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Kandungan

PERSEPSI PENSYARAH TERHADAP PENERAPAN KEMAHIRAN KOMUNIKASI MENERUSI KOKURIKULUM DI POLITEKNIK.

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Abstrak:

Tujuan kajian dijalankan ialah untuk meninjau persepsi pensyarah terhadap penerapan kemahiran komunikasi menerusi kokurikulum di politeknik-politeknik Malaysia. Reka bentuk penyelidikan yang digunakan ialah penyelidikan deskriptif jenis tinjau sampel yang melibatkan 291 orang pensyarah kokurikulum politeknik dengan menggunakan instrumen soal selidik dan temu bual. Dapatan kajian menunjukkan para responden memberi maklum balas positif terhadap penerapan kemahiran komunikasi menerusi kokurikulum di politeknik-politeknik. Didapati juga, secara keseluruhannya, tidak terdapat perbezaan persepsi yang signifikan di kalangan responden berlainan jantina dan jenis kokurikulum terhadap penerapan kemahiran komunikasi menerusi kokurikulum di politeknik. Walau bagaimanapun terdapat perbezaan yang signifikan di kalangan responden berlainan jenis kokurikulum terhadap penerapan beberapa kemahiran komunikasi menerusi kokurikulum. Kemahiran tersebut ialah menyampaikan maklumat dengan tepat, mentafsir lambang dan simbol dengan betul. Kajian ini menunjukkan bahawa kokurikulum dapat membantu membina kemahiran komunikasi di kalangan pelajar politeknik-politeknik di Malaysia.

1.0   Pendahuluan

Menurut Briggs dan Hodgson (2000) , antara kelemahan graduan kejuruteraan ialah dalam kemahiran komunikasi. Media massa tempatan turut melaporkan bahawa graduan sekarang kurang menguasai kemahiran komunikasi (Berita Harian, 17 September 2004; Berita Harian, 29 April 2004; News Straits Times, 20 Ogos 2003; The Star, 30 Jun 2003; The Star 8 Julai 2003 dan The Star 6 ogos 2003).

Situasi tersebut merupakan fenomena yang tidak sepatutnya terjadi kerana bertentangan dengan kehendak pasaran kerja. Antara kemahiran yang diperlukan oleh para majikan ialah kemahiran komunikasi seperti yang ditegaskan oleh Hishamuddin Mohd (2003), Zaiton Mohd. Hassan (2003), Ungku Harun Al'Rasyid Ahmad (2003) dan Hawke (2003).

Masalah tersebut dapat di atasi menerusi penglibatan pelajar menerusi kokurikulum. Shamsaadal Sholeh Saad (2004), Mohamad Ismail Mohamad Yunus (2004) dan Hishamuddin Mohd (2003) menyatakan, pelajar pusat pengajian tinggi perlu terlibat dalam aktiviti kokurikulum untuk membina kemahiran komunikasi. Tambahan pula

kokurikulum dikatakan sebagai pelengkap kepada kurikulum dan dapat membantu potensi pembangunan diri individu seperti yang dijelaskan oleh Walker (2003), Keystone Central School District (2002), Switzer (2002), National Academy Foundation (2001), Smigel dan Merrit (1999) ,Matthews (2000), Potrafka *et. al* (1997), California State University (1994), Adnan Kamis (1993), Yusoff Ismail (1993), Vasudevan T. Arosoo (1988), Michigan State University (1988) dan Teng Boon Tong (1984).

Contohnya**,** Smigel dan Merrit (1999) berpendapat menerusi kegiatan drama kemahiran komunikasi dapat ditingkatkan manakala Upward (1989) menyatakan aktiviti perniagaan menerusi kokurikulum yang dijalankan oleh pelajar dapat meningkatkan kemahiran komunikasi daripada segi kemahiran bahasa (penulisan surat, mengisi borang, menaip, perbincangan lisan dan pengucapan awam) dan kemahiran teknikal (menggunakan telefon, komputer, internet, faks, kamera, video dan mesin grafik).

Berdasarkan pandangan - pandangan yang dikemukakan, dapatlah diandaikan bahawa kemahiran komunikasi dapat dipelajari menerusi kokurikulum yang dijalankan di sesebuah institusi pendidikan seperti politeknik. Oleh itu, satu penyelidikan perlu dijalankan untuk meninjau persepsi para pensyarah kokurikulum di politeknik sendiri dalam konteks menerapkan kemahiran komunikasi kepada pelajar mereka menerusi kokurikulum.

