as the game is interactive, the sound of the grapheme within the given context becomes clear". By using pictures or characters in the online game could attract the students' attention and motivation to learn more during the lesson. This is because they are prone to look at the pictures or text accompanied by pictures more compared to the texts utilized. This is highly supported by Yang et al (2013) as they discovered that, "students spent more time reading texts and attended more to the text-picture slides", (Yang et al, 2013). This illustrates that students would get attracted more to the pictures or images rather than to read sentences or texts.

In this study, the online game selected was 'Teach Your Monster to Read'. It was chosen because it provides the target item (phonics) and the language needed which is English language and it is a free online game. So, it is much easier for the teachers and students to access to the game at no cost. When playing the game, the students have to listen and say out the sound of the phonics while doing the activity. In addition, the characters in the game which are monsters are very familiar to the students as the characters used are almost the same as in the English Textbook (Supermind) that they learn in clasroom. Students are exposed with the same phonics and vocabulary repeatedly for few levels before changing them into the new one. This will enhance their learning of the target language. Mohammad Ali Heidari-Shahreza et al. (2014) suggested that, "English teachers put incidental vocabulary acquisition within the perspective of longitudinal, intensive and systematic vocabulary recycling where the learners' knowledge of vocabulary is reinforced and accumulated over time".

Methodology

Throughout this study, a mixed-method research design was employed. According to Morse and Niehaus (2016), they defined the term 'mixed-method' as, "the incorporation of one or more methodological strategies, or techniques drawn from a second method, into a single research study, in order to access some part of the phenomena of interest that cannot be accessed by the use of the first method alone". In this study, pre-test and post-test were used in order to recognize if there any significant difference of the implementation of online game to learn English phonics among the participants. The result from the Screening 1 was regarded as pre test while the result for post test was taken form Screening 2. Both of these tests were taken from the LINUS screenings results. By having these pre and post tests helped the researcher to determine whether the students are improving their phonics learning in English or not. In the results, the data was calculated and presented using simple percentages based on Pass or Fail results as LINUS has no total marks to be calculated.

There are plethora of studies that utilizing questionnaire as the intrument in collecting data. According to Phillips (2013), "questionnaires are widely used because they are cost effective and can be administered to large groups of people". In this study, a questionnaire was

distributed to gather the data in depth. Moreover, a short interview was carried out among the participants in order to obtain their perceptions on what do they like and do not like about learning English phonics using online game. According to Singh (2015), "interviewing is a rigorous data collection technique; it can span many days or months and yield several volumes of data".This research involved 15 students from Year 1 as the participants. These selected students are in the same school which located in the sub-urban area of Pasir Gudang, Johor, the southern part of Malaysia. All of the students involved were those who did not pass the reading screening specifically in phonics constructs (Construct 2 and 3). Therefore, all of the participants are at the same level of proficiency in the target language.

All the samplings (students) were chosen based on purposive random sampling technique as all of them did not pass the first LINUS reading screening.As for the instrument (questionnaire), it was distributed to all participants in the classroom at the same time guided by their teacher (the researcher). They were responding to the questionnaire during English period while the other students who were not the participants of the research were given other task to be completed. It took a person to complete the survey within 15 minutes. After recollecting all the questionnaires, the evaluation of the data was further scrutinized.

Before proceeding to the actual study, a pilot-test was conducted among 30 good Year 1 students in a school and they had to respond to the items set in the questionnaire. This is to ensure the validity and reliability of the questionnaire prepared, a pilot-test was administered as Phillips (2013) declared that, "the aim of the pilot-test is to detect any mistakes in the questioning and to correct them before the main survey". Other than that, he also added that, "based on the pilot-test, the researcher will be able to make changes that will help maximise response rate and minimise confusion among respondents", (Phillips, 2013).

Results

Research Question One: Is there any significant difference of implementing online game in learning English phonics among primary school ESL learners?

1. Pre- Test and Post-Test

Based on the pre and post tests, the results indicated a highly significant improvement among the participants. The outcomes of both pre and post tests were calculated and shown clearly in the table below. The results are shown based on different constructs; Construct 2 (sound out the phonemes) and Construct 3 (blend the phonemes).

Construct 2 : (Sound out phoneme)

	Pre-Test (Screening 1)	**Post-Test (Screening 2)**
Respondents	Passed (/) or Not Passed (X)	
R1	X	/
R2	X	/
R3	X	/
R4	X	/
R5	X	X

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R6	X	/
R7	X	/
R8	X	/
R9	X	/
R10	X	/
R11	X	/
R12	X	/
R13	X	/
R14	X	/
R15	X	/
Total	**0**	**14**
Percentage of pass (%)	**0**	**93.3**

Table 1

Table 1 shows that there is no students passed Construct 2 (sound out phoneme) in the pre-test (Screening 1) but the number of students who passed this construct has been increased to 14 in the post-test (Screening 2). Yet, there is still one student who have not passed this construct in the post-test.

Construct 3: (Blend phoneme)

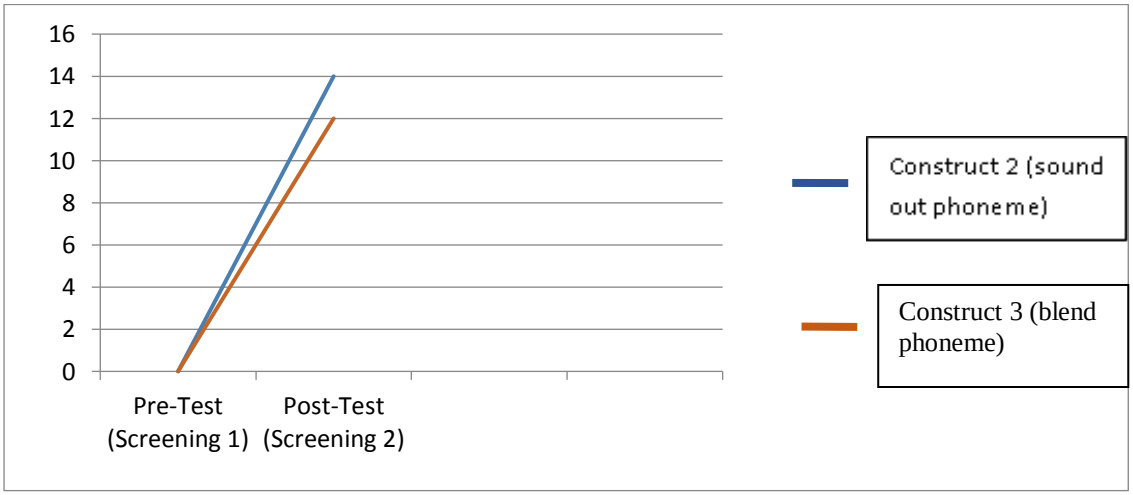
	Pre-Test (Screening 1)	**Post-Test (Screening 2)**
Respondents	Passed (/) or Not Passed (X)	
R1	X	/
R2	X	/
R3	X	/
R4	X	X
R5	X	X
R6	X	/
R7	X	/
R8	X	/
R9	X	X
R10	X	/
R11	X	/
R12	X	/

R13	X	/
R14	X	/
R15	X	/
Total	**0**	**12**
Percentage of pass (%)	**0**	**80**

Table 2

Table 2 shows that there is no students passed Construct 3 (blend phoneme) in the pre-test (Screening 1) but the number of students who passed this construct has been increased to 12 in the post-test (Screening 2). However, there are 3 students who have not passed this construct in the post-test.

The achievement of the students in both pre and post tests is shown in the Graph 1 below.



Graph 1

Based on the result shown in the Graph 1, the number of students passed Pre and Post Tests (LINUS screenings) increases for both Construct 2 (sound out phoneme) and Construct 3 (blend phoneme). In the pre-test (Screening 1) , there was none of the students passed in both constructs but it indicates an increment in the post test (Screening 2) where the number of students who passed the Construct 2 is 14 (93.3%) and there is 12 students (80%) passed the Construct 3. This graph explains that the students have developed their understanding in learning English phonics using online game during the lesson.

2. Questionnaire

Section 1

In the questionnaire, Section 1 was about gender (4 girls; 27%) and 11 boys; 73%)and the participants' first language which is Malay (100%). The other questions were also analyzed and tabulated into simple percentages as shown in the Table 3 below.

No.	Questions	Yes (%)	No (%)
1.	Did you go to kindergarten?	20	80
2.	Do you speak English at home?	0	100
3.	Do you have your own smart phone?	26.7	73.3
4.	Do your family have smart phone?	100	0
5.	Do you use smart phone at home?	86.7	13.3
6.	Do you use smart phone for learning purposes?	13.3	86.7
7.	Do you love to learn English?	100	0
8.	Do you love to play online game?	100	0
9.	Do you play online game at home?	86.7	13.3
10.	Do you play online game for learning purposes?	13.3	86.7

Table 3

In Table 3, it can be seen that only 3 out of 15 participants (20%) went to the kindergarten before school. This might be the reason why they did not pass the pre-test (Screening 1) at the early of the study. The importance of attending kindergarten or preschool should be taken into account by parents nowadays in order to make sure that their children get at least basic knowledge of learning English. This is highly supported by Chu (2014), who asserted that, "learning English at an early age has become significantly important for children Therefore, students should have the basic skill and knowledge in learning so that it would provide them a good foundation in learning.

From the questionnaire, the participants claimed that only 4 of them (26.7%) who possessed their own smart phones while all of them stated that their family members have smart phones, which means that in their house has at least one smart phone to be used. For those who are not having their own smartphones (73.3%), they reported that they usually use their family members' smartphones at home. Yet, there was only 2 of them (13.3%) who declared that they use smartphones for learning purposes while the rest of them have not smartphones for learning. All of the participants (100%) claimed that they love to learn English and also love to play online game. The data indicates that 13 over 15 participants (86.7%) claimed that they play online game at home. In depth to that, there were only 2 of them (13.3%) play online game for learning purposes while the rest of them stated that they play online game for self-satisfaction.

Research Question Two: What are the students' perceptions toward learning English phonics using online game?

In Section 2 of the questionnaire, the perceptions of learning English phonics using online game were scrutinized and also have been put into simple percentages as displayed in the Table 4 below.

No.	Question	Yes (%)	No (%)
1.	Do you like to learn using technology (notebook)?	100	0
2.	Have you ever been learning using online game before? (at school)	0	100
3.	Do you like to learn English phonics using online game?	100	0
4.	Do you like to learn English using online game compared to the common way of learning?	100	0
5.	Does the online game improve your English?	100	0
6.	Does the online game improve your phonics learning?	100	0
7.	Does the online game improve your technology awareness/skill?	100	0
8.	Does the online game improve your listening skill?	93.3	6.7
9.	Does the online game improve your reading skill?	86.7	13.3
10.	Does the online game improve your speaking skill?	100	0
11.	Does the online game improve your writing skill?	0	100
12.	Does the online game promote you to work together with your friends?	100	0
13.	Do you wish to have more lessons like this?	100	0
14.	Do you feel more confident to learn English phonics after the lessons?	100	0

Table 4

All of the participants (100%) declared that they love to learn using technology (notebook), they like to learn English phonics using online game compared to learn it by using traditional way of learning, online game assists them to enhance comprehension in English and playing online game also helps them to escalate their knowledge in phonics learning as well as increasing their technology awareness and skills. Yet, all of them (100%) reported that they never have their learning session using online game before. Regarding the development of language skills, the participants reported that learning using online game helps them in improving listening skills (100%), reading skills (86.7%), speaking skills (100%) while none of them have improved on their writing skills. Moreover, these 15 participants (100%) agreed that playing online game promotes teamwork among each other and wish to have this kind of lesson (learning using online game) afterwards.

3. Interview

From the interview, most of the respondents stated that they like the lesson because the instruction given was clear and easy to understand. They also informed that they can repeat the instruction for times if they did not listen the instruction clearly. This proves that the online game utilized in this particular study which is 'Teach Your Monster to Read' was very appropriate and practical to be implemented in teaching English phonics to the students as they provide chances for the players to repeat instructions as many times as they wish. Hence, this helped the students to really understand the instruction to play the game very well. The examples of the details from the interview can be referred in the Table 5 below.

**keyword*: R = Respondent

No.	Details
1.	***R4 :*** *jelas. Kalau tak jelas boleh ulang-ulang* *It was clear. If not, the instructions can be repeated for times*
2.	**R8 :** *Boleh tekan lagi kalau nak dengar arahan banyak kali.* I can click on the button again if want to listen to the instructions many Times

Table 5

In addition, teachers should ensure that the level of the game chosen is appropriate with the students' level of understanding. This is to make them to feel comfortable and pleased to play the game while learning as this would motivate them to learn further. From the data gathered, the students claimed that they love to play the game because it was easy so that they could win the game easily. The details from the interview can be referred in the Table 6 below.

No.	Details
1.	**R1 :***senang nak main game tu* It was easy to play the game
2.	**R7 :** *game dia senang* The game was easy to play

Table 6

In the study, the participants also reported that they love and enjoy playing the game because there will be rewards such as prizes and praises after they have completed the level. As rewards, they can choose their favourite attires such as hats and shoes to put on their characters (monsters). Some of the details from the interview can be referred in the Table 7 below.

No.	Details
1.	**R10 :***best sebab lepas tu dapat hadiah* it was so fun as I can get prizes (awards in the game).
2.	**R11 :** *seronok sebab lepas main boleh pilih hadiah* The game was fun because I can choose the prizes

Table 7

In order to keep the students to stay focus in learning, the presentation of the teaching and learning materials is highly significant to be highlighted by teachers. In this study, the game used contains characters which are not only familiar to the students but also interesting to them. This kind of situation may help the students to boost up their interest in learning as well as encourage them to keep learning. The data collected reveals that the students claimed that they like the characters in the game and the details of the data can be seen in the Table 8 below.

No.	Details
1.	**R2 :***saya suka kartun tu.dia comel. banyak warna* I love the cartoons (characters) in the game. Cute and colourful
2.	**R6 :** '*monster' dia comel* The monster was very cute

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Table 8

There are factors that might help the students in developing their understanding in learning. However, there are also other factors that hinder their comprehension to be achieved well. In this particular study, the participants reported in the interview that they did not like this lesson (learning English phonics using online game) because sometimes the internet speed was very sluggish. Thus, it took quite sometime for the website to load and they had to wait. As a result, no learning process can take place because the internet speed was one of the important factors that need to be taken into account in order to make the learning a success. The examples of the details from the interview have been transcribed and put into Table 9 below.

No.	Details
1.	**R1 :***Tapikadang-kadang internet perlahan* But sometimes the internet speed was slow
2.	**R8 :** *kadang-kadang internet perlahan* Sometimes, the internet speed was slow

Table 9

Discussion

Colour is a very essential component in learning especially in memorizing contents. This notion is maintained by Mariam Adawiah and Muhammad Faiz (2013) who claimed that, "it (colour) functions as a powerful information channel to the human cognitive system and has been found to play a significant role in enhancing memory performance". In the game played in this study, all the materials and characters utilized are in coloured form. The students be keen on to see colourful images and more attracted to receive knowledge when the materials are in colours compared to the materials with no colours. This can be proved in a study carried out by Farley and Grant (1976) as cited in Mariam Adawiah and Muhammad Faiz (2013), who clarified that, "coloured multimedia presentations resulted in better attention and memory performance". Hence, the element of colours in the online game could help the students to retain their memory better and longer.

Since all students have different level of understanding, teachers may provide numbers and varieties of learning techniques and materials for the students to choose according to their own interest and capabilities. It helps the students to learn better as they can learn in their own way. This is highly supported by Bakar and Nosratirad (2013) as they asserted that, "the learning environment that gives freedom to learners to choose what type of learning they needed is important to encourage learners to study independently". Yet, teachers have to make sure that the teaching materials provided are suitable and contentful so that the learning is significant to them. According to Bakar and Nosratirad (2013), they declared that, "it can be concluded that, ESL and EFL language learning needs to be supported with meaningful learning tools, for example computer game, so that learning can be more realistic and meaningful". Regarding this study, teachers have to select appropriate reading materials such as phonics cards or simple story books in helping the students with their learning. Barrot (2015) discovered in her study that, "the implication of the findings for classroom teaching are considered more particularly in the selection of reading materials and the aspect of linguistic complexity that need to be adjusted to facilitate comprehension".

This game has developed on the main language skills which are listening, speaking and reading but the students showed no improvement in writing skill. Therefore, in future research, teachers may incorporate writing activity so that this skill could also be developed as well as other skills. As for beginning, teachers may use L1 to facilitate the students in writing because they might need more input in their first language. Kim and Yoon (2014) noticed that, "L1 use in writing L2 writing can play an encouraging role for both the ideational and compensatory purposes, suggesting that the strategic use of L1 can contribute to improvement in L2 composition". Besides, it is hoped that all parties including the authority (the government), teachers at school, parents at home as well as the society would work together in helping the learners today to develop their capabilities in learning English. Above all, teachers and parents play the most significant role in order to produce more successful learners. According to Kent and Facer (2004) as cited in Fu (2013) declared that, "school is an important environment in which students participate in a wide range of computer activities, while the home serves as a complementary site for regular engagement in a narrower set of computer activities".

Conclusion

To conclude, the implementation of online game in learning English phonics among the Year 1 students is very helpful in improving their phonics awareness and understanding. The lesson also develops their skills in handling technology tools; netbook, 'mouse' and also playing an online game. Their confidence level also increases towards learning English phonics as they have demonstrated an improvement in their post-test (LINUS Screening 2). Supports from teachers and parents are very important in helping them to be at this stage. However, there are certain issues addressed that need to be taken into account such as the condition of the technology tools used or the internet speed during the lesson so that the learning can be carried out smoothly. Future research should consider the shortcomings encountered throughout this study. All in all, related stakeholders should play their own role in implementing online game in learning English phonics to be a success.

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KEFAHAMAN GURU SEKOLAH RENDAH DAERAH PEKAN TERHADAP PEMBELAJARAN ABAD KE-21 (PAK21)

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Abstrak: *Kajian ini bertujuan untuk mengenalpasti tahap kefahaman guru terhadap Pembelajaran Abad ke-21 (PAK21). PAK21 telah diperkenalkan dan dilaksanakan oleh Kementerian Pendidikan Malaysia (KPM) di sekolah-sekolah seluruh Malaysia sejak tahun 2016. Kajian ini telah menggunakan pendekatan kaedah kuantitatif. Data dikumpul melalui soal selidik. Responden kajian berjumlah 307 orang guru sekolah rendah yang mengajar di daerah Pekan, Pahang. Data dianalisis dengan menggunakan perisian SPSS versi 23. Statistik deskriptif yang digunakan adalah min dan sisihan piawai. Data yang dikumpul dianalisis mengikut 6 konstruk iaitu pengetahuan umum terhadap PAK21, komunikasi, kolaborasi, pemikiran kritis, kreativiti serta nilai murni dan etika. Dapatan deskriptif menunjukkan tahap kefahaman guru terhadap PAK21 dalam tahap yang tinggi. Hasil kajian dapat membantu guru dan pihak sekolah dalam membuat penyesuaian ke atas pengajaran terhadap PAK21 agar ia dapat membawa manfaat kepada murid di sekolah. Kajian juga bersasar untuk membantu KPM dalam mengenalpasti kelebihan dan kelemahan yang ada pada PAK21 supaya penambahbaikan dapat diadakan untuk memastikan PAK21 menjadi amalan pengajaran utama guru-guru di sekolah.).*

Kata Kunci: Kefahaman, Pembelajaran Abad Ke-21, Guru Sekolah Rendah, Daerah Pekan, Amalan Pengajaran

Pengenalan

Pendidikan di Malaysia hari kini mengalami perkembangan yang pesat dengan pelbagai transformasi dalam usaha membangunkan Malaysia ke arah negara maju dan mampu bersaing di peringkat global (Siti Nor Farhana & Siti Mistima, 2013). Namun, pencapaian Malaysia dalam Trends in Mathematics and Science Study (TIMSS) tahun 2011 adalah pada kedudukan ke-20 bagi Matematik dan bagi Sains dalam kalangan 49 buah negara. Dengan itu, Kementerian Pendidikan Malaysia (KPM) telah melancarkan Pelan Pembangunan Pendidikan (PPPM) 2013-2025 yang bertujuan dalam peningkatan kecemerlangan dalam pendidikan serta merealisasi hasrat FPK (M. Padmanaban, Intan Sifinaz & Ruhizan, 2016). Fungi utama PPPM 2013-2025 adalah menjadikan pendidikan Malaysia lebih bermutu tinggi seterusnya menghasilkan murid yang bertaraf dunia. Menurut Azalya (2003), bagi menghadapi cabaran yang sengat pada abad ke-21, murid perlu dilengkapi kemahiran abad ke-21 seperti kebolehan dalam berkomunikasi, kemahiran dwibahasa, berfikiran kritis dan berinovatif. Kemahiran-kemahiran abad ke-21 perlu digabungkan dengan kurikulum dan amalan pengajaran guru supaya ia dapat diterapkan dalam kalangan murid (Nurzarina & Roslinda, 2016).

Pembelajaran Abad ke-21 (PAK21) telah diperkenalkan dan dilaksanakan di semua sekolah mulai tahun 2015. Menurut Kementerian Pendidikan Malaysia (2016) PAK21 didefinisi sebagai satu proses pembelajaran yang berpusatkan murid berteraskan elemen komunikasi kolaboratif, pemikiran kritis dan kreativiti serta aplikasi nilai murni dan etika. Pelaksanaan PAK21 bertujuan untuk melahirkan modal insan minda kelas pertama yang

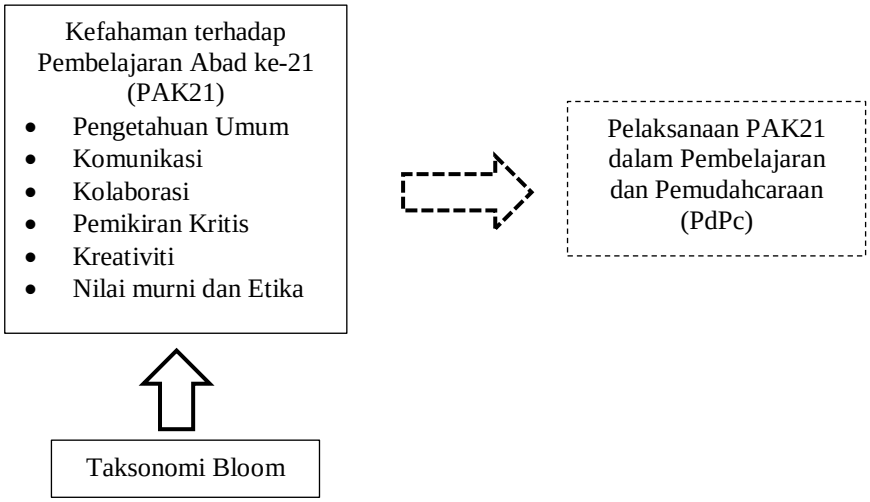
produktif, mahir dalam komunikasi, mempunyai kemahiran berfikir aras tinggi serta mahir dalam penggunaan teknologi maklumat dan komunikasi (ICT). KPM telah membelanjakan kewangan dengan memberi pendedahan kepada guru tentang PAK21. Elemen-elemen dalam PAK21 dapat membantu guru dalam melakukan perubahan dalam proses pembelajaran dan pemudahcaraan (PdPc) supaya lebih memenuhi syarat pembelajaran abad ke-21. Walaupun latihan dan taklimat berkaitan dengan PAK21 telah diberi kepada semua guru oleh pegawai-pegawai Jabatan Pendidikan Negeri atau Pejabat Pendidikan Daerah, pelaksanaan PAK21 di sekolah-sekolah seluruh negara masih kurang memuaskan (Sim, Norasmah, 2017).

Objektif Kajian

Kajian ini adalah untuk mengkaji tahap kefahaman guru sekolah rendah daerah Pekan terhadap Pembelajaran Abad ke-21 (PAK21).

Kerangka Konsep Kajian

Kajian ini mengkaji tentang kefahaman guru terhadap pengetahuan umum PAK21, lima konstruk PAK21 iaitu komunikasi, kolaborasi, pemikiran kritis, kreativiti serta nilai murni dan etika. Fokus kajian adalah ditunjukkan dalam Rajah 1.



Rajah 1: Kerangka Konsep Kajian

Kerangka konsep yang ditunjukkan dalam Rajah 1 memperlihatkan dengan jelas mengenai kajian yang dijalankan. Kajian ini menggunakan Model Taksonomi Bloom sebagai model kemahiran berfikir. Antara lima konstruk PAK21 adalah komunikasi, kolaborasi, pemikiran kritis, kreativiti serta nilai murni dan etika. Kefahaman guru terhadap PAK21 dipercayai akan mempengaruhi keberkesanan pelaksanaan PAK21 dalam PdPc.

Tinjauan Literatur

Komunikasi

Menurut Kamus Dewan (2007), komunikasi bermaksud segala maklumat yang disampaikan atau diterima dapat difahami dengan jelas. Menurut Zamri (2011), dalam konteks pendidikan Bahasa Melayu, komunikasi berkesan amat ditekankan dalam proses PdPc. Tanpa kemahiran komunikasi yang berkesan, maka sesuatu perkara yang ingin disampaikan tidak dapat dilaksanakan dengan berjaya. Menurut Hamalik (2011), kaedah komunikasi guru yang kurang berkesan akan menyebabkan murid cepat bosan dan penat semasa proses pembelajaran berlaku di dalam bilik darjah.

Dalam pembelajaran abad ke-21, komunikasi bukan sahaja komunikasi secara verbal tetapi ia melibatkan kemahiran teknologi yang semakin penting hari ini. Pelbagai usaha telah dilakukan oleh pihak KPM dalam memperkenalkan medium komunikasi dengan menggunakan teknologi seperti *Virtual Learning Enviroment* (VLE) *Frog*. VLE *Frog* adalah kaedah komunikasi yang lebih berkesan dan seiring dengan perkembangan teknologi hari ini. Ia dapat memastikan komunikasi antara murid dan guru lebih mudah dan menyenorokan.

Kolaborasi

Kaedah pengajaran pada abad ke-20 yang berpusatkan guru hanya melibatkan komunikasi sehala iaitu antara guru dan murid. Amalan strategi pengajaran sebegini kurang sesuai untuk diamalkan pada abad ke-21 (Fatin et al., 2014). Pada abad ke-21, bilik darjah harus menjadi satu suasana pembelajaran yang boleh mengembangkan bakat dan potensi pelajar melalui aktiviti berkumpulan (Kementerian Pendidikan Malaysia, 2013). Marjan dan Seyed (2012) menyatakan kolaborasi membawa faedah dari segi sosial, psikologikal, akademik dan penilaian terhadap murid. Dari segi sosial, pembelajaran kolaboratif telah mewujudkan satu suasana yang menggalakkan hubungan sosial yang positif kepada pelajar manakala dari psikologi, pembelajaran kolaboratif boleh meningkatkan tahap keyakinan dalam diri murid.

Menurut Rafiza (2013), kolaborasi dapat menggalakkan murid bekerjasama dan bergiat aktif dalam proses pembelajaran. Menurut Saavedra & Opfer (2012), kolaborasi yang melibatkan aktiviti berkumpulan membuka peluang kepada murid melihat perspektif dan kaedah orang lain. Semasa murid menjalani aktiviti dalam kumpulan, mereka perlu melibatkan diri dalam aktiviti dan juga menerima pandangan dan cadangan lain agar matlamat kumpulan tercapai. Ini juga dibuktikan dengan kajian Wan Hasanah dan Nur Munirah (2013) yang menyatakan pembelajaran yang paling baik adalah pelajar terlibat secara aktif dan kolaboratif dalam proses PdPc.

Pemikiran Kritis

Seseorang pemikir kritis adalah seorang yang produktif dalam menjana maklumat, menilai kesahihan sumber maklumat, meneroka justifikasi, melihat isu secara menyeluruh bukan secara terpisah-pisah (Boss, 2015). Jika lihat dari perspektif murid, seorang murid yang pemikiran kritis bukan sahaja berpandangan jauh tetapi bersikap terbuka dalam menerima apa-apa cabaran yang dihadapi. Mereka juga harus boleh berfikir secara mendalam serta menghindari daripada membuat keputusan secara tergesa-gesa apabila mereka menghadapi satu masalah.

Dalam Pelan Pembangunan Pendidikan Malaysia (PPPM 2013-2025), salah satu daripada aspirasi adalah untuk melahirkan murid yang mampu menguasai pelbagai kemahiran berfikir termasuk penaakulan dan pemikiran kritis, kreatif serta inovatif. Namun, kajian mendapati murid di negara kita masih kekurangan pemikiran kritis. Hal ini kerana tahap kesediaan guru yang rendah dari segi penyediaan aktiviti pengajaran yang berkemahiran berfikir secara kritis. (Siti Nor Fahana & Siti Mistima, 2013). Kajian oleh Nooriza & Effandi (2013) pula mendapati sebahagian guru kurang bersedia untuk melaksanakan PdPc dengan mengintegrasikan kemahiran berfikir secara kritis. Mereka tidak menggalakkan murid untuk berfikir dan menghadkan kotak pemikiran murid. Justeru, guru sebagai fasilitator dalam PdPc harus menguasai pemikiran kritis supaya dapat menerapkan kemahiran berfikir dalam kalangan murid.

Kreativiti

Malaysia berhasrat untuk menjadi sebuah negara maju yang berpendapatan tinggi serta berdaya saing menjelang Wawasan 2020. Antara satu cabaran utama yang dinyatakan dalam Wawasan 2020 adalah untuk mewujudkan masyarakat yang maju sains dan progresif, yang berinovatif dan berfikiran ke hadapan. Dengan itu, kreativiti amat diperlukan untuk melahirkan generasi pelajar yang berfikiran sainstifik dalam abad ke-21 ini untuk memastikan Malaysia dapat mencapai Wawasan 2020 nanti.

Menurut Shaheen (2010), kreativiti bukanlah satu subjek yang boleh diajar secara langsung tetapi boleh diterapkan dalam setiap subjek melalui aktiviti dalam proses pengajaran dan pembelajaran. KPM menjurus Kurikulum Standard Sekolah Rendah (KSSR) telah menjadikan kreativiti dan inovasi sebagai elemen merentas kurikulum yang wajib diterapkan oleh guru dalam PdPc mana-mana mata pelajaran. Guru sebagai pemangkin transformasi pendidikan ke arah membentuk murid yang kreatif seharusnya dilengkapi dengan kemahiran berfikir yang kreatif dan inovatif.

Nilai Murni dan Etika

Menurut IAB (2017), kerangka pendidikan abad ke-21 menyenaraikan empat kemahiran spesifik yang penting dalam pembelajaran abad ke-21 iaitu kritikal, kolaborasi, kreatif dan komunikasi. Namun, dalam PAK21 yang dilaksanakan dalam sistem pendidikan Malaysia telah menambahkan nilai murni dan etika sebagai salah satu kemahiran yang wajib yang dikuasai oleh murid. Hal ini kerana pemupukan nilai murni dan etika amat penting ke arah membentuk jati diri nasional mengikut acuan national (Kementerian Pendidikan Malaysia, 2016).

Menurut Zarina, Zahara & Hardiana (2011), Malaysia merupakan satu negara yang unik dimana terdiri daripada masyarakat berbilang kaum, mengamalkan agama, kebudayaan dan bahasa sendiri. Oleh itu, perpaduan antara kaum adalah penting demi memastikan kedamaian dan keamanan negara dapat dikekalkan. dalam PAK21, adalah penting kepada seseorang guru dalam menerapkan nilai yang menggalakkan perpaduan kaum dalam kalangan murid sejak kecil demi melahirkan sebuah masyarakat yang harmoni.

Metodologi Kajian

Kajian ini adalah kajian kuantitatif dengan menggunakan kaedah tinjauan dalam mengenalpasti tahap kefahaman guru terhadap PAK21. Sampel populasi kajian ini adalah guru sekolah rendah yang berkhidmat di daerah Pekan, Pahang. Di daerah Pekan terdapat 48 buah sekolah rendah. Berdasarkan data yang dikutip daripada Pejabat Pendidikan Daerah Pekan, jumlah bilangan guru sekolah rendah di daerah Pekan adalah seramai 1367 orang tetapi hanya sebanyak 307 orang guru dipilih sebagai responden kajian.

Intrumen kajian adalah soal selidik yang diubahsuai daripada kajian-kajian Sim & Norasmah Osman (2017), Noordiana & Zamri (2017), dan Mohamad Mohsin & Jamsari (2013). Soal selidik terdiri daripada dua bahagian. Bahagian A memperincikan demongrafi responden seperti jantina, pengalaman mengajar dan pengalaman responden dalam menerima taklimat atau latihan berkaitan PAK21. Bahagian B pula mengandungi 30 item soalan yang terdiri daripada Skala Likert yang dibahagikan kepada lima pilihan. Antara lima pilihan dalam Bahagian B adalah (1) sangat tidak memahami, (2) tidak memahami, (3) kurang memahami, (4) memahami dan (5) sangat memahami. Item-item soalan terbahagi kepada enam konstruk yang merangkumi pengetahuan umum PAK21 (5 item), komunikasi (5 item), kolaborasi (5 item), pemikiran kritis (5 item), kreativiti (5 item) serta nilai murni dan etika (5 item).

Dalam kajian ini, kesahan dan kebolehpercayaan item disemak dengan perisian SPSS versi 23. Kajian rintis dijalankan terhadap 30 orang guru sekolah rendah daerah Pekan. Analisis nilai pekali Alpha Cronbach dijalankan mengikut keenam-enam konstruk bagi memastikan item-item yang dibina sesuai dan baik untuk dijadikan sebagai intrumen kajian. Dapatan kajian rintis kajian menunjukkan kebolehpercayaan kesemua item adalah 0.961 iaitu sangat baik.

Dapatan Kajian

Kajian ini dijalankan ke atas 307 orang guru sekolah rendah daerah Pekan. Profil responden adalah seperti dalam Jadual 2.

Jadual 2: Profil Responden

Profil Responden		Frequensi	Peratus (%)
Jantina	Lelaki	114	37.1%
	Perempuan	193	62.9%
Pengalaman Mengajar	Kurang daripada 5 tahun	48	15.6%
	6 hingga 10 tahun	91	29.6%
	11 tahun ke atas	168	54.7%
Pengalaman menerima LDP/ bengkel/ taklimat berkaitan PAK21	Pernah	287	93.5%
	Tidak pernah	20	6.5%

*N= 307

Kefahaman Guru terhadap Pengetahuan Umum PAK21

Pengetahuan umum PAK merangkumi definisi, standard asas, langkah pelaksanaan PAK21 dan sebagainya. Dapatan kefahaman guru terhadap pengetahuan umum PAK21 adalah seperti dalam Jadual 3.

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Jadual 3: Pengetahuan Umum Guru terhadap PAK21

Bil	Item	Frekuensi dan Peratusan (%)			SP	Min	Tahap
		Tidak Memahami	Kurang Memahami	Memahami			
B1	Saya mengetahui bahawa PAK21 adalah proses pembelajaran yang berpusatkan murid.	1 (0.3%)	4 (1.3%)	302 (98.4%)	0.544	4.77	
B2	Saya tahu bahawa lima standard asas dalam PAK21 adalah komunikasi, kolaboratif, pemikiran kritis, kreativiti serta aplikasi nilai murni dan etika.	1 (0.3%)	6 (2.0%)	300 (97.7%)	0.532	4.34	
B13	Saya menulis dan menerangkan objektif dan kriteria kejayaan sebelum memulakan PdPc.	5 (1.6%)	29 (9.5%)	273 (88.9%)	0.661	4.15	
B19	Saya boleh menyediakan rancangan pengajaran harian secara modular.	2 (0.7%)	42 (13.6%)	263 (85.7%)	0.603	4.05	
B25	Saya boleh menyenaraikan lima contoh aktiviti PAK21 yang boleh dilaksanakan dalam PdPc.	-	42 (13.7%)	265 (86.6%)	0.569	4.05	
			Purata Min			**4.27**	**Tinggi**

Dapatan dalam Jadual 3 menunjukkan bahawa min pengetahuan umum guru sekolah rendah di daerah Pekan terhadap PAK21 adalah 4.27 (N=307) dan dalam tahap yang tinggi. Pengetahuan guru terhadap definisi PAK21 adalah dalam tahap yang tinggi (min=4.77) dan juga standard asas PAK21 (min=4.34). Selain itu, guru-guru juga mempunyai tahap kefahaman yang tinggi (min=4.15) tentang tatacara untuk menulis dan menerangkan objektif kejayaan PdPc sebelum memulakan sesuatu PdPc. Namun, didapati terdapat guru (min= 4.05) masih kurang memahami kaedah untuk menyediakan rancangan pengajaran harian secara modular serta aktiviti pembelajaran dan pemudahcaraan PdPc yang berteraskan PAK21.

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Kefahaman Guru terhadap Konstruk Komunikasi

Menurut James A.F. Stoner (1995), komunikasi adalah suatu proses apabila seseorang berusaha memberikan pengertian dengan cara pemindahan pesan. Dapatan kefahaman guru terhadap konstruk komunikasi adalah seperti dalam Jadual 4.

Jadual 4:Kefahaman Guru terhadap Konstruk Komunikasi

Bil	Item	Frekuensi dan Peratusan (%)			SP	Min	Tahap
		Tidak Memahami	Kurang Memahami	Memahami			
B3	Saya menyusun bilik darjah yang memudahkan komunikasi antara murid.	1 (0.3%)	17 (5.6%)	289 (94.1%)	0.592	4.32	Tinggi
B8	Saya membimbing murid menyusun pemikiran secara logik dan menukarnya kepada komunikasi bukan lisan.	1 (0.3%)	61 (19.9%)	245 (79.8%)	0.590	3.93	Sederhana Tinggi
B14	Saya melatih murid cara memahami mesej yang disampaikan oleh orang lain.	2 (0.7%)	44 (14.3%)	271 (85.0%)	0.551	3.98	Sederhana Tinggi
B20	Saya melibatkan teknologi yang sesuai sebagai medium komunikasi antara murid.	-	46 (15.0%)	261 (85.0%)	0.563	4.02	Tinggi
B26	Saya memberi peluang kepada murid untuk membentangkan hasil kerja di hadapan rakan lain.	-	22 (7.2%)	285 (92.8%)	0.581	4.26	Tinggi
			Purata Min			**4.10**	**Tinggi**

*N=307

Dapatan dalam Jadual 4 telah mendapati bahawa kefahaman guru terhadap konstruk komunikasi dalam tahap yang tinggi (min=4.10) tetapi masih boleh dipertingkatkan. Dari segi pengetahuan guru untuk menyediakan suasana yang menggalakkan komunikasi antara murid, min yang diperoleh adalah 4.32 (N=307). Selain itu, didapati guru masih kurang memahami untuk menjana komunikasi secara bukan lisan (min = 3.93). Di samping itu, guru juga didapati kurang ilmu dalam melatih murid untuk mentafsir mesej yang disampaikan oleh orang lain (min = 3.98). Dari segi penggunaan teknologi sebagai elemen komunikasi mencapai tahap yang tinggi (min=4.02) tetapi boleh dipertingkatkan lagi. Akhirnya guru didapati banyak memberi peluang kepada murid untuk membentangkan hasil kerja mereka di hadapan guru ataupun murid yang lain (min=4.26).

Kefahaman Guru terhadap Konstruk Kolaborasi

Dalam bidang pendidikan, kolaborasibererti satu kumpulan pelajar bekerjasama ke arah matlamat yang telah dipersetujui bersama. Dapatan kefahaman guru terhadap konstruk kolaborasi adalah seperti dalam Jadual 5.

Jadual 5:Kefahaman Guru terhadap Konstruk Kolaborasi

Bil	Item	Frekuensi dan Peratusan (%)			SP	Min	Tahap
		Tidak Memahami	Kurang Memahami	Memahami			
B4	Saya merancang aktiviti berkumpulan.	-	17 (5.5%)	290 (94.3%)	0.541	4.24	Tinggi
B9	Saya melatih murid untuk menerima dan menghormati pandangan orang lain dalam kumpulan.	1 (0.3%)	16 (5.2%)	290 (94.5%)	0.570	4.28	Tinggi
B15	Murid diberi kebebasan untuk menyumbang idea dan pendapat.	1 (0.3%)	15 (4.9%)	291 (94.8%)	0.568	4.29	Tinggi
B21	Saya memastikan semua ahli kumpulan melibatkan diri dalam kerja berkumpulan.	1 (0.3%)	18 (5.9%)	288 (93.8%)	0.574	4.26	Tinggi
B27	Saya membahagikan tugasan berdasarkan keupayaan murid.	2 (0.7%)	30 (9.7%)	275 (89.6%)	0.576	4.11	Tinggi
			Purata Min			**4.24**	**Tinggi**

*N = 307

Secara umumnya, nilai min bagi kesemua item konstruk kolaborasi adalah lebih dalam tahap yang tinggi (min=4.24). Dapatan menunjukkan guru daerah Pekan tahu cara untuk merancang aktiviti secara kumpulan sepanjang PdPc (min=4.24). Selain itu, guru juga mengetahui cara untuk melatih murid menghormati idea dan pandangan orang lain (min=4.28). Tambahan pula, sepanjang PdPc, guru juga memberi kebebasan kepada murid untuk menyuarakan pandangan mereka (min=4.29). Di samping itu, guru mengetahui cara untuk mengawal aktiviti kumpulan yang dijalankan oleh murid (min=4.26). Akhirnya, min skor bagi item untuk meninjau adakah guru menyediakan dan membahagikan tugasan mengikut kemampuan murid mencatat 4.11. Secara keseluruhannya, guru sekolah memahami untuk menggalakkan unsur kolaborasi dalam kalangan murid.

Kefahaman Guru terhadap Konstruk Pemikiran Kritis.

Menurut Paul dan Elder (2012) pemikiran kritis merupakan satu set standard umum kepada penghujahan yang kritis merentasi bidang iaitu kejelasan maksud, ketepatan, perincian yang jelas, relevan, kedalaman, menyeluruh, logik, fokus pada kepentingan dan adil. Dapatan kefahaman guru terhadap konstruk pemikiran kritis adalah seperti dalam Jadual 6.

Jadual 6:Kefahaman Guru terhadap Konstruk Pemikiran Kritis

Bil	Item	Frekuensi dan Peratusan (%)			SP	Min	Tahap
		Tidak Memahami	Kurang Memahami	Memahami			
B5	Saya memberi ruang untuk pelajar meneroka ilmu melalui pelbagai sumber maklumat.	1 (0.3%)	25 (8.2%)	281 (91.5%)	0.524	4.10	Tinggi
B10	Saya memberi peluang kepada murid membuat refleksi kendiri selepas sesi PdPc.	1 (0.3%)	70 (22.8%)	236 (76.9%)	0.621	3.90	Sederhana Tinggi
B16	Saya menggalakkan pelajar yang mengalami kegagalan untuk mencari kemungkinan penyelesaian yang lain.	1 (0.3%)	43 (14.0%)	263 (85.7%)	0.554	4.01	Tinggi
B22	Saya melatih murid mempertahan keputusan diri dengan bukti yang kukuh.	1 (0.3%)	58 (18.9%)	248 (80.8%)	0.580	3.94	Sederhana Tinggi
B28	Murid yang memberi komen dan pandangan terhadap hasil kerja rakan atau kumpulan lain.	2 (0.7%)	30 (9.7%)	275 (89.6%)	0.567	4.07	Tinggi
			Purata Min			**4.00**	**Tinggi**

*N = 307

Secara umum, nilai min yang diperoleh bagi konstruk pemikiran kritis adalah dalam tahap yang tinggi (min=4.00) tetapi ia harus dipertingkatkan lagi. Antara lima item yang disoal, item yang meninjau kefahaman guru dalam menyediakan sumber maklumat yang pelbagai mendapat min yang tertinggi dalam konstruk ini (min=4.10). Item kedua telah mencapai nilai min yang terendah dalam konsrtuk ini (min=3.90) dan ia menunjukkan guru daerah Pekan kurang memberi peluang kepada murid untuk membuat refleksi pada akhir sesuatu PdPc. Walau bagaimanapun, guru didapati memberi peluang kepada murid untuk mencari penyelesaian yang lain apabila mereka menghadapi kegagalan (min=4.01). Tambahan pula, guru juga didapati kurang memahami dalam melatih murid mempertahankan idea sendiri (min=3.97). Akhirnya, murid diberi peluang untuk memberi komen dan pandangan terhadap hasil kerja kawan yang lain (min=4.07).

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Kefahaman Guru terhadap Konstruk Kreativiti

Sternberg (2000) menyatakan kreativiti merupakan elemen yang perlu diajar kepada pelajar ke arah untuk melahirkan produk manusia yang kreatif. Dapatan kefahaman guru terhadap konstruk kreativiti adalah seperti dalam Jadual 7.

Jadual 7:Kefahaman Guru terhadap Konstruk Kreativiti

Bil	Item	Frekuensi dan Peratusan (%)			SP	Min	Tahap
		Tidak Memahami	Kurang Memahami	Memahami			
B6	Saya mendedahkan murid dengan sesuatu masalah dan minta mereka menyelesaikan masalah tersebut.	1 (0.3%)	41 (13.4%)	251 (86.3%)	0.576	4.05	Tinggi
B11	Saya menggalakkan murid melakukan inovasi terhadap idea sedia ada seterusnya menghasilkan idea yang baharu.	2 (0.7%)	54 (17.5%)	251 (81.8%)	0.584	3.95	Sederhana Tinggi
B17	Murid akan menghasilkan projek atau tugasan berdasarkan kreativiti sendiri.	1 (0.3%)	50 (16.3%)	256 (83.4%)	0.617	4.04	Tinggi
B23	Saya melatih murid untuk berimaginasi secara asli dan tidak mengikut kelaziman.	2 (0.7%)	65 (21.1%)	240 (78.2%)	0.593	3.88	Sederhana Tinggi
B29	Murid berani mencuba dalam ciptaan tanpa bimbang terhadap kritikan orang lain.	4 (1.3%)	59 (19.2%)	244 (79.5%)	0.603	3.91	Sederhana Tinggi
			Purata Min			**3.97**	**Sederhana Tinggi**

*N = 307

Secara umumnya, didapati bahawa konstruk kreativiti telah mencatat nilai min yang terendah (min=3.97) antara lima konstruk yang dikaji. Item ke-16 telah mencatat nilai min 4.05 membuktikan bahawa guru daerah Pekan tahu cara untuk mendedahkan murid kepada sesuatu masalah dan seterusnya menyelesaikan masalah tersebut. Seterusnya, guru didapati kurang menggalakkan inovasi dalam kalangan murid (min=3.98). Di samping itu, guru didapati melibatkan tugasan projek yang dapat meningkatkan kreativiti murid (min=4.04). Kefahaman guru dalam melatih murid untuk berimaginasi secara asli dan tidak mengikut kelaziman masih dalam tahap yang sederhana tinggi (min=3.88). Hal ini kerana murid sekolah rendah masih memerlukan bimbingan guru dalam menghasilkan sesuatu projek. Akhirnya, guru didapati kurang melatih murid berani mencuba dalam ciptaan tanpa bimbang terhadap kritikan orang lain (min=3.91).

Kefahaman Guru terhadap Konstruk Nilai Murni dan Etika

Menurut Kamus Dewan (2007), nilai murni dapat didefinisikan sebagai perlakuan yang baik, peradaban dan tatasusila individu manusia dalam hubungannya sesama manusia, alam dan Tuhan. Etika pula berasal dari Bahasa Latin Ethos, yang bermaksud adat atau keperibadian. Dapatan kefahaman guru terhadap konstruk nilai murni dan etika adalah seperti dalam Jadual 8.

Jadual 8: Kefahaman Guru terhadap Konstruk Nilai Murni dan Etika

Bil	Item	Frekuensi dan Peratusan (%)			SP	Min	Tahap
		Tidak Memahami	Kurang Memahami	Memahami			
B7	Saya menerapkan nilai yang sesuai dengan tajuk pengajaran.	1 (0.3)	17 (5.6%)	289 (94.1%)	0.568	4.26	Tinggi
B12	Saya memberi penghargaan kepada murid dan menggalakkan murid memberi penghargaan sesama rakan.	1 (0.3%)	9 (3.0%)	297 (96.7%)	0.559	4.37	Tinggi
B18	Saya menerapkan nilai terpuji yang diamalkan setiap kaum di negara kita.	1 (0.3%)	11 (3.6%)	298 (96.1%)	0.552	4.31	Tinggi
B24	Saya menerapkan nilai sepanjang proses PdPc.	-	18 (5.9%)	289 (94.1%)	0.571	4.29	Tinggi
B30	Murid memahami perbezaan yang wujud antara kaum di negara kita dan saling bertolak ansur antara satu sama lain.	3 (1.0%)	36 (11.7%)	268 (87.3%)	0.601	4.07	Tinggi
			Purata Min			**4.26**	**Tinggi**

*N = 307

Secara umumnya, dapatan bagi konstruk nilai murni dan etika telah mencatat nilai min yang tinggi (min=4.26) antara lima konstruk yang diuji. Dari segi penerapan nilai murni yang sesuai dengan PdPc yang dijalankan, ia telah mencapai tahap yang tinggi (min=4.26). Selain itu, guru daerah Pekan juga faham kepentingan untuk memberi penghargaan kepada murid (min=4.37) apabila mereka melakukan sesuatu yang positif. Di samping itu, guru daerah Pekan juga faham tentang kepentingan untuk menerapkan nilai yang terpuji yang diamalkan oleh semua kaum di Malaysia (min=4.31). Seterusnya, guru juga didapati faham cara untuk menerapkan nilai sepanjang proses PdPc (min=4.29). Penerapan nilai murni adalah satu kewajipan yang dijalankan oleh guru sepanjang PdPc dijalankan. Akhirnya, guru juga memastikan murid memahami perbezaan yang wujud antara kaum di negara kita (min=4.07).

Perbincangan

Kementerian Pendidikan Malaysia (KPM) menjalankan transformasi pendidikan dengan menggantikan kaedah pengajaran yang konvensional kepada yang berpusatkan murid. Pembelajaran Abad ke-21 (PAK21) adalah kaedah pengajaran dan pembelajaran yang meletakkan murid sebagai watak utama dan guru berperanan sebagai seorang fasilitator. Pelbagai kemahiran yang diperlukan pada abad ke-21 ini terkandung dalam PAK21. Antara kemahiran PAK21 yang dititikberatkan dalam PAK21 adalah seperti kemahiran komunikasi, kemahiran kolaborasi, pemikiran yang kreatif dan kritis. Selain daripada kemahiran yang perlu dikuasai oleh murid, kaedah pedagogi PdPc guru juga perlu beralih kepada yang berpusatkan murid seperti pembelajaran berasaskan projek, penemuan inkuiri dan sebagainya. Tambahan pula, pentaksiran yang bersifat holistik juga diperlukan dalam PAK21 untuk membantu guru menilai murid secara keseluruhan dan bukan hanya bergantung kepada akademik.

Komunikasi dibahagikan kepada komunikasi lisan dan bukan lisan. Selain daripada komunikasi lisan, guru juga perlu melatih murid dalam berkomunikasi secara bukan lisan. Komunikasi bukan lisan memerlukan penyampai membentuk buah fikirannya dengan lebih logik dan sistematik supaya ia boleh disampaikan dengan cara yang lebih ringkas. KPM telah memperkenalkan peta i-think yang bertujuan untuk membantu murid merumuskan isi pelajaran dalam bentuk peta minda. Pada akhir satu PdPc, guru juga boleh minta murid merumuskan apa yang telah dipelajari dalam peta i-think untuk menguji tahap kefahaman murid. Kajian oleh Jack & Zolkepli (2017) mendapati bahawa keputusan ujian murid telah meningkat apabila guru melibatkan komunikasi bukan lisan seperti graf, lukisan, jadual dan peta minda dalam PdPc. Justeru, guru daerah Pekan harus memperbanyakkan peluang murid dalam berkomunikasi secara bukan lisan agar kemahiran berfikir serta prestasi akademik mereka dapat dipertingkatkan.

Pada akhir satu sesi pembelajaran, guru akan menjalankan pentaksiran untuk menguji tahap penguasaan mereka bagi isi pelajaran hari itu. Guru akan mendapati bukan semua murid boleh mempersembahkan hasil pembelajaran mereka dalam bentuk tulisan mahupun lisan. Hal ini kerana setiap murid mempunyai bakat dalam aspek yang berlainan. Menurut Howard Gardner (1983) manusia terdapat sembilan kecenderungan seperti logikal matematik, visual ruang, muzik, kinestatik dan sebagainya. Justeru, guru harus memastikan tugasan yang diberikan perlu berbagai mengikut kecenderungan murid supaya ia lebih adil dan saksama.

Menurut Hanipah (2001), refleksi merupakan proses merenung, menganalisis, mencari alasan, cadangan dan tindakan untuk membaiki diri sendiri yang dilakukan secara berterusan. Refleksi adalah amalan yang wajib dijalankan oleh guru selepas pelaksanaan PdPc untuk keberkesanan aktiviti yang dijalankan. Pada kebiasaannya, guru akan membuat refleksi berdasarkan pemerhatian atau lembaran kerja yang dihasilkan oleh murid. Setelah pelaksanaan PAK21, guru harus melibatkan murid dalam refleksi kerana murid adalah alat pengukur dalam mengenalpasti keberkesanan sesuatu PdPc. Kajian Ili Atiqah & Ruslin (2016) mendapati refleksi adalah satu cara berfikir secara kritis yang mampu mendorong murid untuk menguji kebenaran sesuatu perkara atau masalah agar tidak membentuk kesimpulan atau keputusan yang salah. Oleh itu, adalah penting untuk guru melibatkan pandangan murid dalam sesi refleksi.

Kreativiti bermaksud kelancaran menjana sesuatu idea, fleksibel dalam penghasilan idea yang berbeza, kebolehan menjana idea yang berbeza yang bersifat asli dan luar biasa (Torrance, 1990). Oleh itu, adalah tidak hairan bahawa idea yang kreatif itu tidak mendapat sambutan daripada orang lain. Semasa menjana idea yang kreatif, murid harus bersifat terbuka dalam menerima pujian dan kritikan daripada mana-mana pihak. Dengan itu, guru harus melatih murid bersikap peramah dalam menerima segala komen yang positif mahupun negatif. Murid harus menjadikan komen yang positif sebagai galakkan serta membuat penambahbaikan terhadap kritikan yang negatif.

Galakkan dan pujian adalah satu bentuk motivasi ekstrinsik yang dapat unsur yang membolehkan pelajar melibatkan diri secara aktif dalam bilik darjah. Pujian harus diberikan kepada murid tidak mengira prestasi murid dalam melakukan sesuatu itu baik ataupun tidak. PAK21 menggalakkan guru untuk memberi peluang kepada murid dalam memberi komen terhadap hasil kerja kawan yang lain. Dengan dorongan daripada orang lain, para murid mampu menguasai dan bersedia untuk mengatasi kelemahan yang ada dalam pembelajaran mereka.

Kesimpulan

Kajian ini menunjukkan kefahaman guru dalam PAK21 dalam memainkan peranan penting dalam melaksanakan PAK21 yang berkesan. Kajian juga mendapati guru masih perlu meningkatkan pengetahuan mereka dalam sesetengah konstruk PAK21 seperti pemikiran kritis dan kreativiti. Walapun kebanyakan guru telah menerima latihan mengenai PAK21, masih terdapat guru yang masih kurang berpengetahuan tentang kaedah dalam melaksanakan PdPc yang berteraskan PAK21. Walau bagaimanapun, guru masih boleh berusaha dengan menambah ilmu sendiri dalam aspek tersebut dengan menghadiri latihan atau kursus yang dianjurkan oleh pihak sekolah ataupun PPD, menjalankan bacaan berkaitan dengan PAK21 dan sebagainya.

Demi meningkatkan kualiti pendidikan negara, perubahan dalam strategi pengajaran dan pembelajaran ke arah berpusatkan murid perlu dilakukan. (Maria et al., 2011). Pembelajaran abad ke-21 yang berpusatkan murid dapat melatih setiap murid untuk bertanggungjawab, bergerak secara aktif dan mampu untuk berdikari dalam proses pembelajaran yang berlangsung. Murid tidak lagi bergantung sepenuhnya dengan guru untuk memberikan maklumat isi pelajaran yang dipelajari tetapi berusaha untuk berfikir dan meneroka sendiri apa yang akan dipelajari. Generasi yang dilahirkan bawah PAK21 akan menjadi generasi yang dilengkapi dengan kemahiran abad ke-21 yang membantu mereka lebih berdaya saing di persada dunia nanti.

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KAJIAN PERMASALAHAN PELAJAR DALAM PEMBELAJARAN FIZIK 1

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Abstrak: *Penyelidikan ini bermula dengan kajian diagnosis bagi mengenalpasti dan menganalisis masalah pelajar dalam pembelajaran Fizik 1 berdasarkan analisis permasalahan ujian diagnosis terhadap helaian jawapan 217 sampel pelajar yang mengambil kursus tersebut. Keseluruhan analisis kajian diagnosis mendapati pelajar bermasalah dalam aspek berikut: menganalisis gambarajah graf, menterjemah persamaan algebra ke bentuk konsep Fizik, menghubungkaitkan konsep Fizik dengan fenomena sebenar, pengiraan secara Matematik, membandingkan fenomena berbeza dalam menghubungkaitkan konsep Fizik, tidak mengaplikasikan konsep Fizik. Kajian ini penting bagi membendung permasalahan pelajar dalam pembelajaran fizik, disamping dapat mengenalpasti dan mengatasi kesamaran pelajar dalam memahami konsep fizik dikalangan pelajar daripada berulang. Permasalahan pelajar dalam pembelajaran Fizik 1 ini mencadangkan pembelajaran pelajar berelemen multimedia bagi mengaktifkan deria-deria pelajar untuk melihat, menghayati dan memerhati hubungan sesuatu konsep, hokum fizik dengan fenomena alam yang nyata dan realiti. Ini membolehkan pelajar mengkaitkan hubungan pelbagai kuantiti fizik berdasarkan kenyataan fenomena fizik dalam kehidupan seharian. Penyelesaian dan penjelasan masalah fizik dalam pembelajaran berelemen multimedia dapat memberi kefahaman konsep fizik dan keberkesanan dalam pembelajaran kepada pelajar.*

Kata kunci: Permasalahan pelajar, Fizik 1, Miskonsepsi, Pengajaran dan pembelajaran

Pengenalan

Kajian terdahulu menunjukkan, ramai penyelidik pendidikan fizik mendapati pengajaran dan pembelajaran pengenalan fizik am dilaksanakan secara tradisional iaitu pelajar belajar secara pasif menghadkan peningkatan pemahaman konseptual. (McDermott dan Redish, 1999 & Hake Richard, 1998).

Kebelakangan ini kekurangan pelajar menceburi bidang sains dan teknologi. Kajian Lilia et al. (2002) menunjukkan hanya 20% pelajar sekolah menengah mengikuti aliran sains tulen. Ramai pelajar tidak mengikuti kursus fizik di peringkat pengajian tinggi. Para guru dan pelajar sering menganggap pelajaran fizik merupakan sesuatu yang sukar.

Kajian literasi

Persamaan matematik dalam aplikasi fenomena fizikal fizik

Penyelidikan Lilia et. al (2002) mendapati topik mekanik salah satu kursus fizik yang sangat susah oleh pelajar. Ini kerana topik mekanik melibatkan banyak persamaan matematik dalam menerangkan fenomena fizikal. Penyelidikan mendapati pelajar dan guru tidak mengaitkan dunia fizikal dengan persamaan matematik menjadikan pembelajaran mekanik dalam kursus fizik sukar dan tidak munasabah.

Dapatan Yadav et. al. (1992) menggunakan *Force Concept Inventory* (FCI) menyelidik miskonsepsi pelajar Rwanda dalam kursus pengenalan mekanik mendapati pelajar fizik sering mengalami masalah memahami konsep pengenalan fizik.

Miskonsepsi intuisi fenomena fizikal fizik

Pemerhatian Warren (1971) mendapati para pelajar bermasalah dalam kursus fizik am tertentu dari segi aspek pengajaran fizik di pra-universiti. Arnold (1990) mengkaji tentang miskonsepsi pelajar dalam pengenalan mekanik telah menjadi perhatian penting dari kajian fizik pendidikan dan merupakan bahan berguna bagi guru pelatih fizik.Kajian Duit et al. (1991) mendapati pelajar mempunyai sistem kepercayaan dan intuisi tentang fenomena fizikal berdasarkan pengalaman seharian mereka. Sistem keyakinan dan intuisi merujuk kepada salah faham atau konsepsi alternatif yang terpesong dari teoriteori saintifik.

Menurut Mayer (2017) Pembelajaran berelemen multimedia mampu memberi keberkesanan tahap pencapaian pelajar dalam pembelajaran ini kerana penjanaan Kemahiran Berfikir secara Kritis dan Kreativiti (KBKK) pelajar. PBK berbentuk multimedia memberi gambaran dan menjana imaginatif dan kognitif pelajar berfikir secara kreatif.

Penyelidikan ini dijalankan bagi menganalisis tahap pencapaian pelajar dalam pembelajaran Fizik. Selain itu, mengenalpasti masalah kesukaran pelajar dalam pemahaman konsep kursus Fizik bagi topic Hukum Gerakan Newton.Kajian ini penting bagi membendung permasalahan pelajar dalam pembelajaran fizik, disamping dapat mengenalpasti dan mengatasi kesamaran pelajar dalam memahami konsep fizik dikalangan pelajar daripada berulang.

Methdology

Mengenalpasti Masalah

Penyelidik telah menjalankan kajian ujian diagnosis ke atas semua pelajar iaitu seramai 217 pelajar yang mengambil kursus Fizik 1. Instrumen ujian diagnosis kursus tersebut berdasarkan ujian 1 Fizik 1.

Ujian diagnosis ini mengandungi 30 soalan objektif beraneka pilihan seperti A, B, C, D dan E. Kajian ujian diagnosis berdasarkan helaian jawapan 217 pelajar yang diperolehi daripada penyelaras kursus tersebut. Seterusnya, kajian analisis data dan miskonsepsi soalan-soalan bermasalah dilaksanakan.

Kajian kandungan Pelajaran

Menurut sukatan pelajaran Fizik 1 topik Hukum Gerakan Newton mempunyai skop yang meluas iaitu subtopik daya, daya geseran pemukaan, daya rintangan udara, Prinsip dan aplikasi Hukum Gerakan Newton. Topik Hukum Gerakan Newton meliputi subtopik: pengukuran, vektor, kinematik dan dinamik gerakan zarah.

Hasil dapatan dan perbincangan

Analisis data dan soalan-soalan ujian

Ujian diagnosis dilakukan berdasarkan ujian 1 subjek Fizik 1 (PHY3103). Hasil keputusan analisis keputusan ujian 1 kursus Fizik 1, mendapati pelajar bermasalah dalam pembelajaran Fizik 1 terutama dalam memahami subtopic Hukum Gerakan Newton merupakan topik yang sukar untuk difahami dan dijelaskan oleh para pelajar.

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Jadual 1 menunjukkan analisis keputusan data diagnosis Ujian 1, Fizik 1.Berdasarkan analisis mendapati majoriti pelajar tidak dapat menjawab ujian diagnosis dengan betul bagi soalan-soalan berkenaan topik prinsip dan aplikasi Hukum Newton dan kinematik gerakan zarah.

Jadual 1: Analisis keputusan ujian diagnosis ujian pertama Fizik 1

No. Soalan	Topik	Peratusan pelajar memilih untuk setiap pilihan jawapan objektif, % (N=217)						Keputusan keseluruhan peratusan, %	
		A	B	C	D	E	Tidak menjawab	Betul	Salah
1	1)	4.61	4.61	23.96	*64.06	2.77	0	64.06	35.94
2	1)	8.76	6.54	5.07	*71.43	8.29	0	71.43	28.57
3	1)	0.46	*93.09	5.07	1.38	0	0	93.09	6.91
4	2)	*56.22	38.25	1.84	0.46	2.76	0.46	56.22	43.78
5	2)	23.50	*40.55	28.57	6.45	0.46	0.46	40.55	59.45
6	2)	8.76	14.29	17.97	*40.09	18.89	0	40.09	59.91
7	2)	5.99	3.69	1.84	44.24	*44.24	0	44.24	55.76
8	2)	9.22	*11.52	15.67	44.70	18.89	0	11.52	88.48
9	3)	31.34	*23.50	13.36	23.04	8.76	0	23.50	76.50
10	3)	4.61	5.07	*69.59	10.14	10.14	0.46	69.59	30.41
11	3)	4.61	9.68	6.91	*67.28	11.52	0	67.28	32.72
12	3)	15.21	15.21	3.23	2.30	*64.06	0	64.06	35.94
13	3)	8.76	35.94	10.14	9.68	*35.48	0	35.48	64.52
14	3)	*53.46	6.45	25.81	10.14	4.15	0	53.46	46.54
15	3)	24.88	*28.57	35.02	8.30	2.30	0.92	28.57	71.43
16	3)	41.47	18.43	10.60	7.37	*22.12	0	22.12	77.88
17	3)	17.05	9.68	*22.58	5.99	44.70	0	22.58	77.42
18	3)	10.14	60.37	5.07	6.91	*17.51	0	17.51	82.49
19	4)	12.90	36.87	*38.25	9.22	2.30	0.46	38.25	61.75
20	4)	4.61	*53.46	14.75	2.77	24.42	0	53.46	46.54
21	4)	*73.73	9.68	1.38	5.53	9.68	0	73.73	26.27
22	4)	3.23	*20.28	18.89	5.99	51.15	0.46	20.28	79.72
23	5)	19.36	14.75	*44.24	12.90	8.76	0	44.24	55.76
24	5)	20.28	5.99	19.36	*39.63	14.75	0	39.63	60.37
25	5)	14.75	*17.05	21.20	13.36	33.18	0.46	17.05	82.95
26	5)	4.61	8.76	2.77	3.23	*80.65	0	80.65	19.35
27	5)	*31.34	3.69	3.69	57.14	41.47	0	31.34	68.66
28	5)	*1.38	70.97	17.97	6.91	2.30	0.46	1.38	98.62
29	5)	8.76	*19.35	25.35	13.83	32.26	0.46	19.35	80.65
30	5)	*38.71	5.07	29.03	4.15	23.04	0	38.71	61.29

* jawapan yang betul

Penunjuk simbol dalam kategori topik:

1) Pengukuran dan vektor
2) Kinematik zarah gerakan dalam satu dimensi
3) Kinematik zarah gerakan dalam dua dan tiga dimensi
4) Hukum Newton mengenai gerakan
5) Aplikasi hukum Newton

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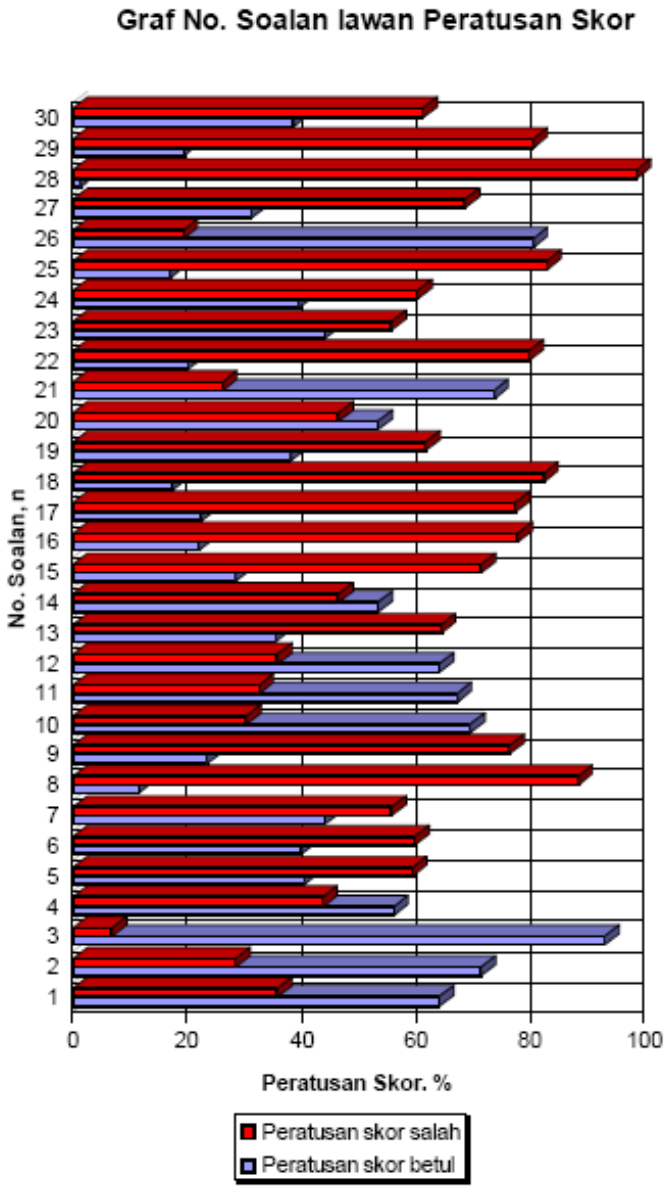

Rajah 1 Graf No Soalan lawan Peratus Skor bagi Ujian Diagnosis

Rajah 1 merujuk analisis keputusan ujian diagnosis peratusan skor salah yang melebihi 50% dikenalpasti sebagai masalah pelajar dalam menyelesaikan soalan Fizik 1. Berikut merupakan antara soalan-soalan ujian diagnosis (rujuk lampiran appendix) yang bermasalah bagi pelajar dalam menyelesaikan masalah Fizik 1 bagi topik mekanik.

Masalah pelajar dalam menyelesaikan masalah fizik berdasarkan gambar rajah graf dalam topik kinematik

Seperti dalam soalan 5, 7, 8 dan 17 pelajar sukar mengambarkan proses gerakan dalam bentuk gambar rajah graf.

Soalan 5 merujuk kepada gerakan objek halaju seragam bukan sifar dengan pilihan jawapan yang sama iaitu paksi graf jarak, x lawan masa, t . Hanya 40.55% pelajar menjawab dengan tepat memilih 'B' iaitu bentuk graf berkadar songsang. Keseluruhannya sebanyak 59.45% pelajar menjawab dengan salah. Seperti dalam kajian McDermott et. al. (1987) mengenai kefahaman pelajar dalam menganalisis soalan gerakan objek berdasarkan gambar rajah graf bagi jarak, halaju dan pecutan lawan masa mendapati hanya segelintir pelajar mendapat menjawab dengan tepat.Seperti bagi soalan 7, 8 dan 17 pelajar tidak tahu

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menghubungkaitkan gerakan sebenar dalam bentuk graf. Soalan 7 merujuk kepada gambar rajah graf halaju, v lawan masa, t dalam menghubungkaitkan keadaan gerakan linear objek mengikut bentuk graf. Hanya 44.24% pelajar menjawab dengan tepat. Keseluruhannya sebanyak 55.76% pelajar menjawab dengan salah.

Soalan 8 merujuk kepada gambar rajah graf jarak, y lawan masa, t yang mengambarkan situasi gerakan yang berubah-ubah dalam menghubungkaitkan kedudukan objek. Hanya 11.52% pelajar menjawab dengan tepat. Keseluruhannya sebanyak 88.48% pelajar menjawab dengan salah.

Soalan 17 merujuk kepada kedudukan objek dalam gambarajah graf jarak, y lawan masa, t dalam menghubungkaitkan konsep vektor bagi halaju dan pecutan. Hanya 22.58% pelajar menjawab dengan tepat. Keseluruhannya sebanyak 77.42% pelajar menjawab dengan salah.

Seperti yang dibincangkan dalam kajian McDermott et. al. (1987) pelajar bermasalah dalam mengambarkan gerakan sebenar objek berdasarkan graf. Menurut mereka, kebolehan mengubungkaitkan gerakan sebenar objek dengan graf tidak semudah kemahiran membina rajah seperti memplot graf, membaca titik koordinat dan menilai kecerunan graf. Pelajar memerlukan gambaran visual dan penghayatan dalam menterjemah situasi gerakan sebenar ke bentuk graf.

Masalah pelajar dalam menterjemah persamaan algebra ke bentuk konsep fizikal dan fenomena sebenar

Seperti soalan 6, 9 dan 27 pelajar sukar mengaplikasikan pengetahuan matematik untuk merujuk kepada fenomena sesuatu konsep.

Bagi soalan 6 pelajar tidak tahu membezakan persamaan algebra jarak lawan masa, x(t) ke bentuk pecutan lawan masa, a(t) untuk mendapatkan persamaan algebra bagi pecutan yang malar. Hanya 40.09% pelajar menjawab dengan tepat. Keseluruhannya sebanyak 59.91% pelajar menjawab dengan salah. Menurut Halloun dan Hestenes (1985) pelajar tidak dapat membuat pembezaan Matematik dengan baik bagi konsep jarak, halaju dan pecutan.

Manakala bagi soalan 9, majoriti pelajar tidak dapat mengambarkan konsep fizikal gerakan vektor untuk mendapatkan persamaan algebra dengan tepat. Hanya 23.50% pelajar menjawab dengan tepat selainnya, 76.50% menjawab dengan salah. Kajian McDermott dan Lawson (1987) mendapati pelajar sukar membandingkan, mengambarkan, menghubungkaitkan persamaan algebra ke bentuk fenomena konsep fizikal. Kajian mereka juga mendapati ramai pelajar tidak dapat menghubungkaitkan persamaan matematik dalam bentuk teorem gerakan.

Sementara bagi soalan 27 pelajar tidak dapat menghubungkaitkan persamaan algebra dengan fenomena gerakan sebenar. Soalan menyatakan bahawa gerakan bongkah adalah halaju seragam (tiada perubahan halaju) iaitu sama dengan tiada pecutan berlaku. Hanya 31.34% menjawab dengan tepat ‘A’ iaitu daya yang kenakan, P adalah sama dengan daya geseran, f; dan daya Normal, N adalah sama dengan daya gravity, Fg. Keseluruhan sebanyak 68.66% pelajar menjawab dengan salah.

Majoriti pelajar miskonsepsi ialah 57.14% memilih ‘D’ iaitu P>f, N=Fg. Dalam kes ini pelajar menganggap lebih banyak daya diperlukan untuk mengerakkan objek memandangkan permukaan adalah kasar tanpa mengaplikasikan pernyataan bahawa halaju objek seragam.

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Oleh kerana halaju objek seragam ini bermaksud halaju awal sama dengan halaju akhir gerakan objek. Daya yang dikenakan mengimbangi daya geseran.

Masalah pelajar dalam menghubungkaitkan konsep fizik dengan fenomena sebenar

Seperti dalam soalan 13, 19 dan 25 pelajar tidak tahu menghubungkaitkan konsep fizik serta meramalkan sesuatu fenomena yang berlaku berdasarkan pernyataan gerakan.

Bagi soalan 13, pelajar keliru dan tidak dapat membayangkan fenomena fizik pecutan yang menyebabkan gerakan berlaku. Hanya 35.48% pelajar menjawab dengan tepat selainnya, 64.52% menjawab dengan salah. Menurut kajian Clement (1982) masalah konsep hubungan antara daya dan pecutan yang mengakibatkan konflik intuitif prakonsepsi gerakan.

Manakala bagi soalan 19 pelajar agak lemah dalam mengaplikasikan teori Newtonian dalam fenomena fizik. Pelajar juga keliru Hukum Newton Pertama dengan Hukum Newton Ketiga dalam soalan berkaitan dengan situasi bandul. Hanya 38.25% pelajar menjawab dengan tepat selainnya, 61.75% menjawab dengan salah.

Menurut kajian Clement (1982) pelajar bermasalah dalam memahami konsep primitif dalammengaplikasi fenomena fizik dalam situasi sebenar. Menurut Champagne et al. (1980) dalam pembelajaran fizik, pelajar paling bermasalah dalam topik Newton Mekanik. Mereka amat percaya dalam gerakan Mekanik Newton adalah seperti: (1) daya diperlukan untuk mengerakkan sesuatu objek; (2) daya yang malar diperlukan untuk menggerakkan objek dalam halaju yang malar; (3) magnitud halaju berkadar terus dengan magnitud daya, sementara pecutan menyebabkan daya bertambah; (4) Dalam keadaan daya sifar, objek dalam keadaan pegun atau jika objek bergerak kerana daya momentum yang dikenakan ke atasnya.

Manakala bagi soalan 25, pelajar tidak dapat menghubungkaitkan konsep fizik dengan situasi yang bahagian mana daya yang maksimum dikenakan pada permukaan apabila kenderaan dalam keadaan pegun. Hanya 17.05% pelajar menjawab dengan tepat selainnya, 82.95% menjawab dengan salah.

Pelajar keliru bahawa daya maksimum adalah apabila gerakan kenderaan yang memecut laju. Seperti dalam kajian Clement (1982) yang berkenaan fenomena geseran pelajar tidak dapat mengklasifikasikan geseran sebagai daya pada permulaan gerakan.

Masalah menyelesaikan soalan fizik menggunakan penyelesian matematik

Seperti dalam soalan 15, 16, 18, 22, 29 dan 30. Kemahiran matematik adalah sangat penting dalam menjawab soalan fizik yang memerlukan pengiraan. Disamping itu konsep fizik juga perlu dalam mengambarkan fenomena konsep vektor fizik yang membabitkan arah serta pembolehubah bergerakbalas yang dipengaruhi seperti daya geseran.

Soalan 15 merujuk kepada pengiraan nilai halaju apabila bola dilontarkan setinggi 20 m secara mengufuk dibawah sudut 45°. Hanya 28.57% pelajar menjawab dengan tepat selainnya, 71.43% menjawab dengan salah. Soalan 16 turut membabitkan pengiraan secara matematik bagi nilai jarak xy. Hanya 22.12% pelajar menjawab dengan tepat. Keseluruhannya sebanyak 77.88% pelajar menjawab dengan salah.

Manakala soalan 18 melibatkan pengiraan nilai pecutan dan konsep vektor bagi menentukan arah gerakan fenomena fizikal yang digambarkan. Hanya 17.51% pelajar menjawab dengan tepat selainnya, 82.49% menjawab dengan salah.

Bagi soalan 22 dan 29 melibatkan pengiraan secara matematik yang membabitkan hokum geseran yang dipengaruhi oleh pembolehubah seperti daya geseran dan daya gravity.

Soalan 22, hanya 20.28% pelajar menjawab dengan tepat selainnya, 79.72% menjawab dengan salah. Sementara soalan 29, hanya 19.35% pelajar menjawab dengan tepat selainnya, 80.65% menjawab dengan salah.

Manakala soalan 30 merujuk kepada perbandingan dua objek yang berlainan jisim bagi mengenalpasti nilai pecutan kedua-dua jisim secara pengiraan nisbah. Hanya 38.71% pelajar menjawab dengan tepat selainnya, 61.29% menjawab dengan salah.

Menurut Champagne et al. (1980) perkara yang paling menpergaruhi kecemerlangan pelajar dalam pembelajaran fizik adalah kemahiran matematik. Menurut Hudson dan Melntire (1877) penggunaan analisis algebra dan trigonometri diperlukan dalam kursus fizik.

Masalah pelajar dalam membandingkan situasi fenomena yang berbeza dalam menghubungkaitkan konsep fizik

Seperti dalam soalan 23 dan 28 pelajar keliru dalam menganalisis konsep fizik secara perbandingan antara bongkah yang mengufuk dengan bongkah yang dicondongkan.

Bagi soalan 23, hanya 44.24% pelajar berjaya menjawab dengan betul. Seramai 8.76% pelajar salah memilih jawapan pilihan ‘E’ pelajar miskonsepsi dengan menggangap magnitud daya normal dipengaruhi oleh magnitud daya dikenakan ke atas bongkah.

Manakala, seramai 19.36% salah memilih jawapan pilihan ‘A’, pelajar menggangap daya normal adalah sama memandangkan saiz bongkah, serta permukaan lantai bagi kedua-dua situasi bongkah tersebut. Keseluruhannya sebanyak 55.76% pelajar menjawab dengan salah.

Soalan 28, hanya 1.38% pelajar dapat menjawab dengan betul. Peratusan skor betul amat kritikal. Majoriti pelajar yang bermasalah menggangap daya geseran dipengaruhi oleh luas permukaaan tapak. Seramai 70.97% memilih ‘B’ iaitu, daya geseran kurang kerana luas permukaan tapak kecil. Selain itu, pelajar menggangap daya gravity mempengaruhi fenomena ini. Sebanyak 17.97% memilih ‘C’ iaitu daya pusat yang tinggi menyebabkan bongkah mengelongsor lebih cepat. Sementara sebanyak 2.30% memilih ‘E’ iaitu daya graviti yang tinggi menyebabkan bongkah mengelongsor lebih cepat. Keseluruhannya sebanyak 98.62% pelajar menjawab dengan salah.

Menurut Khalijah (1992) pembelajaran berbantukan komputer dapat mengaktifkan deria-deriapelajar untuk melihat, menghayati dan memerhati hubungan sesuatu konsep, hokum fizik dengan fenomena alam yang nyata dan realiti. Ini membolehkan pelajar mengkaitkan hubungan pelbagai kuantiti fizik berdasarkan kenyataan fenomena fizik dalam kehidupan seharian. Penyelesaian dan penjelasan masalah fizik dalam pembelajaran berbantukan komputer dapat memberi kefahaman konsep fizik dan keberkesanan dalam pembelajaran kepada pelajar.

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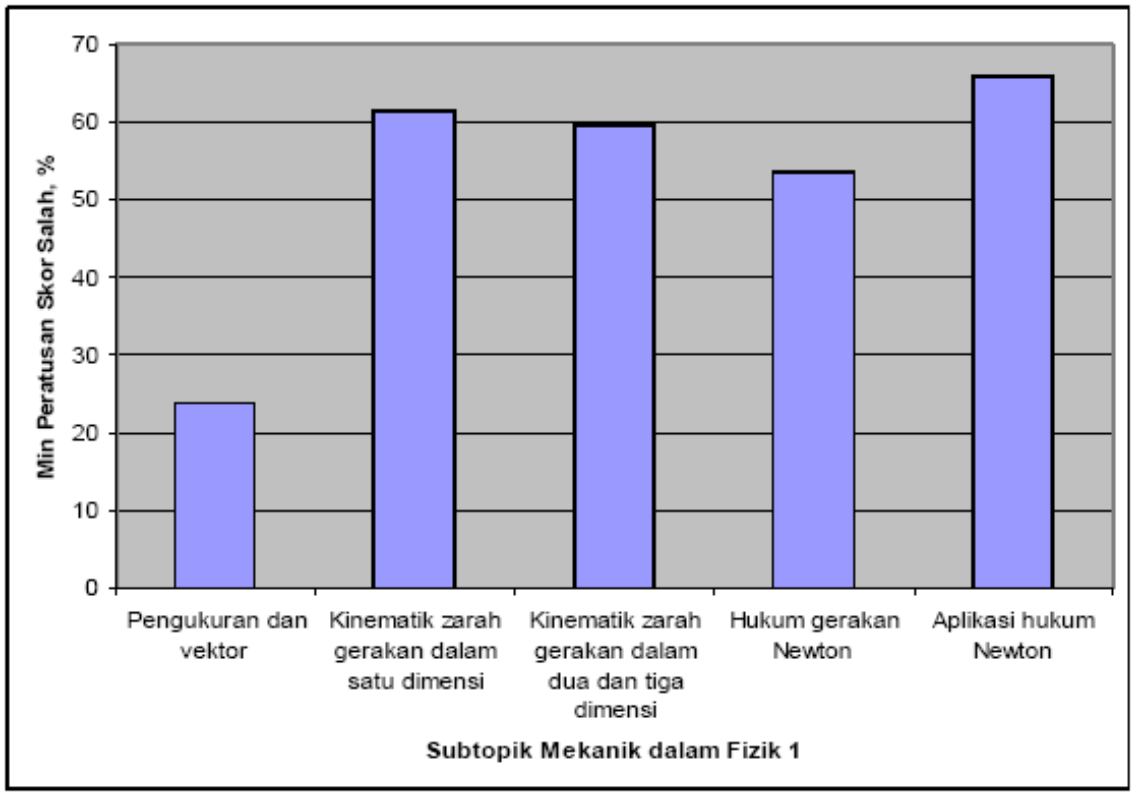
Masalah pelajar menyelesaikan soalan secara penyelesaian matematik tanpa mengaplikasikan konsep fizik

Seperti bagi soalan 24, pelajar miskonsepsi menganggap daya bersih yang dikenakan adalah jisim beban tanpa mematuhi konsep fizik. Seramai 20.28% pelajar memilih 'A', mereka mengira daya bersih berdasarkan beban yang dikenakan keatas objek iaitu 4N ke bawah. Manakala, 5.99% memilih 'B' iaitu 5N ke atas. Pelajar miskonsepsi menganggap bahawa daya bersih adalah beban objek tersebut. Hanya 39.63% memilih 'D' Berjaya menjawab dengan tepat iaitu daya bersih adalah sifar. Keseluruhannya sebanyak 60.37% pelajar menjawab dengan salah. Ini kerana, fenomena ini mematuhi Hukum Newton Pertama iaitu objek dalam keadaan rehat daya bersih adalah sifar. Menurut kajian Ellianawati (2018) penyelesaian secara matematik sama ada pengiraan, penggunaan fomula harus mengikut konsep fizik yang betul.



Rajah 2 Graf Min Peratusan Skor Salah, % lawan kategori Subtopik Mekanik dalam Fizik 1 bagi ujian diagnosis.

Berdasarkan Rajah 2 mendapati min peratusan skor salah yang paling tinggi 65.96% iaitu merujuk kepada keseluruhan topik yang paling bermasalah dalam ujian diagnosis Fizik 1 ialah aplikasi hukum Newton.

Ini diikuti dengan 61.48% dan 59.59% masing-masing dalam subtopik kinematik iaitu kinematik gerakan zarah dalam satu serta kinematik gerakan zarah dalam dua dan tiga dimensi. Sementara subtopik hukum gerakan Newton mencatatkan 53.57% min peratusan skor salah. Subtopik pengukuran dan vector mencatatkan peratusan yang paling minimum iaitu 23.81%.

Kesimpulan

Kajian ini penting dalam mengenalpasti masalah, kesukaran dan miskonsepsi pelajar dalam pembelajaran Fizik 1. Keseluruhannya pelajar paling bermasalah dalam subtopic aplikasi hukum Newton. Ini kerana pelajar bermasalah dalam aspek berikut: menganalisis gambarajah graf, menterjemah persamaan algebra ke bentuk konsep Fizik,

menghubungkaitkan konsep Fizik dengan fenomena sebenar, pengiraan secara Matematik, membandingkan fenomena berbeza dalam menghubungkaitkan konsep Fizik, tidak mengaplikasikan konsep Fizik. Cadangan kajian lanjutan adalah menadaptasi pembelajaran alternatif seperti pembelajaran berelemen multimedia, pembelajaran dalam talian secara *Massive Open Online Course* (MOOC), pembelajaran secara berpusatkan pelajar berasaskan pembelajaran kes masalah. Dengan mempelbagaikan kaedah pembelajaran dapat penjanaan Kemahiran Berfikir secara Kritis dan Kreativiti (KBKK) pelajar.

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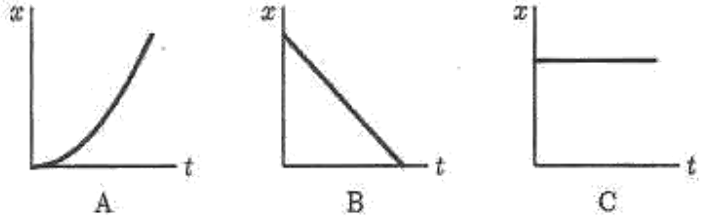
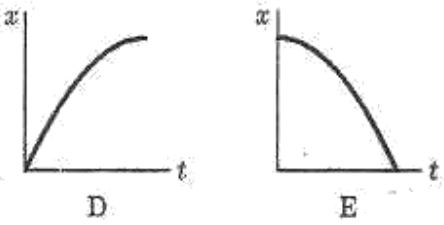
Appendix

Masalah pelajar dalam menskor dengan tepat bagi soalan-soalan berikut

5.

Which of the following five coordinate versus time graphs represents the motion of an object moving with a constant nonzero speed?





6.

Each of four particles move along an x axis. Their coordinates (in meters) as functions of time (in seconds) are given by

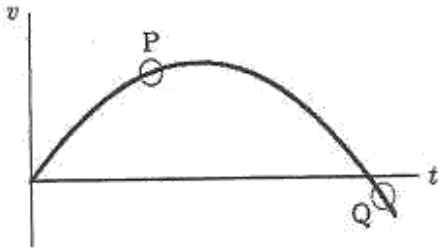
particle 1: $x(t) = 3.5 - 2.7t^3$
particle 2: $x(t) = 3.5 + 2.7t^3$
particle 3: $x(t) = 3.5 + 2.7t^2$
particle 4: $x(t) = 3.5 - 3.4t - 2.7t^2$

Which of these particles have constant acceleration?

A. All four
B. Only 1 and 2
C. Only 2 and 3
D. Only 3 and 4
E. None of them

7.

The diagram shows a velocity-time graph for a car moving in a straight line. At point Q the car must be:



A. moving with zero acceleration
B. traveling downhill
C. traveling below ground-level
D. reducing speed
E. traveling in the reverse direction to that at point P

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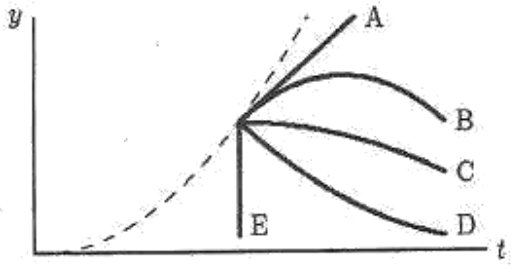
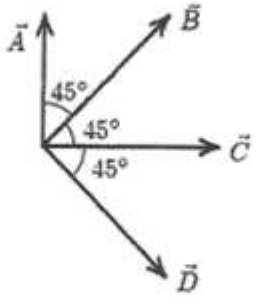
8.

An elevator is moving upward with constant acceleration. The dashed curve shows the position y of the ceiling of the elevator as a function of the time t. At the instant indicated by the dot, a bolt breaks loose and drops from the ceiling. Which curve best represents the position of the bolt as a function of time?



9.

Four vectors ($\vec{A}, \vec{B}, \vec{C}, \vec{D}$) all have the same magnitude. The angle θ between adjacent vectors is 45° as shown. The correct vector equation is:



A. $\vec{A}-\vec{B}-\vec{C}+\vec{D}=0$
B. $\vec{B}+\vec{D}-\sqrt{2}\vec{C}=0$
C. $\vec{A}+\vec{B}=\vec{B}+\vec{D}$
D. $\vec{A}+\vec{B}+\vec{C}+\vec{D}=0$
E. $(\vec{A}+\vec{C})/\sqrt{2}=-\vec{B}$

13.

Which of the following is NOT an example of accelerated motion?

A. Vertical component of projectile motion
B. Circular motion at constant speed
C. A swinging pendulum
D. Earth's motion about sun
E. Horizontal component of projectile motion

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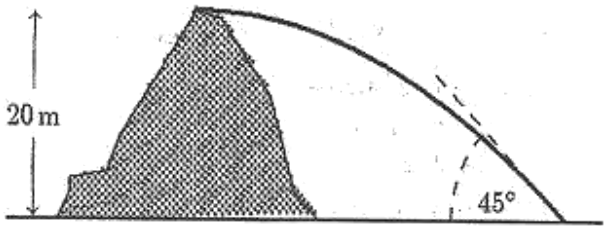
15.

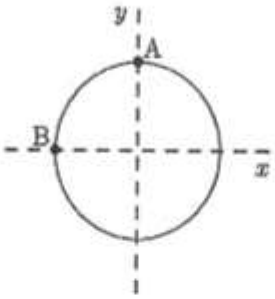
A ball is thrown horizontally from the top of a 20-m high hill. It strikes the ground at an angle of 45°. With what speed was it thrown?



A. 14 m/s
B. 20 m/s
C. 28 m/s
D. 32 m/s
E. 40 m/s

17.

A toy racing car moves with constant speed around the circle shown below. When it is at point A its coordinates are $x = 0$, $y = 3\,\text{m}$ and its velocity is $(6\,\text{m/s})\,\hat{\text{i}}$. When it is at point B its velocity and acceleration are:



A. $-(6\,\text{m/s})\,\hat{\text{j}}$ and $(12\,\text{m/s}^2)\,\hat{\text{i}}$, respectively
B. $(6\,\text{m/s})\,\hat{\text{i}}$ and $-(12\,\text{m/s}^2)\,\hat{\text{i}}$, respectively
C. $(6\,\text{m/s})\,\hat{\text{j}}$ and $(12\,\text{m/s}^2)\,\hat{\text{i}}$, respectively
D. $(6\,\text{m/s})\,\hat{\text{i}}$ and $(2\,\text{m/s}^2)\,\hat{\text{j}}$, respectively
E. $(6\,\text{m/s})\,\hat{\text{j}}$ and 0, respectively

18.

A stone is tied to a 0.50-m string and whirled at a constant speed of 4.0 m/s in a vertical circle. Its acceleration at the top of the circle is:

A. $9.8\,\text{m/s}^2$, up
B. $9.8\,\text{m/s}^2$, down
C. $8.0\,\text{m/s}^2$, down
D. $32\,\text{m/s}^2$, up
E. $32\,\text{m/s}^2$, down

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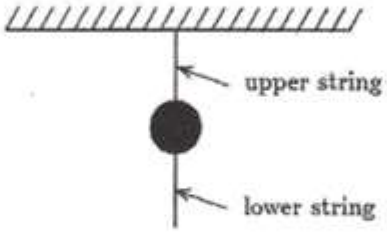
19.

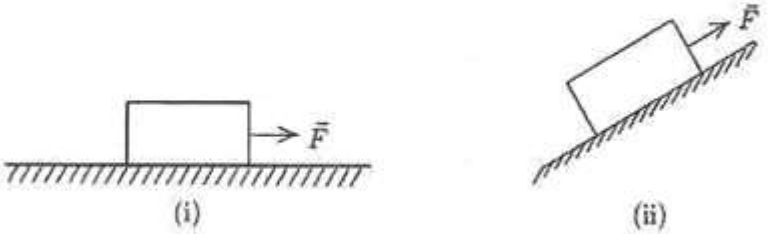
A heavy ball is suspended as shown. A quick jerk on the lower string will break that string but a slow pull on the lower string will break the upper string. The first result occurs because:



A. the force is too small to move the ball
B. action and reaction is operating
C. the ball has inertia
D. air friction holds the ball back
E. the ball has too much energy

23.

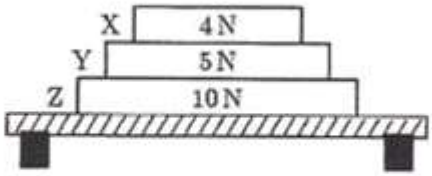
A heavy wooden block is dragged by a force $\vec{F}$ along a rough steel plate, as shown in the diagrams for two cases. The magnitude of the applied force $\vec{F}$ is the same for both cases. The normal force in (ii), as compared with the normal force in (i) is:



A. the same
B. greater
C. less
D. less for some angles of the incline and greater for others
E. less or greater, depending on the magnitude of the applied force $\vec{F}$.

24.

Three books (X, Y, and Z) rest on a table. The weight of each book is indicated. The net force acting on book Y is:



A. 4 N down
B. 5 N up
C. 9 N down
D. zero
E. none of these

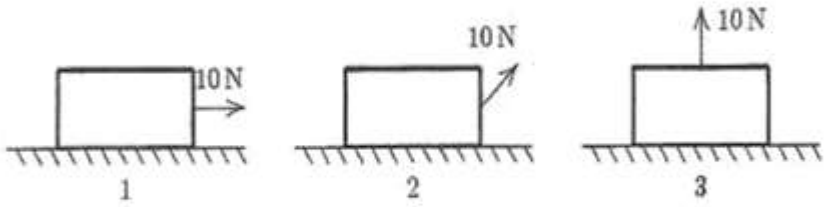
25.

When the brakes of an automobile are applied, the road exerts the greatest retarding force:

A. while the wheels are sliding
B. just before the wheels start to slide
C. when the automobile is going fastest
D. when the acceleration is least
E. at the instant when the speed begins to change

26.

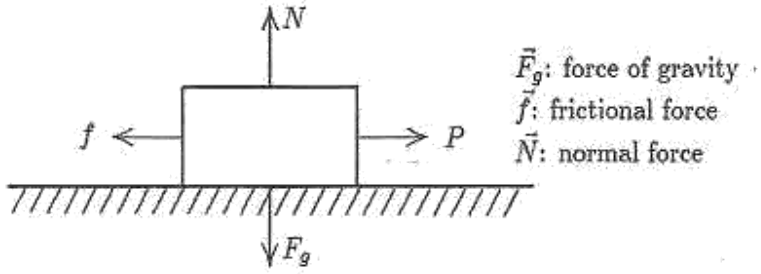
A crate rests on a horizontal surface and a woman pulls on it with a 10-N force. No matter what the orientation of the force, the crate does not move. Rank the situations shown below according to the magnitude of the frictional force of the surface on the crate, least to greatest.



A. 1, 2, 3
B. 2, 1, 3
C. 2, 3, 1
D. 1, 3, 2
E. 3, 2, 1

27.

A boy pulls a wooden box along a rough horizontal floor at constant speed by means of a force $\vec{P}$ as shown. In the diagram f is the magnitude of the force of friction, N is the magnitude of the normal force, and F_g is the magnitude of the force of gravity. Which of the following must be true?



A. $P = f$ and $N = F_g$
B. $P = f$ and $N > F_g$
C. $P > f$ and $N < F_g$
D. $P > f$ and $N = F_g$
E. none of these

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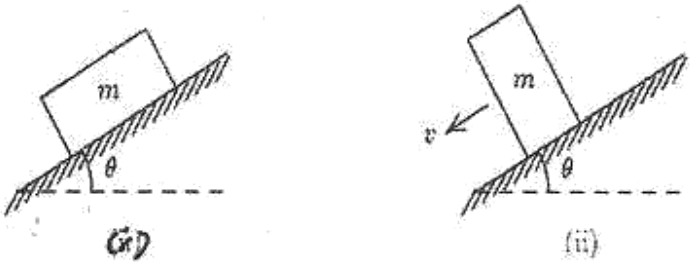
28.

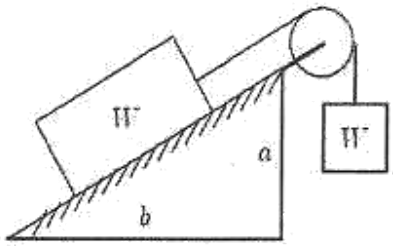
A block is first placed on its long side and then on its short side on the same inclined plane, as shown. The block slides down the plane on its short side but remains at rest on its long side. A possible explanation is:



A. the short side is smoother
B. the frictional force is less because the contact area is less
C. the center of gravity is higher in the second case
D. the normal force is less in the second case
E. the force of gravity is more nearly down the plane in the second case

29.

The system shown remains at rest. Each block weighs 20 N. The force of friction on the upper block is:



$W = 20\,N$
$a = 3\,m$
$b = 4\,m$

A. 4 N
B. 8 N
C. 12 N
D. 16 N
E. 20 N

30.

An object of mass m and another object of mass $2m$ are each forced to move along a circle of radius 1.0 m at a constant speed of 1.0 m/s. The magnitudes of their accelerations are:

A. equal
B. in the ratio of $\sqrt{2} : 1$
C. in the ratio of 2 : 1
D. in the ratio of 4 : 1
E. zero

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AMALAN KEPIMPINAN MULTIDIMENSI GURU BESAR DAN HUBUNGANNYA DENGAN KOMITMEN GURU PROGRAM TRANSFORMASI SEKOLAH 2025 (TS25)

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Abstrak: *Program Transformasi Sekolah 2025(TS25) mensasarkan kepimpinan yang berkesan serta guru berkualiti untuk meningkatkan kemenjadian murid di sekolah. Ini kerana, orientasi kepimpinan yang diamalkan oleh Guru Besar dapat mempengaruhi komitmen guru di sekolah. Namun begitu, pada masa yang sama, kajian literatur menunjukkan peratusan komitmen guru beberapa buah sekolah di Malaysia masih pada tahap sederhana. Antara punca penurunan komitmen guru di sekolah adalah disebabkan oleh komunikasi sehala, hubungan interpersonal dan kepimpinan yang lemah dalam kalangan pentadbir terhadap organisasi. Terdapat tiga jenis komitmen terhadap organisasi iaitu komitmen afektif, komitmen berterusan dan komitmen normatif. Dalam hal ini, komitmen guru terhadap sekolah adalah sangat penting untuk mencapai matlamat organisasi. Kajian lepas menunjukkan bahawa perlaksanaan gaya Kepimpinan Multi dimensi dapat meningkatkan kewibawaan pemimpin untuk mewujudkan komitmen terhadap organisasi dalam kalangan pekerja. Model Kepimpinan Multidimensi melambangkan fleksibiliti seorang ketua dalam memimpin organisasi tanpa tertumpu kepada sebuah gaya kepimpinan, sebaliknya dengan menggabung jalin empat gaya kepimpinan iaitu Kepimpinan Struktural, Kepimpinan Sumber Manusia, Kepimpinan Politik dan Kepimpinan Budaya mengikut situasi dan masalah yang timbul di dalam organisasi. Sehubungan itu, hasrat Kementerian Pendidikan Malaysia untuk mentransformasi pendidikan negara melalui Program Transformasi Sekolah 2025 (TS25) amat memerlukan komitmen yang jitu daripada semua pihak. Antara cabaran yang dihadapi oleh Guru Besar Program Transformasi Sekolah 2025 (TS25) adalah mewujudkan komitmen terhadap organisasi dalam kalangan guru untuk menjayakan program ini.Justeru itu, artikel konseptual ini membincangkan potensi penggunaan Model Kepimpinan Multi dimensi bagi meningkatkan komitmen guru dalam menjayakan Program Transformasi Sekolah 2025 (TS25).*

Kata Kunci *:* Kepimpinan Multidimensi; Guru Besar; Komitmen Guru Terhadap Organisasi; Program Transformasi Sekolah 2025 (TS25).

Abstract: *School Transformation Program 2025 (TS25) aims to increase the effectiveness of school leadership and quality of teachers in order to improve student success. This is because, leadership orientation practice of the headteacher greatly influences the commitment of teachers in schools. However, at the same time, the literature review shows that the percentage of teachers commitment of some schools in Malaysia is still at moderate level.The causes of decreasing teacher commitment in school include of one way communication, interpersonal relationship and weak leadership style among administrators toward the organization. There are three types of commitment in the organization; affective commitment, continuous commitment and normative commitment. Therefore, teachers' commitment is very important to achieve organizational goals. Literature review have demonstrated that the implementation of the Multidimensional Leadership style can increase the ability of the leader to upgrade commitment to the organization among the employees.The Multidimensional Leadership Model symbolizes the flexibility among leaders in managing the organization without focusing*

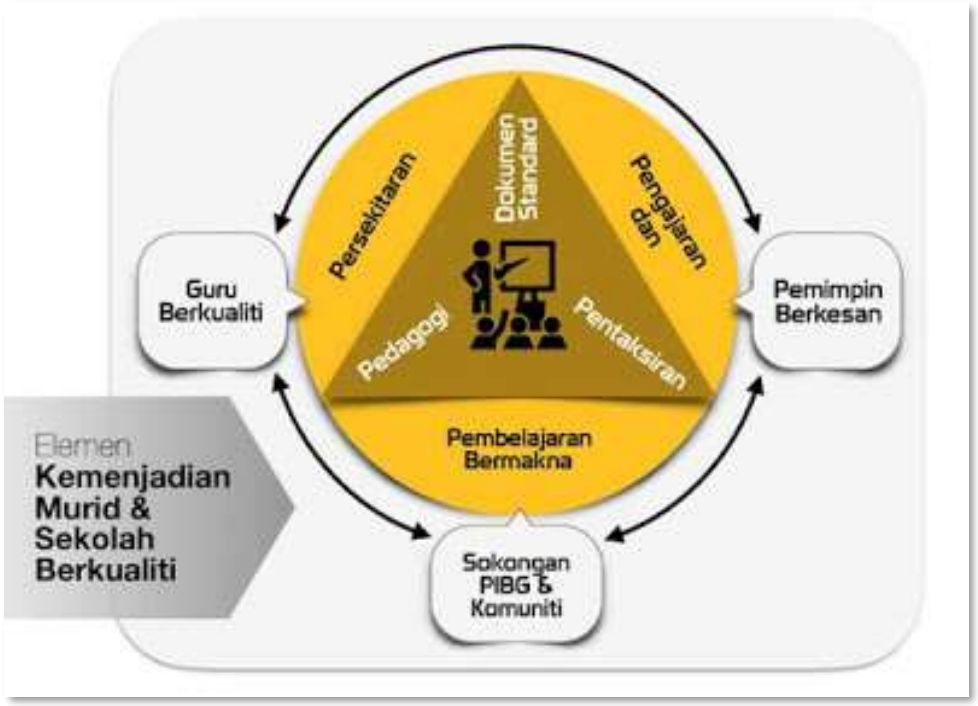
only on leadership styles, instead, combining the four leadership styles consisting of Structural Leadership, Human Resource Leadership, Political Leadership and Cultural Leadership based on the situation and problems within the organization. In order to do so, the Ministry of Education vision to transform the nation's education through the School Transformation Program 2025 (TS25)need the commitment from all parties.The challenges faced bySchool Transformation Program 2025 (TS25) headmasters is to ensure the program succeed in which they need to inspire the teachers commitment. Hence, this conceptual article discusses the potential of the Multidimensional Leadership Model to increase teachers' commitment in achieving the vision of the School Transformation Program 2025 (TS25).

Keywords: Multidimensional Leadership; Headmasters; Teacher's Commitment to Organizations; School Transformation Program 2025 (TS25)

Pengenalan

Pendidikan yang berkualiti dapat melahirkan rakyat yang beraspirasi tinggi. Sehubungan dengan itu, Pelan Pembangunan Pendidikan Malaysia 2013-2025 dibina bagi mempersiapkan generasi muda untuk menghadapi persaingan di dalam bidang pendidikan menjelang abad ke 21. Secara khususnya, Program Transformasi Sekolah 2025 (TS25) yang telah dijalankan di seluruh negara secara berperingkat pada tahun 2015, bertitik tolak daripada misi Kementerian Pendidikan Malaysia (KPM) untuk melestarikan sistem pendidikan yang berkualiti sebagai medium untuk membangunkan potensi setiap individu yang berkeinginan kuat untuk berjaya. Justeru, keberhasilan modal insan yang unggul menjelang tahun 2025 merupakan penanda aras kepada kemenjadian murid bagi program ini.

Antara strategi yang digariskan oleh Kementerian Pendidikan Malaysia (KPM) bagi memastikan kejayaan kepada pelaburan Program Transformasi Sekolah 2025 (TS25) adalah, sokongan kepimpinan yang berprestasi tinggi di sekolah, tenaga pengajar yang kompeten, komitmen yang padu antara komuniti serta persekitaran pembelajaran murid yang kondusif. Kerangka konsep Program Transformasi Sekolah 2025 (TS25) digambarkan seperti pada rajah 1.



Rajah 1 KerangkaKonsep Program TransformasiSekolah 2025 (TS25)

Di dalam Pelan Pembangunan Pendidikan Malaysia 2013-2025, Kementerian Pendidikan Malaysia berharap akan kepimpinan yang berkualiti tinggi dan berkesan dapat dipraktikan di dalam organisasi pendidikan. Usaha ini harus disokong oleh semua pihak bahkan perlu diterajui oleh individu yang berbakat khususnya pemimpin dan pekerja yang berpengetahuan, berbanding input lain seperti tenaga kerja dan modal. Teori kepimpinan multidimensi telah diperakui oleh para sarjana yang menyatakan bahawa orientasi kepimpinan ini amat sesuai untuk memahami proses kepimpinan dalam institusi pendidikan (Bolman & Deal 1991, 1997), (Cheng2005), (DelFavero 2006) dan (Thompson 2000). Bahkan kenyataan ini disokong juga oleh Thompson (2005) yang menegaskan bahawa guru besar dalam kalangan lelaki atau perempuan yang mempraktikan sekurang-kurangnya tiga orientasi kepimpinan menunjukkan keberkesanan dalam melaksanakan peranan mereka sebagai pemimpin. Hal ini kerana, gabung jalin variasi kepimpinan multidimensi iaitu kepimpinan sumber manusia, struktural, politik dan budaya secara tidak langsung dapat melengkapi kekurangan dalam setiap gaya kepimpinan yang sering diaplikasikan oleh pentadbir disekolah. Justeru, pemimpin yang berkesan, berkualiti dan berprestasi tinggi perlu memiliki gaya kepimpinan yang bervariasi untuk menyahut cabaran Kementerian Pendidikan Malaysia (KPM) dalam menjayakan Program Transformasi Sekolah2025 (TS25). Bahkan, pentadbir yang dapat mempraktikan beberapa elemen orientasi kepimpinana dalah lebih fleksibel untuk bertindakbalas kepada tugas-tugas pentadbiran yang berbeza (Bolman & Deal 1991, 1997) di samping dapat mendorong ahli-ahli di dalam organisasi pentadbirannya untuk lebih mahir dan memberikan komitmen kepada institusi (Castiglia, 2006).

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Pernyataan Masalah

Masyarakat meletakan harapan yang tinggi kepada institusi pendidikan untuk menghasilkan pelajar yang berkualiti, berilmu, bermoral serta berkemahiran tinggi (Donaldson, 2006). Hal ini kerana, kejayaan yang dikecapi sesebuah organisasi pendidikan abad 2025 amat bergantung kepada kualiti kepimpinan dan komitmen guru dalam menentukan keberhasilan murid. Program Transformasi Sekolah 2025 (TS25), merupakan salah satu perancangan Kementerian Pendidikan Malaysia untuk melahirkan modal insan yang unggul melalui persekitaran pembelajaran yang menyeronokkan, penglibatan pembelajaran murid yang aktif melalui sokongan pemimpin sekolah yang berkualiti serta berwawasan, guru-guru yang kompeten dan beraspirasi tinggi serta komitmen komuniti yang padu. Namun begitu, isu kelemahan pemimpin sekolah dalam mentadbir organisasi pendidikan bukan perkara baru dalam kajian kepengetuaan. (Fullan 2001), Deal &Peterson (2000) dan Abdul Shukor Abdullah (2004) melaporkan, terdapat beberapa kelemahan dalam amalan kepimpinan pengetua sewaktu menguruskan sekolah untuk berfungsi dengan berkesan. Antara kekurangan yang telah dilaporkan oleh Arifin Ba'ada(2000) danVishalache Balakrishnan(2005) di dalam kajian mereka adalah pengetua di Malaysia masih kurang mengamalkan komunikasi dua hala, kurang berkomunikasi dengan guru, meremehkan hala utonomi guru malah jarang melaksanakan pengurusan pengupayaan di sekolah menjadi punca penurunan tahap komitmen guru kepada organisasi pendidikan (Mansor Abd Aziz dan Harsat Abdul Rahman,2001). Justeru, untuk mencapai matlamat program yang disasarkan, komitmen guru merupakan perkara paling penting di dalam organisasi pendidikan. Namun begitu, pada masa yang sama kajian literature menunjukkan komitmen guru di beberapa sekolah di Malaysia masih lagi berada pada tahap sederhana. Menurut Wan Sharazad et. al (2013) komitmen organisasi perlu ada dalam diri seseorang pekerja kerana ia adalah penentu kepada keberkesanan sesebuah organisasi.

Berdasarkan dapatan kajian dan persoalan-persoalan yang dibincangkan, maka pengkaji berpendapat gaya Kepimpinan Multidimensi Guru Besar wajar dikaji kemampuannya untuk meningkatkan komitmen guru Program Transformasi Sekolah 2025 (TS25) terhadap organisasi memandangkan kajian berkaitan persoalan ini masih belum dikaji kerana program ini masih baharu dilaksanakan di Malaysia. Justeru, kajian ini cuba meninjau impak amalan kepimpinan multidimensi dalam kalangan guru besar untuk mewujudkan komitmen guru Program Transformasi Sekolah 2025 (TS25), Kementerian Pendidikan Malaysia (KPM).

Ulasan Literatur Gaya Kepimpinan Multidimensi Dan Komitmen Kerja Guru

Model

Kepimpinan multi dimensi menekankan bahawa semua teori adalah betul, namun ia masih tidak lengkap jika diguna secara sendirian. (Bolman, 1999), (Abdul Shukor Abdullah, 2004) dan (Abdul RafieMahat, 2002) berpendapat bahawa amalan kepimpinan yang pelbagai dan luwes lebih menjurus kepada keberkesanan kepimpinan berbanding amalan satu stail kepimpinan sahaja.

Dapatan kajian Cheng (2005) dan Gaziel (2003) melaporkan bahawa orientasi kepimpinan multi dimensi mempunyai hubungan yang kuat dengan keberkesanan organisasi, kekukuhan budaya organisasi dan hubungan pengetua dengan guru, bahkan menyumbang kepada peningkatan prestasi dan pencapaian pelajar. Disamping itu, kajian Thompson (2005) berkenaan penggunaan kombinasi rangka kepimpinan multidimensi dalam pelaksanaan polisi dan prosedur organisas imemberi kesan positif terhadap keseimbangan iklim organisasi.

Kajian Suhaida Abdul Kadir danNurulAimAshikin (2013) melaporkan komitmen guru sekolah menengah di daerah Perlis, masih pada tahap sederhana. Kajian lepas juga menunjukkan komitmen kerja guru banyak dipengaruhi oleh polisi pentadbir sekolah dan suasana tempat kerja. Pernyataan ini disokong oleh dapatan kajian Suhaili MohdYusoff dan Khaliza Saidin (2016) terhadap 678 orang guru Sekolah Menengah Daerah Machang berkenaan hubungan iklim sekolah dan komitmen guru menunjukkan wujud hubungan yang sederhana di antara iklim sekolah dan komitmen guru. Perkara ini disokong, oleh kajian Zigarmi et al. (2011) yang melaporkan bahawa keseimbangan beban kerja dan hubungan dengan ketua serta rakan sekerja adalah penting. Justeru itu, Elias (2007) menegaskan bahawa pekerja yang mempunyai komitmen yang tinggi lebih cenderung untuk kekal bersama organisasi walaupun mereka berhadapan dengan tekanan.

Kajian (Mosser &Walls, 2002) dan (Sasnett& Ross, 2007) mendapati pemimpin akademik adalah lebih cenderung untuk menggunakan rangka kepimpinan sumber manusia, diikuti oleh rangka kepimpinan struktural, kepimpinan politik dan kepimpinan simbolik di mana kemahiran kepimpinan sumber manusia dan kepimpinan struktural yang digunakan didapati mempunyai hubungan signifikan dengan keberkesanan mereka sebagai pemimpin dan pengurus (Bolman & Deal, 1991) dan(Sasnett& Ross, 2007).

Dapatan kajian Norasmah, Siti Junaidah dan Mohd Sani (2012) terhadap 841 orang pensyarah dan 76 orang ketua jabatan akademik dari 24 buah politeknik di Malaysia mendapati bahawa wujud hubungan signifikan antara kepimpinan Multidimensi Ketua Jabatan dari aspek sumber manusia dan kepimpinan budaya dengan komitmen pensyarah.

Dapatan kajian (Abdul Ghani 2005), (Castiglia, 2006) dan (Gabbidon, 2005) mendapati bahawa gaya kepimpinan multidimensi mempunyai impak penting terhadap kejayaan institusi, fleksibiliti tugas dan prestasi serta penyumbang kepada komitmen pendidik terhadap institusi. Ini disokong oleh pandangan Mumford et al. (2002) yang menegaskan bahawa pemimpin yang menggunakan orientasi kepimpinan multidimensi untuk berinteraksi dengan ahli-ahlinya, boleh mempengaruhi komitmen, identifikasi dan kerjasama mereka kepada organisasi.

Selaras dengan matlamat Program Transformasi Sekolah 2025 (TS25) Kementerian Pendidikan Malaysia (KPM), pembaharuan di dalam Program Transformasi amat memerlukan seorang pemimpin yang mempunyai gaya pentadbiran yang anjal dan pelbagai. (Bolman & Deal, 1991 1997) dan (Sergiovanni, 1984) menyatakan pemimpin yang berkebolehan menggabung jalin elemen-elemen beberapa orientasi kepimpinan adalah lebih fleksibel untuk bertindak balas kepada tugas-tugas pentadbiran yang berbeza.

Daripada dapatan kajian-kajian yang telah dibincangkan jelas menunjukkan model Kepimpinan Multidimensi mempunyai hubungan yang signifikan terhadap keberkesanan kepimpinan ketua dalam usaha meningkatkan komitmen pekerja dalam organisasi. Bahkan menurut Meyer & Allen (1997), pekerja yang komited dan berdedikasi sering dikaitkan dengan keberkesanan pengurusan organisasi.

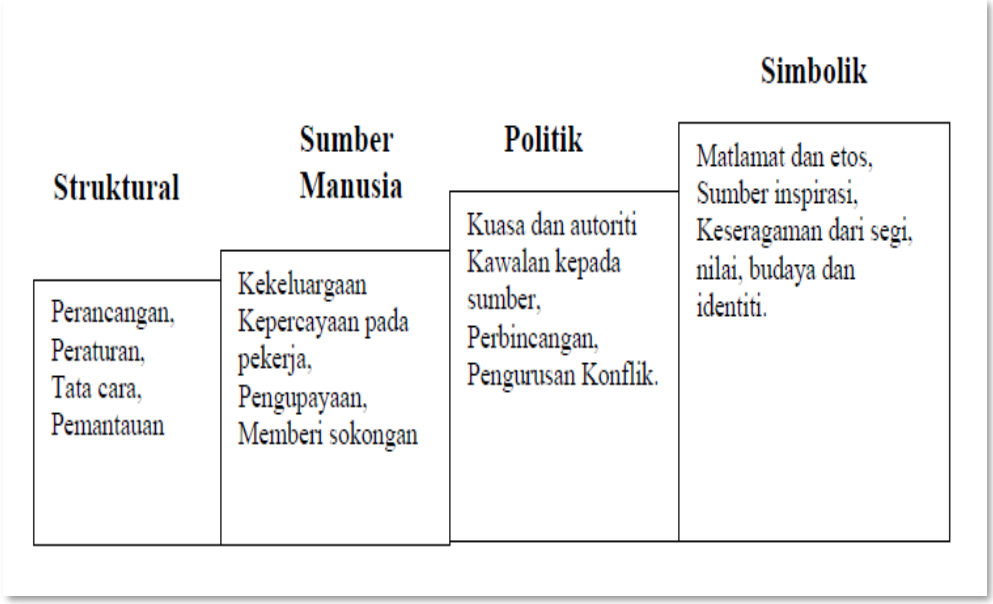
Model Kepimpinan Multidimensi Bolman Dan Deal 1991-2003

Model kepimpinan multidimensi yang dipelopori oleh Professor Lee Bolman dan Professor Terence Deal juga dikenali sebagai Bolman dan Dealt elah diperkenalkanpada tahun 1991. Namun begitu model kepimpinan ini telah dikemaskini semula pada tahun 2003. Gaya Kepimpinan Multidimensi memberi fokus kepada gabungan empat gaya kepimpinan iaitu kepimpinan sumber manusia, struktural, budaya dan politik. Rajah 3 menunjukkan senarai

empat gaya amalan kepimpinan multidimensi mengikut keperluan kepimpinan tersebut menurut Bolman dan Deal (1991). Manakala perlaksanaan gaya kepimpinan mengikut tempoh tertentu berdasarkan jangka hayat organisasi menurut Daft (1999) ditunjukkan dalam rajah 4.

	Struktural	Sumber Manusia	Politik	Simbolik
Asas Teori	Teori Pengurusan Klasik	Teori keperluan manusia	Perspektif politik	Perspektif sosiobudaya
Metafora Organisasi	Mesin atau kilang	kekeluargaan	Persaingan	Teater, keagamaan
Peranan Pemimpin	Arkitek sosial	pemotivasi	Penyokong dan perunding	Ketua penghulu
Konsep Utama	Peraturan, polisi, matlamat	Kemahiran dan hubungan baik	Kuasa, konflik, politik	Budaya, upacara, perayaan
Imej Kepimpinan	Arkitek sosial	Menggalakan keupayaan	Memberikan sokongan	Sumber inspirasi
Asas Kepimpinan	Tumpuan kepada tugas dan struktur	Tumpuan kepada keperluan manusia dan organisasi	Pembina asas politik dan agenda kuasa	Membina matlamat dan misi organisasi

Rajah 2 Model Kepimpinan MultidimensiSumber Bolman & Deal 2003



Rajah 3 Gaya Kepimpinan Multidimensi berdasarkan jangka hayatSumber: Daft 1999

Teori Komitmen Meyer Dan Allen (1984)

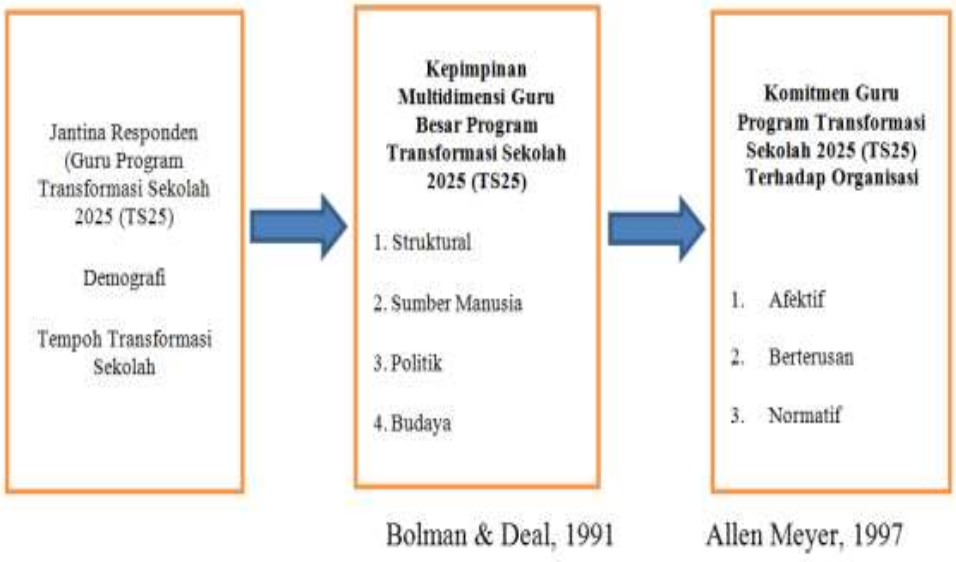
Pekerja yang dapat memberikan komitmen kepada organisasi mampu bertahan di dalam organisasi berbandingdengan pekerja yang tidak mempunyai komitmen terhadap organisasi Fatimah Affendi (2014). Justeruitu, Mayer& Allen (1997) telah membahagikan komitmen terhadap organisasi kepada tiga aspek iaitu afektif, berterusan dan normatif yang ditunjukkan dalam rajah 5. Kenyataan Mayer & Allen (1997) telah disokong oleh kajian Cut Zurali(2010) berkenaan komitmen terhadap organisasi berserta definisi:

1. Komitmen afektif adalah berkaitan perasaan- perasaan cinta pekerja kepada organisasi tempat mereka berkhidmat.
2. Komitmen berterusan merujuk kepada tanggapan seseorang terhadap risiko kemungkinan sekiranya mereka membuat keputusan untuk meninggalkan organisasi. Komitmen berterusan terbahagi kepada dua iaitu, pengorbanan untuk meninggalkan organisasi dan tiada pilihan alternatif kerja di tempat lain bagi pekerja tersebut.

3. Komitmen normatif pula didefinisikan sebagai sebuah perasaan untuk rasa bertanggungjawab terhadap organisasi tempat berkerja.

Rajah 4 Model TigaKepimpinanKomitmenOrganisasiSumber: Meyer dan Allen (1997)

Kerangka Konseptual Kajian



Kajian ini dilaksanakan berpandukan kerangka konseptual yang ditunjukkan dalamRajah 5. Kebolehan guru besar untuk mempraktikan kepelbagaian gaya kepimpinan adalah factor kepada peningkatan komitmen guru Program TS25. Model Kepimpinan Multidimensi yang dibina Bolman dan Deal pada tahun 1991 merupakan empat gabungan

orientasi kepimpinan iaitu kepimpinan struktural, sumber manusia, politik, dan kepimpinan budaya.

Kajian ini juga merujuk kepada teori komitmen kerja Meyer dan Allen (1997) yang membahagikan komitmen terhadap organisasi kepada tiga aspek iaitu afektif, berterusan dan normatif.

Implikasi Kajian

Implikasi terhadap pentadbir sekolah

Implikasi Gaya Kepimpinan Multidimensi terhadap Pentadbir sekolah adalah kepelbagaian jenis kepimpinan dapat diaplikasikan mengikut kesesuaian masalah yang timbul, berdasarkan geografi sekolah, politik dan budaya masyarakat setempat.

Implikasi terhadap penggubal polisi

Implikasi terhadap penggubal polisi adalah memberi idea kepada perancangan kursus dan latihan kepimpinan yang bersesuaian kepada pentadbir sekolah bagi meningkatkan kewibawaaan dalam kepimpinan di dalam organisasi serta perancangan kepada strategi peningkatan komitmen guru dalam menjayakan setiap program Kementerian Pendidikan Malaysia (KPM).

Implikasi terhadap Komitmen Guru terhadap Organisasi

Implikasi terhadap guru adalah, komitmen kerja terhadap organisasi dapat ditingkatkan dengan kepimpinan yang berkualiti tinggi dan berkesan. Bahkan guru dapat member focus kepada teknik dan strategi untuk meningkatkan komitmen mereka kepada organisasi tempat berkhidmat.

Implikasi Teoritikal terhadap Kepimpinan Multidimensi Guru Besar

Implikasi terhadap Teoritikal adalahTeori kepimpinan multidimensi dapat diteroka, difahami dan dipraktikan oleh pemimpin organisasi manakala guru-guru dapat member fokus kepada aspek komitmen terhadap organisasi yang perlu diwujudkan sewaktu berkhidmat sebagai seorang pendidik.

Kesimpulan

Program Transformasi Sekolah2025 (TS25) merupakan sebuah program yang baharu diperkenalkan oleh Kementerian Pendidikan Malaysia. Kepimpinan berkualiti dalam kalangan pentadbir dan komitmen guru merupakan tonggak utama dalam meningkatkan keberhasilan murid. Justeru, kajian berkenaan kepimpinan multidimensi dalam kalangan guru besar perlu dilaksanakan keatas guru-guru Program Transformasi Sekolah 2025 (TS25) dan diteliti hasil dapatan kajian bagi memastikan aspek kepimpinan multidimensi yang lebih dominan dipraktikan oleh Guru Besar dalam mewujudkan komitmen guru. Dapatan kajian juga secara tidak langsung dapat mengenalpasti komitmen terhadap organisasi yang lebih kerap diberikan oleh guru di sekolah. Hasilnya, dapatan kajian ini boleh dimanfaatkan bagi tujuan penambahbaikan program sedia ada.

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KEBOLEHGUNAAN MODUL LATIHAN MENTAL IMAGERI TERHADAP ATLET SENI BELA DIRI TAEKWONDO

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Abstrak: *Kajian ini bertujuan untuk menguji kesan latihan mental mengunakan kaedah imageri terhadap atlet seni bela diri Taekwondo UKM. Modul Imageri ini telah dibina oleh penyelidik berdasarkan lima teknik serangan yang utama yang digunakan dalam pertandingan 'sparring' mempunyai arahan yang lengkap bagi jurulatih dan atlet. Gambaran secara tampak juga telah disediakan dalam modul ini bagi membantu subjek melakukan teknik imageri dengan lebih berkesan. Seramai 35 orang (30 atlet,5 jurulatih) terlibat dalam menjawab soal selidik 5 skala likert yang merangkumi 3 konstruk utama iaitu penilaian jurulatih,penilaian modul dan penilaian modul terhadap atlet dalam meningkatkan prestasi. Data kajian yang dikumpul diproses dengan menggunakan program SPSS versi 12.0.Statastik deskriptif iaitu frekuansi, peratusan dan min telah digunakan untuk menjelaskan profil responden dan menjawab persoalan kajian.Kebolehpercayaan modul menunjukkan nilai alpha aspek penilaian penyampaian jurulatih (0.53), penilaian perlaksanaan modul (0.75) dan penilaian keberkesanan modul terhadap peserta (0.63) mempunyai nilai Alpha Cronbach yang Tinggi.Secara keseluruhannya instrument ini boleh digunakan dalam kajian.*

Katakunci: Modul Imageri, Latihan Mental, Taekwondo, Atlet, Jurulatih, Penilaian Jurulatih, Penilaian Modul, Penilaian Modul Terhadap Atlet.

Abstract: *This study aimed to examine the effects of mental training methods using imagery of martial arts UKM Taekwondo athletes. The imagery module was developed based on five main attack techniques that are used in competition sparring. It has complete instructions for coaches and athletes. Complete picture also been provided in this module to assist the subject of imagery techniques more effectively. A total of 35 patients (30 athletes, 5 coaches) involved in answering the questionnaire 5 Likert scale that includes 3 main constructs, coach evaluation, and assessment and evaluation module module to athletes to improve performance. The data collected were analysed using SPSS version 12.0. Statistic descriptive of frequency, percentage and mean were used to describe the profile of the respondents and answer research questions. Reliability module indicates the alpha value of trainers assessment is (0.53), the implementation of the evaluation module is (0.75) and the assessment of the effectiveness of the module to the participants is (0.63). The empirical results indicated that this modul is consistent and stable, and can be used as an instrument to assess the quality of athletes based on the constructs of content quality, potential effectiveness and overall satisfaction of the module.*

Keywords: Imagery Module, Mental Training, Taekwondo, Athletes, Coaches, Trainers Assessment, Evaluation Modules, An Evaluation Module For Athletes.

Pengenalan

Ketenangan Mental dan jiwa adalah suatu perkara yang subjektif yang sering menjadi permasalahan utama dalam kalangan atlet kombat terutamanya bagi atlet yang berada pada tahap kebimbangan dan kebangkitan yang menyumbang kepada hilangnya daya tumpuan (Stevens danG.W.Miller 2013). Kemahiran psikologikal telah lama wujud dan merupakan pertimbangan yang penting dalam percapaian atlet. Menurut Wann (1997) keadaan fizikal dan

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mental atlet adalah satu faktor yang saling berkait dan perlu diberi perhatian. Atlet juga sering mengalami peningkatan kadar stress terhadap pertandingan memberi kesan bukan sahaja kepada faktor fizikal malah faktor mental atlet juga perlu di beri perhatian kerana mampu mendorong kepada kesan tindakbalas negatif terhadap kemampuan diri. Pada suatu situasi atlet cenderung kepada berasa tegang dan mengalami perubahan pada *system autonomic* yang mendadak seperti kadar denyutan jantung yang meningkat, berpeluh dengan banyak dan mudah bimbang terhadap kemungkinan keputusan pertandingan (Cox 2002). Antara teknik yang dikenalpasti digunakan untuk menggurangkan tahap kebimbangan dan meningkatkan daya penumpuan ialah melalui teknik relaksasi dan latihan mental (Crust, 2007 dan Gucciardi et al. 2008).

Oleh yang demikian, Mental Atlet cenderung untuk berada dalam tahap terganggu serta mengalami kesukaran untuk memberi penumpuan terhadap persembahan semasa latihan dan pertandingan. Hal ini juga menyebabkan jurulatih kini ingin mencari pendekatan yang melibatkan aspek psikologi mental dalam memantapkan kesediaan atlet sebelum dan semasa musim pertandingan serta lebih berminat dalam menggunakan kaedah Intervensi Latihan Mental untuk mengawal faktor-faktor yang berkaitan mental atlet. Ahli psikologi sukan juga mendapati bahawa latihan mental adalah terbaik dalam memaksimumkan persembahan atlet (Syer & Connolly, 1984).Perbuatan melakukan latihan mental membantu mengurangkan bebanan stres sebelum menghadapi pertandingan.Kecenderungan Intervensi latihan mental ini berfokus kepada teknik yang boleh atlet guna semasa berhadapan situasi yang mencabar serta menyeimbangkan tingkah laku persembahan yang stabil dan lebih bersedia dari aspek mental dan fizikal untuk menghadapi pertandingan.Diantara teknik-teknik yang terdapat dalam teknik psikologikal adalah teknik visualisasi (imageri), Kata kendiri dan relaksasi.*Mental imagery* merupakan visualisasi manakala *mental rehearsal* ialah pengalaman dalam persepsi seseorang, dan terjadinya tanpa kehadiran rangsangan langsung (Annie Plessinger, 2007).

Taekwondo merupakan sejenis sukan yang amat popular di seluruh dunia. Perkataan ’Taekwondo’ mempunyai maksud yang tersendiri iaitu, ‘Tae’ bermaksud melompat atau menendang dengan menggunakan kaki, ‘Kwon’ membawa maksud menumbuk mencucuk dan menahan dengan menggunakan tangan dan ‘Do’ bermaksud seni. (Tae Eun Lee, 2011) Selain itu, Taekwondo secara umumnya merupakan satu seni mempertahankan diri yang moden di Korea, sifat utama seni ini adalah dari aspek kemahiran pergerakan fizikal yang laju dan padu, ketinggian, dan lompatan serta tendangan berputar. Di antara kemahiran khusus yang terdapat dalam kemahiran taekwondo ialah latihan untuk mempertahankan diri, latihan fizikal dan artistik, kesemua kemahiran ini diajar oleh jurulatih yang bertauliah dan berpengalaman.

Penumpuan lebih diberikan dalam teknik menendang dan mengelak dalam pertandingan kemahiran combat iaitu (*sparring*) yang dipertandingkan di peringkat antarabangsa. Terdapat beberapa jenis teknik menendang laju dan padu yang diutamakan dalam pertandingan kombat taekwondo iaitu, tendangan depan (Front kick), tendangan sisi (Side kick), tendangan tepi (Roundhouse kick), tendangan belakang (Backtrust kick), Naeryo-cha-gi (Downward kick/Axe-kick), dan Horyo-cha-gi(Hook kick), serta Bandae-dolryo (Reverse round kick). Kemahiran-Kemahiran ini sangat menyumbang dalam aspek skor atau pungutan mata dalam menentukan kemenangan atlet.

Coulter et al. (2010) menyatakan bahawa faktor kejayaan dalam sesuatu pertandingan ialah kekuatan mental.(Davenport 2006) pula menyarankan supaya setiap atlet seni bela diri perlu meletakkan kepentingan kemahiran mental dalam latihan fizikal mereka.Walau bagaimanapun, setiap atlet perlu faham tentang kemahiran psikologi dalam perlawanan dan pembentukan kemahiran mental memerlukan tempoh masa yang sangat panjang. Proses pembentukan kekuatan mental ini secara khususnya dipengaruhi oleh jurulatih dan atlet itu sendiri serta individu yang memahami dan dijadikan idol untuk memperbaiki kelemahan diri. Selain daripada itu, masalah yang akan dihadapi ialah aplikasi latihan kemahiran mental yang tidak sistematik dan tidak berstruktur kerana tidak mahir dalam aspek psikologi.

Atlet Taekwondo secara amnya cenderung menghadapi kegagalan dalam mengawal mental dan seterusnya mengalami gangguan penumpuan, stres dan seterusnya menjadi kurang bermotivasi.Masalah ini sering dikaitkan dengan persepsi atlet terhadap pihak lawan dan membuat ramalan awal tentang kekalahan sebelum bertanding yang secara seriusnya memberi impak kepada rangsangan kekuatan Mental Atlet.Hal ini mendorong kepada aspek Mental Atlet yang tidak stabil dan lemah serta kurang bermotivasi semasa bertanding akibat daripada maklum balas negatif yang diterima oleh mental atlet.Faktor ini mempengaruhi persembahan atlet dan tidak dapat beraksi dengan baik serta mengalami kekeliruan menggunakan teknik-teknik Kemahiran Taekwondo yang telah dipelajari dan tidak bersesuaian mengikut situasi semasa pertandingan.

Tujuan kajian adalah untuk mengenal pasti kebolehgunaan Modul Latihan Mental terhadap mutu persembahan 'sparring' Atlet Seni Pertahankan Diri Taekwondo.Antara objektif kajian ialah mengenal pasti tahap penguasaan teknik imageri melalui modul intervensi latihan mental imageri.Di mana tujuan utama lebih menjurus kepada meningkatkan tahap keyakinan diri serta menjadikan latihan mental imageri sebagai latihan alternatif selain latihan fizikal semata-mata serta mengetahui tahap penguasaan teknik imageri atlet seni mempertahankan diri taekwondo.

Menerusi kajian ini atlet dilihat dapat memanfaatkan penggunaan strategi latihan imageri bagi meningkatkan prestasi serta lebih yakin terhadap diri sendiri dan mutu persembahan mereka.Selain itu, latihan mental imageri juga dapat membantu jurulatih untuk menggunakan kemahiran selain kemahiran latihan fizikal semata-mata bagi meningkatkan prestasi atlet. Pencapaian cemerlang dalam temasya sukan membolehkan nama Malaysia terukir dalam sukan antarabangsa.

Program latihan mental imageri dilihat sebagai salah satu teknik yang wajar diaplikasikan oleh atlet supaya dapat meraih preastasi. Teknik imageri ini sangat berkait rapat dengan *guided imagery, visualization*, latihan mental, atau *self hypnosis*. Imageri adalah teknik yang biasa digunakan oleh ahli psikologi sukan untuk membantu seseorang atlet melatih mental berkaitan dengan kemahiran yang akan dilakukan. Dalam konteks sukan, imageri digunakan untuk membantu atlet membuat visualisasi yang lebih nyata berkaitan dengan pertandingan yang akan dihadapinya.Oleh yang demikian atlet akan sentiasa berfikiran positif mengenai diri dan pihak lawan semasa menghadapi suatu pertandingan. Walau bagaimanapun, kajian perlu dilakukan bagi mendapatkan kepastian tentang kesesuaian perlaksanaan program ini kepada Atlet Seni Pertahankan Diri Taekwondo.

Tinjauan Literatur

Taekwondo di Malaysia bermula pada tahun 1963 diperkenalkan oleh general Choi hong hi. Beliau dikatakan sebagai bapa taekwondo di Malaysia dan beliau diberi tugas oleh Persatuan Taekwondo Korea untuk mengembangkan seni mempertahankan diri ini di seluruh Malaysia. Pusat pada masa itu adalah di Kuala Lumpur dan berkembang dari Kuala Lumpur kepada negeri lain. Pada tahun 1963, Persatuan Taekwondo Selangor telah ditubuhkan.Taekwondo adalah sesuai bagi semua orang tidak kira dari segi umur untuk mempelajari seni mempertahankan diri dan meningkatkan fizikal mereka. Selain itu, melalui mempelajari taekwondo dapat menanam nilai-nilai murni seperti etika, rendah diri, mengawal diri, kesabaran dan mempunyai semangat juangan yang tinggi. Kesemua nilai ini membanguan dalam keadaan yang tidak disedari apabila belajar taekwondo (Tae Eun Lee, 2012).Seperti seni mempertahankan diri lain,persatuan-persatuan taekwondo telah bergabung dan bekerjasama untuk membangunkan taekwondo kepada sukan Amateur dan Olimpik di samping mengekalkan kebanggaan tradisi dan semangat seni itu. Sistem yang digunakan dalam perlawanan adalah sistem skorpermarkahan.

Pada masa kini, terdapat banyak ritma pecahan kemahiran dalam taekwondo iaitu, bahagian pergerakan asas, bahagian seni mempertahankan diri, bahagian 'pattern' bahagian pertandingan dan bahagian memecah papan. Jadi, sekarang lebih banyak orang menumpukan

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perhatian dalam teknik menendang dalam bahagian pertandingan. Terdapat beberapa jenis teknik menendang yang utama iaitu, tendangan depan (Front kick), tendangan sisi (Side kick), tendangan tepi (Roundhouse kick) dan tendangan belakang (Backtrust kick), Naeryo-cha-gi(Downward kick/Axe-kick), Horyo-cha-gi(Hook kick), Bandae-dolryo(Reverse round kick).

Imageri merupakan salah satu teknik mental untuk membayangkan sesuatu dalam minda masing-masing (Cox 2011). Terdapat beberapa definisi oleh ahli psikologi tentang imageri iaitu (Block 1981) Imageri adalah satu proses yang menggunakan visualisasi untuk membayangkan situasi. Imageri ialah proses yang merangkumi visualisasi mental tentang tugasan yang dilakukan sebelum atau semasa melakukan tugasan (Wann 1997). Selain itu, imageri terbahagi kepada dua jenis iaitu imageri internal dan imageri external (Ampofo-Boateng 2009). Imageri internal adalah gambaran yang dibayangkan dalam kotak kognitif atau aktiviti visualisasi yang terpapar atau lahir dalam minda seolah-olah seperti kita melihat benda tersebut dengan mata. Manakala imageri eksternal pula ialah gambaran grafik yang diterjemahkan menerusi paparan yang ditayangkan seperti video. Walaubagaimanapun, menurut Ranganathan, siemionow, liu, saghal dan yue (2004) eksternal imageri memberi rangsangan minimum dalam tindakbalas psikologi.

Teknik imageri ditakrifkan oleh para penyelidik dari aspek psikologikal sebagai *guided imagery*, visualisasi, latihan mental, atau *self hypnosis*. Dalam konteks sukan pula, teknik ini digunakan dengan meluas untuk membantu atlet membuat visualisasi yang lebih nyata berkaitan dengan pertandingan yang bakal berlangsung. Dapatan hasil kajian yang dijalankan oleh (Callow, Hardy, & Hall, 2001; Evans et al., 2004) mendapati di dalam sukan yang bersifat competetif dikenalpasti bahawa 85-90 % adalah permainan yang melibatkan aspek mental yang maximum. Tetapi kebanyakan jurulatih lebih tertumpu pada aspek latihan fizikal semata-mata. (Berger and owen 1988) Gabung jalin kedua-dua elemen iaitu latihan mental dan latihan fizikal memberi kesempatan pada atlet lebih yakin dan mencapai tahap persembahan yang maksimum apabila berada di dalam gelanggang.

Imageri digunakan untuk pelbagai keperluan. Dari aspek sukan pula, dipercayai dapat membantu dalam meningkatkan keyakinan diri, konsentrasi, mengurangkan kebimbangan dan berpontensi untuk menyembuhkan kecederaan atlet. Sebagai bukti beberapa hasil kajian menunjukkan teknik imageri mampu meningkatkan persembahan atlet (Feltz & Landers, 1993; Martin, Moritz, & Hall, 1999). Teknik imageri juga digunakan dalam keadah intervensi teknikal untuk meningkatkan keyakinan, motivasi dan penumpuan atlet (Callow, Hardy, & Hall, 2001; Evans et al., 2004; Garza & Feltz, 1998; Hale & Whitehouse, 1998; Mamassis & Doganis, 2004; McKenzie & Howe, 1997; Short, Bruggeman, Engel, Marback, Wang, Willadsen, & Short, 2002), (Beauchamp et al., 1996; Martin & Hall, 1995), (Calmels, Berthoumieux, & d'Arripe-Longueville, 2004). Teknik imageri digabung jalinkan setara dengan teknik relaksasi dan pengurusan stress didapati dapat membantu atlet mengawal kebimbangan semasa beraksi (Cogan & Petrie, 1995; Kerr & Leith, 1993; Lee & Hewitt, 1987; Ryska, 1998; Savory, 1997).

Faktor mental (kebimbangan) dan motivasi boleh menyebabkan seseorang atlet berada pada tahap terbaik (peak) semasa pertandingan dan pada masa yang sama juga boleh menjadi penyebab kegagalan mereka (Duda, 1998). Kebanyakan pengarang-pengarang buku dalam psikologi sukan seperti Cox (1994), Gill (1986); Iso-Ahola & Hatfield (1986), LeUnes & Nation (1989), menyatakan bahawa tahap kebimbangan yang optima dapat membantu atlet mencapai prestasi yang memberangsangkan, manakala tahap kebimbangan yang terlalu tinggi dan terlalu rendah membawa masalah dalam mencapai prestasi yang baik. Wann (1997) pula berpendapat bahawa kebimbangan sebagai satu keadaan negatif yang memberi kesan penentu kepada pencapaian prestasi atlet. Menurut Mahoney, Gabriel & Perkins (1987), sesetengah kebimbangan adalah baik serta membantu prestasi, malah ada atlet mengharapkan adanya kebimbangan bagi membolehkan mereka bertanding dengan jayanya. Selain menjejaskan

prestasi, kebimbangan juga menyebabkan seseorang hilang minat untuk menyertai pertandingan.

Menurut Wann (1997) juga kebimbangan ialah sesuatu yang negatif dan boleh mempengaruhi pencapaian atlet dalam sukan. Berdasarkan kepada Silva dan Stevens (2002) kebimbangan tret adalah merujuk kepada personaliti seseorang individu di mana ia bersifat stabil dan mereka sering mentafsirkan situasi persekitaran dengan perasaan risau atau bimbang yang boleh meningkatkan tahap kebangkitan (arousal). Ini menunjukkan kebanyakan masyarakat mempunyai tahap kebimbangan tret yang sederhana dan sedikit sahaja yang tinggi atau rendah tahap kebimbangan tret. Manakala kebimbangan seketika merujuk kepada tahap kebimbangan semasa yang terhasil dari persepsi individu terhadap bentuk tekanan yang terdapat di persekitaran pada waktu itu (Shaharudin 2001).

Kebimbangan adalah perasaan takut yang kronik dan komplek yang wujud dalam pelbagai jenis kecelaruan mental dan saraf (Drever, 1952). Gabungan antara kesan fisiologikal dan psikologikal yang berlaku akibat taksiran yang di buat oleh seseorang individu dalam situasi (Iso-Ahsola dan Hatfield,1986) dan "ancaman" yang di jangka oleh seseorang individu. Semakin kritikal ancaman yang dijangka akan di terima, maka semakin tinggi tahap kebimbangan individu tersebut (Anshell, 1997)Sebagai dimensi emosi atau kognitif kebangkitan (Grould & Krane,1992).

Kebimbangan Tret Merujuk kepada ciri-ciri personaliti contohnya seseorang individu yang berdarah gemuruh secara semulajadi mempunyai ciri-ciri mudah tertekan serta tahap kebimbangan yg tinggi manakala Kebimbangan Seketika (State Anxiety) Merujuk kepada tahap kebimbangan semasa yang terhasil dari persepsi individu terhadap bentuk tekanan yang terdapat di persekitaran pada waktu itu contohnya indvidu yg berdarah gemuruh akan beri respon yg meningkatkan tahap kebimbangan serta kebangkitan fisiologikalnya.

Kebimbangan Kognitif pula merujuk kepada proses mental yang bersifat kognitif (minda) yang berlaku akibat dari tafsiran terhadap situasi semasa contohnya kebimbangan berasaskan situasi yang berpunca dari tekanan beraksi di hadapan penonton dimana atlet aktif menilai situasi tersebut. Manakala Kebimbangan Somatik pula merujuk kepada aspek fisiologi dan afektif individu yang terbabit kesan dari kebimbangan kognitif yang wujud dalam diri individu tersebut dan dilihat mempengaruhi prestasi atlet.Menurut Endler (1978) Sumber kebimbangan dan tekanan iaitu kebimbangan seketika terhasil dari gabungan 5 faktor utama seperti berikut Tekanan terhadap ego, Tekanan terhadap fizikal individu, Ketidaktentuan, Perubahan, Penilaian atau perbandingan sosial.

Latihan mental imageri membantu atlet untuk membuat gambaran awal berkaitan dengan kesulitan dan masalah-masalah yang mungkin akan dihadapi oleh para atlet sebelum atau semasa pertandingan. Seperti diketahui, atlet seringkali membuat gambaran yang negatif tentang diri atau pihak lawan yang membawa impak kepada kekalahan. Kesannya, atlet merasa rendah diri dan mencetuskan simptom kebimbangan seterusnya mengganggu konsentrasi atlet. Walaubagaimanapun, hasil dapatan daripada beberapa kajian yang telah dijalankan dapat dilihat kehadiran pelbagai simptom-simptom yang mampu menggugat mental atlet. Oleh yang demikian jurulatih dan atlet perlu mangambil langkah awal dalam mengenalpasti tahap pencapaian atlet dan menggunakan latihan mental sebagai jalan alternatif dalam meningkatkan pencapaian atlet.

Metodologi

Kajian ini adalah kajian yang berbentuk kuantitatif iaitu tinjauan bertujuan untuk mengenalpasti kebolehgunaan dan keberkesanan modul imageri terhadap atlet seni mempertahankan diri taekwondo. Proses penghasilan modul ini melibatkan pembinaan draf modul yang dibuat berdasarkan dapatan analisis keperluan, teori, dan tinjauan literatur. Modul Imageri ini telah dibina oleh penyelidik berdasarkan lima teknik serangan yang utama yang digunakan dalam pertandingan *'sparring'*. Modul ini mempunyai arahan yang lengkap bagi jurulatih dan atlet.Gambaran secara tampak juga telah disediakan dalam modul ini bagi membantu subjek melakukan teknik imageri dengan lebih berkesan.

Modul ini juga telah disemak oleh 2 orang pakar bahasa dan 4 orang jurulatih taekwondo serta 2 orang pensyarah psikologi sukan bagi tujuan penambahbaikan.Cadangan pakar dirumuskan di dalam jadual bagi mendapatkan gambaran bahagian yang perlu diperbaiki.Tessmer (1993) mencadangkan data kualitatif yang diperoleh daripada pakar diorganisasikan dan dijadualkan untuk mendapatkan gambaran bahagian tertentu yang perlu diperbaiki. Modul yang dimurnikan kemudiannya diberikan kepada 8 orang penilai yang sama untuk menilai dan mengesahkan ketepatan isi kandungan modul daripada segi penyampaian, isi kandungan dan penyampaian bahasa.

Soal selidik terbahagi kepada dua bahagian.Bahagian A mengandungi item yang berkaitan tentang latar belakang atlet seperti jantina, umur dan pencapaian tertinggi manakala Bahagian B yang merupakan modul inervensi yang digunakan. Penilaian kesahan isi kandungan modul dibuat menggunakan soal selidik kesahan isi kandungan modul yang memerlukan penilai memberikan jawapan berbentuk skala Likert lima mata, iaitu: (1) sangat tidak setuju, (2) tidak setuju, (3) tidak pasti, (4) setuju dan (5) sangat setuju. Data dianalisis menggunakan kaedah pengiraan kesahan kandungan modul yang dicadangkan oleh Tuckman dan Waheed (1981) yang dibina berdasarkan pandangan Rusell (1974). Kaedah ini menyatakan aras penguasaan atau pencapaian 70 peratus dianggap isi kandungan modul baik dan telah menguasai tahap pencapaian yang tinggi.

Pada fasa pelaksanaan dan penilaian, kajian rintis dijalankan iaitu modul diuji kebolehgunaanya di dua situasi sebenar. Ujian kebolehgunaan melibatkan dua kumpulan atlet yang menyertai kejohanan peringkat negeri dan kebangsaan merangkumi dua pusat latihan yang diselia dan ditadbir oleh jurulatih-jurulatih yang sama. Semua atlet ini merupakan atlet yang berstatus tali pinggang hitam dan telah melibatkan diri dalam latihan intensif taekwondo fizikal 3 tahun ke atas dan telah berdaftar dengan Persatuan Taekwondo Kebangsaan.Sampel kajian ini merupakan atlet yang berumur dalam lingkungan 18 hingga 28 tahun yang merupakan atlet senior yang sedang menjalani latihan intensif.Selain itu, 5 jurulatih dipilih bertujuan untuk melakukan pengajaran menggunakan modul ini kepada kumpulan atlet masing-masing di dewan latihan.Pelaksanaan aktiviti modul dilakukan secara berkumpulan.Pengumpulan data kualitatif dibuat melalui kaedah pemerhatian dan penambahbaikan di ruang ulasan peserta dalam soal selidik yang diedarkan di akhir sesi latihan mental imageri.

Data yang dikumpul akan dikodkan sebelum dimasukkan ke dalam perisian SPSS. Jenis data yang digunakan Statistikal deskriptif iaitu menganalisis data secara peratusan, frekuensi serta dengan menggunakan Measure of central tendency (MCT) (ukuran kecenderungan memusat) – min, mod dan median.Dalam statistik deskriptif, jenis analisis data sering melibatkan analisis bivariat iaitu dengan hanya menggunakan satu pemboleh ubah sahaja untuk faktor demografi seperti jantina, dan umur dengan menggunakan peratusan dan frekuensi.Sebagai contohnya peratusan dan jumlah responden lelaki dan perempuan. Menurut Whitney (1960), metode deskriptif adalah pencarian fakta dengan interpretasi yang tepat. Penelitian deskriptif mempelajari masalah-masalah dalam masyarakat, serta tata cara yang berlaku dalam masyarakat serta situasi-situasi tertentu, termasuk tentang hubungan kegiatan, sikap, pandangan, serta proses-proses yang sedang berlangsung dan pengaruh dari suatu fenomena.

Bagi menguji kesahan dan kebolehpercayaan item yang digunakan, kajian rintis dijalankan dalam kalangan 30 orang atlet dan 5 orang Jurulatih Kelab Seni Bela Diri Taekwondo UKM. Secara keseluruhannya dapat dirumuskan nilai pekali alpha cronbach bagi 3 konstruk yang diuji adalah seperti berikut:

Jadual 1. Nilai Pekali Alpha Cronbach Instrument Kajian

NO	ASPEK PENILAIAN	NILAI ALPHA	INTERPRETASI
1	Penilaian terhadap Jurulatih	0.53	Sederhana
2	Penilaian Perlaksanaan modul	0.75	Tinggi
3	Penilaian perlaksanaan modul terhadap peserta	0.63	Tinggi

Jadual 1 menunjukkan bahawa aspek penilaian penyampaian jurulatih (0.53), penilaian perlaksanaan modul (0.75) dan penilaian keberkesanan modul terhadap peserta (0.63) mempunyai nilai Alpha Cronbach yang Tinggi. Landis dan kosh (1977) dalam zamri dan noriah(2003) menyarankan nilai Alpha Cronbach pada aras 0.61 ke atas sebagai nilai pekali yang mempunyai kebolehpercayaan yang baik. Secara keseluruhannya instrument ini boleh digunakan dalam kajian sebenar. Kesemua data yang diperoleh dianalisis menggunakan perisian program Statistical Package of Social Science (SPSS) Version 12.0.

Dapatan

Kajian Rintis ini melibatkan keseluruhan sampel seramai 35 orang yang terdiri daripada atlet Kelab Seni Bela Diri Teakwondo Elit yang berlatih dan mewakili UKM dalam kejohanan peringkat Universiti, Negeri dan Kebangsaan.Demografi responden kajian ditunjukkan melalui analisis deskriptif seperti dalam Jadual 2.

Jadual 2. Profil Demografi Responden Kajian

Demografi	Kekerapan	Peratusan
Jantina		
Lelaki	18	51.4
Perempuan	17	48.6
Umur		
18 - 28 Tahun	35	100
Peringkat Penyertaan		
Kebangsaan	17	48.6
Negeri	18	51.4

Jadual 2 menunjukkan bahawa responden atlet lelaki adalah seramai 18 orang (51.4%) dan responden atlet perempuan pula adalah seramai 17 orang (48.6%).Kesemua 35 orang atlet ini berumur dalam lingkungan 18 hingga 28 tahun. Seterusnya berdasarkan Peringkat Penyertaan atlet, seramai 17 orang atlet telah menyertai kejohanan peringkat kebangsaan manakala 18 orang
atlet terlibat di peringkat negeri.

Jadual 3 Skor Min, Sisihan Piawai Bagi Setiap Item Soalan

Bil	Kenyataan	Min	Sisihan Piawai	Interpretasi
1.	Objektif semua modul tercapai	86.97	9.32	Tinggi
2.	Kandungan modul intervensi latihan adalah sesuai	86.83	9.31	Tinggi
3.	Istilah/perkataan yang digunakan dalam modul bersesuaian	86.71	9.31	Tinggi
4.	Penggunaan alat bantuan mengajar yang bersesuaian dan kondusif serta berkesan	87.00	9.30	Tinggi
5.	Suasana tempat program yang sesuai	87.14	9.33	Tinggi
6.	Perancangan dan perlaksanaan modul telah dibuat dengan teratur	86.77	9.31	Tinggi
7.	Masa yang diperuntukkan bagi setiap modul adalah sesuai	86.89	9.32	Tinggi
8.	Meningkatkan pengetahuan /pemahaman latihan mental imageri	86.80	9.31	Tinggi
9.	Lebih berkeyakinan melaksanakan modul berkenaan/mengaplikasikan apa yang dipelajari	86.86	9.31	Tinggi
10.	Pada keseluruhan latihan imageri ini adalah berjaya dan bermanfaat	86.77	9.31	Tinggi
	Keseluruhan	**91.49**	**3.649**	

Jadual 3 menunjukkan bahawa setiap item dalam melaksanakan modul imageri ini berada pada tahap tinggi. Item yang mempunyai min yang paling tinggi ialah suasana tempat program yang dilihat memberi kesan langsung dalam melaksanakan modul memberi impak terhadap atlet(min = 87.14) berada pada tahap tinggi. Manakala item yang mempunyai min yang paling rendah ialah Istilah/perkataan yang digunakan dalam modul (min = 86.71) Secara keseluruhannya menunjukkan skor min dan sisihan piawai dalam melaksanakan modul imageri berada pada tahap tinggi (min = 91.49). Berdasarkan analisis yang dibuat, secara keseluruhannya dapat dirumuskan bahawa perlaksanaan modul imageri berada pada tahap tinggi seperti Jadual 4 berikut.

Jadual 4 Skor Min Dan Sisihan Piawai bagi 3 Konstruk utama yang diuji

Konstruk penilaian	Min	Sisihan Piawai	Interpretasi
Penilaian terhadap Jurulatih	36.26	1.900	Tinggi
Penilaian Perlaksanaan modul	27.31	1.997	Tinggi
Penilaian perlaksanaan modul latihan terhadap peserta	27.91	1.704	Tinggi

Dalam kajian ini, Konstruk Penilaian dalam melihat keberkesanan modul intervensi imageri ini diukur berdasarkan tiga aspek penilaian utama iaitu penilaian jurulatih, penilaian perlaksanaan modul dan Penilaian keberkesanan modul terhadap peserta.Skor Min Dan Sisihan Piawai bagi tiga Konstruk utama yang diuji menunjukkan interpretasi yang tinggi dan boleh diterima untuk kajian ini dan menunjukkan ketekalan dalaman dan kestabilan instrumen yang baik.Ini menunjukkan instrumen ini sesuai dijadikan instrument kajian.

Perbincangan

Imageri adalah teknik mental yang sesuai digunakan sebagai latihan untuk meningkatkan prestasi seseorang atlet dalam sukan khususnya.Kemampuan menggunakan imageri yang bersesuaian dengan matlamat individu merupakan kunci utama bagi melihat keberkesanan imageri dalam meningkatkan prestasi sukan.Maka sebagai guru atau jurulatih

perlulah mempelajari teknik imageri untuk diaplikasikan kepada atlet dalam meningkatkan prestasi atlet. Namun peningkatan prestasi tidak hanya bergantung kepada teknik imageri semaata-mata tetapi seseorang atlet itu perlu menjalani latihan fizikal dan teknik psikologi yang lain dalam membantu meningkatkan kemahiran mereka.

Antara penjelasan untuk keberkesanan imageri dikenali sebagai kesamarataan fungsional. Penemuan ini mendapati bahawa walaupun imageri tidak melibatkan pergerakan fizikal semata-mata, otak masih terlibat dalam memproses perlakuan yang akan dilakukan (Morris et al.,2005). Contohnya, atlet yang membayangkan dirinya menendang bola tetapi tidak melakukan pergerakan semasa pembayangan dibuat. Oleh yang demikian, bahagian otak atlet akan mengalami proses dalam menjadikan tindakan menendang sebagai suatu kemahiran yag akan digunakan semasa situasi sebenar. Semasa proses tersebut otak akan menghantar maklumat kepada otot-otot yang terlibat dalam kemahiran menendang bola. Terdapat satu perbezaan diantara pembayangan gambaran di dalam kotak minda dan perlakuan sebenar iaitu perlaksanaan lakuan motor manakala persamaan pembayangan dan perlakuan fizikal pula adalah semasa atlet menyempurnakan tugasan menedang seperti yang dibayangkan. Tindakan ini dapat membantu atlet melatih otak dan menghantar maklumat ke otot yang berkenaan dan berjaya melakukan lakuan yang diigini.

Oleh yang demikian hasil dapatan kajian ini bagi kebanyakan kriteria bersesuaian dengan dapatan kajian Guan dan Roy (2007) yang menyatakan bahawa tidak terdapat perbezaan yang signifikan di antara subjek kajian berdasarkan jantina, umur dan pengalaman pertandingan dalam kajiannya yang melibatkan profail matlamat, kekuatan mental dan pengaruhnya ke atas prestasi atlet Wushu.

Hasil dapatan kajian menunjukkan modul latihan mental imageri memberi impak kepada atlet seni bela diri taekwondo disamping meningkatkan tahap keyakinan diri atlet dalam menghadapi kejohanan peringkat kebangsaan. Modul latihan mental imageri juga dilihat perlu diberi penekanan yang sama seperti latihan fizikal yang dilalui atlet.

Guan dan Roy (2007) juga mendapati atlet yang mempunyai tahap kekuatan mental akan terpilih dalam pasukan kebangsaan Wushu. Selain daripada itu, Davenport (2006) menyatakan perlunya aplikasi latihan kemahiran mental dalam latihan fizikal. Proses ini dipengaruhi oleh jurulatih dan ahli beladiri yang lain dengan siapa atlet berkongsi pengalaman dan berdasarkan pengalaman lepas. Permasalahan yang timbul disini ialah latihan kemahiran mental adalah tidak berstruktur dan sistematik.

Walaubagaimanapun, hasil temuramah menyatakan cara bagaimana jurulatih melatih dan bercakap untuk memberikan sokongan ataupun tunjuk ajar dan kebergantungan atlet pada kepercayaan diri dan kata-kata jurulatih mempengaruhi psikologikal atlet. Oleh yang demikian, bagaimana pendekatan jurulatih secara pskilogikal dalam latihan fizikal untuk meningkatkan tahap kekuatan mental adalah bergantung kepada gaya pengajaran dan latihan yang dilakukannya dalam mempengaruhi minda atlet.

Oleh itu jurulatih dan atlet tidak boleh bergantung hanya kepada latihan fizikal yang sistematik semata-mata kerana kekerapan berlatih boleh menyebabkan para atIit atau para pelajar berasa letih dan bosan. Menurut Bompa (1980), latihan kemahiran motor yang dijalankan perlu diselangselikan dengan rehat bagi membolehkan berlakunya peningkatan prestasi. Sekiranya para atlit atau para pelajar yang terlibat dalam aktiviti fizikal cuba meningkatkan masa latihan tanpa mengira masa untuk berehat, maka prestasi tidak akan meningkat. Oleh itu, sewaktu hari berehat, para atIit boleh menjalani latihan imageri bagi mengelakkan mereka daripada tidak melakukan sebarang latihan.

Lantaran itu, kajian lanjut perlu dilakukan untuk mengenalpasti cara terbaik bagi memudahkan berlakunya pembelajaran sesuatu kemahiran motor atau bagi meningkatkan

prestasi kemahiran motor. Menurut Orlick (1979), ahli psikologi sukan dari negara-negara barat telah melakukan pelbagai penyelidikan dan berjaya mengenalpasti teknik-teknik yang sesuai digunakanbagi meningkatkan prestasi atlet.

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PENGGUNAAN BUKU PERINGATAN DAN KOMUNIKASI (BPK) UNTUK MENINGKATKAN KADAR PENYIAPAN KERJA RUMAH BAHASA CINA DAN PENGLIBATAN IBU BAPA

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Abstrak: *Pendidikan merupakan satu proses pengajaran dan pembelajaran yang berterusan dan bukan sahaja tanggungjawab pihak sekolah, ibu bapa juga memainkan peranan yang penting dalam proses pendidikan. Kajin tindakan ini bertujuan meningkatkan kadar penyiapan kerja rumah bahasa cina murid dengan penglibatan ibu bapa. Buku Peringatan dan Komunikasi sebagai alat untuk membantu meningkatkan kadar penyiapan kerja rumah bahasa cina dan kadar penglibatan ibu bapa. Buku Peringatan dan Komunikasi berfungsi untuk murid mencatatkan kerja rumah mereka dan sebagai satu saluran komunikasi antara ibu bapa dengan guru. Teori Kognitif Sosial Albert Bandura (1971) dan Model Hoover-Demsey& Sandler (1995) dapat menjelaskan kepentingan penglibatan ibu bapa dalam perkembagan kanak-kanak. Model kerja rumah Trautwein el al. (2006) dan model motivasi menjelaskan psikologi murid terhadap kerja rumah. 5 orang murid dan ibu bapa mereka terpilih sebagai responden dalam kajian tindakan ini. Kaedah triangulasi digunakan untuk mengumpulkan data, antara instrumen adalah soal selidik, penelitian dokumen dan temu bual. Kajian tindakan ini telah dapat membantu murid mencatatkan kerja rumah serta meningkatkan kadar penyiapan kerja rumah bahasa cina dan kadar penglibatan ibu bapa.*

Kata kunci: Kerja rumah, penglibatan ibu bapa, peringatan, komunikasi, bahasa cina

Pengenalan

Kerja rumah adalah penting dalam pendidikan untuk memantapkan pembelajaran kelas. Perancangan kerja rumah yang berpatutan dan musnasabah dapat meningkatkan kualiti pembelajaran. Tugasan adalah satu latihan untuk imbas kembali ilmu yang dipelajari dan senang dilakukan oleh kanak-kanak semasa di rumah. Dipercayai ini dapat melatih mental berfikir secara disiplin (Vatterott, 2009). Namun begitu, masalah penyiapan kerja rumah murid sering berlaku dan menjadi satu isu yang patut dipertimbangkan oleh para pendidik dan komuniti. Menurut Yeo dan Ainul (2011),kebanyakkan pelajar sebenarnya tidak memperuntukkan masa yangsewajarnya untuk menyelesaikan kerja rumah mereka. Ini bermakan murid tidak mengagihkan masa yang sepatut digunakan dalam rancangan menyiapkan kerja rumah, kerana murid inginmenghabiskan masa selepas masa persekolahan dengan aktiviti yang lain berbanding dengan kerja rumah.

Seperkara lagi, penglibatan ibu bapa dalam proses pembelajaran adalah kunci utama untuk mendorong anak mereka melakukan kerja rumah. Tidak dapat dinafikan bahawa ibu bapa memainkan peranan yang penting dalam proses pembelajaran anak-anak mereka di luar waktu persekolahan. Bagaimana sekolah melaporkan kepada ibu bapa tentang pembelajaran anak-anak mereka menjadi semakin penting dan mencabar (Hall et al., 2008). Fiorvanti et al.(2015) mencadangkan bahawa guru menggunakan beberapa jenis komunikasi untuk menggalakkan penglibatan ibu bapa untuk sebagai usaha pembinaan hubungan dengan guru. Komunikasi antara kakitangan sekolah dengan ibu bapa akan berlaku hari ke hari dalam pelbagai jenis saluran seperti telefon bimbit, emel atau melawat ke sekolah untuk pertukaran infomarsi (Davern, 2004). Komunikasi bertulis dalam bentuk buletin, jurnal harian, surat

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kepada ibu bapa dan papan notis juga boleh digunakan (Murray etal., 2015). Namun, memandangkan nota ringkas penulisan dalam buku nota adalah bentuk komunikasi yang agak biasa, jadi adalah penting untuk meneroka perspektif ibubapa mengenai format komunikasi ini (Davern, 2004).

Definisi, Konsep, Model Dan Teori Dalam Kajian

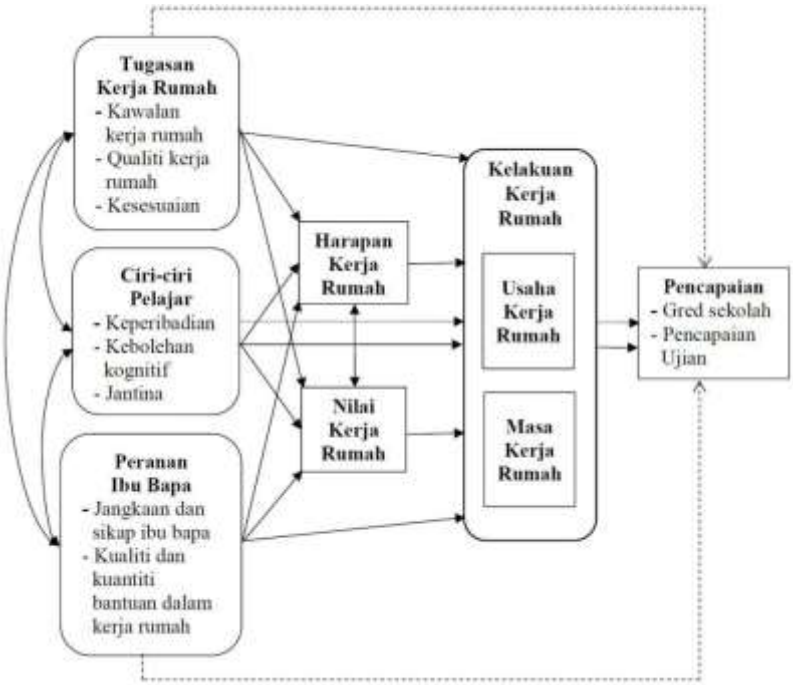
Definisi dan konsep kerja rumah serta buku peringatan dan komunikasi (BPK)

Menurut Yeo & Ainul (2011), definisi kerja rumah disimpulkan sebagai aktiviti latihan yang mengukuhkan tugasan harian dan kerja rumah merupakan satu aktiviti pengajaran dan pembelajaran yang lebih berpusatkan pelajar iaitu mereka harus bertanggungjawab terhadap tugasan yang diberikan oleh guru mereka. Menurut Cooper (1989), kerja rumah didefinisikan sebagai kerja atau tugasan yang diberikan kepada pelajar oleh guru di sekolah sewaktu pelajar masih di sekolah atau pada luar waktu persekolahan. Menurut Butler (1987), kerja rumah adalah masa yang pelajar habiskan di luar kelas seperti membuat latihan, melakukan pengukuhan, menggunakan kemahiran dan pengetahuan yang baru dipelajari dan mempelajari sesuatu kemahiran melalui pembelajaran kendiri. Untuk tujuan kajian ini, kerja rumah didefinasikan sebagai tugasan yang perlu disiapkan di luar waktu persekolahan yang dipesan oleh guru. Tugasan yang diberi perlu dilengkapkan dan dihantar pada tarikh yang telah ditetapkan. Antara kepentingan kerja rumah adalah ianya sebagai alat bagi guru untuk mengesan pencapaian murid dan menganalisis masalah pembelajaran murid (Aslian, 2013).

Buku peringatan dan komunikasi merupakan buku nota yang digunakan untuk mencatatkan peristiwa yang penting dan peristiwa yang menggangu. Buku nota diterangkan untuk mencerminkan prosedur yang digunakan oleh sekolah bagi kelas pelajar yang mengalami gangguan emosi dan tingkah laku. Memandangkan nota ringkas penulisan dalam buku nota adalah bentuk komunikasi yang agak biasa, jadi adalah penting untuk meneroka perspektif ibu bapa mengenai format komunikasi ini (Davern, 2004). Buku nota komunikasi dipilih oleh majoriti ibu bapa sebagai satu kaedah komunikasi antara ibu bapa dan guru (Fiorvanti, 2015).Margret & Eko (2017) menyatakan buku komunikasi adalah media komunikasi yang berkesan dapat membantu penubuhan komunikasi dan kerjasama yang baik antara sekolah dan ibu bapa. Menurut Daven (2004), ramai ibu bapa menyatakan bahawa kerana anak-anak mereka tidak bercakap atau berkomunikasi secara meluas seperti kanak-kanak lain, komunikasi bertulis (seperti buku nota) dapat memenuhi pelbagai fungsi. Guru cuba membina perhubungan melalui buku catatan komunikasi untuk menjangkakan kekerapan penglibatan ibu bapa dan masa membuat laporan untuk baca serta tulis dalam buku catatan (Fiorvanti, 2015).

Model kerja rumah Trautwein et al. (2006)

Trautwein dan rakan-rakan (2006) memberi tumpuan kepada kesan yang berkaitan dengan pencapaian usaha kerja rumah dan masa kerja rumah. Pertama, usaha kerja rumah dijangka mempunyai hubungan signifikan dengan motivasi untuk menghasilkan nilai kerja rumah dan menimbulkan harapan terhadap kerja rumah. Kedua, persepsi pelajar mengenai kualiti kerja rumah, kawalan guru terhadap kerja rumah dan sikap guru terhadap kerja rumah pelajar akan mempengaruhi daya usaha pelajar dalam kerja rumah. Sesetengah guru memberi kerja rumah yang berkualiti dengan menggabungkan pembelajaran dan keseronokan. Sebahagian yang lain pula menggunakan kerja rumah sebagai satu rutin untuk memberi latihan tambahan kepada topik yang penting (Mahkeran, 2012).Model kerja rumah Trautwein et al. (2006) dalam versi ringkasan adalah seperti rajah 1.



Rajah 1: Model kerja rumah dalam versi ringkasan (Trautwein et al., 2006)

Model penglibatan ibu bapa Hoover-Demsey & Sandler (1995)

Jadual 1 menunjukkan Model Hoover-Dempsey & Sandler terhadap penglibatan ibu bapa berdasarkan penjelasan dan penyelidikan Hoover-Dempsey & Sandler pada tahun 1995 dan 2005.Ibu bapa melibatkan diri dalam kerja rumah anak mereka kerana mereka percaya perbuatan ini akan memberi perbezaan yang positif kepada kanak-kanak (Bandura, 1997; Hoover-Dempsey & Sandler, 1997). Penglibatan ibu bapa dalam kerja rumah kanak-kanak kelihatan mempengaruhi hasil pembelajaran kerana ia menawarkan pemodelan, pengukuhan dan arahan yang menyokong pembangunan sikap, pengetahuan dan tingkah laku yang berkaitan dengan kejayaan prestasi di sekolah(Hoover-Dempsey & Sandler, 1995).

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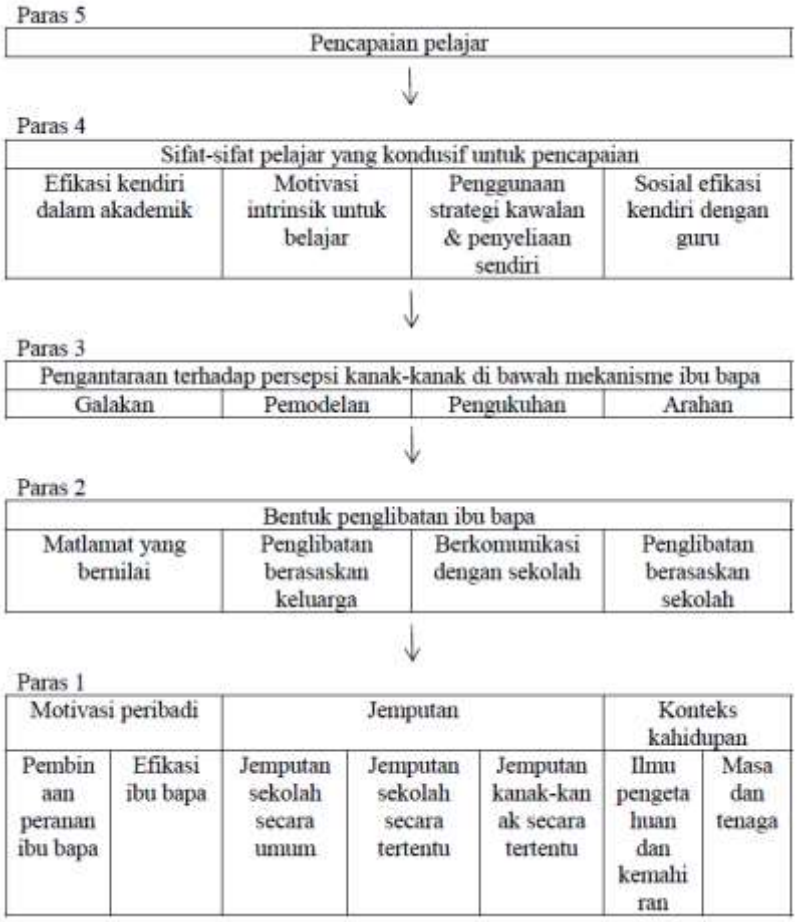
Jadual 1: Model Hoover-Dempsey & Sandler (1995, 2005) terhadap penglibatan ibu bapa



Teori Bandura

Teori Bandura (1971) menekankan pemerhatian gerak balas yang ditonjolkan oleh orang lain. Tingkah laku orang lain boleh dipelajari melalui bahasa, contoh dan teladan. Menurut Azizi, Noordin, & Zurihanmi (2005), Bandura menjelaskan bahawa seseorang itu akan meniru sesuatu tingkah laku jika ia memperoleh kepuasan dan peneguhan yang tinggi. Di samping itu Bandura percaya bahawa pemerhatian merupakan satu proses pembelajaran yang berkesan terutamanya bagi kanak-kanak. Kanak-kanak terutamanya dipengaruhi oleh tingkah laku ibu bapa sejak lahir kerana masa interaksi antara ibu bapa dan anak mereka adalah paling banyak sejak itu. Bandura (1971) menyatakan pengalaman yang seseorang lalui akan membentuk satu tanggapan dan ingatan dalam otaknya dan ini mengerakkan individu bertindak mengikut proses permodelan (meniru) bagi pengalaman pemerhatiannya.

Teori Vygotsky

Menurut Vygotsky pelajar sebaiknya belajar melalui interaksi dengan orang dewasa dan rakan sebaya yang lebih mampu. Interaksi sosial ini memacu pembentukan idea baru dan memperkaya perkembangan intelektual pelajar (Ghufron&Rini, 2013). Vygotsky (1987) berpendapat bahawa budaya dan persekitaran sosial seorang anak adalah perkara terpenting yang mempengaruhi pembentukan pengetahuan mereka. Anak-anak belajar melalui lagu, bahasa, kesenian dan permainan. Ia juga menyatakan bahawa budaya mempengaruhi proses

belajar, anak-anak belajar melalui interaksi dan kerjasama dengan orang lain dalam lingkungannya (Mahn, 2003). Guru boleh menjalinkan kerjasama dengan ibu bapa dalam memastikan tahap prestasi murid-murid di bawah kendaliannya sentiasa dipantau (Vygotsky, 1987). Sehubungan itu, penglibatan ibu bapa yang lebih berkesan dalam pendidikan anak akan menjadi lebih berkesan jika wujudnya hubungan kerjasama yang konkrit dan efektif dengan pihak sekolah (Vellymalay, 2017).Vygotsky (1987) berpendapat bahawa guru yang berperanan dalam menyampaikan maklumat, peringatan dan galakan kepada murid pada waktu-waktu tertentu, merupakan antara pusat pembelajaran murid.

Kajian Literasi

Menurut Maszuria et al. (2015), murid yang mengalami gangguan emosi kelihatan malas dan tidak berminat untuk belajar serta menguasai diri murid dan menyebabkan mereka malas untuk belajar. Selalunya murid tidak akan menyiapkan kerja rumah yang diberikan guru kepada mereka. Masalah emosi dalam kalangan murid juga boleh dikenal pasti apabila mereka mula berbohong sama ada di rumahatau di sekolah. Mereka menjelaskan bahawa sikap berbohong ini merupakan salah satu cara helah bela diri yang digunakan bertujuan untuk menutup gangguan emosi yang dialami. Contonnya apabila tidak dapat menyiapkan kerja sekolah mereka akan memberitahu bahawa buku mereka tertinggal, buku hilang, kawan terambil dan lain-lain lagi bagi mengelakkan mereka dimarahi oleh guru.

Kajian Kementerian Pendidikan Malaysia (2011) pula menyatakan penggunaan masa murid berumur 7-16 tahun dalam masa 42 minggu di sekolah dan purata 5.5 jam di sekolah setiap hari (sekolah rendah dan sekolah menengah), 2 jam masa kokurikulum wajib seminggu dan masa tidur 8 jam sehari. Manakala ada pelajar yang diberi kerja rumah pula tidak memperuntukkan masa yang sewajarnya dalam menyiapkannya (Yeo & Ainul, 2011). Makheran et al. (2013) menjelaskan ada juga dapatan kajian yang menunjukkan hubungan masa membuat kerja rumah dengan pencapaian hanya berlaku hingga ke satu had dan selepas had itu akan berlaku "pulangan menurun" (*diminishing returns*).

Dalam kajian Margret, Haryono & Eko (2017) telah menjelaskan bahawa kita memerlukan media yang berkesan bagi penyampaian dan penerimaan maklumat antara sekolah dan guru.Namun, terdapat kelemahan bagi buku komunikasi. Menurut mereka bahawa kelemahan adalah ibu bapa kadang kala lupa baca buku komunikasi atau kanak-kanak terlupa menyampaikannya kepada ibu bapa. Selain itu, ibu bapa lupa atau tidak menulis mesej dan menyuruh anak menuliskan sendiri, ini menyebabkan maklumat yang hendak disampaikan kurang jelas. Di samping itu, guru juga perlu menggunakan masa yang terhad untuk menulis maklum balas satu persatu dalam buku komunikasi, manakala respon ibu bapa terhadap guru tidak dapat dilihat.

Menurut kajian Jonak (2014), komuniti masyarakat yang kepelbagaian budaya dan linguistik akan mempengaruhi keberkesanan jalinan antara sekolah dengan ibu bapa. Kajian dikaji secara kualitatif untuk meninjau sejauh manakah peningkatan penguasaan bahasa dengan peglibatan ibu bapa. Motif untuk mengkaji penglibatan ibu bapa atas sebab walaupun sekolah berusaha untuk menangani isu mengenai pencapaian rendah pelajar, malah masih terdapat sebahagian pelajar terus menghadapi kesusahan dalam perjuangan akademik, kesusahan sosial atau emosi. Ini adalah sebab sebahagiannya berlaku berpunca daripada perspektif kepelbagaian linguistik dan kepelbagaian budaya dalam keluarga dan masyarakat. Ini akan memberi kesan kepada cara didikan dan asuhan keluarga serta cara penglibatan ibu bapa untuk berinteraksi dengan pihak sekolah dan anak-anak.

Cardona et al. (2012) menyelidik tentang hubungan keluarga dengan sekolah dan harapan keluarga terhadap anak mereka. Antara faktor yang mempengaruhi penglibatan keluarga ialah

etnik, kelas sosial ekonomi, tahap pendidikan dan bahasa. Dalam *pilot study* yang dijalankan bahawa setiap keluarga mempunyai tafsiran sendiri therhadap konsep "penglibatan ibu bapa", terdapat dua keluarga Asian lebih memahami penglibatan berasaskan keluarga berbanding dengan penglibatan berasaskan sekolah. Cara penglibatan ibu bapa dari keluarga yang berlainan adalah berbeza-beza dan ini mempengaruhi penglibatan keluarga dan hubungan antara keluarga dengan sekolah.

Kajian Maszuria et al. (2015) mendapati mendapati halangan bahasa atau budaya akan menyekat komunikasi antara guru dengan ibu bapa. Ibu bapa hanya datang ke sekolah apabila anak mereka mempunyai masalah disiplin di sekolah. Penyelidik-penyelidik berpendapat bahawa untuk mempergiat penglibatan ibu bapa, komuniti dan murid, pihak sekolah perlu menjadikan ibu bapa, murid dan komuniti sebagai rakan kongsi pengajaran dan pembelajaran.

Metodologi

Kajian ini merupakan kajian tindakan yang melibatkan 5 orang murid sebagai responden yang dipilih atas sebab kadar tidak menyiapkan kerja rumah yang tertinggi di SJKC Sungai Kawang dengan populasi seramai 12 orang murid dalam sekolah kurang murid (SKM.Kajian ini berteraskan kepada Model Kajian Tindakan Kemmis & McTaggart (1988) yang menyarankan empat langkah kajian iaitu merancang, bertindak, memerhati dan mereflek. Kajian tindakan ini bermatlamat untuk meningkatkan kadar penyiapan kerja rumah bahasa cina pelajar dan kadar penglibatan ibu bapa dalam kerja rumah anak mereka dengan penggunaan buku peringatan dan komunikasi (BPK). Instrumen kajian yang digunakan adalah penelitian dokumen, temu bual dan soal selidik.

Penelitian Dokumen

Sekolah telah menyediakan sebuah buku untuk merekodkan kekerapan murid tidak menyiapkan kerja rumah bagi setiap mata pelajaran. Pengkaji menggunakan data tersebut sebagai data sekunder untuk mengesan kadar tidak menyiapkan kerja rumah bagi mata pelajaran Bahasa Cina sebelum intervensi dan selepas intervensi dijalankan dalam kajian. Data dianalisis menggunakan kekerapan dan peratusan. Selain itu, pengkaji merekodkan setiap buku peringatan dan komunikasi responden untuk melihat kekerapan pertukaran mesej antara guru dengan ibu bapa atau maklum balas dan mesej yang ditinggalkan daripada ibu bapa kepada guru responden. Pengkaji memberi erti bahawa maklum balas termasuk ibu bapa menandatangani untuk melambangkan telah membaca mesej yang ditinggalkan oleh guru serta mengetahui hal ehwal anak mereka di sekolah, maka maklum balas tidak semestinya hadkan kepada ibu bapa untuk membalas mesej yang diberi oleh guru

Temu Bual

Soalan yang dikemukakan dalam temu bual adalah jenis separuh berstruktur. Soalan dibahagikan kepada dua bahagian. Bahgian A meliputi soalan berkenaan dengan keadaan komunikasi antara guru dengan ibu bapa berkaitan dengan topik penyiapan kerja rumah Bahasa Cina. Bahagian B meliputi soalan tindakan yang lain guru ambil untuk menyelesaikan masalah murid tidak menyiapkan kerja rumah Bahasa Cina.

Soal Selidik

Soal selidik ini dibina oleh Kementarian Pendidikan Malaysia (2012) dalam "Saranan Ibu Bapa" untuk mengesan penglibatan ibu bapa dalam proses pembelajaran anak-anak dan sokongan yang diberi dalam pendidikan. Soal selidik itu dibahagi kepada duanbahagian utama iaitu bahagian Aadalah tentang demografi ibu atau bapa pelajar. Bahagian B adalah soal selidik

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untuk mengesan penglibatan ibu bapa di rumah dari segi penyediaan suasana pembelajaran di rumah, interaksi sosial dengan anak, komunikasi dengan anak dan sokongan terhadap kecemerlangan anak.

Analisis Dapatan Kajian

Penelitian dokumen

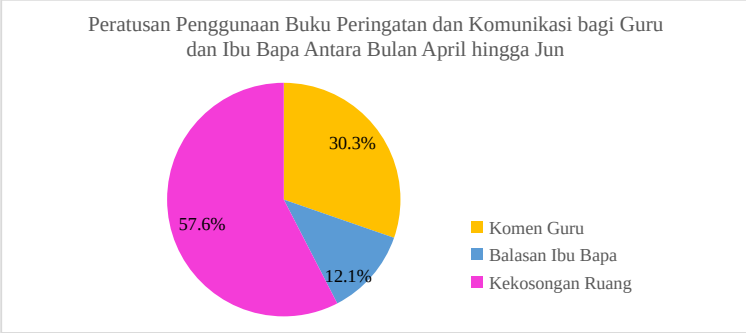
Keputusan tindakan telah ditunjukkan dalam jadual 2. Skor min berkurang dari 5.33 kepada 3.53, ini menunjukkan tindakan tersebut mengurangkan kekerapan murid yang tidak menyiapkan kerja rumah bahasa cina dengan berkesan dengan perbezaan antara min adalah 1.8. Sisihan piawai sebelum tindakan adalah SD = 0.71 dan selepas tindakan adalah SD = 1.58.

Jadual 2. Perbandingan sebelum dan selepas tindakan bagi keadaan tidak menyiapkan kerja rumah bahasa cina

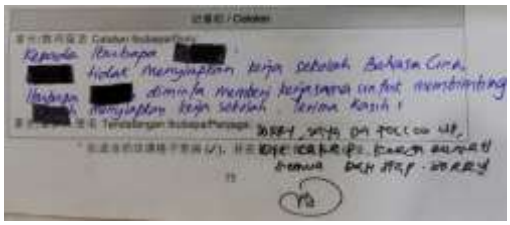
Perbandingan Sebelum dan Selepas Tindakan Bagi Keadaan Tidak Menyiapkan Kerja Rumah Bahasa Cina						
Murid	Sebelum		Selepas		t	p
	Min	SD	Min	SD		
A	4.33	1.53	2.33	3.22	1.999	0.184
B	6.00	1.00	4.67	3.1	0.610	0.604
C	5.33	3.21	5.67	3.79	-0.096	0.932
D	6.00	1.73	3.00	3.46	3.000	0.095
E	5.00	1.00	2.00	1.00	2.598	1.12
A-E	5.33	0.71	3.53	1.58	2.894	0.044

Murid A, B, D dan E telah dapat ingat menyiapkan kerja rumah bahasa cina yang dipesan dengan Buku Peringatan dan Komunikasi (BPK) secara signifikan dengan $p < .05$ ($t = 2.894$, $p = 0.044$). Selepas tindakan, skor min murid C ($M = 5.67$, $SD = 3.79$) lebih tinggi daripada skor min sebelum tindakan ($M = 5.33$, $SD = 3.21$) dengan $t = -0.096$, $p = 0.932$.

Keputusan penganalisi BPK seperti rajah 2. Sebanyak 57.6% dalam ruang catatan dan tandatangani BPK adalah ditinggalkan kosong. Ini menunjukkan komunikasi tidak wujud di antara kebanyakan ibu bapa dan guru. Sebanyak 30.3% mesej yang terdapat dalam ruang catatan merupakan catatan guru kepada ibu bapa seperti memberitahu bahawa anak mereka yang tidak menyiapkan kerja rumah bahasa cina, memberi kritikan, memberi nasihat atau meminta kerjasama dari ibu bapa bagi memantau anak mereka untuk menyiapkan kerja rumah. Ini merupakan komunikasi sehala, kerana tidak dapat balasan yang khusus daripada ibu bapa. Terdapat 12.1% sahaja adalah balasan ibu bapa iaitu termasuk membalas mesej dalam bentuk tulisan atau meletakkan tandantangan di ruang catatan BPK. Komunikasi dua hala yang jelas telah wujud tetapi adalah dalam kuantiti yang kecil. Rajah 3 menunjukkan contoh komunikasi dua hala dalam BPK.



Rajah 2. Peratusan Penggunaan Buku Peringatan dan Komunikasi bagi Guru dan Ibu Bapa Antara Bulan April hingga Jun



Rajah 3. Contoh komunikasi dua hala dalam BPK

Temu bual

Data kualitatif dikumpulkan berdasarkan soalan temu bual separa berstruktur tentang keadaan guru, ibu bapa dan murid semasa menggunakan BPK. Pengkaji mengekodkan jawapan yang diberi oleh guru dan mengkategorikan data tersebut kepada kelebihan BPK dan kelemahan BPK bagi 3 golongan iaitu guru, ibu bapa dan murid dalam jadual 3 dan 4.

Jadual 3. Kelebihan Buku Peringatan dan Komunikasi (BPK)

Kelebihan BPK						
Ibu bapa			Murid		Guru	
Mengelakkan ibu bapa berasa segan untuk menghadapi komen negatif terhadap anaknya secara bersemuka	Sebagai bukti kepada ibu bapa bahawa murid mempunyai kerja rumah	Mengetah-ui keadaan anak mereka di sekolah	Mengingatkan murid membuat kerja rumah	Murid boleh membaca komen guru atau ibu bapa untuk membuat refleksi	Guru mempunyai saluran untuk menyampaikan mesej kepada ibu bapa	Memberi pujian atau cadangan dan nasihat kepada murid

Guru murid E menerangkan perubahan yang berlaku pada muridnya dan BPK membantu murid E dengan fungsi peringatan kerja rumah. Murid sudah dapat mengesan kepentingan BPK kerana ini membantu dia melaksanakan tugasan dengan lebih berkesan. Ini bermakna murid mendapat manfaat daripada tindakan yang diambil oleh pengkaji.

"Budak akan ingat kerja rumah dia dengan buku itu walaupun bukan setiap kali dia siapkan kerjanya. Sebenarnya, mula-mula mereka anggap buku tersebut tidak penting dan tidak ikut apa yang telah catat dalamnya, kemudian tidak siapkan kerja juga. Sekarang nampak ada kemajuan."

Sehubungan itu**, s**ebagai guru kelas murid D, pengkaji memberi komen bersemuka dengan ibu bapa murid D, pengkaji dapat rasa ibu dia malu dan sedih semasa mendengar komen negatif

daripada anaknya. walaupun pengkaji cuba gunakan perkataan yang hormat dan sopan. Walau bagaimanapun kewujudan BPK boleh mengelakkan keadaan yang segan seperti ini.

Jadual 4. Kelemahan Buku Peringatan dan Komunikasi (BPK)

Kelemahan BPK					
Ibu bapa		Murid		Guru	
Tidak menyemak atau menandatangani jika anak tidak tunjukkan buku	Kebanyakan ibu bapa tidak balas mesej guru	Lupa bawa ke sekolah untuk penyemakan guru	Sebahagian murid tidak buat apa yang telah dicatatkan	Guru perlu sentiasa memastikan murid mencatatkan kerja rumahnya dengan betul	Guru perlu mengambil tindakan untuk menangani masalah kekurangan buku

Berdasarkan temu bual dengan guru kelas murid C telah membuktikan BPK bukan satu cara yang sesuai untuk semua keluarga. Guru tersebut mengemukakan pendapat bahawa bukan semua ibu bapa dapat menyemak Buku Peringatadan dan Komunikasi (BPK), terutamanya bagi ibu bapa yang sibuk. Kelas tahun 3 mempunyai 3 murid sahaja tetapi hanya ibu bagi seorang murid akan menyemak kerja rumahnya. Murid tersebut bukanlah responden dalam kajian ini. Ini menunjukkan tiada komunikasi atau interaksi yang berjaya dibina antara ibu bapa murid C dengan guru tersebut.

"Maaf berkata macam ni, buku peringatan hanya berkesan kepada ibu bapa yang ada masa lapang untuk menyemak kerja rumah murid. Bagi kelas saya, 67% ibu bapa tidak menyemak buku komuikasi. Oleh itu, saya anggapkan cara ini tidak begitu sesuai untuk menyelesaikan murid-murid yang bermasalah dalam membuat kerja rumah."

Namun**,** guru murid C mengesahkan BPK dapat membantu murid dengan fungsi mencatatkan kerja rumah yang dipesankan tetapi tidak dapat ubah sikap murid yang dianggap malas. Beliau mengatakan bahawa keberkesanan penggunaan BPK terhadap murid yang bersikap tersebut adalah kecil dan tidak signifikan.

Soal selidik

Jadual 2 di bawah menunjukkan demografi yang dikumpulkan oleh ibu bapa responden. Ciri-ciri keluarga seperti pendidikan ibu bapa dan pendapatan keluarga telah didokumentasikan dalam sustera sebagai unsur penting untuk meramal pencapaian kanak-kanak pada masa akan datang (O'Sullivan, 2014).Secara signifikan, kanak-kanak yang berada di bawah sosioekonomi rendah menghadapi ketidaksamaan dalam pengambilan sumber sekolah dan peluang menerima pendidikan dan lebih mudah terdedah kepada masalah akademik.