2.0   Objektif

Objektif kajian ini ialah untuk meninjau persepsi pensyarah kokurikulum politeknik terhadap penerapan kemahiran komunikasi menerusi kokurikulum di politeknik-politeknik Malaysia. Objektif kajian kedua adalah untuk mengenal pasti sama ada terdapat perbezaan persepsi yang signifikan terhadap penerapan kemahiran komunikasi menerusi kokurikulum di politeknik di antara beberapa pemboleh ubah iaitu berlainan jantina dan berlainan jenis kokurikulum (Polibriged, persatuan dan kelab, unit beruniform dan sukan dan permainan).

3.0   Metod Kajian

Reka bentuk kajian ialah kajian deskriptif yang meninjau persepsi pensyarah kokurikulum di politeknik-politeknik Malaysia terhadap penerapan kemahiran komunikasi menerusi kokurikulum. Populasi kajian ini ialah semua pensyarah kokurikulum di politeknik-politeknik Malaysia pada tahun 2004. Berdasarkan data yang dikumpul daripada setiap Pusat Kokurikulum dan Sukan, politeknik-politeknik di Malaysia, terdapat 784 orang pensyarah yang mengajar kokurikulum di politeknik seluruh Malaysia pada tahun tersebut. Berdasarkan Jadual Saiz Sampel yang dikemukakan oleh Krejeie dan Morgan (1970), bagi saiz populasi tersebut, saiz minimum sampel yang diperlukan ialah 260 orang pensyarah kokurikulum. Teknik persampelan kelompok digunakan untuk memilih sampel kajian. Melalui teknik persampelan ini, sampel dikelompokkan mengikut politeknik. Sebanyak enam buah politeknik telah dipilih secara rawak mudah. Semua pensyarah daripada enam buah politeknik yang dipilih telah dijadikan sampel kajian iaitu melibatkan 291 orang pensyarah kokurikulum. Jumlah ini melebihi jumlah saiz sampel yang disarankan oleh Krejeie dan Morgan (1970).

Instrumen kajian ialah soal selidik yang dibina sendiri oleh penyelidik berdasarkan konsep dan pandangan yang dikemukakan oleh Callan (2003), Dawe (2002), Kearns (2001), Ab. Alim Abdul Rahim (1999), De Leon dan Borchers (1998), Jackson (1997), Stoner dan Wankel (1997), Velde (1997), Omardin Ashaari (1996), Cascio (1995), Raggat (1995), Al Ramaiah (1992), Mustafa Daud (1994a), Mustafa Daud (1994b) dan Upward (1989).   Soal selidik tersebut mempunyai dua bahagian iaitu Bahagian A mengandungi maklumat responden dan Bahagian B mengandungi item untuk mengukur persepsi responden terhadap penerapan kemahiran komunikasi menerusi kokurikulum. Skala Likert (1 hingga 5) digunakan untuk mengukur maklum balas responden bagi setiap item yang dikemukakan. Perincian skala tersebut seperti dalam Jadual 1.

Sebelum soal selidik tersebut digunakan dalam kajian sebenar, kajian rintis telah dijalankan. Menerusi kajian rintis, soal selidik telah dirujuk kepada panel pakar yang terdiri daripada pensyarah politeknik yang mengajar kokurikulum, Pegawai Sukan Dan Kokurikulum dan pensyarah dalam bidang pengurusan di KUiTTHO. Maklum balas daripada mereka telah dijadikan sumber rujukan untuk mengubah suai semula item-item yang digubal. Selain daripada itu, ujian kebolehpercayaan terhadap item-item yang dibina juga telah dijalankan. Hasil daripada ujian kebolehpercayaan, *Realiability Analysis – Scale Alpa* yang menggunakan program SPSS (versi 11.5) telah menunjukkan nilai alfa kemahiran komunikasi keseluruhan adalah melebihi nilai alfa 0.6. Nilai korelasi antara item pula mempunyai nilai yang melebihi 0.04. Oleh itu adalah diyakini item-item yang dibina mempunyai kebolehpercayaan yang baik. Jadual 2 menunjukkan nilai alfa dan korelasi antara item bagi setiap item yang dibina di dalam soal selidik.