Jadual 2. Profil ibu bapa atau penjaga

Profil Ibu Bapa/ Penjaga	n	%
Kelulusan Tertinggi Ibu Bapa/ Penjaga		
Tiada Kelulusan	1	20%
Pendidikan Sekolah Rendah	2	40%
SPM/ Tingkatan 5	2	40%
Pendapat Kasar Keluarga		
RM1001-RM3000	5	100%
Bilangan Anak Dalam Tangungan		
1-2 orang	4	80%
3-4 orang	1	20%
Soal Selidik Dilengkapi Oleh		
Ibu	5	100%
Bapa	0	0%

Jadual 3 menunjukkan perbandingan data sebelum dan selepas tindakan bagi aspek penyediaan suasana pembelajaran di rumah. Penglibatan ibu bapa dalam penyediaan suasana pembelajaran di rumah mempunyai perbezaan yang paling signifikan sebelum dan selepas tindakan antara perkara yang telah ditunjukkan adalah perkara 2 (t = 1.000, p = 0.374) dan 5 (t = 1.633, p = 0.178) sahaja dengan df= 4.

Jadual 3. Perbandingan sebelum dan selepas tindakan bagi aspek penyediaan suasana pembelajaran di rumah

Perbandingan Sebelum dan Selepas Tindakan Bagi Aspek Penyediaan Suasana Pembelajaran di Rumah							
Soalan		Sebelum		Selepas		t	p
		Min	SD	Min	SD		
Q1	Saya menyediakan ruang untuk anak belajar di rumah.	1.0	0.00	1.0	0.00	0.000	1.000
Q2	Saya memastikan anak saya mempunyai jadual belajar di rumah	0.4	0.55	0.6	0.55	1.000	0.374
Q3	Saya mengurangkan gangguan bunyi daripada radio/ televisyen semasa anak saya belajar	0.8	0.45	0.8	0.45	0.000	1.000
Q4	Saya memastikan bahawa tempat belajar anak saya sentiasa kemas dan bersih	1.0	0.00	1.0	0.00	0.000	1.000
Q5	Anak-anak saya mempunyai buku rujukan yang cukup	0.4	0.55	0.8	0.45	1.633	0.178

Jadual 4 menunjukkan perbezaan yang paling signifikan (t = 3.162, p< 0.05) dalam perkara 3. Min telah bertambah dari 2.4 hari kepada 3.4 hari. Penambahan kecil bagi hari pengambilan tahu pergerakan anak dari M = 5.0, SD = 2.12 kepada M = 5.4, SD = 1.67. Pemberian didikan agama atau moral bertambah dari M = 4.2, SD = 2.59 kepada M = 5.0, SD = 2.74. Dengan saiz sampel yang kecil, nilai t dan nilai p masing-masing tidak menunjukkan perbezaan yang signifikan pada perkara 4 (t = 1.633, p> 0.05) dan 5 (t = 2.138, p> 0.05). Secara keseluruhan skor min dalam bahagian ini menunjukkan ibu memperbanyakan interaksi dengan anak dan mengambil berat terhadap pergerakan anak mereka.

Jadual 4. Perbandingan sebelum dan selepas tindakan bagi aspek interaksi sosial dengan anak

Perbandingan Sebelum dan Selepas Tindakan Bagi Aspek Interaksi Sosial Dengan Anak							
Soalan		Sebelum		Selepas		t	p
		Min	SD	Min	SD		
Q1	Saya bercerita/ berbual dengan anak saya sebanyak __ hari.	7.0	0.00	7.0	0.00	0.000	1.000
Q2	Saya makan bersama anak saya sebanyak __ hari seminggu.	7.0	0.00	7.0	0.00	0.000	1.000
Q3	Saya meluangkan masa untuk melakukan aktiviti bersama anak sebanyak __ hari seminggu.	2.4	1.52	3.4	1.67	3.162	0.034
Q4	Saya mengambil tahu pergerakan anak saya __ hari seminggu.	5.0	2.12	5.4	1.67	1.633	0.178
Q5	Saya mendidik/ memberi didikan agama/ moral kepada anak __ hari seminggu.	4.2	2.59	5.0	2.74	2.138	0.099

Data jadual 5 menunjukkan tiada perubahan berlaku selepas tindakan dalam perkara 4, min masih sama iaitu 1.8 (t = 0.000, p = 1.000). min perkara 1 dan 2 bertambah tetapi tiada perbezaan yang signifikan dengan p> .05 (t = 2.058, p = 0.109; t = 0.408, p = 0.704). Dalam perkara 3 iaitu mendampingi anak melakukan aktiviti membaca buku bahasa cina mempunyai perbezaan yang signifikan dengan p< .05 (t = 5.715, p = 0.005). Skor min bilangan hari sebelum tindakan bagi perkara 5 (M = 3.4, SD = 1.67) mempunyai sikit pertambahan selepas tindakan (M = 4.6, SD = 0.55). Ini menunjukkan tiada perbezaan yang signifikan dengan p> .05 (t = 1.633, p = 0.178).

Jadual 5 perbandingan sebelum dan selepas tindakan bagi aspek sokongan terhadap kecemerlangan anak

Perbandingan Sebelum dan Selepas Tindakan Bagi Aspek Sokongan Terhadap Kecemerlangan Anak							
Soalan		Sebelum		Selepas		t	p
		Min	SD	Min	SD		
Q1	Saya memberi pujian dan ransangan kepada anak saya sebanyak __ hari seminggu	4.4	1.95	5.6	0.89	2.058	0.109
Q2	Saya memberi dorongan/ motivasi kepada anak sebanyak __ hari	3.6	1.95	3.8	1.10	0.408	0.704
Q3	Saya mendampingi anak melakukan aktiviti membaca buku bahasa cina sebanyak __ hari seminggu	0.8	0.84	2.2	0.84	5.715	0.005
Q4	Saya membimbing anak saya menyiapkan kerja rumah bahasa cina sebanyak __ hari semingggu.	1.8	1.30	1.8	1.30	0.000	1.000
Q5	Saya menyediakan bimbingan/ tuisyen kepada anak __ hari seminggu.	3.4	1.67	4.6	0.55	1.633	0.178

Perbincangan Dapatan

Buku Peringatan Dan Komunikasi (BPK) Dapat Membantu Murid Mencatatkan Kerja Rumah

Paulu (1998) menyatakan buku ini memainkan peranan penting dalam membantu pelajar menguruskan kerja rumah dengan teratur dan tepat pada waktu. BPK membenarkan murid mencatatkan kerja rumah yang dipesan oleh guru serta-merta termasuk jenis kerja rumah, muka surat, atau bahagian latihan yang perlu disiapkan. Seperti yang dikatakan oleh Vygotsky (1987) bahawa guru memainkan peranan penting dalam penyampaian maklumat, peringatan dan galakan kepada murid. Walau bagaimanapun, ingatan tidak disimpankan oleh murid merupakan masalah yang besar dan ini menyebabkan murid lupa menyiapkan kerja rumah. Menurut Azizi, Noordin & Zurihanmi (2005), lupaan adalah lebih mudah berlaku berbanding dengan mengingat bahawa lupaan terjadi kerana kita telah gagal dalam salah satu daripada tiga peringkat ingatan, iaitu sama ada peringkat merakam, penyimpanan atau pengingatan kembali. Hasil dapatan ini sepadan dengan penyataan yang diungkapkan oleh Azizi et al. (2005), iaitu untuk mengingat sesuatu kita perlu mencapai dalam ketiga-tiga peringkat yang dinyatakan. Ini menunjukkan catatan dapat menolong murid mengingatkan kerja rumah yang perlu disiapkan.

BPK merupakan satu cara tradisional berbanding dengan penggunaan alat digital untuk membuat peringatan kepada murid. Bagi murid yang miskin dan tidak mampu menanggung kos komputer atau telefon pintar, perisian yang canggih dan fungsi laman sesawang yang menggantikan fungsi BPK sepertiplatform Frog-VLE(Virtual Learning

Environment) masih tidak dapat dinikmati oleh mereka. Mereka perlu bergantung kepada pensel dan kertas untuk mencatatkan kerja rumah yang dipesan oleh guru serta agenda-agenda penting di sekolah. BPK masih memberi manfaat kepada murid walaupun keberkesanan tidak setanding seperti alat digital bagi fungsi untuk membuat peringatan.

Buku Peringatan Dan Komunikasi (BPK) Dapat Meningkatkan Kadar Penyiapan Kerja Rumah Bahasa Cina Murid

Keputusan kajian menunjukkan kadar tidak menyiapkan kerja rumah bahasa cina telah menurun, ini bermakna murid dapat menyiapkan tugasan tersebut tepat pada masa. Sebelum tindakan, murid memilih menyiapkan kerja rumah lain berbanding dengan kerja rumah bahasa cina. Ini disebabkan belajar bahasa cina merupakan pemerolehan bahasa kedua, ketiga atau bahasa asing bagi mereka yang bukan kaum cina. Murid kurang bermotivasi untuk menyiapkan kerja rumah bahasa cina kerana dianggap susah bagi mereka, tanpa catatan peringatan kerja rumah, murid akan memberi pelbagai alasan untuk mengelakkan berhadapan dengan cabaran itu, alasan yang sering diberi adalah “saya lupa”. Kewujudan BPK telah membantu murid menghadap peranan pembelajaran mereka.

Emosi memberi impak kepada tingkah laku, gangguan emosi iaitu tekanan akan menyebabkan murid tidak ingin berusaha atau melakukan rutin pembelajaran. Gagal menubuhkan rutin kerja rumah yang berstruktur boleh menyebabkan murid mempunyai tabiat belajar yang kurang baik dan tahap penyiapan kerja rumah yang rendah (Bonawitz, 2012). Rutin dapat dibina dengan kewujudan motivasi kerana motivasi dapat mengalakkan individu melakukan sesuatu secara bertekun dan berusaha. Maka, BPK memainkan peranan dalam pembinaan rutin menyiapkan kerja rumah, terutamanya kerja rumah bahasa cina yang dianggap susah bagi murid.

Seperkara lagi, BPK mempunyai fungsi komunikasi, guru akan melaporkan bahawa anak mereka tidak menyiapkan kerja rumah bahasa cina. Dengan BPK, ibu bapa tahu akan keadaan pembelajaran mereka melalui mesej yang disampaikan oleh guru. Pelajar merasa dan memahami bahawa "setiap hari ibu bapa saya akan memeriksa buku komunikasi saya" dan "akan mengetahui segala-galanya mengenai kemajuan pendidikan saya". Ini membantu murid lebih berdisiplin untuk menguruskan kerja rumah mereka seperti prosedur pengurusan yang dicadangkan oleh Hall, Wolfe & Bollig (2003) bahawa ini adalah penting dijadikan sebagai rutin harian. Lanjuntan daripada itu, kajian Echaunce et al. (2015) telah membuktikan penglibatan ibu bapa dalam kerja rumah anak membantu mereka mempertingkatkan prestasi akademik dan ibu lebih sudi melibatkan diri untuk membantu anak dalam penyiapan kerja rumah.

Keputusan kajian Knollmann & Wild (2007) mendapati bahawa pelajar suka melakukan kerja rumah dengan bantuan ibu bapa lebih daripada melakukannya diri sendiri, sedangkan mereka mendapati bahawa penglibatan ibu bapa adalah penting memberi motivasi kepada ramai pelajar untuk menyiapkan kerja rumah. Keadaan emosi pelajar terhadap kerja rumah bukan sahaja dipengaruhi oleh kehadiran penglibatan ibu bapa, tetapi juga dipengaruhi oleh kualiti penglibatan itu. Dengan kewujudan BPK, guru dapat memberi cadangan, nasihat dan galakkan kepada ibu bapa dan membantu mereka membina struktur penglibatan yang lebih berkualiti, ini memberi kesan yang baik serta menyelesaikan masalah yang dihadapi oleh pengkaji iaitu meningkatkan kadar penyiapan kerja rumah bahasa cina.

Buku Peringatan Dan Komunikasi (BPK) Dapat Meningkatkan Kadar Penglibatan Ibu Bapa

Bonawitz (2012) percaya bahawa guru perlu mengikuti cara komunikasi seperti yang dipersetujui bersama ibu bapa sebelum itu. Beliau memberi penerangan lanjutan bahawa guru perlu menyampaikan apa yang dijanjikan dengan jelas supaya tidak ada pihak yang salah menafsirkan apa yang dikatakan. Ini bermakna guru harus mengalakkan ibu bapa terlibat dalam semua aspek pendidikan anak mereka, terutamanya penyelesaian kerja rumah.Ellis (2017) menyatakan bahawa buku komunikasi boleh menggalakkan komunikasi dua hala berlaku antara ibu bapa dan guru, namun dengan syarat kedua-dua pihak mengambil bahagian. Dengan BPK, ini boleh mengalakkan ibu bapa berhadapan dengan segala isu dan keadaan yang dikemukakan oleh guru.

Namun kekurangan penglibatan berlaku pada awal tindakan, kajian ini menunjukkan kelemahan yang serupa dengan kajian Marget, Haryono & Eko (2017) iaitu mesej dari guru melalui BPK terlupa disampaikan kepada ibu bapa oleh murid. Ini mungkin disebabkan oleh lupaan murid atau tindakan sengaja menyembunyikan aduan dari guru. Untuk menangani masalah ini, gelungan tindakan kedua dijalankan sebagai peringatan kepada ibu bapa tentang kepentingan BPK. Sesetengah ibu bapa kurang melibatkan diri kerana anak mereka semakin besar dan kandungan akademik kerja rumah menjadi semakin rumit, mereka mungkin merasakan kemampuan untuk membantu anak-anak dalam kerja rumah tidak mencukupi (Epstein & VanVoorhis, 2001). Ini telah menjadi salah satu alasan untuk ibu bapa tidak terlibat dengan kerja rumah anak mereka.

Selain itu, pengkaji mendapati berlaku titik pandangan yang bertentangan dengan kajian Zionts et al. (2003). Zionts dan ahli kumpulannya berpendapat komunikasi secara bertulis mempunyai kelemahan kerana tidak dapat mengesan emosi penyampaian, ini berbeza dengan pandangan pengkaji bahawa cara ini mempunyai kelebihan kerana dapat mengelakkan berlakunya kemaluan dan mengurangkan tahap kesedihan atau kemarahan pada ibu bapa semasa membincangkan masalah anaknya. Setelah dibandingkan dengan mengesan emosi marah dan

tidak puas hati dari guru, cara komunikasi bertulis lebih dapat menjaga maruah ibu bapa dan memberi masa kepada mereka melakukan respon yang berpatutan.

Kesimpulan

BPK merupakan satu alat untuk membantu murid mengingatkan tugasan mereka dan satu saluran untuk berkomunikasi antara ibu bapa dan guru. BPK dianggapkan sebagai cara tradisional dengan penggunaan pensil dan kertas sahaja dalam catatan atau komunikasi. Tetapi Ozmen et al. (2016) menerangkan bahawa walaupun komunikasi dengan teknologi

adalah lebih mudah, cekap dan berkesan, tetapi guru tidak seharusnya berfikir bahawa semua ibu bapa dapat mengakses teknologi. Sehubungan dengan itu, guru perlu menyiasat sama ada ibu bapa boleh mendapat manfaat daripada teknologi baru tersebut. Kebanyakan guru dan ibu bapa masih tidak dapat menggunakan teknologi dengan berkesan serta menggunakan cara komunikasi yang tradisional iaitu kertas dan pensil (Graham-Clay, 2005).

Pihak sekolah perlu bertanggungjawab merancang mesyuarat ibu bapa pada awal tahun pengajaran bagi mengumumkan jadual pertemuan dan agenda kepada ibu bapa dan memastikan tempat, masa dan persekitaran yang sesuai untuk mesyurat tersebut. Banyak kajian menunjukkan bahawa halangan utama dalam komunikasi adalah kekurangan perancangan ke arah mewujudkan kerjasama dan kekurangan membangunkan persefahaman bersama (Ozmen et al., 2016). Ia memerlukan persekitaran sekolah yang mengalu-alukan dan menggalakkan ibu bapa menimbulkan persoalan dan menyuarakan kebimbingan mereka serta berpartisipasi secara sewajarnya dalam membuat keputusan (NSPRA, 2006).

Secara kesimpulan, tindakan ini membantu pelajar menghadapai akademik dan kerja rumah bahasa cina mereka dengan lebih aktif. Tindakan ini juga menggalakkan penglibatan ibu bapa dan menambahkan peluang komunikasi antara ibu bapa dengan guru. Pada masa yang sama, ia mendapatkan maklum balas yang positif dan negatif. Aspek positif merupakan sesuatu yang perlu diperkukuhkan, sementara aspek negatif harus diperbaiki.

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PENGGUNAAN APLIKASI MULTIMEDIA INTERAKTIF "KAHOOT" DALAM MENINGKATKAN MINAT BELAJAR MURID SUBJEK BAHASA CINA

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Abstrak: *Pengenalan aksara Cina penting dalam pembelajaran bahasa awal. Namun, telah dilaporkan bahawa kanak-kanak menderita dalam mempelajari Bahasa Cina akibat kegagalan mengenal huruf aksara Cina. Kajian terdahulu telah mengenal pasti bahawa pembelajaran berasaskan permainan berpotensi meningkatkan pengiktirafan aksara dalam pembelajaran bahasa Cina. Oleh itu, kajian ini bertujuan untuk memahami penerapan pembelajaran berasaskan aplikasi multimedia interaktif permainan "Kahoot" untuk Pembelajaran Bahasa Cina dalam pendidikan rendah. Responden kajian ini melibatkan 39 pelajar di sebuah sekolah rendah. Reka bentuk penyelidikan yang dipilih adalah single-group, ujian pre dan post, yang dilakukan melalui pengumpulan data menggunakan soal selidik sebelum dan selepas pelaksanaan pembelajaran berasaskan aplikasi multimedia interaktif permainan. Data dikumpul dan dianalisis dengan menggunakan Ujian T-sampel berulangan. Penemuan menunjukkan terdapat perbezaan yang signifikan antara kajian pre dan post. Penggunaan pembelajaran berasaskan aplikasi multimedia interaktif permainan mempunyai potensi untuk meningkatkan minat belajar dan prestasi dalam pembelajaran bahasa Cina.*

Kata kunci: Aplikasi Multimedia Interaktif Kahoot, Pembelajaran Bahasa Cina, Prestasi, Pendidikan Rendah

Abstract: *Character identification is crucial in early language acquisition. Yet, it has been reported that children suffer in learning about the Chinese language due to failure in character identification of Chinese letters. Previous studies has identified that game-based learning has the potential to enhance character recognition in Chinese language learning. As such, this study aims to understand the application of game-based learning "Kahoot" for Chinese Language Learning in primary education. The respondents of this study involved 39 students in a local primary school. The research design selected was the single group, pre-post test, which was done via surveys using questionnaires before and after implementation of game-based learning. The data was collected and analyzed using inference qualitative Paired T-test. The findings showed that there were significant mean differences between pre and post studies. The use of game-based learning has the potential to enhance students; learning interest in Chinese language learning.*

Keywords: Game-Based Learning Kahoot, Chinese Language Learning, Achievement, Primary Education

Pendahuluan

Dalam zaman yang moden ini, teknologi merupakan alat yang digunakan oleh masyarakat pada setiap hari. Dalam pembangunan dan perubahan teknologi maklumat yang pesat ini, kemudahan perkhidmatan teknologi senang dicapai di hujung jari. Kemajuan teknologi internet pada masa kini telah menjadi pemangkin kewujudan pelbagai jenis perkhidmatan (Abdul Halim Bin Ahmad et al,2016). Kewujudan aplikasi yang baru dan menarik berasaskan web terlalu banyak seperti cendawan tumbuh selepas hujan. Aplikasi berasaskan web mudah dicapai oleh masyarakat dan banyak mengubah kehidupan individu dari segi sosial.

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‘‘Sistem pendidikan kita perlu berupaya melahirkan generasi muda yang berpengetahuan, berupaya berkomunikasi dengan berkesan pada peringkat global dan mampu berfikir secara kritis dan kreatif dalam usaha kita untuk bersaing dengan negara-negara termaju di dunia” (Tan Sri Muhyiddin Yassin,2012).Kepentingan perubahan pendidikan tidak terkata dalam menyediakan individu yang berkompetensi dan kreatif dan seterusnya menjadi penjana ekonomi negara yang unggul .

Menurut Hunt (2004), pendidikan turut dicabar oleh kepesatan perubahan teknologi terutama dari segi kaedah pengajaran dan pembelajaran. Perubahan pendidikan turut digesa demi mengejar trend kemajuan teknologi yang kian pesat ini. Oleh itu, penggunaan cara yang baru, kreatif, inovatif untuk menyampaikan pengajaran dan pembelajaran dalam bilik darjah menjadi amat penting kepada pelajar. Pengkaji Najib Husin (2016) mengatakan bahawa kesignifikan penggunaan teknologi dalam Pendidikan dan penggunaannya amat berkesan dalam membantu pelajar mempelajari ilmu yang baru.

Dalam usaha untuk menangani cabaran pendidikan atas kepesatan teknologi, saya mengambil keputusan untuk mengubah kaedah pengajaran tradisional dan pilih kaedah pengajaran yang lebih inovatif. Saya memilih kaedah penggunaan multimedia interaktif “Kahoot” untuk meningkatkan minat murid terhadap pembelajaran Bahasa Cina.

Penentuan Fokus

Untuk membantu pelajar menganalisis dan membina pengetahuan baru secara sendiri, saya memilih penggunaan kaedah multimedia interaktif “Kahoot” untuk membantu murid meningkatkan minat belajar dan seterusnya meningkatkan pemahaman Bahasa Cina murid. Multimedia interaktif “Kahoot” merupakan salah satu aplikasi yang menyediakan soalan mata pelajaran menerusi talian. Guru boleh memilih soalan yang telah disediakan dalam mata pelajaran ataupun menyediakan soalan secara kendiri. Pelajar akan dibahagikan kepada kumpulan dan cuba untuk menjawab soalan dalam masa yang terdekat. Kedudukan antara pelajar akan dipapar di atas skrin. Selain itu, keupayaan murid dalam menjawab setiap soalan juga akan dipapar di atas skrin. Pelajar akan lebih berminat dan fokus semasa pengajaran dan pembelajaran dijalankan demi dapat menjawab soalan dalam masa yang terdekat. Pelajar juga lebih berusaha apabila persaingan yang bersifat positif antara pelajar dijalankan. Dengan menggunakan kaedah ini, nescaya pelajar akan lebih berminat dalam pengajaran dan pembelajaran Bahasa Cina.

Aplikasi multimedia interaktif “Kahoot” menyediakan latar belakang yang bercorak dan berwarna-warni turut dapat menarik perhatian pelajar. Pengiraan skor dan penyusunan kedudukan yang cepat dan tepat turut merangsangkan minat belajar murid dalam Bahasa Cina demi mendapatkan markah yang tinggi dalam pertandingan tersebut. Pengkaji Jack, G.0 (2013) mengatakan bahawa minat menjadikan murid-murid menjadi “*active learner*”. Murid akan menjadi aktif dalam aktiviti pembelajaran dan seterusnya membina ilmu pengetahuan yang berkaitan dengan konsep.

Objektif Kajian

Objektif Umum

Tujuan kajian penyelidikan ini ialah melalui aplikasi multimedia interaktif “Kahoot” untuk membantu murid dalam meningkatkan minat murid. Selain itu, kajian tindakan ini juga membantu meningkatkan prestasi murid melalui aplikasi multimedia interaktif “Kahoot” untuk meningkatkan prestasi Bahasa Cina.

Objektif Khusus

1. Meningkatkan minat belajar Bahasa Cina murid melalui aplikasi multimedia interaktif “Kahoot”.

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2. Meningkatkan prestasi Bahasa Cina murid melalui aplikasi multimedia interaktif "Kahoot".

Hipotesis Kajian

Setiap hipotesis nul diuji pada paras signifikan 0.05. Kajian ini menguji sama ada terdapat perbezaan yang signifikan antara pre dan post kajian yang dijalankan.

Ho1 :Tidak terdapat perbezaan signifikan antara pre dan post aplikasi multimedia interaktif "Kahoot" dapat meningkatkan minat belajar Bahasa Cina murid.

Ho2:Tidak terdapat perbezaan signifikan antara pre dan post aplikasi multimedia interaktif "Kahoot" dapat meningkatkan prestasi Bahasa Cina murid.

Hipotesis kajian 1: Terdapat perbezaan signifikan antara pre dan post aplikasi multimedia interaktif "Kahoot" dapat meningkatkan minat belajar Bahasa Cina murid.

Hipotesis kajian 2: Terdapat perbezaan signifikan antara pre dan post aplikasi multimedia interaktif "Kahoot" dapat meningkatkan prestasi Bahasa Cina murid.

Tinjauan Literatur

Multimedia

Multimedia bermaksud segala bahan pengajaran dan pembelajaran yang mengabungkan unsur-unsur animasi,imej,teks, grafik, suara dan video seperti CD-ROM, permainan komputer dan program komputer bagi menyediakan pengalaman sebenar terhadap tajuk yang diajar atau dipelajari (Ismail,2002). Buku yang dihasilkan oleh Tony Feldman (1997) yang berjudul 'An Introduction to Digital Media' turut menggambarkan multimedia sebagai maklumat digital yang melibatkan gambar, grafik, animasi, teks dan suara (Rozinah Jamaludin ,2005).

Pada zaman yang moden ini, aplikasi pembelajaran, permainan dan buku digital turut diwujud dan didapati secara percuma dan berbayar melalui *Apps Store* yang disedia oleh syarikat telekomunikasi gergasi seperti Apple. Syarikat ini turut mengubah strategi pemasaran dengan tertumpu kepada kanak-kanak (Laili,2015). Di samping itu,berjuta aplikasi permainan dipasarkan dengan harga yang rendah dan meluas atas pembaharuan dalam perkembangan permainan dan alat persembahan seperti telefon pintar iPad dan juga tablet (Connolly et al., 2012;Wortley, 2014). Interaksi secara terus melalui multi-sentuhan, ikon dan aplikasi seperti yang terdapat pada telefon pintar, mesin kiosk, mesin ATM dan skrin computer riba.turut dapat disokong oleh gajet komputer dan telekomunikasi pada masa kini (Laili,2015). Ini telah menunjukkan teknologi yang amat maju pada masa kini dan guru harus mendidik murid dengan melibatkan teknologi yang canggih dalam pengajaran dan pembelajaran mereka.

Aplikasi multimedia digunakan oleh masyarakat secara harian dan kanak-kanak lebih berminat atas benda yang berteknologi. Pengkaji Michael Cohan Group LLC (2011) menyatakan bahawa faktor interaksi kanak-kanak untuk membina pengalaman sedia ada dalam menerokai gajet dan aplikasi permainan secara kendiri ialah daya tarikan pada reka bentuk dan paparan, pengendalian gajet dan permainan. Pengkaji Laili & Maizatul (2013); Mansor (2011), juga menyatakan bahawa pembaharuan dalam perkembangan teknologi seperti telefon pintar i-Pad dan tablet memberi kelebihan kepada kanak-kanak yang gemar bermain dan mencuba pelbagai aplikasi permainan atas sifat mereka yang ingin tahu dan mahu mencuba sesuatu yang baharu .

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Oleh itu, dah tiba masanya untuk guru mengubah kaedah pengajaran tradisional dengan mengaplikasikan multimedia dalam P&P seharian dan seterusnya membantu pelajar dalam membina pengetahuan kendiri. Pengkaji Crowell (1971) juga menyokong peyataan ini iaitu kesan baik teknologi pendidikan dapat ditunjukkan melalui gabungan manusia, peralatan, teknik dan peristiwa.

Kecekapan dalam pengajaran dan keberkesanan dalam pembelajaran dapat dihasilkan melalui teknologi pendidikan yang merupakan satu sistem yang meliputi alat dan bahan media, organisasi yang digunakan secara terancang (Dick W. & Reiser, 1999). Selain itu, Pengajaran berasaskan multimedia telah banyak digunakan dan di Amerika,tinjauan mendapati 38% kanak-kanak yang berusia 8 tahun ke bawah pernah mengguna gajet skrin sesentuh seperti telefon pintar, iPad dan tablet (Common Sense Media & Rideout 2011). Perisian multimedia bagi subjek Bahasa Cina turut didapati berkesan dalam melatih kemahiran penyelesaian masalah (Chang et al. 2006; Sanchez et al. 2002) Kajian turut menunjukkan bahawa pengajaran dan pembelajaran menggunakan multimedia lebih berkesan berbanding dengan kaedah tradisional (Bagui 1998; Flecther 2003; Mayer 2002). Penyataan ini turut disokong oleh Jamalludin dan Zaidatun 2003; Macaulay 2002; Al-Mikhlafi 2006,menurut kajian luar negara, minat dan pencapaian pelajar dalam akademik dapat ditingkatkan melalui penggunaan multimedia seperti perisian pengajaran multimedia.

Akan tetapi, penggunaan multimedia dalam pengajaran dan pembelajaran masih rendah di negara Malaysia. Kebanyakan guru masih menggunakan kaedah pengajaran tradisional dan kurang menggunakan Teknologi Maklumat dan Komunikasi (ICT) untuk menarik minat dan tidak mampu merangsang proses pembelajaran pelajar (Kementerian Pendidikan Malaysia,2001) .Oleh itu, guru harus banyak menggunakan kaedah multimedia dalam pengajaran dan pembelajaran seharian untuk menarik perhatian murid dalam pengajaran dan pembelajaran.

Kebaikan menggunakan multimedia dalam proses pengajaran dan pembelajaran ialah pelajar dapat memberi perhatian atas pemaparan grafik yang berwarna-warni. Penjelasan konsep lebih berkesan berbanding cara melukis di papan hitam Aszoura (2013). Pengkaji Faizah (2005) juga menyatakan bahawa penggunaan multimedia mempunyai elemen-elemen teks, grafik, video, audio dan animasi yang boleh dipersembahkan secara serentak dan memenuhi keenam ciri daya ingatan seseorang dan dapat menyimpan 90% daripadanya.

Minat

Minat merupakan pendorong kepada murid untuk bergiat cergas dalam aktiviti pembelajaran (Omardin,1996). Sikap yang positif, bersedia untuk belajar dan bermotivasi tinggi akan membantu pelajar berjaya menguasai bahasa sasaran dan begitulah sebaliknya (Kamarudin Husin,1988). Oleh itu, minat amat penting dalam proses belajar dan memaksimumkan pembelajaran murid.

Kesediaan belajar dan pencapaian murid dipengaruhi oleh minat dan sikap dan ini memainkan peranan yang penting dalam pembelajaran. murid juga akan berminat dalam perkara yang dipelajarinya dan cuba sedaya upaya untuk mencapai prestasi yang cemerlang (Lee,1991). Selain itu, minat selalunya dikaitkan dengan pencapaian kerana minat merupakan faktor dalaman yang boleh meransang pelajar untuk belajar (Nor Azizah, 2001). Kenyataan ini turut disokong oleh Yahaya, Azizi, Obih, M. &Donald (2010) bahawa pencapaian pelajar dalam pelajaran berhubung rapat dengan gaya pembelajaran, motivasi, gaya dan iklim bilik darjah.

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Penyataan di bawah turut menunjukkan kejayaan dalam meningkatkan minat dalam pembelajaran. Minat dapat dipertingkatkan atas keseronokan belajar dan tambahan lagi dengan penyertaan dan dorongan ibubapa, guru dan rakan-rakan di dalam proses pembelajaran (Noor Erma,2014). Kenyataan ini turut disokong oleh Brophy, (2004); McLean, (2003); McCombs, (1996); Pajeres & Urdan, (2002) bahawa jika pelajar beranggapan bahawa aktiviti pembelajaran itu bermakna dan menyeronokkan, maka pengaruh motivasi dalam proses pembelajaran menjadi lebih berkesan. Kesimpulannya, minat dan motivasi amat penting dalam membantu murid dalam pembelajarannya dan seterusnya meningkatkan prestasi dalam mata pelajaran tersebut.

Metodologi

Reka Bentuk Kajian

Rajah 1 : Kitaran Kajian Tindakan Kemmis & Mc Taggart(1988)

Saya telah memilih reka bentuk kajian tindakan Kemmis & Mc Taggart(1988) untuk menjalankan kajian ini. Reka bentuk kajian tindakan Kemmis & Mc Taggart(1988) terdiri daripada empat peringkat ,iaitu tinjauan awal, merancang tindakan, malaksana tindakan dan memerhati, mereflek.

Kumpulan Sasaran

Kumpulan sasaran saya terdiri daripada empat murid yang terdiri daripada Tahun Tiga dari sesebuah sekolah di Pekan Dengkil, Selangor.Saya menggunakan kaedah pensampelan tak rawak untuk memilih responden untuk kajian tindakan ini.Saya telah memberikan ujian pra untuk mengenalpasti masalah yang dihadapi oleh murid semasa pengajaran dan pembelajaran dijalankan. Murid yang dipilih juga mempunyai masalah tidak berfokus dalam pengajaran dan pembelajaran mata pelajaran Bahasa Cina. Saya juga mendapati responden saya menunjukkan reaksi tidak dapat memahami mata pelajaran Bahasa Cina semasa pengajaran dan pembelajaran dijalankan. Saya juga mendapati prestasi subjek Bahasa Cina responden kurang memuaskan . Kumpulan responden saya terdiri daripada 19 murid lelaki dan 20 murid perempuan. Saya berharap untuk menggunakan kajian ini untuk meningkatkan minat belajar Bahasa Cina murid dan seterusnya meningkatkan prestasi subjek Bahasa Cina murid.

Batasan Kajian

Batasan kajian tindakan ini ialah saya memilih satu buah sekolah sahaja untuk kajian tindakan ini. Saya juga memilih kelas sederhana untuk menjalankan kajian ini.Kelas saya mempunyai 39 orang murid .

Analisis Dan Interpretasi Data

Analisis ujian-t Sampel berulangan (Soal selidik pemerhatian guru-minat)

Jadual 1: Analisis ujian-t sampel berulangan soal selidik guru bagi minat murid pre dan post terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Minat1	1.59	39	.637	.102
	Minat2	3.72	39	.456	.073

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Minat1 - Minat2	-2.128	.801	.128	-2.388	-1.869	-16.600	38	.0000000000

Jadual 1 menunjukkan analisis ujian-t sampel berulangan soal selidik pemerhatian guru bagi minat murid pre dan post terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina. Hasil analisis ujian-t sampel berulangan menunjukkan terdapat perbezaan signifikan bagi minat murid pre dan post terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina, t(38) = -16.6, k<.05. Berdasarkan min pada jadual Paired Samples Statistics, min dan sisihan piawai minat murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina post lebih (Min=3.72,S.P.=.456) tinggi setelah menggunakan aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina berbanding min minat murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina pre (Min=1.59,S.P.=.637) .

Berdasarkan dapatan yang diperoleh dalam jadual ujian-t sampel berulangan, minat pre murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina dan minat post murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina adalah berbeza secara signifikan, t(38) = -16.6., k<.05. Dengan itu, hipotesis kajian yang menyatakan terdapat perbezaan yang signifikan minat pre dan post murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina adalah diterima.

Analisis ujian-t Sampel berulangan (Soal selidik pemerhatian guru-prestasi murid)

Jadual 2: Analisis ujian-t sampel berulangan soal selidik guru bagi prestasi murid pre dan post terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Minat1	1.77	39	.583	.093
	Minat2	3.72	39	.456	.073

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Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Minat1 - Minat2	-1.949	.759	.122	-2.195	-1.703	-16.032	38	.0000000000

Jadual 2 menunjukkan analisis ujian-t sampel berulangan soal selidik guru bagi prestasimurid pre dan post terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina. Hasil analisis ujian-t sampel berulangan menunjukkan terdapat perbezaan signifikan bagi prestasi murid pre dan post terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina, t(38) = -16.032, k<.05. Berdasarkan min pada jadual Paired Samples Statistics, min dan sisihan piawai minat murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina post (Min=3.72,S.P.=.456) lebih tinggi setelah menggunakan aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina berbanding min prestasi murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina pre (Min=1.77,S.P.=.583) .

Berdasarkan dapatan yang diperoleh dalam jadual ujian-t sampel berulangan, prestasi pre murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina dan minat post murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina adalah berbeza secara signifikan, t(38) = -16.032, k<.05. Dengan itu, hipotesis kajian yang menyatakan terdapat perbezaan yang signifikan prestasi murid pre dan post terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina adalah diterima.

Analisis ujian-t Sampel berulangan (Soal selidik murid-minat)

Jadual 3: Analisis ujian-t sampel berulangan soal selidik murid bagi minat murid pre dan post terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Minat1	1.64	39	.668	.107
	Minat2	2.67	39	.577	.092

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Minat1 - Minat2	-1.026	.932	.149	-1.328	-.724	-6.876	38	.000000036

Jadual 3 menunjukkan analisis ujian-t sampel berulangan soal selidik murid bagi minat murid pre dan post terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina. Hasil analisis ujian-t sampel berulangan menunjukkan terdapat perbezaan signifikan bagi minat murid pre terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina dan

minat murid post terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina, t(38) = -6.876, k<.05. Berdasarkan min pada jadual Paired Samples Statistics, min dan sisihan piawai minat murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina post lebih (Min=2.67,S.P.=.577) tinggi setelah menggunakan aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina berbanding min minat murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina pre (Min=1.64,S.P.=.668) .

Berdasarkan dapatan yang diperoleh dalam jadual ujian-t sampel berulangan, minat pre murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina dan minat post murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina adalah berbeza secara signifikan, t(38) = -6.876, k<.05. Dengan itu, hipotesis kajian yang menyatakan terdapat perbezaan yang signifikan minat pre dan post murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina adalah diterima.

Analisis ujian-t Sampel berulangan (Soal selidik murid-prestasi murid)

Jadual 4: Analisis ujian-t sampel berulangan soal selidik murid bagi prestasi murid pre dan post terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Minat1	1.72	39	.724	.116
	Minat2	2.69	39	.521	.083

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Minat1 - Minat2	-.974	.932	.149	-1.276	-.672	-6.532	38	.0000001064

Jadual 4 menunjukkan analisis ujian-t sampel berulangan soal selidik murid bagi prestasimurid pre dan post terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina. Hasil analisis ujian-t sampel berulangan menunjukkan terdapat perbezaan signifikan bagi prestasi murid pre dan post terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina, t(38) = -6.532, k<.05. Berdasarkan min pada jadual Paired Samples Statistics, min dan sisihan piawai minat murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina post (Min=2.69,S.P.=.521) lebih tinggi setelah menggunakan aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina berbanding min prestasi murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina pre (Min=1.72,S.P.=.724) .

Berdasarkan dapatan yang diperoleh dalam jadual ujian-t sampel berulangan, prestasi pre murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina dan minat post murid terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina adalah berbeza secara signifikan, t(38) = -6.532, k<.05. Dengan itu, hipotesis kajian yang menyatakan terdapat perbezaan yang signifikan prestasi murid pre dan post terhadap aplikasi multimedia "Kahoot" dalam pembelajaran Bahasa Cina adalah diterima.

Perbincangan Dan Cadangan

Implikasi terhadap murid

Implikasi daripada dapatan kajian ini adalah keberkesanan pengajaran guru dalam menarik minat, penguasaan murid terhadap pengajaran dan pembelajaran Bahasa Cina. Murid

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dapat menceburi peluang ini untuk mengambil serta secara aktif terhadap aktiviti yang dikongsikan oleh guru mereka. Menurut Azliza (2007) , keupayaan komputer menghasilkan grafik dan ilustrasi dalam elemen-elemen multimedia dan seterusnya bertindak balas dengan aktiviti yang dilakukan sesuai dijadikan bahan bantu mengajar untuk menarik minat pelajar.

Aplikasi multimedia bukan sahaja berguna dalam meningkatkan minat dalam pengajaran dan pembelajaran tapi juga meningkatkan daya saing yang baik di antara murid seterusnya meningkatkan keupayaan sendiri. Aplikasi ini memberi manfaat kepada murid yang baik dan lemah kerana mereka dapat melihatkan keupayaan dan peningkatan diri dalam menjawab soalan yang disediakan. Aplikasi ini membolehkan murid menjawab soalan secara atas talian pada bila-bila masa dan di mana sahaja.

Implikasi terhadap guru

Murid mudah menarik minatpada guruyang sentiasa menunjukkan sikap positif, berfikiran terbuka dalam pengajaran dan pembelajaran. Guru juga harus meningkatkan pengetahuan dan kemahiran mereka dan menggunakan kemudahan teknologi dalam pengajaran untuk menjadikan bahan bantu mengajar. Pengajaran guru di bilik darjah akan lebih menarik dan murid akan lebih berminat melalui penggunaan aplikasi multimedia Kahoot. Aplikasi Kahoot yang mempunyai ciri-ciri interaktif membolehkan pelajar dan guru dapat berinteraksi secara atas talian.

Guru-guru dapat dibekal dengan kemahiran yang diperlukan untuk mengatasi masalah dalam bilik darjah mereka melalui penggunaan teknologi maklumat. Kajian ini dapat meningkatkan mutu pengajaran guru dan murid dapat belajar dengan cara yang lebih seronok.

Implikasi terhadap sekolah dan ibu bapa

Penggunaan TMK dalam P&P Bahasa Cina harus diambil berat oleh pihak pengurusan sekolah. Apabila TMK mengalami perubahan, maka sekolah turut mengalami perubahan (Mohammed Sani et.al,1998). Perananguru besar harus berubah sehala dengan perkembangan TMK. Oleh itu, penggunaan aplikasi Kahoot dalam pengajaran Bahasa Cina harus dilakukan di dalam setiap kelas supaya murid dapat belajar dalam persekitaran yang ceria.

Ibu bapa dan penjaga turut mendapat manfaat dalam penggunaan aplikasi Kahoot sebagai salah satu medium dalam mengulangkaji pelajaran dengan anak mereka. Ibu bapa menyedari bahawa kepentingan TMK dan ia sebagai keperluan dalam kehidupan untuk menambah pengetahuan danmenarik minta belajar anak. Ibu bapa dan penjaga mempunyai kesedaran untuk menyediakan komputer di rumah untuk pembelajaran anakatas kesan baik penggunaan TMK di sekolah (Norizan,2003).Anak-anak juga akan terdorong untuk menggunakan aplikasi Kahoot untuk mengulangkaji dengan kawan di rumah melalui akses kendiri.

Implikasi terhadap Kementerian Pendidikan Malaysia

Kursus-kursus dan latihan berkaitan aplikasi multimedia interaktif Kahoot diadakan oleh pihak Kementerian Pendidikan Malaysia (KPM) demi pengajaran dan pembelajaran guru yang lebih baik. Nescaya kursus yang dianjurkan dapat mendorong guru-guruBahasa Cinamenggunakan multimedia interaktif Kahoot di dalam bilik darjah. Soalan mengikut sukatan pelajaran juga harus dirangka oleh pihak KPM sebagai panduan dan hala tuju guru lain menghasilkan soalan sendiri. Nescaya guru akan memperoleh pengetahuan yang lebih mendalam mengenai aplikasi multimedia interaktif Kahoot melalui kursus yang diberikan.

Di samping itu, Bahagian Perancangan dan penyelidikan dasar pendidikan Kementerian Pendidikan Malaysia juga dapat implikasi melalui hasil kajian ini.Pihak KPM dapat meneruskan kajian berkaitan aplikasi multimedia interaktif Kahoot dalam pengajaran dan pembelajaran dan seterusnya meningkatkan mutu belajar murid.

Cadangan kajian

Melalui kajian ini, terdapat beberapa cadangan kajian yang dapat diusulkan untuk tindakan yang lebih baik dalam kajian yang dijalankan seterusnya. Antara cadangan seperti yang dinyatakan:

Masa dan soalan yang ditetapkan

Kajian ini merupakan kajian penggunaan aplikasi interaksi multimedia "kahoot" dalam meningkatkan minat belajar murid subjek Bahasa Cina. Pengkaji mencadangkan bahawa kajian yang seterusnya boleh menjalankan sama ada masa yang ditetapkan dengan tahap soalan mempengaruhi minat murid dalam pengajaran dan pembelajaran. Nescaya pengkaji boleh dapat lebih banyak dapatan tentang aplikasi interaksi multimedia "kahoot" mempengaruhi minat.

Cara pengumpulan data

Kajian ini hanya menggunakan soal selidik dan dianalisis secara kuantitatif sahaja. Oleh itu, dicadangkan kajian yang seterusnya melakukan kajian kualitatifmelalui pemerhatian untuk mendapatkan dapatan kajian terhadap penggunaan aplikasi interaksi multimedia "kahoot" di bilik darjah.

Menambahkan bilangan sampel kajian

Kajian ini hanya melibatkan 39 orang murid di Sepang sahaja. Oleh yang demikian, harap kajian yang seterusnya boleh melibatkan murid di seluruh negeri supaya kajian ini lebih mewakili populasi murid dan dapat memperoleh kebolehpercayaan dan kesahan yang lebih tinggi.

Mempelbagaikan sampel kajian

Kajian yang seterusnya boleh melibatkan guru dan pelajar sebagai sampel kajian kerana kajian ini hanya melibatkan murid sahaja. Guru juga boleh menjalankan soal selidik dan temu bual untuk melihat sama ada rakan sejawat lebih cenderung penggunaan aplikasi interaksi multimedia "kahoot" sebagai medium dalam pengajaran dan pembelajaran atau sebaliknya.

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PENGGUNAAN TEKNIK PERMAINAN TANDA PAPAN DALAM MEMBANTU MURID MENINGKATKAN KEMAHIRAN MEMBINA AYAT MAJMUK TAHUN 3

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Abstrak: *Penyelidikan tindakan ini menggunakan Teknik Permainan Tanda Papan untuk membantu murid Tahun 3 meningkatkan kemahiran membina Ayat Majmuk Tahun 3 dengan menggunakan teknik bermain dalam pengajaran dan pembelajaran. Pendekatan kualitatif telah digunakan dalam kajian tindakan ini. Enam orang responden yang merupakan murid yang pasif, mempunyai tingkah laku yang negatif dan tidak berminat dalam membina ayat majmuk. Methodologi yang digunakan dalam kajian ini ialah kaedah pemerhatian, kaedah temu bual dan hasil kerja murid. Kajian dapati bahawa pencapaian murid Tahun 3 telah ditingkatkan selepas intervensi dijalankan.Teknik Permainan Papan Tanda berkesan untuk meningkatkan minat murid untuk membina ayat majmuk, membantu murid untuk mengawal tingkah laku dan meningkatkan kefahaman. Selain itu, beberapa implikasi dan cadangan dibincangkan bagi membantu guru dan murid dalam membantu murid belajar dengan seronok dan meningkatkan kemahiran membina ayat majmuk.*

Kata kunci: Teknik Permainan Tanda Papan, kualitatif, pasif , tingkah laku, meningkatkan minat murid, meningkatkan kefahaman, pencapaian murid, belajar dengan seronok, kemahiran membina ayat majmuk.

Abstract: *This research is using The Board Game technique to help year 3 pupils to improve their writing skills during teaching and learning process which specifically defined as writing compound sentences. Qualitative approach has been used for this research. 6 respondents were choose passive, showing negative behaviors and uninterested in writing compound sentences are chosen for this research. Methodology used in this research is observation, interviews and pupils' works. The findings show that the selected pupils have shown an improvement after the intervention. Board Game Technique is proven effective to draw their interest in writing compound sentences, enhance self control as well as their understanding on the topic. Additionally, some implications and suggestions are discussed to assist teachers and pupils in making learning fun and thus improve the pupil's skills in constructing compound sentences.*

Keywords: Board Game Technique, Qualitative, Passive, Behaviours, Increase Pupils' Interest, Improve Understanding, Pupils' Achievement, Learn With Fun, Writing Compound Sentences Skills.

Pendahuluan

Pencapaian murid adalah antara tujuan kajian ini dijalankan. Menurut Kamus Pelajar Edisi Kedua (2008), pencapaian ialah sesuatu yang dicapai, sesuatu yang telah berjaya dilaksanakan dengan usaha dan ketekunan. Kamus Dewan Edisi Keempat (2008) pula memberikan definisi pencapaian ialah sesuatu yang telah dicapai, dihasilkan atau diperolehi. Pencapaian yang perlu dilihat berlaku kepada murid ialah pencapaian kualitatif dan kuantitatif.

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Kerjasama adalah pencapaian kualitatif yang tidak boleh diukur, tetapi dapat dirasai keadaannya.

Ayat majmuk mempunyai kepentingannya tersendiri. Dalam pembentukan wacana bahasa Melayu, khususnya untuk laras akademik, ayat majmuk paling banyak digunakan. Mengikut Tatabahasa Dewan Edisi Ketiga , ayat majmuk dibina dengan mencantumkan dua ayat tunggal atau lebih mengikut cara tertentu. Oleh hal yang demikian, ayat majmuk ialah ayat yang terdiri daripada beberapa ayat tunggal. Ayat majmuk juga dapat didefinisikan sebagai ayat yang terhasil daripada proses peluasan. Proses peluasan bermaksud penambahan unsur tertentu dalam ayat asal, iaitu ayat tunggal yang menyebabkan ayat itu mengalami pertambahan maklumat. Peluasan atau pertambahan maklumat itu terjadi dengan penggunaan kata hubung. (Pelita Bahasa, 2012).

Kajian Literatur

Aktiviti permainan berkait rapat dengan proses pembelajaran murid. Mengikut Model Bunker dan Thorpe (1982), terdapat dua kebaikan permainan untuk kanak-kanak. Pertama, membantu meningkatkan kemahiran asas motor seperti pergerakan lokomotor dan bukan lokomotor dengan alatan atau tanpa alatan. Kedua, membantu meningkatkan kemahiran khusus sukan seperti melontar, menangkap dan menyepak. Daripada perspektif Islam, permainan merupakan salah satu kaedah mendidik kanak-kanak mengikut cara aktiviti permainan untuk kanak-kanak amat digalakkan kerana manfaat yang akan diterima adalah besar.

Menurut Piaget (1962), kanak-kanak memerlukan aktiviti bermain kerana bermain memberikan peluang kepada kanak-kanak meluahkan idea, perasaan dan emosi, mewujudkan perasaan tenang dan menghiburkan hati, menyediakan saluran untuk kanak-kanak menggunakan tenaga yang berlebihan, membolehkan kanak-kanak menyediakan diri ke arah dewasa atau kematangan, memberikan peluang kepada kanak-kanak belajar menyelesaikan pelbagai bentuk masalah (kognitif, motor, sosial) yang menyumbang kepada perkembangan intelek, membudayakan proses pembelajaran termasuk mengulang, latihan, latih tubi, peniruan, penerokaan, penemuan, perkaitan, membuat huraian, rumusan, mensintesis dan menguji serta membantu dalam pembentukan jati diri, ketrampilan diri, pemupukan nilai murni seperti motivasi intrinsik, penglibatan, ketahanan, kemahiran interpersonal, keyakinan diri dan berani bertindak.

Bermain telah diakui penting untuk pembelajaran dan perkembangan kanak-kanak oleh ramai penyelidik seperti Moyles (1989), Bruce (1991), Hall dan Abbott(1991), Wood dan Artfield (1996), Drake (2001), Riley (2003), Broedhead (2004) dan Brock et. al (2009). Pendekatan belajar melalui bermain dilihat menjadi keutamaan dalam proses pengajaran dan pembelajaran kanak-kanak. Hal ini demikian kerana bermain adalah sifat semula jadi kanak-kanak yang boleh dijadikan perantara dan membantu meningkatkan pembelajaran kanak-kanak ke tahap yang optimum.Zakiah Mohamad Ashari(2013). Menurut Isenberg and Jolongo (1997) bermain adalah satu aktiviti yang simbolik dan memberi makna kepada kanak-kanak, aktif serta bebas untuk meneroka dan menjelajah persekitarannya. Kanak-kanak boleh menunjukkan tahap komunikasi lisan yang lebih tinggi, pemikiran yang kreatif, berimaginasi dengan lebih baik dan menyelesaikan masalah (Brock et. al., 2009), meningkatkan motivasi dan menggalakkan penglibatan serta tumpuan (Riley, 2003) melalui aktiviti belajar melalui bermain. Aktiviti pembelajaran murid akan menjadi lebih mudah kerana murid dapat melibatkan diri dengan aktif melalui aktiviti menarik yang disediakan oleh guru. Teknik permainan bahasa dan main peranan sesuai digunakan untuk mengajar berbagai mata pelajaran terutamanya mata pelajaran bahasa. Kamarudin, (1993); Ladousse (1987); Wrigh (1991).

Kemahiran belajar boleh diterapkan dalam diri kanak-kanak melalui pendekatan belajar melalui bermain kerana menurut Kamii dan Yasuhiko (2006) aktiviti bermain yang dilaksanakan dalam pembelajaran kanak-kanak adalah lebih baik berbanding penggunaan lembaran kerja. Hal ini demikian kerana, aktiviti bermain dapat merangsang pemikiran kanak-kanak secara kritikal, membina hubungan sosial dan mengaplikasi kemahiran penyelesaian masalah.

Menurut Mohamad Abdillah Royo & Haleefa Mahmood (2011), kesan minat seseorang memainkan peranan yang sangat besar untuk menentukan kejayaannya. Keberkesanan amalan pengajaran guru memainkan peranan yang domina untuk memupuk minat dan kefahaman murid dalam pengajaran dan pembelajaran , secara tidak langsungnya, ianya juga mampu mempengaruhi pencapaian murid dalam proses pengajaran dan pembelajaran. Minat merupakan salah satu faktor yang sangat penting terhadap tingkah laku seseorang individu. Minat merupakan pengaruh utama kepada seseorang individu itu dalam melakukan sesuatu perkara. Minat dan kecenderungan dapat menimbulkan pengaruh terhadap pelajar dan mempunyai kesan yang positif terhadap pencapaian akademik seseorang (Abu Zahari ,2007). Minat yang tinggi dapat mendorong seseorang berusaha dengan gigih untuk memperolehi apa yang dikehendaki.Pelajar yang mempunyai minat yang tinggi dalam sesuatu bidang yang dipelajari akan mencapai prestasi yang cemerlang dalam pelajarannya.

Di samping itu, minat juga mampu mendorong seseorang individu itu melakukan sesuatu kerja dengan bersungguh-sungguh. Tingkah laku seseorang individu dapat diubah melalui minat yang tinggi terhadap sesuatu bidang.Minat merupakan satu bentuk sikap positif yang sangat sederhana yang menggambarkan kesediaan untuk mengikuti, mempertimbangkan atau bertindak terhadap sesuatu (Faridah Khamis,2001). Pelajar mestilah mempunyai kesediaan diri yang tinggi agar segala ilmu yang dicurahkan akan sentiasa dapat diterima dan diguna pakai.

Tujuan kajian

Berdasarkan pernyataan masalah kajian yang dibincangkan di atas, kajian ini dilakukan untuk melihat penggunaan Papan Tanda dalam membina ayat majmuk ke atas minat, mengawal tingkah laku murid, kefahaman dan peningkatan pencapaian murid Tahun 3.

Objektif umum

Objektif kajian ini dijalankan adalah untuk melaksanakan satu kajian yang dapat membantu murid meningkatkan minat, kefahaman, mengawal tingkah laku murid dan pencapaian murid kemahiran membina ayat majmuk dalam tahun 3A dengan penggunaan permainan papan tanda.

Objektif khusus

Berdasarkan objektif umum yang telah disediakan, saya membina empat objektif khusus untuk melihat kesan menggunakan permainan Papan Tanda dalam meningkatkan pencapaian murid dalam membina ayat majmuk.

(i). Membantu murid meningkatkan minat dalam membina ayat majmuk.
(ii). Membantu murid mengawal tingkah laku dalam pengajaran dan pembelajaran membina ayat majmuk.
(iii). Membantu murid meningkatkan kefahaman murid dalam membina ayat majmuk.

(iv). Meningkatkan pencapaian murid dalam membina ayat majmuk melalui permainan Tanda Papan.

Persoalan kajian

1. Adakah minat murid dapat ditingkatkan melalui permainan Papan Tanda?
2.Adakah penggunaan teknik permainan Papan Tanda dapat membantu murid untuk mengawal tingkah laku?
3. Adakah kefahaman murid dapat ditingkatkan melalui permainan Papan Tanda?
4. Adakah terdapat perbezaan pencapaian murid tahun 3A sebelum dan selepas melalui permainan Papan Tanda ?

Methodologi

Model Kajian

Model Kajian Tindakan Kemmis & McTaggart

Rajah 1 : Model Kajian Tindakan Stephen Kemmis dan McTaggart (1988)

Menurut Stephen Kemmis dan McTaggart (1988), pengkaji boleh melaksanakan tindakan apabila rancangan telah dibina. Namun, kebanyakan pengkaji tidak mengambil sepenuhnya model kitaran Lewin. Mereka membuat tinjauan awal terhadap situasi atau keadaan sasaran. Selepas mendapat gambaran, pengkaji akan membuat refleksi awal sebelum membina rancangan dan bertindak. Berdasarkan cara kebanyakan pengkaji tersebut melaksanakan kajian tindakan, model yang bertepatan dengan cara tersebut ialah model kajian tindakan Stephen Kemmis dan McTaggart. Mereka mengutamakan gambaran awal atau data awal untuk mengenal pasti amalan yang memerlukan penambahbaikan.

Menurut Rajah 1, merancang, memerhati, bertindak dan mereflek merupakan empat proses utama yang dilaksanakan oleh penyelidik yang menggunakan model ini.Terdapat tiga instrumen yang digunakan sepanjang kajian dijalankan. Instrumen pertama ialah kaedah pemerhatian. Instrumen kedua ialah kaedah temu bual. Instrumen terakhir ialah hasil kerja murid. Ketiga-tiga instrumen ini berfungsi untuk menjawab soalan kajian tindakan saya.

Kaedah Pemerhatian

Saya mengggunakan Kaedah Pemerhatian untuk mengumpul data. Tujuan Kaedah Pemerhatian ini dijalankan ialah mengenal pasti adakah tingkah laku kumpulan sasaran berubah semasa intervensi dijalankan. Sepanjang intervensi dijalankan, rakan sejawat saya

telah menolong saya menjalankan pemerhatian atas tingkah laku setiap murid dalam kelas. Saya telah mencatatkan hasil pemerhatian saya dalam jadual pemerhatian.

Kaedah temu bual

Instrumen kedua yang saya guna ialah kaedah temu bual .Kaedah ini akan digunakan selepas intervensi dijalankan. Saya menggunakan instrumen ini untuk melihat minat murid dan pengawalan tingkah laku untuk belajar ayat majmuk selepas intervensi dijalankan. Senelum menjalankan proses temu bual dengan kumpulan sasaran, saya telah menyediakan soalan temu bual. Selepas menjalankan proses temu bual, saya akan menggunakan perisian NVIVO 12 untuk menganalisis data.

Hasil Kerja Murid

Instrumen yang ketiga yang saya guna ialah hasil kerja murid. Hasil kerja murid yang saya lihat ialah lembaran kerja berkaitan kemahiran mengenal pasti ayat dan membina ayat majmuk .Terdapat beberapa bentuk soalan yang saya bina di dalam lembaran kerja. Antara bentuk soalan ialah mengenal pasti ayat tunggal dan ayat majmuk. Soalan lain adalah berkaitan membina ayat majmuk. Saya menggunakan hasil kerja murid selepas intervensi dijalankan.

Dapatan kajian

Melalui dapatan yang diperoleh saya melalui kajian ini, pencapaian murid-murid Tahun 3A dalam kemahiran membina ayat majmuk sememangnya meningkat. Melalui hasil daripada 3 instrumen, iaitu kaedah pemerhatian, temu bual dan hasil kerja murid, peningkatan yang ditunjukkan sememangnya memberangsangkan. Keberkesanan permainan papan tanda ini dibuktikan melalui ketiga-tiga instrumen tersebut. Murid mengalami peningkatan pencapaian selepas menggunakan permainan papan tanda dan intervensi dijalankan. Tingkah laku murid yang bersifat negatif menjadi positif. Selain itu,sikap pembelajaran murid juga mengalami perubahan dari tidak berminat menjadi sangat berminat untuk belajar. Di samping itu, murid yang bersifat pasif menjadi aktif selepas intervensi tersebut dijalankan.

Rumusan dan Refleksi Terhadap Dapatan

Kajian yang dijalankan ini bertujuan mengenalpasti gaya pembelajaran yang sesuai dan menarik, kaedah pengajaran yang berkesan dan perubahan positif melalui kemajuan murid dari segi akademik. Murid-murid sasaran saya merupakan murid yang mempunyai masalah tingkah laku yang negatif dalam pengajaran dan pembelajaran. Selain itu, kajian ini juga digunakan untuk menentukan sama ada permainan papan tanda yang dijadikan intervensi dapat meningkatkan pencapaian murid tahun 3A tersebut dalam kemahiran membina ayat majmuk.

Berdasarkan hasil data dari ketiga-tiga instrument pengumpulan data, iaitu kaedah pemerhatian, temu bual dan hasil kerja murid telah menunjukkan Penggunaan teknik permainan Papan Tanda dapat membantu murid meningkatkan kemahiran membina ayat majmuk.

Kaedah Permerhatian

Jadual 1: Pemerhatian sebelum dan selepas intervensi

No.	Perkara	Pemerhatian sebelum intervensi	Pemerhatian selepas intervensi
1.	Adakah murid menumpukan perhatian semasa pengajaran dan pembelajaran disampaikan ?	Murid kurang menumpukan perhatian semasa p&p dijalankan.Daniel bermain dengan Iman. Izzatul pula diganggu oleh Qadri. Nuraleesya tidak menumpukan perhatian, membelekkan buku lain. Aziz melukis lukisan dalam laci meja.	Murid menumpukan perhatian semasa pengajaran dan pembelajaran disampaikan.
2.	Adakah murid selalu menjawab soalan yang ditanya oleh guru?	Murid melakukan perkara sendiri tanpa menghiraukan orang lain dan guru. Nuraleesya sahaja yang menjawab beberapa soalan yang ditanya oleh guru akan tetapi menjawab jawapan yang salah.	Murid menjawab soalan guru secara aktif, walaupun terdapat sedikit ayat yang kurang tepat pada permulaan.
3.	Adakah murid dapat menjawab soalan guru dengan betul tanpa bantuan kawan?	Kebanyakan murid tidak menjawab soalan guru. Murid menjalankan aktiviti sendiri di tempat sendiri.	Murid dapat menjawab soalan guru dengan betul. Murid menunjukkan keyakinan yang tinggi semasa menjawab soalan.
4.	Adakah murid dapat membezakan ayat tunggal dan ayat majmuk?	Melalui ujian lisan murid tidak dapat membezakan ayat tunggal dan ayat majmuk. Murid enggan menjawab soalan walaupun ditanya soalan.	Melalui pemerhatian, murid dapat membezakan ayat tunggal dan ayat majmuk semasa guru memberikan soalan secara lisan. Murid dapat membezakan dan menyebut ayat majmuk yang betul.
5.	Adakah murid dapat mematuhi peraturan semasa permainan tanda papan dilaksanakan?	Tidak menjalankan intervensi ini.	Murid dapat mematuhi peraturan semasa permainan papan tanda dilaksanakan. Daniel dan Iman lebih menumpukan perhatian semasa pengajaran dan pembelajaran dilaksanakan. Qadri tidak lagi mengganggu murid lain dan melibatkan diri secara aktif. Nuraleesya mengangkat tangan sebelum menjawab soalan.
6.	Adakah murid dapat membina ayat majmuk dengan tepat?	Murid tidak dapat membina ayat majmuk dengan tepat.	Murid dapat membina ayat majmuk dengan tepat semasa intervensi dijalankan.
7.	Adakah murid dapat membina ayat majmuk dengan betul tanpa merujuk buku?	Murid tidak dapat membina ayat majmuk dengan betul tanpa merujuk buku. Daniel dan Iman tidak dapat menyiapkan ujian bertulis dalam masa yang ditetapkan.	Dapat membezakan ayat tunggal dan ayat majmuk lalu menjawab guru tanpa merujuk buku.
8.	Adakah tingkah laku murid berubah semasa intervensi dijalankan?	-	Tingkah laku murid telah banyak berubah iaitu dari tingkah laku negatif ke tingkah laku yang positif. Mereka mampu berfokus dalam p&p dan mematuhi peraturan semasa intervensi dijalankan. Kau tidak Lagi Mengganggu murid lain yang sedang belajar.
	Catatan	Kumpulan Sasaran iaitu Daniel, Iman, Izzatul, Qadri, Aziz dan Nuraleesya tidak menumpukan perhatian dalam kelas dan mengganggu murid lain dalam kelas. Mereka melakukan perkara sendiri semasa pengajaran dan pembelajaran dijalankan. Selain itu, mereka juga mendiamkan diri semasa guru bertanya soalan. Mereka mempunyai tingkah laku yang negatif semasa menjalankan pengajaran dan pembelajaran.	Murid dapat menumpukan perhatian dalam pengajaran dan pembelajaran semasa intervensi dijalankan. Tingkah laku murid telah banyak berubah, iaitu dari tingkah laku negatif ke tingkah laku positif. Mereka tidak lagi mengganggu murid lain untuk belajar, sebaliknya mereka menjadi sangat aktif dalam pembelajaran. Mereka mampu membezakan ayat tunggal dan ayat majmuk. Nuraleesya dan Izzatul mampu membina ayat majmuk yang lengkap secara lisan. Murid menunjukkan keyakinan yang tinggi semasa membina ayat. Mereka sanggup mencuba lagi walaupun jawapan mereka kurang tepat pada permulaan intervensi.

Jadual 1 menunjukkan jadual pemerhatian sebelum intervensi dan selepas intervensi. Pemerhatian ini telah dijalankan oleh rakan sejawat saya. Beliau mencatatkan pemerhatiannya ke dalam jadual pemerhatian sebelum dan selepas intervensi. Untuk melihat perbezaan tingkah laku murid, saya telah menghasilkan jadual Pemerhatian sebelum dan selepas intervensi berdasarkan jadual di atas. Merujuk Jadual 15 di atas, murid mengalami perubahan yang besar dari segi tingkah laku, iaitu dari tingkah laku negatif ke tingkah laku yang positif. Selain itu, murid yang bersifat pasif juga menjadi aktif selepas menjalankan intervensi ini. Menurut Morrison (2000) dan Spodek (1973), bermain adalah satu aktiviti semula jadi dan keperluan bagi setiap kanak-kanak. Mereka belajar dan meneroka melalui aktiviti bermain kerana ia dapat meningkatkan daya imaginasi mereka. Aktiviti bermain Permainan Papan Tanda boleh membantu murid dalam mempelajari kemahiran untuk membina ayat majmuk. Menurut Parten (1932) Rubin (1978), permainan Kumpulan pula merupakan salah satu sub kategori permainan sosial iaitu permainan kooperative yang mana melibatkan permainan kumpulan dan terancang.

Antara perubahan yang paling ketara ialah melalaui catatan yang dibuat oleh guru pemerhati, iaitu murid dapat menumpukan perhatian dalam pengajaran dan pembelajaran semasa intervensi dijalankan. Tingkah laku murid telah banyak berubah, iaitu dari tingkah laku negatif ke tingkah laku positif. Mereka tidak lagi mengganggu murid lain untuk belajar, sebaliknya mereka menjadi sangat aktif dalam pembelajaran. Pemerhatian yang dijalankan ini dapat membuktikan bahawa permainan Papan Tanda ini dapat membantu murid untuk mengawal tingkah laku di samping belajar tanpa tekanan.

Di samping itu, Mariani dan Siti Hawa (2009) juga menyokong bahawa aktiviti bermain berperanan dalam membantu perkembangan kanak-kanak bukan sahaja dari aspek 3M (membaca, menulis dan mengira) tetapi juga dari aspek sahsiah dan tingkah laku kanak-kanak. Melalui jadual pemerhatian selepas intervensi, murid dapat membina ayat majmuk dengan tepat semasa intervensi dijalankan. Di samping itu, murid juga dapat mematuhi peraturan semasa permainan papan tanda dilaksanakan. Daniel dan Iman lebih menumpukan perhatian semasa pengajaran dan pembelajaran dilaksanakan. Qadri tidak lagi mengganggu murid lain dan melibatkan diri secara aktif. Nuraleesya mengangkat tangan sebelum menjawab soalan. Dapatan ini telah menunjukkan bahawa Permainan Papan Tanda telah membantu perkembangan kanak-kanak dari aspek membina ayat dan membetulkan tingkah laku murid.

Akhir sekali, pemerhatian ini telah menjawab persoalan kajian kedua, iaitu adakah penggunaan teknik permainan Papann Tanda dapat membantu murid untuk mengawal tingkah laku? Data telah menunjukkan bahawa Papann Tanda berkesan untuk membantu murid untuk mengawal tingkah laku . Murid menjadi lebih berfokus dan tidak lagi mengganggu murid lain yang sedang belajar. Mereka menunjukkan keyakinan yang tinggi semasa membina ayat dan sanggup mencuba lagi walaupun jawapan mereka kurang tepat pada permulaan intervensi dan melibatkan diri secara aktif dalam pengajaran dan pembelajaran.

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Kaedah temu bual

Rajah 2 : Analisis faktor minat terhadap Permainan Papan Tanda

Minat dan kecenderungan merupakan faktor penting yang dapat menimbulkan pengaruh terhadap pelajar dan mempunyai kesan yang positif terhadap pencapaian akademik seseorang (Abu Zahari ,2007). Rajah 14 merupakan analisis faktor minat terhadap Permainan Papan Tanda. Hasil daripada temu bual murid menunjukkan sebab murid berminat terhadap Permainan Papan Tanda. Terdapat 7 kategori dan subkategori yang telah dianalisis. Antaranya ialah belajar dengan gembira, mematuhi peraturan permainan, membantu saya membina ayat majmuk, guru atau murid memberi perhatian terhadap saya, berminat untuk belajar, seronok dan suka bermain permainan.

Subkategori berminat untuk belajar mencapai peratusan yang tertinggi , iaitu sebanyak 26%. Melalui data analisis dari perisian NVIVO 12, kekerapan subkategori ini adalah sebanyak 13. Ini telah menunjukkan murid mempunyai minat belajar yang tinggi selepas intervensi dijalankan. Seterusnya, subkategori seronok semasa bermain mencapai peratusan yang kedua tertinggi , iaitu sebanyak 20%. Melalui data analisis dari perisian NVIVO 12, kekerapan subkategori ini adalah sebanyak 10. Ini telah menunjukkan bahawa murid berasa permainan Papan Tanda ini seronok.

Di samping itu, subkategori membantu saya membina ayat majmuk telah mencapai peratusan yang ketiga tertinggi , iaitu sebanyak 16%. Melalui data analisis dari perisian NVIVO 12, kekerapan subkategori ini adalah sebanyak 8. Ini telah menunjukkan murid berpendapat bahawa Permainan Tanda Papan dapat membantu mereka selepas intervensi dijalankan. Seterusnya, subkategori suka bermain Permainan Papan Tanda mencapai peratusan yang keempat tertinggi , iaitu sebanyak 14%. Melalui data analisis dari perisian NVIVO 12, kekerapan subkategori ini adalah sebanyak 7. Ini telah menunjukkan murid suka bermain Permainan Papan Tanda. Data ini juga menunjukkan bahawa teknik Permainan Papan Tanda merupakan satu cara yang baik untuk mewujudkan minat belajar murid. Menurut Piaget (1962), kanak-kanak memerlukan aktiviti bermain kerana bermain memberikan satu hala yang betul kepada kanak-kanak meluahkan idea, perasaan dan emosi, mewujudkan perasaan tenang dan menghiburkan hati, menyediakan satu cara yang positif untuk kanak-kanak menggunakan tenaga yang berlebihan serta membolehkan kanak-kanak membesar dalam keadaan yang gembira.

Subkategori belajar dengan gembira mencapai peratusan yang kelima tertinggi , iaitu sebanyak 12%. Melalui data analisis dari perisian NVIVO 12, kekerapan subkategori ini adalah sebanyak 6. Ini telah menunjukkan murid dapat belajar dengan gembira semasa intervensi dijalankan. Data ini menunjukkan Permainan Papan Tanda merupakan cara yang betul untuk menggembirakan murid semasa belajar. Permainan Papan Tanda merupakan cara yang berkesan untuk murid belajar tanpa tekanan. Subkategori guru atau murid memberi perhatian terhadap saya mencapai peratusan yang keenam tertinggi , iaitu sebanyak 10%. Melalui data

analisis dari perisian NVIVO 12, kekerapan subkategori ini adalah sebanyak 5. Data ini telah menunjukkan murid dapat merasai dirinya diberi perhatian dan disayangi oleh kawan yang lain selepas intervensi dijalankan. Gelman & Gallistel (1978); Starkey (1992) menyatakan, dengan menggunakan aktiviti bermain, masalah tingkah laku murid dapat diselesaikan melalui hubungan sosial dalam kumpulan.Murid sasaran yang mempunyai tingkah laku yang negatif terdiri daripada latar belakang keluarga yang bermasalah. Antara sebab murid berkelakuan negatif dalam kelas ialah mereka kekurangan perhatian daripada keluarga dan kawan. Menurut hasil temu bual, murid berasa dirinya diberi perhatian diperlu dan disayangi oleh kawan yang lain. Data ini dapat membuktikan bahawa teknik permainan dapat mewujudkan hala komunikasi yang positif antara guru dan murid atau murid dan murid. Seterusnya, subkategori mematuhi peraturan permainan mencapai peratusan yang terendah , iaitu sebanyak 2%. Melalui data analisis dari perisian NVIVO 12, kekerapan subkategori ini adalah sebanyak 1. Data ini telah menunjukkan Permainan Papan Tanda ini mampu mendisiplinkan murid untuk mematuhi peraturan.

Tujuan saya menggunakan kaedah temu bual ialah untuk menjawab persoalan kajian pertama, iaitu adakah minat murid dapat ditingkatkan melalui Permainan Papan Tanda. Minat merupakan faktor pembelajaran murid dalam mempelajari sesuatu kemahiran. Dengan adanya minat, murid dapat melakukan sesuatu perkara dengan lebih fokus dan rela. Dengan adanya minat , murid lebih rela dan berfokus untuk belajar ayat majmuk. Temu bual ini telah membuktikan bahawa minat murid dapat ditingkatkan melalui Permainan Papan Tanda. Murid sangat suka dan ingin belajar lebih banyak ayat majmuk selepas bermain Permainan Papan Tanda. Mereka berpendapat bahawa Permainan Papan Tanda dapat memberikan gambaran kepada mereka tentang cara yang betul untuk membina ayat majmuk dan membolehkan mereka membina ayat majmuk yang betul.

Hasil kerja murid

Dalam bahagian ini saya membuat banding beza analisis data hasil kerja murid sebelum dan selepas intervensi. Aspek yang dilihat ialah jumlah jawapan yang betul serta masa yang diambil untuk menjawab lembaran kerja. Berikut adalah jadual banding beza markah soalan dan lembaran kerja mengenal pasti ayat tunggal dan ayat majmuk.

Jadual 2: Banding beza hasil kerja murid bahagian A

Murid / Markah	Aziz	Daniel	Iman	Izzatul	Nuraleesya	Qadri
Sebelum intervensi	3	2	0	1	2	1
Selepas intervensi	5	5	3	4	5	4
Banding beza markah	↑ 2	↑ 3	↑ 3	↑ 3	↑ 3	↑ 3

Jadual di atas menunjukkan banding beza markah murid. Aziz mencatatkan peningkatan markah sebanyak dua markah. Daniel,Iman, Izzatul dan Nuraleesya dan Qadri mencatatkan peningkatan markah sebanyak tiga markah. Aziz, Daniel dan Nuraleesya mendapat keputusan terbaik iaitu markah penuh.Carta berikut menjelaskan lagi peningkatan pencapaian murid berdasarkan keputusan hasil kerja mereka.

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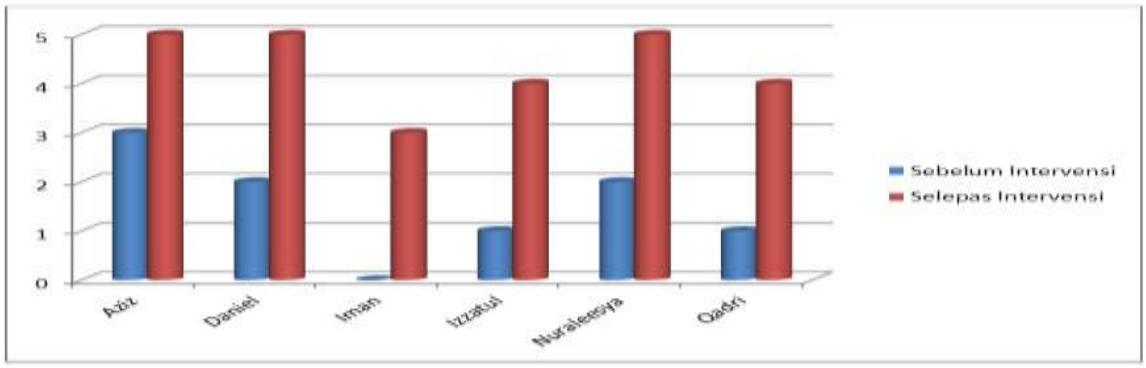


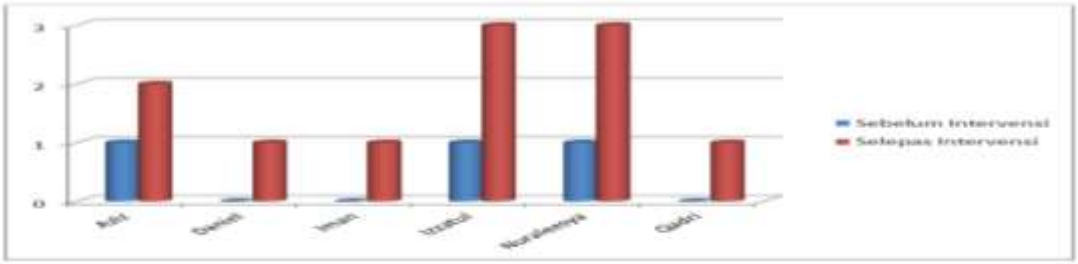
Carta 1: Banding beza markah hasil murid bahagian A

Data di atas menunjukkan pencapaian murid. Saya merumuskan bahawa murid telah menguasai kemahiran membina ayat majmuk.Dapatan ini juga mengukuhkan lagi bukti bahawa permainan papan tanda berupaya meningkatkan kefahaman murid. Selain itu, carta juga menunjukkan terdapat perbezaan yang besar dalam pencapaian murid tahun 3A sebelum dan selepas melalui permainan papan tanda. Berikut ialah jadual banding beza markah soalan lembaran kerja bahagian B.

Jadual 3 : Banding beza markah hasil kerja murid bahagian B.

Murid / Markah	Aziz	Daniel	Iman	Izzatul	Nuraleesya	Qadri
Sebelum intervensi	1	0	0	1	1	0
Selepas intervensi	2	1	1	3	3	1
Banding beza markah	↑ 1	↑ 1	↑ 1	↑ 2	↑ 2	↑ 1

Keputusan banding beza menunjukkan peningkatan yang positif.Apabila peningkatan markah adalah positif, bermaksud murid dapat membina banyak ayat majmuk dengan betul. Peningkatan tertinggi ditunjukkan oleh Izzatul dan Nuraleesya. Kemudian diikuti oleh Aziz,Daniel, Iman dan Qadri dengan peningkatan sebanyak satu markah . Selain peningkatan markah, murid-murid juga kurang melakukan ralat. Penggunaan bahasa pasar juga tidak lagi ketara. Bagi mendapatkan gambaran yang jelas, saya menyediakan carta bar banding beza hasil kerja murid bahagian b.
Berikut adalah carta bar hasil kerja murid bahagian b sebelum intervensi dan selepas intervensi.



Carta 2: Banding beza hasil kerja murid bahagian b sebelum intervensi dan selepas intervensi.

Peningkatan yang memberangsangkan ini menunjukkan terdapat perbezaan yang besar pencapaian murid tahun 3 sebelum dan selepas melalui permainan papan tanda. Peningkatan ini juga membuktikan permainan papan tanda dan intervensi yang digunakan berupaya meningkatkan pencapaian murid tahun 3A dalam kemahiran membina ayat majmuk.Selain daripada peningkatan dari segi jumlah ayat yang dibina, murid juga mmepunyai peningkatan dari segi masa yang digunakan untuk menjawab lembaran kerja. Analisis ini telah menjawab persoalan kajian keempat, iaitu adakah terdapat perbezaan pencapaian tahun 3A sebelum dan

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selepas melalui Permainan Papan Tanda. Carta 1 dan carta 2 ini telah menunjukkan murid mendapat kemajuan yang besar selepas menjalankan intervensi.

Berikut ialah jadual banding beza masa murid menjawab lembaran kerja.

Jadual 4: Banding beza masa menjawab lembaran kerja

Murid / Markah	Aziz	Daniel	Iman	Izzatul	Nuraleesya	Qadri
Sebelum intervensi (minit)	15	10	12	15	10	18
Selepas intervensi (minit)	10	7	10	10	8	12
Banding beza minit	↑ 5	↑ 3	↑ 2	↑ 5	↑ 2	↑ 6

Jadual di atas menunjukkan masa yang diambil oleh murid untuk menjawab lembaran kerja. Melalui jadual di atas, saya dapat melihat kadar kepantasan murid menjawab lembaran kerja ini. Masa yang tertinggi ditunjuk oleh Qadri dan dengan enam minit lebih awal berbanding sebelum intervensi. Aziz dan Izzatul lima minit awal. Kemudian Daniel dengan tiga minit. Manakala Iman dan Nuraleesya dua minit awal untuk menyiapkan lembaran kerja. Ini telah menunjukkan kefahaman murid telah ditingkatkan dan mampu untuk menjawab lembaran kerja dalam masa yang singkat.

Menurut Noor Illyani, Ahmad Fauzi Mohd Ayub, et al (2012), kesediaan dalam belajar mempunyai pengaruh yang sangat kuat dalam proses pembelajaran pelajar. Mereka dapat belajar dengan bersungguh-sungguh jika mempunyai tahap kesediaan yang tinggi. Melalui Permainan Papan Tanda, tingkah laku murid telah berubah menjadi positif dan minat mereka juga ditingkatkan secara tidak langsung. Seseorang yang berminat dalam perkara yang dipelajari lazimnya akan menunjukkan kesungguhan dan pencapaian yang tinggi (Abu Bakar,2014). Dengan adanya minat yang tinggi untuk belajar, murid mampu menumpukan perhatian dan berfokus untuk belajar. Pencapaian dan prestasi murid akan ditingkatkan sekiranya murid berfokus dalam pembelajaran.

Tujuan saya menggunakan kaedah hasil kerja murid ialah untuk menjawab persoalan kajian ketiga. iaitu adakah kefahaman murid dapat ditingkatkan melalui permainan Papan Tanda. Hasil kerja murid yang dibuat analisis dan jadual 18 iaitu banding beza masa menjawab lembaran kerja telah menunjukkan kefahaman murid telah meningkat dan mampu menyiapkan lembaran kerja dalam masa yang singkat. Di samping itu, hasil kerja mereka juga dapat menunjukkan mereka mampu membezakan ayat tunggal dan ayat majmuk di samping membina ayat majmuk.

Perbincangan dan Cadangan

Cadangan Kajian Seterusnya

Kajian berkaitan penggunaan permainan papan tanda ini boleh disediakan dalam bentuk elektronik. Pelbagai kemahiran bahasa Melayu yang dapat disuaikan jika permainan papan tanda ini dijadikan dalam bentuk elektronik. Papan tanda elektronik lebih senang untuk disimpan dan digunakan lagi. Di samping itu, guru juga boleh memberi tumpuan kepada murid kerana tidak perlu bertungkus lumus menyediakan kawasan dan peralatan permainan untuk menjalankan permainan papan tanda. Selain itu, guru juga boleh memasukkan pengajaran abad ke-21 yang bersifat kbat (kemahiran berfikir aras tinggi) dalam permainan papan tanda

elektronik. Dengan itu, guru boleh melihat keberkesanan permainan papan tanda elektronik ini kepada murid-murid yang dapat berfikir secara aras tinggi.

Aplikasi permainan papan tanda untuk kemahiran membina ayat operasi Matematik.

Kajian berkaitan permainan papan tanda ini juga boleh dijadikan bahan bantu mengajar merentas kurikulum. Permainan ini juga boleh diaplikasikan ke dalam mata pelajaran Matematik. Konsep permainan yang sama masih boleh diterapkan. Perubahan yang boleh dilakukan ialah memilih kemahiran yang terdapat di dalam sukatan kurikulum matematik sekolah rendah.

Antara kemahiran yang sesuai digunakan ialah kemahiran membina ayat operasi Matematik. Saya boleh mengkaji perubahan susun atur ayat operasi matematik murid jika kajian ini dilakukan. Secara realitinya, masih terdapat murid-murid yang bermasalah dalam membina ayat operasi Matematik. Seperti aplikasi permainan Papan Tanda yang mampu meningkatkan pencapaian murid dalam kemahiran membina ayat majmuk, kemahiran membina ayat operasi matematik ini juga boleh dijadikan kajian lanjutan saya.

Implikasi Kajian

Implikasi terhadap murid

Belajar melalui bermain akan mendatangkan keseronokan dan hiburan serta merangsang murid mempelajari sesuatu melalui cara yang aktif dalam cara yang tidak formal. Zakiah Mohamad Ashari.(2013).Selain itu, melalui teknik bermain, ia dapat mempercepatkan pembelajaran serta memperkukuhkan lagi pembentukan konsep sesuatu tajuk, di samping mempertingkatkan perkembangan individu mengikut kemajuan masing-masing. Dengan menggunakan pengajaran dan pembelajaran yang berterapkan teknik bermain, murid dapat belajar dengan lebih seronok dan gembira. Permainan Papan Tanda merupakan salah satu cara pengajaran yang berterapkan teknik bermain.

Dengan adanya teknik bermain, murid dapat belajar secara aktif. Sekiranya murid dapat belajar dengan aktif, maka murid akan dapat banyak ilmu dan kemahiran semasa pengajaran dan pembelajaran dijalankan. Di samping itu, murid akan lebih berfokus terhadap tajuk yang mereka minat. Oleh itu, teknik permainan amat penting untuk meningkatkan minat belajar murid tanpa jemu.

Teknik bermain dapat meningkatkan keyakinan diri murid tersebut. Mohd Razak Mohd Nordin, Ed.D Masitah Ahmad.(2016). Murid yang berkeyakinan diri juga menunjukkan kefahaman antara kesinambungan antara satu idea dengan idea yang lain, dan ini dapat membantu murid untuk melihat gambaran yang lebih besar dalam sesuatu idea. Savich(2009). Murid yang berkeyakinan tinggi mampu mengeluarkan idea sendiri . Aktiviti bermain dapat merangsang pemikiran kanak-kanak secara kritikal, membina hubungan sosial dan mengaplikasi kemahiran penyelesaian masalah. Gelman & Gallistel (1978). Dengan adanya idea sendiri dari pemikiran yang kritikal, maka murid dapat menghasilkan ayat yang gramatis berdasakan idea sendiri. Idea yang kritikal dapat membantu murid mendapat markah yang tinggi dan baik dalam peperiksaan. Keputusan yang baik dapat membantu murid tersebut meneruskan minat untuk belajar dan melengkapkan diri dari segi akademik.

Implikasi terhadap guru

Guru yang kreatif dan inovatif mampu menghasilkan murid yang berfikiran kritis serta mampu menyahut cabaran pada masa depan. Tanggungjawab guru adalah sangat penting dalam meningkatkan kualiti pengajaran dan pembelajaran. Guru boleh menggunakan kreativiti sendiri untuk menerapkan teknik bermain dalam pengajaran dan pembelajaran untuk meningkatkan minat belajar murid.

Menurut Piaget, J.(1962), teknik bermain dapat membantu kanak-kanak dalam perkembangan fizikal, kognitif dan sosial dan emosi. Dari segi fizikal, kanak-kanak berasa seronok dan gembira semasa menggunakan bahagian-bahagian anggota badan mereka dengan aktif melakukan aktiviti. Dari segi kognitif, murid dapat mencetus idea baru semasa bermain. Dengan adanya perbincangan idea atau cadangan yang kritis diberi dalam kelas, maka murid akan mempunyai kemahiran berfikir aras tinggi dalam kehidupan. Guru boleh menerapkan teknik bermain dalam pelbagai mata pelajaran yang lain. Dengan adanya cara pengajaran yang kreatif, maka murid akan lebih suka dan berfokus dalam kelas.

Selain itu, guru juga boleh mengajar pelbagai kemahiran yang lain melalui teknik bermain. Dengan menggunakan cara ini, murid juga dapat mempelajari lebih banyak kemahiran dalam satu pengajaran dan seterusnya meningkatkan tahap perkembangan mental dan intelek murid. Dalam kehidupan sosial kanak-kanak, bermain adalah pencetus kepada pembentukan perkembangan serta kemahiran sosial dan emosi kanak-kanak. Melalui permainan, nurid boleh meluahkan perasaan dan emosi. Dengan adanya emosi yang tenang dan gembira, maka murid boleh mempelajari suatu kemahiran dengan lebih senang.

Di samping itu, semasa guru melaksanakan teknik bermain dalam aktiviti , ia dapat mencungkil bakat dan kreativiti murid. Guru boleh mengenal pasti bakat murid dan seterusnya mengembangkan bakat murid. Teknik bermain juga dapat memupuk semangat kerjasama dalam kumpulan dan dalam kelas. Menurut Parten (1932) Rubin (1978), permainan kumpulan merupakan salah satu sub kategori permainan sosial iaitu permainan kooperative yang melibatkan permainan kumpulan dan sistematik. Guru harus mewujudkan suasana pembelajaran yang harmoni dengan mengembangkan murid dari segi sosial. Dengan adanya kemahiran bersosial yang baik, maka murid dapat berkomunikasi dengan orang lain dengan baik apabila menyumbang kepada masyarakat.

Murid dilatih untuk mematuhi peraturan semasa bermain permainan. Murid dipupuk nilai kerjasama sejak kecil, maka mereka akan lebih berdisiplin dalam kelas. Kelas yang berdisiplin dapat mewujudkan suasana pembelajaran yang baik kepada murid. Dengan adanya suasana pembelajaran yang baik, tahap pembelajaran murid dapat ditingkatkan.
Implikasi terhadap ibubapa

Bermain dapat melahirkan murid yang dedikasi dan bertanggungjawab atas tugas yang diberikan. Kamii, C., & Yasuhiko, K. (2006). Murid yang dedikasi dan bertanggungjawab atas tugas dapat melaksanakan tugas dengan sempurna semasa mereka berada dalam masyarakat. Ibubapa murid boleh meluangkan masa untuk bermain permainan bersama dengan anak pada waktu lapang. Dengan adanya anak yang bertanggungjawab, maka mereka mampu membina keluarga yang bahagia dan menghasilkan masyarakat yang harmoni.

Implikasi terhadap masyarakat

Teknik bermain juga dapat mengisi masa lapang murid dengan baik. Masa untuk permainan bahasa dianggap sebagai masa istirahat yang berfaedah. Jalongo, M.R., & Isenberg, J. P.(1997). Dengan adanya hobi yang berfaedah pada masa lapang, murid tidak akan melibatkan diri dalam kes jenayah seperti mencuri, membuli orang lain dan lain-lain lagi. Dengan kurangnya kes jenayah, negara akan menjadi aman dan maju.

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TAHAP KEPRIHATINAN GURU BAHASA INGGERIS DALAM PELAKSANAAN KURIKULUM BAHASA INGGERIS CEFR (THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES)

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Abstrak: *Common European of Framework Reference (CEFR) ialah satu standard pengukuran penguasaan Bahasa Inggeris yang diperakui oleh negara barat. Taraf Bahasa Inggeris di kalangan murid yang kurang memuaskan perlu ditingkat. Lantaran itu, CEFR dilaksanakan secara serentak seluruh Malaysia semenjak tahun 2017 bagi murid-murid darjah satu dan dua. Kajian ini dijalankan bagi mengkaji tahap keprihatinan guru Bahasa Inggeris terhadap pelaksanaan CEFR di Bangsar Pudu, Wilayah Persekutuan Kuala Lumpur dengan menggunakan rekabentuk kajian tinjauan. Kajian ini menggunakan Model Penerimaan Berasaskan Keprihatinan (MPBK) atau Concerns-Based Adoption Model (CBAM) sebagai kerangka teori. Data telah dikutip daripada 205 guru Bahasa Inggeris daripada 101 buah sekolah rendah berdasarkan soal selidik Stages of Concern Questionnaire (SoCQ) yang berasaskan model CBAM.Menerusi analisis ANOVA Sehala, mendapati terdapat perbezaan yang signifikan dalam pengalaman mengajardi mana guru yang berpengalaman mengajar lebih 30 tahun lebih berprihatin terhadap CEFR berbanding dengan guru-guru lain. Namun, tiada perbezaan yang signifikan didapati dari segi kelayakan akademik guru bahasa Inggeris. Dapatan kajian ini dipercayai dapat membantu Kementerian Pendidikan Malaysia untuk mengenalpasti dan memperbaiki lagi pelaksanaan kurikulum CEFR.*
Kata kunci: Profil Tahap Keprihatinan, *Concerns-Based Adoption Model* (CBAM), CEFR

Pendahuluan

Statistik mengenai index kemahiran Bahasa Inggeris dari *Education First* (2017) menunjukkan negara Malaysia kini menduduki tempat ke-13 dalam kedudukan index kemahiran Bahasa Inggeris atau *English Profeciency Index* antara 80 buah negara dari seluruh dunia dengan mencapai index kemahiran Bahasa Inggeris: 61.07. Statistik tersebut menyatakan bahawa tahap Bahasa Inggeris rakyat Malaysia dikira kemahiran tinggi atau *high proficiency*. Namun, tahap Bahasa Inggeris negara kita masih ketinggalan negara Singapura yang mencapai index kemahiran Bahasa Inggeris: 66.03 yang dikira sebagai kemahiran sangat tinggi atau *very high proficiency* dan mendapat tempat ke-5 di antara 80 buah negara. Hal ini menunjukkan Malaysia masih mempunyai ruang peningkatan untuk pemantapan tahap Bahasa Inggeris yang sedia ada.

Pelan Pembangunan Kurikulum Malaysia 2013-2025, telah dinyatakan 6 aspirasi yang diutamakan bagi memastikan murid dapat mencapai aspirasi-aspirasi yang ditetapkan. Salah satu daripada enam aspirasi yang ditetapkan ialah kemahiran menguasai dwibahasa. Dalam aspirasi ini, murid-murid dikehendaki menguasai bahasa Malaysia sebagai bahasa kebangsaan dan Bahasa Inggeris sebagai bahasa kedua dan bahasa komunikasi antarabangsa. Kementerian Pendidikan Malaysia (KPM) berusaha untuk meningkatkan taraf Bahasa Inggeris di kalangan murid di Malaysia sehingga mencapai taraf antarabangsa. Bagi memantapkan lagi penguasaan Bahasa Inggeris di kalangan murid, maka *Common European of Framework Reference (CEFR)* dilaksanakan tanpa berlengah-lengah pada tahun 2017 dengan menggantikan Kurikulum

Standard Sekolah Rendah Semakan (KSSR Semakan) di darjah 1 dan tahun 2, dan Kurikulum Standard Sekolah Menengah (KSSM) bagi Tingkatan 1 dan 2.

Pernyataan Masalah

Kajian ini memenuhi keperluan tersebut dengan penerokaan tahap keprihatinan guru-guru Bahasa Inggeris Tahun 1 dan 2 melalui penggunaan *the Stages of Concern Questionnaire* (SoCQ). Seterusnya, tahap keprihatinan guru –guru Bahasa Inggeris terhadap inovasi CEFR akan diterokai dari segi pengalaman pengajaran dan opsyen. Dalam kajian ini, model teorikal yang digunakan adalah *Concerns-Based Adoption Model* (CBAM) atau Model Penerimaan Berasaskan Keprihatinan.

Oleh sebab CEFR ini baru dilaksanakan pada tahun 2017, penyelidikan dalam bidang ini masih tidak banyak dijalankan. Walaupun terdapat penyelidikan yang serupa dijalankan di peringkat sekolah menengah bagi Tingkatan 1 dan 2 oleh Yueh (2018), namun belum ada penyelidikan yang menggunakan sampel guru-guru Bahasa Inggeris tahun 1 dan 2 di Bangsar Pudu, Wilayah Persekutuan Kuala Lumpur. Bantiwini (2009) dan Wang (2013) juga menyatakan bahawa tahap kejayaan atau kegagalan sesuatu inovasi atau perubahan kurikulum bergantung kepada guru kerana gurulah yang bertanggungjawab untuk melaksanakan inovasi di dalam bilik darjah. Pendapat ini turut disokong oleh Conroy (1999) dan Pilot (2007) iaitu terdapat banyak faktor yang mempengaruhi proses perubahan kurikulum; salah satu faktor penting ialah peranan guru. Oleh itu, adalah wajar untuk melihat faktor guru sebelum inovasi kurikulum dilaksanakan. Dalam kajian yang dikendali oleh Conroy (1999) dan Pilot (2007), penemuan menunjukkan bahawa proses pelaksanaan perubahan kurikulum akan terganggu jika guru tidak jelas mengenai perubahan tersebut.Oleh itu, jelas dan nyata bahawa kajian ini penting dan sesuai untuk mengkaji keprihatinanguru-guru Bahasa Inggeris tahun 1 dan 2 mengenai perubahan dan pelaksanaankurikulum CEFR

Objektif

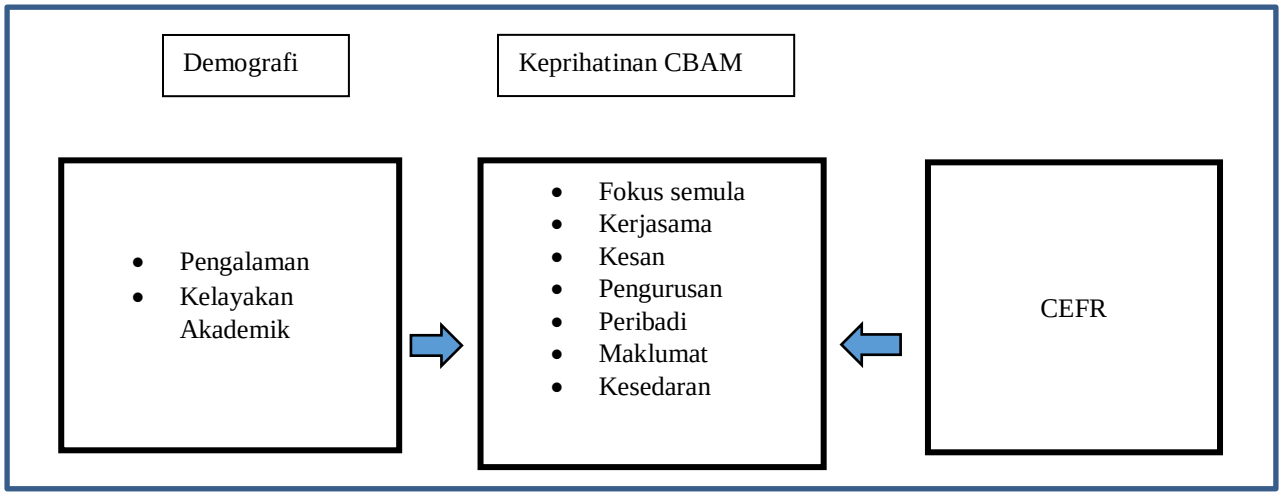
1. Mengenalpasti tahap keprihatinan guru Bahasa Inggeris di sekolah rendah Bangsar Pudu, Kuala Lumpur terhadap pelaksanaan CEFR berdasarkan pengalaman mengajar.
2. Mengenalpasti tahap keprihatinan guru Inggeris sekolah di rendah terhadap pelaksanaan CEFR berdasarkan kelayakan akademik.