Pengumpulan data dilakukan sendiri oleh penyelidik dengan bantuan pensyarah-pensyarah kokurikulum di politeknik-politeknik yang terlibat. Masa yang diambil untuk mengisi borang soal selidik ialah lebih kurang 20 minit dan kesemua pensyarah politekik yang terlibat dalam mengisi borang soal selidik telah mengembalikan terus borang tersebut kepada penyelidik.

Analisis statistik deskriptif telah digunakan untuk mendapatkan min dan sisihan piawai manakala statistik inferens digunakan untuk menganalisis perbezaan antara pemboleh ubah bagi memenuhi objektif yang ditetapkan. Tafsiran statistik min yang digunakan diubah suai daripada Lendal (1997) iaitu nilai min 1.0 hingga 2.3 = tidak bersetuju, 2.4 hingga 3.7 = kurang bersetuju dan 3.8 hingga 5 = bersetuju) manakala nilai alfa 0.05 diputuskan untuk menentukan sama ada tidak terdapat perbezaan atau terdapat perbezaan yang signifikan antara pemboleh ubah.

Di samping itu, bagi tujuan memantapkan hasil dapatan kajian, penyelidik telah menggunakan instrumen temu bual untuk mendapatkan pandangan daripada pensyarah kokurikulum berkaitan dengan penerapan kemahiran komunikasi menerusi kokurikulum di politeknik-politeknik Malaysia. Seramai 5 orang pensyarah kokurikulum telah ditemu bual oleh penyelidik sepanjang kajian dijalankan.

4.0   Penemuan

Daripada 291 orang responden, 144 (49.5%) ialah responden lelaki dan 143 (49.1%) ialah responden perempuan manakala 4 (1.4%) tidak menyatakan jantina. Sebanyak 29.6% daripada Politeknik A, 12.0% daripada Politeknik B, 14.1% daripada

Politeknik C, 16.5% Politeknik D, 11.7% Politeknik E dan 16.2 daripada Politeknik F. Sebanyak 107 (36.8%) mempunyai kelulusan di peringkat sijil/diploma dan 179 (61.5%) di peringkat Ijazah Sarjanamuda/Sarjana/Doktor Falsafah manakala (1.7%) tidak menyatakan peringkat pengajian dalam borang soal selidik. Daripada segi jenis kokurikulum yang diajar pula, 99 (34.0%) mengajar Polibriged, 80 (27.8%) mengajar persatuan dan kelab, 31 (10.7%) mengajar unit beruniform dan 72 (25.1%) mengajar sukan dan permainan manakala 2.4% tidak menyatakan jenis kokurikulum yang diajar. Dalam konteks jabatan pula, 49 (16.8%) pensyarah dari Jabatan Awam, 60 (20.6%) pensyarah dari Jabatan Elektrik, 73 (25.1%) pensyarah dari Jabatan Perdagangan, 63 (21.6%) pensyarah dari Jabatan Lain-Lain (Hospitaliti dan Reka Bentuk) manakala 3 (1.0%) pensyarah tidak memberi maklum balas berkaitan dengan jabatan tempat mereka bertugas.

Jadual 3 menunjukkan bahawa pensyarah kokurikulum politeknik memberi maklum balas persepsi positif bahawa kemahiran komunikasi telah diterapkan semasa mereka mengajar kokurikulum di politeknik-politeknik Malaysia. Kebanyakan item mempunyai nilai min melebihi 3.80 yang menunjukkan para responden bersetuju bahawa mereka telah menerapkan kemahiran komunikasi menerusi kokurikulum. Antara kemahiran komunikasi yang menunjukkan maklum balas persepsi yang tinggi mengikut hierarki ialah memberi arahan dengan jelas (min = 4.32, sp = 0.625), menyampaikan maklumat dengan tepat (min = 4.30, sp = 0.613), memahami arahan dengan baik (min = 4,28, sp = 0.644), lisan bahasa Melayu (min = 4.27, sp = 0.679) dan mendengar dengan baik (min = 4.26, sp = 0.649). Walau bagaimanapun responden memberi persepsi sederhana iaitu kurang bersetuju terhadap penerapan dua kemahiran komunikasi menerusi kokurikulum di politeknik-politeknik Malaysia iaitu lisan bahasa Inggeris (min = 3.53, sp = 0.944) dan penulisan bahasa Inggeris (min = 3.46, sp = 0.980).

Jadual 4 pula menunjukkan hasil Ujian T bagi tujuan mengenal pasti sama ada terdapat perbezaan persepsi yang signifikan terhadap kemahiran komunikasi diterapkan menerusi kokurikulum di politeknik-politeknik Malaysia di antara responden berlainan jantina. Hasil analisis menunjukkan tidak terdapat perbezaan persepsi yang signifikan antara responden berlainan jantina terhadap penerapan kemahiran komunikasi menerusi kokurikulum di politeknik-politeknik Malaysia.

Jadual 5 menunjukkan hasil Ujian ANOVA bagi tujuan mengenal pasti sama ada terdapat perbezaan persepsi yang signifikan terhadap kemahiran komunikasi diterapkan menerusi kokurikulum di politeknik-politeknik Malaysia di antara responden berlainan jenis kokurikulum. Hasil ujian tersebut menunjukkan, secara keseluruhannya tidak terdapat perbezaan yang signifikan antara responden yang mengajar berlainan jenis kokurikulum terhadap penerapan kemahiran komunikasi menerusi kokurikulum di politeknik-politeknik Malaysia. Walau bagaimanapun terdapat tiga item yang mempunyai perbezaan. Item-item tersebut berkaitan dengan menyampaikan maklumat dengan tepat (F=3.816, p<0.05), mentafsir lambang dengan betul (F=3.128, p<0.05) dan mentafsir simbol dengan betul (F=3.252, p < 0.05)

Ujian Tukey [a,b] (Jadual 6), digunakan untuk menentukan kumpulan yang mempunyai perbezaan kemahiran komunikasi. Daripada ujian tersebut, bagi kemahiran menyampaikan maklumat dengan tepat, dua sub kumpulan dapat diwujudkan iaitu pertama kumpulan Polibriged, kumpulan persatuan dan kelab dan kumpulan sukan dan permainan dan kedua, kumpulan sukan dan permainan dan unit beruniform. Didapati

kumpulan unit beruniform lebih menerapkan kemahiran menyampaikan maklumat dengan tepat menerusi kokurikulum berbanding kumpulan polibriged dan kumpulan persatuan dan kelab.

Bagi kemahiran mentafsir lambang dengan betul, dua sub kumpulan juga telah dikenal pasti iaitu kumpulan yang terdiri daripada kumpulan persatuan dan kelab, kumpulan sukan dan permainan dan kumpulan Polibriged. Sub kumpulan yang kedua hanya dianggotai oleh kumpulan unit beruniform. Di dapati kumpulan, unit beruniform lebih menerapkan kemahiran mentafsir lambang dengan betul menerusi kokurikulum berbanding kumpulan persatuan dan kelab, polibriged dan kumpulan sukan dan permainan.

Begitu juga bagi kemahiran mentafsir simbol dengan betul, dua sub kumpulan dapat diwujudkan iaitu kumpulan yang terdiri daripada kumpulan persatuan dan kelab, kumpulan sukan dan permainan dan kumpulan Polibriged. Sub kumpulan yang kedua hanya dianggotai oleh kumpulan unit beruniform. Di dapati kumpulan, unit beruniform lebih menerapkan kemahiran mentafsir simbol dengan betul menerusi kokurikulum berbanding kumpulan persatuan dan kelab, polibriged dan kumpulan sukan dan permainan.

5.0   Perbincangan Dan Penutup

Daripada data yang dikemukakan adalah jelas menunjukkan bahawa pensyarah kokurikulum di politeknik-politeknik di Malaysia memberi maklum balas persepsi yang positif terhadap penerapan kemahiran komunikasi menerusi kokurikulum. Dapatan ini menyokong beberapa pandangan yang dikemukakan oleh mereka yang yakin bahawa kokurikulum boleh melatih pelajar untuk menguasai beberapa kemahiran termasuk kemahiran komunikasi seperti yang dikemukakan oleh Walker (2003), Keystone Central School District (2002), Switzer (2002), National Academy Foundation (2001), Matthews (2000), Potrafka *et. al* (1997), California State University (1994), Adnan Kamis (1993), Yusoff Ismail (1993), Vasudevan T. Arosoo (1988), Michigan State University (1988) dan Teng Boon Tong (1984).