Persoalan

1. Apakah tahap keprihatinan guru Bahasa Inggeris terhadap pelaksanaan CEFR di sekolah rendah Bangsar Pudu, Kuala Lumpur?
2. Sejauh manakah keprihatinan guru BI terhadap CEFR berdasarkan pengalaman mengajar?
3. Sejauh manakah keprihatinan guru BI terhadap CEFR berdasarkan kelayakan akademik?

Kerangka Konseptual

Dimensi perspektif guru yang dikaji berupaya mengenalpasti intensiti tujuh peringkat keprihatinan. Rajah 1 menunjukkan kerangka konseptual kajian yang dbina berdasarkan prinsip –prinsip model CBAM terhadap pengalaman dan kelayakan akademik guru bahasa Inggeris dalam konteks inovasi kurikulum Bahasa Inggeris CEFR.



Rajah 1: Kerangka konseptual keprihatinan (CBAM)

Tinjauan Literatur

Terdapat beberapa kajian sarjana tempatan mengenai program CEFR dilaksana walaupun kajian kurang didapati. Dalam kajian Yeoh (2018) mendapati guru-guru Bahasa Inggeris di Negeri Sembilan yang mengajar Tingkatan 1 dan 2 menunjukkan tahap keprihatinan yang tinggi terhadap maklumat, kesedaran, peribadi, pengurusan dan kesan dalam melaksanakan inovasi CEFR. Walau bagaimanapun, guru-guru masih tertumpu kepada diri dan tugas-tugas. Dalam konteks ini, mungkin disebabkan bahawa mereka lebih berorientasikan kepada arahan perancangan dan proses pengajaran dan pembelajaran harian mereka (Hall & Hord, 2014).Yeoh (2018) juga mendapati terdapat keperluan program intervensi dijalankan untuk menyokong dan membimbing guru-guru Bahasa Inggeris untuk mengharungi dan menerima perubahan kurikulum secara terbuka. Hal ini juga penting untuk bagi memastikan kesepakatan dalam mencapai kesamaan dalam objektif kurikulum CEFR dan memperluaskan kesedaran dalam penggunaan bahasa dan kecekapan dalam pendidikan.

Hall dan Hord (2011) mendefinisikan keprihatinan sebagai perasaan, fikiran serta reaksi individu terhadap sesuatu perubahan atau inovasi yang mempengaruhi kehidupan mereka. Individu yang terlibat dalam perubahan akan menghadapi peringkat keprihatinan yang berlainan. Secara teorikalnya, guru harus menyesuaikan diri dengan inovasi (sama ada dalam bentuk produk, kurikulum, set strategi, atau program yang meliputi beberapa jenis inovasi) untuk mencapai pencapaian serta aspirasi yang diingini.

Pengalaman guru mengajar dijadikan pemboleh ubah bebas iaitu sebagai satu aspek kajian keprihatinannya. Berdasarkan kajian oleh Cheung dan Yip (2004) juga menunjukkan bahawa guru yang berpengalaman di dalam kajiannya berada di tahap keprihatinan 1 (peringkat Keprihatinan Kesedaran) dan tahap keprihatinan 3 (peringkat Keprihatinan Peribadi) dan belum mencapai peringkat Keprihatinan Kesan. Berdasarkan dapatan Cheung &Yip (2004) menunjukkan bahawa pengalaman tidak memberi kesan yang tinggi terhadap tahap keprihatinan guru.

Pemboleh ubah kelayakan akademik juga sering kali digunakan dalam kajian keprihatinan. Berdasarkan inilah maka kajian ini turut menjadikan pemboleh ubah kelayakan akademik sebagai aspek kajian dalam kajian keprihatinan ini. Dalam kajian Kamarul Azman (2013) yang mana mengkaji keprihatinan perlaksanaan KSPK dalam Tunjang Awal Sains yang

mana dapatannya menunjukkan kelayakan akademik yang berbeza antara guru sama ada memiliki ijazah atau sebaliknya tidak menunjukkan perbezaan dari segi keprihatinannya.

Berdasarkan kajian Cetinkaya (2012) juga menggunakan kelayakan akademik sebagai pemboleh ubah yang mengkaji perhubungannya dengan keprihatinan. Dapatan kajian Cetenkaya menunjukkan guru yang mempunyai Sarjana adalah lebih prihatin berbanding dengan guru yang mempunyai Sarjana Muda sahaja di semua peringkat impak.Kajian oleh Stammen dan Aronson (2008) pula berlainan dapatan dengan kajian Cetinkaya (2012) di mana dapati tiada perbezaan antara pengguna dan bukan pengguna inovasi dari segi tahap akademik atau pengalaman mengajar. Begitu juga dengan kajian Shelby dan Sanchez (2010) yang juga mendapati tiada hubungan antara tahap pendidikan dan peringkat keprihatinan. Dapatan kajian yang sama juga didapati dalam kajian Maphalala (2006) di mana beliau mendapati jantina, umur, pengalaman dan kelayakan akademik tidak mempengaruhi pendidik dalam menerima kurikulum.

Dalam kajian Zarina (2008) pula menyatakan bahawa guru merupakan penerajui pembangunan pendidikan dan untuk menjadi guru yang bertaraf dunia, guru harus bersiap sedia menghadapi situasi yang tidak dapat diduga. Oleh itu, latihan dalam perkhimatan dan mengalami pembangunan professional adalah diperlukan bagi membantu guru memahami keadaan bilik darjahnya lebih dengan peka dan mendalam.Terdapat juga kajian lain juga menunjukkan tidak terdapatnya hubungan yang signifikan antara tahun pengalaman mengajar guru dan kecekapan diri terhadap tahap penggunaan komputer dan teknologi komputer (Redmann Kotrlik 2009; Saleh 2008). Kajian Rout et al. (2010) yang menguji keprihatinan guru sekolah menengah berkait perlaksanaan kurikulum keenam di Malaysia mendedahkan bahawa pengalaman mengajar dan peringkat keprihatinan adalah perkaitan yang negatif.

Kajian oleh Elisavet Hadjipavli (2011) juga telah mengambil pendapat penemuan penyelidik kontemporari yang berkait dengan penggunaan teknologi dan inovasi teknologi juga mendedahkan bahawa pemboleh ubah demografi, tahun pengalaman mengajar adalah meramal kepada keprihatinan guru (Cavas et al., 2009; Christou et al.,2004; Isman et al., 2007). Berdasarkan dapatan ini didapati bahawa tahun pengalaman mengajar adalah meramal kepada keprihatinan guru.Begitu juga dengan kajian AlRawajfih, Fong dan Idros (2010) yang menunjukkan bahawa tahap keprihatinan berkaitan integrasi pembelajaran dalam talian sekolah di Jordon mempunyai perbezaan yang berdasarkan pengalaman mengajar.Berdasarkan kajian Roselita (2017) juga menunjukkan terdapat perbezaan keprihatinan guru dalam melaksanakan Pendekatan Belajar melalui Bermain (PBMB) dalam pengajaran Bahasa Malaysia di prasekolah berdasarkan pengalaman.

Metodologi

Penyelidik menggunakan reka bentuk kajian kuantitatif yang menggunakan kaedah tinjauan dalam kajian ini. Responden kajian ini terdiri daripada guru bahasa Inggeris yang mengajar di daerah Bangsar dan Pudu, Wilayah Persekutuan Kuala Lumpur yang mengamalkan kurikulum bahasa Inggeris yang sama iaitu CEFR. Soal selidik *Stage of Concern Questionaire* (SoCQ) telah diedarkan ke 101 buah sekolah rendah yang dipilih. Profil responden berdasarkan demografi iaitu jantina, umur, kelayakan akademik, pengalaman mengajar dan bilangan menghadiri kursus CEFR ditunjukkan dalam Jadual 1

Jadual 1: Profil Responden

Ujian kebolehpercayaan bagi peringkat keprihatinan dan tahap penggunaan dijalankan bagi memperoleh nilai Alpha Cronbach. Kajian rintis dijalankan dengan 31 sampel dari sekolah rendah dan indeks kebolehpercayaan adalah di antara julat 0.733 dan 0.895.Statistik yang digunakan dibahagikan kepada dua bahagian iaitu analisis deskriptif dan analisis inferensi. Analisis deskriptif yang digunakan adalah min dan sisihan piawai. Manakala analisis inferensi yang digunakan adalah Ujian ANOVA Sehala. Instrumen kajian telah diedarkan melalui cetakan dan dikumpul melalui Google Form bagi memudahkan pengumpulan data pengkaji.

Profil responden		**Kekerapan N=205**	**Peratusan (%)**
Jantina	Lelaki	37	18
	Perempuan	168	82
Umur (tahun)	20-29	92	44.9
	30-39	53	25.9
	40-49	36	17.6
	>50	24	11.7
Kelayakan Akademik	Bukan siswazah	33	16.1
	Siswazah	142	69.3
	Siswazah lanjutan	30	14.6
Pengalaman Mengajar (tahun)	1-10	126	61.5
	11-20	39	19.0
	21-30	35	17.1
	>30	5	2.4
Bilangan kali menghadiri kursus atau latihan dalam perkhidmatan (LDP) CEFR	Tidak pernah	34	16.6
	1 kali	75	36.6
	2 kali	56	27.3
	3 kali	40	19.5

Dapatan Kajian

Tahap Keprihatinan Guru Bahasa Inggeris

Untuk menjana profil umum terhadap tahap keprihatinan guru, analisis peringkat keprihatinan ini dijalan berdasarkan panduan SoCQ Quick Scoring Device (George et al., 2006). Pemarkahan dikira dengan menjumlahkan markah pada kelima-lima item pada setiap tahap. Jumlah setiap peringkat adalah dikenali sebagai skor peringkat mentah dan ditukarkan kepada "skor peratusan" (*Percentile Score*) dengan merujuk kepada Carta Penukaran Peratusan Tahap Keprihatinan.

Jadual 2: Peringkat Keprihatinan

Peringkat Keprihatinan	Min	Sisihan Piawai	Skor Mentah	Peringkat	Skor Peratus	Interpretasi
Peringkat Kesedaran PK (0)	3.551	1.014	17.753		95	Sangat Tinggi
Peringkat Maklumat PK (1)	4.935	1.067	24.675		88	Tinggi
Peringkat Peribadi PK (2)	4.951	1.157	24.755		83	Tinggi
Peringkat Pengurusan PK (3)	4.430	1.107	22.150		83	Tinggi
Peringkat Kesan PK (4)	5.102	1.022	25.51		54	Rendah
Peringkat Kolaborasi PK (5)	5.076	1.122	25.380		68	Sederhana
Peringkat Pemfokusan Semula PK (6)	4.506	1.077	22.530		73	Sederhana

Berdasarkan skor peratus yang dijana, Peringkat Kesedaran mempunyai nilai skor peratus yang tertinggi iaitu 95 %.Hasil dapatan kajian menunjukkan Peringkat Kesedaran (PK0) guru bahasa Inggeris berada di intensi yang amat tinggi. Berdasarkan Model CBAM, intensi yang tinggi dalam Peringkat Kesedaran menunjukkan guru kurang atau tidak prihatin dalam sesuatu inovasi atau kurikulum baru yang dilaksanakan.Bagi Peringkat Maklumat (PK1) dan Peribadi (PK2), kedua-dua kategori ini juga menunjukkan intensi peratusan yang tinggi. Hal ini menunjukkan para guru bahasa Inggeris mempunyai keinginan untuk maklumat yang lebih lanjut. Peringkat Peribadi dan Peringkat Pengurusan masing-masing menjana nilai skor peratus yang agak tinggi iaitu sebanyak 83%. Ini menunjukkan guru bahasa Inggeris mempamerkan keprihatinan terhadap pengurusan kendiri dari segi masa serta kemampuan kendiri semasa menjalankan CEFR.

Nilai skor peratus yang ditunjukkan oleh Peringkat Kesan adalah terendah iaitu hanya 54%menyimpulkan guru –guru hanya menaruh sedikit keprihatinan terhadap kesan pelaksanaan CEFR terhadap murid-murid. Manakala Peringkat Kolaborasi menunjukkan nilai skor peratus yang agak rendah iaitu 68% mempamerkan guru bahasa Inggeris mempunyai kolaborasi antara semasa guru untuk penukaran cadangan atau pendapat dalam pelaksanaan CEFR walaupun bukan mempunyai kekerapan yang tinggi.Untuk Peringkat Pemfokusan Semula, intensi peratusan yang sederhana iaitu 73% dan terdapat kenaikkan ekoran pada tahap ini mempamerkan guru bahasa Inggeris mempunyai idea terhadap cara mengendalikan CEFR.

Tahap Keprihatinan Guru Berdasarkan Pengalaman Mengajar

Berdasarkan Jadual 3 mendapati terdapat perbezaan peringkat keprihatinan guru bahasa Inggeris dalam pelaksanaan CEFR berdasarkan pengalaman mengajar. Dapatan kajian ini menunjukkan bahawa guru yang mempunyai pengalaman mengajar 30 tahun ke atas mempunyai keprihatinan yang lebih tinggi berbanding dengan guru-guru yang lain kecuali untuk Peringkat Peribadi (PK2) dan Peringkat Kolaborasi (PK6).

Jadual 3: **Anova peringkat keprihatinan guru bahasa Inggeris berdasarkan pengalaman mengajar**

Variabel Demografik	Peringkat Keprihatinan	Sig	Ho
Pengalaman Mengajar	PK0 Kesedaran	0.008	ditolak
	PK1 Maklumat	0.042	ditolak
1-10 tahun	PK2 Peribadi	0.618	diterima
11-20 tahun	PK3 Pengurusan	0.000	ditolak
21-30 tahun	PK4 Kesan	0.039	ditolak
> 30 tahun	PK5Kolaborasi	0.160	diterima
	PK6 Pemfokusan Semula	0.013	ditolak

Keadaan yang sama juga didapati dalam kajian Christou, Eliophotou-Menon dan Philippou (2004) menunjukkan bahawa guru yang amat berpengalaman (melebihi 20 tahun) mencapai skor yang lebih tinggi. Hasil dapatan Christou, Eliophotou-Menon dan Philippou (2004) mencadangkan guru yang amat berpengalaman ini kurang memerlukan maklumat berkenaan inovasi dan lebih berkeyakinan dengan kebolehan atau profesion mereka untuk berurus dengan inovasi kurikulum baru berbanding dengan guru novis yang baru mengajar 1-5 tahun. Elisavet Hadjipavli (2011) juga menyatakan bahawa pengalaman mengajar dan umur berupaya untuk meramal keprihatinan guru (Cavas et al. 2009; Christou et al. 2004; Isman et al. 2007). Ini membuktikan pengalaman mengajar menjejaskan keprihatinan seseorang guru terhadap sesuatu inovasi Guru –guru berpengalaman banyak bergantung kepada ingatan dan tafsiran terhadap pengalaman pengajaran dahulu yang kerap dilalui dan dibentuk melalui interaksi dengan rakan sekerja (Gist & Mitchell, 1992).

Yueh (2018) dalam kajiannya yang mengaji tentang tahap keprihatinan guru bahasa Inggeris bagi sekolah menengah terhadap CEFR menyatakan guru yang kurang berpengalaman mengajar akan mengalami kebimbangan lebih banyak berbanding dengan kumpulan guru lain yang lebih berpengalaman berkenaan kesan yang dialami oleh murid dari segi penggunaan CEFR yang baru ini misalnya dari segi penggunaan buku teks yang baru dan kesan pelaksanaan kurikulum bahasa Inggeris CEFR dalam pemahaman dan pencapaian murid.

Bagi guru yang berpengalaman mengajar 21-30 tahun pula mempunyai tahap keprihatinan yang rendah berbanding dengan kategori guru yang lain. Kebanyakan guru dalam kategori ini sudah berumur 40 hingga 50 lebih tahun dan kebanyakkan mereka berkeluarga. Oleh itu, keprihatinan mereka lebih tertumpu kepada keluarga. Berdasarkan *Social Cognitive Theory* (SCT) (Bandura, 1977) menyatakan bahawa perubahan tingkah laku individu bergantung kepada faktor-faktor individu, faktor alam sekitar, dan faktor sikap. Faktor alam sekitar merujuk kepada faktor yang memberi kesan kepada tingkah laku sama ada dari segi sosial ataupun fizikal. Faktor sosial termasuk keluarga, rakan, dan rakan rakan sekerja.

Jadual 4: Ujian Post Hoc- Scheffe peringkat keprihatinan kesedaran guru antara pengalaman mengajar

Peringkat Keprihatinan	Pengalaman Mengajar		Perbezaan Min	Sig
Kesedaran	21-30 tahun	1-10 tahun	-0.66635	0.021
		11-20 tahun	-0.52337	0.250
		>30 tahun	0.21714	0.982

Jadual 4 menunjukkan keputusan perbezaan Post Hoc Comparisons di mana perbezaan yang signifikan didapati antara skor min kumpulan guru yang berpengalaman mengajar21-30 tahun dengan 1-10 tahun dengan nilai -0.66635. Tanda negatif pada perbezaan min menunjukkan bahawa skor min bagi guru berpengalaman mengajar 21-30 tahun lebih kecil daripada skor min kumpulan 1- 10 tahun dan 11-20 tahun. Hal ini menunjukkan tahap keprihatinan guru yang berpengalaman mengajar 21-30 tahun adalah lebih rendahkesedaran berbanding dengan guru-guru lain.

Hasil dapatan data juga mendapati peringkat kesedaran (PK0), terutamanya bagi kumpulan guru yang mengajar 1- 10 tahun dan 11-20 tahun yang mencapai skor peratusan setinggi 93%. Manakala bagi Peringkat Kesan (PK4), para guru mempamerkan keprihatinan yang rendah iaitu dalam lingkungan skor peratusan 43% hingga 66 %. Ini mempamerkan profil guru yang kurang mementingkan kesan pelaksanaan CEFR terhadap murid. Guru –guru sepatutnya mengambil kira kesan pelaksanaan CEFR ke atas murid kerana murid-murid yang akan mendapat manfaat dalam sepanjang proses tersebut.Jadual 5 pula menunjukkan perbandingan pelbagai (*Post Hoc Test*) antara pengalaman mengajar guru berdasarkan keprihatinan kesan.

Jadual 5: Ujian Post Hoc- Scheffe peringkat keprihatinan kesan guru antara pengalaman mengajar

Peringkat Keprihatinan	Pengalaman Mengajar		Perbezaan Min	Sig
Kesan	> 30 tahun	1-10 tahun	0.44762	0.814
		11-20 tahun	0.34872	0.912
		21-30 tahun	0.92000	0.306

Jadual 5 menunjukkan keputusan perbezaan Post Hoc Comparisons di mana skor min guru yang berpengalaman lebih daripada 30 tahun lebih tinggi berbanding dengan semua kategori guru terutamanya bagi kumpulan guru yang berpengalaman mengajar 21-30 tahun dengan perbezaan min sebanyak 0.92000. Hal ini menunjukkan guru yang berpengalaman mengajar lebih daripada 30 tahun adalah mempunyai keprihatinan kesan yang lebih tinggi berbanding dengan guru yang berpengalaman mengajar 21- 30 tahun dan mereka lebih mementingkan kesan pelaksanaan CEFR terhadap murid.

Secara kesimpulannya, keempat-empat kumpulan guru yang berpengalaman mengajar menunjukkan “kenaikan ekor” bagi Tahap 6 menjelaskan bukan pengguna yang bercuriga. Menurut George et al. (2006) skor peratusan yang tinggi bagi peringkat awal dan mempunyai “kenaikan ekor” menjelaskan bahawa terdapat rintangan dalam pelaksanaan inovasi CEFR. Profil jenis ini mencadangkan bahawa guru mempunyai idea yang berbeza dengan CEFR.

Tahap Keprihatinan Guru Berdasarkan Kelayakan Akademik

Berdasarkan dapatan kajian dalam Jadual 6 mendapati bahawa tidak terdapat perbezaan peringkat keprihatinan guru bahasa Inggeris dalam melaksanakan kurikulum CEFR berdasarkan berbezanya kelayakan akademik antara guru bukan siswazah, guru siswazah dan guru siswazah lanjutan kecuali untuk Peringkat Maklumat (PK1) dengan nilai F= 3.870 dan sig = 0.022 ($p < 0.05$).

Jadual 6: Anova peringkat keprihatinan guru bahasa Inggeris berdasarkan Kelayakan Akademik

Variabel Demografik	Peringkat Keprihatinan	Sig	Ho
Kelayakan Akademik	PK0 Kesedaran	0.420	diterima
	PK1 Maklumat	0.022	ditolak
Bukan Siswazah	PK2 Peribadi	0.265	diterima
Siswazah	PK3 Pengurusan	0.061	diterima
Siswazah Lanjutan	PK4 Kesan	0.310	diterima
	PK5Kolaborasi	0.066	diterima
	PK6 Pemfokusan Semula	0.379	diterima

Hasil kajian yang dijalankan oleh Sharifah, Kamarul and Kamaruzaman (2011) menyatakan bahawa tiada perbezaan antara guru kelulusan ijazah dengan guru kelulusan ijazah dalam literasi sains di prasekolah. Berdasarkan Pusat Perkembangan Kurikulum (1999), penggunaan atau pengaplikasian inovasi kurang dipengaruhi dengan kelulusan ikhtisas seseorang guru namun apa yang lebih diperlukan adalah pengalaman dan latihan yang diberi. Faktor yang menyumbang kepada pengabaian guru-guru terhadap pelaksanaan inovasi adalah seperti kekurangan pengalaman, pengetahuan dan kemahiran untuk menggunakannya. Keadaan yang sama juga berlaku pada kajian Yueh (2018) yang mendapati tiada perbezaan yang signifikan dalam keprihatinan guru terhadap inovasi CEFR dalam konteks kelayakan akademik kecuali untuk Peringkat Peribadi (PK2). Dapatan kajian menunjukkan kelayakan akademik tidak mempengaruhi tahap keprihatinan guru. Walaupun seseorang guru itu bersiswazah lanjutan, tidak bermakna guru tersebut amat berpengalaman dalam bidang bahasa Inggeris. Namun, unsur pegetahuan dan pengalaman merupakan satu faktor yang amat memainkan peranan dalam keprihatinan guru terhadap inovasi.

Lebih-lebih lagi, kerajaan meletak sasaran supaya majoriti guru di negara ini memiliki sekurang-kurangnya ijazah sarjana menjelang 2030 (Nur Lela Zulkipli. 2018). Bagi mencapai hasrat dan matlamat itu, Menteri Pendidikan, Dr Maszlee Malik, berharap universiti-universiti awam dapat memberi kelonggaran dengan menukar jam kursus atau latihan dihadiri guru kepada jam kredit pengajian ijazah sarjana. Contohnya, kredit masa untuk Sarjana dipendekkan dari dua tahun ke satu tahun. Dengan itu, guru generasi baru kini lebih berpeluang untuk melanjutkan pengajian ke peringkat sarjana atau PhD. Oleh itu pada marcapada ini, ramai guru berkelulusan sijil maktab perguruan berduyun-duyun melanjutkan pelajaran atas tujuan meningkatkan profesion dalam karier dan kualiti kerjaya.

Kesimpulan

Dapatan kajian menunjukkan bahawa keprihatinan guru yang tertinggi masih di peringkat kesedaran sahaja. Jika keprihatinan guru berterusan di Peringkat Kesedaran (PK0) sahaja dan tidak berkembang maju, nescaya itu senario ini mendatangkan implikasi yang tidak baik kepada pelaksanaan inovasi CEFR. Situasi ini akan melambatkan proses mencapai matlamat dan objektif kurikulum. Lantasan itu, hasil pembelajaran murid tidak akan tercapai.

Berdasarkan hasil dapatan menunjukkan perbezaan pengalaman mengajar membawa kepada perbezaan keprihatinan di mana guru yang mengajar lebih daripada 30 tahun mempunyai keprihatinan yang lebih tinggi berbanding dengan guru-guru bahasa Inggeris yang lain. Oleh itu, guru-guru novis yang kekurangan pengalaman mengajar perlukan latihan intensif atau bimbingan yang berterusan disusuli dengan bengkel, kursus, latihan dalam perkhidmatan dan pemantauan. Input yang dibekal nescaya akan menyumbang terhadap tahap keprihatinan seseorang individu.

Guru –guru juga boleh menjalankan Komuniti Pembelajaran Profesional atau dikenali sebagai *Professional Learning Community* (PLC) semasa merancangkan aktiviti pengajaran dan pembelajaran di mana guru yang berpengalaman boleh berpeluang untuk mengkongsikan pengalamannya kepada guru-guru lain yang memerlukannya. PLC ini mampu berfungsi sebagai satu medium pengajaran melalui proses kolaborasi antara guru dengan pelbagai pihak dalam menyelesaikan isu-isu berkaitan pengajaran dan dan pengajaran (PdP) di dalam bilik darjah mahupun luar bilik darjah dalam memberi kepuasan dan minat yang mendalam ke atas diri setiap murid-murid secara keseluruhannya.

Perancangan Pelan Pendidikan 2013-2025 yang mementingkan kejayaan pembelajaran telah dilancar oleh KPM bagi mengadakan *School Improvement Specialist Coach (*SISC) atau juga dikenali sebagai Jurulatih Pakar Pembangunan Sekolah. Program ini bertujuan untuk mempertingkat kualiti pengajaran dan pembelajaran Bahasa Melayu, Bahasa Inggeris dan Matematik. KPM seharusnya menambah penrekrutan jawatan SISC+ ini bagi membantu guru-guru bahasa Inggeris meningkatkan keprihatinan mereka dengan input yang bersesuaian dan secara berterusan.

Secara tuntasnya, hasil dapatan kajian ini mampu menyumbang kepada usaha Kementerian Pendidikan Malaysia dalam meningkat prestasi bahasa Ingggeris semasa. Kajian ini amat bermakna dan boleh dimanfaatkan kepada semua pihak yang berkaitan dengan pendidikan. Maklumat yang didapati daripada kajian ini diharapkan dapat menjadi panduan kepada semua pihak dalam merancang pembangunan profesionalisme guru bahasa Inggeris yang bersesuaian. Perincian pengenalpastian peringkat dan tahap penggunaan guru ini memudahkan semua pihak menangani masalah berkaitan serta dapat memberi manfaat yang akhirnya juga kepada murid-murid. Akhirnya cadangan kajian lanjutan juga diharapkan boleh dijadikan panduan kepada pengkaji lain yang turut berminat untuk mengkaji peringkat keprihatinan guru dalam CEFR.

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MEREKABENTUK DAN PEMBANGUNAN PEMBELAJARAN MULTIMEDIA FIZIK 1

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Abstrak: *Koswer multimedia Hukum Gerakan Newton dibangunkan berdasarkan analisis permasalahan ujian diagnosis pelajar yang mengambil kursus Fizik 1. Pembangunan koswer berasaskan kepada model ASSURE dengan menggunakan peralatan komputer dan perisian pengarangan: Macromedia Authorware, Macromedia Flash MX dan Adobe Photoshop. Manakala rekabentuk aplikasi dibangunkan berdasarkan model pengajaran Gagne dan teori pembelajaran: Tingkah laku, Kognitif dan Konstruktif. Hasil dapatan pembangunan koswer multimedia dibincangkan dari segi rekabentuk dalam pengajaran dan pembelajaran Fizik 1. Kajian ini penting bagi menyelidik berkaitan reka bentuk dan pembangunan koswer multimedia agar dapat membantu meningkatkan keberkesanan pemahaman dalam proses pengajaran dan pembelajaran disamping dapat menambah koleksi bahan pembelajaran berbentuk koswer multimedia.*

Kata kunci: Koswer multimedia, Fizik 1, Hukum Gerakan Newton, Model Pengajaran Gagne

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Pengenalan

Pembelajaran berbentuk bahan rujukan multimedia interaktif merupakan kaedah alternatif yang mampu merangsang dan menarik minat pembelajaran pelajar berbanding bahan bacaan buku teks. Menurut Wieman dan Perkins (2005), perisian pembelajaran berbantukan komputer atau CAL (*Computer Aided Learning*) menjadikan suasana pembelajaran lebih menarik, berkesan dan tidak membosankan.

Menurut Robiah dan Juhana (2002) literasi komputer, celik maklumat dan kemahiran maklumat adalah pra-syarat kehidupan pada zaman sekarang. Pendekatan pengajaran dan pembelajaran berteknologi maklumat wajar diaplikasikan untuk mengembangkan pemikiran dan minda pelajar menjadi pemikiran penyelidikan, mengumpul maklumat, menganalisis data ke arah menggalakkan kreativiti dan motivasi pelajar.

Penyelidikan ini dijalankan bagi merekabentuk dan membangunkan satu modul pengajaran Fizik 1, berbentuk koswer multimedia Hukum Gerakan Newton penggunaan bahan tambahan bagi pengajaran dan pembelajaran Fizik. Selain itu kajian pilot menganalisis dan menilai persepsi para pensyarah Fizik dan pelajar kursus Fizik 1 terhadap modul koswer multimedia Fizik bertujuan menambah baik pembangunan koswer multimedia.

Pembangunkan koswer multimedia berdasarkan model rekabentuk instruksi yang dipilih iaitu Model ASSURE. Model ini dipilih kerana prosedur kajian yang sistematik, lengkap dan teratur memudahkan penyelidik melaksanakan kerja penyelidikan. Reka bentuk dan aplikasi penggunaan koswer berkonsepkan teori dan model pengajaran.

Model ASSURE mempunyai enam fasa bagiperancangan bahan pengajaran yang teratur. Singkatan bagi model rekabentuk ASSURE proses pembangunan dan penyelidikan koswer untuk setiap peringkat fasa dihuraikan dalam Jadual 1.

Kajian ini penting bagimenyelidik berkaitan reka bentuk dan pembangunan koswer multimedia agar dapat membantu meningkatkan keberkesanan pemahaman dalam proses pengajaran dan pembelajaran disamping dapat menambah koleksi bahan pembelajaran berbentuk koswer multimedia.

Kajian mengenai kepenggunaan komputer dalam proses pengajaran dan pembelajaran amat penting memandangkan ia merupakan alat teknologi pembelajaran masa kini yang canggih di samping yang berguna dalam membantu menyampaikan konsep sains khususnya dalam pengajaran fizik yang bersifat abstrak yang sukar dibayangkan melalui imaginasi. Juan C. Castro-Alonso. et al. (2019) berpendapat pembelajaran dinamic dapat membantu pelajar memberi gambaran konsep sains menerusi paparan grafik dan animasi berkenaan proses yang dinamik dan memerlukan masa yang panjang untuk memahami.

Kajian Literasi

Penggunaan multimedia interaktif dapat meningkatkan keberkesanan pemahaman konsepsi yang sukar dengan lebih mudah berbanding pengajaran secara tradisional (Leopold Bayerlein, Debora Jeske, (2018). Pendidikan fizik secara interaktif sangat berkesan dilaksanakan menerusi simulasi komputer. (Zacharia dan Anderson, 2003 & Johnston, 1996).

Kajian Bastrurk, (2005) menerusi perbandingan ujian pertengahan dan akhir mendapati pembelajaran secara Pembelajaran Berbantukkan Komputer (PBK) multimedia memperolehi keputusan cemerlang berbanding pembelajaran secara tradisional. Ini kerana PBK memberangsangkan pemahaman konsep dan aplikasi pengajaran.

Multimedia merujuk kepada set perkakasan pelbagai jenis media bagi tujuan komunikasi. Heinich et al. (2002) mendefinasikan multimedia sebagai gabungan pelbagai saluran komunikasi (media) dalam bentuk interaksi komunikatif antara dua agen: penghantar dan penerima. Proses komunikasi bermultimedia berasaskan komputer merangkumi penggunaan teks, grafik, audio, video dan animasi. Jamaluddin dan Zaidatun (2001) berpendapat penggunaan elemen multimedia dalam sesuatu persembahan maklumat dapat menarik perhatian pengguna menjadikan sesuatu persembahan maklumat kelihatan hidup dan dinamik.

Claudia (2000) berpendapat PBK multimedia berupaya menjana minda metakognitif pelajar berdasarkan pembelajaran berasaskan masalah yang dikemukakan. Selanjutnya memberi latihan untuk pelajar selesaikan dan memberi bantuan dengan mengingat kembali maklumat yang telah disampaikan.

Pembangunan model kandungan koswer multimedia berasaskanModel pengajaran Gagne. Prinsip adaptasi iaitu kandungan pembelajaran menarik minat dan perhatian pelajar, garis panduan objektif pembelajaran, stimuli mengimbas pembelajaran lepas, menpersembah maklumat, memberi bimbingan pembelajaran, menyediakan latih tubi pengukuhan pemahaman, memberi respon maklum balas, menilai kemajuan pelajar dan membentuk pembelajaran baharu pelajar. (Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992))

Kajian mengenai aplikasi elemen multimedia dan teori-teori pembelajaran dalam membangunkan pembelajaran berbantukan komputer amat penting untuk menghasilkan pembelajaran berbentuk koswer multimedia yang bermutu dalam meningkatkan kualiti pengajaran pensyarah dan meningkatkan pencapaian akademik pelajar. Ini kerana, aplikasi pembelajaran berbantukan komputer mampu menjadi alat kognitif yang dapat menjana pemikiran pelajar seperti orientasi konsep, pencetusan konsep, penstrukturan konsep, penggunaan konsep dan renungan kembali konsep (Jonassen, 1998). Alat kognitf mampu mengaktifkan proses pemikiran strategi pembelajaran pelajar. Ia juga dapat merangsang, memotivasi dan meningkatkan keupayaan kognitif pemikiran pelajar dalam menyelesaikan masalah dan belajar membentuk pengetahuan yang saintifik (Reevers, 1997).

Rekabentuk Dan Pembangunan Model ASSURE

Jadual 1 Model rekabentuk pembanganan ASSURE

Singkatan	Fasa	Fungsi
A	*Analyze Learners* (Analisis Pengguna)	• Menentukan skop kajian subjek. • Menentukan kumpulan sasaran pengguna. • Membuat kajian lepas. • Menentukan skop kajian dan kandungan silibus selari dengan kursus pengajian pengguna.
S	*State Objectives* (Pernyataan objektif)	• Mengatasi masalah pembelajaran pelajar dengan menyediakan alternative pembelajaran berbantukan komputer bagi proses pengajaran dan pembelajaran Fizik 1. • Membangunkan koswer multimedia mengikut prosedur reka bentuk, strategi model pengajaran dan teori pembelajaran. • Mendapat tahap penerimaan yang sederhana dan positif dalam kalangan responden terhadap penggunaan koswer multimedia. • Penggunaan koswer multimedia dapat memberi keberkesanan dalam proses pengajaran dan pembelajaran Fizik 1.
S	*Select Methods, Media and Materials* (Pemilihan kaedah, media dan bahan)	• Memilih dan menyelidik sumber kandungan daripada buku teks Fizik 1, buku rujukan, rujukan internet serta artikal-artikal berkenaan subjek Fizik bagi topik Hukum Gerakan Newton. • Menyelidik dan memilih reka bentuk strategi model pengajaran dan teori pembelajaran yang bersesuaian untuk diaplikasi dalam koswer. • Menentukan keperluan perkakasan, bahan dan perisian-perisianmultimediadalamproses pembangunan koswer. • Memilih dan menentukan reka bentuk interaksi dalam mereka bentuk struktur navigasi laluan capaian dan carta alir logik paparan. • Memilih dan menentukan reka bentuk antaramuka persembahan berdasarkan strategi reka letak menyusun elemen multimedia dalam papan cerita.
U	*Utilize Media and Materials* (Penggunaan media	• Model pengajaran berdasarkan gabungan teori PemprosesanmaklumatGagnedanteori pembelajaran: Behaviourisme, Kognitif dan

	dan bahan)	Konstruktivisme. Manakala kaedah menyusun dan pernyata objektif pembelajaran kandungan topik Hukum Gerakan Newton berasaskan Taksonomi Bloom Domain Kognitif. • Membina struktur navigasi laluan capaian dan carta alir logik paparan. • Membina reka bentuk papan cerita bagi keseluruhan kandungan koswer berciri elemen multimedia. Manakala kaedah susun letak berdasarkan rekabentuk Model CASPER. • Membangunkan elemen media animasi berdasarkan pendekatan deduktif. Manakala elemen video berdasarkan pendekatan indeduktif. • Menjalankan proses pembangunan dengan menggunakan peralatan komputer serta perisian pengarang utama Macromedia Authorware 7.0, selain itu Macromedia Flash MX 2004, Adobe Photoshop CS2, Paint, Notepad, RealPlayer SP, SPSS 19.0 dan lain-lain.
R	*Require Learner Participation* (Penglibatan pelajar)	• Para pensyarah dan para pelajar memberi komen penambahbaikan penggunaan perisian berdasarkan soal selidik penilaian formatif penggunaan perisian untuk kajian penyelidik meningkatkan kualiti pembangunan perisian.
E	Evaluate and Revise (Penilaian dan pengubahsuaian)	• Mendapatkan maklum balas para pensyarah dan pelajar kumpulan eksperimen menerusi borang soal selidik penilaian penggunaan perisian. • Membaikpulih dan menambahbaikan perisian berdasarkan komen penamabahbaikan daripada soal selidik penggunaan para pensyarah dan para pelajar. • Membuat kesimpulan

Jadual 2menyatakan susunan kandungan dan objektif pembelajaran berdasarkan TaksonomiBloom Domain Kognitif iaitu dengan menggunakan koswer multimedia ini pelajar dapatmengetahui konsep, mengaplikasi dan mensintesiskan topik Hukum Gerakan Newton.

Jadual 2 Susunan pembelajaran mengikut Taksonomi Bloom Domain Kognitif

Taksonomi Domain Kognitif Bloom dalam Pembelajaran Koswer	Aktiviti Pembelajaran
1. Pengetahuan dalam konsep Hukum Gerakan Newton	□ Menyatakan sejarah asal usul Hukum Gerakan Newton. □ Pengetahuan konsep Daya dalam Hukum Gerakan Newton. □ Menjelaskan konsep-konsep kinematik dan dinamik gerakan zarah yang meliputi topik Hukum Gerakan Newton. □ Menyenarai prinsip-prinsip Hukum Gerakan Newton.
2. Mengaplikasi Hukum Gerakan Newton	□ Mempersembahkan maklumat

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	generalisasi prinsip-prinsip Hukum Gerakan Newton dalam menyelesaikan masalah sebenar. • Menghubungkaitkan situasi sebenar Hukum Gerakan Newton dengan gambaran simbolik mahupun gambar rajah graf.
3. Mensintesiskan Kaedah Penyiasatan dalam Hukum Gerakan Newton	• Merangsang pelajar mengenalpasti dan membuat inferens. • Membenarkan pelajar mengekstrapolasi maklumat Hukum Gerakan Newton dengan mengawal pemboleh ubah yang dimanipulasi.

Fasa Pemilihan Kaedah, Media Dan Bahan Pembangunan

Pembangunan perisian kursus pengajaran meliputi pemilihan isi kandungan bahan pengajaran dan teknik arahan yang digunakan.seperti:

1. Menyunting kandungan perisian
2. Memilih kaedah pengajaran dan yang bersesuaian
3. Memilih peralatan pembangunan

Pembangun perisian perlu memilih kaedah pengajaran yang ingin digunakan bersesuaian dengan tahap kemahiran pelajar dan cara aplikasi bakal disampaikan. Kandungan perisian terdiri daripada topik Hukum Gerakan Newton dalam subjek Fizik 1. Kaedah pengajaran yang diguna berdasarkan gabungan teori pemprosesan maklumat Gagne dan teori pembelajaran: Behaviourisme, Kognitif dan Konstruktivisme. Manakala, kaedah menyusun kandungan dan pernyata objektif pembelajaran kandungan topik Hukum Gerakan Newton berasaskan Taksonomi Bloom Domain Kognitif. Kaedah Taksonomi Bloom Domain Kognitif mengandungi maklumat dari mudah kepada kompleks yang mempunyai pelbagai tahap ilmu pendidikan. Pendekatan deduktif digunakan untuk reka bentuk pembangunan jenis elemen media animasi. Pendekatan deduktif merujuk pengajaran yang berkonsepkan rumus-rumus atau teori yang diketahui umum. Proses pengajaran dan pembelajaran koswer ini diteruskan di mana pelajar akan menganalisis teori yang didedahkan melalui contoh-contoh yang dipaparkan. Manakala pendekatan Induktif digunakan untuk elemen media jenis video. Pendekatan Induktif iaitu prosespemerhatian untuk membentuk prinsip umum sesuatu topik. Contohnya pemerhatian video eksperimen sesuatu fenomena fizikal dalam menerangkan konsep yang terlibat. Pelajar akan membuat interpretasi terhadap hasil eksperimen dengan menjana sesuatu fakta berkaitan prinsip dalam topik berkenaan.

Keperluan pembangunan koswer melibatkan penggunaan komputer. Pelbagai perisian komputer diperlukan untuk memproses elemen-elemen multimedia yang lain. Dalam pembangunan koswer Macromedia Authoware versi 7.0 merupakan bahasa pengarang utama disamping pelbagai perisian sokongan yang lain bagi menghasilkan rekabentuk pembangunan yang kreatif dan interaktif agar menambat minat pengguna.

Pembangun memilih perisian yang lazim digunakan untuk memudahkan proses pembangunan dijalankan. Fungsi-fungsi perisian komputer yang diguna seperti Jadual 3.

Jadual 3 Keperluan dan fungsi asas perisian

Perisian	Fungsi
Sistem Operasian Microsoft window XP	Sistem pengoperasian pada komputer peribadi pembangun
Macromedia Authorware 7.0	Menghasilkan bahasa pengarang kod atur cara
Macromedia Flash MX	Menghasilkan animasi dalam 2 dimensi
Microsoft Word	Memproses perkataan dalam nota kursus
Microsoft Notepad	Menyunting teks dokumen
Microsoft Paint	Menghasilkan dan menyunting objek
Adobe Photoshop CS2	Menyunting grafik
SPSS 17.0 for Windows	Menganalisis data
RealPlayer SP	Memuat turun video

Koswer mestilah mengandungi penjelasan yang menyeluruh dan lengkap mengenai kandungan isi pelajaran. Perkara yang penting ialah konsep, prinsip, prosedur dan kemahiran-kemahiran yang kita paparkan mengambil kira kemampunan pelajar dan objektif-objektif modul.

Perkakasan multimedia untuk membina persembahan multimedia seperti komputer, pemancar multimedia, pengimbas, kamera digital dan video digital dan perlbagai perisian untuk menyunting elemen-elemen media ke bentuk multimedia yang sempurna. Perisian pengarang multimedia seperti Macromedia Authorware merupakan perisian utama untuk membina persembahan multimedia. Perisian ini membenarkan penyelidik menggabungkan teks, grafik, animasi, audio dan video ke dalam aplikasi secara interaktif serta dapat menerima input daripada pengguna.

Pengarangan utama perisian Authorware dapat menyatukan kesemua elemen media seperti untuk kategori animasi fail berformat flash .fla dan grafik beranimasi .gif. Manakala untuk kategori audio yang berformat wav, aif, pcm atau swa (shockwave audio) mampu di import kedalam Authorware sebagai *link* ke fail sebagai *storage ininternal* (fail dalaman) mahupun *storage in external* (fail luaran) serta boleh mengawaltempoh audio. Selain itu untuk kategori video harus berformatkan sebagai flc., fli., Quicktime (mov.), Video for windows (avi.), MPEG, Director Movie atau Bitmap Sequence yang di impot ke Authorware sebagai *storage in external* (fail luaran) aplikasi ini juga mampu mengawal paparan klip video untuk membentuk rekaan koswer multimedia dalam proses pembelajaran dan pengajaran.

Fasa Reka Bentuk Pembangunan Koswer Multimedia

Reka bentuk proses pembangunan koswer multimedia merujuk kepada suatu proses melibatkan keseluruhan rekabentuk, interaksi, teori pegajaran dan pembelajaran, elemen media dan penggunaan perkakas dan perisian teknologi yang terlibat. Menurut Kristof dan Satran (1995) proses rekabentuk koswer multimedia merujuk kepada tiga fasa utama iaitu:

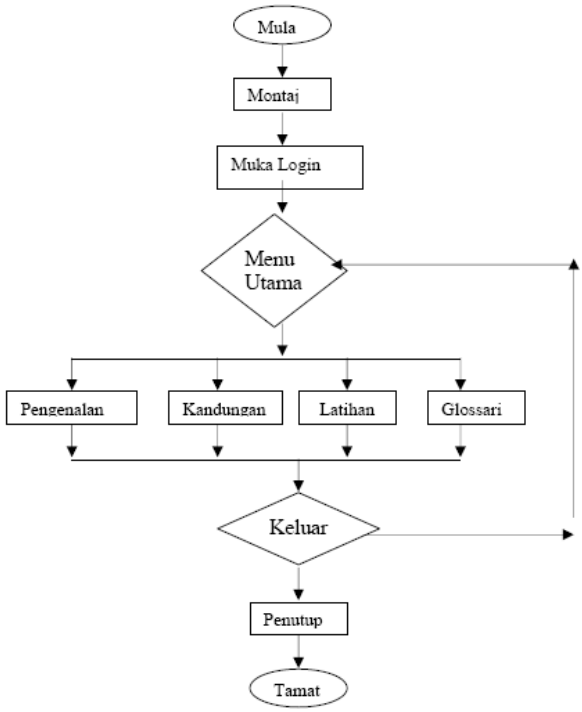
1. Reka bentuk informasi
2. Reka bentuk interaksi
3. Reka bentuk antaramuka skrin atau persembahan

Reka Bentuk Informasi

Reka bentuk informasi bertujuan menentukan bahan, produk serta strategi yang digunakan untuk membangunkan perisian multimedia. Dalam bahagian ini pengguna sasaran dikenalpasti. Seterusnya, proses merancang dan mengatur strategi isi kandungan dan maklumat yang ingin disampaikan dilaksanakan. Kesemua fasa ini diringkaskan ke dalam bentuk carta alir perisian. Carta alir merupakan peta rajah menggambarkan proses aplikasi koswer yang dijalankan dalam koswer multimedia. Ia menunjukkan bagaimana sesuatu proses berlaku dari mula hingga tamat.

Struktur koswer multimedia berasaskan ini membenarkan konsep konstruktivisme iaitu menjana pembelajaran pengguna. Pembahagian kepada empat modul utama seperti dalam Rajah 1iaitu kategori "main menu" memberi kebebasan pengguna memilih dan menjelajah koswer multimedia.

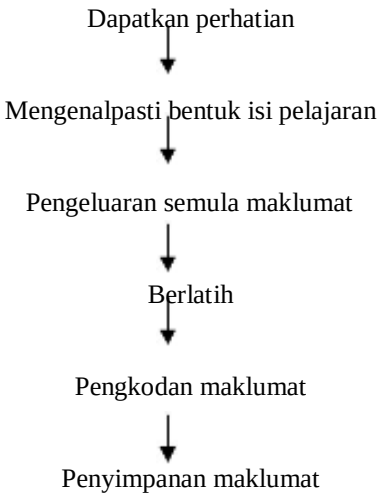
Pengguna yang difokus iaitu pelajar dapat mengumpul informasi dan membentuk konsep pembelajaran yang dipelajari. Rekabentuk koswer multimedia juga berasaskan teori pembelajaran humanis iaitu kebebasan pelajar memilih dan menjelajah koswer multimedia mengikut kehendak minat dalam menentukan apa yang ingin dipelajari. Konsep ini dapat membentuk pembelajaran kendiri pelajar.



Rajah 1 Carta alir keseluruhan koswer

Strategi merangka susun atur isi pelajaran berdasarkan Model Pemprosesan Maklumat yang dikemukakan oleh Gagne. Isi pelajaran perlu melalui setiap aras pemindahan danpenukaran maklumat dalam ingatan pelajar seperti digambarkan dalam Rajah 2. Gagne menyatakan bahawa strategi pengajaran seperti tutorial, latih tubi, simulasi, penyelesaian masalah dan permainan seringkali digunakan dalam pengajaran berbentuk

komputer. Reka bentuk isi pelajaran berdasarkan peringkat pembelajaran Gagne seperti Jadual 4



Rajah 2: Aras pemindahan dan penukaran maklumat

Jadual 4: Peringkat pembelajaran Gagne

Peingkat Pembelajaran		Proses Pembelajaran yang Didokong
1	Mendapatkan perhatian	Perisian menarik perhatian dan daya penumpuan pelajar. Dengan penggunaan multimedia interaktif yang dinamik.
2	Pernyataan objektif pembelajaran	Memaklumkan objektif pembelajaran yang harus dicapai selepas mengikutinya.
3	Mengingat kembali pembelajaran lampau	Mengimbas pengetahuan sedia ada pelajar.
4	Persembahkan rangsangan	Memberi rangsangan menerusi penghuraian konsep baru.
5	Menyediakan bimbingan pembelajaran	Bantuan dibekalkan agar pelajar dapat menguasai konsep dengan mudah.
6	Penghasilan tindak balas	Sesi soal jawab diberikan untuk menguji keberkesanan kefahaman konsep.
7	Membekalkan maklum balas	Maklum balas soalan berserta penerangan konsep diberikan.
8	Penilaian pencapaian	Laporan markah soal jawab disediakan untuk rujukan pelajar.
9	Generalisasi	Ringkasan konsep diberikan untuk membantu pelajar membuat generalisasi konsep

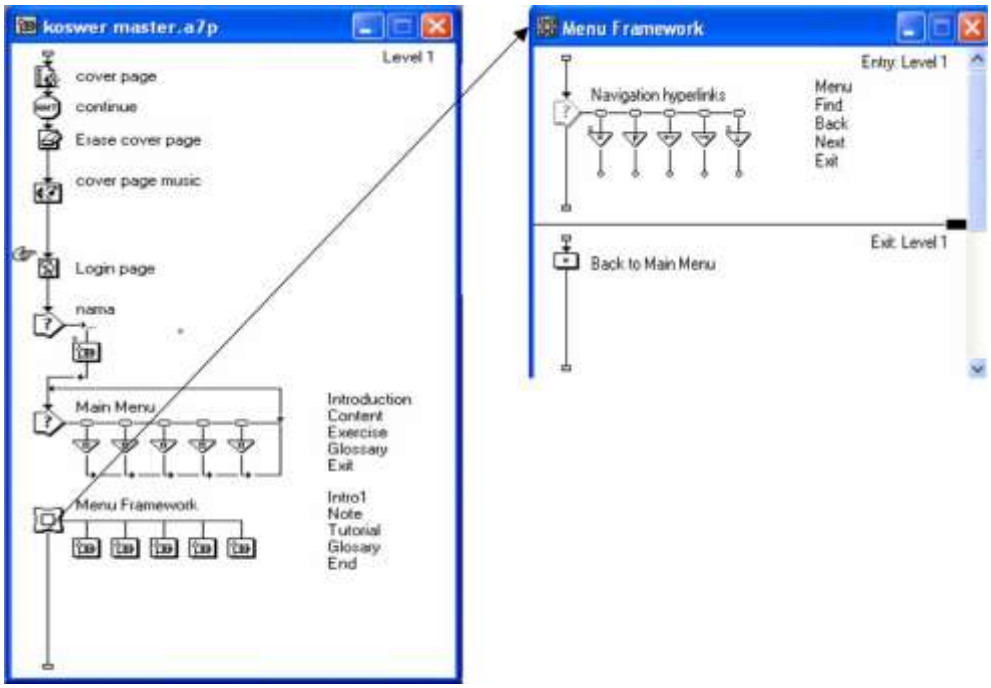
Reka bentuk interaksi

Reka bentuk interaksi menentukan operasi koswer berfungsi. Proses alir perisian, mereka bentuk struktur atau corak perjalanan perisian dilakarkan. Jenis-jenis interaksi, sistem pemandu arah atau navigasi serta penetapan elemen kawalan perisian ditetapkan. Kesemua proses ini dipersembahkan dalam bentuk papan cerita. Reka bentuk interaksi secara ringkasnya melibatkan aktiviti- aktiviti seperti berikut:

1. Mereka bentuk sistem navigasi untuk laluan capaian.

2. Mereka bentuk papan cerita.

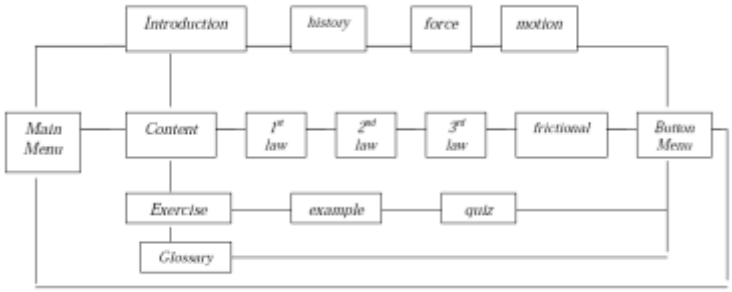
Perancang reka bentuk interaksi koswer multimedia struktur penerokaan atau navigasi perisian Authorware digunakan untuk menyatukan kesemua elemen media mengikut urutan berbentuk ikon pada *flow-line*. Susunan ikon-ikon adalah seperti Rajah 3



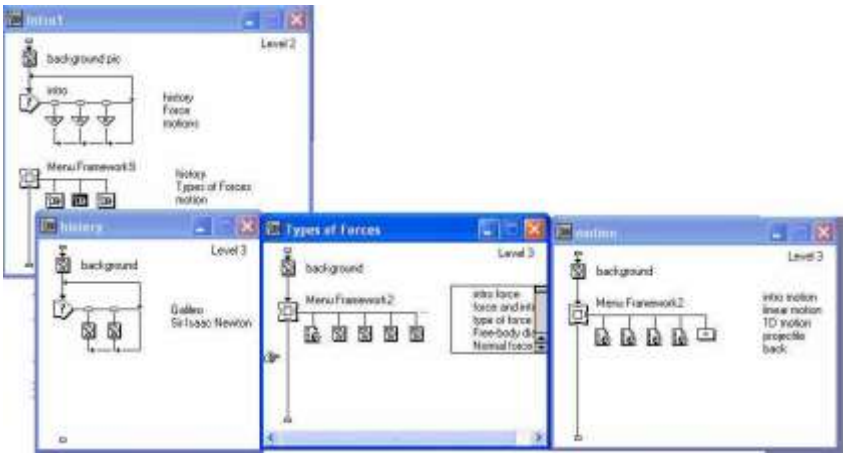
Rajah 3 Susunan ikon-ikon navigasi utama (*koswer master level 1*)

Struktur Rangkaian

Struktur rangkaian diaplikasikan untuk menyediakan pautan antara setiap subtopik utama. Memberi kebebasan penerokaan dengan lebih mudah dan fleksibel. Ia digunakan untuk menyampaikan maklumat yang kompleks seperti Rajah 4. Manakala, Rajah 5 menunjukkan susunan ikon-ikon navigasi seperti struktur tersebut.



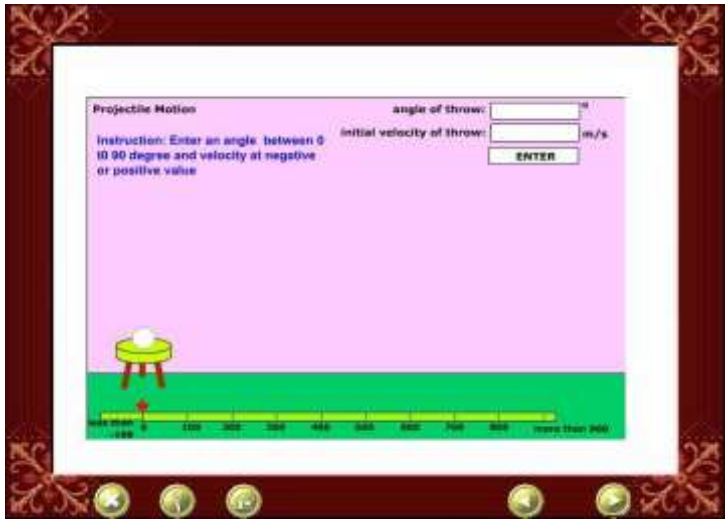
Rajah 4 Struktur Rangkaian *Main Menu*



Rajah 5: Susunan ikon-ikon navigasi dalam modul pengenalan (*intro 1 level 2*)

Struktur Lingkaran- memanipulasikan pembolehubah

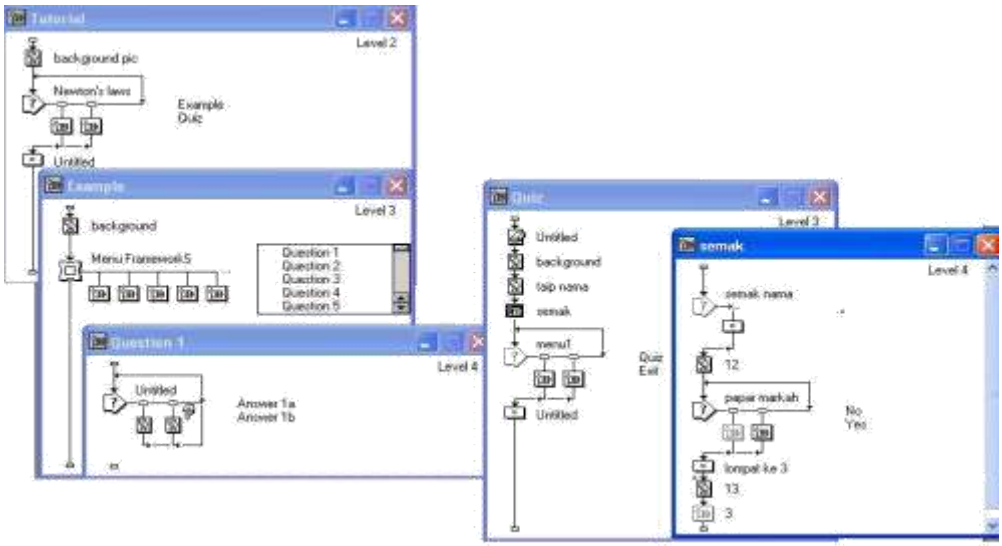
Struktur lingkaran merujuk kepada capaian maklumat secara berulang. Ia digunakan untuk menguasai kemahiran dan ia berbentuk interaktif seperti Rajah 6 membolehkan pengguna memanipulasikan pembolehubah sudut (*angle*) dan halaju (*velocity*).



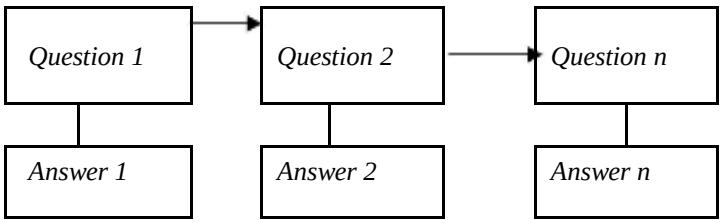
Rajah 6: Skrin paparan *projectile motion*

Gabungan Struktur Linear dan Lingkaran

Seperti Rajah 7 interaksi soalan berbentuk stuktur linear iaitu penerokaan ke hadapan dan ke belakang. Stuktur linear biasanya digunakan dalam menyediakan tutorial. Susunannya mengikut urutan menaik. Manakala, penggunaan struktur lingkaran bagi penerokaan menyemak jawapan secara berulang bagi setiap soalan. Rajah 8 menunjukkan susunan ikon-ikon navigasi yang menggunakan gabungan struktur ini.

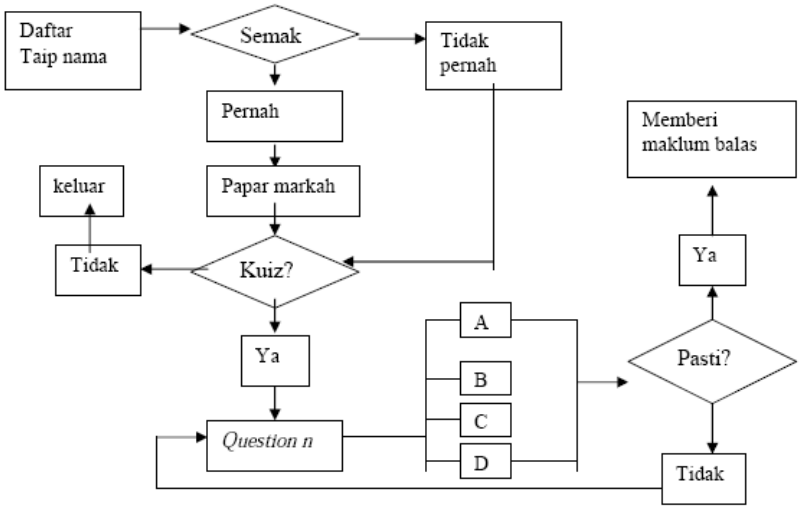


Rajah 7 Struktur reka bentuk modul tutorial



Rajah 8: Susunan ikon-ikon navigasi dalam modul tutorial

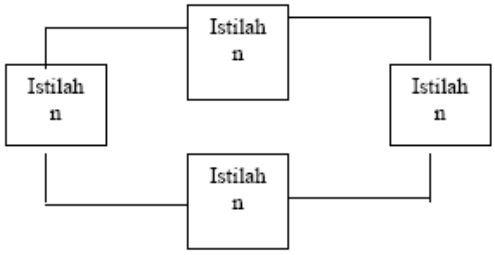
Berdasarkan Rajah 8 modul kuiz (*quiz level 3*) stuktur alir seperti Rajah 9 berikut:



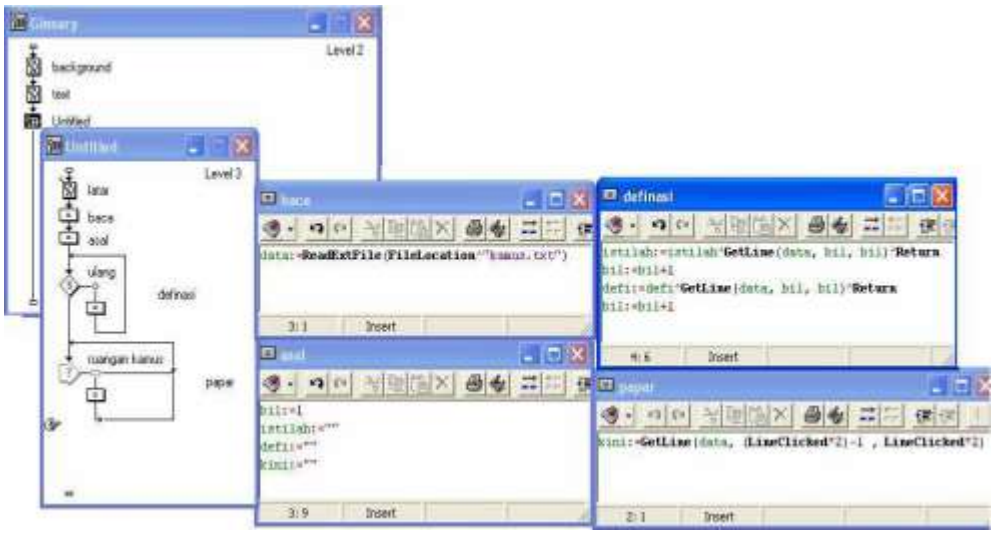
Rajah 9: Stuktur alir modul kuiz

Struktur Lingkaran- Hyperteks Interaktif

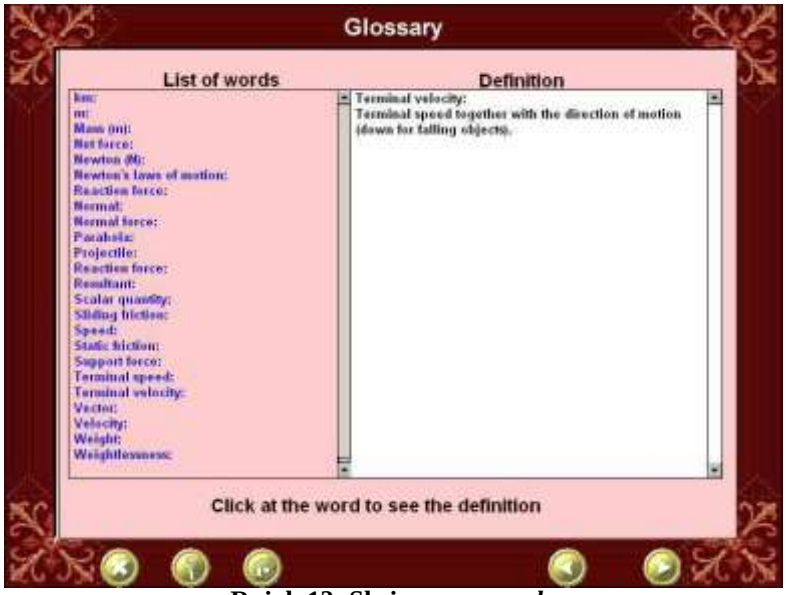
Rajah 10 menunjukkan struktur lingkaran capaian maklumat secara berulang. Ia berfungsi seperti kamus eletronik berelemenkan hyperteks interaktif. Pengguna boleh mengklik istilah yang dikehendaki untuk mengetahui definasi istilah tersebut. Rajah 11 menunjukkan susunan ikon-ikon navigasi modul glossary (Rajah 12) penggunaan interaksi struktur ini.



Rajah 10: Stuktur lingkaran modul glossary



Rajah 11: Susunan ikon-ikon navigasi dalam modul Glosary



Rajah 12: Skrin paparan *glossary*

Reka Bentuk Antaramuka Persembahan

Dalam bahagian ini, stail paparan, susunan elemen-elemen media teks, animasi, grafik, video ditentukan seperti pemilihan warna, latar belakang, bentuk paparan, pemilihan butang kawalan saiz dan jenis media. Kesemua ini dipersembahkan dalam papan cerita. Seterusnya proses pembangunan prototaip perisian dibangunkan.

Prinsip strategi reka letak CASPER dalam menyusun elemen multimedia dalam perisian pembelajaran berbantukan komputer dapat merangsang minat dan perhatian pengguna dalam proses pengajaran dan pembelajaran. Prinsip reka letak CASPER adalah singkatan daripada *Contrast*(perbezaan yang ketara), *Alignment*(Penjajaran), *Simplicity*(Ringkas), *Proximity*(Jarak antara objek), *Emphasis*(Penekanan) dan *Repetition*(Pengulangan).

Kerangka Persembahan Papan Cerita (*Story Board*)

Papan cerita ialah lakaran reka bentuk skrin-skrin paparan dalam pembangunan koswer multimedia. Proses lakaran papan cerita perlu juga mengaplikasikan konsep reka letak. Papan cerita merupakan peringkat awal proses reka bentuk. Kebiasaannya papan cerita di lakar di atas kertas, yang mengandungi maklumat paparan skrin sebenar. Satu modul jalan cerita mengikut urutan iaitu penulisan papan cerita perlu untuk menepati isi kandungan koswer. Rajah 13 berikut merupakan contoh papan cerita.

Kandungan	Skrin komputer
No bingkai:	Tajuk:
Video klip: Masa paparan: Sumber:	Latarbelakang: Sumber:
Muzik: Masa paparan:	Effect/ Naration:
Imej: Sumber:	Nota/ Arahan:
Animasi: No. bingkai: Masa paparan:	Teks: Saiz Teks:
Jumlah Masa paparan:	Skrip:

Rajah 13: Format borang skrip papan cerita

Rekabentuk dan pembangunan koswer multimedia bercirikan struktur dan sistematik. Elemen multimedia adalah teks, grafik, animasi, audio dan video serta interaktiviti di integrasikan aplikasi koswer multimedia. Gabungan elemen multimedia dalam koswer bercirikan interaktif dan mesra pengguna. Keseluruhan koswer inimenggunakan butang tetikus perati penunjuk untuk mengawal navigasi di samping menggunakan papan kekunci pada bahagian interaktif manipulasi bagi memasukkan pembolehubah data-data berkenaan.
Papan cerita (*story board*) merupakan gambaran kasar skrin-skrin paparan koswer untuk memastikan rekabentuk berada pada landasan format borang skrip papan cerita. Muzik, video, animasi, masa paparan dan butang interaktiviti dinyatakan semasa pengaturcara

proses pengekodan ke dalam komputer. Kawasan skrip merupakan cacatan tambahan isi kandungan koswer. (Zuraidah, 2005)

Kesimpulan

Rekabentuk dan pembangunan koswer multimedia berasaskan Model ASSURE,model pengajaran Gagne dan teori pembelajaran: Tingkah laku, Kognitif dan Konstruktif adalah penting bagi membimbing pemahaman pelajar dalam pembelajaran Fizik.Kajian ini penting bagi menyelidik berkaitan reka bentuk dan pembangunan koswer multimedia agar dapat membantu meningkatkan keberkesanan pemahaman dalam proses pengajaran dan pembelajaran disamping dapat menambah koleksi bahan pembelajaran berbentuk koswer multimedia. Kajian lanjutan yang dicadangkan ialah module pembelajaran berbentuk app multimedia dapat dikomesialkan dipasaran secara dalam talian.

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PENDIDIKAN SEKS BERMULA DI RUMAH

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Abstrak: *Selama lebih dua dekad masyarakat kita telah memperkatakan tentang peri pentingnya pendidikan seks diberikan kepada golongan remaja bagi mengelakkan mereka dari terlibat dengan masalah sosial seperti seks luar nikah dan pembuangan bayi. Untuk itu, pihak-pihak yang berkenaan telah membina modul pendidikan seks untuk memberi pendedahan kepada remaja berkaitan hal ini. Namun, sehingga kini, modul yang terhasil masih belum dilaksanakan secara meluas. Gejala seks bebas dan pembuangan bayi dalam kalangan remaja masih terus berlaku. Dalam Islam, pendidikan seks merujuk kepada usaha-usaha mengajar dan memperkenalkan anak-anak, secara berterus-terang, dari usia mula dia berakal, mengenai perkara-perkara yang berkait-rapat dengan seks dan seksualiti serta hukum-hukum orang baligh supaya mereka tidak didorong oleh nafsu syahwat. Islam telah menggariskan intipati pendidikan seks dengan begitu jelas, mengikut perkembangan usia anak-anak dan ibu bapa adalah agen sosialisasi terbaik untuk menyampaikannya kepada anak-anak. Kertas kerja ini akan mengenengahkan intipati pendidikan seks menurut Islam dan mengapa pengkaji menyimpulkan bahawa ia perlu bermula di rumah.*

Kata kunci: Pendidikan Kesihatan Seksual Dan Reproduktif; Peranan Ibu Bapa; Tanggungjawab Keibubapaan; Seksualiti

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Pengenalan

Selama lebih dua dekad masyarakat kita telah memperkatakan tentang peri pentingnya pendidikan seks diberikan kepada golongan remaja bagi mengelakkan mereka dari terlibat dengan masalah sosial seperti seks luar nikah dan pembuangan bayi. Untuk itu, pihak-pihak yang berkenaan telah membina modul pendidikan seks untuk memberi pendedahan kepada remaja berkaitan hal ini. Namun, sehingga kini, modul yang terhasil masih belum dilaksanakan secara meluas. Gejala seks bebas dan pembuangan bayi dalam kalangan remaja masih terus berlaku.

Berdasarkan statistik Kementerian Kesihatan Malaysia (KKM) pada tahun 2015, terdapat sebanyak 13, 831 kes remaja (10-19 tahun) hamil dan 28.8% (3,980 kes) daripadanya melibatkan remaja yang tidak berkahwin(3,980 remaja hamil anak luar nikah, 2016).

Selain itu, berlaku juga kes jenayah seksual seperti rogol, cabul, sumbang mahram dan seks luar tabii yang menjadikan kanak-kanak sebagai mangsa golongan dewasa yang tidak bertanggungjawab.

Jadual 1: Kes penderaan seksual kanak-kanak 2010 – Mei 2016

Jenis jenayah	Bilangan	Peratus
Rogol	13,272	59.7
Cabul	6,014	27.0

Sumbang mahram	1,766	8.1
Seks luar tabii	1,152	5.2
Jumlah	**22,204**	**100.0**

Sumber: *Berita Harian Online*(Nazura Ngah, 2017)

Ramai yang berpendapat bahawa untuk menangani masalah ini, salah satu caranya ialah dengan memberi pendidikan seks di sekolah. Tujuannya adalah supaya dengan maklumat yang diberikan itu, anak-anak remaja dapat mengelakkan diri dari terjerumus dalam seks bebas di luar nikah.

Kini, dengan meningkatnya bilangan kes jenayah seksual yang menjadikan kanak-kanak sebagai mangsa, pendidikan seks ini juga diharapkan dapat mendidik anak-anak mengenai tubuh badan mereka dan bagaimana menjaganya agar tidak menjadi mangsa jenayah seksual(Kasim, 2017)(Hamid, 2017).

Hampir dua dekad berlalu sejak pertama kali idea pendidikan seks di sekolah ini disiar di dada-dada akhbar(Mohamed, 2000), namun sehingga kini, ia masih belum dilaksanakan secara tuntas. Modul yang dibina sentiasa terus ditambahbaik. Perlaksanaannya pula masih di tahap percubaan di sekolah-sekolah terpilih.

Persoalannya ialah, apakah pendekatan yang kita ambil selama ini iaitu dengan memberi pendidikan seks di sekolah merupakan satu pendekatan yang tepat untuk berhadapan dengan masalah ini? Dua dekad telah berlalu, namun masih tiada perlaksanaan yang tuntas mengenainya. Mungkinkah ada pendekatan lain yang telah kita kesampingkan? Apa pandangan Islam tentang hal ini?

Kertas kerja ini akan mengenengahkan pandangan Islam mengenai pendidikan seks – definisinya, intipatinya dan agen sosialisasinya. Dari sini, pengkaji menyimpulkan bahawa pendidikan seks dalam Islam bermula di rumah.

Pendidikan Seks Dalam Islam: Definisi, Intipati Dan Agen Sosialisasi

Abdullah Nasih Ulwan (Ulwan, 1988) menggariskan bahawa ibu bapa bertanggungjawab mendidik anak-anak mengenai tujuh aspek berikut: (i) pendidikan keimanan; (ii) pendidikan moral; (iii) pendidikan jasmani; (iv) pendidikan mental; (v) pendidikan rohani; (vi) pendidikan sosial; dan, (vii) pendidikan seksual.

Ini bermaksud, salah satu tanggungjawab ibu bapa ialah memberi pendidikan seksual (kini dikenali dengan Pendidikan Kesihatan Seksual Reproduktif - PKSR) kepada anak-anak. Apakah yang dimaksudkan dengan pendidikan seks dalam Islam? Apa pula intipatinya?

Menurut Abdullah Nasih Ulwan (Ulwan, Pendidikan Anak-anak Dalam Islam, 1988), **definisi** pendidikan seks dalam Islam ialah mengajar dan memperkenalkan anak-anak, secara berterus-terang, dari usia mula ia berakal, mengenai perkara-perkara yang berkaitrapat dengan seks dan seksualiti.

Terangkum dalam pendidikan seks ini ialah: (i) adab meminta izin untuk memasuki bilik tidur ibu bapa; (ii) adab melihat; (iii) mencegah anak dari pengaruh seks; (iv) mendidik

anak hukum-hukum mengenai orang yang baligh; (v) mengajar anak-anak mengenai perkahwinan dan perhubungan jantina menurut Islam; dan, (vi) menahan diri jika belum masanya untuk berkahwin (Ulwan, Pendidikan Anak-anak Dalam Islam, 1988).

Abdullah Nasih Ulwan juga menekankan bahawa pendidikan seks ini perlu disampaikan kepada anak-anak secara bertahap mengikut umur mereka(Ulwan, Pendidikan Anak-anak Dalam Islam, 1988). Dari segi umur, terdapat empat peringkat umur anak-anak yang perlu diketahui oleh ibu bapa untuk disesuaikan dengan pendidikan seks yang diberikan: (i) Umur *tamyiz* (7 – 10 tahun) di mana anak-anak perlu dididik dengan "Adab minta izin" dan "Adab melihat"; (ii) Umur *murahakah* (10 – 14 tahun) di mana ibu bapa perlu "Mencegah anak-anak dari pengaruh seks" dan "Mendidik anak-anak hukum-hukum mengenai orang yang baligh"; (iii) Umur *baligh* (14 – 16 tahun) di mana anak-anak perlu diajar mengenai "Perkahwinan dan perhubungan jantina dalam Islam"; dan (iv) Umur dewasa (usia sesudah baligh) di mana anak-anak perlu dididik dengan adab memelihara atau menahan diri, seandainya ia belum mampu untuk berkahwin. Secara ringkasnya, aspek-aspek pendidikan seks dalam Islam yang perlu diajarkan mengikut umur anak-anak adalah seperti Jadual 2 berikut:

Jadual 2: Aspek pendidikan seks mengikut umur anak

	Aspek pendidikan seks	Umur sesuai
i.	Adab meminta izin untuk masuk ke bilik ibu bapa	Umur *tamyiz* (7 – 10 tahun)
ii.	Adab melihat	Umur *tamyiz* (7 – 10 tahun)
iii.	Mencegah anak-anak dari pengaruh seks	Umur *murahakah* (10 -14 tahun)
iv.	Mendidik anak-anak hukum-hukum mengenai orang yang baligh	Umur *murahakah* (10 -14 tahun)
v.	Perkahwinan dan perhubungan jantina dalam Islam	Umur *baligh* (14 – 16 tahun)
vi.	Mendidik anak menahan diri jika belum masanya untuk berkahwin	Umur dewasa (sesudah baligh)

Intipati pendidikan seks dalam Islam adalah seperti berikut:

(i) Adab Meminta Izin Untuk Memasuki Bilik Tidur Ibu Bapa

Ibu bapa perlu mendidik dan membiasakan anak agar meminta izin sebelum masuk ke bilik tidur mereka ketika mereka sedang berdua-duaan khususnya pada tiga waktu iaitu: (a) sebelum solat Subuh; (b) ketika waktu tengah hari; dan, (c) sesudah solat Isyak. Ini bertujuan untuk mengelakkan si anak daripada melihat apa yang tidak sepatutnya mereka lihat baik dari segi tubuh badan kedua orang tuanya yang mungkin terbuka, mahupun aksi intim mereka(Ulwan, Pendidikan Anak-anak Dalam Islam, 1988). Adab meminta izin ini bersandarkan kepada firman Allah dalam Surah An-Nur (24), ayat 58 – 59. Perkara ini perlu ditanamkan dalam diri anak-anak sejak di usia tamyiz (7 – 10 tahun).

(ii) Adab Melihat

Ibu bapa perlu membiasakan anak – sejak usia tamyiz (7 – 10 tahun) – dengan adab-adab melihat supaya anak itu mengetahui apa yang boleh dan tidak boleh dilihatnya.

Adab melihat inimerangkumi sebelas perkara berikut: (a) adab melihat mahram; (b) adab melihat tunang; (c) adab melihat isteri; (d) adab melihat perempuan asing; (e) adab lelaki melihat lelaki; (f) adab wanita melihat wanita; (g) adab wanita kafir melihat wanita Muslimah; (h) adab melihat anak muda cantik (amrad); (i) adab wanita melihat orang asing (lelaki asing); (j) adab melihat aurat anak kecil; dan, (k) keadaan-keadaan darurat yang mengharuskan melihat(Ulwan, Pendidikan Anak-anak Dalam Islam, 1988).

Adab melihat ini perlu diajarkan sedikit demi sedikit, sesuai dengan usia si anak. Ia perlu diselarikan dengan mendidik dan memantau anak itu mengenai pakaian yang boleh dan tidak boleh dipakai untuk memelihara auratnya sendiri dari penglihatan orang lain.

(iii) Mencegah Anak Dari Pengaruh Seks

Mencegah anak dari pengaruh seks patut bermula ketika anak mencapai usia *murahik*(10 - 14 tahun) hingga ia akil baligh(Ulwan, Pendidikan Anak-anak Dalam Islam, 1988). Ulama pendidikan dan akhlak berpendapat bahawa peringkat usia *murahik* ini adalah peringkat usia yang paling kritikal. Jika ibu bapa dapat menjauhkan anak itu dari bencana kerosakan akhlak dan membimbingnya kepada akhlak yang baik, nescaya anak-anak ini akan membesar dengan akhlak yang mulia, adab terpuji dan pegangan Islam yang teguh.

Tanggungjawab ibu bapa dalam mencegah anak-anak dari pengaruh seks ini dapat dilaksanakan dengan memantau dan memerhatikan aktiviti mereka di dalam dan di luar rumah agar tidak menjurus kepada perkara-perkara yang merangsang nafsu mereka. Bahagian ini juga menyentuh tentang cara-cara untuk membetulkan anak-anak bagi menjauhkan mereka dari pengaruh seks melalui: (a) prinsip penyedaran (memberi kesedaran); (b) prinsip pengancaman (memberi ancaman); dan, (c) prinsip pengikatan (mendidik).

(iv) Mendidik Anak Hukum-Hukum Mengenai Orang Yang Baligh

Ibu bapa wajib menerangkan kepada anak-anak lelaki dan perempuan, mengenai tanda mereka mencapai usia baligh(Ulwan, Pendidikan Anak-anak Dalam Islam, 1988). Penerangan ini perlu diberikan ketika mereka mencapai usia murahik (10 – 14 tahun bagi anak lelaki dan lebih kurang 9 tahun bagi anak perempuan). Penerangan ini penting kerana pada masa itulah mereka telah menjadi baligh dan mukalaf dalam hukum syarak, dan wajib atas mereka apa yang wajib atas lelaki dan perempuan yang dewasa dari segi tanggungjawab dan taklif-taklif yang lain. Hukum-hukum mengenai orang baligh ini merangkumi: (a) perkara-perkara yang memerlukan mereka mandi junub; (b) kaedah atau cara mandi junub; dan, (c) perkara-perkara yang haram dilakukan ketika dalam hadas besar (janabah, haid dan nifas).

(v) Mengajar Anak Mengenai Perkahwinan Dan Perhubungan Jantina Menurut Islam

Amat penting bagi ibu bapa menjelaskan kepada anak-anak mengenai pandangan Islam terhadap seks dan perkahwinan(Ulwan, Pendidikan Anak-anak Dalam Islam, 1988). Islam melihat naluri terhadap seks sebagai satu fitrah manusia dan naluri ini perlu disalurkan melalui perkahwinan. Malah, menyalurkan syahwat secara halal ini amat digalakkan sehingga perbuatan ini dikira sebagai satu amal soleh. Perkara ini perlu disampaikan kepada anak-anak pada usia baligh (14 – 16 tahun atau selepas baligh) kerana apabila mereka sampai ke usia ini, mereka mula mengalami dan merasai apa itu syahwat. Maka amat penting untuk mereka dididik dan dibimbing tentang cara-cara untuk menguruskan syahwat ini menurut pandangan Islam. Termasuk juga dalam bahagian ini ialah saranan agar ibu bapa memandu anak-anak mereka tentang cara-cara berkhalwat dengan pasangannya di malam pengantin jika sudah sampai masanya anak itu berkahwin.

(vi) Mendidik Anak Untuk Menahan Diri Jika Tiada Wang Untuk Berkahwin

Islam menggalakkan perkahwinan, namun jodoh tiba pada usia manusia yang berbeza-beza, ada yang cepat dan ada yang lambat. Lazimnya, melanjutkan pelajaran melewatkan usia perkahwinan. Bagi yang telah bekerja, kadang kala, ketidakcukupan wang menghalang anak muda mendirikan rumahtangga di awal usia. Dalam keadaan ini, anak muda perlu dipandu untuk memelihara diri dan naluri seks yang merupakan fitrah semulajadi manusia. Bahagian ini mengandungi panduan bagi ibu bapa untuk mendidik anak-anak menjaga kehormatan diri mereka dalam keadaan seumpama ini. Antara saranan yang diberikan untuk anak muda yang berada dalam situasi ini adalah seperti berikut: (i) berpuasa sunat; (ii) menjauhkan diri dari perkara-perkara yang boleh menimbulkan nafsu berahi; (iii) mengisi masa lapang dengan perkara-perkara yang bermanfaat; (iv) berkawan dengan teman yang soleh; (v) melengkapi diri dengan pelajaran-pelajaran yang baik; (vi) memiliki rasa takut kepada Allah; (vii) memelihara mata dari perkara yang diharamkan; dan, (viii) menguatkan pengaruh agama dalam diri(Ulwan, Pendidikan Anak-anak Dalam Islam, 1988). Perkara ini perlu diajarkan pada usia baligh sehingga dewasa.

Jelas bahawa Islam telah menggariskan pendidikan seks untuk anak-anak dengan begitu terperinci sekali, sesuai dengan tahap umur mereka. Pandangan alam yang betul ini akan memandu anak-anak untuk menghargai dan menghormati tubuh badannya (dan tubuh badan orang lain) sebagai amanah dari Allah dan memeliharanya dari perkara-perkara yang dilarang oleh agama.

Apabila Islam menetapkan bahawa pendidikan seks untuk anak-anak merupakan tanggungjawab ibu bapa (Ulwan, Pendidikan Anak-anak Dalam Islam, 1988), ini menunjukkan bahawa **ibu bapa adalah agen sosialisasi pendidikan seks** yang terbaik untuk anak-anak.

Dalam Surah at-Tahrim, ayat 6, Allah SWT memerintahkan agar umat Islam memelihara diri dan ahli keluarga mereka dari api neraka. Salah satu cara memelihara ahli keluarga dari api neraka, anak-anak khususnya, ialah dengan memberikan mereka pendidikan

seks yang betul menurut ajaran Islam. Tanpa didikan dan bimbingan ibu bapa, anak-anak mungkin mendapatkan maklumat itu dari sumber-sumber yang salah dan melakukan sesuatu yang bertentangan dengan agama.

Begitu juga, Rasulullah s.a.w bersabda bahawa setiap anak itu dilahirkan dalam keadaan fitrah dan ibu bapanyalah yang menjadikannya Yahudi, Nasrani atau Majusi (HR Bukhari, nombor 1296). Dalam konteks pendidikan seks, pastinya ibu bapa Muslim mahu anak mereka memahaminya dalam pandangan alam Islam.

Menurut Abdullah Nasih Ulwan lagi, ibu bapa perlu berterus terang dengan anak tentang seks kerana terdapat banyak dalil dalam al-Quran yang memerlukan itu berlaku. Misalnya, ayat 187 Surah Al-Baqarah yang membolehkan persetubuhan antara suami-isteri pada malam bulan Ramadan. Dalam keadaan ayat al-Quran perlu difahami dan bukan sekadar dibaca, mahu tidak mahu ibu bapa perlu menjelaskan maksud persetubuhan kepada anak-anak agar ia dapat memahami kandungan ayat tersebut.

Malah, adakalanya berterus-terang dalam hal ini menjadi satu kewajipan, khususnya dalam hal-hal yang ada kaitan dengan hukum syarak(Ulwan, Pendidikan Anak-anak Dalam Islam, 1988).Misalnya, ayat 32, Surah Al-Isra' yang memerintahkan kita menjauhi zina. Bagaimana kita mahu mendidik anak-anak untuk menjauhi zina tanpa menjelaskan apa itu zina?

Maka, suka tidak suka, ibu bapa perlu mengambil tanggungjawab ini dan ini adalah hujah utama pengkaji dalam menyimpulkan bahawa pendidikan seks bermula di rumah.

Pendidikan seks dalam Islam bermula di rumah

Selain hakikat bahawa ibu bapa merupakan agen sosialisasi utama dalam memberikan pendidikan seks kepada anak-anak, pengkaji menyimpulkan pendidikan seks permula di rumah kerana melihat kepada keenam-enam intipati pendididikan seks dalam Islam seperti berikut:

i. Adab Meminta Izin Untuk Masuk Ke Bilik Ibu Bapa

Adab ini mengandungi 5 komponen atau langkah utama(Ulwan, Pendidikan Anak-anak Dalam Islam, 1988) iaitu:

1. Mengucapkan salam dan meminta izin untuk masuk
2. Memperkenalkan diri
3. Menjauhkan diri dari pintu setelah meminta izin
4. Meminta izin sebanyak tiga kali sahaja
5. Berlalu pergi jika tidak mendapat izin untuk masuk.

Oleh kerana ia melibatkan bilik ibu bapa, sudah pasti adab ini perlu diajarkan di rumah kerana di rumahlah terletaknya bilik ibu bapa. Adab ini perlu ditanamkan dalam diri anak-anak sejak mereka di usia tamyiz (7 – 10 tahun).Melihat kepada lokasi adab ini diajar dan diamalkan serta usia ianya mula ditanamkan, ternyata aspek ini perlu diajarkan oleh ibu bapa di rumah.

ii. Adab Melihat

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Ibu bapa perlu membiasakan anak – sejak usia tamyiz (7 – 10 tahun) – dengan adab-adab melihat supaya anak itu mengetahui apa yang boleh dan tidak boleh dilihatnya. Adab ini perlu diajarkan sedikit demi sedikit, sesuai dengan usia si anak.

Dalam hal ini, antara asas-asas yang perlu diketahui oleh seorang anak di usia tamyiz ialah antara dia dengan mahramnya (ibu dan ayah serta adik-beradiknya), apakah bahagian badan yang boleh dan yang tidak boleh dilihat. Misalnya, mereka tidak tidak boleh melihat "apa yang biasanya tertutup" dari bahagian badan mahramnya seperti dada, kemaluan dan perut(Ulwan, Pendidikan Anak-anak Dalam Islam, 1988).

Selain itu, dalam usaha untuk mendidik sifat malu dalam diri mereka, mereka juga perlu dididik untuk menutup aurat sendiri sejak berusia 4 tahun. Ini kerana walaupun kanak-kanak yang berusia 4 tahun ke bawah tiada aurat namun, bagi kanak-kanak yang berusia 4 tahun ke atas sehingga sebelum baligh, auratnya ialah kemaluan hadapan dan belakang (Ulwan, Pendidikan Anak-anak Dalam Islam, 1988).

Bila anak-anak masuk sekolah asrama, mereka akan tinggal bersama dengan rakan sebaya sejantina di dorm dan berkongsi bilik air. Mereka perlu dididik batas aurat sesama lelaki mahupun perempuan iaitu antara pusat dan lutut(Ulwan, Pendidikan Anak-anak Dalam Islam, 1988). Maka, sebelum anak-anak ke asrama, perkara ini juga perlu dimaklumkan kepada mereka oleh kedua ibu bapa.

Melihat kepada lokasi intipati pendidikan seks ini diajarkan dan usia anak-anak ketika ia diajarkan, ditambah pula dengan persekitaran adab ini diamalkan iaitu persekitaran keluarga, maka ternyata pendidikan seks bermula di rumah.

iii. Mencegah Anak Dari Pengaruh Seks

Usaha ini patut bermula ketika anak mencapai usia *murahik* iaitu antara 10 tahun hingga ia akil baligh (Ulwan, Pendidikan Anak-anak Dalam Islam, 1988). Untuk itu, ibu bapa bertanggungjawab memerhatikan anaknya di dalam dan di luar rumah.

Di dalam rumah, ibu bapa hendaklah: a. mengamalkan adab minta izin; b. mengelakkan percampuran anak lelaki yang sudah memasuki usia ini dengan wanita-wanita asing yang yang tidak menutup aurat; c. memisahkan anak-anak di tempat tidur; d. terus mengajarnya adab melihat yang selanjutnya serta mengamalkannya; e. membimbing anak dalam menggunakan media ICT; f. memeriksa kegiatan anak-anak untuk mencegah unsur-unsur seks; dan, g. mengelakkan pergaulan bebas antara lelaki dan perempuan dalam kehidupan seharian anak-anak.

Di luar rumah pula, ibu bapa perlu memaklumkan kepada anak-anak mengenai pengaruh seks yang dibawa oleh pawagam; pakaian wanita yang menjolok mata; sarang-sarang maksiat; gambar-gambar separuh bogel; kawan-kawan yang nakal dan pergaulan bebas antara lelaki dan perempuan.

Walaupun pada usia ini anak-anak telah memasuki sekolah rendah, namun masih banyak perkara yang ibu bapa perlu lakukan di rumah untuk mencegah mereka dari pengaruh seks. Dalam hal ini, usaha-usaha yang bermula di rumah dipanjangkan ke luar rumah.

iv. Mendidik Anak Dengan Hukum-Hukum Orang Baligh

Agak sukar untuk memulakan perbualan tentang haid dengan anak perempuan dan mimpi basah dengan anak lelaki walaupun perkara ini penting dalam hidup mereka. Namun, di rumah peluang untuk bercakap tentang hal ini sentiasa ada.

Sebagai contoh, dalam sebuah keluarga Muslim yang patuh pada perintah Allah, solat dan puasa adalah sesuatu yang lazim diamalkan. Dalam situasi itu, anak-anak akan mudah bertanya, "Kenapa ibu tak solat?" dan "Kenapa kakak tak puasa?". Ini adalah ruang dan peluang untuk kita memperkatakan tentang haid dan mimpi basah. Jika biasanya kita memberi jawapan "ABC" (Allah beri cuti), maka kita hanya perlu kupas lebih sedikit untuk membawa masuk isu haid dan kemudiannya dikaitkan dengan isu mimpi basah. Dari sini, perbualan tentang perkara-perkara yang boleh dan tidak boleh dibuat ketika janabah serta cara-cara mandi junub akan datang dengan sendirinya. Sudah pasti ia tidak dapat dilaksanakan dalam satu perbincangan, tetapi dalam beberapa perbincangan santai di masa yang sesuai.

Walau pun perkara ini boleh disampaikan oleh ustaz dan ustazah di sekolah, namun, ia lebih afdal diajarkan oleh ibu bapa sendiri kerana ibu bapa adalah pendidik yang paling hampir dengan anak-anak mereka. Lagi pula, kadangkala anak-anak itu mencapai usia murahik lebih awal dari sukatan pelajaran mereka sendiri. Maka, adalah lebih baik jika perkara ini diajarkan oleh ibu bapa di rumah mereka sendiri.

Tambah pula, tanda-tanda baligh seperti darah haid untuk anak gadis dan mimpi basah untuk anak teruna; bagaimana memastikan darah haid telah kering untuk mandi wajib; jauhi perbuatan merancap dan seumpamanya adalah topik-topik sulit dan intim. Amat sukar untuk membicarakan topik ini dengan orang asing yang tidak kita kenali. Tambah pula, ada anak gadis yang didatangi haid pada usia seawal 9 hingga 10 tahun. Maka, sekali lagi, ibu bapa adalah 'guru' yang paling rapat dan intim dengan anak-anak, yang tahu perkembangan tumbesaran anak-anak mereka. Maka, pastilah perkara-perkara ini lebih mudah disampaikan oleh ibu atau bapa kepada anak-anak mereka berbanding seorang guru atau jurulatih yang tidak dikenali.

v. Mendidik Anak Mengenai Perkahwinan Dan Hubungan Jantina

Perkara ini perlu mula dibincangkan dengan anak-anak pada umur baligh iaitu lebih kurang 14 hingga 16 tahun sehinggalah mereka dewasa. Pada ketika ini anak-anak telah remaja dan mereka mungkin telah ada rasa "suka" kepada kawan-kawan berlainan jantina. Dalam keadaan ini ibu bapa perlu jelaskan bahawa "perasaan" itu adalah fitrah, cuma ia perlu disalurkan dengan cara yang dituntut oleh agama iaitu perkahwinan. Ketika ini juga perlu disentuh tentang konsep "pasangan" dalam Islam iaitu lelaki pasangannya wanita bagi mengelakkan LGBT.

Walaupun pada usia ini anak telah memasuki sekolah menengah dan terdedah kepada sumber maklumat yang lebih canggih, ibu bapa masih boleh memainkan peranannya dalam memberi pendidikan seks kepada anak-anak di rumah.

vi. Mendidik Anak Untuk Menahan Diri Jika Belum Masa Untuk Berkahwin

Dalam masyarakat kita, perkahwinan biasanya berlaku dalam kalangan mereka yang berusia 20 ke atas. Ini bererti, jika anak kita baligh pada usia 12 tahun, dia perlu menunggu selama 8 tahun sebelum ia dapat melampiaskan syahwatnya secara yang dituntut agama, iaitu melalui perkahwinan.

Lapan tahun adalah satu tempoh yang lama dan selama itulah anak-anak ini perlu menahan dirinya dari melampiaskan syahwat secara yang dilarang agama. Maka, adalah menjadi tanggungjawab ibu bapa untuk mendidik anak-anak tentang cara-cara menahan diri seperti yang disarankan oleh Islam.

Walaupun pada usia ini anak-anak boleh sahaja mendapatkan bimbingan dari Ustaz atau Ustazah, namun, bukankah lebih baik jika mereka dipandu oleh ibu bapa yang telah membesarkan mereka dalam suasana selesa rumah mereka sendiri?

Jelas bahawa dari keempat-empat faktor yang ada iaitu: (i) ibu bapa sebagai agen sosialisasi utama; (ii) intipati pendidikan seks; (iii) usia anak ketika ia perlu dididik; dan, (iv) lokasi mereka perlu dididik, semua ini menunjukkan bahawa pendidikan seks bermula di rumah. Hakikat bahawa pendidikan seks dalam Islam bukan sekadar ilmu tetapi juga perlu diamalkan di setiap rumah Muslim, maka ia membawa kepada faktor kelima saya dalam mengatakan pendidikan seks bermula di rumah iaitu pendidikan seks dalam Islam adalah satu cara hidup. Jika ia hanya diajar di sekolah tanpa menjadi gaya hidup sesebuah isi rumah, maka sudah pasti ia tidak berkesan dan tidak mampu menangani masalah sosial yang kita hadapi sekarang ini.

Kesimpulan dan cadangan

Melihat kepada intipati pendidikan seks dalam Islam; agen sosialisasinya; usia anak ketika mereka perlu dididik; lokasi di mana pendidikan ini perlu dilaksanakan; dan hakikat bahawa pendidikan seks adalah satu cara hidup, jelas bahawa pendidikan seks dalam Islam bermula di rumah.

Maka, kita perlu ubah pendekatan kita berhubung perkara ini dari memberi pendidikan seks di sekolah (oleh para pendidik), kepada memberi pendidikan seks di rumah (oleh ibu bapa).

Dengan pendekatan baru ini, semua anak (generasi baru) akan mendapat pendidikan seks di rumah sendiri tanpa ada yang tercicir seperti sekarang.

Sejak dua dekad lalu, apabila kita mengambil pendekatan untuk memberi pendidikan seks di sekolah, agensi-agensi kerajaan serta badan-badan bukan kerajaan yang berkenaan pun, mengumpulkan kepakaran untuk membina modul pendidikan seks untuk remaja yang kini dikenali sebagai Modul Pendidikan Kesihatan Seksual dan Reproduktif (PKSR) bagi kegunaan di sekolah-sekolah.

Lazimnya, apabila sesebuah modul itu siap dibina, input Islam akan dimasukkan bagi memastikan kandungannya selari dengan ajaran Islam. Maka, terhasillah modul pendidikan seks untuk kegunaan di sekolah dengan sukatan dan jurulatihnya yang tersendiri.

Sehingga kini, pendidikan seks masih belum diajarkan di sekolah secara menyeluruh, sebagai satu mata pelaran yang khusus. Sebaliknya, pendidikan seks ini diberikan secara eksperimental kepada pelajar-pelajar di beberapa buah sekolah yang terpilih. Sebagai contoh, program PEKERTI@Sekolah anjuran Lembaga Penduduk dan Pembangunan Keluarga Negara

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(LPPKN) di bawah Kementerian Pembangunan Wanita, Keluarga dan Masyarakat (KPWKM). Menteri Pembangunan Wanita, Keluarga dan Masyarakat (KPWKM), dalam jawapan lisannya di Dewan Rakyat, Penggal ke-4, Parlimen ke-13, memaklumkan bahawa program ini dilaksanakan dengan kerjasama Kementerian Pendidikan Malaysia (KPM) sebagai program kokurikulum di sekolah sejak tahun 2012 bagi murid Tahun 6 (selepas UPSR), pelajar Tingkatan 3 (selepas Penilaian Menengah Rendah (PMR)/ Penilaian Tingkatan 3 (PT3)) dan pelajar Pendidikan Khas di sekolah-sekolah yang terpilih di seluruh Malaysia. Sehingga Oktober 2015, sebanyak 8, 194 orang pelajar telah mengikuti program ini. Dalam kata-kata lain, program ini berjaya disampaikan kepada lebih kurang 8000 pelajar dalam masa empat tahun. Ini bersamaan 2000 pelajar setahun. Capaian ini begitu kecil jika kita mengambilkira bahawa pada setiap tahun terdapat lebih 400 ribu calon UPSR dan lebih 400 ribu calon PMR/PT3. Ini bererti masih ramai pelajar sekolah yang tidak mendapat pendidikan seks ini.

Selain itu, banyak negara luar telah mula melibatkan ibu bapa dalam memberi pendidikan seks kepada anak-anak. Program-program ini dikenali sebagai program intervensi berasaskan ibu bapa (parent-based intervention) (Siti Hajar Abu Bakar Ah, 2013). Tanner et al. (2008) mendapati program seumpama ini amat berkesan dalam mengurangkan tingkahlaku seks berisiko remaja kerana ibu bapa merupakan agen utama sosialisasi tingkahlaku atau perlakuan seks anak-anak serta agen protektif utama terhadap keselamatan anak-anak (Siti Hajar Abu Bakar Ah, 2013). Bouris et. al. (2012) mendapati program seumpama ini berkesan membantu remaja berisiko daripada hamil tanpa dirancang serta melambatkan penglibatan mereka dalam aktiviti seks (Siti Hajar Abu Bakar Ah, 2013). Atas rasional inilah program intervensi yang berasaskan penglibatan ibu bapa atau keluarga seperti The Parents Matter, Families talking Together dan sebagainya amat popular dilaksanakan di kebanyakan negara maju (Siti Hajar Abu Bakar Ah, 2013).

Ada sekurang-kurangnya dua sebab mengapa Barat melibatkan ibu bapa dalam perkara ini. Pertama, mungkin kerana mereka mendapati pendidikan seks di sekolah yang diamalkan selama ini gagal mencegah dan mengurangkan penglibatan remaja dalam seks yang berisiko(Rahman, 2009). Kedua, pendekatan ini mungkin merupakan satu percubaan (‘trial and error”) bagi mereka.

Bagi umat Islam yang sentiasa dipandu oleh al-Qur’an dan sunnah, jelas bahawa pendidikan seks untuk anak-anak adalah tanggungjawab ibu bapa dan ianya bermula di rumah. Untuk itu kita perlu:

1. ***Meningkatkan kesedaran ibu bapa tentang tanggungjawab ini***

   Ibu bapa perlu disedarkan bahawa memberikan pendidikan seks kepada anak-anak adalah tanggungjawab mereka dan bukannya tanggungjawab guru atau ustaz dan ustazah dan pihak sekolah. Dengan meningkatnya kesedaran, ibu bapa akan mencari ilmu ini untuk membolehkan mereka melaksanakan tanggungjawab ini baik.

2. ***Meringkas, memperbanyak dan mempelbagaikan bahan mengenai intipati pendidikan seks menurut Islam untuk kegunaan ibu bapa***

   Karya Abdullah Nasih Ulwan, walaupun telah diterjemahkan ke dalam Bahasa Melayu, merupakan sebuah kitab yang tebal mengandungi dua jilid. Tajuk “Tanggungjawab Pendidikan Seks” merupakan Fasal 7 buku ini yang berada di Jilid 2 mengandungi 132

mukasurat. Melihat kepada kandungan dan bahasanya, ia bukanlah bahan bacaan umum.

Maka, kandungan Fasal 7 ini perlu diringkaskan menjadi buku bacaan umum agar lebih mudah dibaca dan difahami oleh orang awam. Buku ringkas ini pula perlu diperbanyakkan dan disebarkan secara meluas untuk kegunaan semua keluarga Muslim di Malaysia. Selari dengan perkembangan ICT, intipati pendidikan seks ini juga boleh dipersembahkan dalam bentuk-bentuk lain seperti audio dan video untuk manfaat semua pihak.

Bahan ini, apabila siap kelak, bukan sahaja bakal dimanfaatkan oleh ibu bapa Muslim, malah boleh juga dimanfaatkan oleh semua keluarga di Malaysia kerana banyak juga kandungannya yang bersifat sejagat.

3. Memperkasa ibu bapa untuk melaksanakan tanggungjawab ini

Selain menyediakan bahan bacaan, usaha memperkasa ibu bapa dalam hal ini adalah penting agar mereka tahu tanggungjawab mereka; mereka tahu intipati pendidikan seks dalam Islam; dan, mereka tahu bagaimana untuk menyampaikan pendidikan seks ini kepada anak-anak mereka.

Untuk itu, ada baiknya jika agensi kerajaan mahupun badan-badan bukan kerajaan, mengusahakan program-program untuk memperkasakan ibu bapa dalam hal ini serta membina Modul Pendidikan Seks untuk Remaja dengan ibu bapa sebagai khalayaknya. Program-program seumpama ini juga disarankan untuk masyarakat Australia agar ibu bapa dibekalkan dengan maklumat yang terkini mengenai kepentingan membangunkan literasi seksual dalam kalangan kanak-kanak (Kerry H. Robinson, 2017). Program-program ini juga boleh memberikan kemahiran-kemahiran, sumber-sumber dan sokongan kepada ibu bapa mengenai amalan terbaik untuk menyampaikan pendidikan seksualiti ini kepada anak-anak mereka.

Melalui usaha-usaha seperti ini, ibu bapa akan lebih faham dengan intipati pendidikan seks itu dan mendapat kemahiran-kemahiran yang diperlukan untuk menyampaikannya kepada anak-anak mereka.

Penutup

Islam menetapkan bahawa memberi pendidikan seks kepada anak-anak adalah tanggungjawab ibu bapa. Dalam kata-kata lain, pendidikan seks bermula di rumah. Maka, mahu tidak mahu, ibu bapa wajib melaksanakan tanggungjawab ini sebaik mungkin. Islam telah menggariskan intipati pendidikan seks ini dengan begitu terperinci sekali agar mudah dijadikan panduan oleh ibu bapa. Justeru, ibu bapa perlu mencari dan memahami intipati pendidikan seks ini dan menyampaikannya kepada anak-anak mengikut kesesuaian umur mereka, dari kecil hinggalah yang bakal mendirikan rumahtangga.

Pengetahuan mengenai seks dan seksualiti ini perlu disokong oleh persekitaran keluarga yang mengamalkan adab-adab Islam yang lain seperti adab meminta izin untuk masuk ke bilik ibu bapa, adab melihat yang terkandung di dalamnya memelihara aurat dan menjaga

penglihatan, dan seumpamanya. Jelas bahawa, pendidikan seks dalam Islam bukan sahaja mengenai cara-cara melakukan hubungan seks, tetapi ia adalah satu gaya hidup – di dalam dan di luar rumah – yang memandu kita untuk memelihara diri dan orang lain dari godaan nafsu syahwat yang merupakan sebahagian dari naluri semulajadi manusia.

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AMALAN KEPIMPINAN PERUBAHAN GURU BESAR DAN TAHAP EFIKASI GURU DI ZON BANDAR DAERAH JOHOR BAHRU

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Abstrak:*Gaya kepimpinan seorang guru besar mempengaruhi amalan bekerja guru-guru di sekolah. Dasar pendidikan yang ke arah perubahan yang drastik memerlukan Guru Besar yang boleh mengadaptasi pada perubahan tersebut. Teori Kepimpinan perubahan 8 langkah kotter dan Model keberkesanan Guru Bersepadu, Tschannen-Moran, Woolfolk Hoy, & Hoy (1998) telah digunakan untuk mengkaji kepimpinan guru besar dan efikasi guru di sekolah rendah Zon Bandar daerah Johor Bahru.Tujuan kajian ini dijalankan adalah untuk mengenal pasti tahap amalan kepimpinan perubahan Guru Besar dan efikasi guru. Kajian ini juga bertujuan untuk mengenal pasti pengaruh amalan kepimpinan perubahan guru besar terhadap efikasi guru. Kajian ini merupakan kajian kuantitatif yang berbentuk diskriptif-korelasi melibatkan pengumpulan data bagi menentukan tahap kepimpinan perubahan guru besar mengikut dimensi dan tahap efikasi guru. Sampel kajian adalah seramai 278 orang guru dari 26 sekolah rendah di Zon Bandar, Johor Bahru. Instrumen kajian terdiri daripada 30 item yang diukur menggunakan skala likert lima mata. Tahap efikasi guru pula terdiri daripada tiga konstruk yang terdiri daripada 12 item keseluruhannya yang juga diukur menggunakan skala likert lima mata. Kajian ini menunjukkan amalan kepimpinan perubahan Guru Besar yang diamalkan dan tahap efikasi guru di sekolah rendah Zon Bandar, Johor Bahru berada pada tahap tinggi. Selain itu, terdapat hubungan yang signifikan antara Gaya Kepimpinan perubahan Guru Besar dengan tahap efikasi guru. Hasil kajian ini dapat dijadikan panduan kepada Guru Besar supaya lebih mengamalkan Gaya Kepimpinan perubahan di sekolah masing-masing manakala guru pula perlu meningkatkan lagi efikasi masing-masing ke tahap yang lebih tinggi. Kepimpinan perubahan mampu mewujudkan persekitaran yang kondusif bagi guru-guru dan meningkatkan tahap efikasi.*

Kata kunci: Kepimpinan perubahan, Guru Besar, Efikasi guru, Gaya kepimpinan, Guru

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Pengenalan

Pembangunan sosial dan ekonomi sesebuah negara adalah bergantung kepada keberkesanan idan kelangsungan sistem pendidikan. Atas dasar tersebut, sistem pendidikan negara perlu berfungsi dengan berkesan secara optimum untuk menjayakan Model Baru Ekonomi, Program Transformasi Ekonomi dan Program Transformasi Kerajaan yang menjadi asas perkembangan ekonomi negara dalam persaingan ekonomi global.

Sehubungan itu, organisasi pendidikan merupakan faktor penting dalam pembentukan generasi masa hadapan (Rahimah2005). Dalam konteks sekolah pula,kepimpinan sekolah iaitu pengetua mahupun guru besaradalah individu yang bertanggungjawab untuk mentadbir dan menerajui sekolah sebagai sebuah organisasi yang berkesan bagi memenuhi jangkaan masyarakat dan negara. Pemimpin sekolah mempunyai peranan pentingdalam merangka dan menjalankan pelan pembangunan selain mencetus perubahan dalam organisasi malah berperanan menyatupadukan organisasi sebagai satu pasukan untuk mencapai matlamat organisasi (Irawaty 2008). Oleh itu, perubahan dalam amalan keipimpinan telah diberi perhatian khusus oleh Kementerian Pendidikan Malaysia(KPM) melalui Pelan Pembangunan

Pendidikan Malaysia (PPPM) 2013-2025 yang menggariskan strategi dan inisiatif imelalui tiga gelombang. Secara khiususnya, usaha meningkatkan kapasiti kepimpinan sekolah menerusi PPPM 2013 – 2025 dilakukan dalam pelbagai dimensi melibatkan tiga gelombang.

Kajian menunjukkan latihan kepimpinan kepada kepimpinan sekolah telah memberi kesan positif terhadap sikap,kemahiran memimpin, keyakinan diri, pembinaan visi, strategi, berkeupayaan mengkomunikasikan visi kepada warga sekolah dan komuniti serta memaksimumkan sumber manusia untuk menambah baik kualiti pendidikan (Abdul Aziz 2003; Singh 2009; BPPDP 2006; Wan Zawawi et al. 2011). Pemahaman yang mendalam tentang peranan jawatan pengetua selain gaya atau amalan kepimpinan dapat membantu pengetua menguruskan isu-isu yang pelbagai di samping berupaya mempengaruhi sikap (Shieh et al. 2001), prestasi, komitmen dan kepuasan kerja guru (Abdul Ghani 2005).

Sehubungan itu, pelbagai kajian telah dijalankan untuk mengetahui faktor yang mempengaruhi gaya kepimpinan pengetua selain impak kepimpinannya kepada organisasi. Pencapaian sesebuah sekolah bergantung kepada amalan kepimpinan pengetua yang dapat memanipulasikan modal insan yang ada untuk mencapai kejayaan yang optimum. Kesimpulannya, pemimpin dan proses kepemimpinan merupakan pemain utama dalam memastikan matlamat dapat dicapai malah menjadi harapan kepada sebuah entiti, masyarakat bahkan kepada negara (Yukl 2006; Kouzes & Posner 2003).

Latar belakang kajian

Burns (1978) telah mendefinisikan kepimpinan sebagai “pemimpin yang mendorong pengikut-pengikutnya bertindak bagi mencapai matlamat tertentu yang mewakili nilai dan motivasi iaitu: kehendak dan keperluan, aspirasi dan jangkaan bagi kedua-dua pihak iaitu pemimpin dan pengikutnya”. Hussien (2008) dan Fathiah (2005) yang telah mengenal pasti bahawa antara ciri kejayaan sesebuah sekolah bergantung kepada kepimpinan pengetua, pembinaan iklim dan persekitaran sekolah serta pembentukan budaya pengajaran dan pembelajaran yang mantap.

Teori kepimpinan perubahan telah menarik minat ramai pengkaji dalam bidang kepimpinan organisasi sejak lebih daripada tiga dekad yang lalu. Kepimpinan perubahan berasaskan model 8 langkah kotter memberi satu penerangan yang terperinci dan tersusun tentang kriteria yang perlu ada pada seorang pemimpin yang menegaskan perubahan dalam organisasi. Pengasas model ini ialah John kotter. John kotter seorang profesor di Harvard Universiti telah menyenaraikan 8 langkah yang berikut dalam bukunya pada tahun 1995.

Bandura (1986) menyatakan efikasi diri sebagai "penghakiman orang keupayaan mereka untuk menganjurkan dan melaksanakan kursus tindakan yang diperlukan untuk mencapai jenis yang ditetapkan persembahan "(ms 7). Hipp (1995) mengubah definisi pengajaran sebagai "sejauh mana seorang guru percaya bahawa dia boleh mempengaruhi prestasi pelajar" (ms 5). Di samping itu, kepercayaan guru terhadap keupayaannya untuk menganjurkan dan melaksanakan kursus tindakan Guru Efficacy Bandura (1986) menyatakan efikasi diri sebagai "penghakiman orang keupayaan mereka untuk menganjurkan dan melaksanakan tindakan yang diperlukan untuk mencapai jenis persembahan yang ditetapkan "(Ms 7). Hipp (1995) mengubah definisi pengajaran sebagai "sejauh mana seorang guru percaya bahawa dia boleh mempengaruhi prestasi pelajar" (ms 5).

Banyak faktor yang mempengaruhi kekuatan hubungan antara keyakinan diri dan tindakan manusia. Kepercayaan diri keberkesanan mesti diukur berkaitan dengan tingkah laku spesifik yang dimaksudkan jika tidak dapat dibayangkan keragaman (Pajares, 2012). Pengetahuan mengenai kemahiran yang diperlukan untuk mencapai sesuatu tugas juga penting kerana salah nilai kemahiran ini dapat mengakibatkan masalah. Selain itu, kesedaran tentang

sifat dan kesukaran sesuatu tugas adalah penting untuk penilaian keberkesanan seseorang dan jika tidak tepat, pertimbangan akan mengelirukan (Pajares, 2012). Bandura (1986) menyatakan bahawa faktor-faktor ini amat relevan dalam situasi di mana "pencapaian seseorang itu dinilai secara sosial oleh kriteria yang ditetapkan supaya seseorang itu bergantung pada orang lain untuk mengetahui bagaimana seseorang melakukan" (hlm.398). Oleh itu, pengetahuan diri yang salah menghasilkan hasil yang tidak menentu (Pajares, 2012).

Bagi menetapkan tahap kecemerlangan dan kejayaan sesebuah organisasi pemimpin memegang peranan yang sangat besar. Di dalam kajian-kajian lepas seperti Vicky & Caroline (2001), sering kali pencapaian dan kepuasan bekerja pada tahap yang tinggi terhadap pemimpin dikaitkan dengan kepemimpinan perubahan. Malah menurut Loy Liang Hui (2002), dalam merealisasikan matlamat organisasi pemimpin yang berorientaikan perubahan adalah berkebolehan untuk menggerakkan dorongan, motivasi, semangat, dan tenaga terhadap para pengikutnya. Kajian Jazmi Md Isa (2009) dan Adnan Riaz et al. (2010) menunjukkan bahawa kepimpinan peruabahan mempunyai hubungan yang tinggi dengan kepuasan kerja. Kepemimpinan perubahan adalah suatu kepemimpinan di mana pemimpin bersikap adil dan memberi motivasi kepada subordinatnya untuk mengerjakan lebih dari yang diharapkan dengan meningkatkan rasa pentingnya orang bawahan dan pentingnya nilai pekerjaan (Haryani, 2012). Pemimpin perubahan adalah pemimpin yang mampu membuat subordinatnya menyedari perspektif yang lebih luas, sehingga kepentingan individu ditukarkan kepada kepentingan kumpulan, organisasi, atau kepentingan lain yang lebih luas. Di samping itu, dalam kajian ini juga pengkaji ingin mengetahui adakah terdapat hubungan antara kepimpinan perubahan dan efikasi guru. Adakah kualiti kerja dalam kalangan guru dapat ditingkatkan dengan amalan kepimpinan perubahan yang diamalkan pemimpin sekolah.

Ringkasnya, kepimpinan perubahan lebih bertepatan dengan pemimpin sekolah yang berperanan sebagai pembuat perubahan dalam organisasi pendidikan dan cuba untuk mengubah cara guru berfikir bagi menghasilkan kualiti institusi pendidikan yang diingini. Oleh itu, pengkaji ingin melihat adakah kepimpinan perubahan yang diamalkan pemimpin sekolah dapat meningkatkan budaya kualiti kerja dalam kalangan guru dan seterusnya dapat melahirkan sebuah organisasi pendidikan yang berkesan. Berdasarkan fenomena di atas, kajian ini terdorong untuk mengenal pasti tahap amalan kepimpinan perubahan dalam kalangan Guru Besar dan hubungannya dengan efikasi guru.

Pernyataan masalah

Bermula tahun 2010 Kementerian Pelajaran Malaysia (KPM) telah melaksanakan perubahan sistem pendidikan bagi meningkatkan kualiti akademik, kokurikulum, dan pembangunan sahsiah murid. Perubahannya dari segi segi kurikulum dan sistem peperiksaan sekolah (Alimuddin, 2010).

Gurubesardan pengetuamemainkan peranan penting dalam membangunkan sekolah yang berjaya, tetapi kemahirantentang cara yang terbaik untuk menyedia dan melahirkan calon guru besar dan pengetua yang berkelayakan tinggi sukar dicari. Kepimpinan sekolah sejak kebelakangan ini telah menjadi keprihatinan utama dalam kalangan penggubal polisi pendidikan, dengan mengambil kira tentang penambahbaikan sekolah. Ini selaras dengan anjakan transformasi sistem pendidikan yang terkandung dalam Pelan Pembangunan Pendidikan Malaysia (PPPM, 2013-2025) (KPM, 2014) ke arah memastikan kepimpinan berprestasi tinggi ditempatkan di setiap sekolah bagi meningkatkan keberhasilan murid. Organisasi perlu menampilkan pemimpin yang mampu menangani segala perubahan dan kesan daripadanya sama ada terhadap persekitaran, budaya, dan jangkaan subordinat. Oleh itu,

pemimpin perlu mempunyai kekuatan intektual dan daya analisis yang tajam dalam melakukan perubahan bagi membina wawasan dan mampu menggariskan matlamat dan visi dengan jelas. Penjelasan tersebut memberi justifikasi bahawa dalam usaha melakukan perubahan, organisasi memerlukan ciri kepimpinan di atas yang lebih dikenali sebagai kepimpinan perubahan (Mohammed Sani Ibrahim & Jamalul Lail, 2012). Keperibadian yang ditunjukkan akan memberi sumber kekuatan, keyakinan, dan sumber aspirasi kepada pengikut bawahan.

Guru Besarsekolah menghadapi halangan yang besar dalam memastikan keberkesanan efikasi guru kelas secara kolektif. Dengan harapan yang semakin meningkat, guru besar diberi banyak cabaran dalam membina tahap berkesan guru dan / atau keberkesanan kerja. Ia menjadi sangat kritikal bahawa mereka memahami hubungan antara arahan usaha pentadbiran mereka dan kesannya terhadap pengajaran dan pembelajaran. Pencapaian pelajar adalah kebimbangan utama pendidik di setiap peringkat dan yang paling menonjol dari guru kelas. Dengan bukti yang cukup bahawa keberkesanan efikasi gurudikaitkan dengan pencapaian pelajar, adalah penting untuk memahami beberapa faktor keberkesanan efikasi guru yang relatif terhadap kelas dan pencapaian.

Tambahan pula, guru besar kurang peka terhadap perubahan-perubahan yang diperlukan oleh sesebuah sekolah (Ab. Wahab et al., 2012). Hal ini akan mengakibatkan impak negatif terhadap prestasi sekolah sekiranya pengurusan dan pentadbiran guru besar di sekolah tidak diurus dengan cekap (Azizi et al., 2008). Malah aspek untuk meningkatkan keberkesanan guru juga dilihat kurang diamalkan. Guru sebagai pelaksana pendidikan memegang peranan penting dan strategis dalam penentuan tercapainya tujuan pembelajaran. Guru tidak hanya bertanggungjawab menyampaikan pelajaran, tetapi ia juga harus dapat menciptakan suasana belajar yang menyenangkan.

Tuntasnya, jika guru besar memainkan peranan yang aktif dalam pengurusan sekolah serta mengamalkan gaya kepimpinan yang bersesuaian kualiti pengurusan sekolah terutamanya dari aspek pengurusan kurikulum, kokurikulum dan sukan serta hal ehwal murid akan berada di tahap yang tinggi. Oleh kerana terdapat kelonggaran yang berlaku dalam kepimpinan guru besar, kecemerlangan kualiti pengurusan tidak dapat dicapai dengan maksima berdasarkan permasalahan peranan dan kepimpinan guru besarserta gaya kepimpinan yang bersesuaian yang telah dinyatakan, kajian ini akan memberi fokus kepada peranan guru besar sekolah rendah yang mengamalkan kepimpinan perubahan dalam meningkatkan tahap efikasi guru-guru di sekolah.

Tujuan kajian

Kajian ini bertujuan untuk mengenal pasti tahap amalan kepimpinan perubahan yang diamalkan oleh guru besar sekolah dan tahap efikasi guru sekolah rendah di Zon Bandar, daerah Johor Bahru serta hubungan antara amalan kepimpinan perubahan guru besar dengan efikasi guru di sekolahrendah, Zon Bandar daerah Johor Bahru.

Objektif kajian

Dari analisa kajian, di atas objektif kajian ini adalah

1. Mengenal pasti tahap amalan kepimpinan perubahan Guru Besar di Zon Bandar, Daerah Johor Bahru
2. Mengenal pasti tahap efikasi guru-guru di Zon Bandar, Daerah Johor Bahru
3. Mengenal pasti hubungan tahap kepimpinan perubahan Guru Besar dengan tahap efikasi guru di Zon Bandar, Daerah Johor Bahru

Persoalan kajian

Dari analisa kajian, di atas persoalan kajian ini adalah

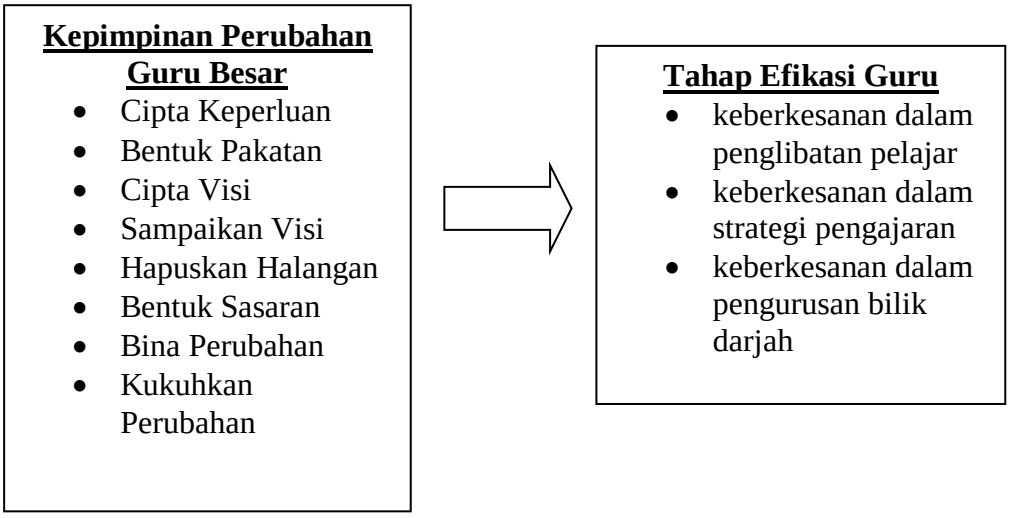
1. Apakah tahap amalan kepimpinan perubahan Guru Besar di Zon Bandar, Daerah Johor Bahru?
2. Apakah tahap efikasi guru-guru di Zon Bandar, Daerah Johor Bahru
3. Adakah terdapat hubungan antara tahap amalan kepimpinan perubahan Guru Besar dengan tahap efikasi guru di Zon Bandar, Daerah Johor Bahru

Hipotesis kajian

Ho1 :Tidak terdapat hubungan yang signifikan antara kepimpinan perubahan guru besar dengan tahap efikasi guru di Zon bandar, daerah Johor Bahru.

Kerangka konseptual

Kerangka konsep kajian ini mengandungi Amalan Kepimpinan Perubahan Guru Besar berpandukan Teori Perubahan 8 Langkah Kotter dan Efikasi guru Model keberkesanan Guru Bersepadu, Tschannen-Moran, Woolfolk Hoy, & Hoy (1998).



Rajah 1 Kerangka Konsep Kajian

Kajian literatur

Kesedaran manusia tentang kepimpinan telah wujud sejak awal peradaban manusia lagi. Oleh itu, tidak hairanlah konsep teoritikal kepimpinan telah dikaji sejak zaman Plato, Caesar, and Plutarch (Bass 1981). Dari perspektif mentadbir awal tamadun manusia, sultan atau raja lebih dikenali sebagai pemerintah dan mengetuai rakyatnya dan pemerintah terus silih berganti secara turun menurun.

Pemimpin sedemikian adalah yang bergantung kepada kuasa tetapi tidak seperti kuasa, pemimpin tidak boleh dipisahkan daripada keperluan dan matlamat pengikut-pengikutnya (Burns 1978). Walau bagaimanapun, idea tentang kepimpinan telah dimulakan sejak berkurun tetapi kajian secara saintifik mengenainya hanya bermula sekitar tahun 1930 (Littrell 2002). Setelah sekian lama, pengkaji terdahulu telah menemui begitu banyak dapatan dalam aspek kepimpinan dan pengetahuan tentangnya terus berkembang dari semasa ke semasa. Namun begitu, kebanyakan sarjana bersetuju bahawa konsep kepimpinan tidak mempunyai definisi yang spesifik. Sungguhpun perkataan kepimpinan adalah perkataan yang kerap digunakan

seharian dan selalunya digambarkan dengan pelbagai gambaran seperti efektif, baik, jahat dan lemah namun, kebanyakan penulis telah gagal untuk memberikan difinisi kepimpinan secara tepat (Leithwood et.al. 1999).

Burns (1978) telah mendefinisikan kepimpinan sebagai "pemimpin yang mendorong pengikut-pengikutnya bertindak bagi mencapai matlamat tertentu yang mewakili nilai dan motivasi iaitu: kehendak dan keperluan, aspirasi dan jangkaan bagi kedua-dua pihak iaitu pemimpin dan pengikutnya". Kepimpinan telah digambarkan oleh Kotter (1990) sebagai proses mengarah dan menggerakkan manusia dan/atau idea mereka. Walaupun terdapat pelbagai definisi kepimpinan tetapi yang pasti adalah pemimpin tidak wujud sekiranya tiada pengikut. Asasnya, kepimpinan hanya melibatkan dua pihak iaitu pemimpin dan pengikut bagi kepentingan tertentu.

Bandura (1986) menyatakan efikasi diri sebagai "penghakiman orang keupayaan mereka untuk menganjurkan dan melaksanakan kursus tindakan yang diperlukan untuk mencapai jenis yang ditetapkan persembahan "(ms 7). Hipp (1995) mengubah definisi pengajaran sebagai "sejauh mana seorang guru percaya bahawa dia boleh mempengaruhi prestasi pelajar" (ms 5). Di samping itu, kepercayaan guru terhadap keupayaannya untuk menganjurkan dan melaksanakan kursus tindakan Guru Efficacy Bandura (1986) menyatakan efikasi diri sebagai "penghakiman orang keupayaan mereka untuk menganjurkan dan melaksanakan tindakan yang diperlukan untuk mencapai jenis persembahan yang ditetapkan "(Ms 7). Hipp (1995) mengubah definisi pengajaran sebagai "sejauh mana seorang guru percaya bahawa dia boleh mempengaruhi prestasi pelajar" (ms 5). Seterusnya, kepercayaan guru terhadap keupayaannya untuk menganjurkan dan melaksanakan kursus tindakan yang diperlukan untuk berjaya menyelesaikan tugas mengajar tertentu dalam konteks tertentu (Tschannen-Moran, Woolfolk Hoy & Hoy; 1998).

TSES memaparkan kekayaan kerja guru sebagai keperluan pengajaran yang baik dan termasuk lima faktor tambahan: (1) penilaian; (2) menyesuaikan pelajaran kepada keperluan pelajar individu; (3) menangani masalah pembelajaran; (4) memperbaiki kesilapan pelajar; (5) dan memotivasi penglibatan pelajar dan minat (Tschannen-Moran & Woolfolk Hoy & Hoy, 1998). Ia telah diperiksa dan diuji dalam tiga kajian berasingan yang menghasilkan alat panjang dengan 24 item dan bentuk pendek dengan 12 item. Tiga faktor muncul dalam kajian kedua apabila kumpulan baru menapis item dalam instrumen baru: (1) keberkesanan dalam penglibatan pelajar; (2) keberkesanan dalam strategi pengajaran; dan (3) keberkesanan dalam pengurusan bilik darjah (Tschannen-Moran & Woolfolk Hoy, 2011). Penambahan faktor-faktor yang lebih relevan dan dimensi perwakilan seolah-olah lebih tepat menggunakan kedua-dua komponen Tschannen-Moran, Woolfolk Hoy, & Hoy (1998) yang dicadangkan model keberkesanan guru bersepadu.

Metodologi kajian

Kajian kuantitatif telah digunakan dan kajian tinjauan telah dilakukan untuk menguji tahap amalan kepimpinan perubahan dan tahap efikasi guru di Sekolah Rendah Zon Bandar, Daerah Johor Bahru. Populasi kajian ini terdiri daripada guru-guru sekolah di Zon Bandar di daerah Johor Bahru. Kaedah persampelan rawak telah digunakan untuk memilih responden. Seramai 278 guru telah dipilih untuk memberi respon kepada soal selidik yang disediakan.

Instrumen soal selidik untuk kajian ini mempunyai tiga bahagian iaitu Bahagian A,Bdan C. Bahagian A ialah maklumat demografi, Bahagian B megandungi dimensi kepimpinan perubahan menurut model kotter dan Bahagian C mengandungi dimensi efikasi guru. Soal selidik kepimpinan perubahan mengandungi 16 soalan iaitu bagi 8 dimensi.

Bahagian C mengandungi 12 soalan iaitu 3 soalan bagi setiap dimensi. Responden akan menjawab dengan membuat pilihan pada skala likert lima markah.

Dalam kajian ini Analisi deskripif telah digunakan untuk menilai tahap amalan perubahan guru besar dan tahap efikasi guru. Skor min dan sisihan piawai telah digunakan untuk menilai kedua-dua pembolehubah. Ujian korelasi Pearson juga telah digunakan untuk menentukan sama ada wujud atau tidak hubungan antara dua pemboleh ubah iaitu kepimpinan perubahan guru besar dan tahap efikasi guru.

Analisis Deskriptif

Jumlah skor min digunakan sebagai penentu antara skor rendah dengan skor tinggi bagi setiap dimensi gaya kepimpinan perubahan dan tahap efikasi guru. Bagi membuat penilaian min, pengkaji menggunakan interpretasi skor min bagi menentukan tahap amalan kepimpinan perubahandan tahap efikasi guru. Interpretasi skor min tersebut ditafsirkan kepada lima tahap pelaksanaan iaitu tahap paling rendah, tahap rendah, tahap sederhana, tahap tinggi dan tahap paling tinggi seperti yang dijustifikasikan oleh Sanger et al. (2007) melalui kajian mereka. Perincian interpretasi skor min tersebut seperti jadual 1 di bawah.

Jadual 1 : Interpertasi Skor Min Tahap Amalan Kepimpinan Perubahan Guru Besar dan Tahap Efikasi Guru

Skor Min	Tahap Pelaksanaan (Interpertasi)
1.00 – 1.80	Sangat Rendah
1.81 – 2.60	Rendah
2.61 – 3.40	Sederhana
3.41 – 4.20	Tinggi
4.21 – 5.00	Sangat Tinggi

Sumber : Sanger et al. (2007)

Analisis Inferensi

Data yang diperolehi daripada borang soal selidik telah dikumpulkan dan dianalisis menggunakan peogram SPSS versi 22.0. Ujian statistik SPSS telah digunakan untuk menganalisis data statistik inferensi bagi menguji hipotesis kajian dan menjawab soalan nombor 3. Ujian yang digunakan adalah analisis korelasi Pearson untuk mengukur hubungan antara dua pemboleh ubah iaitu amalan kepimpinan perubahan dan tahap efikasi guru. Jadual interpretasi koefisien korelasi yang cadangkan oleh Sugiyono (2007) digunakan seperti di Jadual 2.

Jadual 2 : Interpertasi Koefisien Korelasi

Skor Min	Tahap Pelaksanaan (Interpertasi)
0.00-0.199	Sangat Rendah
0.20-1.399	Rendah
0.40-0.599	Sederhana
0.60-0.799	Kuat
0.80-1.000	Sangat kuat

Sumber : Sugiyono (2007)

Dapatan kajian

Amalan kepimpinan guru besar yang diguna dalam penyelidikan ini adalah berdasarkan definisi operasional kepimpinan perubahan. Amalan kepimpinan perubahan dalam kalangan guru besar meliputi lapan dimensi. Hasil analisis deskriptif merumuskan dapatan kajian seperti di Jadual 3 yang juga bertujuan untuk menjawab persoalan kajian yang pertama iaitu:-

Apakah tahap amalan kepimpinan perubahan guru besar di daerah Johor Bahru?

Jadual 3:Skor Min Tahap Amalan Kepimpinan Perubahan Guru Besar Daerah Johor Bahru Mengikut Dimensi

Dimensi	Skor Min	S.P.	Tahap
Mencipta Keperluan	4.12	.594	Tinggi
Membentuk Pakatan	4.16	.587	Tinggi
Mencipta Visi	4.08	.634	Tinggi
Menyalur Visi	4.05	.648	Tinggi
Menghapuskan Halangan	4.09	.596	Tinggi
Mengenalpasti sasaran	4.09	.665	Tinggi
Meneruskan Perubahan	4.06	.628	Tinggi
Mengukuhkan Perubahan	3.96	.633	Tinggi
Kepimpinan Perubahan	**4.07**	**.618**	**Tinggi**

Secara umumnya, adalah didapati bahawa amalan kepimpinan perubahan guru besar di Zon Bandar daerah Johor Bahru adalah pada tahap tinggi (min = 4.07; s.p. = 0.618). Keputusan ini disebabkan tahap pengamalan yang tinggi dalam kelapan-lapan dimensi. Adalah didapati dimensi membentuk pakatan merupakan dimensi yang paling tinggi pengamalannya (min = 4.16; s.p. = 0.587) diikuti dengan dimensi mencipta keperluan (min = 4.12; s.p. = 0.594), dimensi menghapuskan halangan (min = 4.09; s.p. = 0.596) dimensi mengenalpasti sasaran (min = 4.09; s.p = 0.665), dimensi mencipta visi (min = 4.08; s.p = 0.634) manakala dimensi mengukuhkan perubahan adalah dimensi yang paling rendah (min = 3.960; s.p = 0.633).

Tahap Efikasi Gurumeliputitiga dimensi. Hasil analisis deskriptif merumuskan dapatan kajian seperti di Jadual 4 yang juga bertujuan untuk menjawab persoalan kajian yang kedua iaitu:-

Apakah tahap efikasi guru-guru di daerah Johor Bahru?

Jadual 4: Skor Min Tahap Efikasi Guru-Guru Daerah Johor Bahru Mengikut Dimensi

Dimensi	Skor Min	S.P.	Tahap
Keberkesanan Penglibatan Pelajar	4.30	.489	Tinggi
Keberkesanan Strategi Pengajaran	4.29	.506	Tinggi
Keberkesanan Pengurusan Bilik Darjah	4.24	.522	Tinggi
Kepimpinan Perubahan	**4.28**	**.506**	**Tinggi**

Adalah didapati bahawa secara keseluruhannya tahap efikasi guru-guru yang dikaji berada pada tahap tinggi dengan nilai min 4.28 dan sisihan piawainya adalah 0.506. Adalah didapati tahap efikasi guru bagi ketiga-tiga dimenasi berada pada tahap tinggi namun begitu dimensi keberkesanan penglibatan pelajar (min = 4.30; s.p. = 0.489) menunjukkan nilai min lebih tinggi berbanding dengan nilai min bagi dimensi keberkesanan strategi pengajaran (min = 4.29; s.p. = 0.506) dan diikuti dimensi keberkesanan pengurusan bilik darjah (min = 4.24.

s.p. = 0.522). Berdasarkan dapatan tersebut, keberkesanan penglibatan pelajar dalam Pdpc yang tinggi telah menyumbang kepada tahap efikasi.

Hasil analisis deskriptif merumuskan dapatan kajian seperti di Jadual 5 yang juga bertujuan untuk menjawab persoalan kajian yang ketiga iaitu:-

Adakah terdapat hubungan antara tahap amalan kepimpinan perubahan Guru Besar dengan tahap efikasi guru di Zon Bandar, Daerah Johor Bahru?

Jadual 5: Kolerasi Pearson Hubungan Amalan Kepimpinan Perubahan Guru Besar mengikut Dimensi dengan Tahap efikasi guru

	r	Kepimpinan Perubahan	Kepuasan Kerja
Kepimpinan Perubahan Guru Besar	Korelasi Pearson	1	.505**
	P(2 hujung)		.000
	N	278	278
Efikasi Guru	Korelasi Pearson	.505**	1
	P(2 hujung)	.000	
	N	278	278

** korelasi signifikan 0.01 adalah pada aras

Daripada Jadual 5, menunjukkan nilai pekali korelasi Pearson bagi hubungan amalan kepimpinan perubahan guru besar dengan tahap efikasi guru ialah r= 0.5 pada tahap signifikan 0.000 ($p<0.01$). Oleh kerana tahap signifikan lebih kecil daripada 0.01, maka hipotesis nul 1 (Ho1) gagal diterima. Ini menunjukkan terdapat hubungan positif yang signifikan antara kepimpinan perubahan guru besar dengan tahap efikasi guru. Berdasarkan jadual Interpretasi koefisien korelasi (Sugiyono, 2007), kekuatan hubungan ini adalah pada tahap sederhana.

Perbincangan

Secara keseluruhannya, dapatan kajian menunjukkan tahap amalan kepimpinan perubahan guru besar sekolah rendah di daerah Johor Bahru berada pada tahap yang tinggi. Guru-guru di daerah Johor Bahru telah bersetuju bahawa guru besar mereka telah mengamalkan setiap dimensi yang terdapat dalam kepimpinan perubahan.Pemimpin perubahan dikatakan mempunyai visi yang nyata dan menggunakan pendekatan kepimpinan perubahan untuk membuat perubahan dan menambah baik organisasi (Yulk 2009). Berson, Shamir, Avolio & Popper (2001) mendapati kepimpinan perubahan sangat membantu organisasi melakukan inovasi dalam mengharungi era yang mencabar. Pengamalan kepimpinan peruabahan dapat melancarkan proses perubahan dengan menekankan nilai-nilai tertentu dan menggalakkan pengikut berusaha mencapai visi yang telah ditetapkan. Oleh itu, model kepimpinan perubahan telah diterima secara meluas disebabkan penekanannya dalam membina dan membangunkan ahli organisasi (Marzano et al. 2005)

Sehubungan itu, adalah didapati bahawa sekolah-sekolah di Zon Bandar daerah Johor Bahru dalam kajian ini juga tidak terkecuali apabila konsep kepimpinan perubahan dapat dikesan dalam amalan kepimpinan perubahan guru besar mereka. Data kajian ini yang dianalisis daripada persepsi guru terhadap amalan kepimpinan guru besar menunjukkan mereka mengamalkan kepimpinan perubahan pada tahap tinggi. Berdasarkan dapatan kajian mendapati guru besar di daerah tersebut yang dikaji mempraktikkan pada tahap tinggi kesemua dimensi iaitu mencipta keperluan, membentuk pakatan yang kuat, mencipta visi, menyalurkan visi, menghapuskan halangan, mengenal pasti sasaran, meneruskan perubahan dan mengukuhkan perubahan.

Pemimpin yang peka terhadap perubahan adalah pemimpin yang mampu membuat subordinatnya menyedari perspektif yang lebih luas, sehingga kepentingan individu ditukarkan kepada kepentingan kumpulan, organisasi, atau kepentingan lain yang lebih luas. Ini selari

dengan pernyataan Jazmi (2009) yang melihat kepimpinanan yang efektif lebih mementingkan hubungan baik dengan pekerja.

Dapatan kajian ini mendapati bahawa tahap efikasi guru-guru sekolah daerah Johor Bahru berada pada tahap tinggi. Dapatan ini selaras dengan kajian yang dilakukan oleh Aziah et al (2015) dan Baharuzaini & Muhammad Hisham Adnan (2016) yang mengkaji tahap efikasi guru. Hasil dari kajian tersebut mendapati tahap efikasi guru sekolah berada pada tahap tinggi. Hal ini kerana kepimpinan yang berkesan akan mempengaruhi tahap efikasi guru dalam pelaksanaan tanggungjawab di sekolah. Berdasarkan kajian Khalid Johari (2009) di Sabah, menunjukkan bahawa tahap efikasi guru sekolah berada pada tahap tinggi. Tahap efikasi guru yang tinggi ini membuktikan bahawa setiap guru di sekolah tersebut mempunyai sikap keyakinan diri yang tinggi terhadap aspek penyampaian pengajaran dan peningkatan pembangunan para murid sekolah.

Justeru, sekolah-sekolah di Zon Bandar daerah Johor Bahru dalam kajian ini dapat menunjukkan tahap efikasi tinggi. Data kajian ini yang dianalisis daripada persepsi guru terhadap tahap efikasi mereka. Berdasarkan dapatan kajian mendapati guru sekolah menunjukkan efikasi pada tahap tinggi kesemua dimensi iaitukeberkesanan penglibatan pelajar, keberkesanan strategi pengajaran dan keberkesanan pengurusan bilik darjah. Hal ini membuktikan bahawa setiap guru di sekolah Zon Bandar daerah Johor Bahru menunjukkan keupayaan yang berefektif dalam pembangunan kurikulum sekolah. Pembangunan sesebuah sekolah juga dipengaruhi oleh efikasi guru yang melaksanakan tanggungjawab terhadap pembangunan sekolah.

Analisis korelasi pearson telah dilaksanakan untuk menjawab persoalan ketiga dan menetapkan hubungan antara tahap amalan kepimpinan perubahan guru besar dan tahap efikasi guru-guru di daerah Johor Bahru. Dapatan menunjukkan terdapat hubungan yang signifikan antara dua pembolehubah tersebut. Hubungan yang kuat ini menunjukkan kepimpinan perubahan yang diamalkan oleh guru besar memainkan peranan yang penting dalan meningkatkan tahap efikasi yang ada pada guru. Guru-guru menunjukkan komitmen yang tinggi apabila guru besar mereka mempunyai ciri-ciri kepimpinan perubahan yang efektif.

Cadangan kajian lanjutan

Kajian ini menggunakan reka bentuk kuantitatif untuk mendapat maklumat boleh diuji semula dengan menggunakan reka bentuk kajian yang berbeza. Sebagai contoh, kajian lanjutan menggunakan pendekatan kualitatif untuk mengukur persepsi guru terhadap amalan kepimpinan pengetua dan efikasi guru melalui siri temu bual dan soalan terbuka. Disamping itu, penggunaan perakam audio – visual, analisis dokumentasi daripada arkib dan sebagainya boleh diusahakan untuk mendapatkan maklumat yang lebih banyak dan lebih spesifik dalam menyokong kajian.

Adalah dicadangkan kajian masa hadapan mengambil kira faktor demografi seperti umur, tempoh perkhidmatan, gred jawatan dan status perkhidmatan sebagai pemboleh ubah yang dikaji dalam kajian. Ini akan menjadi lebih menarik untuk mengetahui sama ada faktor-faktor demografi tersebut mempunyai hubungan atau mempengaruhi persepsi guru terhadap amalan kepimpinan pengetua dan begitu juga persepsi mereka terhadap kepuasan kerja.

Rumusan

Hasil dapatan kajian menunjukkan tahap amalan kepimpinan perubahanguru besar secara keseluruhannya adalah tinggi. Ini menggambarkan guru besar mempunyai visi yang jelas, berkeyakinan dan optimistik untuk mencapai matlamat dengan mempengaruhi guru secara berhemah dengan menunjukkan contoh teladan yang baik serta bijak mengagihkan kuasa. Kajian ini juga mendapati tahap efikasi guru di daerah Johor Bahru yang dikaji adalah tinggi. Pengukuran tahap efikasi guru guru dalam kajian ini yang berasaskan model Tschannen-Moran, Woolfolk Hoy, & Hoy (1998) mendapati tahap efikasi guru ada pada tahap yang tinggi. Dapatan ini menggambarkan bahawa guru-guru tidak berhadapan dengan kurang efikasi kerja

malah mereka melibatkan diri secara aktif dan mempunyai kemampuan bekerja pada tahap tinggi apabila terdapat faktor-faktor yang telah memotivasikan mereka.

Selain itu, keputusan kajian juga menunjukkan terdapatnya hubungan yang signifikan, signifikan dan positif di antara amalan kepimpinan perubahan guru besar dan tahap efikasi guru. Kajian ini telah menyumbang dalam memberi panduan tentang aspek dan pendekatan yang sewajarnya diambil oleh guru besar sekolah untuk meningkatkan kualiti kepimpinan dan ada masa yang sama dapat memaksimumkan tahap efikasi guru.

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AMALAN KEPIMPINAN PENGAJARAN GURU DAN HUBUNGANNYA DENGAN KEMAHIRAN KEPIMPINAN MURID

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Abstrak: *Kepimpinan pendidikan sering dikaitkan dengan peranan sekolah. Peningkatan kepimpinan murid melibatkan peluang murid untuk mengamalkan pelbagai kemahiran kepimpinan dalam persekitaran pembelajaran. Konteks kepimpinan dalam pendidikan di sekolah dalam kalangan guru dan murid merupakan fokus utama kajian ini. Tujuan utama kajian ini ialah untuk mengenalpasti tahap elemen amalan kepimpinan pengajaran guru yang diterapkan di sekolah, mengenalpasti tahap kepimpinan pelajar dan menentukan hubungan antara elemen kepimpinan pengajaran guru dengan tahap kepimpinan pelajar. Kajian ini merupakan kajian kuantitatif yang menggunakan instrumen soal selidik untuk mendapatkan data. Kajian ini merupakan kajian korelasi di mana dua pembolehubah digunakan untuk menyiasat perhubungannya. Analisis kajian mendapati bahawa tahap elemen amalan kepimpinan pengajaran guru yang diterapkan di sekolah dari perspektif guru wujud dalam empat elemen utama iaitu komitmen, kerjaya profesional, pengupayaan(Fizikal) dan kecekapan pengurusan pedagogi. Ujian-T untuk empat hipotesis nol menunjukkan terdapat hubungan yang signifikan antara elemen kepimpinan guru terhadap elemen kepimpinan murid di sekolah. Hal ini kerana hipotesis nol ditolak atas dasar nilai p<0.001. Kajian ini membawa implikasi kepada amalan guru di sekolah dan di dalam bilik darjah. Analisis dan perbincangan telah mengenal pasti beberapa ciri-ciri umum guru yang menyumbang kepada kejayaan mereka dalam berkomunikasi dengan murid agar kepimpinan dapat diterapkan.*

Kata kunci: Kepimpinan, Komitmen, Kerjaya Profesional, Pengupayaan, Pengurusan Pedagogi.

Pengenalan

Penyelidikan terhadap kualiti kepimpinan yang ingin dilihat oleh guru dalam kalangan murid serta mekanisme membangunkan kualiti ini adalah aspek yang penting dalam konteks pendidikan kini. Pemahaman tentang persepsi guru berkenaan aspek yang boleh meningkatkan kualiti kepimpinan dalam kalangan murid boleh memberi impak positif kepada pelaksanaan amalan di sekolah. Pemeriksaan terhadap kajian-kajian yang menyiasat kualiti kepimpinan dalam kalangan pelajar menunjukkan bahwa kebanyakan mereka bertujuan untuk menentukan tahap kepimpinan guru dan kesannya kepada murid di sekolah (Anderson & Krathwohl, 2011; Drago-Severson, 2014). Dalam hal ini, kualiti kepimpinan murid dinilai berpandukan persepsi guru dan fokus kajian ini ialah untuk melihat bagaimana kepimpinan guru dapat menjejaskan kepimpinan murid.

Penyataan Masalah

Asasnya pengajaran dalam bilik darjah perlu tertumpu kepada pendidikan dan isu utama dalam konteks ini merupakan bagaimana kemahiran memimpin dalam pelbagai aspek dipupuk melalui amalan kepimpinan guru yang wujud secara tidak langsung dalam pelbagai aspek di

dalam bilik darjah. Masalah utama yang menjadi dorongan utama kepada kajian ini ialah kekurangan inisiatif dan bukti berdasarkan kajian yang kukuh mengenai hubungan antara kepimpinan guru dan kepimpinan murid. Amalan kepimpinan guru dalam bilik darjah mempunyai impak yang signifikan ke atas pembelajaran pelajar dan hasil penting yang lain. (Robinson, Hohepa & Lloyd, 2009; Silins & Mulford, 2002; Waters, Marzano & McNulty, 2003). Keberkesanan kepimpinan guru di dalam bilik darjah adalah antara perkara yang dikaji dalam kajian ini. Terdapat jurang yang wujud antara kajian lalu dengan kajian ini dengan ketiadaan kajian yang membuktikan konteks kepimpinan ini di peringkat yang lebih rendah. Kajian ini berfokuskan soalan tentang bagaimana kesan yang terjadi pada peringkat sekolah rendah. Beberapa aspek termasuk komitmen, kerjaya profesional, pengupayaan fizikal dan kecekapan pengurusan pedagogi dilihat jelas memberi impak sesuai kepada pelajar. Ia dibuktikan menerusi persepsi guru terhadap kemahiran kepimpinan murid mereka. Maka masalah utama di sini ialah bagaimana persepsi guru tersebut boleh dikaji dan seterusnya dibuktikan melalui kaedah kajian yang betul.

Tujuan Kajian

Tujuan kajian ini untuk mengenal tahap elemen amalan kepimpinan pengajaran guru yang diterapkan di sekolah dan tahap kepimpinan murid serta menganalisa hubungan antara tahap amalan kepimpinan dengan tahap kepimpinan murid.

Objektif Kajian

Berdasarkan perbincangan di atas, objektif kajian ini adalah untuk:-

1. Mengenalpasti tahap elemen amalan kepimpinan pengajaran guru yang diterapkan di sekolah.
2. Mengenalpasti tahap kepimpinan murid.
3. Menentukan sejauh manahubungan antara kepimpinan pengajaran guru dengan kepimpinan murid.

Persoalan Kajian

Merujuk perbincangan di atas, persoalan kajian ini adalah:-

1. Apakah tahap elemen amalan kepimpinan pengajaran guru yang diterapkan di sekolah dari sudut pandangan guru?
2. Apakah tahap kepimpinan murid dari sudut pandangan guru?
3. Adakah terdapat hubungan antara elemen kepimpinan pengajaran guru dengan kepimpinan murid?

Hipotesis Kajian

Ho1: Tidak terdapat hubungan yang signifikan antara elemen komitmen dalam kepimpinan pengajaran dari perspektif guru terhadap elemen kepimpinan pelajar iaitu elemen keusahawan daya tahan, kecerdasan emosi dan komunikasi

Ho2: Tidak terdapat hubungan yang signifikan antara elemen kerjaya profesional dalam kepimpinan pengajaran dari perspektif guru terhadap elemen kepimpinan pelajar iaitu elemen keusahawan daya tahan, kecerdasan emosi dan komunikasi

Ho3: Tidak terdapat hubungan yang signifikan antara elemen pengupayaan fizikal dalam kepimpinan pengajaran dari perspektif guru terhadap elemen kepimpinan pelajar iaitu elemen keusahawan daya tahan, kecerdasan emosi dan komunikasi

Ho4: Tidak terdapat hubungan yang signifikan antara elemen Kecekapan Pengurusan Pedagogi dalam kepimpinan pengajaran dari perspektif guru terhadap elemen kepimpinan pelajar iaitu elemen keusahawan daya tahan, kecerdasan emosi dan komunikasi.

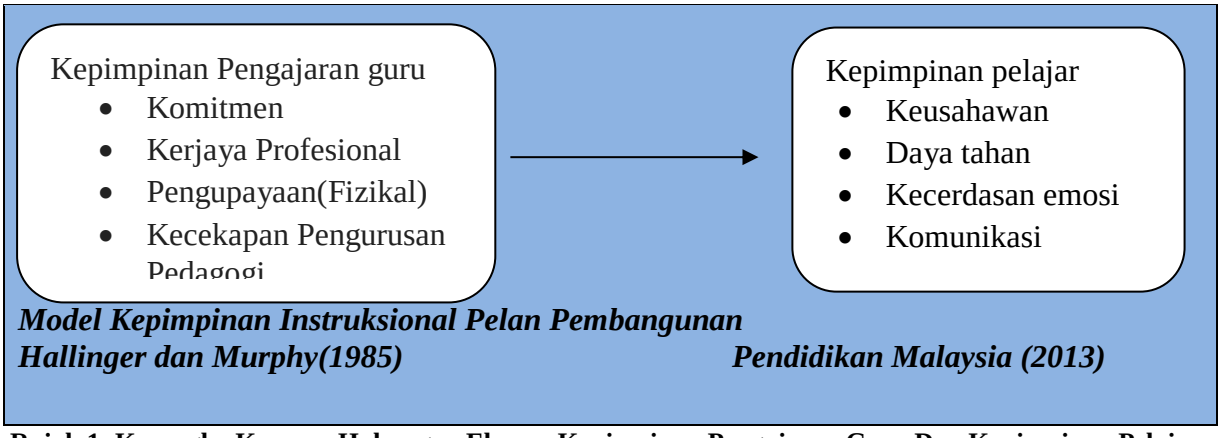
Tinjauan Literatur

Kajian ini berpaksikan teori kepimpinan instruksional yang menekankan bahawa kepimpinan dalam pengajaran memainkan peranan yang signifikan dalam konteks penerapan kemahiran kepimpinan dalam kalangan murid. Kepimpinan menerusi pengajaran guru dilihat berpotensi dalam meningkatkan standard mereka untuk menjadi tauladan kepada murid di mana perwatakan mereka mempengaruhi murid mereka.Kajian terhadap kualiti kepimpinan yang ingin dilihat dalam kalangan murid dan tahap penggunaannya untuk peningkatan kualiti ini dilihat penting. Kefahaman terhadap pendapat guru dalam perkara ini dapat membantu ke arah keberkesanan mekanisme yang akan digunapakai dalam pelaksanaannya di sekolah.

Selain itu, Leithwoof dan Mascall (2008) melihat pemimpin guru sebagai inovator, penyelidik, perancang pembelajaran murid, pemimpin rakan sekerja dan penyokong dasar. Takrifan sedemikian dilihat meluas tetapi takrifan yang tepat mestilah dilihat menerusi matlamat aktiviti kepimpinan guru yang telibat. Dalam kajian mereka, Leithwood dan Mascall (2008) yang melibatkan 90 sekolah rendah dan menengah, analisis menerusi 2750 respon guru memperlihatkan kejayaan sekolah yang terlibat bergantung kepada perkongsian peranan kepimpinan kepada guru dan pihak berkepentingan yang lain. Ini dilihat menyumbang kepada perbezaan signifikan dalam skor pencapaian sekolah- sekolah yang terlibat (Leithwood & Mascall, 2008).

Konteks kajian mengkaji kepimpinan murid menerusi empat aspek penting kecerdasan emosi, komunikasi dan keusahawanan. Pendekatan yang digunakan dalam kajian ini adalah dari tiga sumber; model pemikiran dan tindakan oleh Clark dan Peterson (1986), Menerusi model mereka, Myers dan Myers (1995) bahawa guru harus mempunyai ilmu tentang apa yang mereka ajar serta pengurusan bilik darjah yang efektif dalam menerapkan kepimpinan. Gaya pengurusan kelas dalam model instruksional terbahagi kepada dua jenis; kawalan dan penglibatan (Baumrind, 1971). Kawalan melibatkan penetapan peraturan oleh guru dan jangkaannya untuk dipatuhi oleh semua murid. Jenis penglibatan pula memperlihatkan guru yang menekankan hubungan yang baik antara mereka dan pelajar mereka.

Kerangka Konseptual



Rajah 1: Kerangka Konsep: Hubungan Elemen Kepimpinan Pengajaran Guru Dan Kepimpinan Pelajar

Kajian ini didasarkan dengan kerangka melibatkan satu model yang direka berdasarkan model kepimpinan instruksional yang dikemukan oleh Hallinger dan Murphy (1987) dan hasil

analisis Pelan Pembangunan Pendidikan Malaysia (2013) yang menggariskan aspek kepimpinan sebagai antara aspek yang ingin dicapai. Menurut Leithwood (2013), kesan yang dibawa oleh guru di dalam bilik darjah dapat meningkatkan lagi penerapan nilai-nilai kepimpinan dalam murid-murid. Ini melihat kepada kesan penerapan beberapa elemen di dalam pengajaran dan pembelajaran terhadap tercetusnya elemen kepimpinan dalam kalangan murid. Dalam hal ini, antara aspek yang dilihat termasuklah persepsi guru terhadap komitmen kerjaya mereka apabila mengajar. Hallinger, Heck dan Murphy (2014) membuktikan bahawa murid dipengaruhi oleh sikap guru terhadap komitmen profesional mereka dalam membina keyakinan diri dalam kepimpinan menerusi kecerdasan emosi. Apabila guru dilihat komited di dalam tugasan bilik darjah, ini akan memberi impak terhadap kecerdasan emosi murid mereka (Murphy et al, 1985).

Seterusnya, elemen keusahawanan telah dikemukakan dalam kerangka konseptual kerana ia merupakan antara elemen yang digariskan dalam pelan pembangunan pendidikan Malaysia. Sipon et al. (2015) melihat keusahawanan dalam bilik darjah sebagai hasil kecekapan guru dalam pelbagai aspek serta gabungan beberapa sub-kemahiran guru untuk mencerminkan sikap kepimpinan mereka. Ini sejajar dengan model oleh Hallinger, Heck dan Murphy (2014) yang melihat guru yang sistematik dalam merancang pedagogi sebagai guru yang menonjol dalam kepimpinan instruksional. Model kepimpinan oleh Hallinger dan Murphy (1987) turut menyarankan pengupayaan fizikal sebagai satu aspek penting dalam kepimpinan instruksional. Menurut kajian mereka, ini dilihat sebagai salah satu sub-kemahiran yang wujud dalam pengajaran dan pembelajaran termasuklah komunikasi menerusi pembelajara abad-21 (Fong et al, 2015).

Metodologi

Rekabentuk Kajian

Kajian ini merupakan kajian kuantitatif berbentuk korelasi yang menggunakan kaedah soal selidik. Rasional kajian ini adalah kajian yang diperlukan terhadap tahap kepimpinan guru dalam sekolah mereka melalui pelaporan diri terhadap sikap dan pengalaman mereka. Respon guru dianalisis untuk melihat hubungan tahap kepimpinan murid-murid terletak pada rujukan kriteria yang digunakan dalam model akauntabiliti untuk melihat hubungkait antara kedua-dua aspek. Hasil kajian ini akan meningkatkan amalan pendidikan yang berkaitan dengan inisiatif kepimpinan guru, pencapaian sekolah dan kepimpinan murid. Bowman (2014) yakin bahawa para guru boleh menjadi ejen perubahan yang berjaya sekiranya mereka diberikan sokongan.Beberapa penyelidikan terdahulu mengenai kepimpinan guru yang berjaya telah menggunakan pendekatan penyelidikan kualitatif. Kajian semula terhadap Sembilan kajian kes antara 1997 dan 2015 seluruh Malaysia menujukkan beberapa penemuan konsisten berkaitan struktur sekolah tertentu yang menghalang kerja guru cemerlang dalam kepimpinan. Kajian ini menggunakan rangka struktur Bolman dan Deal (2013) yang merangkumi dua elemen asas rekabentuk struktur sebagai ; a) cara mengagihkan kerja dan b) bagaimana menyelaraskan peranan dan unit sekali tanggungjawab telah dibatalkan.

Populasi dan Sampel

Kajian ini akan dilakukan di sekolah rendah daerah Jasin, Melaka untuk memperluaskan kajian sebelum ini. Guru-guru yang terlibat menjadi perancang bilik darjah professional yang direka untuk “menyediakan persekitaran yang merangsang dan memupuk pertumbuhan peribadi dan professional secara intelektual (brosur program, 2017-2018) dipilih sebagai populasi kajian. Ini melibatkan seramai 1500 orang guru sekolah rendah yang sedang menjadi peserta dalam bidang professional program pembilik darjah di daerah ini. Objektif program ini adalah: (a) membangunkan perbendaharaan kata profesional, (b) menunjukkan keberkesanan yang lebih mendalam bagi pembelajaran pelajar di dalam kelas, (c)

mempamerkan keberkesanan yang lebih mendalam untuk kepimpinan guru, dan (d) menggunakan pemahaman baru untuk membentuk amalan pengajaran dan merenungkan kesan kepada pelajar.

Kajian ini hanya melibatkan 10% guru sekolah rendah di Jasin , Melaka seramai 150 orang guru yang sedang mengambil bahagian dalam bidang profesional Program Pembilik Darjah. Mereka dipilih untuk program ini berdasarkan ciri-ciri guru cemerlang dalam kepimpinan yang mesti mempunyai tiga tahun pengalaman mengajar, menunjukkan keberkesanan kelas dan minat yang kuat dalam peningkatan profesional. Kaedah pensampelan rawak telah digunapakai sebagai kaedah utama dalam pemilihan sampel tersebut.

Instrumen Kajian

Kaedah soal selidik yang mengandungi dua bahagian utama; bahagian demografi dan bahagian kepimpinan telah digunakan. Bahagian demografi merangkumi jantina, umur, kelayakan akademik dan pengalaman mengajar setiap responden. Bahagian aspek kepimpinan pula mengandungi elemen kepimpinan guru dan murid. Dari segi persepsi guru terhadap amalan kepimpinan mereka, terdapat empat elemen utama iaitu komitmen, kerjaya profesional, pengupayaan(Fizikal) dan kecekapan pengurusan pedagogi. Setiap aspek diuji dengan tujuh item maka terdapat 28 item dalam bahagian kepimpinan guru secara keseluruhannya. Bagi persepsi guru terhadap amalan kepimpinan murid pula, terdapat empat elemen utama yang dikaji iaitu keusahawan, daya tahan, kecerdasan emosi dan komunikasi. skala jenis Likert lima mata mulai dari yang sangat tidak setuju dengan sangat setuju, seperti yang disyorkan oleh Patten (2011), digunakan untuk menentukan perjanjian dengan beberapa pernyataan.

Jadual 1:Skala Likert Lima Mata yang digunakan dalam Kajian Ini.

Skala	Nilai
Sangat Tidak Setuju (STS)	1
Tidak Setuju (TS)	2
Kurang Setuju (KS)	3
Setuju (S)	4
Sangat Setuju (SS)	5

Kesahan, Kebolehpercayaan, Kajian Rintis dan Analisis

Kebolehpercayaan item dipertingkatkan dengan menggunakan pengekodan terbalik pada item tertentu dalam subskala. Daripada 60 item dalam kaji selidik (tidak termasuk item demografi), 26 digunakan pengekodan terbalik dalam skala Likert lima mata. Selepas kajian dijalankan, sekumpulan lima golongan profesional yang melatih para guru cemerlang dalam kepimpinan diminta mengkaji semula instrumen untuk bahasa yang mencerminkan sebarang kecenderungan peribadi dan isu-isu lain yang mungkin. 15 orang guru dari daerah sekolah yang sama menjawab soal selidik tersebut. Konsistensi skor di antara kedua-dua pentadbiran kaji

selidik ini memberikan ukuran kebolehpercayaan. Cronbach-alpha dikira untuk item dalam setiap komponen dalam subscale dan pada setiap subscale untuk menyediakan analisis kebolehpercayaan dalaman yang konsisten.

Statistik Deskriptif

Kajian ini menggunakan analisis statistik deskriptif untuk mendapatkan bilangan dan peratusan bagi aspek demografi dan item-item dalam aspek kepimpinan murid dan juga kepimpinan guru. Kekerapan, min dan peratusan pula digunakan untuk analisis bagi kedua-dua aspek dalam kepimpinan. Interpretasi skor min seperti dalam jadual 2 digunakan untuk analisis deskriptif dalam kajian ini.

Jadual 2:Interpretasi skor min yang digunakan dalam Kajian Ini.

Skor	Interpretasi
1.00-2.00	Rendah
2.01-3.00	Sederhana Rendah
3.01-4.00	Sederhana Tinggi
4.01-5.00	Tinggi

Statistik Inferensi

Kajian ini menggunakan analisis inferensi bagi melihat hubungan antara amalan kepimpinan guru dan tahap kepimpinan murid. Ujian korelasi Spearman yang dilaksanakan ke atas item-item dalam kedua-dua aspek tersebut menunjukkan sejauh mana amalan kepimpinan guru memberi impak kepada tahap kepimpinan murid. Jadual 3 menunjukkan skor nilai pekali r dan interpretasi bagi setiap skor. Analisis ujian-t pula digunakan untuk melihat pembuktian bagi hipotesis kajian yang ditetapkan. Analisis ujian-t menggunakan nilai $p<0.001$ bagi menentukan penerimaan atau penolakan hipotesis.

Jadual 3: Julat Pekali r yang digunakan dalam kajian Ini.

Skor	Interpretasi
0.00	Tiada Hubungan
< 0.19	Sangat Lemah
0.20 - 0.39	Lemah
0.40 - 0.69	Sederhana
0.70 - 0.89	Tinggi
> 0.90	Sangat Tinggi

Dapatan Kajian dan Perbincangan

Profil Responden

Jadual 4: Profil Responden.

Aspek demografi		Frekuensi (n)	Peratus (%)
Jantina	Lelaki	45	30.0
	Perempuan	105	70.0
Umur	Bawah 30 tahun	43	28.7
	30-35 tahun	48	32.0
	36-40 tahun	28	18.7
	lebih 40 tahun	31	20.7
Pengalaman Mengajar	1-5 tahun	2	1.3
	6-10 tahun	44	29.3
	11-15 tahun	59	39.3
	16-20 tahun	45	30.0
Kelayakan Akademik	Diploma	48	32.0
	Ijazah Sarjana Muda	69	46.0
	Ijazah Sarjana	30	20.0
	Ijazah Kedokotoran	3	2.0

Analisis data demografi membekalkan data yang dapat membina kefahaman asas terhadap saiz penduduk, pengedaran sosial dan komposisi masyarakat dalam sampel yang terpilih. Terdapat ciri-ciri tertentu pada personaliti responden yang berkait rapat dengan latarbelakang demografi (Ayan & Kocacik, 2010). 105 orang responden merupakan responden perempuan manakala 45 orang responden merupakan responden lelaki. Responden lelaki mencakupi jumlah 30% manakala responden perempuan meliputi jumlah 70%. Perbezaan ketara ini menunjukkan impak dari sudut pendidikan yang diterima oleh golongan lelaki (Saad,

Saad & Dollah, 2012). Manakala, kebanyakan lelaki dilihat tidak memilih profesyen keguruan sebagai pilihan utama melainkan hanya sebagai pilihan terakhir dalam kerjaya mereka (Azman, 2013).Menerusi analisi aspek ini, analisis menunjukkan kategori umur 30-35 tahun mewakili bilangan tertinggi seramai 48 orang iaitu 32 % daripada jumlah responden. Ini meliputi responden yang berumur bawah 30 tahun seramai 43 orang (28.7%) serta responden yang paling ketara kekurangannya iaitu dalam lingkungan umur 36-40 tahun serama 28 orang (18.7%). Ini selari dengan dapatan oleh Ching dan Kee (2012) di mana dikatakan ramai guru yang meninggalkan profesyen ini kerana cabaran yang semakin menekan dalam arus pendidikan semasa. Akhir sekali, responden berumur lebih 40 tahun dilihat seramai 31 orang (20.7%) daripada jumlah responden.Taburan dari aspek ini juga dilihat kerana pengalaman mengajar menujukkan tahap perkembangan guru dari setiap sudut metakognitif guru (Klassen & Chiu, 2010). Taburan demografi dari aspek ini analisis mendapati guru yang berpengalaman 11-15 tahun mengajar adalah seramai 59 orang atau 39.3% manakala terdapat sejumlah hanya 2 orang responden mempunyai pengalaman 1-5 tahun dalam bidang pendidikan. Analisis aspek ini mendapati sebahagian besar responden adalah guru berkelayakan ijazah sarjana muda iaitu seramai 69 orang atau 46%. Responden yang berkelayakan diploma meliputi sejumlah 48 orang atau 32% daripada jumlah responden. Bagi guru yang berkelayakan ijazah sarjana pula memperlihatkan jumlah seramai 30 orang responden atau 20% dan ijazah kedoktoran mencakupi sebahagian kecil seramai 2%.

Objektif 1: Mengenalpasti tahap elemen amalan kepimpinan pengajaran guru yang diterapkan di sekolah.

Jadual 5: Interpretasi skor min bagi tahap elemen Komitmen, Kerjaya Profesional, Pengupayaan dan Kecekapan Pengurusan Pedagogi

Tahap Elemen Kepimpinan Guru	Skor Min	Interpretasi
Komitmen	3.81	Sederhana Tinggi
Kerjaya Profesional	2.88	Sederhana Rendah
Pengupayaan	3.56	Sederhana Tinggi
Kecekapan Pengurusan Pedagogi	4.21	Tinggi

Tahap elemen amalan kepimpinan pengajaran guru yang diterapkan dari perspektif guru telah dikaji dan dilihat menerusi item-item yang akan dibincangkan diruangan ini. Elemen komitmen menunjukkan skor min yang mencatat interpretasi sederhana tinggi manakala aspek kerajaya profesional pula menunjukkan interpretasi sederhana rendah. Aspek pengupayaan pula menunjukkan interpretasi sederhana tinggi dan akhir sekali aspek kecekapan pengurusan pedagogi mencatat skor yang tinggi. Tahap elemen amalan kepimpinan pengajaran guru yang diterapkan di sekolah dari perspektif guru dalam kajian ini telah dibincangkan dalam ruangan hasil kajian. Terdapat empat aspek utama yang ditekankan mengikut kerangka konseptual yang digunakan dalam kajian ini. Mengikut Leithwood(2013), kesan daripada amalan kepimpinan guru dalam bilik darjah mampu meningkatkan lagi

penerapan nilai-nilai dan kepimpinan dalam murid-murid di sekolah. Kajian oleh Leithwood(2013) yang merujuk kepada model instruksional Hallinger dan Murphy(1987) melihat bagaimana beberapa elemen dalam konteks pengajaran dan pembelajaran akan membawa kepada pencetusan elemen kepimpinan dalam kalangan murid di sekolah. Dalam kajian ini, analisis mendapati bahawa terdapat item yang menjurus kepada tahap komitmen guru yang mampu menjana kepimpinan yang dapat memberi impak kepada pengajaran dan pembelajaran di dalam bilik darjah.

Kedua-dua elemen ini berkaitan dengan elemen kecerdasan emosi antara murid yang menjadikan mereka pemimpin yang lebih efektif. Hallinger, Heck dan Murphy(2014), membuktikan bagaimana murid melihat tindakan guru mereka yang komited dari segi kerjaya mereka yang membina keyakinan mereka dalam kepimpinan melalui kecerdasan emosi. York-Barr dan Duke (2004) melihat komuniti profesional sebagai salah satu alternatif bagi merealisasikan kepimpinan guru. Interaksi di kalangan guru-guru dalam komuniti sekolah membolehkan mereka memainkan pelbagai peranan satu sama lain seperti mentor, mentee, jurulatih dan sebagainya. Dalam hal ini, telah dibuiktikan menerusi dapatan kajian menerusi item "saya sengaja memburukkan guru lain di hadapan murid untuk meningkatkan status saya sebagai pemimpin" yang mendapat skor min yang paling rendah iaitu 1.52 menunjukkan pentingnya interaksi yang betul dalam konteks komuniti profesional di sekolah. Justeru, masyarakat profesional adalah lebih daripada sekadar menyokong di mana nilai-nilai bersama, boleh dianggap sebagai kepimpinan diedarkan (Hord & Sommers, 2008; McLaughlin & Talbert, 2001). Mereka seharusnya sentiasa mengekalkan kerjasama yang terjalin dalam membangunkan kurikulum dan pengajaran.

Objektif 2: Tahap kepimpinan pelajar dari perspektif guru

Jadual 6: Interpretasi skor min bagi tahap elemen Keusahawanan, Daya Tahan, Kecerdasan Emosi dan Komunikasi

Tahap Elemen Kepimpinan Murid	Skor Min	Interpretasi
Keusahawanan	2.09	Sederhana Rendah
Daya Tahan	2.63	Sederhana Rendah
Kecerdasan Emosi	4.11	Tinggi
Komunikasi	4.12	Tinggi

Bagi aspek tahap kepimpinan pelajar dari perspektif guru, ia juga telah dikaji melalui soal selidik yang mencakupi aspek keusahawanan, daya tahan, kecerdasan emosi, komunikasi. Bagi aspek keusahawanan skor keseluruhan menunjukkan bahawa elemen kepimpinan dari segi keusahawanan adalah sederhana rendah. Bagi aspek daya tahan pula, interpretasi yang dicapai ialah juga sederhana rendah. Walaubagaimanapun, kecerdasan emosi dan komunikasi kedua-duanya menunjukkan interpretasi yang tinggi. Sekolah merupakan medan di mana pelajar bersedia untuk memajukan dan meningkatkan tahap keupayaan mereka. Pewujudan keupayaan kepimpinan bagi penyelesaian masalah-masalah ini mempunyai kepentingan kritikal (Mulick, 2009). Walau bagaimanapun, ia dilihat bahawa peluang yang akan

meningkatkan kualiti kepimpinan pelajar di sekolah-sekolah tidak mencukupi (Bennis, 2009). Ini kerana, pelajar hanya memperoleh pengalaman kepimpinan pada tahap yang tertentu sahaja menerusi aktiviti seharian mereka (Hay & Dempster,2004). Kebarangkalian ini dapat diatasi dengan mewujudkan peluang yang berbeza di sekolah-sekolah.

Dalam kajian ini, ia dilihat bahawa kualiti kepimpinan pelajar yang paling penting pada persepsi guru termasuklah kemahiran komunikasi, kemahiran menyelesaikan masalah, tanggungjawab, kejujuran, dan penetapan matlamat, masing-masing. Ia dilihat bahawa konsep kemahiran menyelesaikan masalah (Addison,1985; Karnes & Stephens,1999), penetapan matlamat, kemahiran komunikasi yang berkesan (Drago-Severson,2004;Irvin & White,2004), kejujuran (Fertman & Van Linden,1999) juga merupakan antara kepimpinan yang boleh dilihat pelajar dalam kumpulan umur yang berbeza. Pelajar yang dapat berkomunikasi dengan yakin diri secara bertulis mahupun secara lisan akan lebih memahami perkara yang ingin disampaikan kepadanya. Ini seterusnya akan mendorong mereka dalam keupayaan mereka dalam membuat keputusan secara bersama-sama dan ini merupakan antara aspek yang menjurus kepada kualiti kepimpinan yang terpenting.

Dalam kajian ini kebanyakan persepsi guru menjurus kepada persepsi mereka terhadap kepimpinan yang wujud dalam diri pelajar [Çubukçu & Gültekin, 2006; McGregor, 2007). Kemahiran komunikasi pelajar mungkin mengalami sedikit cabaran akibat kemunculan kesepian dan individualisasi yang wujud dengan penggunaan teknologi dan kerana sistem pendidikan lebih berorientasikan peperiksaan dan berpusatkan guru. Namun begitu, kekangan ini dapat diatasi sekiranya guru dan komuniti profesional mereka bergabung dalam mengadakan beberapa aktiviti yang mampu melibatkan kesemua murid dalam usaha untuk memupuk kemahiran komunikasi yang diperlukan untuk menggarap kemahiran kepimpinan dalam diri mereka. Dengan adanya peluang-peluang, pelajar akan lebih mendapat galakan serta platform yang selari dengan kebolehan mereka untuk menerapkan nilai kepimpinan dalam diri mereka. Dalam kajian ini, satu lagi kualiti kepimpinan yang diterapkan oleh guru adalah tanggungjawab yang dilihat sebagai kualiti kepimpinan yang penting (Northouse,2015). Hakikat bahawa pelajar sedar akan tanggungjawab mereka diberikan di sekolah atau kehidupan harian adalah penting bagi mereka untuk mendapat kualiti kepimpinan. Akhir sekali, dalam kajian ini, ia telah mendedahkan bahawa penetapan matlamat merupakan antara aspek penting yang perlu diterapkan kepada pelajar.

Objektif 3: Hubungan antara elemen kepimpinan pengajaran guru yang diterapkan di sekolah dengan tahap kepimpinan pelajar.

Jadual 7: Interpretasi korelasi bagi kepimpinan guru dan kepimpinan murid

Hubungan	r	Interpretasi nilai *r*
Kepimpinan Guru	0.81	Tinggi
Kepimpinan Pelajar	0.77	Tinggi

Dalam kajian ini, analisis inferensi telah dilaksanakan untuk mendapati hubungan korelasi antara dua bahagian dalam soal selidik iaitu bahagian kepimpinan guru dan kepimpinan murid. Nilai korelasi r yang dicatatkan ialah 0.81 bagi kepimpinan guru dan 0.77 kepimpinan pelajar.Analisis inferensi yang dijalankan menunjukkan sememangnya terdapat

hubungan yang tinggi antara persepsi elemen kepimpinan pengajaran guru terhadap kepimpinan pelajar.

Analisis Hipotesis

Jadual 8: Analisis Hipotesis nol

Ho1	t	Perbezaan Min	Sig.
Hipotesis Nol Pertama	107.360	4.14000	.000
Hipotesis Nol Kedua	93.230	3.86000	.000
Hipotesis Nol Ketiga	20.480	2.72000	.000
Hipotesis Nol Keempat	81.873	3.92000	.000

Hasil analisis daripada ujian-T untuk hipotesis nol yang pertama menunjukkan hasil iaitu: Tidak terdapat hubungan yang signifikan antara elemen komitmen dalam kepimpinan pengajaran dari perspektif guru terhadap elemen kepimpinan pelajar iaitu elemen keusahawan daya tahan, kecerdasan emosi dan komunikasi. Mengikut analisis, nilai p yang didapati ialah $p<0.001$ di mana semua item bagi elemen komitmen mempunyai hubungan kepada elemen kepimpinan murid. Nilai $p<0.001$ menunjukkan hipotesis nol ditolak.Hipotesis nol yang kedua dilihat menerusi: Tidak terdapat hubungan yang signifikan antara elemen kerjaya profesional dalam kepimpinan pengajaran dari perspektif guru terhadap elemen kepimpinan pelajar yang merangkumi elemen keusahawan daya tahan, kecerdasan emosi dan komunikasi. Mengikut analisis, nilai p yang didapati ialah $p<0.001$ di mana semua item bagi elemen kerjaya profesional mempunyai hubungan kepada elemen kepimpinan murid. Nilai $p<0.001$ menunjukkan hipotesis nol kedua ini ditolak.Analisis keputusan ujian-T untuk hipotesis nol yang ketiga iaitu: Tidak terdapat hubungan yang signifikan antara elemen pengupayaan fizikal dalam kepimpinan pengajaran dari perspektif guru terhadap elemen kepimpinan pelajar iaitu elemen keusahawan daya tahan, kecerdasan emosi dan komunikasi diteruskan untuk kajian ini. Mengikut analisis, nilai p yang didapati ialah $p<0.001$ di mana semua item bagi elemen pengupayaan fizikal dilihat mempunyai perkaitan dengan elemen kepimpinan murid. Nilai $p<0.001$ menunjukkan hipotesis nol ketiga ini ditolak.Keputusan ujian-T untuk hipotesis nol yang keempat iaitu: Tidak terdapat hubungan yang signifikan antara elemen Kecekapan Pengurusan Pedagogi dalam kepimpinan pengajaran dari perspektif guru terhadap elemen kepimpinan pelajar iaitu elemen keusahawan daya tahan, kecerdasan emosi dan komunikasi dianalisis dan direkodkan. Mengikut analisis, nilai p yang didapati ialah $p<0.001$ di mana semua item bagi elemen Kecekapan Pengurusan Pedagogi mempunyai hubungan kepada elemen kepimpinan murid. Nilai $p<0.001$ menunjukkan hipotesis nol keempat ini ditolak.

Implikasi dan Cadangan

Kajian ini akan mewujudkan pelbagai implikasi kepada bidang pendidikan termasuk pedagogi dan dari segi penerapan nilai murni dalam kalangan murid-murid. Menerusi amalan dan budaya guru di sekolah, kajian ini telah dapat mengenalpasti ciri-ciri umum guru yang menyumbang kepada peningkatan amalan kepimpinan murid. Ini termasuklah daya tarikan sosial, keceriaan, keramahan, kematangan emosi, keikhlasan dan kualiti lain-lainnya. Ini secara tak langsung telah menunjukkan tahap kesihatan mental yang baik dan pelarasan peribadi yang luhur dalam kalangan guru kita. Aspek gaya kepimpinan guru dan pedagogi juga turut mendapat impak dari kajian ini dimana implikasi yang dilihat lebih kepada gaya kepimpinan autokratik yang lebih digunapakai oleh guru-guru dalam bilik darjah masing-masing. Hal ini dilihat kerana guru melihat diri mereka sebagai agen tunggal dalam pentadbiran. Kepimpinan dalam kes ini lazimnya mempunyai sungutan, rasa tidak percaya dan penggantungan. Ini biasanya kerana kekurangan komunikasi yang berkesan antara pemimpin dan murid.

Selain itu, satu lagi cadangan yang untuk kajian lanjutan dalam konteks yang sama ialah untuk penukaran metodologi kajian kepada kajian yang lebih eksperimental di mana dua kumpulan di dua konteks yang berbeza boleh dikaji. Kajian berbentuk ini sangat penting dalam membuktikan sesuatu teori dan hipotesis. Kajian korelasi berdasarkan pencapaian murid juga perlu dalam mengukuhkan lagi amalan kepimpinan dalam kalangan guru secara kajian. Menurut Irvin dan White,(2004) satu sumbangan utama pemimpin guru, adalah kesan pemimpin guru terhadap pencapaian akademik pelajar. Kajian oleh Leithwood dan Jantzi (1999) menunjukkan bahawa walaupun banyak kajian kualitatif mencadangkan keberkesanan guru sebagai pemimpin, beberapa kajian kuantitatif telah menguji idea ini. Kajian yang melibatkan seramai 1,762 guru dan 9941 pelajar di Kanada, bukan sahaja menjumpai kesan kepimpinan guru untuk meningkatkan pencapaian pelajar, tetapi juga hipotesis bahawa dengan penggabungjalinan kepimpinan dengan pengajaran, nilai pengajaran akan meningkat dengan positif.

Kesimpulan

Kajian ini merupakan antara kajian yang penting dalam pengurusan pendidikan di daerah Jasin dan juga di Malaysia. Dengan keterbatasan yang tertentu, hasil kajian menunjukkan satu hubungan yang nyata antara amalan kepimpinan guru kepada amalan kepimpinan murid di dalam bilik darjah. Perhubungan yang telah dikaji dalam kajian ini semestinya memerlukan kajian yang lebih mendalam untuk mencapai sasaran yang dikehendaki pada masa yang akan datang selaras dengan peningkatan aspirasi pendidikan negara yang semakin membangun.Dalam hal ini, pelbagai pihak perlu sama-sama berusaha dalam menjalinkan hubungan profesional dalam usaha memartabatkan kepimpinan murid ke arah yang lebih mantap sekaligus menghasilkan kemenjadian murid yang lebih mapan untuk menerajui masa depan negara kelak. Justeru, kajian ini akan membuka lebih banyak perbincangan pada masa hadapan.

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AMALAN KEPIMPINAN TRANSFORMASIONAL GURU BESAR DAN HUBUNGAN MOTIVASI GURU SEKOLAH RENDAH TAMIL

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Abstrak: *Kepimpinan transformasional mendorong kepada penyesuaian diri guru dengan memberi motivasi untuk mencapai matlamat organisasi sekolah. Teori Kepimpinan Slocum dan Hellrigel (2007) dan Teori Penentuan Diri (2000) telah digunakan untuk mengkaji kepimpinan guru besar dan motivasi guru di sekolah rendah tamil daerah Alor Gajah. Tujuan kajian ini dijalankan adalah untuk mengenal pasti tahap amalan kepimpinan transformasional Guru Besar dan hubungan motivasi guru daerah Alor Gajah, Melaka.Kajian ini merupakan kajian kuantitatif yang berbentuk deskriptif-korelasi melibatkan pengumpulan data bagi menentukan tahap kepimpinan transformasional guru besar mengikut dimensi dan tahap motivasi guru. Sampel kajian adalah seramai 104 orang guru dari 10 sekolah rendah tamil daerah Alor Gjah. Instrumen kajian kepimpinan transformasional terdiri daripada 29 item yang diukur menggunakan skala likert lima mata. Tahap motivasi guru pula terdiri daripada tiga konstruk yang terdiri daripada 23 item keseluruhannya yang juga diukur menggunakan skala likert lima mata. Kajian ini menunjukkan amalan kepimpinan transformasional Guru Besar yang diamalkan dan tahap motivasi guru di sekolah rendah tamil daerah Alor Gajah berada pada tahap tinggi. Selain itu, terdapat hubungan yang signifikan antara Gaya Kepimpinan Transformasional Guru Besar dengan tahap motivasi guru. Hal ini kerana hipotesis nol ditolak atas dasar nilai p<0.001. Hasil kajian juga mendapati bahawa terdapat hubungan yang signifikan antara keempat-empat amalan kepimpinan transformasi guru besar dengan motivasi guru dari persepsi guru*
Kata kunci: Kepimpinan Transformasional, Guru Besar, Motivasi Guru, Guru

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Pengenalan

Kepimpinan mempunyai peranan yang penting dalam menentukan tahap kejayaan sesuatu organisasi yang dipimpin. Amalan kepimpinan yang berkesan akan mendorong untuk mencipta dan menangani perubahan organisasi. Guru besar ialah pihak yang dibertanggungjawabkan untuk mengurus pentadbiran sekolah supaya berfungsi dengan lebih teratur dan berkesan (Lokman & Mohd Anuar, 2011). Menurut Gan Pei Ling (2018), kepimpinan yang berkesan ialah kepimpinan yang dapat memotivasikan ahli organisasi untuk berusaha mencapai sesuatu matlamat. Oleh yang demikian, gaya kepimpinan seseorang guru besar mempunyai hubungannya dengan motivasi guru sekolah bagi mencapai matlamat sekolah. Justeru. menurut kajian ilmiah, Leithwood dan Jantzi (2016) telah mengaitkan peningkatan motivasi guru untuk berusaha keras dalam pengajaran untuk mencuba teori pembelajaran baru dan strategi pengajaran baru boleh dihubung kaitkan dengan faktor kepimpinan pentadbir sekolah. Hal ini menyatakan bahawa kepimpinan transformasional mendorong kepada penyesuaian diri guru dengan memberi motivasi untuk matlamat tertentu seseorang.

Pernyataan Masalah

Perubahan organisasi yang efektif memerlukan kepimpinan yang mantap (Sidra et al. 2012). Menurut Azlin Norhaini Monsor (2006), gaya kepimpinan yang tidak efektif akan menjejaskan keberkesanan sekolah. Kajian beliau menyatakan terdapat ramai guru besar yang mengamalkan gaya autikratik dalam pentadbiran. Kajian ini telah dilaksanakan di sebuah sekolah A yang kurang dari segi kemudahan infrastruktur dengan enrolmen muridnya adalah seramai 250, dan Sekolah B yang lengkap dari aspek infrasturktur serta enrolmen murid pula adalah seramai 720 di daerah Kinta Utara. Hasil kajian menunjukkan bahawa Sekolah A menghasilkan keputusan yang yang sangat baik manakala Sekolah B bergelar sekolah berprestasi rendah. Isu yang dibincangkan dalam kajian ini telah jelaskan bahawa gaya kepimpinan kedua-dua guru besar yang berbeza membawa keputusan yang berbeza walaubagaimanapun kedua – dua sekolah berbeza dari segi enrolmen dan infrastruktur. Perkara ini membuktikan gaya kepimpinan transformasional boleh membawa perubahan yang baik dalam pembangunan sekolah tanpa mengira kelemahan infrstruktur. Kajian oleh Mustafa dan Othman (2016) juga membincangkan tahap motivasi kerja guru secara keseluruhan pada tahap sederhana. Kajian Balasubramanian dan Krishnan (2012) mengenai kepimpinan transformasional ke arah jantina mendapati pengurus bank wanita India lebih mengamalkan kepimpinan transformasional daripada pengurus lelaki. Walau bagaimanapun, kajian Kent, Blair dan Rudd (2010) yang mengkaji perbezaan antara pemimpin lelaki dan wanita dalam tingkah laku syarikat transformasional kepimpinan pengurus mendapati bahawa cara pemimpin lelaki dan pemimpin wanita adalah sama. Penemuan Inayatullah dan Jehangir (2012) juga mendapati terdapat perbezaan motivasi guru berdasarkan jantina yang menunjukkan bahawa tahap motivasi dalami kalangan gurui perempuanii adalahii lebihi tinggi daripada guruii lelakii di sekolah serta oleh Mustafa dan Norasmah (2010) bahawa guru dan prestasi kerja berdasarkan jantina menunjukkan bahawa motivasi kerja guru wanita lebih tinggi. Dalam hal ini, kepimpinan guru besar sekolah dipandang sebagai suatu proses yang mencari kolaborasi guru dalam mencapai matlamat yang telah ditentukan.

Tujuan Kajian

Tujuan kajian ini adalah untuk mengenalpasti tahap amalan kepimpinan transformasional guru besar dan tahap motivasi guru SJKT daerah Alor Gajah, Melaka. Kajian ini ingin menentukan hubungan antara gaya kepimpinan transformasional guru besar dan motivasi guru.

Objektif Kajian

Maka dengan itu, objektif kajian ini adalah;

1. Mengenalpasti tahap amalan gaya kepimpinan transformasional guru besar sekolah
2. Mengenalpasti tahap motivasi guru sekolah rendah
3. Menentukan perbezaan amalan kepimpinan transformasional berdasarkan faktor demografi.
4. Menentukan perbezaan tahap motivasi guru berdasarkan faktor demografi
5. Menentukan hubungan yang signifikan antara kepimpinan transformasional guru besar dengan motivasi guru.

Persoalan Kajian

Soalan penyelidikan untuk kajian ini termasuk yang berikut

1. Apakah tahap kepimpinan transformasional guru besar dari perspektif guru?
2. Apakah tahap motivasi guru dari perspektif guru?

3. Adakah terdapat perbezaan amalan kepimpinan transformasionaloanl berdasarkan faktor demografi?
4. Adakah terdapat perbezaan motivasi guru berdasarkan faktor demografi?
5. Adakah terdapat hubungan antara kepimpinan tranformasional dengan motivasi guru?

Hipotesis Kajian

Ho 1 : Tidak terdapat perbezaan yang signifikan kepimpinan transformasional guru besar berdasarkan faktor demografi dari perspektif guru .

Ho 2 : Tidak terdapat perbezaan yang signifikan tahap motivasi guru berdasarkan Faktor demografi.

Ho 3 : Tidak terdapat hubungan yang signifikan antara amalan kepimpinan transformasional dengan motivasi guru.

Kajian Literatur

Kepimpinan Transformasional

Kepimpinan transformasional merupakan kepimpinan yang lebih sesuai dalam mengurus perubahan yang terjadi dalam organisasi. Menurut Case (2003) terdapat beberapa perbezaan dalam definisi kepimpinan transformasional, tetapi secara umum pemimpin transformasional ini dilihat sebagai agen perubahan sebuah organisasi.

Model Kepimpinan Transformasional

Model kepimpinan ini telah diasaskan oleh Slocum & Hellriegell (2007). Menurut Slocum & Hellriegell (2007) kepimpinan transformasional merupakan keupayaan pemimpin dalam mempengaruhi pengikutnya melalui tingkah laku kepimpinan yang diamalkan. Kepimpinan ini melibatkan tingkah laku yang menjadi teladan dalam menjangkakan masa depan organisasi, menjadi inspirasi dalam kalangan pengikut, membangunkan pengikut ke arah menjadi pemimpin atau pemimpin yang lebih baik serta membimbing ke arah menjadi komuniti yang boleh bersaing cabaran. Model ini merangkumi empat dimensi seperti pengaruh yang ideal, membina rangsangan yang intelektual, pertimbangan berasaskan individu dan motivasi berinspirasi. Keempat – empat aspek ini dapat menelitikan kepimpinan transformasional. Proses kepimpinan mengikut dimensi teori ini akan memabawa kesan amat positif kepada setiap organisasi yang ditadbir.