Di samping itu, maklum balas yang diterima daripada pensyarah kokurikulum menerusi temu bual juga menunjukkan kemahiran komunikasi telah diterapkan menerusi kokurikulum di politeknik-politeknik Malaysia. Antara maklum balas yang diterima ialah,

"Ok..untuk subjek polibriged bahagian..apa..sahsiah dan apa..tingkah laku dan sahsiah ni..kita tekankan tentang apa..komunikasi dua hala..komunikasi dengan pensyarah..komunikasi dengan kawan..untuk memulakan hubungan..jangan ada rasa rendah diri..ok.semua tu pada saya ..mungkin dia tak belajar dalam waktu..waktu subjek electrical tapi dalam masa polibriged nilah dia nak curah pendapat dia."

(Pensyarah Politeknik A)

"Kemahiran komunikasi ..kalau pengakap tu mereka ada komunikasi daripada segi verbal ataupun kira non verbal ..kalau wataniah tu banyaklah nonverbal pun ada..contohnya macam letakkan isyarat-isyarat yang tiga..isyarat dua..mereka tahulah untuk koperal untuk sarjan.untuk ketua macam mana..untuk senyap macam mana..untuk musuh macam mana..jadi syarat-syarat mereka perlu tahulah..."

(Pensyarah Politeknik D)

Dengan demikian dapatlah dinyatakan bahawa kegiatan kokurikulum di seluruh politeknik di Malaysia dapat membina kemahiran komunikasi di kalangan pelajar yang mengikutinya dan kemahiran tersebut berpotensi membantu mereka apabila mereka bekerja kelak.

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Lampiran

Jadual 1 : Skala Likert

Skala	Tafsiran
1	Sangat tidak bersetuju
2	Tidak bersetuju
3	Kurang bersetuju
4	Setuju
5	Sangat setuju

Jadual 2 : Hasil analisis ujian *Realiability Analysis –Scale Alpa* dan Nilai Korelasi Antara Item

Kemahiran Komunikasi	Nilai alfa	Nilai Korelasi Antara Item
Lisan Bahasa Melayu	0.9126	0.5451
Lisan Bahasa Inggeris	0.9183	0.4398
Penulisan Bahasa Melayu	0.9129	0.5509
Penulisan Bahasa Inggeris	0.9152	0.5295
Mendengar dengan baik	0.9104	0.6268
Memberi arahan dengan jelas	0.9102	0.6369
Memahami arahan dengan baik	0.9103	0.6295
Menyampaikan maklumat dengan tepat	0.9095	0.6627
Memahami maklumat dengan baik	0.9084	0.6988
Mentafsir simbol dengan betul	0.9079	0.6968
Mentafsir lambang dengan betul	0.9076	0.7026
Mentafsir moto dengan betul	0.9065	0.7355
Mentafsir logo dengan betul	0.9060	0.7443
Mentafsir warna dengan betul	0.9080	0.6871
Mentafsir bahasa isyarat dengan betul	0.9111	0.6003
Kemahiran Komunikasi Keseluruhan	0.9158	

Jadual 3 : Kemahiran Komunikasi Yang Diterap Oleh Pensyarah Politeknik Menerusi Kokurikulum.

Kemahiran Komunikasi	Min	Sisihan Piawai
Lisan Bahasa Melayu	4.27	0.679
Lisan Bahasa Inggeris	3.53	0.944
Penulisan Bahasa Melayu	4.10	0.821
Penulisan Bahasa Inggeris	3.46	0.980
Mendengar dengan baik	4.26	0.649
Memberi arahan dengan jelas	4.32	0.625
Memahami arahan dengan baik	4.28	0.644
Menyampaikan maklumat dengan tepat	4.30	0.613
Memahami maklumat dengan baik	4.25	0.625
Mentafsir simbol dengan betul	3.91	0.721
Mentafsir lambang dengan betul	3.91	0.727
Mentafsir moto dengan betul	3.87	0.737
Mentafsir logo dengan betul	3.85	0.785
Mentafsir warna dengan betul	3.90	0.770
Mentafsir bahasa isyarat dengan betul	3.98	0.816
Kemahiran Komunikasi Keseluruhan	4.0129	0.50876

Jadual 4 : Perbezaan Kemahiran Komunikasi Yang Diterap Oleh Pensyarah Politeknik Menerusi Kokurikulum Berdasarkan Jantina