Motivasi

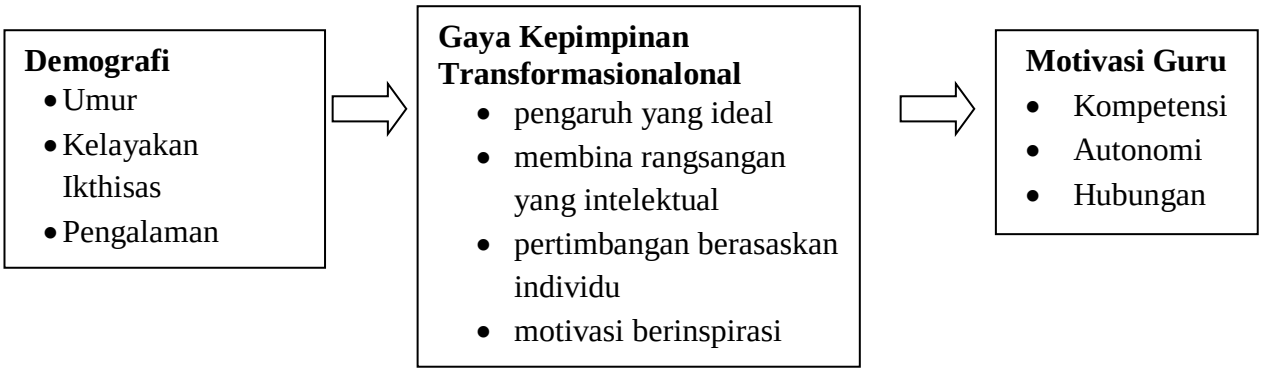
Robbins dan Judge (2007) mendefinisikan motivasi sebagai proses yang menjelaskan ketekunan usaha untuk mencapai suatu tujuan. Samsudin (2005) memberikan pengertian motivasi sebagai proses mempengaruhi atau mendorong dari luar terhadap seseorang atau kelompok kerja agar mereka mau melaksanakan sesuatu yang telah ditetapkan. Motivasi juga dapat diertikan sebagai dorongan dimaksudkan sebagai desakan yang alami untuk memuaskan dan memperahankan kehidupan.

Model Penentuan Diri (SDT)

Menurut pandangan Deci & Ryan (2000) persekitaran yang menggalakkan motivasi intrinsik individu melalui pengaruh keupayaan dan autonomi. Deci dan Ryan (2000) menjelaskan fokus dalaman iaitu punca dan akibat yang mengarahkan individu melakukan sesuatu. Motivasi guru ini dapat dijelaskan mengikut tiga komponen tersebut. Motivasi manusia berkait rapat dengan semua objek yang orang itu menjalin hubungan dengan (Bingol, 2016). Model motivasi ini merangkumi tiga aspek utama seperti kompetensi, autonomi dan hubungan. Ketiga – tiga aspek ini boleh mengarahkan guru menentukan tahap motivasi diri dalam melaksanakan tanggungjawab. Model ini didasarkan pada kompotensi dan autonomi

serta hubungan, semuanya adalah penting untuk pertumbuhan dan adalah motivasi intrinsik (Ryan & Deci, 2000). Ryan dan Deci menyimpulkan bahawa motivasi intrinsik sangat dihargai kerana ia dihasilkan dan dipertingkatkan prestasi.

Kerangka Konseptual



Rajah 1: Kerangka Konseptual Kajian Model kepimpinan transformasional Slocum dan Hellriegel (2007) Model Teori Penentuan Diri, Ryan & Deci (2000)

Metodologi

Reka Bentuk Kajian

Dalam kajan ini, kaedah kuantitatif digunakan sebagai reka bentuk kajian dan kajian tinjauan dilakukan bagi mengkaji tahap kepimpinian tranformasional guru besar dan tahap motivasi guru di sekolah rendah daerah Alor Gajah, Melaka.

Populasi Dan Sampel Kajian

Dalam kajian ini, populasi kajian ini terdiri daripada guru-guru 10 buah sekolah di daerah Alor Gajah, Melaka. Kaedah persampelan rawak digunakan dalam pemilihan responden untuk menjawab soalan kajian ini. Bilangan sampel ini merujuk kepada Jadual Penentuan Saiz Sampel yang diperkenalkan oleh Krejcie & Morgan (1970). Oleh itu, seramai 104 guru sekolah rendah di daerah ini dipilih sebagai sampel kajian.

Instrumen Kajian

Instrumen soal selidik untuk kajian ini mempunyai tiga bahagian iaitu bahagian A demografi bahagian B untuk dimensi kepimpinan transformasional dan bahagian C untuk motivasi guru. Soal selidik kepimpinan tranformasional mengandungi 29 soalan untuk empat (4) dimensi kepimpinan tranformasional, manakala, bahagian C adalah untuk motivasi mengandungi 23 soalan bagi setiap elemen. Semua item di bahagian B dan C memerlukan responden memilih satu jawapan daripada lima pilihan mengikut Skala Likert lima markat (1-5).

Jadual 1: Skala Likert Lima Peringkat

Skala	Tahap
1	Sangat tidak setuju
2	Tidak setuju
3	Kurang setuju
4	Setuju
5	Sangat setuju

Kesahan, Kebolehpercayaan, Kajian Rintis dan Analisis

Kebolehpercayaan instrumen kajian ini diuji untuk memastikan kesahan dan alat ukur respon sebelum sesuatu penyelidikan dilaksanakan. Kebolehpercayaan juga boleh dikatakan sebagai alat mengesahkan kajian dengan memperelohi dapatan yang benar (Iran Herman 2004). Oleh itu, ujian Cronbach Alpha dilaksanakan bagi menilai tahap kebolehpercayaan (Judge dan Piccolo 2004). Justeru, Gay dan Airisian (2000), menyatakan bahawa nilai pekali Alpha Cronbach dapat menilai kebolehpercayaan data kajian. Sekiranya, nilai pekali Alpha Cronbach hampir kepada nilai 1.00 ia boleh dimaksudkan bahawa instrumen kajian mempunyai kebolehpercayaan yang sangat tinggi. Selain itu, kajian rintis dianalisis menggunakan perisian SPSS versi 22.0 bagi menguji kebolehpercayaan soal selidik serta mendapatkan nilai alpha Cronbach.)

Statistik Deskriptif

Kajian ini menggunakan analisis statistik deskriptif untuk mendapatkan bilangan dan peratusan bagi aspek demografi dan item-item dalam aspek gaya kepimpinan transformasional dan motivasi guru. Kekerapan, min dan peratusan pula digunakan untuk analisis bagi kedua-dua aspek dalam kepimpinan.dan motivasi. Interpretasi skor min seperti dalam jadual 2 digunakan untuk analisis deskriptif dalam kajian ini.

Jadual 2: Skala Interprestasi Bagi Skor Min

Skala	Tahap
1.00-1.89	Sangat Rendah
1.90-2.69	Rendah
2.70-3.49	Sederhana
3.50-4.29	Tinggi
4.30-5.00	Sangat Tinggi

Statistik Inferensi

Kajian ini menggunakan analisis inferensi bagi melihat hubungan antara amalan kepimpinan transformasional guru besar dan tahap motivasi guru. Ujian korelasi Spearman yang dilaksanakan ke atas item-item dalam kedua-dua aspek tersebut menunjukkan sejauh mana amalan kepimpinan transformasional memberi kesan kepada tahap motivasi guru. Jadual 3 menunjukkan skor nilai pekali r dan interpretasi bagi setiap skor. Analisis ujian-t pula digunakan untuk melihat pembuktian bagi hipotesis kajian yang ditetapkan. Analisis ujian-t menggunakan nilai $p<0.001$ bagi menentukan penerimaan atau penolakan hipotesis.

Jadual 3: Julat Pekali r yang digunakan dalam kajian Ini.

Skor	Interpretasi
0.00	Tiada Hubungan
< 0.19	Sangat Lemah
0.20 - 0.39	Lemah
0.40 - 0.69	Sederhana

	Tinggi
0.70 - 0.89	
	Sangat Tinggi
> 0.90	

Dapatan Kajian dan Perbincangan

Perisian Statistical Package for the Social Sciences (SPSS) versi 22.0 telah digunakan bagi menganalisis dapatan kajian ini. Hasil kajian dianalisis bagi menjawab persoalan kajian yang dikaji**.**

Profil Demografi Kajian

Dalam kajian ini, bilangan responden yang terlibat ialah 104 orang guru di sekolah-sekolah Tamil di Alor Gajah, Melaka. Sebanyak 10 buah sekolah jenis kebangsaan terlibat dalam kajian ini.

Jadual 4: Profil Demografi Responden

Latar Belakang	Responden	Kekerapan	Peratusan (%)
Umur	25-30 Tahun	42	40.4
	31-35 Tahun	14	13.5
	36-40 tahun	10	9.6
	41-45 tahun	12	11.5
	46-50 Tahun	16	15.4
	51-55 Tahun	10	9.6
	56-60 Tahun	0	0
	Jumlah	**104**	**100**
Kelayakan Akademik	Diploma	18	17.3
	Ijazah Sarjana Muda	64	61.5
	Ijazah Sarjana	22	21.2
	Doktor Falsafah	0	0
	Jumlah	**104**	**100**
Pengalam Mengajar	1-3 Tahun	40	38.5
	4-10 Tahun	15	14.4
	11-20 Tahun	38	36.5
	20 Ke Atas	11	10.6
	Jumlah	**104**	**100**

Jadual 4 menunjukkan taburan sampel kajian yang dipilih dari 10 jenis sekolah jenis kebangsaan Tamil di Alor Gajah, Melaka. Seramai 42 orang guru (40.4%) berumur dalam lingkungan (25 -30) tahun, seramai 14 orang guru (13.5%) berumur dalam lingkungan (31 - 35 tahun), seramai 10 orang guru (9.6%) berumur dalam lingkungan (36 -40) tahun, seramai 12 orang guru (11.5%) berumur dalam lingkungan (41-45) tahun, seramai 16 orang guru (15.4%) berumur dalam lingkungan (46 -50) tahun, seramai 10 orang guru (9.6%) berumur dalam lingkungan (51-55) tahun, dan tiada responden bagi kategori umur 56-60 Tahun.

Bilangan responden kajian mengikut kelayakan akademik ialah seramai 18 orang guru (17.3%) memperolehi Diploma Pendidikan Malaysia, seramai 64 orang guru (61.5%) memperolehi Ijazah Sarjana Muda, seramai 22 orang guru (21.2%) memperolehi Ijazah Sarjana dan tiada responden bagi kategori Doktor Falsafah. Seterusnya, seramai 40 orang guru (38.5%) mempunyai pengalaman mengajar (1-3) tahun, seramai 15 orang guru (14.4%) mempunyai

pengalaman mengajar (4 -10) tahun, seramai 38 orang guru (36.5%) mempunyai pengalaman mengajar (11-20) tahun, seramai 28 orang guru (10.8%) mempunyai pengalaman mengajar (16-20) tahun, dan 11orang guru (10.6%) mempunyai pengalaman mengajar lebih dari 20 tahun.

Objektif 1: Mengenalpasti tahap amalan gaya kepimpinan transformasional guru besar sekolah

Amalan kepimpinan guru besar dijelaskan dalam penyelidikan ini mengikut definisi operasional kepimpinan transformasional. Amalan kepimpinan transformasional dalam kalangan guru besar merangkumi empat dimensi. Hasil analisis deskriptif merumuskan dapatan kajian seperti di Jadual 5 yang juga bertujuan untuk menjawab persoalan kajian yang pertama iaitu:- *Apakah tahap amalan kepimpinan transformasional guru besar di Sekolah Tamil di Daerah Alor Gajah, Melaka?*

Jadual 5: Skor Min dan Tahap Amalan Kepimpinan Transformasional Guru Besar

Dimensi	Skor Min	S.P.	Tahap
Memupuk Pengaruh Ideal	3.87	.781	Tinggi
Membina Rangsangan Yang Intelektual	3.84	.781	Tinggi
Pertimbangan berasaskan Individu	3.91	.775	Tinggi
Motivasi Berinspirasi	3.83	.777	Tinggi
Kepimpinan Transformasional	**3.86**	.779	Tinggi

Secara umumnya, adalah didapati bahawa amalan kepimpinan transformasional guru besar di daerah Alor gajah, Melaka adalah pada tahap tinggi (min = 3.86; s.p. = 0.779). Keputusan ini disebabkan tahap pengamalan yang tinggi dalam keempat-empat dimensi. Adalah didapati dimensi pertimbangan berasaskan individu dimensi yang paling tinggi pengamalannya (min = 3.91; s.p. = 0.775) diikuti dengan dimensi memupuk pengaruh ideal (min = 3.87; s.p. = 0.781), dimensi membina rangsangan yang intelektual (min = 3.84; s.p. = 0.781) manakala dimensi motivasi berinspirasi adalah dimensi yang paling rendah (min = 3.83; s.p.= 0.777).

Objektif 2: Mengenalpasti tahap motivasi guru sekolah rendah

Bahagian ini membincangkan dapatan kajian motivasi guru sekolah jenis kebangsaan di Alor Gajah Melaka. Motivasi guru dalam kajian diukur melalui tiga aspek iaitu kompetensi, autonomi dan hubungan. Hasil analisis deskriptif ini membuktikan bahawa tahap motivasi guru secara keseluruhannya berada pada tahap tinggi. Nilai skor min secara keseluruhan tahap motivasi guru adalah seperti Jadual 6

Jadual 6: Skor Min Tahap Motivasi Guru-Guru Di Daerah Alor Gajah, Melaka

Dimensi	Skor Min	S.P.	Tahap
Kompetensi	4.16	.547	Tinggi
Autonomi	4.07	.518	Tinggi
Hubungan	3.86	.772	Tinggi
Tahap motivasi	**4.03**	**.612**	**Tinggi**

Hasil dapatan kajian di atas juga bertujuan untuk menjawab persoalan kajian yang kedua iaitu:
Soalan 2 : Apakah tahap motivasi guru-guru di Daerah Alor Gajah, Melaka?

Secara keseluruhannya tahap motivasi guru-guru yang dikaji berada pada tahap tinggi dengan nilai min 4.03 dan sisihan piawainya adalah 0.612. Ketiga – tiga aspek motivasi guru juga turut berada pada tahap tinggi namun begitu dimensi kompetensi (min = 4.16; s.p. = 0.547) menunjukkan nilai min lebih tinggi berbanding dengan nilai min bagi dimensi Autonomi (min = 4.07; s.p. = 0.518) dan diikuti dimensi hubungan (min = 3.86 s.p. = 0.772). Berdasarkan dapatan tersebut, kompetensi guru yang tinggi telah menyumbang kepada tahap motivasi.

Objektif 3: Menentukan perbezaan amalan kepimpinan transformasional berdasarkan faktor demografi.

Jadual7: Ujian ANOVA sehala bagi melihat perbezaan kepimpinan transformasional guru besar berdasarkan factor demografi

Faktor demografi	DK	F	sig
Umur	5,98	4.862	.001
Kelayakan akademik	2,101	4.567	.001
Pengalaman mengajar	3,100	4.632	.000

*Signifikan pada aras p<0.05

Jadual 7 membincangkan dapatan bagi melihat perbezaan antara kepimpinan tranformasional guru besar berdasarkan factor demografi iaitu umur kelayakan akademik dan pengalaman mengajar guru sekolah tamil di daerah Alor Gajah, Melaka. Dapatan analisis ANOVA sehala menunjukkan wujudnya perbezaan yang signifikan antara kepimpinan tranformasional guru besar berdasarkan factor demografi dengan factor umur dengan nilai (F(5,98)= 4.862, p=0.001), faktor kelayakan akademik guru dengan nilai (F(2,101)= 4.567, p=0.001). nilai dan factor pengalaman mengajar dengan nilai (F(3,100)= 4.632, p=0.000). Ini bermakna hipotesis nol yang pertama gagal diterima kerana terdapat perbezaan yang signifikan antara kepimpinan tranformasional guru besar berdasarkan factor demografi.

Objektif 4: Menentukan perbezaan tahap motivasi guru berdasarkan faktor demografi

Jadual 8: Ujian ANOVA Sehala Bagi Melihat Perbezaan Motivasi Guru Besar Berdasarkan Faktor Demografi

Faktor demografi	dk	F	sig
Umur	5,98	4.950	.001
Kelayakan akademik	2,101	4.397	.000
Pengalaman mengajar	3,100	4.241	.000

*Signifikan pada aras p<0.05

Jadual 8 membincangkan dapatan bagi melihat perbezaan antara tahap motivasi guru berdasarkan factor demografi iaitu umur, kelayakan akademik dan pengalaman mengajar guru sekolah tamil di daerah Alor Gajah, Melaka. Dapatan analisis ANOVA sehala menunjukkan wujudnya perbezaan yang signifikan antara tahap motivasi guru berdasarkan factor demografi dengan factor umur dengan nilai (F(5,98)= 4.950, p=0.001), faktor kelayakan akademik guru dengan nilai (F(2,101)= 4.397, p=0.000) dan faktor pengalaman mengajar dengan nilai (F(3,100)= 4.241, p=0.000). Ini bermakna hipotesis nol yang kedua gagal diterima kerana terdapat perbezaan yang signifikan antara tahap motivasi guru berdasarkan faktor demografi.

Objektif 5:Menentukan hubungan yang signifikan antara kepimpinan transformasional guru besar dengan motivasi guru.

Hasil analisis ujian kolerasi Pearson telah menentukan tahap kekuatan hubungan amalan kepimpinan transformasional guru besar dengan tahap motivasi guru. Pengkaji telah

memilih ujian kolerasi Pearson bagi memastikan hubungan antara pemboleh-pemboleh ubah serta bagi menentukan kekuatan perhubungan antara pemboleh-pemboleh ubah.

Jadual 9: Korelasi Pearson Hubungan Amalan Kepimpinan Transformasional Guru Besar mengikut Tahap Motivasi Guru-Guru di Sekolah Tamil Daerah Alor Gajah, Melaka

Pembolehubah	Korelasi	Kepimpinan Transformasional Guru Besar	Tahap Motivasi Guru
Kepimpinan Transformasional Guru Besar	**Pearson Correlation**	1	.881**
	Sig. (2-tailed)		.000
	N	104	104
Tahap Motivasi Guru	**Pearson Correlation**	.881**	1
	Sig. (2-tailed)	.000	
	N	104	104

** Korelasi adalah signifikan pada aras 0.01

Jadual 9, menjelaskan nilai pekali korelasi Pearson bagi hubungan amalan kepimpinan transformasional guru besar dengan tahap motivasi guru ialah r= 0.881 pada tahap signifikan 0.000 ($p<0.01$). Hal ini membuktikan bahawa hipotesis nul 1 (Ho1) gagal diterima serta terdapat hubungan positif yang signifikan antara kepimpinan transformasional guru besar dengan tahap motivasi guru. Berdasarkan jadual interpretasi korelasi (Sugiyono 2007), kekuatan hubungan ini ialah pada tahap tinggi.

Perbincangan

Secara kesuluruhanya, dapat kajian menunjukkan tahap amalan kepimpinan tranformasional guru besar sekolah rendah daerah Alor Gajah, Melaka berada pada tahap yang tinggi. Selain itu, tahap motivasi guru berada pada tahap tinggi. Keseluruhan item yang digunakan untuk menguji dimensi kepimpinan tranformasional berada pada tahap yang tinggi. Dimensi pengaruh yang ideal, membina rangsangan yang intelektual, pertimbangan berasaskan individu dan motivasi berinspirasi kesemuanya berada pada tahap tinggi. Aspek motivasi iaitu kompetensi dan autonomi serta hubungan berada pada tahap yang tinggi.

Analisis Kolerasi Pearson telah dilakukan terhadap data kajian bagi mencari hubungan antara pemboleh ubah iaitu kepimpinan tranformasional dan motivasi guru. Analisis ini dijalankan untuk menjawab persoalan kajian ke-3 dan hipotesis 3. Dapatan kajian mendapati terdapat hubungan yang kuat antara kepimpinan tranformasional dan motivasi. Malah, hubungan antara dua pemboleh ubah ini adalah signifikan. Berdasarkan dapatan kajian ini hubungan antara kepimpinan tranformasional guru besar dengan motivasi guru adalah kuat. Perkara ini menunjukkan bahawa kepimpinan tranformasional yang positif yang diamalkan oleh guru besar mempengaruhi motivasi guru dengan menunjukkan tingkah laku yang adil. Tindakan pemimpin yang yang berkesan mampu memberi kesan dan mempengarahui pengikutnya untuk bertindak sama dengan sifat pemimpin yang ditunjukkan kepada mereka.

Anderman & Anderman, 2010; Woolfolk, 2010, menyokongkan dapatan kajian ini bahawa tiga bidang iaitu kepimpinan, kompetensi dan hubungan dapat mendapat meningkatkan motivasi guru dalam melaksanakan tugasan yang diberi.Kenyataan pendapat Berson dan Bruce (2004) menyokongkan dapatan kajian bahawa amalan kepimpinan yang diamalkan oleh pemimpin organisasi merupakan pendorong utama kepada motivasi dan kejayaan organisasi. Dapatan kajian mengenai hubungan antara kepimpinan transformasional guru besar dengan motivasi guru wujud. Secara terperinci, dapatan kajian ini selari dengan dapatan kajian Siti

Sarwati Johar (2006) menyokongkan bahawa terdapatnya hubungan signifikan positif antara kepimpinan pengetua dengan tahap motivasi guru manakala gaya kepimpinan paling dominan ialah berorientasikan pencapaian. Hal ini membuktikan bahawa kepimpinan yang bersesuaian dengan organisasi secara tidak langsung akan mendorong kepada peningkatan motivasi guru untuk mencapai matlamat yang dirancangkan.

Cadangan

Dapatan kajian amat penting dalam memberi input penambahbaikan amalan kepimpinan guru besar. Justeru, berdasarkan dapatan kajian, terdapat beberapa cadangan untuk pertimbangan guru besar dan pihak – pihak lain yang berminat untuk meningkatkan lagi keberkesanan pengamalan kepimpinan. Berdasarkan limitasi kajian ini, kajian lanjutan yang boleh dilakukan ialah:

i. Kajian ini hanya melibatkan satu daerah. Pengkaji hanya berfokuskan kepada guru-guru sekolah rendah sahaja. Oleh itu dicadangkan, supaya kajian kepimpinan tranformasional dan motivasi ini diperluaskan dengan skop yang lebih besar untuk memperlihatkan amalan kepimpinan transformasional pemimpin di sekolah.
ii. Skop kajian ini merujuk kaedah tinjauan dengan menggunakan kuantitatif sebagai kaedah kajian. Diharapkan kajian seterusnya penyelidik baru akan menggunakan kaedah kualitatif memandangkan kaedah kualitatif jarang digunakan.
iii. Kajian ini hanya melibatkan responden di negeri Melaka sahaja, diharapkan kajian ini boleh diteruskan di negeri lain, melibatkan institusi pengajian tinggi awam mahupun swasta, maktab ataupun sekolah agar dapatan kajian lebih konsisten dan menyeluruh.

Kesimpulan

Keseluruhan kajian ini menjelaskan tentang tahap amalan kepimpinan transformasional guru besar dan hubungannya dengan motivasi guru sekolah rendah yang berada pada tahap tinggi. Kajian ini juga menunjukkan guru besar di daerah Alor Gajah, Melaka telah mengamalkan gaya kepimpinan transformasional dengan baik. Selain itu, tahap motivasi guru berada pada tahap yang tinggi. Hubungan antara kepimpinan tranformasional dan motivasi adalah kuat dan signifikan. Hal ini menunjukkan terdapat hubungan antara kedua-dua pemboleh ubah ini. Di akhir kajian ini segala persoalan telah berjaya dijawab dan juga hipotesis-hipotesis telah berjaya dibuktikan. Tambahan pula, amalan kepimpinan tranformasional diamalkan dalam kalangan guru besar dengan baik dan mempunyai hubungan yang kuat dengan motivasi guru. Amalan kepimpinan tranformasional dalam sektor pendidikan perlu dipertingkatkan kajian mengenai kepimpinan di setiap sekolah bagi mendorong setiap pentadbir menyedari kelemahan dan kekuatan amalan kepimpinan.

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AMALAN KEPIMPINAN TRANSFORMASIONAL DENGAN MOTIVASI KERJA GURU DI SEKOLAH TAMIL

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Abstrak: *Kepimpinan transformasional mendefinisikan sebagai kepimpinan yang memberikan perhatian dan tumpuan kepada pembangunan keperluan individu Pemimpin yang mengamalkan gaya kepimpinan transformasional dapat mendorong orang mengubah nilai dan sikap mereka supaya mereka mempunyai komitmen terhadap matlamat organisasi dan perjuangan. Kepimpinan transformasional sering dikaitkan dengan peranan guru besar yang membawa perubahan yang positif kepada pembangunan dan keberkesanan sekolah. Kajian tinjauan ini dijalankan supaya dapat mengenalpasti tahap amalan kepimpinan transformasional terhadap motivasi kerja guru dalam kalangan guru –guru Sekolah Jenis Kebangsaan Tamil di Daerah Melaka Tengah..Kajian tinjauan ini menggunakan reka bentuk bukan eksperimental. Ia merupakan kajian deskriptif yang menggunakan data kuantitatif. Soal selidik lebih praktikal dan berkesan digunakan untuk populasi yang besar dan dapat mengukur ciri-ciri atau pembolehubah yang hendak diukur.Persampelan kajian terdiri daripada 150 orang guru yang dilih secara rawak daripada tiga buah sekolah yang terdapat di daerah Melaka Tengah.Instrumen yang digunakan dalam soal selidik ialah " Multi factor Leader ship Questinnaire".Soal selidik ini dibahagi kepada dua bahagian iaitu bahagian A mengenai maklumat berkenaan latar belakang respondan dan bahagian B mengenai amalan kepimpinan transformasional terhadap motivasi kerja guru.Soal selidik dikumpul ,disemak dan dianalisa dengan menggunakan perisian Statistical Package of Social Science (SPSS)10.0 for Windows dan secara manual bagi mendapatkan kekerapan , min ,peratusan dan nilai Anova. Ujian-T untuk empat hipotesis nol menunjukkan terdapat hubungan yang signifikan antara elemen kepimpinan transformasional guru besarterhadap elemen motivasi kerja guru di sekolah. Hal ini kerana hipotesis nol ditolak atas dasar nilai $p<0.001$. Hasil analisis korelasi di atas menunjukkan korelasi yang kuat antara kepimpinan transformasional dan motivasi kerja guru..Maklumat yang diperoleh daripada dapatan kajian ini membantu pemimpin mengambil tindakan sewajarnya untuk meningkatkan motivasi kerja guru di sekolah tamil. Kesimpulannya , kepimpinan transformasional sangat penting untuk memotivasikan guru supaya dapat meningkatkan prestasi kerja guru.*

Kata kunci: Kepimpinan , Transformasional, Motivasi Kerja, Komitmen, Perjuangan

Pengenalan

Kepimpinan transformasional adalah perubahan yang membawa kesan positif kepada pengurusan.Ia juga dimaksudkan kepada pengenalpastian keperluan para guru bagi meningkatkan .Dalam kepimpinan transformasional para pengikut haruslah mempunyai

kesedaran terhadap anjakan paradigma ,budaya kerja dan tanggungjawab kerja (Fiedler, 1967).Di samping itu kepimpinan transformasional mengenalpasti keperluan pengikut serta cuba meningkatkan keperluan itu ke peringkat motivasi dan kematangan yang lebih tinggi serta pada masa yang sama cuba memenuhi keperluan potensi para pengikut (Ryska ,2002).

Tambahan pula, menurut pandangan Button (2003) dalam kepimpinan transformasional guru besar mementingkan penglibatan para guru dalam aspek emosi , intelek , dan moral.Ini akan membentuk satu organisasi yang sihat dalam sesebuah sekolah. Selain itu , menurut pandangan Ulrich (1999) kepimpinan transformasional menitikberatkan konsep berpasukan iaitu mementingkan kerja sepasukan dan ingin mewujudkan suasana kerja yang kondusif.Keadaan ini akan menggalakkan para pengikut melibatkan diri dalam membuat keputusan demi kabaikan organisasi.

Justeru itu , dalam kepimpinan transformasional guru besar akan lebih demokratik ,adil dan saksama serta berusaha untuk meningkatkan komitmen para guru (Podsakoff, MacKenzie dan Bommer ,1996).Keunikan kepimpinan transformasional adalah kepimpinan yang mengutamakan nilai peribadi dan kepercayaan.Pemimpin yang bertransformasi akan menjadi sebagai agen perubahan yang dapat membentuk perubahan pada organisasinya. Menurut hoy & Miskel (2005)kepimpinanan ini juga akan mementingkan aspek pertimbangan dan pembangunan guru dalam peningkatan kualiti organisasi sekolah.

Kepimpinan transformasional (Burns, 1978) guru besar harus mempunyai hubungan interpersonal , nilai,etika kerja dan motif.Dalam kepimpinan transformasional ,guru besar dapat menggunakan kaedah psikolgi untuk mendekati para guru dengan mudah.Kaedah memotivasikan guru dapat membawa kesan positif dalam sesebuah sekolah iaitu sekolah akan menuju ke a rah kecemerlangan.

Menurut Norasmah dan Kamaruzaman (2012) menjelaskan bahawa peranan guru besar menjadi beban dan semakin mencabar dari sehari ke sehari memerlukan mereka meneliti serta memahami semula isu-isu kepimpinan dan pengurusan yang pelbagai. Selain isu kepimpinan transformasional guru besar, motivasi kerja guru juga merupakan elemen penting yang dapat mempengaruhi keberkesanan sekolah. Sejumlah kajian menunjukkan bahawa guru mengalami peningkatan beban kerja dan hari kerja yang sibuk (Hargreaves, 2003; Johnson dan Birkeland, 2003). Justeru, pelbagai isu yang menjadikan guru semakin tidak berpuas hati terhadap kerjaya mereka rentetan daripada tanggungjawab guru yang semakin bertambah dan rencam.

Pada hakikatnya, didapati hanya 12 peratus pengajaran guru disampaikan pada standard yang tinggi, manakala 38 peratus lagi berada pada standard memuaskan dan 50 peratus pengajaran guru disampaikan pada tahap tidak memuaskan (PPPM 2013-2025). Natijahnya, hal ini secara tidak langsung meletakkan warga sekolah dalam keadaan tertekan untuk merealisasikan matlamat pentadbir yang hanya mementingkan pencapaian akademik semata-mata (Supian dan Khadijah, 2014). Realitinya, guru menghadapi pelbagai cabaran, halangan dan dugaan saban hari. Hal-hal sedemikian akan menjejaskan prestasi kerja guru.

Oleh itu , dalam kepimpinan transformasional guru besar harus bersifat prihatin dan mendorong para pengikutnya untuk meningkatkan tahap pencapaian keseluruhan selaras dengan peningkatan tahap moral dan etikan yang ditentukan oleh sesebuah organisasi.

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Tinjauan Literatur

Kepimpinan transformasional mengungkapkan bahawa kepimpinan yang membawa perubahan positif kepada keberkesanan sekolah untuk menambah baik dan memberi tumpuan dalam proses yang berlangsung dalam bidang pendidikan di sekolah. Ianya memerlukan penelitian rapi tentang piawaian pendidikan, pembangunan profesional guru, matlamat sekolah serta peranan guru besar dalam membantu untuk memastikan tugas guru menjadi lebih bermaknadan berkesan (Abdul Shukor,2004). Konsep kepimpinan transformasional seterusnya menjurus kepada perubahan tentang 'sekolah berkesan' pada tahun 1980an. Menurut Abdul Ghani 2005 pengamalan kepimpinan transformasional , ianya selaras dengan arus perkembangan pendidikan, konstruk teras bagi kepimpinan transformasional mula dikenalpasti.Kepimpinan transformasional yang dimaksudkan adalah kepimpinan yang menbangunkan sekolah yang cemerlang melalui keupayaan ,penglibatan dan ketrampilan guru (Koh,2008).

Motivasi berinspirasi dimaksudkan pemimpin transformasi mencetus inspirasi dalam kalangan pengikutnya melalui perbuatan mahu pun kata-katanya. Pemimpin transformasi membimbing pengikutnya dengan menyediakan mereka tentang kesedaran terhadap cabaran dan pengertian terhadap apa sahaja yang dilakukanteori Burns (1978) dan Bass (1985). Pemimpin yang mengamalkan kepimpinan transformasional yang mengamalkan rangsangan intelektual menggalakkan subordinat berfikir di luar kotak atau di luar kebiasaandengan menjadi lebih inovatif dan kreatif. Dengan ini, pemimpin transformasi adalah seorang yang berani mempersoalkan sebarang andaian dengan meneroka idea-idea dan kaedah-kaedah baru serta menghadapi sebarang situasi dengan cara baru.Pemimpin bertransformasi akan memupuk pengaruh yang ideal dan memperlihatkan tingkah laku yang menjadi inspirasi dan ikutan subordinat. Mereka menggunakan semua sumber kuasa bagi menggerakkan kemajuan individu.Dalam kepimpinan transformasi dimensi pertimbangan berasaskan individu dimaksudkan dengan kepekaan pemimpin terhadap ahli organisasi sebagai seorang individu serta menghormati perbezaan sesama individu dan tidak menjadikannya sebagai suatu halangan dalam membentuk kesepakatan mencapai matlamat organisasi.

Motivasi intrinsik merupakan suatu motivasi dalaman iaitu seorang guru itu sendiri dari segi minat, ingin tahu dan kepuasan terhadap sesuatu pengajaran. Selain itu,menurut kajian Kamarudin Hj. Husin (1997) motivasi intrinsik ini juga merupakan tindakan yang tidak perlu dirangsang daripada luar. Ia merupakan dorongan yang tersendiri dari diri seseorang untuk melakukan sesuatu aktiviti.Guru yang mempunyai motivasi intrinsik ini merupakan seorang guru yang ingin mendidik dengan ilmu pengetahuan kerana mereka terdorong untuk mengajar kerana minat dan ingin menjadi orang berpengetahuan. Motivasi ekstrinsik pula dikaitkan sebagai dorongan dan sokongan luaran iaitu bukan dari dirinya sendiri untuk melakukan sesuatu aktiviti. Ia juga merupakan ganjaran,pujian,galakan yang ingin diperoleh selepas mendapat keputusan yang baik, skor prestasi yang tinggi, persaingan dengan rakan ,Lee Shok Mee (1997).

Menurut kajian Azrul Hisham (2009), dalam abad ke-21, amalan kepimpinan transformasional masih relevan dan dapat membawa kepada kecemerlangan sekolah. Kajian Sahin (2011) menyatakan kepimpinan transformasional mempunyai kesan yang terpengaruh terhadap nilai dan motivasi kerja guru. Sebabnya ialah oleh guru besar selaku ketua di sekolah mempunyai pengaruh dan impak ke atas guru, kurikulum, proses mengajar dan disiplin pelajar (Coelli dan Green,2011). Gregory (2010) turut menjelaskan bahawa tingkah laku kepimpinan transformasional, guru besar mempunyai pengaruh yang positif kepada kemajuan sekolah serta boleh memacu kejayaan murid dalam bidang akademik.

Justeru itu ,menurut Abdul Rahim (2007), terdapat pelbagai isu tentang ketidakpuashatian kerja seperti pilih kasih , ponteng kerja , rungutan, perletakkan jawatan , hilang kepercayaan pilih kasih telah berlaku . Selaku pemimpin sekolah, guru besar perlu memberi motivasi dan peka terhadap keperluan guru-guru dan kakitangan sekolahnya. Tambahan lagi, sekiranya mendapat pepimpin yang prihatin para guru dan staf sokongan dalam sesebuah organisasi akan lebih menyanjungi pemimpin apabila didapati pentadbir mengambil berat tentang keperluan dan kehendak mereka(Woo,2007). Dalam kajian lepas Mohamad Zabadi , 2009 menyatakan terdapat diskriminasi dalam golongan pekerja.Keadaan ini menjadikan para guru mengalami tekanan.Justeru itu , Jazmi,2009 telah mencadangkan bahawa seorang guru besar yang bertransformasi harus memerlukan hubungan keperimanusiaan supaya dapat berhadap dengan guru-guru , staf-staf dan murid-murid.

Berdasarkan kajian lepas daripada Tafri (2010) , Mohd Aziz (2008) dan Aziah (2005) menyatakan bahawa dalam keempat-empat dimensi yang terdapat dalam kepimpinan transformasional mencatatkan min yang tinggi.Hal ini demikian , pemimpin kajian mereka telah menunjukkan teladan yang baik seperti mesra , berbudi bahasa ,bersabar , cerdas , berfikiran positif dan sentiasa mengambil berat terhadap kebajikan guru –guru sekolahnya.

Sementara itu, Shahrul dan Azlin (2015), menyatakan bahawa kepimpinan transformasional adalah berkaitan dengan proses kesinambungan pengajaran antara guru, pelajar dan kurikulum dan melibatkan peranan guru besar dalam menangani perkara yang berkaitan guru seperti pemantauan, penilaian, perkembangan profesionalisme, dan latihan dalam perkhidmatan. Manakala dalam kurikulum kepimpinan transformasional guru besar adalah melibatkan pemilihan bahan, dan pelbagai latihan dalam standard of procedure (SOP) serta susun atur yang sesuai dengan pelajar. Dari sudut pelajar pula kepimpinan transformasional guru besara adalah mengawasi dan memantau perkembangan pembelajaran murid.

Pelbagai kajian teorikal dan empirikal yang dijalankan di serantau dunia telah menunjukkan hasil kutipan data yang relevan untuk membuktikan hubungan antara gaya kepimpinan guru besar dan prestasi kerja guru. Golongan pengkaji telah menyatakan gaya kepimpinan akan mempengaruhi kepuasan kerja, sikap kerja dan hasil kerja (Greenleaf, 1977; Podsakoff et al. 1990; Davis, 2003; Yuki, 2002).

Menerusi dapatan kajian Serina(2009) dan Nursuhaila (2007) amalan kepimpinan transformasi guru besar menunjukkan tahap yang sederhana iaitu motivasi kerja dalam kalangan guru hanya dalam tahap memuaskan sahaja.Dapatan mereka selari dengan dapatan Podsakof et.al (1996) dan Leitwood et.al(1997) yang mendapati amalan kepimpinan transformasional guru besar mempunyai kesan negatif.Secara ringkasnya, kajian –kajian yang lepas tentang kepimpinan transformasional dengan motivasi kerja guru di sekolah menunjukkan bahawa dapatan masih tidak stabil dan pemimpin perlu menjaga kebajikan para guru untuk mewujudkan iklim kondusif di sekolah masing-masing.

Metodologi

Rekabentuk Kajian

Kajian ini berbentuk kuantitatif yang menggunakan kaedah kajian tinjauan. Data dipungut melalui soal selidik untuk mendapatkan maklumat berkenaan amalan kepimpinan transformasi dan pengaruhnya terhadap motivasi kerja guru di SJKT di Daerah Jasin, Melaka.

Data yang diperolehi daripada soal selidik dianalisis menggunakan Statistical Package for the Social Sciences (SPSS) versi 20.0. Penggunaan nilai min adalah kaedah yang digunakan secara meluas untuk menggambarkan respons semua peserta kajian terhadap item dalam sesuatu instrumen (Creswell, 2008). Statistik yang digunakan statistik deskriptif iaitu frekuensi, min dan peratus untuk mengenalpasti tahap kepimpinan transformasi di SJKT di Daerah Jasin, mengenalpasti tahap motivasi kerja guru di SJKT di Daerah Jasin dan mengenalpasti hubungan antara kepimpinan transformasi dan motivasi kerja guru di SJKT di Daerah Jasin.

Populasi kajian

Populasi kajian ini adalah guru-guru di 9 buah Sekolah Jenis Kebangsaan Tamil di Daerah Jasin, di Negeri Melaka. Berdasarkan jadual penentuan saiz sampel Krejcie dan Morgan (1970) seramai 108 orang responden telah dipilih daripada keseluruhan populasi iaitu 150 orang guru. Teknik persampelan yang digunakan ialah persampelan rawak mudah di mana pemilihan sampel dilakukan berdasarkan jadual angka rawak.

Instrumen Kajian

Instrumen kajian yang digunakan dalam kajian ini terdiri daripada soal selidik. Soal selidik ini menggunakan skala Likert lima mata. Soal selidik ini berdasarkan elemen ModelTeori Kepimpinan Transformasi Leithwood (1994), Model Teori Kepimpinan Transformasional Slocum dan Hellriegel (2007) dan Teori Model Herzberg(1966). Soal selidik ini mengandungi Bahagian 1: maklumat am (demografi), Bahagian 2 (Amalan Kepimpinan Transformasional) : i.memupuk pengaruh ideal, ii. membina rangsangan intelektual , iii.menyelia dan pertimbangan berasaskan individu, dan iv.motivasi berinspirasi manakala Bahagian 3 (Motivasi Kerja Guru) : i.motivasi instrinsik dan ii. motivasi ekstrinsik.

Kaedah soal selidik yang mengandungi dua bahagian utama; bahagian demografi dan bahagian kepimpinan telah digunakan. Bahagian demografi merangkumi jantina, umur, kelayakan akademik dan pengalaman mengajar setiap responden. Bahagian aspek kepimpinan pula mengandungi elemen kepimpinan. Dari segi persepsi guru terhadap amalan kepimpina, terdapat empat elemen utama iaitu memupuk pengaruh ideal, membina rangsangan intelektual , pertimbangan berasaskan individu, dan motivasi berinspirasi. Setiap aspek diuji dengan 4 item maka terdapat 12 item dalam bahagian kepimpinan transformasi secara keseluruhannya. Bagi persepsi guru terhadap motivasi kerja pula, terdapat 2 elemen utama yang dikaji iaitu motivasi instrinsik dan ekstinsik. Skala Likert lima matadigunakan iaitu bermula dari yang sangat tidak setuju dengan sangat setuju, seperti yang disyorkan oleh Patten (2011), digunakan untuk menentukan perjanjian dengan beberapa pernyataan.

Jadual 1:

Skala Likert Lima Mata yang digunakan dalam Kajian Ini.

Skala	Nilai
Sangat Tidak Setuju (STS)	1
Tidak Setuju (TS)	2
Kurang Setuju (KS)	3
Setuju (S)	4
Sangat Setuju (SS)	5

Statistik Deskriptif

Kajian ini menggunakan analisis statistik deskriptif untuk mendapatkan bilangan dan peratusan bagi aspek demografi dan item-item dalam aspek kepimpinan murid dan juga kepimpinan guru. Kekerapan, min dan peratusan pula digunakan untuk analisis bagi kedua-dua aspek dalam kepimpinan. Interpretasi skor min seperti dalam jadual 2 digunakan untuk analisis deskriptif dalam kajian ini.

Jadual 2:
Interpretasi skor min yang Digunakan dalam Kajian Ini.

Skor	Interpretasi
1.00-2.00	Rendah
2.01-3.00	Sederhana Rendah
3.01-4.00	Sederhana Tinggi
4.01-5.00	Tinggi

Sumber: Ibrahim &Bakar, (2015).

Dapatan Kajian

Dapatan kajian ini berdasarkan kaedah kuantitatif. Instrumen kajian terdiri daripada borang soal selidik skala likert lima mata. Data kajian telah dianalisis menggunakan SPSS (Statistical Package for Social Science for Windows Version 20.0). Kesemua dapatan kajian dilapor berdasarkan objektif dan soalan kajian.

Mengenalpasti tahap amalan kepimpinan transformasional dalam kalangan guru besar di sekolah.

Jadual 1:
Interpretasi skor min bagi tahap elemen memupuk pengaruh ideal,membina rangsangan intelektual , pertimbangan berasaskan individu dan motivasi berinspirasi.

Tahap Elemen Kepimpinan Guru	Skor Min	Interpretasi
Memupuk Pengaruh Ideal	4.26	Tinggi
Membina Rangsangan Intelektual	4.16	Tinggi
Pertimbangan Berasaskan Individu	4.17	Tinggi
Motivasi Berinspirasi	4.26	Tinggi

Dapatan analisis kajian menunjukkan tahap kepimpinan transformasional guru besar di SJKT Daerah Jasin,di dalam empat dimensi berdasarkan Model Kepimpinan Transformasional Slocumdan Hellriegel (2007).Secara keseluruhannya kesemua empat dimensi mempunyai nilai min yang tinggi. Antaranya, dimensi memupuk pengaruh ideal dan dimensi motivasi berinspirasi adalah sama tinggi (min= 4.26, SP=0.56). Ini menunjukkan guru besar memainkan

peranan penting dalam kepimpinan transformasional iaitu sentiasa menjadi teladan dan juga sentiasa memberi sokongan moral kepada guru-guru di sekolah. Dimensi pertimbangan berasaskan individu adalah kedua tertinggi (min= 4.17, SP=0.41). Manakala membina rangsangan intelektual adalah dimensi yang ketiga tertinggi (min=4.16, SP=0.40).Ini menunjukkan dalam kepimpinan transformasional , guru besar sanggup sedia membantu guru-guru untuk memperbaiki kelemahan yang terdapat dalam dirinya.

Mengenalpasti Tahap Motivasi Guru.

Jadual 2:
Interpretasi skor minbagi tahap elemen motivasi kerja guru.

Tahap Elemen Motivasi Kerja	Skor Min	Interpretasi
Motivasi Instrinsik	4.29	Tinggi
Motivasi Ekstrinsik	4.26	Tinggi

Jadual 2 di atas, menunjukkan tahap motivasi kerja guru dalam dua elemen yang terdiri daripada motivasi instrinsik dan ekstrinsik. Antaranya, motivasi instrinsik menunjukkan min yang tinggi (min =4.29, sp =0.49) walaupun motivasi ekstrinsik mencapai min yang tinggi. Data ini menjelaskan bahawa motivasi instrinsik dan ekstrinsik mempunyai pengaruh positif dalam motivasi kerja guru. Dalam kepimpinan transformasional , guru besar memberi dorongan untuk melaksanakan tugas dengan bersungguh –sungguh kepada para guru.

Mengenalpasti Hubungan Kepimpinan Transformasi Dengan Motivasi Kerja Guru Di Sekolah

Jadual 3:
Interpretasi korelasi bagi hubungan kepimpinan transformasi dengan motivasi kerja guru.

Hubungan	r	Interpretasi nilai *r*
Kepimpinan Transformasional& Motivasi Kerja Guru	0.83	Tinggi

Keputusan ujian korelasi Pearson menunjukkan perhubungan antara amalan kepimpinan transformasional dan motivasi kerja guru. Hasil analisis korelasi di atas menunjukkan korelasi yang kuat antara kepimpinan transformasional dan motivasi kerja guru ($r = .83$, $p < .01$. Didapati kesemua dimensi ini saling bergantung bagi memastikan matlamat kepimpinan transformasional dicapai . Berdasarkan keputusan analisis ini, pengkaji membuat kesimpulan bahawa kepimpinan transformasional guru besar merupakan satu faktor utama untuk meningkatkan motivasi kerja guru di organisasi mereka. Guru besar yang memberi galakan terhadap pembangunan profesional guru bukan sahaja membimbing guru-guru mencapai tahap profesionalisme yang tinggi tetapi secara langsung membangunkan motivasi kerja guru secara keseluruhan.

Perbincangan

Dapatan kajian ini menunjukkan hubungan antara kepimpinan transformasional guru besar signifikan dengan motivasi kerja guru di SJKT Daerah Jasin, Melaka. Secara umumnya, kepimpinan transformasional guru besar sangat mempengaruhi motivasi kerja guru tanpa membezakan antara jantina, peringkat umur, pengalaman mengajar dan gred jawatan yang disandang. Berdasarkan hasil kajian, didapati bahawa guru besar menggalakkan pembangunan profesional guru-guru berada pada tahap min yang paling tinggi. Ini bererti, motivasi guru dapat ditingkatkan dengan menggalakkan pembangunan profesional guru-guru.

Dapatan kajian ini menyokong teori kepimpinan transformasional yang menteorikan bahawa amalan kepimpinan transformasional guru besar terdiri daripada empat dimensi utama iaitu mendefinisikan pemimpin mesti mempunyai pengaruh yang ideal atau karismatik, rangsangan intelek,motivasi berinspirasi dan pertimbangan individu(Model Teori Kepimpinan Transformasional Slocum dan Hellriegel,2007).

Menerusi dapatan kajian Serina(2009) dan Nursuhaila (2007) amalan kepimpinan transformasi guru besar menunjukkan tahap yang sederhana iaitu motivasi kerja dalam kalangan guru hanya dalam tahap memuaskan sahaja.Tetapi melalui dapatan kajian ini ,kepimpinan transformasional dapat menunjukkan motivasi kerja yang tinggi.Hal ini demikian guru besar sekolah tamil di daerah Jasin ,Melaka yang mengamalkan kepimpinan transformasional menjadi teladan dan sentiasa menjaga kebajikan guru-guru di sekolah.

Dapatan kajian ini juga selari dengan pandangan Abdul Rahim (2007), terdapat pelbagai isu tentang ketidakpuashatian kerja seperti pilih kasih , ponteng kerja , rungutan, perletakkan jawatan , hilang kepercayaan pilih kasih telah berlaku, Respondan kajian ini telah menyatakan kepimpinan transformasional di sekolah Tamil,Melaka mempunyai pengaruh yang positif kerana sekolah yang guru besar yang bertindak sebagai pendorong dan pembimbing yang menetapkan suasana untuk kualiti dan prestasi guru yang lebih baik.

Selain itu, kajian ini menyokong kajian yang dijalankan oleh Blasé dan Blasé (2000) yang menyatakan bahawa pemimpin yang menunjukkan motivasi berinspirasi akan menjadikan seseorang guru itu mesra , bekerja dalam situasi yang berkondusif. Seterusnya, Raihani (2007) menyatakan bahawa pemimpin yang mempunyai motivasi berinspirasi yang tinggi akan menjadikan pengikutnya melaksanakan tugasnya dengan lebih efisyen.

Kepimpinan yang berfokuskan pembinaan rangsangan intelektual akan mempengaruhi pencapaian prestasi sekolah.Pada masa yang sama , pandangan ini selari dengan kajian yang dibuat oleh Sanzo, Sherman dan Clayton (2011) yang mendapati guru besar yang berintelektual , membolehkan para guru untuk menyediakan satu tujuan organisasi, menetapkan hala tuju sekolah dan mereka bentuk semula organisasi. Oleh itu, tidak hairanlah guru besar yang mengamalkan kepimpinan transformasional berupaya meningkatkan prestasi para guru, murid-murid juga sekolah. Sehubungan itu, jika sesebuah sekolah ingin melipat gandakan prestasi kerja guru, maka guru besar hendaklah mengamalkan kepimpinan transformasional.

Pernyataan Jazmi,2009 menyokong kajian saya ini kerana kepimpinan transformasional guru besar adalah penggerak untuk menentukan keberkesanan dalam menentukan pertimbangan berasaskan individu. Berdasarkan keputusan kajian ini, dimensi pertimbangan berasaskan individu juga merupakan elemen yang sangat mempengaruhi motivasi kerja guru. Ini bermakna, pertimbangan tentang perlaksanaan tugas dan informasi tentang sesuatu tugas amat penting kepada para guru untuk melaksana dan menyempurnakan

sesuatu tugasan dengan berkesan dan seperti yang dikehendaki. Dalam kepimpinan transformasional , guru besar yang mempunyai pertimbangan berasaskan individu yang tinggi dapat membantu para guru melaksanakan tugasan yang diamanahkan dengan mudah dan baik.

Implikasi dan Cadangan

Berdasarkan hasil kajian ini, kepimpinan transformasional membentuk pemimpin yang berwibawa dan berupaya meningkatkan motivasi kerja guru. Kepimpinan transformasional guru besar berdasarkan Model Teori Kepimpinan Transformasional Slocum dan Hellriegel,2007menjadi tunjang bagi membina amalan pengurusan dan pentadbiran dalam tiga dimensi utama. Keempat-empat dimensi kepimpinan transformasional membimbing amalan kepimpinan yang berkesan dan berkualiti dalam kalangan guru besar yang berpotensi menjamin prestasi kerja guru-guru di sekolah demi mencapai matlamat sekolah seperti yang ditetapkan secara bersama.

Dalam Kepimpinan transformasional guru besar dapat memupuk nilai penghargaan kendiri dalam kalangan guru-guru .Selain itu ,guru besar dapat memberikan motivasi dan peneguhan yangs sesuai supaya guru-guru berusaha bersungguh-sungguh dalam pengajaran masing-masing. Pembentukkan nilai murni dalam diri guru juga boleh membantu guru merancang aktiviti pengajaran mengikut kebolehan murid . Keadaan ini dapat meningkatkan keperluan penyuburan serta dapat memperolehi pengetahuan dan mennikmati karya atau ciptaan estetik yang bermutu tinggi.

Kajian ini dapat menjadi rujukan kepada guru besar terhadap aspek dan dimensi kepimpinan transformasional yang perlu dimiliki sepatutnya untuk mentadbir dan menguruskan sekolah secara unggul dan cemerlang. Kecemerlangan dan keberkesanan kepimpinan guru besar dapat meningkatkan prestasi guru demi mendidik murid dengan sesungguhnya agar mencapai hasrat Falsafah Pendidikan Kebangsaan.Kepimpinan transformasional dan efikasi seharusnya diupayakan sepenuhnya bagi melibatkan orang bawahan memberi komitmen melalui motivasi kerja yang unggul walaupun dalam masa yang sama terpaksa melaksanakan tugas rutin berkaitan dengan pengurusan dan pentadbiran.

Kesimpulan

Hasil kajian secara keseluruhannya telah berjaya mengenal pasti hubungan antara amalan kepimpinan transformasional guru besar dan pengaruhnya terhadap motivasi kerja guru di sekolah. Faktor-faktor seperti jantina, pengalaman bekerja, umur dan gred jawatan tidak mempengaruhi motivasi kerja guru. Malahan amalan kepimpinan transformasional guru besar yang menitikberatkan elemen-elemen memupuk pengaruh ideal ,membina rangsangan intelektual, pertimbangan berasaskan individu dan motivasi berinspirasi adalah antara unsur-unsur penting yang mempengaruhi motivasi kerja guru.

Kajian ini merupakan antara kajian yang penting dalam pengurusan pendidikan di daerah Jasin dan juga di Malaysia. Dengan keterbatasan yang tertentu, hasil kajian menunjukkan satu hubungan yang nyata antara amalan kepimpinan transformasional dengan motivasi kerja guru. Perhubungan yang telah dikaji dalam kajian ini semestinya memerlukan kajian yang lebih mendalam untuk mencapai sasaran yang dikehendaki pada masa yang akan datang selaras dengan peningkatan aspirasi pendidikan negara yang semakin membangun.Dalam hal ini, pelbagai pihak perlu sama-sama berusaha dalam menjalinkan hubungan profesional dalam usaha memartabatkan kepimpinan murid ke arah yang lebih mantap sekaligus menghasilkan kemenjadian murid yang lebih mapan untuk menerajui masa

depan negara kelak. Justeru, kajian ini akan membuka lebih banyak perbincangan pada masa hadapan.

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PEMIKIRAN ARAS TINGGI (KBAT) DALAM BAHAN MULTIMEDIA UNTUK PENGAJARAN BAHASA MELAYU

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Abstrak: *Makalah ini bertujuan untuk mengenal pasti unsur KemahiranBerfikirAras Tinggi (KBAT) yang terdapat melalui peribahasa dalam bahan multimedia kartun Pada Zaman Dahulu. Ia dilihat mampu memberi nilai yang baik dan mampu memberi kesan yang besar dalam pendidikan murid sekolah rendah. Pendekatan pengajaran berasaskan multimedia mampu memindahkan sesuatu maklumat daripada buku teks yang statik kepada suatu corak pembelajaran yang menarik. Di sini animasi memainkan peranan penting bagi menceriakan lagi persembahan sesebuah informasi. Perkara ini penting untuk memastikan murid dapat menumpukan perhatian dan tidak merasa jemu ketika proses pengajaran dan pembelajaran serta mendapat ilmu yang berterusan. Makalah ini akan memanfaatkan teori semiotik(Peirce, 1965) dan teori konstruktivisme(1987). Semiotik mementingkan tanda, penanda dan petanda. Dari sudut pengajaran, guru bijak menggunakan kecergasan fikiran untuk memahami sesebuah peribahasa. Teori semiotik mengajak guru untuk melihat hubungan penanda dan petanda. Dalam pengajaran peribahasa, aspek simbol sangat penting dalam teori semiotik. Hubungan simbol dalam peribahasa akan dilihat berdasarkan penggunaan pilihan kata-kata yang terpilih dalam konteks pemikiran masyarakat Melayu dan yang terdapat dalam bahan multimedia kartun Pada Zaman Dahulu. Manakala menurut Post & Weingartner (1969) konstruktivisme pula ialah satu pengetahuan baharu tentang ilmu pengetahuan dan cara bagaimana manusia memperoleh ilmu pengetahuan. Pandangan baru ini menganggap pelajar bukan hanya menerima pengetahuan secara pasif daripada gurunya tetapi membina pengetahuannya melalui interaksi dengan persekitarannya. Pembelajaran secara konstruktivisme adalah satu fahaman bahawa pelajar membina sendiri pengetahuan atau konsep berdasarkan pengetahuan dan pengalaman sedia ada. Justeru, pendidikan yang kaya dengan bahan tradisi yang mempunyai nilai-nilai murni khususnya melalui bahan pengajaran terpilih perlu dititikberatkan agar dapat membina modal insan yang lebih cemerlang pada masa akan datang.*

Kata kunci: Animasi, Multimedia, Pada Zaman Dahulu, Sekolah Rendah, Konstruktivisme

Pengenalan

Kemahiran berfikir aras tinggi (KBAT) merupakan salah satu kemahiran yang ditekankan di seluruh persada dunia. Justeru, KBAT merupakan tahap pemikiran yang diperlukan dalam membentuk generasi abad ke-21 yang cerdas, kreatif dan berinovatif serta berpotensi untuk bersaing di peringkat global (Abdul Rasid Jamiam, Shamsudin Othman, Azhar Mohd Sabil dan Juanes Masamin, 2016; Suzana Abd Mutalib dan Mohammad Zeeree

Kanreng, 2017). KBAT membolehkan seseorang bukan sekadar mengingat dan memahami sesuatu maklumat malah berpotensi lebih daripada itu, iaitu berpotensi menggunakan, mentafsir, memanipulasikan, menginterpretasikan dan mengubahsuai maklumat tersebut dalam konteks yang lain.

Menurut Rajendran Nagappan (2002), KBAT merujuk kepada seseorang yang dapat memahami, menterjemah, menganalisis dan memanipulasikan maklumat serta menyelesaikan sesuatu masalah dengan pendekatan yang bukan rutin. Manakala, Halimah Md Shariff (2009) pula menyatakan bahawa KBAT merujuk kepada penggunaan minda secara meluas bagi menghadapi masalah-masalah baharu dengan mentafsir, menganalisis atau memanipulasikan maklumat untuk menjawab soalan mahupun menyelesaikan sesuatu masalah yang dihadapi. KBAT juga turut didefinisikan oleh Bakry, Md. Nor Bakar dan Firdaus (2013) sebagai kemampuan berfikir seseorang yang bukan sahaja merujuk kepada mengingat, tetapi termaksud juga berkemampuan berfikir kritis, menganalisis dan membuat penilaian KBAT juga merujuk kepada keupayaan dalam mengaplikasikan pengetahuan, kemahiran dan nilai yang diterapkan dalam proses pengajaran dan pemudahcaraan di dalam bilik darjah merangkumi juga aspek pentafsiran pembelajaran (Afinde Othman, 2016). Selain itu, Logeswari Arumugam, Ainon Omar, Raja Nur Safinas Raja Harun, dan Nurfilzah Zainal (2016), pula telah menjelaskan bahawa kemahiran berfikir aras tinggi merujuk kepada satu proses pemikiran kognitif yang lengkap bermula daripada tahap pemikiran rendah sehingga ke tahap pemikiran yang tinggi, yang mana dapat menjalinkan sesuatu maklumat seterusnya menganalisis, generalisasi, sintesis dan menginterpretasikannya menjadi sesuatu idea yang baru. Dapat disimpulkan bahawa secara umumnya, definisi KBAT merujuk kepada kemampuan seseorang individu menyelesaikan sesuatu masalah, membuat keputusan dan melaksanakan sesuatu perkara dengan berfikir secara kreatif, inovatif, tidak terhad kepada sesuatu keadaan sahaja malah meluas dan terbuka selagi tidak melangkaui logik akal fikiran manusia.

Manakala multimedia mampu memberi kesan yang besar dalam pendidikan. Pendekatan pengajaran berasaskan multimedia mampu memindahkan sesuatu maklumat daripada buku teks yang statik kepada suatu corak pembelajaran yang menarik. Di sini animasi memainkan peranan penting bagi menceriakan lagi persembahan sesebuah informasi. Perkara ini penting untuk memastikan murid dapat menumpukan perhatian dan tidak merasa jemu ketika proses pengajaran dan pembelajaran.

Selaras dengan tranformasi tersebut, maka penggunaan multimedia merupakan salah satu langkah permulaan yang terbaik kepada para guru dalam proses pengajaran dan pembelajaran terutamanya untuk mata pelajaran Bahasa Melayu. Menurut Jamalludin dan Zaidatun (2003) serta Zamri dan Nur Aisyah (2011), multimedia membuka ruang kepada pendidik mengaplikasikan pelbagai teknik pengajaran, manakala murid diberi peluang untuk memegang kuasa kawalan bagi sesuatu sesi pembelajaran. Hal ini menunjukkan bahawa multimedia mampu mewujudkan suasana pembelajaran yang lebih menarik berbanding kaedah konvensional yang hanya berpandukan buku teks.

Selaras dengan Dasar Pendidikan Kebangsaan yang termaktub dalam Akta Pendidikan 1996, Bahasa Melayu menjadi mata pelajaran teras di semua sekolah rendah dan menengah. Kurikulum Bahasa Melayu digubal dengan tujuan untuk memenuhi hasrat Falsafah Pendidikan Kebangsaan bagi melahirkan insan yang seimbang dan harmonis dari segi intelek, emosi, rohani dan jasmani. Kurikulum Bahasa Melayu menyediakan murid untuk menguasai kecekapan berbahasa dan berkomunikasi dan dapat menggunakan tatabahasa secara betul dan tepat.

Kemahiran lisan, kemahiran membaca, dan kemahiran menulis merupakan kemahiran asas berbahasa yang perlu dikuasai oleh seseorang individu (pelajar) yang normal pada tahap-tahap tertentu. Bagi menguasai kemahiran ini, setiap individu perlu melalui proses pemelajaran kerana pemelajaran merupakan penguasaan satu siri kemahiran daripada aras rendah kepada aras tinggi (Cange, 1985:39). Dalam konteks ini, bahan pelajaran yang dijadikan rangsangan untuk memperoleh kemahiran berbahasa sewajarnya distrukturkan mengikut tahap-tahap dan darjah kesukaran serta keupayaan. Antara kaedah yang lazim digunakan ialah latih tubi, tutorial, penyelesaian masalah dan permainan bahasa, aktiviti berpasangan, padanan, dan teka silang kata (Heinich, 1996:79).

Bagi melihat perubahan dalam pengajaran dan pembelajaran di dalam bilik darjah, penggubalan KBSR (2010) mengambil kira pembelajaran yang menyeronokkan (Noriah dan Hashim, 2008). Pembelajaran akan berlaku secara holistik dengan mengurangkan orientasi kepada peperiksaan tetapi lebih kepada penguasaan bahasa yang dinilai melalui penilaian di dalam bilik darjah. Melalui KSSR, diharapkan proses pembelajaran dapat menimbulkan keseronokkan, seterusnya meningkatkan motivasi dalaman murid bagi meningkatkan kemahiran interpersonal yang baik, keprihatinan guru terhadap masalah murid dan rasa tanggungjawab yang tinggi terhadap tugas.

Kementerian Pendidikan Malaysia telah melancarkan inisiatif pembelajaran abad ke-21 secara rintis pada tahun 2014 dan meluaskan pelaksanaan ke seluruh negara mulai tahun 2015. Lantaran itu, guru perlu bersedia untuk menerima dan melakukan perubahan agar proses pengajaran dan pembelajaran menjadi lebih seronok dan memenuhi keperluan murid. Kementerian Pendidikan telah membekalkan pelbagai jenis teknologi (perkakasan dan perisian) kepada sekolah-sekolah dengan tujuan untuk meningkatkan keberkesanan proses pengajaran dan pembelajaran. Antara teknologi utama yang dibekalkan kepada sekolah ialah komputer dan perantinya, *Digital Multimedia Systems*, rancangan TV Pendidikan, dan perisian pendidikan (*courseware*).

Dalam usaha untuk memastikan keberkesanan penggunaan teknologi maklumat dan komunikasi dalam proses pengajaran dan pembelajaran, Kementerian Pendidikan telah memberi latihan kepada guru-guru melalui latihan pra perkhidmatan dan latihan dalam perkhidmatan tentang kaedah mengintegrasikan teknologi dalam proses pengajaran dan pembelajaran. Latihan juga diberikan bertujuan untuk mendedahkan guru-guru dengan pengetahuan dan kemahiran yang mencukupi agar guru-guru berupaya memilih dan menggunakan teknologi yang sesuai dalam pengajaran dan pembelajaran di samping membantu guru-guru mengaplikasikan peralatan teknologi maklumat dan komunikasi (Surat Pekeliling Ikhtisas Bil.6/2003).

Berdasarkan kajian ini, penggunaan bahan multimedia *Pada Zaman Dahulu* dilihat dapat mempelbagaikan gaya pengajaran guru di dalam bilik darjah terutamanya ketika mengajar peribahasa. Keseronokkan pembelajaran bukanlah hadir secara tiba-tiba dan tersendiri, tetapi hadir secara terancang atau dirancang, malahan keseronokkan lahir melalui strategi guru dalam melaksanakan proses pengajaran dan pembelajaran di dalam bilik darjah. Dengan kata lain, sebagai bahan mesra pengguna, adalah amat menarik jika bahan bantu mengajar berkaitan dengan kemahiran mendengar dan bertutur menggunakan teknologi terkini (Tuan Jah dan Faridah, 2011). Pengajaran berbantukan teknologi dilihat sebagai satu kaedah yang dapat menarik minat dan mampu menigkatkan keberkesanan pengajaran guru (Khor Huan Chin dan Noraini Mohamed Noh, 2016).

Kartun animasi Pada Zaman Dahulu ialah tajuk bagi sebuah siri animasi tayangan singkat yang dihasilkan oleh syarikat animasi Les' Copaque di Malaysia.Kartun animasi Pada Zaman Dahulu merupakan sebuah siri animasi CGI berbentuk kisah dongeng yang juga merupakan judul siri televisyen kedua keluaran Les' Copaque Production selepas siri animasi Upin dan Ipin. Siri ini mula disiarkan di kaca televisyen menerusi saluran TV AlHijrah. Ianya mengisakan tentang dua adik-beradik dari bandar iaitu Aris dan Ara. Kedua-dua adik-beradik ini dihantar ke kampung oleh ibu bapa mereka yang hendak pergi ke luar negara, untuk tinggal bersama Aki dan Wan (gelaran bagi datuk nenek mereka). Aki sebagai tukang cerita menghiburkan cucu-cucunya dengan mengisahkan cerita-cerita dongeng tentang Sang Kancil dan rakan-rakan rimbanya. Disebabkan latar tempat dan latar masa yang sesuai dengan murid sekolah rendah maka siri animasi ini amat sesuai digunakan sebagai bahan bantu mengajar kerana banyak menerapkan unsur pendidikan yang baik. Penerapan bahan tradisi iaitu peribahasa terkandung dalam kartun animasi Pada Zaman Dahulu. Peribahasa mempunyai dua peranan penting dalam kehidupan manusia iaitu sebagai saluran yang memaparkan pelbagai realiti dalam kehidupan masyarakat pengguna peribahasa itu; dan kedua, peribahasa mempunyai nilai-nilai yang boleh dijadikan sebagai pedoman hidup baik antara manusia dengan manusia, manusia dengan alam sekitar dan manusia dengan penciptanya. Oleh sebab itu, peribahasa merupakan salah satu tajuk yang perlu diajar dan dikuasai oleh murid.

Metodologi Kajian

Teori Semiotik (Peirce, 1965)

Dari segi istilah, semiotik berasal dari kata Yunani kuno “semeion” yang bererti tanda atau “sign” dalam bahasa Inggeris. Semiotik merupakan ilmu yang mengkaji hal-hal yang berkaitan dengan komunikasi dan ekspresi. Semiotik atau semiologi bererti ilmu tanda-tanda (sign) secara sistematik. Semiotik menunjukkan bidang kajian khusus, iaitu system yang secara umum dipandang sebagai tanda. Dalam alternatif untuk memahami peribahasa, guru perlu mengetahui tiga jenis tanda yang terdapat dalam semiotik, iaitu ikonik, indeksikal dan simbolik. Ikonik adalah tanda yang menyerupai objeknya seperti foto seseorang. Indeksikal adalah tanda yang memiliki hubungan dengan objeknya seperti asap dengan api. Dan, simbolik pula adalah tanda yang secara arbitrari atau konvensional dikaitkan dengan rujukannya. Dalam makalah ini, aspek yang akan dibincangkan adalah aspek simbol sahaja kerana ia berseuaian untuk digunakan bagi memahami peribahasa dengan menggunakan kemahiran berfikir aras tinggi (KBAT).

Teori Konstruktivisme

Konstruktivisme ialah satu pengetahuan baru tentang ilmu pengetahuan dan cara bagaimana manusia memperoleh ilmu pengetahuan. Pandangan baru ini menganggap pelajar bukan hanya menerima pengetahuan secara pasif daripada gurunya tetapi membina pengetahuannya melalui interaksi dengan persekitarannya. Pembelajaran secara konstruktivisme adalah satu fahaman bahawa pelajar membina sendiri pengetahuan atau konsep berdasarkan pengetahuan dan pengalaman sedia ada. Dalam proses ini, pelajar akan menyesuaikan pengetahuan yang diterima dengan pengetahuan sedia ada untuk membina pengetahuan baru(Post & Weingartner, 1969).

Konstruktivisme adalah satu fahaman bahawa pelajar membina sendiri pengetahuan atau konsep secara aktif berdasarkan pengetahuan dan pengalaman sedia ada. Dalam proses ini, pelajar akan menyesuaikan pengetahuan yang diterima dengan pengetahuan sedia ada untuk membina pengetahuan baharu. Pengetahuan yang dipunyai oleh pelajar adalah hasil daripada aktiviti yang dilakukan oleh pelajar tersebut dan bukan pengajaran yang diterima secara pasif. Guru pula berperanan sebagai fasilitator yang membantu pelajar membina pengetahuan dan menyelesaikan masalah. Guru akan mengenal pasti pengetahuan sedia ada pelajar dan merancang kaedah pengajarannya dengan sifat asas pengetahuan tersebut.

Teori ini adalah berdasarkan pandangan kumpulan konstruktivisme yang beranggapan seseorang itu dapat membina pengetahuan sendiri secara aktif, dengan cara membandingkan maklumat baru dengan pemahamannya yang sedia ada. Cara ini digunakan untuk menyelesaikan sebarang perselisihan idea demi mencapai pemahaman baru (Johnson & Gott, 1996).

Analisis

Unsur Peribahasa dalam kartun animasi Pada Zaman Dahulu

Peribahasa Melayu merupakan kata-kata indah untuk menyampaikan nasihat dan ajaran. Ia mempunyai kaitan rapat dengan perilaku manusia. Pemikiran Melayu disampaikan secara tersurat dan tersirat dalam peribahasa Melayu. Peribahasa Melayu menunjukkan ketinggian pemikiran dan kekreatifan bangsa Melayu dalam penciptaan peribahasa Melayu bersumberkan alam sekeliling (Zaitul 2011).

Mengikut takrifan *Kamus Dewan* (DBP 1993), peribahasa ialah ayat atau kelompok kata yang mempunyai susunan yang tetap dan mengandungi pengertian yang tertentu, peribahasa juga disebut sebagai bidalan, pepatah atau seumpamanya. Za'ba (1965) dalam buku *Ilmu Mengarang Melayu* mendefinisikan peribahasa sebagai susunan cakap yang pendek yang telah melekat di mulut orang ramai sejak beberapa lama yang sedap dan bijak perkataannya, luas dan benar tujuannya, dipakai dijadikan sebutan orang sebagai perbandingan, teladan dan pengajaran. Peribahasa juga merupakan ikatan bahasa yang dituturkan dengan kalimat-kalimat pendek yang mengandungi pengertian daripada sesuatu maksud yang sebenarnya dengan membayangkan maksud asal dengan bayangan sindiran atau kiasan. Peribahasa bukan sekadar untuk menegur, memberi nasihat, dan memperbaiki moral masyarakat tetapi lebih daripada itu.

Keris Mas (1988) dalam buku *Perbincangan Gaya Bahasa Sastera* mengatakan peribahasa ialah percakapan yang mengandungi hikmah, pandangan dan pemikiran, lafaz yang pendek, tetapi sedap didengar, dalamnya terkumpul perasaan dan fikiran, ia bukan sekadar budaya warisan Melayu sahaja tetapi mengandungi juga falsafah, perlakuan, bahasa dan pendidikan.

Kartun animasi Pada Zaman Dahulumerupakan tajuk bagi sebuah siri animasi tayangan singkat yang dihasilkan oleh syarikat animasi Les' Copaque di Malaysia. Berdasarkan kajian yang dilakukan terhadap siri animasi ini, didapati setiap episod mengandungi unsur peribahasa. Unsur peribahasa dimasukan sama ada pada awal cerita ataupun di akhir cerita.Dalam peribahasa, terpancarnya hubungan antara bahasa dengan pemikiran bangsa Melayu. Cara bangsa Melayu memandang dunianya tersimpul dalam peribahasa yang dicipta mereka. Cara seseorang penutur berfikir dalam bahasanya tergambar menerusi penggunaan sesuatu

perkataan itu dengan lebih meluas. Dengan yang demikian dapat dikatakan bahawa bahasa adalah bahagian integral, iaitu perlu atau yang menjadi sebahagian daripada kehidupan manusia. Bahasa menyerap dalam setiap fikiran dan cara penutur itu memandang dunianya.

Penyisipan bahan multimedia seperti kartun animasi Pada Zaman Dahulu dalam pengajaran bahasa memang cukup berpotensi menjadikan silibus bahasa itu mempunyai kualiti tinggi dan berkesan. Intergrasi ini dianggap berkesan kerana ia selaras dengan prinsip dan salah satu falsafah pengajaran-pembelajaran bahasa yang lebih menekankan bahawa murid akan belajar dengan lebih seronok sekiranya pengajaran guru mencapai tahap keseronokkan dan memberangsangkan. Penggunaan bahan multimedia bertujuan untuk membolehkan murid lebih berminat untuk mengenal, menikmati dan mengapresiasikan peribahasa Melayu di samping memperkukuhkan kemahiran berbahasa serta meningkatkan ketrampilan berbahasa dalam kalangan murid.

Contoh Simbol dan makna dalam peribahasa

Peribahasa	Episod	Maksud peribahasa
- Jangan bangunkan kucing yang tidur	Pekasam Mata Harimau	Jangan mengganggu musuh yang tidak melakukan apa-apa kepada kita.
- Bagai mencurah air ke daun keladi	Sang Kancil dan Gong Raja Sulaiman	Nasihat yang sia-sia.
- Sepandai-pandai tupai melompat, akhirnya jatuh ke tanah juga	Kambing dan Buaya	Seseorang yang hebat dalam sesuatu perkara tetap ada kelemahannya.

Peribahasa: Jangan bangunkan kucing yang tidur
Simbol: kucing
Makna: Berdasarkan peribahasa yang diungkapkan tersebut, kucing merupakan objek utama yang ditekankan. Peribahasa ini membawa maksud, janganlah seseorang individu itu mengganggu musuh yang tidak melakukan apa-apa kepadanya. "Kucing" pada hakikatnya merupakan sejenis haiwan yang jinak, comel, tangkas dan manja. Dalam masyarakat Melayu, selain memelihara dan menternak haiwan yang boleh dijadikan sumber makanan serta membantu mereka melakukan pekerjaan seperti bersawah, haiwan seperti kucing juga dipelihara sebagai haiwan yang boleh diajak bermain di dalam rumah kerana saiz fizikal kucing yang sederhana kecil. Kelincahan kucing menjadi salah satu terapi ketika mereka melepaskan penat lelah setelah seharian suntuk berada di bendang ataupun di kebun. Namun, sesekali tanpa diduga kucing akan bertindak ganas jika mendapati dirinya terancam dan boleh mencederakan manusia. Ini dapat dilihat ketika kucing diganggu ketika sedang tidur. Melalui pengamatan masyarakat Melayu ketika itu yang ada memelihara kucing, maka sifat ganas kucing yang jarang-jarang berlaku maka terhasillah peribahasa "Jangan dibangunkan kucing yang tidur". Kucing menjadi simbol kepada ganas, garang, dan akan mencederakan sesiapa sahaja jika diganggu. Dalam peribahasa ini, masyarakat Melayu sebenarnya ingin mengingatkan kepada masyarakatnya supaya sentiasa berhati-hati dan tidak mengganggu orang lain tanpa sebab yang munasabah. Apabila setiap masyarakat memainkan peranan mereka masing-masing, maka tidak berlakulah sebarang kejadian yang tidak diingini seperti pergaduhan dan perselisihan faham. Kejadian seperti ini akan menyebabkan hubungan sesama manusia akan terjejas. Peribahasa seperti ini amat sesuai diajarkan oleh guru kepada anak didik di sekolah kerana

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maksud peribahasa itu sendiri amat rapat dengan tingkah laku dan sikap segelintir murid yang gemar mengganggu rakan-rakan ketika ketiadaan guru di dalam bilik darjah.
Peribahasa: Bagai mencurah air ke daun keladi
Simbol: Daun keladi
Makna: peribahasa tersebut memberi maknaperbuatan yang sia-sia atau merugikan / orang yang tidak mendengar nasihat. Ini kerana air yang dicurahkan tidak lekat pada daun keladi.Maksud ini merujuk kepada ciri-ciri daun keladi yang lazimnya tidak basah malah tidak meninggalkan kesan atau bekas apabila dicurahkan air di atasnya (Arbaiyah Ab. Aziz, 2010: 597). Dalam masyarakat Melayu, perkara yang amat dititikberatkan dan diberi perhatian ialah tegur-menegur terutama dalam kehidupan berkeluarga. Ibu bapa memainkan peranan penting dalam menegur dan memberikan nasihat kepada anak-anak tentang melaksanakan tanggungjawab atau ketika melakukan kesilapan supaya tidak berulang lagi. Nasihat dan teguran yang diberikan oleh ibu bapa sudah pasti ada gunanya kepada anak-anak. Justeru itu, budayanasihat-menasihati dan tegur-menegur amat penting diteruskan dalam masyarakat.Masyarakat Melayu mempelajari alam dan perlakuan alam dalam kehidupan yang saling bergantungan kepada alam dalam meneruskan kelangsungan hidup. Masyarakat Melayu mengenal alam tumbuhan melalui aktiviti seharian seperti berkebun, bertani, mencari hasil hutan dan lain-lain yang mendedahkan masyarakat Melayu untuk membaca dan mentafsir perlakuan alam tumbuhan itu. Hasil perenungan terhadap alam itu, telah dipindahkan ke dalam peribahasa yang dijadikan simbol untuk menyampai sesuatu tujuan atau maksud hendak disampaikan yang menggambarkan kebenaran hasil daripada pemerhatian dan pemikiran masyarakat Melayu.Apabila masyarakat Melayu membuat analogi tentang aspek-aspek kehidupan masyarakat dengan kejadian-kejadian alam, masyarakat Melayu sebenarnya membuat tafsiran tentang kejadian dan unsur-unsur alam tersebut dijadikan teladan dan sempadan dalam kehidupan. Dalam hal ini, masyarakat Melayu mempergunakan segala kepandaian dan kebolehan daya fikir untuk membuatsesuatu penganalisisan dan perbandingan alam dalam konteks kehidupan masyarakat (Arbaiyah Abdul Aziz, 2010: 535). Itu perumpamaan tetapi di dunia alam semulajadi, curahan air (hujan) ke daun keladi boleh memberi gambaran segar. Air yang terkumpul pada daun keladi akan menitis ke tanah dan menyirami tumbuhan yang berada di bawahnya termasuklah pokoknya sendiri.

Peribahasa: Sepandai-pandai tupai melompat, akhirnya jatuh ke tanah juga
Simbol: Tupai
Makna: Berdasarkan peribahasa tersebut tupai merupakan unsur yang menjadi pembina utama peribahasa ini. Peribahasa ini bermaksud, walaupun cepat atau pintar seseorang itu adakalanya akan membuat kesilapan (Abdullah Hussain, 1989). Daripada maksud peribahasa ini simbol "tupai" memberi makna atau referen kepada seseorang manusia. "Akhirnya jatuh ke tanah juga" bermaksud kepintaran yang ada pada manusia itu kadang-kadang akan melakukan kesilapan juga, sama seperti tupai walau sepandai mana pun dia melompat sudah pasti akan jatuh ke tanah juga. Sifat tupai diberi kepada manusia supaya ingin memberi pengajaran supaya sentiasa berhati-hati dalam setiap tindakan yang dilakukan. Jika dirujuk kepada akal budi Melayu dari aspek simbol, tupai adalah sejenis haiwan yang suka memakan tumbuh-tumbuhan. Ia merupakan haiwan yang tidak beracun dan tidak membahayakan manusia. Masyarakat Melayu sentiasa memerhatikan gelagat tupai yang lincah. Namun pada pengamatan orang Melayu walaupun tupai seekor binatang yang lincah dan tangkas berada di atas pokok tetapi jika tersilap langkah akan jatuh juga. Berdasarkan pengamatan ini maka muncullah peribahasa "sepandai-pandai tupai melompat, akhirnya jatuh ke tanah juga".

Daripada bahan peribahasa ini, maka seseorang guru yang mempunyai ilmu semiotik dapat membina keyakinan diri betapa semiotik mampu memberi tahap kepadanya mempelajari sesuatu yang berbentuk simbol, hal-hal yang tidak dapat diterangkan secara ilmiah. Harus

disedari bahawa peribahasa merupakan sistem tanda yang berdasarkan konvensi masyarakat dahulu. Elemen budaya dan peristiwa yang berlaku dalam masyarakat merupakan intipati pemikiran yang perlu diberi tafsiran. Guru bukan sekadar membaca dan menghayati peribahasa secara luaran sahaja tetapi perlu melihat ke dalam peribahasa itu sendiri dengan mentafsir aspek bahasa iaitu makna.

Model Konstruktivisme: Pengajaran Peribahasa Yang Terdapat Dalam Kartun Animasi Pada Zaman Dahulu

Needham (1987) telah memperincikan strategi pengajaran dan pembelajaran kepada lima fasa, berasaskan konstruktivisme iaitu orientasi, pencetusan idea, penstrukturan semula idea, aplikasi idea dan refleksi. Needham juga berpendapat bahawa strategi pengajaran dan pembelajaran yang berfasa ini membolehkan pelajar membuat pertimbangan semula idea mereka dalam proses pembinaan pengetahuan yang baharu. Dalam proses pengajaran dan pembelajaran, hasil di akhir ini amat perlu untuk dilihat proses perubahan tingkahlaku. Namun begitu, ahli-ahli konstruktif mencadangkan bahawa pelajar-pelajar boleh membina pengalaman baharu berdasarkan pengetahuan sedia ada. Perubahan ini adakalanya wajar untuk memberi penjelasan berdasarkan pemerhatian mereka, makna akan dibina oleh individu dengan menambahkan atau mengubahsuaikan idea yang sedia ada.

Lima fasa Needham:

Fasa Orientasi: Tayangan kartun animasi Pada Zaman Dahulu

Fasa Pencetusan idea: Sesi bersoaljawab tentang tayangan video yang memungkinkan proses dorongan pemikiran berlaku. Fokus kepada peribahasa.

Fasa penstrukturan semula idea: Fasa ini mempunyai tujuan untuk mengubahsuai idea dahulu melalui perbandingan dengan idea saintifik atau menyiasat. Idea-idea baharu akan dipersembahkan dalam pelbagai bentuk dan aktiviti yang relevan dan bersesuaian harus dirangka untuk mencambah konsep-konsep yang baharu. Proses penyesuaian cerita dengan peribahasa. Kepelbagaian penggunaan peribahasa yang terdapat dalam kartun animasi Pada Zaman Dahulu yang boleh digunakan dalam subjek Bahasa Melayu. Aspek simbol dan makna yang terdapat dalam peribahasa akan diterangkan oleh guru dalam fasa ini.

Fasa Aplikasi: Pada fasa ini, pelajar diberi peluang mengaplikasikan idea-idea dalam situasi yang baharu. Masalah-masalah melalui lontaran soalan-soalan yang berkonsepkan pemikiran kritis, kritikal dan inovasi harus dikemukakan selaras dengan keupayaan pemikiran yang ada pada pelajar. Pelajar boleh memberikan peristiwa atau cerita lain selain daripada cerita yang terdapat dalam kartun animasi Pada Zaman Dahulu yang boleh dikaitkan dengan peribahasa.

Fasa refleksi: Guru boleh mengemukakan soalan-soalan yang bersesuaian bagi mengukuhkan memori. Pelajar juga boleh melakukan refleksi atau muhasabah diri daripada peribahasa yang telah dipelajari.

Sehubungan dengan itu, guru perlu memberikan pengalaman yang dapat mencabar idea yang dimiliki pelajar untuk membantu mereka menstrukturkan semula idea yang baharu. Peribahasa merupakan cerminan kehidupan masyarakat, iaitu suatu refleksi kehidupan yang diungkap dan dipapar semula dalam bentuk kreatif yang mungkin secara kebetulan mempunyai perkaitan dengan latar hidup pelajar. Melalui pengalaman sedia ada ini, mereka mampu mengolah semula dalam bentuk yang baharu. Konstruktivisme juga percaya bahawa pelajar

membina realiti mereka sendiri atau mentafsir realiti berasaskan pengalaman. Setiap pelajar akan membentuk perwakilan pengetahuan "frame of reference" mereka sendiri melalui pengalaman yang dialami (Johnson & Gott, 1996).

Kesimpulan

Dalam menghadapi abad ke-21, dengan perkembangan yang serba serbi canggih, meskipun dunia sudah global, tiada lagi pintu yang mampu ditutupi rapat-rapat, masalah bangsa serta keperkasaan Bahasa Melayu masih menjadi asas kewujudan dan jati diri yang bermakna serta berfungsi bagi kita dan juga manusia sejagat dan global. Gelombang globalisasi melanda bagaikan tsunami.Pemodenan dan globalisasi merupakan kesinambungan pemikiran barat sejak dari Renaissance melalui reformasi dan *enlightenment* Eropah dan kemudian menjadi sosial darwinisme Amerika.

Justeru, pendekatan pengajaran berasaskan multimedia mampu memindahkan sesuatu maklumat daripada buku teks yang statik kepada suatu corak pembelajaran yang baik. Di sini, animasi memainkan peranan penting bagi menceriakan lagi persembahan sesebuah informasi. Perkara ini penting untuk memastikan murid dapat menumpukan perhatian dan tidak merasa jemu ketika proses pengajaran dan pembelajaran berlaku. Kekuatan yang ada dalam kartun animasi Pada Zaman Dahulu seperti budaya yang ditonjolkan amat sesuai untuk digunakan dalam proses pengajaran dan pembelajaran. Selain itu, peribahasa juga boleh dijadikan elemen penting dalam membentuk jati diri murid dan seterusnya membangunkan minda dalam kalangan murid di Malaysia.

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MITOS DALAM KEPERCAYAAN MASYARAKAT MELAYU TRADISI BERDASARKAN TEKS SASTERA MELAYU TRADISIONAL

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Abstrak: *Mitos dalam konteks penulisan sastera Melayu lama bercorak sejarah sebagai cerita dewa-dewa yang lazimnya didorong oleh unsur keagamaan dan unsur-unsur tersebut ada kaitan dengan asal-usul seseorang raja serta selalu dibungai oleh unsur-unsur yang sangat ajaib. Mitos-mitos ini tidaklah dikemukakan secara tidak teratur atau sewenang-wenangnya sahaja, malah berdasarkan pola kepercayaan yang sememangnya telah wujud dan keadaan ini mencerminkan perkaitan pemikiran masyarakat dengan unsur-unsur animisme yang melatari kehidupan mereka sebelum tibanya kepercayaan-kepercayaan lain. Objektif makalah ini adalah mengenal pasti fungsi mitos yang terdapat dalam sastera Melayu tradisional. Makalah ini akan menggunakan pendekatan sosiologi sastera oleh Plummer (1997). Unsur-unsur mitos dalam sastera sejarah merupakan suatu kisah yang dipercayai oleh masyarakat setempat sebagai peristiwa yang benar-benar berlaku dalam daerah mereka pada masa lampau. Dari itu cerita-cerita mitos menjadi landasan dan jawapan kepada sikap ingin tahu masyarakat silam. Dalam sastera tradisi, sastera sebagai cermin masyarakat bukanlah bermakna cerita bercorak fantasi seperti cerita kayangan dan penglipur lara (yang banyak memaparkan kisah mengenai dewa dewi dari kayangan) yang menyusun pemerintahan negara di muka bumi dan puteri-puteri dari kayangan turun berendam di hulu sungai di bawah pondok nenek kebayan. Tetapi ia lebih melihat kepada hubungan karya dari sudut pemikiran dan pandang hidup (world view) masyarakat berkenaan.*

Katakunci: Mitos, Kepercayaan, Melayu, Sastera, Tradisional

Pengenalan

Menurut Hooykaas (1965: 143), mitos dalam konteks penulisan sastera Melayu lama bercorak sejarah sebagai cerita dewa-dewa yang lazimnya didorong oleh unsur keagamaan dan unsur-unsur tersebut ada kaitan dengan asal-usul seseorang raja serta selalu dibungai oleh unsur-unsur yang sangat ajaib. Mitos yang paling popular ialah berkaitan dengan buluh betung, buih atau air, matahari, binatang buas, naga dan lain-lain lagi. Biasanya binatang yang muncul dalam mitos asal-usul ini ialah binatang-binatang yang besar, gagah, kuat dan bengis. Sifat-sifat yang mengagumkan ini mungkin diharapkan dapat memberi perwarnaan yang lebih hebat kepada asal-usul yang diperkatakan.

Mitos-mitos ini tidaklah dikemukakan secara tidak teratur atau sewenang-wenangnya sahaja, malah berdasarkan pola kepercayaan yang sememangnya telah wujud dan keadaan ini mencerminkan perkaitan pemikiran masyarakat dengan unsur-unsur animisme yang melatari kehidupan mereka sebelum tibanya kepercayaan-kepercayaan lain. Unsur-unsur mitos dalam

sastera sejarah merupakan suatu kisah yang dipercayai oleh masyarakat setempat sebagai peristiwa yang benar-benar berlaku dalam daerah mereka pada masa lampau. Dari itu cerita-cerita mitos menjadi landasan dan jawapan kepada sikap ingin tahu masyarakat silam.

Metodologi Kajian

Pendekatan Sosiologi Sastera (Plummer, Ken, 1997)

Menurut Hamzah Hamdani, Sosiologi Sastera secara umumnya melihat teks sastera sebagai dokumen sosio budaya atau sebagai cermin masyarakat. Sosiologi Sastera bertolak dari premis bahawa hubungan antara sastera dan masyarakat adalah amat erat. Ia bertolak dari keyakinan bahawa sastera tidak boleh terpisah dari masyarakat. Pendek kata sastera tidak tercipta "*in vacuo*", ia bukan hanya merupakan hasil seorang pengarang, tetapi yang lebih penting ialah hakikat bahawa ia juga adalah hasil seorang pengarang yang terikat pada ruang dan waktu dan bertanggungjawab kepada masyarakat yang mana dia merupakan salah seorang anggota yang penting (1988: 82). Manakala menurut Graham Hough (1966: 9), Plato mengatakan sastera mestilah bersifat didaktik, mempunyai moral yang tinggi dan bergiat ke arah membentuk rohaniah yang sihat.

Hippolyte Taine, seorang sarjana Perancis yang diangkat sebagai bapa Sosiologi Sastera oleh para pengkaji melihat sastera adalah akibat dari tiga unsur penting iaitu masa (*moment*), bangsa (*race*) dan alam sekeliling (*milieu*). Beliau dituruti oleh Marx dan Engles yang memperkenalkan unsur yang keempat iaitu kaedah pengeluaran (*methods of production*). Kedua-dua aliran ini iaitu *positivism* (Taine) dan *Marxisme* lebih menekankan faktor-faktor luaran yang tertentu sebagai unsur-unsur yang menimbulkan kreativiti sastera. Teori Sosiologi Sastera juga melihat sastera sebagai produk budaya "*art is a social product*" (Janet Wolff, 1981: 1). Justeru ia bukan sahaja melahirkan atau mencerminkan dunia zamannya tetapi juga amat dipengaruhi dan ditentukan oleh zamannya "*the productions of human mind, like those of animated nature, can only be explained by their milieu*" (H. Taine, 1875: 34). Menurutnya lagi, bahawa kesusasteraan itu dikatakan tidak wujud dalam "*vacum*", ia bersandar kepada faktor masa, bangsa dan suasana. Daripada pandangan Sosiologi Sastera, idea pengarang terbit dari dan dibentuk oleh kolektif. Menurut Mukherjee (1951: x) "*Art thus is one of the most efficacious means of social control and guidance, enforced these are by an appeal to sensation, emotion and imagination sensuous forms, pattern and symbols*."

Justeru karya sastera dijadikan dokumen untuk membaca citarasa dan aspirasi kolektif pada sesuatu zaman. Maka sastera adalah produk sosial dan disebut juga "*art is at once a social product and an established means of social control*" (Mukherjee, 1951: 1). Sastera sebagai produk sosial bermakna karya boleh difahami dari sudut perspektif sosiologikal yang bermakna salah satu pemikiran sosiologi sastera yang diperkenalkan oleh Ken Plummer (1997) dalam buku *Studying Culture: An Introductory Reader*.

Makalah ini akan membincangkan mengenai persoalan sosiologi sastera oleh Plummer iaitu "*the making of stories*" yang disesuaikan sebagai kajian teks dan lapangan sosiobudaya. Ia akan melihat mengapa mitos wujud, bagaimana mitos membentuk kepercayaan masyarakat dan apakah fungsi mitos. Berdasarkan persoalan-persoalan ini maka mitos dapat dilihat fungsinya.

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Analisis

Kewujudan Mitos

Kata mitos diberikan pelbagai definisi. *Kamus Dewan* (1997: 894) mendefinisikan mitos sebagai cerita zaman dahulu yang dianggap benar atau dipercayai, misalnya cerita asal usul, cerita kewujudan sesuatu bangsa, kejadian alam atau cerita dongeng mengenai kehebatan seseorang tokoh. Hashim Awang (1986 : 61) pula menyatakan bahawa mitos adalah jenis cerita rakyat yang mengisahkan mengenai manusia atau makhluk dan peristiwa luar biasa yang di luar logik fikiran manusia. Beliau menambah bahawa mitos terbahagi kepada dua jenis, iaitu mitos pembukaan sesuatu tempat dan asal usul, misalnya pembukaan negeri Melaka dan mitos ketokohan seseorang, misalnya Raja Iskandar Zulkarnain. Cerita-cerita mitos biasanya tidak dapat dikesan pengarangnya, dan ia diwarisi dari generasi ke generasi.

Mitos merupakan unsur sastera yang amat dominan dalam kesusasteraan Melayu tradisional. Unsur ini penting bagi pengarang kesusasteraan Melayu tradisional dalam penghasilan karya. Kehebatan, keanehan, kesaktian dan keajaiban menjadi inti utama bagi pengarang sebagai strategi memancing perhatian khalayak terhadap karyanya. Sebagai senjatanya, pengarang menggunakan unsur mitos untuk menggambarkan kehebatan watak-watak yang terlibat dalam karyanya. Masyarakat pada ketika ini menganggap sesuatu yang ajaib, ghaib,aneh sebagai sesuatu yang suci dan kudus. Oleh itu pengarang memaksimumkan kepercayaan masyarakat terhadap unsur ini untuk mendapatkan perhatian khayalak akan kewujudan karyanya.

Mitos biasanya digunakan dalam bidang antropologi, kesusasteraan, dan semiotik. Dalam antropologi, cerita mitos berkaitan dengan budaya manusia atau masyarakat yang menciptanya. Mitos dalam kesusasteraan dilihat sebagai cerita atau imej manusia yang kekal, dan biasanya mempunyai hubungan dengan moral atau estetik. Manakala dalam semiotik pula, mitos dilihat sebagai rantaian yang tidak bersambungan dalam budaya manusia. Fungsi mitos dalam konteks semiotik adalah untuk menaturalkan budaya.

Cerita mitos juga boleh didefinisikan sebagai satu proses naratif sama ada secara bertulis ataupun lisan yang mana ianya disampaikan dari satu generasi kepada satu generasi lain. Secara umumnya mitos dapat diperjelaskan sebagai cerita-cerita yang mengandungi unsur-unsur luar biasa (*supernatural*) iaitu kuasa luar biasa yang ada pada manusia atau makhluk-makhluk lain.

Maka, secara keseluruhannya, dapat diperjelaskan bahawa mitos adalah jenis sastera lisan yang paling tua atau lama. Pada mulanya ia merupakan satu kepercayaan yang berhubungan dengan agama. Mitos, kemudiannya tidak lagi dianggap sebagai kepercayaan apabila masyarakat kita menganut agama Islam. Mitos kini berubah fungsinya kepada hanya menjadi bentuk cerita asal usul yang menerangkan asal usul kejadian alam, manusia, binatang, benda dan hal-hal lain yang berhubungan rapat dengan kehidupan. Cerita begini, bagi setengah-setengah orang, dianggapnya sebagai cerita dongeng sahaja.

Bagaimana MitosMenjadi Kepercayaan Masyarakat Dan Apakah Fungsi Mitos dalam Teks Sastera Melayu Tradisional

Mitos yang tergolong dalam sastera lisan turut mempunyai ciri-ciri seperti berikut, pertama ia disampaikan secara lisan, kedua ia lahir dalam masyarakat yang bercorak sederhana, ketiga ia mengekalkan ciri-ciri budaya asalnya, keempat ia menjadi milik bersama masyarakat

dan akhirnya ia mengandungi unsur-unsur perulangan dan persamaan. Sebagai sebuah sastera lisan, cerita mitos bukan sahaja memberi unsur hiburan tetapi turut mempunyai unsur pengajaran. Walaupun, pada zaman dahulu fungsi cerita mitos lebih kepada hiburan dan mungkin untuk mengetahui sebab dan akibat sesuatu kejadian tetapi di zaman kini cerita mitos tersebut amat jelas fungsinya sebagai pendidikan. Walaupun pada zaman kini, cerita mitos dianggap sebagai sebuah cerita dongeng rakyat tetapi ia tetap menerapkan nilai dan fungsi pengajaran kepada golongan yang tidak lagi buta huruf tetapi celik teknologi.

Contoh perkembangan cerita mitos ini boleh dilihat dalam teks hikayat dalam tradisi kesusasteraan Melayu seperti *Hikayat Merong Mahawangsa*. *Hikayat Merong Mahawangsa* merupakan teks annal yang dianggap oleh sesetengah pihak sebagai sastera bercorak sejarah. Hal ini kerana *Hikayat Merong Mahawangsa* meriwayatkan tentang permulaan Kedah hingga ia di Islamkan. Ali Ahmad (1987:94) mengkategorikan *Hikayat Merong Mahawangsa* sebagai sastera sejarah, walaupun ia terbina daripada pelbagai unsur lagenda dan unsur-unsur mitos. R.O.Winstedt (1969:163) juga mengkategorikan hikayat dalam kategori yang sama walaupun beliau tidak menyetujui dengan pengkategorian tersebut.

Winstedt melihat *Hikayat Merong Mahawangsa* dari kaca mata sejarah bukannya dari sudut sastera sejarah. Oleh itu beliau menggolongan hikayat ini sebagai *…a farrago of folktales…The work (Hikayat Merong Mahawangsa) is full of omissions, gross anachronisms and error* (Noriah Taslim, 1993:136). Namun ia tidak adil bagi pengarang *Hikayat Merong Mahawangsa* kerana hikayat ini dicipta mengikut pandang alam Melayu bukannya mengikut kayu ukur barat. Perbincangan ini bukan untuk menentukan kriteria sastera sejarah tetapi untuk melihat unsur mitos dalam sastera Melayu.

Hikayat Merong Mahawangsa merupakan sebahagian daripada mitos asal-usul keturunan raja-raja. Hikayat ini meriwayatkan tentang pembukaan negeri Kedah yang dikatakan dibuka oleh Merong Mahawangsa seorang gergasi dari Rom. Merong Mahawangsa sebenarnya berasal daripada berketurunan dewa keinderaan. Merong Mahawangsa ini telah dihalau dari kayangan kerana memperisterikan seorang puteri raja gergasi. Asal-usul Merong Mahawangsa dapat dinyatakan dalam petikan di bawah (Dzulkifli Mohd Salleh, 1968:7);

> …adapun raja itu ayahnya daripada indera-indera dan bondanya itu asal daripada dewa-dwa, maka terbukalah pintu hatinya gemar dan suka ia beristeri akan anak raja gergasi kerana puteri itu kecil lagi baik rupa parasnya dan asal bondanya daripada raksasa. Maka jadi tiada sukalah ayah bondanya Merong Mahawangsa akan dia beristeri akan tuan puteri itu. Maka oleh Merong Mahawangsa barang kemana ia pergi dibawanya pergi isteri itu bersama dengan dia tiada di tinggalkan…Raja Merong itu ia diketahui ilmu kesaktian dan ditakuti oleh sekalian raja.

Unsur mitos jelas terdapat dalam pemerian asal-usul Merong Mahawangsa. Iaitu berasal daripada dewa keinderaan. Keturunan isteri Merong Mahawangsa pula ialah dari keturunan gergasi dan raksasa. Keanehan dan keajaiban asal-usul keturunan Merong Mahawangsa menyebabkan masyarakat menganggap dan mempercayai Merong Mahawangsa adalah raja dari keinderaan. Sesetengah masyarakat Kedah mempercayai bahawa mereka adalah berasal dari keturunan Merong Mahawangsa. Ternyata unsur mitos dan fakta digabung jalin oleh pengarang *Hikayat Merong Mahawangsa* kerana kebanyakan unsur mitos sudah pun diterima oleh masyarakat zamannya sebagai sebahagian daripada realiti (Siti Hawa Salleh, 1994:2).

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Kesaktian, kebijaksanaan, berani dan luarbiasa merupakan satu pakej lengkap yang sering ditampilkan oleh pengarang. Sebagai watak utama Merong Mahawangsa sewajarnya akan berdepan dengan unsur jahat. Pakej ini akan menampakkan bahawa Merong Mahawangsa adalah seorang wira dewa yang sempurna. Kesaktian merupakan sebahagian daripada ciri yang terdapat pada dewa. Asal-usul Merong Mahawangsa daripada dewa menyebabkan masyarakat menerima unsur kasaktian Merong Mahawangsa. Kesaktian dapat dilihat berdasarkan peristiwa peperangan angkatan Merong Mahawangsa dengan burung Garuda (Dzulkifli Mohd Salleh, 1968:10-14);

> Maka Raja Merong Mahawangsa pun menarik busar anak panah yang bernama Ayun-ayunan itu keudara, bergemuruhlah bunyinya seperti halilintar membelah…
> Maka Raja Merong Mahawangsa pun segera memanah dengan anak panahnya Berana Pura itu keudara bergemuruh perginya hendak mengenai burung geruda itu…
> Demi dilihat oleh Raja Merong Mahawangsa hal anak panahnya itu tewas tiada jua memberi bekas pada burung geruda itu, maka terlalulah marahnya lalu dibalas pula suatu anak panahnya, dipanahkan naik keudara bergempita gemuruh bahananya di dalam laut itu, seketika datanglah seekor burung jentayu menghambat burung geruda.

Jelas terlihat keanehan dan keajaiban pada peristiwa tersebut. Masyarakat tidak mempertikaikan akan kelogikan peristiwa tersebut, kerana masyarakat mempercayainya. Asal-usul Merong Mahawangsa daripada dewa telah tertanam kukuh dalam pemikiran masyarakat. Mitos ini akan terus kekal dalam minda masyarakat walaupun ia tidak diterima akal logik. Pengarang memainkan peranan penting untuk meyakinkan dan menanamkan kepercayaan masyarakat terhadap asal-usul keturunan raja. Konsep dewa raja yang sebati dengan agama Hindu, dimanfaatkan oleh pengarang untuk menanamkan taat setia rakyat kepada raja. Walaupun Islam telah pun bertapak di alam Melayu, namun kepercayaan agama Hindu masih diamalkan oleh masyarakat. Bagi memancing perhatian khalayak, pengarang mengadunkan unsur Hindu dengan unsur Islam. Unsur Hindu yang ketara adalah berkaitan dengan konsep dewa raja dan juga burung garuda. Burung garuda merupakan kenderaan yang dinaiki oleh dewa Vishnu. Manakala unsur Islam pula ialah mukjizat Nabi Sulaiman yang boleh berkata-kata dengan unggas dan haiwan. Motif burung garuda dipilih oleh pengarang kerana burung garuda mempunyai hubungan rapat dengan masyarakat Melayu berbanding dengan motif burung yang lain. Malahan dalam cerita lipur lara juga menggunakan motif burung ini seperti *Hikayat Malim Deman*. Walaupun motif ini telah dimitoskan oleh pengarang namun ia tetap dipercayai oleh masyarakat. Keadaan ini menunjukkan bahawa mitos asal-usul keturunan raja ini amat penting untuk mengangkat martabat raja dan juga sebagai strategi politik yang berkesan.

Merujuk kepada *Sejarah Melayu* pula, raja Melayu dihubungkaitkan dengan Iskandar Zulkarnain, seorang raja dari Makadunia. Salah seorang keturunan Iskandar Zulkarnain bernama Raja Suran kemudian masuk ke dalam laut menerusi sebuah peti kaca untuk menyaksikan kehidupan di dasar laut. Semasa di dasar laut, Raja Suran berkahwin dengan Puteri Mahtabul Bahri dan melahirkan tiga orang putera bernama Nila Pahlawan, Krisyna Pandita dan Nila Utama. Ketiga-tiga orang putera berkenaan naik ke daratan di tempat yang bernama Bukit Siguntang yang terletak di Palembang. Nila Utama (Seri Tri Buana) kemudian dilantik menjadi raja di Palembang, Nila Pahlawan (Sang Sapurba) di Minangkabau dan Krisyna Pandita di Tanjung Pura. Zuriat daripada Seri Tri Buana kemudiannya berjaya

membuka negeri di Melaka. Teks*Kitab Bustanus al-Salatin, Sejarah raja-raja Riau, Keringkasan Sejarah MelayuHikayat Siak, Tuhfat al-Nafis*telah menghubungkan keturunan raja-raja mereka dengan tokoh keturunan diraja dalam *Sejarah Melayu*. Pada abad ke-17 hingga abad ke- 20,pengarang-pengarang istana di negeri-negeri pantai Selat Melaka masih merujuk Iskandar Zulkarnain, Seri Teri Buana dan Bukit Siguntang dalam sumber penulisan mereka. Malah, raja-raja Melayu sendiri masih berpegang teguh kepada asal usul yang "*mythical*" ini.

Dalam cerita rakyat pula, sastera sebagai cermin masyarakat bukanlah bermakna cerita bercorak fantasi seperti cerita kayangan dan penglipur lara (yang banyak memaparkan kisah mengenai dewa dewi dari kayangan) yang menyusun pemerintahan negara di muka bumi dan puteri-puteri dari kayangan turun berendam di hulu sungai di bawah pondok nenek kebayan. Tetapi ia lebih melihat kepada hubungan karya dari sudut pemikiran dan pandang hidup (*world view*) masyarakat berkenaan. Tema cerita-cerita mitos Melayu dipaparkan dengan jelas sama ada bertemakan kisah percintaan, kasih sayang, dan pengorbanan. Pada masa dahulu, tema sebegini dipilih mungkin kerana ruang lingkup kehidupan masyarakat yang tertutup dan cerita yang disampaikan lebih bertujuan sebagai sumber hiburan. Tukang cerita cenderung memilih tema yang mudah kerana faktor masyarakat yang dibentuk oleh lingkungan sifat ingin tahu dan kebanyakan mereka terdiri daripada golongan bawahan. Cerita mengenai mitos asal usul contohnya lebih merupakan kecenderungan manusia tradisi untuk mengetahui tentang asal sesuatu kejadian. Cerita yang digarapkan elemen kayangan turut menjadi pilihan tukang cerita kerana kebanyakan cerita berunsurkan kayangan banyak yang bertemakan kasih sayang dan percintaan. Unsur-unsur kayangan yang dimasukkan dapat menimbulkan perasaan takjub khalayak terhadap dunia lain yang berbeza daripada dunia mereka di bumi. Dan percintaan di antara manusia biasa dengan puteri-puteri dari kayangan memperlihatkan bahawa hanya manusia yang terpilih dan bersifat baik, berbudi pekerti mulia sahaja yang layak menjadi kekasih atau suami puteri dari kayangan tersebut.

Dalam cerita *Puteri Tiga Beradik* (2008:20) misalnya memperlihatkan mengenai cerita dari dunia kayangan. Cerita ini memaparkan cerita dari dunia kayangan dan bertemakan percintaan. Contoh petikan yang menunjukkan cerita ini berkisar dunia kayangan ialah:

> Kononnya, ada tiga orang puteri raja yang cantik-cantik belaka. Mereka tinggal di kayangan. Puteri Sulung bernama Puteri Suria Pagi. Yang tengah bernama Puteri Purnama Sari. Yang bongsu bernama Puteri Cahaya Bintang. Ayahanda mereka, Sultan Malim di Awan memerintah di kayangan. Permaisurinya bernama Puteri Mega Bestari.
>
> (*Cerita Rakyat Malaysia.* 2008:20)

Pada zaman dahulu adalah dipercayai majoriti khalayak bagi cerita rakyat atau lisan ini adalah penduduk biasa yang kebanyakannya buta huruf. Hal ini berbeza dengan sastera tulisan yang lebih bertumpu di istana dan kebanyakan khalayaknya ialah golongan cerdik pandai. Cerita mitos ini disampaikan oleh seorang tukang cerita dengan menggunakan teknik hafalan. Gaya penceritaan yang disampaikan adalah bergantung kepada bakat seseorang tukang cerita tersebut. Menurut Muhammad Haji Salleh (2000:106) zaman lisan dimulakan oleh pemerian, penceritaan mudah, dan dengan bahasa dasar (lebih bertujuan membawa maklumat). Tujuannya lebih fungsional, terutama untuk menyampaikan tempat, manusia dan peristiwa.

Peranan cerita mitos ini bagi masyarakat zaman terdahulu selain sebagai hiburan adalah sebagai pemberitahu kepada kesan sebab akibat sesuatu perkara. Sebagai contoh di dalam cerita

Batu Penyu, situasi yang berlaku adalah diakibatkan oleh sumpah yang terkena kepada penyu jantan akibat daripada terminum air dari kolam kayangan. Contoh petikan :

> Setelah minum, mata penyu jantan mula berpinar. Akhirnya semua anggotanya tidak dapat bergerak lagi. Rupanya penyu itu terminum air dari kolam larangan dan tersumpah menjadi batu.
>
> *(Cerita Rakyat Malaysia*. 2008:14)

Dalam sesebuah hikayat atau cerita Melayu tradisional unsur keluarbiasaan, keajaiban dan keanehan menjadi tumpuan pengarang dan menjadi kemestian dalam sesebuah hikayat atau cerita untuk menggambarkan kehebatan watak. Mitos dijadikan sebagai alat untuk membenarkan perkara tersebut. Bagi mendapatkan rasa kagum, takjub dalam minda masyarakat Melayu tradisional, mitos dipilih oleh pengarang. Masyarakat Melayu lebih mengenali dan lebih dekat dengan sastera Parsi dan sastera Hindu. Tambahan pula alam Melayu pernah menerima pengaruh agama Hindu dan juga kedatangan Islam ke alam Melayu. Dengan ini pengarang Melayu menjadikan kedua-dua tradisi ini sebagai sumber kepengarangannya dan mitos dilihat dalam budaya Melayu sebagai sesuatu yang kudus serta suci dan ia menjadi suatu sumber kepercayaankerana cerita mitos yang disampaikan banyak bersifat *supernatural* dan melangkaui pemikiran akal manusia.

Kesimpulan

Masyarakat mempercayai unsur mitos tanpa sebarang bantahan kerana menganggap unsur ini adalah sesuatu yang benar, suci dan kudus. Hal ini kerana pemikiran masyarakat Melayu masih lagi dipengaruhi oleh agama Hindu walaupun Islam telah pun tersebar di alam Melayu. Seperti yang dinyatakan, secara konvensionalnya cerita-cerita hikayat sering memaparkan tentang kehidupan raja-raja. Masyarakat menganggap raja adalah pemerintah yang wajar disembah dan tidak boleh dipertingkai perbuatan raja. Hal ini kerana pengaruh Hindu telah menetapkan bahawa raja adalah bayangan Tuhan. Tradisi agama Hindu, raja-raja itu ialah dewa raja (*God-King*) iaitu raja adalah bayangan Tuhan. Konsep ini telah menyebabkan masyarakat membenarkan dan mempercayai hakikat kehebatan raja. Dengan ini dapat dilihat mitos berfungsi untuk memastikan masyarakat mematuhi dan mempercayainya. Maka dalam cerita mitos, peranan pengarang memainkan peranan yang amat penting dalam memerikan plot, tema dan cerita tersebut untuk menjadi lebih menarik, takjub dan menimbulkan rasa "hairan" kepada khalayaknya.

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KEPIMPINAN DISTRIBUTIF GURU BESAR DAN HUBUNGANNYA DENGAN KEPUASAN KERJA DALAM KALANGAN GURU SJKTDI DAERAH HULU SELANGOR

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Abstrak: *Kajian ini bertujuan untuk mengenal pasti sejauh mana hubungan antara tahap kepimpinan distributif guru besar dan kepuasan kerja dalam kalangan guru sekolah rendah tamil di daerah Hulu Selangor, Selangor. Responden kajian terdiri daripada 103 orang guru sekolah rendah tamil di daerah Hulu Selangor, Selangor yang dipilih secara rawak mudah. Kajian ini menggunakan kaedah tinjauan melalui instrumen yang mengabungkan dua soal selidik iaitu Distributed Leadership Readiness Scale (DLRS) yang dibangunkan oleh Elmore (2000) digunakan untuk mengukur tahap kepimpinan distributif guru besar dan Job Satisfaction Survey (JSS) oleh Paul E. Spector (1994) digunakan untuk mengukur tahap kepuasan kerja dalam kalangan guru. Data yang diperoleh, dianalisis dengan menggunakan Statistical Package For Social Sciences (SPSS) versi 23.0. Kaedah statistik inferensi yang digunakan dalam kajian ini ialah ujian –t, ujian ANOVA dan ujian Korelasi Pearson. Dapatan kajian menunjukkan bahawa tahap amalan kepimpinan distributif guru besar di daerah Hulu Selangor, Selangor adalah berada pada tahap yang tinggi dengan min = 4.04 dan SP = .47. Manakala tahap kepuasan kerja dalam kalangan guru adalah pada tahap sederhana dengan min = 3.57 dan SP = .46. Hasil dapatan analisis korelasi Pearson menunjukkan nilai pekali korelasi, r = 0.595, p < .001dan ini menunjukkan hubungan tahap amalan kepimpinan distributif guru besar dan tahap kepuasan kerja dalam kalangan guru mempunyai hubungan positif yang sederhana kuat. Kajian ini mencadangkan guru besar harus menitikberatkan amalan kepimpinan distributif di sekolah untuk meningkatkan kepuasan kerja dalam kalangan guru agar dapat melonjakkan kecemerlangan sekolah.*

Kata Kunci: Kepimpinan Distributif, Kepuasan Kerja Guru

Pengenalan

Kementerian Pendidikan Malaysia berhasrat untuk menjana sistem pendidikan yang berkualiti serta terbaik di peringkat dunia. Norasmah dan Kamaruzaman (2013) menyatakan bagi mencapai hasrat KPM, beberapa perkara perlu diberi keutamaan dan dilakukan bertujuan meningkatkan sistem pendidikan berkualiti negara. KPM juga turut berhasrat untuk meletakkan Malaysia sebagai hub pendidikan yang berkualiti di rantau Asia Tenggara (Abas Awang & Balasundran, 2010). Hasrat tersebut dapat direalisasikan melalui pengurusan berkualiti dan kepimpinan pendidikan yang menjadi tonggak kepada pembangunan pendidikan yang berkualiti melalui kepimpinan guru besar atau pengetua. Sekolah yang berkesan akan wujud atas kepimpinan pemimpin yang cekap dan berkualiti (Alimuddin, 2015). Kemantapan kepimpinan merupakan salah satu faktor utama yang menentukan kualiti pendidikan yang dihasilkan di peringkat sekolah. Pengetua atau guru besar adalah individu yang diamanahkan bagi merealisasikan aspirasi dan pembangunan pendidikan negara (Abas Awang & Balasundram, 2002).

Latar Belakang Kajian

Mengikut gelombang kedua PPPM, model kepimpinan distributif harus ditempatkan di setiap peringkat organisasi sekolah bagi memantapkan kepimpinan yang berkualiti selaras dengan amalan terbaik di peringkat antarabangsa. Kepimpinan distributif merupakan satu aspek yang menggalakkan, menyokong dan memperkasakan individu yang terdapat dalam organisasinya untuk mengambil peranan kepimpinan semasa menjalankan sesuatu tugas (Dinham, Aubusson dan Brady, 2006). Menurut Harris dan Spillane (2008), kepimpinan distributif lebih memberi keutamaan kepada perkongsian antara pemimpin dan individu yang terdapat dalam organisasi. Pemimpin bergaya distributif ini menggabungkan seluruh individu dalam organisasi melalui aktiviti kumpulan serta mengagihkan tugas-tugas kepada beberapa individu bagi bertujuan mereka dapat berfungsi dan bergerak untuk mencapai objektifnya. Kepimpinan distributif adalah satu konsep perwakilan dimana kebertanggungjawaban seorang ketua diwakilkan oleh orang bawahan dalam melaksanakan sesuatu bidang tugasanya (Dinham, 2006). Pemimpin perlu memberi galakkan dan sokongan kepada pekerja dari segi formal ataupun tidak formal. Dengan itu, seseorang pekerja akan dapat mengetahui gaya memimpin, pengetahuan berkaitan kepimpinan dan kemahiran-kemahiran dalam organisasi.

Pernyataan Masalah

Dalam konteks pendidikan, terdapat beberapa kelemahan yang berlaku dalam kepimpinan guru besar dan ia boleh menjejaskan pengurusan dan pentadbiran sekolah yang berfungsi dengan lebih berkesan (Fullan 2001, Deal & Peterson 2000, Abdul Shukor 2004). Antara kelemahan utama adalah pemimpin mengamalkan gaya kepimpinan birokratik yang menyebabkan mereka tidak memberi keutamaan terhadap keperluan guru dan sentiasa mementingkan diri sendiri serta mengambil keputusan sendiri tanpa mementingkan orang lain. Menurut Hutching (2000) didapati bahawa hampir 40 peratus guru bermotivasi rendah disebabkan oleh kepimpinan yang lemah dan tidak berkesan yang menyebabkan ketidakpuasaan dalam kalangan guru.

Selain itu, dunia pendidikan yang berubah dengan begitu pesat, tidak lagi memberi tumpuan terhadap amalan kepimimpinan serta tidak percaya terhadap pemimpin yang mengamalkan kepimpinan tersebut. Menurut Harris (2002) gaya kepimpinan pendidikan pada masa kini menjelaskan bahawa peranan guru besar bukannya semata-mata memberi fokus kepada kamahiran, keupayaan dan bakat seseorang individu malah perlu memberi fokus kepada cara mewujudkan dan melahirkan budaya kebertanggungjawaban serta perkongsian budaya dalam membangunkan organisasi sekolah.

Hasrat Falsafah Pendidikan Negara untuk melahirkan modal insan yang cemerlang dari segi intelek, rohani, jasmani dan emosi dapat dicapai, jika guru-guru mendapat kepuasaan kerja yang optimum. Apabila pemimpin sekolah mengabaikan aspek kepuasan kerja guru maka ia memberi impak yang negatif terhadap organisasi sekolah. Ketidakpuasaan kerja mendorong guru untuk mengabaikan tanggungjawab yang diamanahkan, meletak jawatan, ‘burn out’ malah mengakibatkan kerugian kos bagi menyediakan seorang guru terlatih dari institut pendidikan. Penekanan terhadap kepuasan guru harus diberi penekanan kerana faktor tersebut memberi kesan langsung ke atas kecemerlangan sekolah. Menurut Mohd Nor Bin Jaafar (2005) dijelaskan bahawa pemimpin yang berkesan perlu mempertingkatkan pencapaian akademik para pelajar serta berusaha untuk mempertingkatakan kepuasan kerja para guru. Oleh itu, pemimpin sekolah perlu memberi keutamaan kepada keperluan guru-guru bagi merealisasikan matlamat yang ditetapkan.

Kebanyakan kajian yang berkaitan dengan kepimpinan distributif dijalankan di sekolah menengah. Kajian-kajian tersebut adalah kajian oleh Nurulaim Asyikin Binti Zakaria (2013) di Sekolah Menengah Di Daerah Kangsar, Perlis; Zoolaiha Binti Abd. Rahman (2015) di Sekolah Menengah di Selangor; Zuraidah Juliana Bt. Mohamad Yusoff (2015) di Sekolah Menengah Kebangsaan Zon Utara, Semenanjung Malaysia dan Azhar Bin Harun (2016) di Sekolah Menengah Zon Timur Semenanjung Malaysia. Oleh itu, kajian ini berfokus kepada sekolah rendah dan melihat sejauh mana kepimpinan distributif dapat mempengaruhi tahap kepuasan dalam kalangan guru Sekolah Rendah Tamil di Daerah Hulu Selangor. Kepimpinan distributif dalam konteks Malaysia masih lagi dianggap sebagai satu isu yang baru dan masih kurang mendapat perhatian. Maka pengaruh kepimpinan distributif guru besar terhadap kepuasan kerja dalam kalangan guru akan menjadi fokus kajian ini.

Tujuan Kajian

Kajian ini bertujuan untuk mengenal pasti tahap amalan kepimpinan distributif yang diamalkan oleh guru besar sekolah dan tahap kepuasan kerja guru SJKT di daerah Hulu Selangor serta hubungan antara amalan kepimpinan distributif guru besar dengan kepuasan kerja guru di SJKT daerah Hulu Selangor.

Objektif Kajian

1. Mengenalpasti tahap amalan kepimpinan distributif guru besar di Sekolah Rendah Tamil Di Daerah Hulu Selangor.
2. Mengenalpasti tahap kepuasan kerja dalam kalangan guru di Sekolah Rendah Tamil Di Daerah Hulu Selangor.
3. Mengenalpasti hubungan antara kepimpinan distributif guru besar dengan kepuasan kerja dalam kalangan guru di Sekolah Rendah Tamil Di Daerah Hulu Selangor.
4.

Persoalan Kajian

Bagi mencapai objektif kajian di atas, beberapa persoalan kajian telah dikemukakan.

1. Apakah tahap amalan kepimpinan distributif guru besar di Sekolah Rendah Tamil Di Daerah Hulu Selangor?
2. Apakah tahap kepuasan kerja dalam kalangan guru di Sekolah Rendah Tamil Di Daerah Hulu Selangor?
3. Adakah wujud hubungan antara kepimpinan distributif guru besar dengan kepuasan kerja dalam kalangan guru di Sekolah Rendah Tamil Di Daerah Hulu Selangor?

Tinjauan Literatur

Kepimpinan merupakan suatu bahagian yang penting dalam bidang pentadbiran. Kepimpinan yang mengambarkan dan membezakan antara guru besar yang berkesan dengan guru besar yang tidak berkesan. Pemimpin yang berkesan mempunyai pengaruh yang kuat terhadap keberkesanan alam sekolah dan pembelajaran pelajar. Yulk (2010) menyatakan bahawa pengurus melakukan perkara dengan betul manakala pemimpin melakukan perkara yang betul. Pemimpin merupakan individu yang sentiasa menuju ke arah perubahan dan mengembangkan potensi serta keupayaan orang bawahan supaya dapat meningkatkan mutu dan kualiti dalam bidang pekerjaan. Menurut Daniel Goleman (2007) kepimpinan merupakan satu proses pertukaran sosial antara pemimpin dengan orang bawahan di mana dapat meluahkan emosi-emosi yang baik atau buruk.

Kepimpinan distributif bukan satu konsep baru sama sekali (Hoy & Miskel, 2012) dan ia adalah pendekatan kepimpinan yang digunakan sejak '50an' (Gibb, 1954; Gronn, 2002). Kepimpinan distributif mengamalkan kepimpinan bersama-sama dengan pasukan, kumpulan dan mempunyai ciri-ciri oganisasi. Menurut Hoy and Miskel (2012) kepimpinan ini menentang tanggapan bahawa pemimpin harus memimpin orang bawahan untuk memastikan perubahan. Beliau turut berpendapat bahawa kepimpinan bersama diperlukan dalam organisasi pendidikan yang terlalu kompleks dimana hanya diketuai oleh seorang sahaja (Heller & Firestone, 1995). Maka tanggungjawab untuk menguruskan pelbagai tugas yang rumit perlu diagihkan kepada ahli organisasi (Hoy & Miskel, 2012).

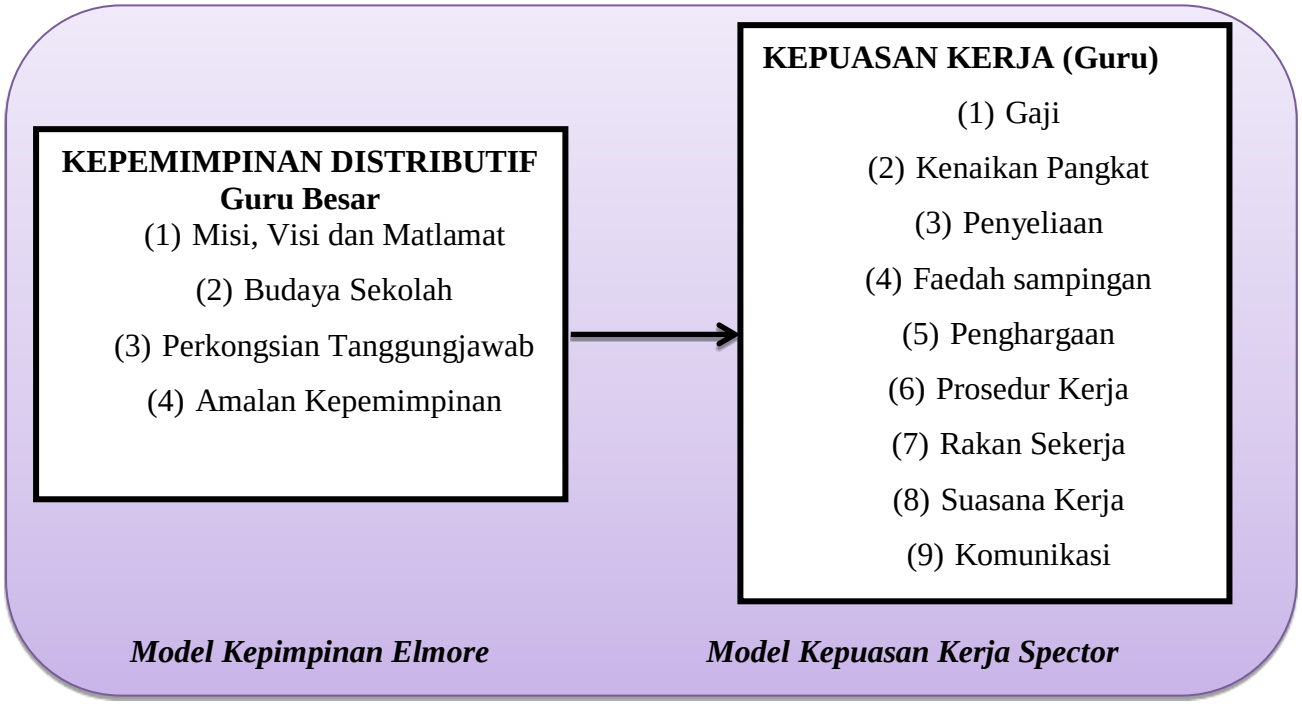
Kepimpinan distributif adalah perkongsian kepimpinan sekolah. Kepimpinan sekolah ini adalah lebih kepada pengetahuan dan tindakan individu pemimpin. Dari segi praktikalnya, kepimpinan ini membawa kepada peralihan hierarki organisasi dari atas ke bawah dalam model kepimpinan untuk memberi penekanan kepada kepimpinan bersama dengan ahli organisasi. Dengan itu, guru berpeluang untuk memainkan peranan yang besar dalam perkongsian kepimpinan dengan guru besar yang dapat meningkatkan komitmen dan motivasi dalam organisasi. Hal ini, dapat meningkatkan pencapaian dan kecemerlangan pelajar di sekolah (Harris, Brown dan Abbot, 2006).

Kepuasan kerja adalah suatu aspek dimana mempengaruhi perasaan seseorang tentang pekerjaan (Robbins, 2005). Wanous & Lawler (1972) menyatakan bahawa kepuasan kerja adalah faktor yang memutuskan keputusan sesuatu pekerjaan ke arah yang dikehendaki. Kepuasan kerja adalah orientasi emosi yang dimiliki oleh pekerja terhadap peranan mereka sedang laksanakan di tempat kerja. Kepuasan merupakan komponen utama untuk memotivasikan pekerja dan mendorong kepada prestasi yang lebih baik (Vroom, 1964). Menurut Hoppok & Spielger (1938) kepuasan kerja adalah satu set psikologi, fisiologi dan persekitaran bersepadu yang menggalakkan pekerja berpuas hati dan gembira terhadap pekerjaan mereka.

Kuhlen (1963) kepuasan kerja merujuk kepada keperluan individu yang melibatkan potensi mereka untuk memenuhi keperluan tersebut. Kepuasan kerja boleh menjadi positif atau negatif di mana ia merujuk kepada aspek syarat pekerjaan, masa, struktur, ganjaran, tugas, dan hubungan antara rakan sekerja dan tanggungjawab mereka (Omme et al., 2009; Spector, 1997; Williams, 2004).Kepuasan kerja adalah suatu konsep multidimensi dan telah ditakrifkan dalam pelbagai cara oleh beberapa penyelidik. Menurut Dunnette (1970) kepuasan kerja dinilai berdasarkan apa yang mereka menikmati terhadap perlakuan semasa pekerjaan mereka. Mengikut Basaran (1982) & Eren (1989) kepuasan kerja dipengaruhi melalui aspek kelakuan motivasi individu sendiri. Guru memainkan peranan yang amat penting dalam mencapai matlamat visi Malaysia 2020. Guru yang berpuas hati terhadap pekerjaan akan berusaha untuk meningkatkan produktif dan kualiti pendidikan. Menurut beberapa kajian penyelidikan kepuasan kerja guru merupakan petunjuk utama kepada keberkesanan terhadap sesuatu sekolah. Guru yang berpuas hati dalam amalan kerja mudah mencapai kejayaan dalam bidang pekerjaan. Dengan itu, kualiti serta pencapaian pembelajaran akan mencapai objektif kurikulum. Menurut Hoy & Miskel (2001) guru yang mengamalkan kerja dengan tidak cekap dan tidak berminat akan menjejaskan pencapaian pembelajaran pelajar.

Kerangka Konseptual

Kerangka konseptual kajian ini adalah berdasarkan kepada dua pembolehubah iaitu pembolehubah bersandar dan tidak bersandar. Pembolehubah bersandar dalam kajian ini adalah kepimpinan distributif guru besar manakala pembolehubah tidak bersandar adalah kepuasan kerja dalam kalangan guru. Penyelidik mengenalpasti tahap kepimpinan distributif guru besar dengan menggunakan model kepimpinan Elmore. Penyelidik juga mengenalpasti tahap kepuasan kerja dalam kalangan guru dengan menggunakan model kepuasan kerja Spector.



Rajah 1: Kerangka Konsep: Hubungan Kepimpinan Distributif Guru Besar dan Kepuasa Kerja Guru

Metodologi Kajian

Kajian ini merupakan kajian yang bersifat kuantitatif serta pengkaji menggunakan kaedah tinjauan. Dalam kajian ini, pengkaji menggunakan borang soal selidik untuk mengutip data mentah bagi memperoleh dapatan kajian. Pengkaji menggunakan dua pembolehubah dalam kajian ini iaitu kepimpinan distributif sebagai pembolehubah bebas dan kepuasan kerja dalam kalangan guru sebagai pembolehubah bersandar. Setiap responden akan diberi satu set soal selidik yang sama mengikut urutan yang sama bagi bertujuan menentukan satu pola jawapan diperolehi. Kajian ini telah memilih populasi kajian yang meliputi guru-guru daripada 7 buah SJKT di daerah Hulu Selagor. Sampel kajian yang terdiri daripada 103 orang guru yang ditetapkan mengikut jadual penentuan saiz sampel Cohen, Manion & Morrison (2001). Instrumen soal selidik untuk kajian ini mempunyai tiga bahagian.

Jadual 1: Taburan item soal selidik

Bahagian	Item	Bil.Item
A	Latar belakang Responden	5
B	Kepimpinan Distributif	44
C	Kepuasan Kerja Guru	36

Penganalisisan data dijalankan dengan menggunakan perisian *Statistical Package for Social Science* (SPSS) versi 23.0. Penyelidik menggunakan kaedah deskriptif untuk mengira min, peratusan dan sisihan piawai supaya dapat menjawab persoalan kajian.Penyelidik menggunakan kaedah inferensi iaitu pekali Korelasi Pearson (The Pearsons Correlation Matrix) bagi mengkaji hubungan antara kepimpinan distributif guru besar dengan kepuasan kerja dalam kalangan guru.

Dapatan Kajian

Amalan kepimpinan guru besar yang diguna pakai dalam penyelidikan ini adalah berdasarkan definisi operasional kepimpinan distributif. Amalan kepimpinan distributif dalam kalangan guru besar meliputi empat dimensi. Hasil analisis deskriptif merumuskan dapatan kajian seperti di Jadual 4.1 yang juga bertujuan untuk menjawab persoalan kajian yang pertama iaitu:-

Apakah tahap amalan kepimpinan distributif guru besar Sekolah Rendah Tamil di daerah Hulu Selangor?

Jadual 2: Skor min bagi keseluruhan dimensi kepimpinan distributif

	N	Min	Kedudukan
Dimensi 1 : Visi, Misi dan Matlamat Sekolah	103	4.16	1
Dimensi 2 : Budaya Sekolah	103	4.05	2
Dimensi 3 : Perkongsian Tanggungjawab	103	4.02	3
Dimensi 4 : Amalan Kepimpinan	103	3.88	4

Dapatan di Jadual 2 menunjukkan kesemua dimensi adalah berada pada tahap yang tinggi kerana nilai min bagi setiap satu dimensi berada pada julat skala 3.68 hingga 5.00. Dimensi yang berada pada kedudukan tahap tertinggi ialah visi, misi dan matlamat sekolah (min = 4.16). Kemudian diikuti oleh budaya sekolah (min = 4.05), perkongsian tanggungjawab (min = 4.02) dan amalan kepimpinan (min = 3.88).

Tahap Kepuasan Kerja Guru meliputi 9 dimensi. Hasil analisis deskriptif merumuskan dapatan kajian seperti di Jadual 3 yang juga bertujuan untuk menjawab persoalan kajian yang kedua iaitu:-

Apakah tahap kepuasan kerja dalam kalangan guru Sekolah Rendah Tamil di daerah Hulu Selangor?

Jadual 3: Skor min bagi keseluruhan dimensi kepuasan kerja

	N	Min	Tahap	Kedudukan
Komunikasi	103	4.01	Tinggi	1
Rakan Sekerja	103	3.86	Tinggi	2
Penyeliaan	103	3.77	Tinggi	3
Suasana Kerja	103	3.70	Tinggi	4
Penghargaan	103	3.67	Sederhana	5
Kenaikan Pangkat	103	3.40	Sederhana	6
Gaji	103	3.39	Sederhana	7
Faedah Sampingan	103	3.20	Sederhana	8
Prosedur Kerja	103	3.08	Sederhana	9

Dapatan di Jadual 3menunjukkan terdapat empat dimensi kepuasan kerja guru sangat berpuas hati iaitu dari segi komunikasi (min = 4.01), diikuti dengan rakan sekerja (min = 3.86), penyeliaan (min = 3.77) dan suasana kerja (min = 3.70). Hal ini kerana nilai min bagi keempat-empat dimensi ini berada pada pengelasan skor min 3.68 hingga 5.00 yang menunjukkan tahap kepuasan kerja guru-guru dari sudut empat dimensi ini berada pada tahap yang tinggi.

Manakala skor min bagi lagi lima dimensi pula berada pada pengelasan julat skala min 2.34 hingga 3.67 yang menunjukkan tahap kepuasan kerja terhadap kelima-lima dimensi yang seterusnya ini adalah berada pada tahap sederhana sahaja. Kelima-lima dimensi ini ialah penghargaan (min = 3.67), kenaikan pangkat (min = 3.40), gaji (min = 3.39), faedah sampingan (min = 3.20) dan prosedur kerja (min = 3.08).

Jadual 4: Jadual Korelasi Pearson kepimpinan distributif guru besar dan kepuasan kerja dalam kalangan guru Sekolah Rendah Tamil di daerah Hulu Selangor

		Kepimpinan Distributif Guru Besar	Visi, Misi dan Matlamat Sekolah	Budaya Sekolah	Perkongsian Tanggungjawab	Amalan Kepimpinan
Kepuasan Kerja Guru	Korelasi Pearson	.595**	.315**	.575**	.562**	.611**
	Sig. (2-hujung)	.000	.001	.000	.000	.000
	N	103	103	103	103	103

Korelasi adalah signifikan pada tahap 0.01 (2-hujung).

Jadual 4 di atas menunjukkan secara keseluruhan, kepimpinan distributif guru besar mempunyai hubungan positif yang sederhana kuat dan signifikan dengan kepuasan kerja guru dengan nilai r = 0.595 dan p < .001.

Seterusnya, bagi hubungan setiap satu dimensi kepimpinan dan kepuasan kerja, hanyaamalan kepimpinan sahaja miliki hubungan yang kuat dengan kepuasan kerja(r = .611,p < .001). Manakala budaya sekolah (r = .575, p < .001) dan perkongsian tanggungjawab(r = .562, p < 001) miliki hubungan sederhana kuat terhadap pembolehubah bersandar ini. Kemudian terakhir, visi, misi dan matlamat pula miliki hubungan yang lemah terhadap kepuasan kerja (r = .315, p = .001). Keempat-empat dimensi ini mempunyai hubungan yang signifikan terhadap kepuasan kerja kerana nilai p adalah dibawah .01 atau pada .000.

Perbincangan

Kajian terhadap amalan tahap kepimpinan distributif guru besar berdasarkan empat dimensi menunjukkan secara keseluruhannya berada pada tahap yang tinggi (min = 4.04, SP = .47). Dapatan kajian untuk kepimpinan distributif guru besar terdiri daripada empat dimensi utama seperti mana yang dibangunkan oleh Richard F. Elmore (2000). Dapatan kajian ini menyokong dapatan Azhar Bin Harun (2016) yang menyatakan amalan kepimpinan distributif di Sekolah Menengah Zon Timur Semenanjung Malaysia adalah tinggi. Dapatan ini juga selari dengan dapatan Syahida Binti Ahmad (2015) yang menyatakan amalan kepimpinan distributif di Sekolah Kebangsaan di Banting, Selangor adalah tinggi (min = 4.10, SP = .43).

Kajian terhadap tahap kepuasan kerja dalam kalangan guru berdasarkan sembilan dimensi menunjukkan secara keseluruhannya berada pada tahap yang sederhana (min = 3.57, SP = .46). Dapatan kajian untuk kepuasan kerja dalam kalangan guru terdiri daripada sembilan dimensi utama seperti mana yang dibangunkan oleh Spector (1994). Dapatan kajian ini menyokong dapatan Nurul Asyikin Binti Idris (2013) yang menyatakan kepuasan kerja guru di Daerah Kuantan, Pahang adalah sederhana (min = 3.67, SP = .33). Dapatan ini juga selari dengan dapatan Iskandar Bin Padzil (2014) yang menyatakan kepuasan kerja guru di 22 buah sekolah menengah Daerah Kota Kinabalu, Sabah adalah sederhana (min = 3.28, SP = .49).

Selain itu, kajian ini menyokong dapatan kajian Mohd Saifulkhair Omar, Mohd Faizul Mohd Noor dan Mohd Isha Awang (2016) tahap kepuasan kerja guru Sekolah Menegah Di Daerah Kuala Nerus, Terengganu berada pada tahap yang sederhana. Dapatan kajian ini selari dengan dapatan Norhazwani Hassan dan Jamalullail Abdul Wahab (2017) tahap kepuasan kerja guru berada pada tahap yang sederhana. Dirumuskan bahawa kebanyakkan guru menghadapi ketidak puasaan dalam pekerjaan mereka di tempat kerja. Maka pemimpin sekolah perlu berusaha untuk meningkatkan kepuasan dalam kalangan guru untuk meningkatkan kecekapan dan keupayaan guru bagi meningkatkan prestasi sekolah.

Penyelidik telah menggunakan kaedah korelasi Pearson untuk melihat hubungan antara tahap amalan kepimpinan distributif guru besar dengan tahap kepuasan kerja dalam kalangan guru sekolah rendah tamil di daerah Hulu Selangor, Selangor. Hasil kajian menunjukkan hubungan positif yang sederhana kuat dan signifikan antara tahap amalan kepimpinan distributif dengan kepuasan kerja dalam kalangan guru, di mana nilai $r = 0.595$ dan $p < .001$. Ini menunjukkan bahawa apabila kepimpinan distributif diamalkan oleh guru besar di sekolah, kepuasan kerja dalam kalangan guru juga akan meningkat.

Hasil kajian ini menyokong dapatan kajian Zoolaiha Binti Rahman (2015) yang telah mengkaji amalan kepimpinan distributif pengetua dengan kepuasan kerja guru Sekolah Menengah di Selangor. Hasil kajian menunjukkan tahap kepimpinan distributif pengetua mempunyai korelasi yang tinggi dengan kepuasan kerja guru berdasarkan dimensi amalan kepimpinan, budaya sekolah dan perkongsian tanggungjawab. Beliau juga turut bercadang bahawa pemimpinan sekolah perlu meningkatkan tahap amalan kepimpinan distributif untuk meningkatkan kepuasan kerja guru dengan berkesan. Oleh itu. pemimpin sekolah perlu memperluaskan kepimpinan kepada ahli organisasi terutamanya kepada para guru. Dan juga, pemimpin sekolah perlu berkongsi misi, visi dan matlamat sekolah dengan jelas serta mudah difahami oleh semua warga sekolah supaya mereka dapat menuju ke arah mencapai matlamat secara bersama.

Cadangan Kajian Lanjutan

Kajian ini hanya dijalankan kepada tujuh buah sekolah rendah tamil di daerah Hulu Selangor sahaja. Oleh yang demikian, penyelidik mencadangkan untuk kajian yang akan datang melibatkan sampel kajian yang lebih besar yang merangkumi daerah-daerah dan negeri-negeri yang lain supaya hasil kajian yang didapati akan lebih tepat dan menyeluruh.Kajian ini hanya memberi fokus kepada amalan kepimpinan distributif guru besar dan kepuasan kerja dalam kalangan guru di sekolah rendah tamil harian biasa. Kajian ini juga boleh diluaskan dengan melaksanakan di sekolah kebangsaan, sekolah rendah cina, sekolah berasrama penuh, sekolah menengah harian biasa dan sekolah menengah swasta.Kajian ini berlandaskan model yang dihasilkan oleh Elmore (2000) yang berteraskan kepada empat dimensi iaitu misi, visi dan matlamat, budaya sekolah, perkongsian tanggungjawab dan amalan kepimpinan. Dicadangkan kajian yang akan datang dapat meneroka dan menggunakan model kepimpinan distributif yang lebih terkini dihasilkan oleh Hulpia (2009) yang berteraskan kepada tiga dimensi iaitu kerjasama dalam pasukan kepimpinan, penyertaan membuat keputusan dan penyeliaan dan sokongan kepimpinan.

Rumusan

Secara keseluruhannya pemimpin sekolah iaitu guru besar dari tujuh buah Sekolah Rendah Tamil di daerah Hulu Selangor, Selangor mengamalkan kepimpinan distributif dalam pengurusan dan pentadbiran hariannya di tempat kerja. Dapatan kajian menunjukkan min keseluruhan amalan kepimpinan distributif guru besar adalah 4.04; SP = .47 pada tahap yang tinggi. Manakala kepuasan kerja dalam kalangan guru dari tujuh buah Sekolah Rendah Tamil di daerah Hulu Selangor, Selangor berada pada tahap yang sederhana dengan min = 3.57; SP = .46. Ia menunjukkan bahawa guru-guru berpuas hati terhadap pekerjaan mereka secara sederhana sahaja dan mereka memerlukan lebihan pemerhatian dan pengawasan daripada pemimpin sekolah bagi meningkatkan kecekapan dan keupayaan guru dalam menjalankan tugas harian di tempat kerja.

Hasil kajian juga menunjukkan bahawa terdapat hubungan positif yang sederhana kuat dan signifikan antara amalan kepimpinan distributif guru besar dan kepuasan kerja dalam kalangan guru. Ini membuktikan bahawa guru besar yang mengamalkan kepimpinan distributif dapat meningkatkan kepuasan dalam kalangan guru. Guru besar tidak lagi berperanan sebagai individu yang memikul semua tanggungjawab sekolah secara sendirian. Pemimpin pada masa kini bermula mengamalkan kepimpinan distributif dengan melakukan perkongsian dalam menjana perubahan melalui karisma, membuat keputusan bersama pengikut, membina kepercayaan dan keyakinan diri yang positif serta memotivasikan pengikut yang baru untuk menjadi sebagai pemimpin. Sebagai seorang pemimpin sekolah, guru besar perlu menguatkan serta merapatkan hubungannya dengan guru-guru bagi memastikan kepuasan bekerja guru berkekalan secara berterusan.

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KEPIMPINAN INSTRUKSIONAL GURU BESAR DAN HUBUNGANNYA DENGAN KOMITMEN GURU DI ZON SEMENYIH, DAERAH HULU LANGAT

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Abstrak: *Kajian ini bertujuan untuk mengenal pasti kepimpinan instruksional guru besar dan hubungannya dengankomitmen guru di Zon Semenyih, Daerah Hulu Langat. Tinjauan kuantitatif digunakan dalam kajian ini. Satu soal selidik yang mengandungi 49 item diedar secara atas talian (online) kepada 308 orang guru yang dipilih secara rawak daripada 16 buah sekolah kebangsaan di zon Semenyih, Daerah Hulu Langat. Kajian dibuat berdasarkan tiga dimensi kepimpinan intraksional (Hallinger dan Murphy, 1985) iaitu mendefinisikan misi sekolah, mengurus program instruksional dan membentuk iklim sekolah yang positifdan 10 sub-dimensi dibawahnya.instrumen yang digunakan oleh pengkaji dalam kajian ini adalah soal selidik tentang kepimpinan instruksional guru besar yang dipelopori oleh Hallinger dan Murphy (1985) dan instrumen kedua adalah soal selidik tentang komitmen guru-guru di Zon Semenyih, Daerah Hulu Langat yang dirangka oleh Meyer dan Allen (1991, dalam Ali Yusob & Roger Gill, 1999) iaitu Organizational Commitment Measure.Data dianalisis secara kuantitatif.Dapatan kajian menunjukkan tahap kepimpinan instruksional guru besar dan tahap komitmen guru di zon Semenyih, Daerah Hulu Langatdengan nilai min yangtinggi pada dimensi menjelaskan matlamat sekolahiaitu 4.255 dan komitmen guru dengan nilai min yang tinggi pada dimensi komitmen afektif iaitu 4.014. Terdapat hubungan positif yang signifikan di antara amalan kepimpinan instruksional guru besar terhadap komitmen guru. Berharap hasil kajian ini dapat meningkatkan lagi kepimpinan instruksional Guru Besar, komitmen guru pada masa akan datang.*

Kata kunci: Kepimpinan Instruksional, Guru besar ,komitmen guru

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Pengenalan

Tanggungjawab seseorang guru besar dapat dilihat relevan dengan keperluan Pendidikan padan masa kini kerana sesebuah sekolah yang cemerlang sudah tentunya dipimpin oleh seorang guru besar yang berkualiti.Bagi mencapai matlamat yang dirancang seorang guru besar bertanggungjawab untuk menggerakkan sekolah. Guru besar menghadapi pelbagai cabaran untuk mencapai matlamat tersebut. Cabaran yang terbesar merupakan memastikan organisasi sekolah berjalan dengan lebih teratur dan efisen..

Guru besar memainkan peranan yang tinggi dalam memimpin organisasi bawahnya untuk menentukan kegagalan atau kejayaan sesebuah sekolah. Seseorang guru besar perlu menpunyai latihan, kemahiran pengetahuan yang secukupnya bagi menjalankan tugas mereka untuk mencapai objektif atau matlamat yang ditetapkan. Ini kerana ibu bapa pada masa kini mengambil perhatian yang serius terhadap pencapaian anak mereka dalam peperiksaan. Ia

menyebabkan guru besar menghadapi pelbagai cabaran.

Guru besar perlu menjalankan peranan untuk memacu organisasi dibawahnya untuk mencapai objektif yang ditargetkan. Ia hanya akan berlaku jika guru besar tersebut pandai dalam memimpin dan mempengaruhi staf dibawahnya. Oleh itu, guru besar perlu berkaliber dan mempunyai sahsiahatausikap yang terpuji.Pada pendapat al Ramaiah (1992), gaya kepimpinan seseorang guru besar mempunyai kesan yang signifikan dalam inovasi pendidikan.

Menurut Sazali et al (2007) dalam kajiannya menyatakan bahawa kepimpinan instruksional diberi perhatian sebagai peranan guru besar kerana dapat membantu dan berkesan dalam melahirkan sekolah berkesan di Malaysia. Pada pendapat Hallinger (2005) pula, untuk kecemerlangan sesebuah sekolah pada abad ke-21, amalan kepimpinan instruksional yang ditunjukkan oleh seseorang guru amat penting kerana ia menyumbang kepada kejayaan.

Ia dipersetujui oleh Sahin (2011) dalam kajiannya, di mana kepimpinan instruksional guru besar dapat memberi impak yang tinggi terhadap pencapaian murid. Ini terjadi, kerana guru besar yang memainkan peranan sebagai ketua di sekolah.

Coelli dan Green (2011) mempersetujui di dalam kajian mereka, bahawa hanya seorang guru besar dapat mempengaruhi kurikulum, guru di dalam teknik mengajar dan murid dalam mendisiplinkan mereka. Malah, mereka juga menyatakan bahawa amalan kepimpinan instruksional dapat memberi penekanan terhadap tingkah laku seseorang dalam aktiviti aktiviti di mana dapat memberikan kesan terhadap pencapaian akademik murid secara langsung.

Penyataan Masalah

Bagi mewujudkan suasana yang kondusif dan baik bagi aktiviti pembelajaran, kepimpinan sesebuah sekolah yang memainkan peranan yang besar. Dalam kajian oleh Ramaiah (1992), sifat sesebuah organisasi sekolah menjadi halangan dalam keberkesanan pengajaran dan pemudahcaraan, di mana hanya seorang guru besar dapat membantu untuk membaiki proses pengajaran dan pemudahcaraan.

Norazah dan Norbayah (2011) dalam kajian mereka menyatakan bahawa guru besar pada masa sekarang memberi focus yang tinggi dalam tugas – tugas seperti pengurusan sekolah, pentadbiran dan hadir ke mesyuarat, menyebabkan dan mewujudkan cabaran dalam peningkatan kualiti subornidat. Guru besar perlu memberikan tumpuan terhadap tingkah laku guru - guru dan juga aktiviti - aktiviti yang dilaksanakan untuk memberi kesan kepada proses pembelajaran pelajar (Leithwood, Jantzi & Steinback (1999).

Manakala, Mohd Nor (2007) dalam kajiannya menyatakan bahawa gaya kepimpinan instruksional guru besar dapat mempengaruhi dan memberi kesan terhadap komitmen guru. Dalam kajian oleh Lokman (2008) tentang orientasi kepimpinan instruksional pengetua sekolah menengah di Johor menyatakan kepimpinan dapat memberikan kesan yang positif kepada komitmen guru – guru terhadap sekolah mereka.

Dalam kerangkan yang dikemukakan oleh Hallinger dan Murphy (1985) terdapat satu dimensi iaitu pemupukan iklim sekolah yang memainkan peranan dalam mewujudkan hubungan yang baik diantara guru besar dengan guru - guru. Guru – guru pada masa kini mengalami masalah dan mempunyai keperluan yang berlainan seperti yang dikatan oleh Raziah dan Ahmad (2008) dalam kajian mereka. Jadi, sebagai pemimpin seseorang guru besar

patut mengambil tahu tentang keperluan dan masalah yang dihadapi oleh staf – staf di bawah organisasi dan membantu mereka untuk menyelesaikannya.

Menurut, Raziah dan Ahmad (2008) guru – guru akan memberi hormat kepada guru besar setelah mendapati bahawa guru besar mengambil berat tentang keperluan mereka. Impak daripada perbuatan itu, guru – guru akan gembira dan rela untuk memberikan komitmen kerja yang lebih berbanding daripada sebelumnya. Guru – guru juga akan berminat untuk bekerja dibawah guru besar tersebut dan menjalankan tugas yang diberi dengan penuh dedikasi.

Terdapat juga kajian yang menunjukkan tidak selaras dengan dapatan – dapatan kajian tentang hubungan yang signifikan di antara gaya kepimpinan instruksional dengan komitmen guru. Di mana kajian – kajian itu menunjukkan terdapat faktor lain yang mempengaruhi komitmen guru – guru. Patimah (2002) dalam kajiannya menyatakan bahawa factor yang mempengaruhi komitmen guru adalah budaya kualiti sekolah. Dimana dalam dapatan kajian beliau mendapati bahawa terdapat perbezaan budaya kualiti dan komitmen guru mengikut sekolah.

Sekolah yang mengamalkan budaya kerja berpasukan, pengurusan pelanggan, latihan dalam kualiti dan iklim komunikasi menunjukkan komitmen guru yang sangat tinggi berbanding dengan sekolah yang tidak mengamalkannya. Dapatan kajian oleh Yaakob (2007) juga selari dengan kajian ini iaitu terdapat hubungan yang signifikan antara budaya sekolah dengan pencapaian sekolah dan faktor dalam mempengaruhi komitmen guru.

Dapatan kajian – kajian yang lepas menunjukkan terdapat pertentangan faktor dalam mepengaruhi komitmen guru di sekolah. Persoalannya adalah apakah faktor yang lebih signifikan dalam mempengaruhi komitmen guru dalam konteks sekolah. Kajian ini bertujuan untuk mengkaji sejauh manakah kepimpinan instruksional guru besar dapat mempengaruhi komitmen guru di sekolah sekolah Zon Semenyih. Malah, kajian ini juga cuba mengkaji untuk mengenalpasti persepsi guru – guru terhadap kepimpinan instruksional guru besar dan impaknya ke atas komitmen guru.

Tujuan Kajian

Tujuan Kajian ini adalah untuk mengenal pasti tahap amalan kepimpinan Instruksional guru besar dan tahap komitmen guru serta dimensi kepimpinan instruksional guru besar yang dominan terhadap komitmen guru di Zon Semenyih, Daerah Hulu Langat.

Objektif Kajian

Beberapa objektif kajian telah ditetapkan untuk kajian ini. Objektif kajian ini adalah seperti berikut:

i. Mengenalpasti tahap kepimpinan Instruksional guru besar di Zon Semenyih, Daerah Hulu Langat.
ii. Mengenalpasti tahap komitmen guru di Zon Semenyih, Daerah Hulu Langat.
iii. Mengenalpasti adakah terdapat hubungan antara gaya kepimpinan guru besar dengan komitmen guru di Zon Semenyih, Daerah Hulu Langat.
iv. Mengenalpasti dimensi kepimpinan instruksional guru besar yang dominan terhadap komitmengurudi Zon Semenyih, Daerah Hulu Langat.

Sorotan Literatur

Konsep dan Model Kepimpinan Instruksional

Sehingga kini terdapat banyak kajian berkaitan amalan kepimpinan instruksional dan komitmen guru telah dikaji di negara Malysia mahupun di luar negara.Setiap guru besar mempunyai gaya kepimpinan yang berlainan dengan guru besar lain. Ini kerana terdapat banyak jenis pendekatan dan gaya yang boleh dijadikan sebagai rujukan untuk memimpin sekolah masing – masing.

Salah satu anjakandaripada sebelas anjakan utama yang dilancarkan oleh Kementerian Pendidikan Malaysia dalam PPPM (2013 – 2020) ialah memastikan kepimpinan iaitu guru besar atau pengetua yang berprestasi tinggi ditempatkan di setiap sekolah.Guru besar perlu lebih teliti dan efekti dalam milih gaya kepimpinan dalam organisanya kerana gaya kepimpinan yang diamalkan oleh guru besar tersebut dapat meningkatkan atau menjejaskan komitmen guru.

Menurut Graczewski, Knudson dan Holtzman; (2009) dalam kajian mereka menyatakan bahawa perhubungan yang positif wujud dalam penentuan matlamat sekolah dengan peningkatan tahap professional guru. Beroise (1984) berpendapat bahawa untuk meningkatkan pembelajaran murid, kepimpinan instrusional dapat dijadikan panduan dalam tindakan atau langkah yang perlu diambil oleh seseorang guru besar.

Dapatan daripada Sektor Pengurusan Akademik (2009) menyatakan jika seorang guru besar kurang afektif maka beliau tidak dapat membimbing atau berkongsi objektif dengan para guru. Dimana ia akan menyebabkan program – program yang dirancang tidak menepati matlamat sekolah.

Manakala, Boe Lahui Ako (2000), juga menyatakan kepimpinan instruksional mempunyai hubungan dalam tugas seorang guru besar untuk merangka matlamat sekolah yang jelas, menjelaskan matlamat sekolah, menyelia dan menilai pengajaran, menyelaras kurikulum, memantau kemajuan murid, melindungi masa pengajaran, menetapkan standard akademik yang tinggi, memberi insentif untuk belajar, memberi insentif kepada guru dan mempromosi pembangunan professional.

Sementara, Donaldson (2006) berpendapat bahawa seseorang guru besar mempunyai tanggungjawab dalam memimpin sekolah agar ia berfungsi dengan lebih bersistematik supaya dapat mencapai kejayaan yang cemerlang. Bagi memastikan pengajaran dan pemudahcaraan dirancang dan dijalankan dengan berkesan dan baik seseorang guru besar bertanggungjawab sebagai pemimpin instruksional (Alimudin, 2010).

Konsep dan Model Komitmen Guru

Kajian tentang komitmen guru telah banyak dikaji di Malaysia oleh pengkaji. Komitmen guru sangat penting kerana hanya seorang guru yang berkesan dapat menunjukkan komitmen yang tinggi. Kajian oleh Yahya Don, Azizah Ismail dan Yaakob Daud (2007) menyatakan bahawa kepimpinan oleh guru besar yang memberi kerjasama dan pertolongan mempunyai hubungan yang signifikan dengan komitmen guru.

Manakala, kajian oleh Baharuddin bin Othman (2004) menunjukkan terdapat hubungan yang signifikan di antara gaya kepimpinan guru besar dengan tahap komitmen guru. Lokman dan M.Al- Muzammil (2008) juga mendapati komitmen guru bergantung kepada kepimpinan guru besar. Model komitmen guru dipelopori oleh Allen Meyer (1997) di mana ia

mengandungi tiga dimensi iaitu komitmen afektif, komitmen berterusan dan komitmen normatif.

Guru perlu berkomitmen, memahami dan dan mempunyai pengetahuan yang tinggi dalam melaksanakan inisiatif dalam usaha meningkatkan kualiti Pendidikan (KPM; 2006).Komitmen gu merupakan antara salah satu elemen yang mempengaruhi kecemerlangan organisasi.Menurut kajian Yahya Don, Azizah Ismail dan Yaakob Daud (2007) komitmen guru merupakan faktor kemuliaan organisasi dan individu itu sendiri. Ini kerana guru merupakan sumber pengetahuan dan inspirasi kepada murid dengan sokongan ibu bapa, komuniti dan juga pengurusan Pendidikan.

Bagi meramal kepentingan pekerja dan prestasi kerja mereka komitmen dijadikan panduan dan rujukan oleh pengkaji - pengkaji yang ingin mengkaji tentang komitmen guru. Pada pendapat Hallinger (2005), dalam kajian beliau menyatakan bahawa komitmen guru berhubung rapat dengan gaya kepimpinan seseorang guru besar.

Amalan kepimpinan instraksional guru besar dapat mempengaruhi komitmen guru untuk melaksanakan tugas (Mohd Nor, 2007). Malah, menurut Nik Mustafah et.al (2014) dalam kajiannya menyatakan bahawa kepimpinan instruksional guru besar terhadap komitmen guru di tiga buah maktab MARA di negeri Pahang menunjukkan bahawa terdapat hubungan yang signifikan antara gaya kepimpinan instruksional dengan komitmen guru.

Metodologi

Kajian ini berbentuk kuantitatif deskriptif. Kaedah soal selidik telah dipilih untuk mengumpul data daripada responden dari guru – guru di Sekolah Jenis Kebangsaan Tamil, Sekolah Kebangsaan dan Sekolah Jenis Kebangsaan Cina di Zon Semenyih, Daerah Hulu Langat. Soal selidik digunakan untuk menjawab persoalan kajian berkaitan dengan gaya kepemimpinan Instruksional guru besar dengan komitmen guru. Borang soal selidik yang digunakan dalam kajian ini terbahagi kepadatiga bahagian iaitu bahagian A, bahagian B dan bahagian C untuk mendapatkan data daripada responden. Kerangka konsep kajian dibina berasaskan model kepimpinan instuksional dengan tiga dimensi utama iaitu mendefinisikan misi sekolah, mengurus program instruksional serta memupuk iklim sekolah yang positif berdasarkan model Hallinger dan Murphy (1985) dan Manakala, komitmen guru pula berdasarkan tiga dimensi iaitu komitmen afektif, komitmen berterusan dan komitmen normatif.

Dapatan Kajian & Perbincangan

Tahap Kepimpinan Instrusional Guru Besar

Jadual 1: Tahap Kepimpinan Instruksional Guru Besar di Zon Semenyih, Daerah Hulu Langat

Perkara	Min	Sisihan Piawai	Tahap
Tahap kepimpinan instruksional Guru Besar	4.10	0.610	Tinggi

Dapatan kajian jadual 1 menjawab persoalan kajian 1. Jadual 1, menunjukkan tahap kepimpinan instruksional guru besar yang berkhidmat di sekolah – sekolah Zon semenyih, Daerah Hulu Langat, di mana ia berada pada tahap yang tinggi secara keseluruhan dengan nilai min adalah 4.10manakala sisihan piawai adalah 0.610.

Jadual 2: Tahap Kepimpinan Instruksional Guru Besardi Zon Semenyih, Daerah Hulu Langat

Dimensi Kepimpinan Instruksional	N	Min	Sisihan Piawai	Interpretasi Min
Merangka matlamat sekolah yang jelas	308	4.24	0.555	Tinggi
Menjelaskan matlamat sekolah	308	4.25	0.595	Tinggi
Menyelia & menilai pengajaran	308	4.20	0.587	Tinggi
Menyelas kurikulum	308	4.13	0.577	Tinggi
Memantau kemajuan murid	308	4.21	0.567	Tinggi
Melindungi masa pengajaran	308	4.08	0.591	Tinggi
Menetapkan standard akademik yang tinggi	308	4.00	0.654	Tinggi
Memberi insentif untuk belajar	308	4.15	0.606	Tinggi
Memberi insentif kepada guru	308	3.98	0.613	Tinggi
Mempromosi pembangunan profesional	308	3.84	0.708	Tinggi
Min Keseluruhan	**308**	***4.10***	***0.610***	***Tinggi***

Secara keseluruhan, tahap Kepimpinan Instruksional guru besar berada menunjukkan tahap tinggi. Dapatan kajian seperti dalam Jadual 2 pula menunjukkan persepsi - persepsi guru terhadap kesepuluh dimensi kepimpinan Instruksional guru besar secara keseluruhan adalah tinggi. Hasil analisis kajian mendapati bahawa tahap amalan kepimpinan instruksional guru besar bagi kesemua dimensi kepimpinan instruksional mempunyai min tinggi. Walaubagaimanapun dimensi yang paling tinggi min adalah dimensi menjelaskan matlamat sekolah iaitu 4.25. Manakala dimensi yang paling rendah min adalah dimensi mempromosi pembangunan professional iaitu sebanyak 3.84.

Tahap Komitmen Guru

Jadual 3:Tahap Komitmen Guru

Perkara	Min	Sisihan Piawai	Tahap
Tahap komitmen guru	3.96	0.652	Tinggi

Jadual 3 menunjukkan nilai min dan sisihan piawai komitmen guru. Berdasarkan dapatan kajian, didapati tahap komitmen guru – guru di sekolah – sekolah Zon Semenyih, Daerah Hulu Langat berada pada tahap yang tinggi secara keseluruhan iaitu nilai min adalah 3.96manakala sisihan piawai merupakan 0.652.

Jadual 2: Analisis Dimensi Tahap Komitmen Guru

Elemen Komitmen Guru	N	Min	Sisihan Piawai	Interpretasi Min
Komitmen Afektif	308	4.01	0.553	Tinggi
Komitmen Berterusan	308	3.96	0.575	Tinggi
Komitmen Normatif	308	3.92	0.558	Tinggi
Min Keseluruhan	***308***	***3.96***	***0.652***	***Tinggi***

Dapatan kajian menunjukkan bahawa bagi kumpulan yang mengandungi 308 orang responden ini, tahap komitmen adalah tertinggi bagi dimensi komitmen afektif berbanding dimensi komitmen berterusan dan komitmen normatif. Skor min komitmen afektif ialah 4.01 dengan sisihan piawai 0.553. Min terendah pula ialah untuk komitmen normatif dengan skor min 3.92 dengan sisihan piawai 0.558. Dimensi komitmen yang berada pada tahap sederhana adalah komitmen berterusan iaitu skor min adalah 3.96 manakala sisihan piawai 0.575

Hubungan Kepimpinan Instruksional dan Komitmen Guru

Jadual 5: Hubungan di antara Kepimpinan Instruksional guru besar dengan komitmen guru

		Kepimpinan Instruksional	Komitmen Guru
Kepimpinan Instruksional	Pearson Correlation	1.000	.740**
	Sig. (2-tailed)		.000
	N	308	308
Komitmen Guru	Pearson Correlation	.740**	1.000
	Sig. (2-tailed)	.000	
	N	308	308

Berdasarkan jadual 5, dapatan kajian menunjukkan terdapat hubungan positif yang signifikan di antara kepimpinan instruksional guru besar dengan komitmen guru dengan nilai r = 0.740 dan sig = 0.000. Kepimpinan instruksional dengan komitmen guru mempunyai hubungan yang kuat dan tinggi. Dapatan kajian membuktikan bahawa kepimpinan instrusional dapat meningkatkan komitmen guru.

Kesimpulan

Hasil kajian amalan kepimpinan instruksional guru besar terhadap komitmen guru di Zon Semenyih, menunjukkan tahap tinggi secara keseluruhan.Kajian ini bertujuan untuk mengenal pasti gaya kepimpinan Instruksional guru besar dan hubungannya dengan komitmen guru di Zon Semenyih, Hulu Langat. Pengkaji telah memilih 16 buah di zon Semenyih, dimana 3 buah Sekolah Kebangsaan Cina, 3 buah Sekolah Kebangsaan Tamil dan 10 buah Sekolah Kebangsaan untuk kajian ini. Pengkaji telah menyentuh kerangka kepimpinan instruksional yang dirangka oleh Hallinger dan Murphy (1985) dalam kajian ini . Kepimpinan instruksional dilihat sebagai kepimpinan yang memberi kesan yang positif dalam menyediakan guru-guru ke arah melaksanakan perubahan (Hallinger, 2003; Jamelaa & Jainabee, 2011; Kursunoglu & Tanrıogen, 2009). Pengkaji boleh menemu bual dengan guru – guru untuk mendapatkan pandangan mereka pada masa hadapan. Kajian ini dapat digunakan sebagai rujukan untuk guru besar - guru besar di dalam mentadbir dan menguruskan sekolah dibawahnya.

Penutup

Pandangan dan pendapat masyarakat tentang tugas seorang guru pada masa kini bahawa tugas sebagai seorang guru adalah sangat mudah perlu dipadam daripada pemikiran mereka. Ini kerana tugas guru adalah mendidik anak murid di sekolah, tetapi ibu bapa yang bertanggungjawab untuk mendidik anak murid secara menyeluruh. Di sekolah guru atau guru besar seharusnya merangka matlamat sekolah yang jelas, menjelaskan matlamat sekolah, menyelia dan menilai pengajaran, menyelaras kurikulum, memantau kemajuan murid, melindungi masa pengajaran, menetapkan standard akademik yang tinggi, memberi insentif untuk belajar, memberi insentif kepada guru dan mempromosi pembangunan professionalbagi meningkatkan pencapaian murid, mencapai matlamat yang dirancang dan melahirkan modal insan untuk negara. Semua pihak perlu berganding bahu untuk peningkatan kecemerlangan sesebuah sekolah.

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PENGGUNAAN INTERNET DALAM KALANGAN PELAJAR KOLEJ VOKASIONAL DI JOHOR

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Abstrak: *Kajian ini dijalankan bagi mengenalpasti tahap penggunaan internet dalam kalangan pelajar Kolej Vokasional. Dapatan kajian yang diperoleh menunjukkan bahawa tahap penggunaan internet oleh pelajar dalam proses pembelajaran. Pelajar menggunakan internet untuk meningkatkan pemahaman mereka dalam pembelajaran. Bagi kajian ini, seramai 35 orang respondan telah dipilih dalam kalangan pelajar Tahun 4 yang sedang melanjutkan pengajian di Kolej Vokasional Batu Pahat. Edaran borang soal selidik telah digunakan sebagai instrumen kajian. Data-data yang diperoleh kemudiannya dianalisis menggunakan "Statistical Packages for the Social Sciences 24,0 (SPSS)". Nilai kebolehpercayaan bagi instrumen kajian yang digunakan adalah pada tahap alpha 0.938. Proses analisis data dibuat dengan kaedah analisis statistik deskriptif dalam bentuk frekuensi serta min. Hasil kajian ini telah menunjukkan tahap penggunaan internet dalam kalangan pelajar berada pada tahap tinggi dengan min keseluruhan adalah 4.40. Penggunaan internet ini juga telah membantu pelajar meningkatkan pemahaman mereka dalam pembelajaran. Selain itu, penggunaan internet ini menjadi ruang komunikasi baharu kepada para pelajar berkongsi maklumat pembelajaran dengan rakan-rakan.*

Kata Kunci : Penggunaan Internet, Internet Dalam Pembelajaran, Internet Di Kolej Vokasional

Abstract: *This research to identify internet usage among the student in Kolej Vokasional. The finding will shows the internet usage among student during learning process. Student are use internet for gain their knowledge. In this research, 35 respondance among the Year 4 student in Kolej Vokasional Batu Pahat were chosen as the respondance. Questionnaire are used as instrument while collecting the data. All the data then been analyze using "Statistical Packages for the Social Sciences 24,0 (SPSS)". Validity and reliability value for the instrument is 0.938 alpha value. Then descriptive statistic analysis are used and show the frequency and means of the data. Result shows that the internet usage among the student are in high level with total means 4.40. While using the internet, its helps student gain new knowledge and internet became the new communication medium for student in sharing knowledge and information with their friends.*

Keywords: Internet Usage, Internet In Learning, Kolej Vokasional Student

Pengenalan

Perkembangan teknologi maklumat pada masa kini telah berkembang maju. Masyarakat juga telah mengalami transformasi kehidupan menjadi masyarakat yang menguasai bidang teknologi maklumat dihujung jari terutama apabila kewujudan telepon pintar, komputer

riba dan internet yang semakin cepat kemaraannya. Menyedari perubahan ini, kerajaan Malaysia telah meletakkan matlmat supaya dapat melahirkan masyarakat yang menguasai teknologi maklumat selari dengan perkembangan dunia yang telah berlaku. Justeru itu, melalui Kementerian Pendidikan Malaysia (KPM) matlamat ini diterapkan ke dalam sistem pendidikan negara melalui dasar transformasi pendidikan dengan mengintegrasikan penggunaan teknologi maklumat dalam proses pembelajaran dan pengajaran di sekolah seperti yang telah dirangka dalam Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Kementerian Pendidikan Malaysia, 2012). Menurut Sidin & Mohamad (2007) era globalisasi yang berpaksikan perkembangan teknologi maklumat dan komunikasi, pembangunan pendidikan kini amat mementingkan pembudayaan dan pengintegrasian teknologi dalam kalangan pelajar. Perubahan ini turut berlaku dalam sistem pembelajaran meskipun pembelajaran dalam bilik darjah kerana ia dapat memupuk minat serta menggalakkan pelajar lebih bertanggungjawab terhadap pembelajaran mereka seterusnya dapat memupuk amalan pembelajaran sepanjang hayat tanpa mengira masa.

Dalam hasrat Malaysia untuk menjadi negera maju, kewujudan kolej vokasional bukan sahaja bertujuan untuk melahirkan sumber tenaga kerja mahir, malahan tenaga kerja perlu menguasai penggunaan teknologi maklumat selaras dengan perkembangan teknologi masa kini. Pelajar perlu menguasai pelbagai ilmu bukan sahaja melibatkan ilmu kemahiran malahan ilmu teknologi maklumat agar dapat bersaing dan berkemampuan memacu negara ke arah sebuah negara maju (KPM, 2011). Sehubungan dengan itu, perlaksanaan perubahan perlu dilakukan dengan segera mahupun dalam aspek pengurusan, pengajaran dan juga pembelajaran bagi menghadapi situasi ini (Jamian, Hashim & Othman, 2012). Usaha bagi mempertingkatkan kemahiran dan pengetahuan pelajar perlu segera diambil berat dan diterjemahkan melalui perlaksanaan penggunaan teknologi maklumat dan komunikasi dalam pembelajaran meraka. Maka melalui program Transformasi Pendidikan Vokasional (KPM, 2011) telah menggalakkan pengintergasian teknologi maklumat dan komunikasi dalam sistem pengajaran dan pembelajaran yang dilaksanakan termasuklah menggalakkan penggunaan internet dalam kalangan pelajar. Setiap aspek pengajaran guru perlu memasukkan elemen penggunaan internet agar pelajar dapat mengaplikasikannya dalam pembelajaran. Menurut Jamaludin (2007) dengan positifnya perkembangan internet ketika ini maka diyakini internet boleh menjadi salah satu kaedah pembelajaran yang sangat penting kerana dapat menukar kaedah tradisonal pembelajaran seperti menghafal dan mengingat maklumat kepada kaedah mengakses, memanipulasi dan mengenerasikan maklumat secara elektronik. Ia seterusnya dapat membantu menjana minda pelajar dengan lebih kritis dan inovatif selaras dengan perkembangan dunia pendidikan masa kini.

Oleh itu, dalam dasar pendidikan baharu, telah tersenarai peruntukan bagi perbelanjaan penyediaan kemudahan teknologi maklumat dan komunikasi ini pada jumlah yang besar (KPM, 2012). Penyediaan akses internet di sekolah yang semakin luas telah mensasarkan penggunaanya yang juga semakin luas dalam kalangan pelajar. Peruntukan yang

tinggi dalam pembangunan akses internet telah dibelanjakan oleh kementerian untuk memastikan penggunaan internet dalam pembelajaran dapat memacu pelajar dalam proses pembelajaran ilmu dengan kemahiran-kemahiran yang semakin luas. Puteh & Abd Salam (2011) turut menyatakan pelaburan yang bernilai jutaan ringgit akan dapat dimanfaatkan sepenuhnya dan memberikan pulangan yang besar dalam pembangunan negara jika semua pihak mempunyai iltizam untuk mencapai kejayaan. Ace Suryadi (2007) mencatatkan pengintegrasian teknologi dalam peranan teknologi maklumat kepada pelajar bakal memberi kesenangan, kemudahan dan kecepatan dalam pembelajaran serta melibatkan pelajar dalam kecanggihan teknologi (*advanced skill*). Oleh itu, menjadi harapan supaya tahap penggunaan internet dalam kalangan pelajar dalam proses pembelajaran adalah baik dan sangat memuaskan

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seiring dengan usaha mengintegrasikan penggunaan teknologi maklumat dan komunikasi seterusnya dapat memacu pembangunan sumber tenaga mahir dalam kemajuan negara.

Objektif Kajian

Objektif utama kajian ini adalah untuk mengenalpasti kekerapan penggunaan internet dalam kalangan pelajar Kolej Vokasional di Negeri Johor dalam usaha mengintegrasikan penggunaan internet dalam pembelajaran. Beberapa sub-objektif dalam kajian ini yang ingin dicapai ialah:

1. Mengenalpasti tahap penggunaan internet pelajar Kolej Vokasional semasa proses pembelajaran

2. Mengenalpasti faktor dominan yang mempengaruhi penggunaan internet semasa proses pembelajaran

3. Mengenalpasti hubungan yang signifikan antara tahap penggunaan internet terhadap faktor yang mempengaruhi penggunaan internet semasa proses pembelajaran.

Metodologi Kajian

Sampel Kajian

Populasi didefinasikan sebagai satu set ciri untuk mengukur sesuatu berdasarkan sekumpulan individu atau objek. Individu atau objek yang dijadikan bahan pengukur mestilah menpunyai sekurang-kurangnya satu ciri atau sifat yang serupa dan sama antara satu sama lain. Populasi kajian ini melibatkan pelajar tahun 4 Kolej Vokasional yang berada di Negeri Johor.Sampel pula merangkumi ahli-ahli bagi sekumpulan kecil yang dipilih secara rawak dari populasi yang menunjukkan sifat dan ciri yang sama. Sampel ini akan mewakili parameter populasi yang ditentukan. Sampel yang digunakan dalam kajian ini melibatkan pelajar tahun 4 dari Kolej Vokasional di Johor.

Lokasi Kajian

Lokasi kajian dipilih melibatkan Kolej Vokasional Batu Pahat. Pemilihan lokasi ini dibuat berdasarkan wujudnya keperluan bagi mengenalpasti tahap penggunaan internet dalam proses pembelajaran. Pemilihan lokasi tersebut adalah selaras dengan objektif kajian yang dilakukan iaitu untuk melihat tahap penggunaan internet dalam kalangan pelajar Kolej Vokasional, dan faktor yang mempengaruhi penggunaan internet semasa proses pembelajaran berlaku. Selain itu, pemilihan lokasi ini adalah bagi memenuhi keperluan dan kehendak kajian. Di mana, ia memaparkan suasana pembelajaran yang berlaku dalam kalangan pelajar.

Instrumentasi Kajian

Perlaksanaan kajian ini menggunakan kaedah tinjauan dengan edaran borang soal selidik di kolej vokasional yang telah terpilih. Borang soal selidik yang baik adalah soal selidik yang dapat memberikan maklumat yang tepat dan lengkap serta mencapai objektif yang dikehendaki. Antara faktor pemilihan penggunaan borang soal selidik adalah disebabkan faktor penjimatan masa, tenaga dan kos. Borang soal selidik juga telah disediakan pilihan jawapan yang memudahkan respondan menjawab persoalan yang dikemukakan.

Soal selidik yang digunakan ini merangkumi 4 bahagian utama yang dapat dibahagikan seperti berikut:

Bahagian A: Demografi Respondan
Bahagian B: Tahap pengunaan internet dalam proses pembelajaran
Bahagian C: Faktor yang mempengaruhi penggunaan internet dalam proses pembelajaran
BahagianD :Pandangan dan Cadangan terhadap penggunaan internet dalam kalanganpelajar.

Pernyataan dan persoalan yang dikemukakan di dalam borang soal selidik ini dicipta oleh penyelidik berdasarkan dapatan sorotan kajian penyelidik sebelum ini kerana dirasakan mempunyai kepentingan untuk menjawab persoalan dalam kajian ini. Oleh itu, set borang soal selidik ini melibatkan 53 item. 3 item dibahagian A, 10 item dibahagian B, 39 item dibahagian C dan 1 item dibahagian D.

Kajian Rintis

Melalui kajian ini, seramai 35 orang pelajar dari Kolej Vokasional Batu Pahat telah dipilih secara rawak untuk menjawab soal selidik. Tujuan kajian rintis ini dijalankan adalah untuk memastikan instrumen yang dibina adalah bersesuaian dari segi bahasa dan penggunaan ayat. Ini adalah untuk memastikan respondan memahami dan mudah untuk menjawab soalan yang diberikan. Kajian ini juga adalah untuk menentukan kebolehpercayaan dalam soal selidik yang digunakan dengan menguji set soal selidik ini menggunakan Alpha Cronbach bagi menguji kesesuaian item-item yang digunakan dalam set tersebut. Hasil analisis kajian rintis ini memberikan nilai Alpha Cronbach 0.938 Ini menunjukkan item-item yang digunakan mempunyai tahap kebolehpercayaan yang tinggi dan dikategorikan sebagai boleh dipercayai. Menurut Fraenkel & Wallen (2009), nilai Alpha Cronbach yang berada pada skala 0.61 hingga 0.99 adalah berada pada tahap tinggi dengan kekuatan kebolehpercayaan yang terbaik. Ini juga menunjukkan soalan-soalan tersebut boleh diterima untuk digunakan.

Analisis Kajian

Instrumen diedarkan kepada respondan dan dikutip pada hari yang sama. Data yang diperoleh berdasarkan soal selidik dianalisis secara deskriptif menggunakan statistik min dan peratusan. Hasil dapatan kajian yang dijalankan ditunjukkan pada jadual berikut. Jadual 1 menunjukkan dapatan kajian yang dijalankan bagi soal selidik berkaitan tahap penggunaan internet dalam pembelajaran yang diperoleh.

Jadual 1 : Taburan respondan mengikut frekuensi dan min bagi tahap penggunaan internetdalamproses pembelajaran

No. item	Item	STS	TS	KS	S	SS	Min
B1	Saya menggunakan internet untuk melihat maklumat semasa di portal rasmi sekolah	0 0%	1 2.86%	1 2.86%	8 22.86%	25 71.43%	4.63
B2	Saya menggunakan internet untuk membincangkan tugasan sekolah bersama rakan-rakan	1 2.86%	0 0%	0 0%	15 42.86%	19 54.29%	4.46
B3	Saya melayari internet untuk mencari sumber rujukan	1 2.86%	0 0%	0 0%	7 20%	27 77.14%	4.69
B4	Saya menggunakan internet untuk berkongsi maklumat dengan rakan-rakan	0 0%	1 2.86%	5 14.29%	14 40%	15 42.86%	4.23
B5	Saya memuatturun (download) nota guru menggunakan internet	0 0%	0 0%	3 8.57%	19 54.29%	13 37.14%	4.29
B6	Saya menggunakan rujukan di internet untuk menyelesaikan masalah pembelajaran	1 2.86%	0 0%	0 0%	16 45.71%	18 51.42%	4.43
B7	Saya menyiapkan kerja sekolah dengan bantuan laman web ilmiah di internet	1 2.86%	0 0%	4 11.43%	14 40%	16 45.71%	4.26
B8	Saya dapat meningkatkan pemahaman pembelajaran saya dengan bantuan penggunan internet	1 2.86%	0 0%	3 8.57%	15 42.26%	16 45.71%	4.29
B9	Saya lebih bermotivasi untuk menyiapkan kerja sekolah dengan penggunaan internet	1 2.86%	0 0%	4 11.43%	11 31.43%	19 54.29%	4.34
B10	Saya dapat meluaskan pengetahuan berkaitan topik yang dipelajari dengan bantuan internet	0 0%	0 0%	6 17.12%	9 25.71%	20 57.14%	4.40

Min keseluruhan = 4.40

1. STS = Sangat Tidak Setuju
2. TS = Tidak Setuju
3. KS = Kurang Setuju
4. S = Setuju
5. SS = Sangat Setuju

Jadual 1 menunjukkan taburan frekuensi respondan terhadap tahap penggunaan internet dalam proses pembelajaran. Item yang memperoleh min tertinggi adalah pada pernyataan dengan nilai min sebanyak 4.69. Seramai 27 orang (77.14%) pelajar menyatakan sangat setuju dengan menyatakan bahawa mereka melayari internet untuk mencari sumber rujukan. Min kedua tertinggi pula adalah menggunakan internet untuk melihat maklumat semasa di portal rasmi sekolah dengan nilai min sebanyak 4.63. Seramai 8 orang (22.86%) setuju dan 25 orang (71.43%) orang menyatakan sangat setuju bahawa penggunaan internet adalah untuk melihat maklumat semasa di portal rasmi sekolah.Nilai min terendah pula diperoleh daripada penggunaan internet untuk berkongsi maklumat dengan rakan-rakan. Bagi keadaan ini seramai 1 orang (2.86%)pelajar menyatakan tidak setuju, 5 orang (14.29%) pelajar kurang bersetuju, 14 orang(40%) pula setuju dan 15 orang (42.86%)pelajar menyatakan sangat setuju dengan penggunaan internet ini. Bagaimanapun penggunaan internet untuk berkongsi maklumat dengan rakan-rakan masih berada pada tahap persetujuan yang tinggi iaitu 4.26. Penggunaan internet oleh pelajar menunjukkan keperluan yang sangat membantu pelajar dalam proses pembelajaran mereka. Tahap penggunaan internet juga bukan sahaja digunakan oleh pelajar semata-mata meningkatkan pemahaman (min = 4.29) malahan penggunaan internet ini meningkatkan motivasi pelajar menyiapkan tugasan yang diberikan oleh guru dengan memperoleh min sebanyak 4.43.Pelajar juga bersetuju bahawa dengan penggunaan internet

membantu pelajar mendapatkan sumber-sumber rujukan yang diperoleh dalam web-web ilmiah yang dilayari. Seramai 14 orang (40%) pelajar setuju dan 16 orang (45.71%) sangat setuju dengan penggunaan internet bagi tujuan melayari web-web ilmiah.Penggunaan internet oleh pelajar juga digunakan untuk memuatturun nota yang disediakan oleh guru dengan hanya 3 orang (8.57%) kurang setuju, 19 orang (54.2%) setuju dan 13 orang (37.14%) pelajar sangat setuju. Keseluruhan item berkaitan tahap penggunaan internet ini memperoleh min yang tinggi iaitu 4.40. ini menunjukkan penggunaan internet dalam proses pembelajaran sangat diperlukan.

Perbincangan

Tujuan kajian ini dilakukan adalah untuk mengenalpasti tahap penggunaan internet dalam kalangan pelajar Kolej Vokasional dalam proses pembelajaran mereka. Dalam bahagian ini telah menunjukkan para pelajar banyak menggunakan internet dalam proses pembelajaran mereka. Hal ini berdasarkan daripada dapatan kajian yang telah diperoleh di mana min tertinggi menunjukkan pelajar menggunakan internet untuk mencari sumber rujukan dalam pembelajaran mereka. Min yang tinggi juga diperoleh apabila pelajar menggunakan rujukan di internet untuk tujuan menyelesaikan masalah pembelajaran mereka. Penggunaan internet di Kolej Vokasional telah membuka peluang pembelajaran secara atas talian dan menjadi penyampai maklumat tambahan kepada pelajar dan tidak hanya berfokuskan sumber daripada buku teks semata-mata. Selari dengan kajian yang dilakukan oleh Abdullah (2002) dan Marlini (2008) menyatakan penggunaan laman web secara atas talian telah memberi sumber maklumat tanpa sempadan melalui enjin pencarian dengan kadar yang cepat dan juga menjadi alat pengajaran dan pembelajaran terkini.

Nilai min keseluruhan kajian mencatatkan keputusan yang tinggi. Ini bermakna pelajar Kolej Vokasional sering menggunakan internet dalam membantu dalam proses pembelajaran dan juga dalam aktiviti seharian mereka. Secara umum, dapat dinyatakan bahawa penggunaan internet ini dapat meningkatkan keberkesanan proses pembelajaran pelajar. Melalui penggunaan internet ini juga perkongsian maklumat pembelajaran berlaku dalam kalangan pelajar apabila mereka sering berhubung dan bertukar-tukar maklumat yang diperoleh. Keadaan ini dilihat telah mewujudkan komunikasi dan pembelajaran secara maya antara pelajar. Kajian Hassan & Abdul Rashid (2012) turut menyokong bahawa penggunaan internet ini secara langsung telah menjadikan seseorang itu menggunakan e-pembelajaran melalui pembelajaran kendiri. Dapatan ini juga disokong dengan kajian Sihes & Sani (2010) dimana secara tidak langsung penggunaan internet mewujudkan pembelajaran maya dalam diri individu kerana mereka berusaha mendalami ilmu daripada penggunaan internet tersebut. Perkembangan internet telah memberi manfaat dalam menghasilkan proses pembelajaran yang lebih efektif dan memudahkan penghantaran maklumat tanpa terikat kepada faktor seperti masa dan tempat (Baharuddin, Noraffandy, Jamalluddin & Zaidatun, 2000).

Penggunaan laman *web* di internet juga menjadi pilihan pelajar dalam membantu mereka mempelbagaikan kaedah pembelajaran. Min yang tinggi diperoleh menunjukkan pelajar bersetuju bahawa dengan bantuan penggunaan laman web ilmiah ini telah meningkatkan pemahaman mereka dalam pembelajaran. Pelajar melayari pelbagai sumber ilmu daripada laman *web* ilmiah yang bersesuaian dengan topik pembelajaran. Persamaan dapatan kajian ini selari dengan kajian yang dilakukan oleh Awang&Ismail (2003), di mana kajian yang telah dilakukan kepada pelajar program pengajian di Universiti Pendidikan Sultan Idris (UPSI) mendapati 96.2% respondan kajian telah bersetuju bahawa penggunaan laman web sangat memberi faedah kepada pembelajaran mereka kerana kuliah di bilik darjah disokong dengan nota dan sumber maklumat yang terdapat di laman *web*. Ditambah dengan kajian yang dilakukan Hassan & Abdul Rashid (2012) mendapati laman web yang banyak dan pelbagai

membolehkan pelajar melayari kuiz interaktif dan juga tutor *online* yang membantu memahamkan pembelajaran pelajar.

Melalui kajian ini, penggunaan internet dilihat membawa nilai motivasi yang tinggi dalam meningkatkan minat pelajar untuk belajar. Pelajar berasa bermotivasi untuk menyiapkan tugasan dengan merujuk bahan-bahan daripada sumber di internet. Leask & Pachler (2006) menyatakan penggunaan teknologi maklumat dan komunkasi dalam pengajaran dan pembelajaran adalah penting kerana memotivasikan murid serta meningkatkan kualiti pembelajaran. Ismail (2010) dalam kajiannya menunjukkan peratusan pelajar bersetuju bahawa internet menyebabkan pelajar minat menyiapkan tugasan yang diberikan guru pada kadar 18.4% dan dibandingkan dapatan kajian Hassan & Abdul Rashid (2012) melaporkan pelajar bersetuju internet menyebabkan mereka rajin menyiapkan tugasan pada kadar 27.1%. Melihat situasi ini hanya selang beberapa tahun menunjukkan peningkatan penggunaan internet oleh pelajar dalam motivasi untuk menyiapkan tugasan yang diberikan oleh guru. Malahan keadaan ini semakin meningkat pada dapatan kajian yang dijalankan ini.

Maka, secara keseluruhannya, tidak dinafikan proses pembelajaran pada masa kini sangat dibantu dengan penggunaan aplikasi internet. Harun, Mohd Ayub & Ab. Rahman (2012) dalam kajiannya mendapati penggunaan teknologi maklumat dan komunikasi ini mampu memberi impak positif kepada pelajar dalam proses pembelajaran. Dengan penggunaan aplikasi internet dalam pembelajaran ia membantu meningkatkan pemahaman pelajar dalam meluaskan kemahiran-kemahiran teknologi maklumat dan komunikasi. Medium komunikasi dan perkongsian maklumat antara pelajar malahan dengan guru menjadi semakin luas dan boleh digunakan pada bila-bila masa dengan wujudnya capaian internet ini tanpa terlalu tertumpu kepada pembelajaran di dalam bilik darjah semata-mata.

Kesimpulan

Berdasarkan hasil dapatan kajian, telah didapati pelajar kolej vokasional menggunakan internet pada kadar yang tinggi di sekolah. Penggunaan internet ini membantu pelajar meningkatkan pemahaman mereka dalam pembelajaran. Penggunaan internet ini juga membantu pelajar mencari maklumat tambahan berkaitan pembelajaran di kolej vokasional serta telah meningkatkan kemahiran-kemahiran teknologi maklumat mereka dalam menghadapi kemajuan negara bagi masa akan datang. Selain itu, dengan menggunakan internet, ia telah menjadi satu medium berkongsi maklumat pembelajaran dengan rakan- rakan pada bila-bila masa. Oleh itu, galakan dan kekerapan penggunaan internet dalam proses pembelajaran di sekolah perlu dipupuk sebaiknya kerana ia dapat membantu meningkatkan pemahaman pelajar dalam proses pembelajaran mereka.

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GAYA KEPIMPINAN GURU BESAR SERTA HUBUNGANNYA DENGAN KOMITMEN GURU DI SEKOLAH-SEKOLAH JENIS KEBANGSAAN (TAMIL) WILAYAH PERSEKUTUAN KUALA LUMPUR

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Abstrak: *Kajian deskriptif secara tinjauan ini dijalankan telah mengkaji amalan kepimpinan guru besar dan hubungkaitnya dengan komitmen guru di sekolah-sekolah Jenis Kebangsaan Tamil di Wilayah Persekutuan Kuala Lumpur berdasarkan Empat Gaya kepimpinan Bolman & Deal (1995). Kajian ini melibatkan sampel seramai 225 orang guru. Data dikumpul melalui soalselidik MLBQ yang telah diterjemahkan ke Bahasa Melayu dan digunakan oleh Lokman (2007) serta soal selidik berdasarkan model Komitmen Mowday (1979) yang telah digunakan oleh Patimah Ibrahim (2002). Dapatan kajian menunjukkan bahawa gaya kepimpinan yang utama diamalkan oleh guru besar adalah sumber manusia diikuti oleh strukturak, politik dan simbolik. Dapatan menunjukkan hubungan yang tinggi terhadap komitmen guru. Dapatan aspek demografi kajian juga dijangka akan menunjukkan kebanyakan guru adalah guru berpengalaman. Akhirnya, cadangan agar pihak pentadbir pendidikan diberikan lebih banyak pendedahan tentang stail kepimpinan dalam mengurus sekolah agar mereka dapat memimpin sekolah dengan lebih berkesan.*

Kata kunci: Gaya Kepimpinan, Guru Besar, Struktur, Politik , Sumber Manusia , Simbolik,

Tahap Komitmen Guru.

Abstract: *This descriptive survey was conducted to examine the practice of leadership of the headmaster and its relationship with the commitment of teachers at the Tamil Schoosl in the Federal Territory of Kuala Lumpur based on the Four Styles of Bolman & Deal leadership (1995). This study involved a sample of 225 teachers. The data were collected through the MLBQ questionnaire which was translated into Malay and used by Lokman (2007) as well as a questionnaire based on the Commitment Mowday model (1979) used by Patimah Ibrahim (2002). The findings show that the main leadership style practiced by the professors is human resources followed by the structure, politics and symbolism. The findings show a high correlation to teacher commitment. The demographic aspects of the study are also expected to show that most teachers are experienced teachers. Finally, suggestions for educational administrators are given more exposure on leadership styles in managing schools so they can lead the school more effectively.*

Keywords: Leadership Style, Headmasters, Structure, Politics, Human Resources, Symbolic, Teacher Commitment

Pengenalan

Transformasi dalam system pendidikan yang menjurus kepada pendidikan abadke -21 ini berkaitan dengan pentadbir sekolah. (Philip Sia Kah Su, 2013). Dimmock (1999) menyatakan bahawa kepimpinan di sekolah adalah tugas utama pemimpin atau peringkat admin untuk membangunkan staf, murid serta pencapaian sekolah. Kepimpinan pentadbir yang

mengaplikasikan amalan kepimpinan yang pelbagai akan membawa implikasi yang berlainan terhadap sekolah, (Philip Sia Kah Su, 2013). Guru Besar yang berperanan sebagai pemimpin perlu menguasai beberapa aspek kepimpinan yang mudah dipengaruhi oleh staf dan murid-muridnya.

Pelan Pembagunan Pendidikan Malaysia (PPPM) 2013-2015 digubal untuk melahirkan rakyat Malaysia yang berdaya saing pada peringkat antarabangsa. PPPM ini, mengasaskan beberapa pendekatan baru kearah transformasi pendidikan Malaysia. Untuk merealisasikan transformasi pendidikan ,pemimpin di sekolah mempunyai peranan yang penting. Menurut PPPM 2013-2025 pemilihan Pengetua dan guru besar tidak berpandukan tempoh perkhidmatan malah, melalui kecekapan kepimpinan. Dalam, merealisasikan matlamat itu, kepemimpinan guru besar dan pengetua dianggap sebagai teras utama kepada pembangunan pendidikan berkualiti. (LokmanMohd Tahir &Robiah Sidin 2008). Kekuatan kepimpinan sekolah dapat dilihat dari hasil pendidikannya. Menurut Husin (1993), sekolah yang efektif adalah bergantung kepada kepimpinan pemimpin di sesebuah sekolah. Penyataan ini disokong oleh, (Sidra et al.2012) perubahan organisasi yang efektif memerlukan kepimpinan yang mantap.

Pengetua dan guru besar perlu memastikan kepimpinan yang berkualti kerana kepemimpinan akan menetukan kejayaan sesuatu sekolah. (Lokman Mohd Tahir & Robiah Sidin 2008). Gaya kepimpinan guru besar dan pengetua sekolah telah lama menjadi satu pembolehubah yang penting bagi mengukur tahap keberkesanan sesebuah sekolah (Ibrahim, A.S, & Al-Teneiji, S , 2012). Kegagalan pemimpin sekolah dalam mewujudkan iklim sekolah yang positif, nilai kepemimpinan yang efektif dan penglibatan guru yang rendah akan menimbulkan masalah dalam pencapaian sekolah. Kepemimpinan yang positif dan mantap saling bergantung pada tahap pencapaian murid dan tahap kepuasan kerja guru. Penyataan ini disokong oleh Noorshazrina Faustine (2013) dalam kajiannya yang menyebutkan kejayaan sebuah sekolah bergantung pada kesediaan dan kerelaan kakitangan dalam member komitmen tinggi kepada organisasi.

Pengkaji –pengkaji masa lampau sentiasa mengkaji dan cuba menghasilkan satu kerangka yang boleh menjadi contoh kepada gaya kepimpinan yang mampu meningkatkan pencapaian akademik sekolah. Model kepimpinan Bolman dan Deal (2008) telahdiperkenalkan oleh Profesor Lee Bolman dan Profesor Terence Deal pada 1991 dan dikemaskini semula pada 2003. Model ini kerap digunakan untuk menganalisis perspektif pemikiran sesebuah organisasi dan rangka kepimpinan seseorang pemimpin.

Model Bolman & Deal (2008) mempunyai empat rangka atau orientasi kepimpinan iaitu kepimpinan struktural, kepimpinan sumber manusia, kepimpinan politik dan kepimpinan budaya atau simbolik. Kepimpinan diamalkan mengikut kesesuaian pemimpin untuk mengawal dan memimpin organisasi bergantung kepada situasi. Mungkin lebih daripada satu jenis kepimpinan, namun ada satu amalan yang dominan dalam kepimpinannya. Dalam konteks kepimpinan di sekolah, pengetua adalah peneraju utama kearah merealisasikan hasrat pendidikan yang berkesan.

Kouzes & Posner 2003). Jelasnya, pemimpin sekolah perlu mempelbagaikan strategi dan gaya kepimpinan bagi meluaskan pengaruh kepimpinannya terhadap setiap ahli dalam organisasi sekolah. Hal ini kerana sekolah terdiri daripada pelbagai peringkat ahli dan organisasi yang unik. Setiap orang di sekolah mempunyai mood dan perasaan berbeza. Jaafar Muhammad (2003), menyatakan bahawa dari hari kelahirannya setiap orang adalah unik dan pengalaman-pengalaman individu selepas lahir membuatkan manusia menjadi jauh lebih berbeza. Oleh itu, sebagai seorang pemimpin di sekolah, pengetua dan guru besar perlu mempunyai kemahiran mengurus dan memimpin manusia untuk menghasilkansekolah yang cemerlang.

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Pernyataan Masalah

Masyarakat meletakkan harapan yang tinggi kepada sekolah dalam usaha melahirkan masyarakat yang berkualiti, iaitu berilmu, bermoral, dan berkemahiran tinggi, (Lokman Mohd Tahir & Robiah Sidin 2008). Pengetua atau guru besar disifatkan sebagai individu yang bertanggungjawab dalam memimpin sekolah untuk merealisasikan misi & visi sesebuah sekolah.

Amalan kepimpinan pengetua yang berkesan juga menekankan cirri pendekatan politik dan simbolik dalam amalan kepimpinan. Kepimpinan pengetua yang berkesan sentiasa menyokong guru dalam hal-hal yang berkaitan dengan disiplin murid, sering menggalakkan guru-guru meningkatkan amalan pengajaran di bilik darjah, sentiasa menetapkan standard pencapaian yang tinggi, betindak sebagai motivator dan Pembina pasukan (Richards, 2003). Persoalannya, tidak semua mempunyai kemahiran sedemikian dan sebahagian besar mereka tidak menerima latihan secukupnya sebelum dilantik sebagai seorang pengetua. Oleh itu, sebagai seorang pengetua, harus menggunakan pendekatan kepimpinan yang dapat menjalinkan hubungan yang baik antara pengetua dengan guru seperti penggunaan kepimpinan sumber manusia.

Kajian tentang penelitian kerangka Gaya kepimpinan guru besar penting dilaksanakan untuk mengenalpasti kerangka dominan yang menyumbang kepada kecemerlangan sesebuah sekolah. Kejayaan sesebuah organisasi banyak bergantung pada pengamalan strategi dan tindakan pemimpin, Lokman Mohd Tahir, Khadijah (2013). Ini akan menjadi satu panduan kepada sekolah-sekolah yang berusaha untuk mencapai tahap kecemerlangan yang tinggi dalam akademik mereka.

Rajnandiniet al.(2003)yang menyatakan bahawa kepercayaan pekerja adalah factor penting untuk menghubungkait antara kepimpinan dengan kepuasan kerja staf bagi mencapai sesuatu matlamat. Maka, guru besar yang cemerlang dalam pengurusan akan Berjaya mendapatkan komitmen guru dan akan merealisasikan misi dan visi sekolah. Apabila misi dan visi sesebuah sekolah dapat direalisasikan tahap pencapain murid secara langsungnya akan meningkat. Kegagalan seorang pemimpin mendapatkan komitmen guru akan memudaratkan perkembangan akademik sesuatu sekolah, untuk mengelakan masalah ini berlanjutan satu gaya kepimpinan yang mendapatkan komitmen guru dalam menjayakan tujuan sesebuah organisasi perlu dikaji.

Kajian tentang gaya atau stail kepimpinan pengetua dan guru besar kebanyakannya berdasarkan tiga gaya utama iaitu kepimpinan demokratik, kepimpinan autokratik, dan kepimpinan *laissezfair*. Selain itu, untuk menghadapi isu-isu kepimpinan, Azamri (2007), dan Norhannan (2007), dan Jamaliah (2006) dalam David etl. (2008) telah mencadangkan agar pengetua menggunakan pendekatan gaya kepimpinan yang pelbagai dalam menyelesaikan sesuatu isu seperti penaklukan, bekerjasama, penjauhan konflik, mengalah, bertolak ansur, dan gaya komunikasi. Oleh itu, kajian lanjut tentang kepelbagaian stail kepimpinan pengetua dan guru besar, diharapkan dapat menambah luas kajian tentang kelebihan mengamalkan kepelbagaian stail kepimpinan supaya dapa tmembantu kearah kepelbagaian stail atau amalan kepimpinan pengetua di sekolah. Bolman dan deal (1991; 2003) telah memperkenalkan model empat kerangka kepimpinan yang boleh digunakan oleh pengetua berdasarkan situasi dan keperluan organisasi. Kajian kepelbagaian stail kepimpinan berdasarkan empat kerangka kepimpinan Bolman dan Deal di Malaysia kebanyakannya dipelopori oleh penyelidikdari UTM, Skudai

Hubungan atau komunikasi yang jelas antara pengetua dan guru amat penting bagi menjamin keberkesanan organisasi sekolah. Hubungan pemimpin dengan pengikutnya dalam usaha pemimpin untuk mengawal situasi kearah matlamat dan objektif organisasi merupakan faktor yang penting kerana taat setia, pergantungan dan sokongan orang-orang yang bekerja di bawah seseorang pemimpin adalah ditentukan oleh hubungan antara pemimpin dan subordinatnya. (Fiedler , 1967 dalam Ab. Kadir , 2000),

Berdasarkan situasi dan persoalan-persoalan yang dibincangkan ,kajian ini dilaksanakan untuk mengenalpasti kerangka empat kepimpinan yang manakah kerap digunakan bagi mendapatkan tahap komitmen guru yang tinggi. Kajian ini akan memberikan satu rangka gaya kepimpinan yang ideal untuk mencapai tahap kecemerlangan bagi pemimpin-pemimpin sekolah. Kajian ini akan menjadi satu panduan penyeliaan dan penilain mencari alternatif dalam menangani isu-isu keberkesanan sekolah dan komitmen guru.

Tujuan Kajian

Tujuan kajian ini adalah untuk mengenalpasti gaya kepimpinan guru besar dan hubungannya terhadap komitmen guru di Sekolah-sekolah Jenis Kebangsaan Tamil di Wilayah Persekutuan Kuala Lumpur.

Objektif Kajian

Objektif utama kajian ini adalah untuk mengenalpasti gaya kepemimpinan utama Guru besar dan hubunganya terhadap komitmen guru di Sekolah-sekolah Jenis Kebangsaan Tamil di Wilayah Persekutuan Kuala Lumpur berdasarkan Model Kepimpinan Bolman & Deal (1991) yang tergolong di dalamnya iaitu gaya kepimpinan struktural, sumber manusia, politik dan simbolik. Oleh itu, secara khususnya objektif kajian ini adalah untuk:

i. Mengenalpasti gaya kepemimpinan yang utama diamalkan oleh Guru besar di Sekolah-sekolah Jenis Kebangsaan Tamil di Wilayah Persekutuan Kuala Lumpur berdasarkan Model kepimpinan Bolman & Deal (1991) yang tergolong di dalamnya empat gaya kepimpinan iaitu struktural, politik, sumber manusia dan politik.
ii. Mengenalpasti tahap komitmen guru berdasarkan empat rangka kepimpinan Bolman and Deal.
iii. Mengenalpasti hubungan gaya kepimpinan guru besar yang utama terhadap komitmen guru di Sekolah –sekolah Jenis Kebangsaan Tamil di Wilayah Persekutuan Kuala Lumpur.

Sorotan Literatur

Model Kepimpinan Bolman Dan Deal 1991

Model ini adalah lanjutan daripada model dua dimensi iaitu dimensi struktur tugas dan timbang rasa yang telah diperkenalkan oleh beberapa orang pengkaji sarjana kepimpinanseperti Fiedler, Hersey dan Blanchard serta Blake dan Mouton (dalam Lokman 2007). Bolman dan Deal (1991), berpendapat bahawa model kepimpinan dua dimensi kurang relevan kerana model tersebut tidak menerapkan dimensi politik dan simbolik dalam kerangka kepimpinan mereka. Bolman dan Deal (1991) berpendapat bahawa amalan kepimpinan multi –dimensi dapat membantu seseorang pemimpin untuk memahami dan menyelesaikan masalah organisasi dengan lebih jelas dan terperinci. Oleh itu, Bolman dan Deal (1991), telah menghasilkan empat rangka kepimpinan seperti berikut :

Kepimpinan Struktural

Pemimpin yang mengutamakan produktiviti dan pengurusan yang cekap. Organisasi yang cekap dianggap mempunyai matlamat yang jelas, melaksanakan pengkhusasan berdasarkan tugasan dan hubungan yang formal, (Hamid Hussain, 2012). Pemimpin juga member penegasan tentang sesuatu tugas serta menuntut akauntabiliti pengikut terhadap

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hasilan. Pemimpin turut menguatkuasakan peraturan organisasi sebagai proses penghasilan tenaga kerja yang berdisiplin dan dedikasi. Proses penilaian pula dilakukan bertujuan memastikan setiap tugasan yang dilaksana mengikut piawaian dan kerangka yang betul.

Kepimpinan Sumber Manusia

Tingkah laku pemimpin yang menumpukan perhatian kepada keperluan staforganisasi, iaitu sumber utama dalam mencapai matlamat organisasi tersebut. Kepimpinan sumbe rmanusia merenung akan keperluan, kemahiran staf dan perhubungan secara humanistic dalam sesebuah organisasi secara dalaman dan luaran, Donna Poniatowski, (2006). Pemimpin perlu mengambil berat tentang hubungan dengan pekerja melalui gaya kepimpinan termasuk member motivasi, membimbing dan mempraktikkan automoni pekerja dalam tugas serta melaksanakan pengupayaan.

Kepimpinan Politik

Kepimpinan politik menganggap organisasi sebagai untuk menguasai sumber yang terhad. Gejala konflik dalam organisasi dianggap sebagai rutin biasa dan kuasa adalah sumber utama pemimpin organisasi (Bolman &Deal , 1991). Pendekatan politik adalah sesuai apabila sumber- sumber adalah terhad atau megurangkan atau pun dalam sesuatu situasi yang konflik. Pemimpin akan menggunakan pendekatan kepimpinan politik untuk menangani konflik dalam organisasi melalui sokongan, membina hubungan, melakukan penyatuan dengan staf dan membubarkan hubungan dengan individu berpengaruh serta institusi di sekitarnya.

Kepimpinan Simbolik

Kepimpinan simbolik merujuk kepada situasi pemimpin melihat organisasi sebagai yang mementingkan budaya organisasi dianggap beroperasi seperti ‘pentas’ dan pemimpin serta staf adalah watak utamanya .Pemimpin yang menggunakan kerangaka simbolik akan mempunyai visi dan inspirasi yang tertentu. Pemimpin simbolik beranggapan bahawa stafnya perlu percaya akan matlamat perkerjaan mereka, matlamat organisasi dan bermakna. Simbolik sangat menekankan tradisi, budaya dan upacara apabila tujuan matlamat menjadi kabur. Sekolah atau pun sesebuah organisasi pendidikan sering mempunyai satu budaya yang jelas seperti peraturan, (Owens, 2001).

Model Komitmen Guru

Seterusnya, bagi mengukur aspek komitmen guru terhadap organisasi pengkaji telah menggunakan Model Komitmen Mowday et. al (1979) yang digunakan dalam kajian oleh Patimah Ibrahim (2007). Mowday menjelaskan komitmen sebagai elemen psikologi hasil interaksi pekerja dengan pemimpin melalui proses kepimpinan. Menurut beliau, apabila wujud hubungan positif antara pekerja dengan gaya kepimpinan pengetua, kepuasan kerja akan terhasil dan komitmen pekerja terhadap organisasi akan meningkat. Mowday et. al (1982), telah membahagikan model komitmen ini kepada tiga dimensi utama iaitu :

i. kepercayaan dan penerimaan terhadap matlamat organisasi.
ii. kesanggupan berusaha untuk organisasi.
iii. keinginan untuk mengekalkan keahlian.

Dalam mengukur aspek komitmen guru, soalselidik terdiri daripada 28 item yang merangkumi komitmen guru terhadap tugas guru, komitmen terhadap tugas mengajar, komitmen terhadap profesion perguruan , dan komitmen terhadap kumpulan kerja yang secara keseluruhannya menggambarkan tahap komitmen seseorang terhadap organisasi.

Metodologi

Kajian ini berbentuk kuantitatif deskriptif dan inferensi dengan menggunakan kaedah tinjauan. Data kajian ini diperolehi melalui instrument soalselidik yang diubahsuai *Leadership Orientation* Bolman& Deal 1991. Kerangka konsep kajian dibina berasaskan model kepimpinan Bolman & Deal (1991) yang berasaskan empat gaya kepimpinan guru besar iaitu, kepemimpinan struktural, sumber manusia, politik dan simbolik. Manakala Komitmen guru pula diukur dibawah tiga dimensi iaitu kepercayaan dan penerimaan terhadap matlamat organisasi, kesanggupan berusaha untuk organisasi dan keinginan untuk mengekalkan keahlian. Ujian Kolerasi Spearman digunakan untuk mengenalpasti kewujudan hubungan antara gaya kepimpinan dan komitmen guru.

Dapatan Kajian Dan Perbincangan

Gaya kepimpinan Guru Besar

Secara keseluruhan, gaya kepimpinan humanistik guru besar berada pada tahap tinggi. Dapatan kajian seperti dalam Jadual 1 menunjukkan bahawa persepsi guru terhadap gaya kepimpinan guru besar berdasarkan kempat-empat gaya kepimpinan adalah tinggi. Hasil analisis kajian mendapati bahawa gaya kepimpinan guru besar bagi humanistik mempunyai min paling tinggi.

Jadual 1: Gaya Kepimpinan Guru Besar

Gaya Kepimpinan Guru Besar	N	Min	SisihanPiawai	Interpretasi Min
Struktural	225	4.15	0.760	Tinggi
Sumbermanusia	225	4.16	0.764	Tinggi
Politik	225	4.12	0.750	sederhana
Simbolik	225	4.13	0.755	Tinggi
Min Keseluruhan	***225***	***4.14***	***0.758***	***Tinggi***

Merujuk kepada dapatan di atas, gaya kepimpinan sumber manusia paling kerap diamalkan oleh guru besar di semua sekolah tamil di Wilayah Persektuan Kuala Lumpur. Kepimpinan sumber manusia yang diamalkan oleh guru besar adalah melibatkan pengiktirafan dan penghargaan atas kesungguhan guru mengelola aktiviti sepanjang tahun. Ini menunjukkan bahawa semua guru dapat melihat gaya kepimpinan guru besar mereka sebagai gaya yang memberi apriasasi dan motivasi bagi mereka. Menurut Bolman & Deal (1991), adalah sangat penting bagi manusia untuk memberi kepentingan dan kepercayaan terhadap manusia lain untuk mewujudkan satu suasana yang harmonis.Orientasi kepimpinan yang cemerlang dan mantap memainkan peranan penting dalam mempengaruhi ciri-ciri organisasi guruan, membentuk nilai dan kepercayaan guru serta sikap bekerja dan komitmen mereka (Zaharah, 2002:Gabbidon, 2005). Kajian oleh MahçeDerel_ (2003)mengenal pasti gaya kepimpinan guru besar di sekolah rendah di Negara Turkey berdasarkan Empat Kerangka Kepimpinan Bolman

& Deal 1991. Dapatan kajian menunjukkan bahawa gaya sumber manusia merupakan gaya kepimpinan yang dominan yang diamalkan oleh guru besar dari perspektif guru dan guru besar itu sendiri. Kajian oleh Lokman Mohd . Tahir & Robiah Sidin (2008) telah dilakukan keatas 35 buah sekolah menengah di sekitar Negeri Johor. Tujuan kajian ini adalah untuk menentukkan gaya kepimpinan utama di sekolah-sekolah menengah di Negeri Johor. Hasil dapatan kajian ini menunjukkan kepemimpinan utama yang telah digunakan oleh pengetua lima jenis sekolah menengah di negeri Johor ialah kepemimpinan sumber manusia.

Gaya kepimpinan struktural juga mempunyai min yang tinggi kerana, sebagai seorang pemimpin , guru besar perlu membuat kerja bagi mencapai misi dan visi sekolah sejurus dengan matlamt organisasi. Gaya kepimpinan structural merupakan gaya yang yang amat mementingkan kejayaan atau hasil sesuatu aktiviti. Gaya ini sangat penting bagi mencapai matlamat organisasi dan matlamat sekolah. Pengetua dan guru besar perlu mengamalkan kepimpinan yang berkualti kerana kepemimpinan adalah penentu kepada kecemerlangan sekolah. (Lokman Mohd Tahir & Robiah Sidin 2008). Gaya kepimpinan guru besar dan pengetua sekolah telah lama menjadi satu pembolehubah yang penting bagi mengukur tahap keberkesanan sesebuah sekolah (Ibrahim, A.S, & Al-Teneiji, S , 2012). Maka, gaya kepimpinan structural amat penting mengekalkan kejayaan sesebuah sekolah.

Tahap Komitmen Guru

Secara keseluruhannya, dapatan kajian komitmen guru menunjukkan nilai skor min yang sederhana. Skor min yang paling tinggi ditunjukkan oleh kesanggupan berusaha untuk organisasi. Guru mempunyai tahap etika yang sangat tinggi kerana mereka ingin berusha secara berterusan untuk kejayaan organisasi.

Jadual 2: Tahap Komitmen Kerja Guru

TahapKomitmen Guru	N	Min	SisihanPiawai	Interpretasi Min
Kepercayaan dan penerimaanterhadapmatlamatorganisasi.	225	3.69	0.627	Sederhana
Kesanggupanberusahauntukorganisasi.	225	4.16	0.770	Tinggi
Keinginanuntukmengekalkankeahlian	225	4.17	0.740	Tinggi
Min Keseluruhan	***225***	***4.09***	***0.712***	***Sederhana***

Guru yang efektif akan meyediakan peluang kepada murid dengan sokongan bahan bantu mengajar dan aktiviti yang berorientasikan murid bagi menjayakan program sekolah kajian Kwong Kuan Hon (1996, dalam Yahya Don, Azizah Ismail, &Yaakob Daud, 2007) yang mengkaji komitmen organisasi dan hubungannya dengan peluang peningkatan kerjaya, kepuasan kerja, gaya kepemimpinan yang mementingkan pekerja dan gaya kepemimpinan yang mementingkan tugas. Dapatan kajian menunjukkan wujud hubungan yang signifikan antara komitmen dengan peluang peningkatan kerjaya, kepuasan kerja dan gaya kepemimpinan yang mementingkan tugas.

Hubungan Kepimpinan Etika dan Kepuasan Kerja Guru

Berdasarkan dapatan, terdapat hubungan positif yang signifikan di antara gaya kepimpinan dominan guru besar iaitu sumber manusia dengan komitmen kerja guru dengannilai r = 0.728 dan sig = 0.000. Kajian Ali Khamis Ali (2002, dalam Yahya Don, Azizah Ismail, &Yaakob Daud, 2007) mendapati kepemimpinan sekolah yang suka menolong mempunyai hubungan signifikan dengan komitmen guru terhadap organisasi.). Justeru itu, keberkesanan kepimpinan pemimpin ditentukan oleh perhatian terhadap pembangunan kerjaya pengikutnya (Ishak, 2006) serta tempoh guru kekal dalam sesuatu organisasi dan produktivitinya (McColl-Kennedy & Anderson 2002). Keseluruhannya, kejayaan sesebuah sekolah dalam mempunyai staf yang berkomited mahupun persekitarannya yang kompetetif bergantung pada kepimpinan yang dapat mengarah modal insane kepada produktiviti dan komitmen.

Jadual 3: Hubungan di antara gaya kepimpinan sumber manusia guru besar dengan komitmen guru

Correlations

			GAYAKEPIMPINANSUMBERMANUSIA	TAHAPKOMITMENGURU
Spearman's rho	GAYAKEPIMPINANSUMBERMANUSIA	Correlation Coefficient	1.000	.728**
		Sig. (2-tailed)	.	.000
		N	225	225
	TAHAPKOMITMENGURU	Correlation Coefficient	.728**	1.000
		Sig. (2-tailed)	.000	.
		N	225	225

**. Correlation is significant at the 0.01 level (2-tailed).

Menurut Abdul Shukor, (2004), walaupun sumbangan pelbagai gaya kepimpinan terhadap prestasi dan komitmen guru tidak boleh dinafikan, pemimpin-pemimpin disaran untuk berfikiran fleksibel serta pelbagai dimensi bagi memperkukuhkan kepimpinan mereka dalam usaha mempertingkatkan komitmen dan prestasi guru.Sebagai pemimpin utama di sekolah, pengetua merupakan individu paling penting dan berpengaruh di dalam sesebuah sekolah. Beliaua dalah merupakan orang yang bertanggungjawab terhadap semua aktiviti dan perkara yang berlaku di sekolah terutamanya dalam hal-hal atau program yang berkaitan dengan dasar-dasar penting dalam pendidikan (Mastura Idris;2013). Pengetua merupakan elemen atau individu yang sangat penting dalam menentukan kejayaan serta pembaharuan positif di sekolah (Edmonds; 1979, Thomas; 1997). Oleh itu, kemahiran kepimpinan harus dimiliki oleh pengetua atau guru besar agar urusan pentadbiran sekolah dapat berjalan dengan lancar dan berkesan.

Kesimpulan

Secara keseluruhanya kajian ini mendapati sumber manusia merupakan gaya kepimpinan yang dominan yang diamalkan oleh guru besar. Semua guru mempunyai satu perspektif bahawa gaya kepimpinan sumber manusia diikuti dengan structural dapat meningkatkan tahap komitmen yang lebih tinggi.

Kegagalan pemimpin sekolah dalam mewujudkan iklim sekolah yang positif, nilai kepemimpinan yang efektif dan penglibatan guru yang rendah akan menimbulkan masalah

dalam keberkesanan sekolah. Kepemimpinan yang positif dan mantap saling bergantung pada tahap pencapaian murid dan tahap komitmen kerja guru

Penutup

Dalam amalan kepimpinan guru besar di Sekolah-sekolah Tamil di Wilayah Persekutuan Kuala Lumpur menunjukkan bahawa gaya kepimpinan adalah tinggi dengan keutamaan kepada sumber manusia, diikuti struktural, simbolik dan politik. Walaupun dalam kajian ini mendapati amalan kepimpinan berstruktur lebih cenderung kepada sumber manusia, namun kepimpinan berstrategikan politik dan simbolik mempunyai pengaruh terhadap keprihatinan tugas guru. Ini diramalkan bahawa amalan kepimpinan dalam kerangka politik sangat diperlukan kerana dalam melaksanakan sebarang pembaharuan atau amalan baharu yang hendak dibawa akan mewujudkan suasana persaingan untuk menguasai sumber serta konflik dalam tugasan. Dengan kata lain, kemungkinan terdapat perbezaan dalam kalangan ahli dari segi nilai, kepercayaan, maklumat, minat dan penilaian terhadap realiti. Oleh itu, pemimpin sekolah harus bijak mengatasi konflik yang mungkin terjadi akibat daripada tugas yang dipertanggungjawab tidak jelas iaitu bercanggah daripada sikap dan keperluan organsasi.

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MOBILE PHONE ADDICTION: AN EMERGING PROBLEM WITH PHYSIOLOGICAL IMPACT ON ARABIAN YOUNG ADULTS

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Abstract:
Mobile phone use has dramatically increased worldwide, and there is a growing debate whether the overuse of mobile phones can be defined as a form of behavioural addiction with physiological impact on young adults. Several studies investigated the pattern of mobile phone use in young adults, reporting significant relationships between mobile phone addiction and depression, anxiety, as well as sleeping disorders. In this study, we are going to investigate the prevalence of mobile phone addiction among Arabian young adults in Jordan and its' psychological impact, taking into consideration the pattern of mobile phone use, which can help in elaborating the risk factors for developing improper patterns of mobile phone use, as well as the relationship between specific patterns of mobile phone utilization with mental health issues.

Keywords: Mobile phone addiction, mental health, young adults

Introduction

During the past years Mobile phones have become one of the focal factors in the development of the international technology and communication markets, Mobile phones have been handy to all ages and all societies turning to be a crucial factor in the daily life routine.

However, many studies had emerged discussing the negative effects of the increasing use of mobile phones on the psychological and behavioral acts of the population (Arumugam, Sachi, & Nagalingam, 2014). Many studies have been able to link excessive phone use with depression, anxiety and sleep issues.

Literature review

The phrase “no mobile phobia” is a good way to describe the attachment people have with their phones. One study found that both genders almost indifferently suffer from phobia of losing their phone, and 9% feel stressed when their mobile phones are off. The study sampled 2,163 people. Most of them mentioned keeping in touch with friends or family or work as the main reasons that they got anxious when they could not use their mobile phones (“13m Britons have ‘no mobile phobia’ | Metro News,” n.d.).

Other studies have been coming out with connections between depression, sleep quality and excessive mobile phone use; It has been reported that sleep construction is affected by reducing rapid eye movement (REM) sleep, slow-wave sleep, and sleep efficiency, or that the bright light of the screen may affect the melatonin secretion by changing the cycle of secretion or suppression of secretion and therefor delay the onset of sleep (Adams & Kisler, 2013). Moreover, students whose sleep is disrupted because of technology use may be more likely to experience markers of depression (Dworak, Schierl, Bruns, & Struder, 2007). One of those studies done in Turkey concluded that the sleep quality and mood disorders are interconnected and that sleep is disrupted by excessive mobile phone use (Demirci, Akgönül, & Akpinar, 2015). With observation, it was noted that people with mobile phone addiction are at high risk to skip meals, neglect self-hygiene and reduce physical activity which are all considered predisposing factors to depression (Alosaimi, Alyahya, Alshahwan, Al Mahyijari, & Shaik, 2016).

On the other hand, another study was conducted by trial of inhibiting the user form their phone for two days after which they started having some symptoms of depression as stated (Elhai, Hall, & Erwin, 2018). Depression in Lebanese university students was also significantly associated with smartphone addiction (Matar Boumosleh & Jaalouk, 2017).

Physical discomfort due to mobile phone use was mentioned in multiple studies; some were concerned of how prolonged use of the phone causes muscle pain and headaches which may affect sleep negatively (Thomée, Härenstam, & Hagberg, 2011). In other studies," 16.08% of the subjects complained of headache and 24.48% of fatigue. Impaired concentration was reported by 34.27% of respondents, memory disturbances by 40.56%, sleeplessness by 38.8%, hearing problems by 23.07%, and facial dermatitis by 16.78%", 44.4% of these complaints were related their symptoms to mobile phone use (Khan, 2008).

Mobile phones are found to be more fascinating to use by the adolescents. Research shows that teenagers are far more likely to become dependent on mobile phones as compared to adults (Nichols & Nicki, 2004) (CHÓLIZ, 2010). Sahin et al. found that the time at which the first mobile phone is obtained gives high probability of addictive behaviour to mobile phone use (Sahin, Ozdemir, Unsal, & Temiz, 2013). Young people become attached to cell-phones some of them never turn it off; One out of every three young people never turns off his/her device ("13m Britons have 'no mobile phobia' | Metro News," n.d.) (Mariano Chóliz, Villanueva, & Chóliz, 2009) ("Menores de Edad y Conectividad Móvil en España: Tablets y Smartphones. - Fuentes Documentales .- Bienestar y protección Infantil," n.d.). In the analysis of an Italian study in which 2794 student between 13-20 years old, age was found to be a mild protective factor to problematic mobile phone use (Martinotti et al., 2011), all that gives an indication that the young population are at highest risk of developing addictive behaviours to mobile phone use.

With the evolving use of mobile phones, multiple researchers were trying to include excessive mobile phone use as one of the addictive behaviors in the new DSM-V criteria (Regier, Kuhl, & Kupfer, 2013), however, DSM-V didn't include it in its new release in 2013 but included other addictive behaviors like gambling and internet gaming, these previously mentioned addictive behaviors were compared to excessive mobile phone use (Lesieur & Blume, 1987) (Nichols & Nicki, 2004) (Tejeiro Salguero & Morán, 2002) . and in some studies, they used evidenced cost and number of calls or messages sent, interference with other activities in daily life, even at night, to describe the use of mobile phones among other addictive behaviors in the sense used by the Diagnostic and Statistical Manual for Mental Disorders-Fourth Edition-Text Revision (DSM-IV-TR; American Psychiatric Association, 2000) in its definition of substance abuse (M Chóliz, 2012).

Other papers considered Signs of Mobile Phone Addiction: 1-money spent on phone accessories, 2-involving the phones in alarming them to do everything in their life, 3-They install different apps in mobile, 4-When people meet other people they talk about mobile, 5-People use it in the bathroom, 6-Experience anxiety when phone is misplaced, 7-Feel uncomfortable if more than two hours pass without checking phone for messages, 8-Experience extreme emotions when a cell phone connection is lost, 9-Answer calls and text messages while driving, 10-The first thing upon waking is check phone for messages (Bhise, Ghatule, & Ghatule, 2014) (Choi et al., 2014).

The aim of this study is to investigate the prevalence of mobile phone addiction among Arabian young adults in Jordan and its' psychological impact, taking into consideration the pattern of mobile phone use, which can help in elaborating the risk factors for developing improper patterns of mobile phone use, as well as the relationship between specific patterns of mobile phone utilization with mental health issues.

Methods

Design

This study is cross sectional descriptive study, which used online base self-reported questionnaire. Convenience sampling technique was used. Online questionnaire was posted in different social media recurrently websites asking internet users to participate in the study. A total of 3534 internet users completed the self-administered questionnaires within 3 months period. Information about the purpose of the study, what participants are expected to do, and the significance of the study, anonymity, and confidentiality for the study were explained and assured at the first page of the online questionnaire. Researcher's contact information was given also to enable participants to ask, and all their entire questions have been answered.

Instruments

The data were collected using the Arabic version of the selected tools; Test of Mobile Phone Dependence and Mobile Phone Use Survey, (Beck Depression Inventory, Generalized Anxiety Disorder (GAD-7) scale, Sleep disturbances instrument). The WHO guidelines for translation and tool adaptation were used. The tools were as follows:

Test of Mobile Phone Dependence was adapted from the study " Mobile-phone addiction in adolescence: The Test of Mobile Phone Dependence (TMD),by Chóliz M (M Chóliz, 2012) it took into account the dependence criteria of DSM-IV-TR for dependence disorder. The second tool used to build the questionnaire ; Mobile Phone Use Survey was concluded from " Psychological Predictors of Problem Mobile Phone Use" study by Adriana Bianchi and James G. Phillips (Bianchi & Phillips, 2005); consisted of three sections addressing (a)demographic details (age, gender, level of education, and income range), (b) mobile phone usage (duration of since having the participant's first mobile phone, the time spent using the phone /day , time spent sending and receiving text messages (Short Message Service [SMS]) and time spent on calls, and (c) problem usage. The questions covered the issues of tolerance, escape from other problems, withdrawal, craving, and negative life consequences in the areas of social, familial, and work difficulties. These questions included issues such as a person's loss of control over their amount of mobile phone usage and time spent on mobile phone–related activities.

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Beck Depression Inventory used to explore level of depression among participants. It consists of 21 items, response which was rated according to 4-point Likert-type scale (multiple-choice self-report inventory, choses scores ranged from 0 to 3) with a range in total score from 0 to 63. Total Scores categorized as following; no depression (0-14); mild depression (15-19); moderate depression (20-28), severe depression (29-63).

Generalized Anxiety Disorder (GAD-7) scale used to assess the level of anxiety among participants. It consists of 7 items, response which was rated according to 5-point Likert-type scale (1= Not at all sure; 2= rarely; 3=sometimes; 4=usually; and 5=always) with a range in score from 0 to 35, higher scores mean greater severity of anxiety.

Sleep disturbances will measure by using the DSM-5 Level 2-sleep disturbance adult measure is the 8-items PROMIS sleep disturbance short form that assesses perceptions of sleep quality, restoration and sleeps depth associated with sleep. This includes perceived difficulties and concerns with getting to or staying asleep, as well as perceptions of the adequacy of and satisfaction with sleep (PHO, 2012). Each item asks the patient to rate the severity of the patient's sleep disturbance during the past 7 days. This scale contains 8 items, response which was rated according to 5-point Likert-type scale (1=never; 2=rarely; 3=sometimes; 4=often; and 5=always) with a range in score from 8 to 40, higher scores mean greater severity of sleep disturbance. The PROMIS scale that will be used to determine sleep disturbances gives us the most accurate and precise results which are better than longer scales that are usually used in researches on sleep (Yu et al., 2011).

Results

Demographics

A total number of 3543 participants completed the online questionnaire, most of them 69% (n= 2446) were females while 30.9% (n= 1695) were males. The sample mean age was 23.7 (SD= 7.5), and the mean monthly income was 343 (SD= 16707.8). In regard to samples' education level, 89.2% (n=3166) were at bachelor's degree, 2.3% (n= 83) were at diploma degree, 7.9% (n= 279) were at school, and only 0.6% (n= 20) could read and write only. Most of them were not smoker 69.8% (n= 2473), 26.8% (n= 950) were smokers, and 3.4% (n= 119) quit smoking soft at least six months. Regarding alcohol consumption, most of them did not use alcohol 90.3% (n= 3199), 3.9% (n= 119) were alcohol users, and 6.3% (n= 224) were using alcohol in little amounts and rarely.

Psychological parameters

This study explored depression level, anxiety level, and sleep disturbance severity among selected sample. The results showed that the mean depression level was 14.4 (SD= 10.1); 18.9% (n= 671) of the sample were having mild level of depression, 17.2% (n= 610) have moderate level and 9.9% (n= 352) have high level. Related to anxiety level, results revealed that mean anxiety level was 18.7 (SD= 7.9); 25.3% (n= 895) of the sample were having low level of anxiety, 49.8% (n= 1766) have moderate level and 24.9% (n= 882) have high level. Regarding sleep disturbances severity, results showed that the mean sleep disturbances severity was 14.4 (SD= 10.1); 28.5% (n= 1009) of the sample were having low sleep disturbances severity, 48.2% (n= 1706) have moderate severity and 23.3% (n= 828) have high severity.

Phone addictive behaviours

This study explored some of internet phone use behaviours, the results revealed that most of the participant 91.2% (n= 3232) carry their phones with them all the time. And 56.9% (n= 2017) were experiencing criticisms from their families and friends regarding their use of phone. In addition, 69.2% (n= 2453) of them were feeling lost when their phones are not with them. Fortunately, only 28.5% (n= 1010) were feeling anxious when they can't check their phones. Despite that the majority of participants 93.6% (n= 3317) reported that they use phones only in their free time, 76% (n= 2694) used their phones more times than they planned. Regarding the productivity, 44.1% (n= 1563) of them agreed that their productivity level decreased significantly after using phones. While 73.4% (n= 2600) reported that they check their phones repeatedly for notification, 65.5% (n= 2321) tried to stop themselves from checking their phones repeatedly for notification, and only 28.7% (n= 1017) tried to hide their phone use.

Furthermore, 41.6% (n= 1473) reported that they feel that they have new notifications while there aren't any. Regarding getting likes for posts and pictures on social media, only 23.8% (n= 842) feel sad when their post does not get enough likes. It is interesting to note that 40.2% (n= 1425) do not mind sharing their personal information and pictures on social media, and 38.4% (n= 1360) could express their feelings and thoughts better on social media than real life.

Phone addiction related psychology

Regarding sleep health, 61.9% (n= 2193) delay their sleep because of phone using, and 84.8% (n= 3004) check their phone in the first half hour after waking up in the morning. In addition, 44.7% (n= 1582) revealed their phone in dangerous situations (driving, crossing roads, etc.). Furthermore, 62% (n= 2196) agreed that their urge to phone use increased by time, 60.7% (n= 2151) can't stop using their phone the moment after beginning. While most of them 68.6% (n= 2431) reported that they cannot tolerate daily life without their phones, only 35.1% (n= 1245) did not get annoyed from others' criticisms.

Discussion

This descriptive study is aimed to demonstrate the pattern of mobile phone use among Jordanian population, in addition to investigating the psychological impact of its usage. Despite the vital role of mobile phones in our lives, its use is not without its disadvantages (Bianchi & Phillips, 2005), one of which is mobile phone addiction (Park, 2005). A mobile phone has many attributes and features behind its addictive effect. For instance, in addition for being important in communications and maintenance of personal and social relationships, mobiles are considered a source of entertainment, technological innovations in which younger generations have better skills compared to adults, autonomy for adolescents, as well as playing a crucial role in providing youth's identity, especially by comparing their devices with others' devices (Choliz, 2010; Ellwood-Clayton, 2003; Lobet-Maris, 2003; Oksman & Turtiainen, 2004; Taylor & Harper, 2003). Mobile phone addiction is considered non-chemical behavioural addiction that can be characterized by many adverse consequences, such as craving, inability to control impulse, tolerance (diminished response to the same amount of hours), withdrawal, escape from other problems, in addition to negative consequences upon daily life on familial, social, educational, and professional levels (Çağan, Ünsal, & Çelik, 2014; Chóliz, 2012; Walsh, White, & Young, 2010; C.-F. Yen et al., 2009). In our study's population, despite that most participants (93.6%) reported mobile phone utilization only in their free time, 76% admitted

using their phones more time than they planned to, and 44.1% agreed that their productivity level decreased significantly after using phones. Remarkably, 68.6% of the study population reported that they cannot tolerate life without mobile phones for 1 week, which was more than Pew Research study, 46% (Elhai, Dvorak, Levine, & Hall, 2017). Moreover, 41.6% feel their mobile phone vibration as phantom cell phone vibration in the absence of real notifications (Kruger & Djerf, 2016). This raises the concern about the effect of mobile phone utilization among adolescents and young adults, and its burden on our society.

Many articles have suggested the similarity in the pattern of mobile phone addiction and other types of addiction, such as drugs addiction, smoking, alcohol, and gambling (Rodda, Brown, & Phillips, 2004; Takao, Takahashi, & Kitamura, 2009). However, it is important to distinguish between addictions to the Internet and addictions on the Internet, such as online gambling (Király et al., 2014). In this study, 26.8% were current smokers, while only 3.4% reported regular alcohol consumption. Further studies are recommended to investigate the correlation between different addictive behaviours, which will allow us to allocate the significant risk factors that can help us in preventing mobile phone addiction in subjects with addictive personality in Arabian population (Takao et al., 2009).

Upon analysing the depression levels in this study, 18.9% were having mild level of depression, 17.2% had moderate level and 9.9% had high level of depression. Furthermore, the analysis of the anxiety levels showed that 25.3% reported low level of anxiety, 49.8% had moderate level and 24.9% had high level of anxiety. Low sleep disturbances were present in 28.5% of the sample, while 48.2% had moderate severity and 23.3% had high severity. Previous literature showed that those categorized as heavy users of mobile phones report greater subsequent levels depression, anxiety and sleep disturbances (Thomée, Eklöf, Gustafsson, Nilsson, & Hagberg, 2007), and even after excluding participants with baseline mental health issues, high mobile phone use was also linked to sleep difficulties and depression after one-year follow-up (Thomée, Härenstam, & Hagberg, 2011). However, it has been purposed that the relationship is bidirectional, where smartphone use drives psychopathology, and psychopathology further drives additional problematic use as a coping mechanism for feeling lonely and under stress (Hong, Chiu, & Huang, 2012; Van Deursen, Bolle, Hegner, & Kommers, 2015; J.-Y. Yen et al., 2012).

The main limitation in this study was the inability to compare between the different governorates of Jordan in mobile phone addiction, depression, anxiety and sleep disturbances. Different Jordanian governorates have different social, traditional and environmental factors that influence their physical health, mental health, as well as the pattern of their mobile phone use (Daradkeh, Alawan, Ma'aitah, & Otoom, 2006; Youssef, 2005).

In conclusion, this study provided an initial investigation of the patterns of mobile phone addictive behaviours among Jordanians, in addition to the reporting the psychological parameters for the same population. It was shown that mobile phones plays an important role in the life of Jordanians, with high rates of some addictive behaviours. Results of this study will provide a useful foundation for further behavioural and psychological studies aiming towards controlling these addictive behaviours, in order to decrease the rates of mobile phone addiction, which will allow us to reach our ultimate goal in providing guidance for healthier lifestyle.

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Tables

Table 1: Demographic

Categorical Variables		n	%
Gender	Male	1695	30.9
	Females	2446	69
Education level	Bachelorette	3160	89.2
	Diploma	83	2.3
	School	279	7.9
	Can read and write	20	0.6
Smoking	Yes	950	26.8
	No	2473	69.8
	Quit	119	3.4
Alcohol	Yes	119	3.4
	No	3199	90.3
	A little	224	6.3
Continuous Variables		Mean	SD
Age		23.7	7.5
Monthly income		343	16707.8

Table 2: psychological parameters

Variables		**n**	**%**
Depression	**Mild**	671	18.9
	Moderate	610	17.2
	Sever	352	9.9
Anxiety	**Mild**	895	25.3
	Moderate	1766	49.8
	Sever	882	24.9
Sleep disturbances severity	**Mild**	1009	28.5
	Moderate	1706	48.2
	Sever	828	23.3

Table 3: phone addiction behaviours

Behaviours		n	%
Carry phone all the time	**Yes**	3232	91.2
	No	309	8.7
Feeling lost	**Yes**	2453	69.2
	No	1089	30.7
Anxious when not able to check phone	**Yes**	1010	28.5
	No	2532	71.5
Using phone in free time	**Yes**	3317	93.6
	No	225	6.4
Using phone more than intended	**Yes**	2694	76
	No	848	23.9
Productivity decreased	**Yes**	1563	44.1
	No	1979	55.9
Hide using phone	**Yes**	1017	28.7
	No	2525	71.3
Recurrent phone checking	**Yes**	2600	73.4
	No	942	26.6
Try to stop checking	**Yes**	2321	65.5
	No	1222	34.5
Feel of new notification when there is not	**Yes**	1473	41.6
	No	2070	58.4
Feel sad when have little "likes" on social media	**Yes**	842	23.8
	No	2700	76.2
Do not mind share personal information	**Yes**	1425	40.2
	No	2117	59.8
Better feeling and thoughts expression on social media	**Yes**	1360	38.4
	No	2182	61.6
Being criticized by family and friends	**Yes**	2017	56.9
	No	1526	43.1

Table 4: phone addiction related psychology

Behaviors		n	%
Delay sleeping	**Yes**	2193	61.9
	No	1350	38.1
Dangerous use	**Yes**	1582	44.7
	No	1961	55.3
Checking notification after waking up in morning	**Yes**	3004	84.8
	No	539	15.2
When feeling lonely, using phone increased	**Yes**	2953	83.3
	No	590	16.7
Increased need for phone using by time	**Yes**	2196	62
	No	1374	38
When using phone, find difficulty to stop	**Yes**	2151	60.7
	No	1392	39.3
Can't tolerate life without phone for one week	**Yes**	2431	68.6
	No	1112	31.4
Tried to decrease phone using	**Yes**	1346	38
	No	2197	62
Annoyed from others' criticism	**Yes**	1245	35.1
	No	2297	64.8

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THE ROLE OF MULTILINGUALISM IN INFLUENCING STUDENTS' ENGLISH LANGUAGE ACQUISITION IN AN OUTSKIRT MALAYSIAN PRIMARY SCHOOL

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Abstract:

Malaysia, as a multilingual country sets a platform for language learning. Bahasa Malaysia is for national unity and the English language is the second language and other languages as the third language. A child that may speak a native language at home, speak the local national language at school and salso learn at least a foreign language. The fluency of our second or third language may not be as fluent as the first language. As a result, many studies have been conducted about the learners' mother tongue and the code-switching process. However, a study for the English teachers to overcome the influence of the mother tongue in the Iban community towards their spoken English has not been located. Therefore, a qualitative case study has been conducted in order to provide the description of case-related individuals' and give deeper understanding on the 1) multilingual learners' perceptions toward their English spoken language and 2) exploring multilingual influences in their spoken English. The participants identified are Ibans from Year 3 primary students; that is located at the outskirt primary school in Kanowit in which they are learning standard Iban language, Bahasa Malaysia and English language at school. Data were collected via semi-structured interviews, field notes, and questionnaire. The findings were structured into themes: the frequency in communicating the three languages (Bahasa Malaysia, Iban language and English language) among the three pupils at school in a day, home language support in learning and peers' influence in communicating the English language.

Keywords: multilingual, spoken English, Iban language, Bahasa Malaysia, native language or mother tongue, code-switching

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Introduction

All Malaysian citizen has to learn Bahasa Malaysia as a symbolism of unity and means of communication among varies races in Malaysia after the Malaysia's independence. In addition, the implementation using Bahasa Malaysia and English in schools has a very large impact on the Ibans, whereby the Ibans can speak Bahasa Malaysia and English other than speaking in their own mother tongue. Somehow, the patterns of the communication and language use among Ibans are changing because of the influence from Bahasa Malaysia and English. Therefore, during the conversation, they tend to mix words from those languages. This study focuses on the code-switching phenomenon among Ibans pupils. Malaysia is a progressing country that consists of Peninsular Malaysia which is part of Southeast Asian mainland and the East Malaysia which are Sabah and Sarawak and together with Labuan Island that located on the Borneo Island. Maya, Kuang and Dealwis (2018) mentioned that an estimated population of 31 million comprising 50% Malays, 25% Chinese, 10% Indian and 15% indigenous people that are mostly from Sabah and Sarawak. As a multi-ethnic multicultural country, Malaysia sets a platform for language learning. According to Hays (2013), he mentioned that there are many languages in Malaysia which are Bahasa Malaysia (official), English, Chinese (Cantonese, Mandarin, Hokkien, Hakka, Hainan, Foochow), Tamil, Telugu, Malayalam, Panjabi, Thai. In Eastern Malaysia on Borneo, several indigenous languages are spoken, but Iban and Kadazan are the most prominent. Maya Khemlani, Ching Hei Kuang and Dealwis (2018) also supported Hays quote by stating Malay, English, Mandarin, and Tamil are the principal languages spoken by those in Peninsular Malaysia meanwhile in Sarawak, Malay is the most commonly spoken dialect, however, in Sabah, Malay and English are commonly used especially for the higher social and economic class.

After the British colonization, a monolingual-oriented national language policy of using Bahasa Malaysia language has been adopted in order to foster national identity and unity. The official national language was chosen too for promoting efficient communication within the society. To address the language issues in Malaysia, there are two legal documents which are the Federal Constitution of Malaysia in 1957 and the Language Act in 1967. The Federal Constitution of Malaysia in 1957 defined Malay status as national language of Malaysia. The Language Art in 1967 proclaimed Malay as the national language and official language in Malaysia. In this research, the focus is on individual multilingualism. A child who may speak a native language at home, speak the local national language at school and also learn at least a foreign language. The fluency of our second or third language may not be as fluent as the first language.

Iban is one of the indigenous groups in the island of Borneo which is Sarawak in which Sarawak is the largest state in Malaysia. According to Asmah Haji Omar (2016), about 30% of the total population that approximately 2 million in Sarawak are Iban speakers. Sarawak was under Western rulers during the pre-Malaysia period. At first, Sarawak state was ruled by the Brooke Dynasty and then, followed by the British colony. The three English rajahs from the Brooke Dynasty were recognised as Rajah Brooke from 1841 until 1946. James Brooke was the founder of Brooke Dynasty when he as the traveller of fortune found out about the rebellion in Brunei against the resigning sultan. Since the Brooke's success in settling down the rebellion, the Sultan Brunei awarded him Sarawak. Even though, Malay was the official language of Sarawak, James Brooke also introduced using English as the medium of instruction in schools. In 1946, a slight change in the official stance for native education when Sarawak in a British colony. In 1955, the Iban language was first included especially for the secondary English schools as "Asian language' rubric in the government school curriculum. In 1957, the "Asian language" rubric was changed as Iban language. In the same year, Iban language became a subject for the Sarawak Junior Certificate (SKC) under the name as 'Sea Dayak' whereby no standard syllabus or teacher's guide for its teaching.

Before 1963, the Sarawak State Legislative Assembly decided that only Iban children can be taught Iban as in the Sessional Paper No.3 titled "The Curricula and Syllabuses for Junior Schools'. It stated that only the Iban descent was taught Bahasa Iban. The period for teaching was 120 minutes or three periods a week. The syllabus purpose is that an Iban student: "should be able to use his mother tongue accurately and effectively, even if in the course of his daily work he uses English. An educated man who has lost his fluency in his own mother tongue will find that there is a barrier between him and the older generation, and he will be unable to help his own people fully." (The Full Teaching Syllabus for Junior Secondary Schools, 1964) as cited in Asmah Haji Omar (2016). Language teaching for Iban language was focused on the four skills such as listening, speaking, reading and writing, and language study, appreciation of Iban traditional poems, interpretation of texts and a two-way translation of Iban and English. The Minister of Education approved that Iban language as an additional language taught in the new curriculum for the secondary school in Sarawak in December 1986. In 13 May 1987, the Federal Government has allowed Iban to be taught as a primary school subject with a condition whereby at least 15 pupils under the Pupils Own Language (POL) guidelines. The Ministry of Education accepted the teaching of Iban for the lower secondary school in 1988. On 31 December 1997 with the implementation of the Education Act 1996, the Iban language became as POL for primary and secondary level in national schools. The Curriculum Development Division was established to achieve educational matters and the teaching of ethnic languages by Ministry of Education in 1996. In 2001, the publication of textbook began by the Textbook Division of the Department of Education. According to the Rules on National Education Curriculum 1997, the Iban or other ethnic indigenous language is not as an 'additional language subject' in which means Iban is not a subject on par with other subjects like history, geography etc. but as a POL in Sarawak. Although the Malaysia National Education Blueprint 2013-2025 did not mention the long-term position of Iban, the objective of the Blueprint was 'building an education system that gives children an appreciation for our unique identity as Malaysians' as quote by the Prime Minister in the Foreword to the Preliminary Report Executive Summary, Malaysian Educational Blueprint. Four roles of English by Coleman (2011) as cited in Mariche Cholakova (2015) which are: English for academic success, English for international employment opportunities, English for international communication, and English for global education (p.37).

Malaysia has various spoken languages and dialects. With the influence of Malaysian Linguistic Diversity as well as the Malaysian demographics, the code-switching may occur in the various language for this multilingual and multicultural country. All ethnics are exposed to the national language, Bahasa Malaysia and English as formally taught in schools. Muhamad Subakir Mohd Yasin (1998) and Gaudart (1987) as cited in Marina Taeng (2008) described that, "Malaysia's language policy since 1969 is a multilingual nation based on the three major ethnic group with Bahasa Malaysia as the sole national language whereby English language is the official language (p.2). Hence, most of the Malaysians could speak more than one language or dialect although they communicate in one-shared code with other races. English language and Bahasa Malaysia are broadly used in formal or informal situation.

Problem statement

The problem arise for this research is when pupils' mother tongue which is Iban language and Malay language interfere English spoken language in which they tend to code-switch into other languages than their spoken English.

Research objectives

[3] To find out pupils' perceptions toward their English spoken language.

[4] To investigate the influence of multilingualism on Year 3 pupils' spoken English.

Literature review

Multilingualism

Multilingualism by Hoffman (1991) as cited in Hamza and Naif (2012) defined it as a multitude of situations where two or more languages are in contact with each other either individually, socially or across nations. Pia Resnik (2018) has conducted a study on multilinguals' use of the first language (L1) and the second language (L2) acquisition inner speech. The participants were 167 bi/multilinguals that were mostly highly proficient users of English. If frequently and proficiently used, the inner speech from L1 could shift into L2 which is English if in the L2 environment, the bi-/multilingual experiences naturalistic exposure to English.

Connie Lam James (2016) study on the multilingual learners in experiencing their multilingual identities in a first-year academic literacy class (ALC) shows that multilingual students' linguistic perceptions and practices were reflective and may be constrained by the dominant linguistic discourses.

Mariche Cholakova (2015) study the influence of English language in a multilingual, multicultural, and multi-ethnic country and a monolingual environment in Macedonia in the Southeast Europe. The discussion was on the positive and negative English influence and the participants' attitudes in a multilingual vs monolingual environment. The role of English based on the literature review became the main obligatory subject as a native language, as a second language or a foreign language. The result in a questionnaire discovered that inside the classroom, the usage of English was mostly noticeable among the students themselves and between the teacher and the students whereby the multilingual environment is more encouraged and practiced rather than in the monolingual environment. Thus, in a multilingual and a multicultural setting has higher usage of English in which the students use English as their medium of communication compared in a monolingual setting that only communicate in English. The results are nearly anticipated with past studies in the literature review in which reported that English are given multiple roles outside of the classroom such as language that dominates technology, for business conferences, job requirements, etc. The results indicated the participants from the monolingual setting never use English in their daily conversation. In a multilingual setting, they use English to communicate especially when addressing to their teachers unlike in a monolingual setting whereby emphasized on the usage of their mother tongue.

How Soo Ting et. al (2015) studied on the language vitality of Malaysian Languages, particularly on the use of Bahasa Malaysia for national unity and English as the second language, and its relation to identity. Questionnaires were distributed to five primary Malaysian students from vernacular Tamil and Chinese schools to gauge the vitality of these two languages. The findings indicate Bahasa Malaysia and English do not have high vitality but the vernacular languages have high vitality.

Taw Azu (2013) studied on the impact of multilingualism and multiculturalism on English Language Education at Arunanchal Pradesh state that have twenty-five major tribes, sixty dialects and two languages i.e. Boti and Thai. In the finding, the impact of multilingualism on English education was shown in phonological influence of mother tongues of different speech communities, for spoken and written form.

Khairul Aini Mohamed Jiri (2012) conducted a research on the experience of becoming English teachers in two multicultural countries based on the narratives from preservice teachers in the United States and Malaysia. In the United Stated, English is the medium of instructions in schools while in Malaysia holds a status of the nation second language. The data analysis provides four major themes 1) Personal development, 2) Developing Relationship 3)

Professional Development and 4) Pedagogical Practices. The findings showed that there are differences on the preparedness between the preservice teachers in the two countries and the nature of curricular experiences. In the theme one for personal development, the preservice teachers in the United States portraited future expectation, hopes and fears in becoming teachers. The narratives from the preservice teachers in the United States show not only their hope and expectation as teachers but also provide academic help for students. However, the preservice teachers in Malaysia has prominent idea whereby teachers' expectation as an exemplary figure and role models to students and society. In summary for the theme one, the preservice teachers in the United States used their individual experience and knowledge for their preparatory experiences learning as the English-Language Learners teachers. As for the preservice teachers in Malaysia do share the same dreams of becoming role models to their future students like in the United States but they have the struggle in their process of making sense of their preparatory experiences to become teachers such as the insufficiency of teacher preparation program, struggle with their own identity as Malays in which related to the issues of culture, society, language and religion in Malaysia. In the theme two for developing relationship, the preservice teachers in the United States believed that building relationships with students will create a more learning-friendly environment that will benefit the students. As for the preservice teachers in Malaysia mentioned that teachers should not only concerned about students' education but also their emotional state. To establish relationship with students, teachers should remember students' name. A good relationship with students would achieve if the teacher offers the comfort and safety in the class. In the theme three for the professional development, the preservice teachers in the United States recalled that the participants get the ideas of commitment from their own experience learning with their favourite teachers in school. As for the preservice teachers in Malaysia, sincerity in teaching besides the commitment, patience and perseverance are relevant point for teacher's commitment. Teacher knowledge does help in the teachers' professional development. In United States, the class project, assignments, discussions, class readings enrich the knowledge. Thus, these help them for preparation to face the challenges as a teacher. However, for the preservice teachers in Malaysia focussed more on competency of the teachers so they have to be able to possess knowledge in what to teach and how to teach. Strong commitment and passionate in teaching become the characteristics of good teachers in United States but in Malaysia, the preservice teachers have to make sense of their experience learning by relating their previous experiences as students. In the theme four for pedagogical practices, the preservice teachers in the United States are concerned on the instructional methods whereby the narratives consists of the examples, ideas and hope that they have experienced themselves, have seen practised by other teachers or have hoped to carry out in their future classrooms.

Hamza Akshenqeeti and Naif Alsaedi (2012) conducted a study on the effects of multilingualism and linguistic diversity at societal level from various factors of social life such as education, economy, employment and language policy using a thematic review. What are some of the findings?

Lee Su Kim et. al (2010) conducted a doctoral study of the English language and its impact on identities of multilingual Malaysian Undergraduates. The findings showed that uncommon themes occurred among Malaysian undergraduates that knowledge of English includes their identity negotiations which are 1) Multilingualism with English emerging as the dominant language, 2) English viewed as a pragmatic language and a language of empowerment,and 3) Varying degrees of 'othering'.

Code-switching

Gumpers (1964) as cited in Amara Yeoh Jo Ann (2017) defined the term "code-switching" whereby "code" means language or language variety while "switching" means an exchange in the use of at least two languages.

Malini Devi Paramesvaran and Jia Wei Lim (2018) studied the code-switching practices in Malaysian multilingual primary classroom from teacher and student perspectives. The finding revealed that teacher's codeswitching practices helped clear the students' doubts, reinforced their learning, and encouraged student participation in English lessons. Similar perspective on code-switching gained from teacher and one of the participants. However, another two participants felt code-switching helped during teacher's explanations especially in constructing simple sentences. The study concluded not all students depend on codeswitching in the English lessons.

Amara Yeoh Jo Ann (2017) explored on the rural teachers' usage of code-switching in a rural school in Pahang and also on the teachers' and weak students' perspectives. The findings show that teachers used code-switching for a comprehension strategy during teaching in order to explain vocabulary, concepts and sentences so that could support the low proficiency students and the difficulty of the text learned in the class.

Juanito P. Tandoc (2016) studied on students' perception towards code-switching in an ESL classroom. The finding shows that the participants regardless of their profile have positive perception on the use of codeswitching in their classes which act as an instructional strategy of learning and effective communication between students and the instructor.

Joanna Tiffany Selamat (2014) studied code-switching in the Malaysian ESL classrooms. The participants are ten teachers and sixty students from two secondary schools in Tenom, Malaysia. Data from questionnaires, semi-structured interviews and classroom observations were collected. The classroom observation analysis indicated both teachers and students use codeswitching for many purposes in the ESL classroom. Teachers used code-switching to facilitate students' comprehension and knowledge of target language grammar and also reduce learners' learning anxieties. Students used code-switching for learning strategy in order to reduce their limited competence in the target language.

Paramasivam Muthusamy (2010) studied a sociolinguistic study on codeswitching in communication of Malaysian secondary school students. The settings are from four secondary schools in Klang Valley in which one school from an urban setting, two from suburban, and one from a rural area. Twenty sample were obtained in which twelve were Indian students, four Malays, and four Chinese. The participants were given two topics. The findings show that code-switching during conversation that happened from Bahasa Melayu to English, Tamil or Chinese to English or vice versa is more habitual by nature.

Language acquisition versus learning

Acquisition occurs when it happened naturally and gradually developing language through interaction to those that know the target language. Learning a language usually occurs formally like in school when having more conscious decision in order to store the knowledge of the target language. Learners' speed in learning or language acquisition depends on the ability of the learners and the environment the learners live. Language environment involved everything around the learners that include both audible and visible.

The first language acquisition is the language that the child speaks first. Holmes (2001) explained a typical family interaction would demand home as the setting whereby there would be family members and family activities. L1 usually linked with the 'Grammar Translation Method' in L2 teaching methods such as the Direct Method, Audiolingual Method and Communicative Language Teaching (Ellis & Shintani 2014; Richards & Rodgers 2014 & Spada 2007) as cited in Amara Yeoh Jo Ann (2017). Grammar Translation Method emphasised on memorising grammatical rules, L1 use, and text translation. The Direct Method uses only L2 for communication and meaning-making through demonstration and visual aids. The Audiolingual Method related with Skinner's behaviourist psychology that drills of L2 grammatical sentence patterns to teach the language. Communicative Language Teaching (CLT) is purposely for communication competence.

As for the second language acquisition (L2), Krashen (1982) mentioned that there are three methods in the second language instruction which are the Direct Methods, the Audiolingual Method and the Communicative Language Teaching (CLT) would give input by maximizing the learner's exposure to authentic target language forms and structures by removing the L1 from the ESL classroom. To have successful language acquisition, Krashen's comprehensible input hypothesis retains the maximum exposure of the target language structures.

Jorda (2005) had compared between the third language acquisition (L3) with the second language acquisition (L2) in which L3 is non-linear whereby L2 is linear for the language learning. Jorda (2005) as cited in Maureen Lugoloobi-Nalunga (2013) clarified that between L2 and L3 learning have differences. The differences in attributing distinctive characteristics for L3 development are: 1) non-linearity, 2) maintenance, 3) individual variety or idiosyncrasy, and 4) interdependency and quality change. This means in L3 there are variety of ways for the learners to pick up skills when learning a language.

Methodology

The research design used is qualitative case study. According to Cohen, Manion and Morrison (2007) as cited in Amara Yeoh Jo Ann (2017), case studies involve studying a "bounded system" or "phenomena" such as a school, community, organisation, and unique situations. Therefore, in this research, the phenomenon that being studied is the influence of multilingualism in spoken ESL classroom and bounded system is an outskirt primary school in Kanowit.

Research site

This study was conducted in SK Nanga Tada, in the Kanowit district of Sarawak along the Sungai Rajang river. SK Nanga Tada is an outskirt national primary school. Majority of the students are Ibans. Therefore, the common language use by students is Iban language. However, in school too, the students are learning standard Iban language, Bahasa Malaysia and English.

Research participants

3 out of 22 pupils in Year 3 Cerdik were chosen. The participants are identified based on their top scores in English examination. This indicates that the participants are either proficient or average proficiency in English. The names of the participants will be changed to pseudonyms. This is to protect their privacy and confidentiality.

NO.	THE NAME OF RESEARCH PARTICIPANTS	SEX	CLASS OBSERVED	STUDENTS' L1	STUDENTS' PROFICIENCY
1.	PUPIL B	FEMALE	3 CERDIK	IBAN LANGUAGE	GOOD
2.	PUPIL D	FEMALE	3 CERDIK	IBAN LANGUAGE	AVERAGE
3.	PUPIL E	MALE	3 CERDIK	IBAN LANGUAGE	AVERAGE

Table 3.5: The research participants' details

Data collection methods

The research instruments are classroom observation, semi-structured interviews and questionnaires. I was both a participant and non-participant observer.

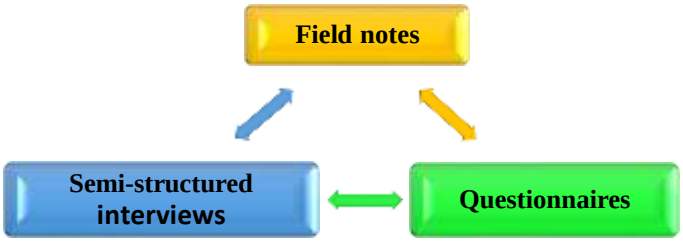

Figure 3.7: Triangulation process in data analysis

Findings

The findings gathered from semi-structured interviews, questionnaires and field notes. All the participants were interviewed, given questionnaires and observed to gather in-depth perspectives for triangulation purposes. The findings from this research will be synthesized and discussed according to themes.

Findings from questionnaires

Theme One: The frequency in communicating the three languages (Bahasa Malaysia, Iban language and English language) among the three pupils at school in a day.

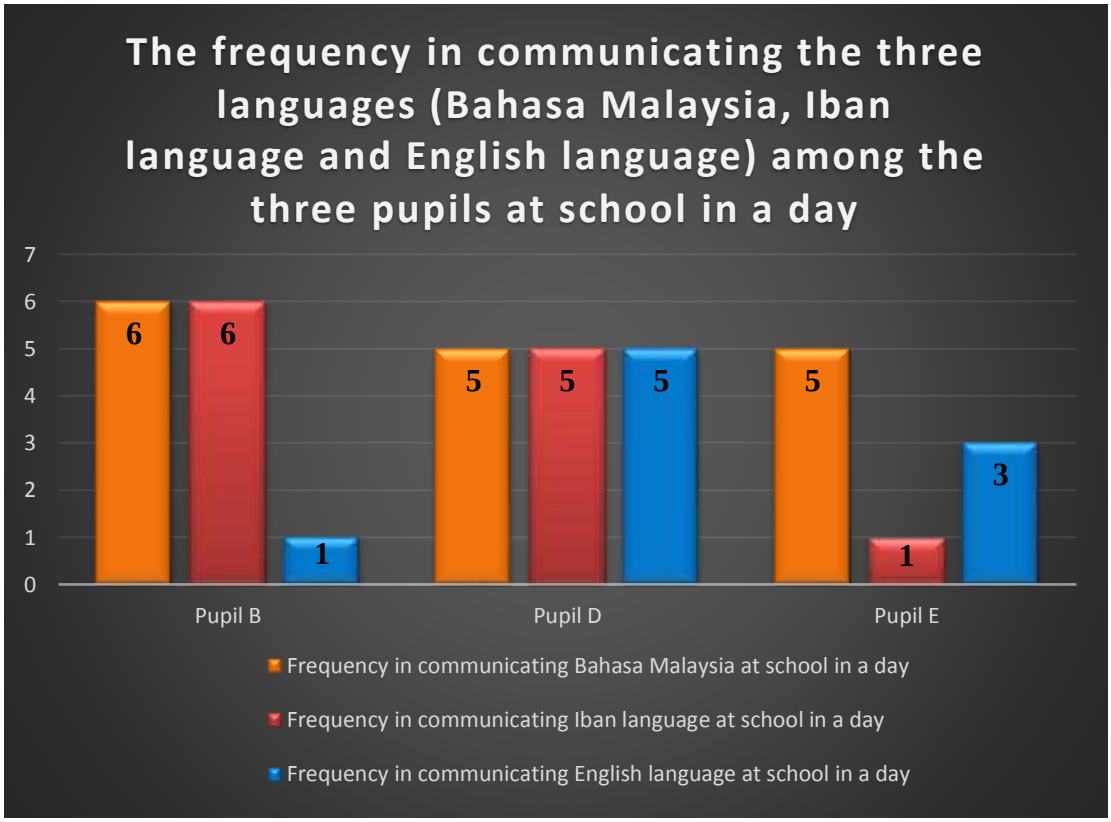

Figure 4.5.3: Learners' efforts towards learning English

Figure 4.5.3 shows the frequency in communicating the three languages (Bahasa Malaysia, Iban language and English language) among the three pupils at school in a day. Based on the data collected from the questionnaires, the data shows that Pupil B communicate

more in Bahasa Malaysia and Iban language compared to English language. The frequency for Pupil B in communicating Bahasa Malaysia and Iban language is 6 times in a day while the English language was only 1 time in a day. This supported in the semi-structured interview in question 6 that she preferred to speak in *Iban language since most of her friends speak in Iban language. They did not understand if I speak to them in English. When I taught my friends that weak in English, they understand better if I used Iban language.*

Pupil D shows consistent frequency in those three languages. She communicates 5 times a day at school for all the three languages. In semi-structured interview, she desired to try speak in English even though she knew that she is not good English speaker. The evidence in question 6 of the semi-structured interview is "*I keep trying to speak in English though I know I am not good in speaking skill. There are times when I speak in Iban language since most of my friends could speak fluently in Iban language than Bahasa Malaysia or English."* In question 7 of the semi-structured interview, she also stated that she discussed with her friends in English during the classroom discussion although she may mix the English language with other languages. The evidence in the question 7 of the semi-structured interview is *"I discuss with my friends in English but mix with other language."*

Pupil E shows that minimum usage of Iban language in which the frequency in communicating the Iban language at school in a day is only 1 time in a day. The highest frequency in communicating is the Bahasa Malaysia in which was 5 times in a day meanwhile the moderate frequency in communicating English language at school in a day was 3 times in a day. This was shown in the semi-structured interview in which he would try to speak in English language rather than in Iban language. In question 7 of the semi-structured interview, Pupil E emphasised that he would try to speak in English language unless if he really did not know, he will ask to his friends or teacher. The evidence of the transcription is "*If in discussion with friends, I tried to speak in English language. If I did not know, I will ask teacher or discuss with friends in Iban."*

Findings from structured interviews

Theme two: Home language support in communicating the English language.

Question 2 - Which language do you speak at home?

Pupil B's response:

Aku bekomunikasyen ngena jaku Iban (Bahasa Iban)
I spoke in Iban language and Bahasa Malaysia. (English version)

Pupil D's response:

Aku bekomunikasyen ngena jaku iban enggau jaku melayu. (Bahasa Iban)
I spoke in Iban language and Bahasa Malaysia. (English version)

Pupil E's response:

Aku bekomunikasyen ngena jaku iban enggau jaku melayu. (Bahasa Iban)
I spoke in Iban language and Bahasa Malaysia. (English version)

Question 3 - Have you ever spoken English at home? Why?

Pupil B's response:

Aku kala bekomunikasyen ngena jaku Inggeris enggau akak aku. Mayuh bup jaaku Inggeris akak dipinjau aku (Bahasa Iban)

I had spoken in English with my sister. My sister taught me English at home. Many English story books that she owned that I borrowed at home. (English version)

Pupil D's response:

Enda. Laban semua bakih aku bekomunikasyen ngena jaku Iban. Aku berandau enggau indai pan ngena Jaku bansa kitai. (Bahasa Iban)
No because all my friends speak in Iban. I speak with my mum in Iban too. Iban language is my own language. (English version)

Pupil E's response:

Enda, tapi indai ku selalu meri latih dalam jaku inggeris. (Bahasa Iban)
No but my mother gave me English exercises for me to do. (English version)

Theme Three: Peers' influence in communicating the English language

Question 6 - When you talk to your friends, which language would you prefer? Bahasa Iban, Bahasa Malaysia or English? Why?

Pupil B's response:

Jaku Iban laban mayuh bakih aku bekomunikasyen ngena jaku iban. Sida enda mereti enti aku bejaku ngena jaku Inggeris. (Bahasa Iban)
Iban language since most of my friends speak in Iban language. They did not understand if I speak to them in English. When I taught my friends that weak in English, they understand better if I used Iban language. (English version)

Pupil D's response:

Aku nguji bejaku ngena jaku inggeris tajapan aku enda tentu landik. Kala mega aku bekomunikasyen dalam jaku iban laban nya lenih midsh dipelajarka. (Bahasa Iban)
I keep trying to speak in English although I know I am not good in speaking skill. There are times when I speak in Iban language since most of my friends could speak fluently in Iban language than Bahasa Malaysia or English. (English version)

Pupil E's response:

Kadang-kadang kami bekomunikasyen ngena jaku iban laban mayuh agi bakih aku bansa iban lalu landik agi bekomunikasyen ngena jaku iban. (Bahasa Iban)
Sometimes I speak in Bahasa Malaysia. Sometimes in Bahasa Iban since many of my friends could speak fluently in Iban language than Bahasa Malaysia or Bahasa Inggeris. (English version)

Question 7 - Do you prefer to speak with your friends in English or Bahasa Iban or Bahasa Malaysia when you have discussion during your English lesson?

Pupil B's response:

Aku bejaku ngena jaku bukai kelimpah ari jaku bukai. (Bahasa Iban)
Mix. If I do not know the words I discuss in Iban or in Bahasa Malaysia. (English version)

Pupil D's response:

Kami bekolaborasyen ngena jaku inggeris tang kala mega ngena jaku bukai. (Bahasa Iban)
I discuss with my friends in English but mix with other language. (English version)

Pupil E's response:

> Lebuh maya belajar enggau bala bakih aku selalu nguji deka bekomunikasyen ngena jaku inggeris. Enti sema bisi pekara ends ditemu kami betanya ngagai pengajar. (Bahasa Iban)
> *If in discussion with friends, I tried to speak in English language. If I did not know, I will ask teacher or discuss with friends in Iban.* (English version)

In the semi-structured interview, the selected transcriptions of all the participants clearly shows the theme on the home language support in communicating the English language and peers' influence in communicating the English language. The findings show that in question 2, all of the participants communicate using Bahasa Malaysia and Bahasa Iban at home. Furthermore, most of their friends are highly proficient in Iban language rather than English language or Bahasa Malaysia. All the participants mentioned that because their friends can speak in Iban fluently than other languages, they had to speak in Iban. Pupil B stressed out that their friends would not be able to understand if she speaks in English. She also stated that while teaching her friends, using Iban language would helped her friend to understand better. Based on the finding, this shows that Iban is probably their mother tongue. The sense of identity was there as mentioned by Pupil D as "*Iban language is my own language."* Peers' influence has caused them to communicate in Iban language among their friends whereas community and home language acts as the starting point in which their language develops and strengths as a core. Only the maximum usage of English language through home, peers and community would support their communication in English language.

Findings from reflective field notes

Artifact 1 Reflective Field Note

Since Pupil E sits close to Pupil D, I overheard their conversation while I facilitated their learning. Pupil E asked Pupil D in Iban language, *"Bakani ka ngaga tu?"* Pupil D replied to him, *"Tulis jawapan ti betul. Tulis jawapan ti salah."* In English translation means, "How to do this?" "Write 'True' for the correct statement and write 'False' for the incorrect statement."

(Field Note, 2nd July 2018)

Artifact 2 Reflective Field Note

Pupil A tried to clarify to me for the lesson instructions. She asked me in Bahasa Malaysia. She said, "Ini gunting kah, Miss?"

(Field Note, 27th July 2018)

In the reflective field note, I became the participant observer. I observed how the participants code-switched or rather choose other languages than English in order to interact and communicate the spoken language. I wrote down how the participants interact with other students during the group discussion. Pupil E whom one of the participants asked Pupil D whom also the participant of the research. He asked in Iban language. He said, "Bakani ka ngaga tu?". In English translation means, "How to do this?" Pupil D replied, "Tulis jawapan ti betul. Tulis jawapan ti salah." In English translation means, "Write 'True' for the correct statement and write 'False' for the incorrect statement." (Refer to field note, Field Note, 2nd July 2018.) Pupil B clarified to her teacher about the instruction given using Bahasa Malaysia instead of English. She asked, "Ini gunting kah, miss?" (Refer to field note, Field Note, 27th July 2018.)

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However, these findings did not indicate how communicating the English language affecting the participants' test paper results as English test paper was not only on speaking skill but also comprised of various skills such as reading, writing and listening.

Discussion

The analyses of the result have shown that multilingualism does influence learners in acquiring English language. English is not their dominant language. However, based on the findings, the students' acquisition in English language was highly influenced from their home learning support. Although English language is not the dominant language among students within the society's context and not as a preferred language for students, the respondents have a good attitude and motivation in learning English language and good command of the language. English language might not be a prominent language since it might not fulfil their daily communicative purposes.

Therefore, Bahasa Malaysia was thought to be the second choice while English is the last choice since English is highly recognized as an international language in which it is important in international standing.

Implication

Based on the findings and the discussion, this section provides implication of the research. The purpose of this study is to find out the influence of multilingualism towards pupils' spoken English. This study provides description of case-related individuals' in which the participants are selectively selected. This study provides deeper understanding on multilingual learners' perceptions toward their English spoken language and exploring multilingual influences in their spoken English.

Some of the issues highlighted in the findings are much related to the learners' perceptions in acquiring English, how language gave identity to them, their positive attitudes and intrinsic motivation that are influenced from their surrounding such as home, peers and community. To further develop their English language acquisition, the learners have to be proactive such as employing varied ways of learning. Based on their interviews, they reported they had the support from their parents and siblings that made them be good English learners. Their willingness to try to speak the English language also become another contributing factor.

Based on the findings, the multilingual learners struggle to learn English because of several issues. The first issue is the language learning circle among self, peers and community. The choice of language spoken by their community and peers especially had influenced the multilingual learners to use their mother tongue to communicate and interact since most of the community is Ibans.

All of these need to be considered as contributing factors for the success of learning English among multilingual learners. It is hoped that the findings could help English teachers to have better teaching practise as they try to understand the influence of multilingualism in learning the English language.

Conclusion

The findings from this research indicate that the learning of English is influenced by the environment and culture multilingual learners are situated in whereby their parents or siblings, peers' attitude and also their community support their acquisition of English. The peers rather use Iban language or Bahasa Malaysia as their medium of communication. Thus, this influenced the research participants choice of language during the discussion. The multilingual learners also code-switched when one of them tried to fill-in-the blanks in Bahasa Malaysia and Iban language although the test was meant for English.

From the participants' perspectives, it was found that they found difficulty in using or thinking in English. Therefore, they had to mix the language. This happened also to the good learners since sometimes, they tend to use other languages to express themselves in order to get their message across. Despite the occurrence of code-switching, the multilingual learners whom were highly proficient in English made their own effort to progress in the English language.

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THE EFFECTS OF CAPTIONED VIDEOS ON PRIMARY ESL LEARNERS' VOCABULARY ACQUISITION IN A MALAYSIAN RURAL SETTING

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Abstract: *Captioned videos have recently been employed in English language learning classrooms by educators across the world to help improve learners' vocabulary acquisition. The use of technology is greatly encouraged in the Malaysian primary education context in line with the 21st century learning. With reports that suggest a poor state of English proficiency among Malaysian primary learners, the use of technology-based learning such as using captioned video should be applied to make for interesting lessons. This study thus aims to examine the effects of captioned videos on English vocabulary among young ESL learners. 44 participants of Year Four (age 10) and Year Five (age 11) at a rural school in Kapit, Sarawak were recruited. They were divided equally into a treatment group and a control group. A pre-test/post-test quasi-experimental research design was applied in this study and data from the pre-test and post-test were analysed using SPSS. The results revealed that participants from the treatment group outperformed the control group, suggesting that the use of captioned videos was effective in helping the learners to improve their vocabulary acquisition. The study provides empirical evidence to practitioners, and policymakers along with an insight to refine the current educational practice and enrich the tapestry of English language teaching in Malaysia.*

Keywords: captioned videos, vocabulary acquisition, language learning, ESL learners, education

Introduction

Captioned videos has been established as an effective strategy when integrated into a language classroom. Most of the previous studies investigated the use of captioned videos among adult EFL learners (e.g. Basaran & Kose, 2013; Ghasemboland & Nafissi, 2012; Gowhary, Pourhalashi, Jamalinesaria, & Azizifar, 2015; Mahdi, 2017; Winke, Gass, & Sydorenko, 2010). These studies reported that through captioned videos vocabulary acquisition is improved when used with more mature learners due to the main captioned video feature, namely the visual, spoken unit, and on-screen text being parallel to each other (Al-Seghayer, 2001; Gowhary et al., 2015; Peters & Webb, 2018). However, very few studies on this topic had involved younger learners (Chen, Liu, & Todd, 2018). It is possible that captioned videos may elicit different results from young learners (Chen et al., 2018). The effects of watching authentic video materials on vocabulary acquisition have been widely studied. Videos have impacted language

learners' motivation positively (Bravo, Amante, Simo, Enache, & Fernandez, 2018). In addition, Montero Perez, Peters, and Desmet (2018) suggest that by enhancing videos with captions, learners were able to acquire new L2 vocabulary. For these reasons, using captioned videos is hypothesised to improve second language learners' vocabulary acquisition. Since literature on the effects of captioned videos involving participants from the rural areas is limited, it is pertinent that this study be carried out to investigate particular effects on learners' vocabulary acquisition. In Malaysia, the use of multimedia technology in education has long been encouraged by the Ministry of Education (MoE). However, the execution is impeded by the fact that rural areas are often lacking adequate facilities to support learning (Mirhat, 2015; Wreikat, Kabilan, & Abdullah, 2014). This study is deemed necessary to gather empirical evidence to the implementation of captioned videos in a second language classroom in support of the MoE's urge for the use of effective approach to improve the learning of English in rural areas. Therefore, this study aims to examine the effects of captioned videos on Malaysian rural primary ESL learners' vocabulary acquisition. The present study was conducted involving upper primary pupils at a rural school in Kapit, Sarawak, East Malaysia. In order to achieve the purpose of the study, these research questions below served as the guide:

1. Does the use of captioned videos help to improve Malaysian rural primary ESL learners' vocabulary knowledge?

2. Is there any statistically siginificant difference between the mean scores of participants in the treatment group and control group?

The paper is distributed into four main sections. The first section provides the relevant literature of the topic. It is followed by the discussion of research methodology. Then, the paper illustrates the discussion of the research findings and summary and the paper ends with the discussion, implications, limitations, and suggestions for future research.

Literature review

Effects of captioned videos on vocabulary learning

Past studies have shown that the use of captioned videos for vocabulary learning is highly effective. Numerous studies have investigated the effects of captioned videos on vocabulary development. Sirmadi and Sardareh (2016) conducted an experiment on 60 students to investigate the effectiveness of captioned video and non-captioned video on the development of their vocabulary. Ten video clips of BBC World documentaries with the duration of 2-3 minutes were presented during the intervention. It was found that video captioning had positive effects on the student-participants' vocabulary development. Etemadi (2012) made use of two BBC documentaries in investigating the effects of full captioned videos on content comprehension and vocabulary recognition among 44 EFL learners. The videos were presented in two forms: (i) captioned, and (ii) non-captioned. The participants were required to answer comprehension questions and vocabulary questions after the intervention. It was found that the captioned videos had no significant effect on vocabulary learning because the videos were presented only once during the intervention. Therefore, Etemadi (2012) suggests that captioned videos should be presented repeatedly when using them for vocabulary learning.

Effects of captioned videos on young learners' vocabulary acquisition

Winke, Gass, and Sydorenko (2010) reviewed the effects of captioned videos on EFL learners' vocabulary learning through listening activities. 26 students watched three captioned, and three

short non-captioned videos. The results revealed that captioned videos effectively helped learners with different levels of language proficiency to improve their input processing and reinforced their previous knowledge. Winke et al. (2010) concluded that captions are beneficial in improving language learning and enforcing vocabulary acquisition. A study by Montero Perez et al. (2018) related to the effectiveness of the video on the acquisition of vocabulary was implemented on 227 university students. The experimental study investigated the difference between: (i) full caption, (ii) no caption, (iii) keyword caption, and (iv) glossed keyword caption. Three video clips used in this study have been modified according to the types of captions assigned to each group of participants. Pre-test was conducted on the participants prior to the intervention while vocabulary task, post-test and questionnaires were conducted after the intervention. Pre-test was conducted a month before intervention. Each video was played twice and the participants completed the comprehension questions after each video was presented. Research results showed that participants who watched videos with captions demonstrated a significant increase in their test compared to those who watched videos without captions. This suggested that no matter what type of caption was used, it still helped in improving the learners' vocabulary acquisition. However, they suggested that longer-duration videos could be used in future studies as their study only used short video clips. This suggestion was made with the notion that long-duration video use may be able to sustain learning over a long period of time.

The practice of video use for vocabulary learning is still low and less popular among educators. Educators are still less aware of the effectiveness of video in vocabulary learning and the potential use of video in improving language skills. While there are many studies showing the effectiveness and benefits of video use for vocabulary learning, most studies are conducted on adult learners. Similar studies should be carried out on children to explore the extent that the use of video for vocabulary learning can be maximized. A study conducted by Hsu, Hwang, Chang and Chang, (2013), which aimed at addressing this gap, documented the effects of captioned videos on vocabulary acquisition and listening comprehension among 81 beginner level Taiwanese elementary EFL students who were 11 years old on average. The participants were divided into three groups and each group was given the same videos with different video caption viewing modes which are: (1) no caption, (2) full caption, and (3) target-word modes. The participants sat for pre-test before treatment and complete the post-post test after the experimental phase. The findings revealed that participants who watched the captioned video significantly outperformed participants who watched the video without captions. This shows that this strategy is effective in improving vocabulary learning. Hsu et al. (2013) suggested using longer videos as their study only used twenty-second short video clips. The aforementioned study investigated the effects of caption videos on vocabulary acquisition and the listening comprehension of young ESL learners in Taiwan. However, the current study examines the effects of caption videos on young ESL learners' vocabulary in a Malaysian rural area. As suggested by Hsu et al. (2013), the use of long duration videos is applied to this study. There was little evidence that suggested using full-length video could improve vocabulary acquisition (Peters & Webb, 2018). For the current study, a full-length documentary film with full caption (subtitle) is used as the video material.

Chen et al. (2018) conducted a study on 118 young Taiwanese EFL learners to demonstrate the effectiveness of caption videos in strengthening the learners' vocabulary acquisition. A month before intervention, pre-test was conducted on the participants. A month before intervention, pre-test was conducted on the participants to identify the extent of their existing vocabulary. Then, the intervention that adapted the experimental research design was carried out on the participants within three months. The participants were divided into two groups: (i) caption and (ii) no caption. Each week, the participants watched different videos. Overall, 12 videos were used in this study. In each session, the video was presented twice. After each first viewing

of the video, the participants completed comprehension tests. They were allowed to evaluate their own answers after watching the video for the second time. Two days after each session, the participants took a post-test. The results of the study showed that participants who watched the video were more likely to recognise vocabulary and understand the meaning of words than participants from the group without captions. Chen et al. (2018) also suggest that the use of caption can be applied in the classroom for vocabulary acquisition enhancement because it is found to be effective as well as to reduce anxiety and increase the motivation of the young learners.

Methodology

The study employed a pre-test/post-test quasi-experimental research design. Data from a pre-test and post-test collected from 44 participants (male n=19, female n=25) were compared learning. They were local natives of Sarawak (*Ibans* and *Beketans*) who learnt English as a second language at a rural school in Kapit, Sarawak. The study recruited upper primary school learners in expectation that at this level, learning difficulties would be primarily related to vocabulary acquisition (Lesaux & Kieffer, 2010; Silverman & Crandall, 2010; Snowling & Hulme, 2011). Studies implementing vocabulary-learning strategies using technology with samples of between 30 and 90 participants have found significant differences between control and treatment groups (Basoglu & Akdemir, 2010; Lin & Tseng, 2012). The participants of the study were re-grouped to form an academically homogenous group. In the current study, 24 Year 4 pupils (age 10) and 20 Year 5 pupils (age 11) were chosen and divided equally into two groups: the treatment group which were exposed to captioned videos during learning and the control group that were not exposed to such intervention. Each group comprised 22 pupils. All the participants worked with the same vocabulary set and received the same pre-test and post-test. All variables operating in each group and language level were identical except for the video intervention programme. According to Gowhary et al. (2015), post-test and pre-test is a measurement of the learning received during the class as a result of comparing what the student knew before the intervention through a pre-test and after the intervention through a post-test. Pre-test and post-test enable researchers to measure learners' knowledge on the new vocabulary they had acquired. (Mykhailiuk, 2016). All 44 participants sat for the pre-test before the intervention. The pre-test was a set of 20 multiple choice questions, 10 written word-meaning questions, and 10 vocabulary recognition questions. Five expert teachers were assigned to develop the test items to ensure their reliability. After the pre-test, the intervention phase began immediately. The participants watched a full-length Disneynature documentary film titled 'Monkey Kingdom'. The video was carefully selected by the main author and five experienced teachers from the school. The video was selected to match the English words that were available in the topics from the prescribed textbook. The topic was predetermined by the school administrators to be taught during the period of the study. The selected video contained the necessary vocabulary items that the participants needed to learn from the topic. The audio of the video was in US English. The video caption was English subtitle and the display was controlled with DVD technology. The participants were informed about the use of video, but they were not informed about the captions. The intervention phase spanned a week. The first part of every video was shown on Monday while the other half was shown on Tuesday. The show was repeated on Wednesday and Thursday. The execution on Wednesday was the same as Monday while Thursday was the same as Tuesday. *Table 1* displays the video presentation according to the days.

Table 1: Video presentation according to days

Day	Duration
Monday	41 min
Tuesday	40 min

Wednesday	41 min (repeat)
Thursday	40 min (repeat)

After the study phase was conducted, the participants filled out the post-test. Their post-test scores were compared. The numbers of correct answers was used to make comparisons demonstrating the effect of the videos on the participants' vocabulary acquisition. The collected data from the results were analysed using Statistical Package for the Social Science (SPSS).

Results

The results were first analysed using descriptive statistics and later followed by the inferential statistics. The main purpose of this research was to look at the effects of the captioned videos on the ESL learners' vocabulary acquisition. Therefore, the two groups of learners were required to sit for a pre-test. It was the first important step in this study to ensure that the two groups had comparable vocabulary levels prior to the treatment. The pre-test was designed to assess the learners' vocabulary knowledge. The comparison of pre-test and post-tests determined the learners' prior knowledge which was derived from their previous lessons (Gowhary et al., 2015**).** The data from both the pre-test and post-test were generated into descriptive statistics using SPSS. The descriptive analysis presents the general distribution of the data and the average scores. Table 2 presents the number of participants in the study. There were 44 learners who participated in the study with 22 in the treatment group and the remaining 22 in the control group.

Table 2: Frequency distribution of participants in 'Caption' and 'No caption' groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Caption	22	50.0	50.0	50.0
	No caption	22	50.0	50.0	100.0
	Total	44	100.0	100.0	

In order to explain the analysis of pre-test and post-test score data of the two groups (treatment and control), mean scores and standard deviations were calculated first. The description is shown in Table 3. The treatment group was recorded a mean score of 16.91 (SD=5.098). Meanwhile, the mean score of the control group is 16.59 (SD=5.161). As the participants had received English formal instruction for three to four years, it was imperative to validate that there should be no significant difference between the treatment and control groups regarding their existing vocabulary knowledge. According to Table 3, there was no significant difference between the two groups prior vocabulary knowledge. Although they had similar scores, the difference between them was not significant. Therefore, it was safe to assume that the two groups did not differ significantly in their knowledge and understanding of the vocabulary.

Table 3: Descriptive statistics for the caption (treatment) and non caption (control) groups.

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Caption (Treatment)	22	16.91	5.098	1.087
	No caption (Control)	22	16.59	5.161	1.100

Data analysis on pre-test

In order to certify that there was no significance in the learners' prior vocabulary knowledge between the treatment and the control group, a t-test for equality of means was performed. According to Table 3, the mean score of the treatment group was higher than the control group by 0.32. However, with reference to Table 4, there was no significant difference stated (Sig=0.838). The significance level of 0.838 indicates that there is no significant difference in between. Consequently, the level of English proficiency between the treatment and the control

groups was the same based on this analysis. The analysis confirmed the homogeneity of both groups. It was demonstrated that their knowledge within groups were equal.

Table 4: T-test for Equality of Means

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest	Equal variances assumed	.042	.839	.206	42	.838	.318	1.547	-2.803	3.439
	Equal variances not assumed			.206	41.994	.838	.318	1.547	-2.803	3.439

Data analysis on post-test

The study consisted of pre-test and post-test. Table 5 presents the data collected from the post-test score. It illustrates the mean score of the treatment group (m=25.85, SD=4.43) and the control group (m=20.55, SD=5.03). The treatment group's mean score is 5.31 higher than the control group.

Table 5: Post-test score between caption and no caption groups

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Caption	22	25.86	4.433	.945
	No caption	22	20.55	5.031	1.073

On the completion of descriptive statistics, independent sample t-test was used to measure the mean score change in each group. The analysis is illustrated in Table 6 in statistical form. A significance value of 0.01 is reported in Table 6. The significant value of 0.01 ($p<0.05$) suggests that there was a significant difference between the groups' vocabulary acquisition. It is deduced that the captioned videos improved the primary ESL learners' vocabulary acquisition. Captioned video can become an effective ELT material as it demonstrated significant improvements in the primary ESL learners' vocabulary acquisition.

Table 6: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-test	Equal variances assumed	.131	.719	3.720	42	.001	5.318	1.429	2.433	8.203
	Equal variances not assumed			3.720	41.345	.001	5.318	1.429	2.432	8.204

The development in each group was measured through a t-test. Based on the t-test results, it was found that there was a significant change from pre-test to post-test in both groups. Table 7 shows that participants in the treatment group improved on an average of 8.955 from pre-test to post-test whereas their peers in the control group progressed 3.955 point averagely.

Table 7: One-Sample Test

	Test Value = 0					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Caption gain	19.752	21	.000	8.955	8.01	9.90
No caption gain	17.741	21	.000	3.955	3.49	4.42

Discussion

Although technology is evolving, the traditional teacher-centred teaching method still dominates the world and it is found to be less effective most of the times (Al-Hassan, 2010; Chhabra, 2012; Yousefi, 2014). Thus, the use of captioned videos in language learning has great possibility to be applied in language classrooms especially as it has been found empirically effective in the present study. After an intervention programme using the captioned videos, it was revealed that the treatment group participants outperformed those in the control group with a statistically significant mean difference. As a full-length video was used in this study, it demonstrates that longer duration videos may improve younger children's vocabulary. The use of long-duration video was employed in response to a suggestion by Hsu et al. (2013). However, the treatment group participants only slightly surpassed the control group participants which could be due to the lengthy words that appeared in full caption. As suggested by Hsu et al. (2013), full caption was found to be less effective as compared to key-word captioning although both caption modes helped to improve learners' vocabulary acquisition. This concurs with Montero Perez et al.'s study (2018) that recorded better results in vocabulary acquisition with key words caption or highlighted key words caption rather than full caption.

The analyses have indicated that all participants in the treatment group showed improvement from the pre-test to the post-test which assessed them on the meaning of the target words that appeared in the videos. It shows that captioned videos had helped Malaysian primary ESL learners to improve their vocabulary knowledge that concurs with the findings by Winke et al. (2010) and Sirmadi and Sardareh (2016). It also confirmed the findings of the previous similar research that investigated the effects of captioned videos on language learning (Etemadi, 2012; Hsu et al., 2013; Sirmadi & Sardareh, 2016; Winke et al., 2010).

However, there were several limitations in this study. Firstly, the participants were aged between 9 and 11 years old. This leads to the fact that they have been exposed to the English language in a formal setting for quite some time. There was a possibility that the learners had encountered the target words incidentally from other sources. Secondly, this study was limited to word-meaning focus. Therefore, it would be beneficial to also test the participants beyond word meaning. The different types of test may help in examining the maximum impacts of captioned videos on vocabulary acquisition (Jelani & Boers, 2018). In the future, more studies can be conducted on this topic from different perspectives. The types of videos or the level of language content in videos can also be measured for future research.

In conclusion, the findings of the study suggested that captioned videos improve vocabulary acquisition. This study has documented evidence that captioned videos indeed benefit language learning. Since research on the effects of captioned videos is scarce in Malaysia especially in the rural area context, this study has contributed to bridge the gap and it is hoped that this study will benefit other researchers by offering some empirical evidence in a language classroom as well as the Malaysian education system by offering teachers a new strategy to expand their repertoire.

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