Kemahiran Komunikasi	T	Sig. (2 – tailed)
Lisan Bahasa Melayu	1.284	0.200
Lisan Bahasa Inggeris	-0.592	0.554
Penulisan Bahasa Melayu	1.432	0.153
Penulisan Bahasa Inggeris	-0.569	0.570
Mendengar dengan baik	-0.580	0.562
Memberi arahan dengan jelas	0.725	0.469
Memahami arahan dengan baik	1.253	0.211
Menyampaikan maklumat dengan tepat	1.416	0.158
Memahami maklumat dengan baik	0.591	0.555
Mentafsir simbol dengan betul	-0.813	0.417
Mentafsir lambang dengan betul	-0.568	0.571
Mentafsir moto dengan betul	-0.961	0.338
Mentafsir logo dengan betul	-0.763	0.446
Mentafsir warna dengan betul	-0.146	0.884
Mentafsir bahasa isyarat dengan betul	-0.867	0.386
Min Komunikasi Keseluruhan	-0.020	0,984

Jadual 5 : Perbezaan Kemahiran Komunikasi Yang Diterap Oleh Pensyarah Politeknik Menerusi Kokurikulum Berdasarkan Jenis Kokurikulum

Kemahiran Komunikasi	F	Signifikan
Lisan Bahasa Melayu	1.135	0.335
Lisan Bahasa Inggeris	1.778	0.152
Penulisan Bahasa Melayu	1.980	0.117
Penulisan Bahasa Inggeris	1.443	0.231
Mendengar dengan baik	2.542	0.057
Memberi arahan dengan jelas	0.868	0.458
Memahami arahan dengan baik	1.258	0.289
Menyampaikan maklumat dengan tepat	3.816	***0.010**
Memahami maklumat dengan baik	2.738	0.044
Mentafsir simbol dengan betul	3.128	***0.026**
Mentafsir lambang dengan betul	3.252	***0.022**
Mentafsir moto dengan betul	1.120	0.341
Mentafsir logo dengan betul	1.913	0.128
Mentafsir warna dengan betul	1.842	0.140
Mentafsir bahasa isyarat dengan betul	0.484	0.694
Min Komunikasi Keseluruhan	2.473	0.062

* Terdapat perbezaan yang signifikan.

Jadual 6: Ujian Tukey B [a,b] Bagi Menentukan Persepsi Kumpulan Yang Berbeza Terhadap Item-Item Kemahiran Komunikasi.

Item Kemahiran Komunikasi	Jenis Kokurikulum Pensyarah	N	Subset for alpha = 0.05	
			1	2
Menyampaikan maklumat dengan tepat	Polibriged	99	4.18	
	Persatuan dan kelab	81	4.25	
	Sukan dan permainan	73	4.40	4.40
	Unit beruniform	31		4.55
Mentafsir lambang dengan betul	Persatuan dan kelab	80	3.83	
	Sukan dan permainan	72	3.83	
	Polibriged	99	3.93	
	Unit beruniform	31		4,26
Mentafsir simbol dengan betul	Persatuan dan kelab	80	3.81	
	Sukan dan permainan	73	3.84	
	Polibriged	99	3.95	
	Unit beruniform	31		4.26

Kesan Efikasi Kendiri Guru Sejarah Terhadap Amalan Pengajaran Berbantukan Teknologi Maklmumat dan Komunikasi (ICT)

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ABSTRAK

Pusat Perkembangan Kurikulum (2004) melaporkan bahawa kebelakangan ini mata pelajaran Sejarah dianggap sebagai kaku, membosankan dan tidak menarik. Masyarakat pula menganggap subjek ini tidak bernilai komersial. Antara punca fenomena ini ialah kelemahan guru dalam penguasaan pedagogi dan penggunaan ICT sebagai satu dimensi baru dalam pengajaran pembelajaran bagi mencorakkan kualiti budaya belajar yang lebih bermakna. Justeru kajian ini bertujuan untuk mengenal pasti tahap efikasi kendiri guru dan tahap amalan pengajaran sejarah berbantukan ICT. Di samping itu perhubungan antara efikasi kendiri guru dengan amalan pengajaran sejarah berbantukan ICT turut dikaji. Selain itu kajian ini juga mengenal pasti kesan efikasi kendiri guru dengan amalan pengajaran sejarah berbantukan ICT. Sampel kajian seramai sembilan puluh lima orang guru sejarah dipilih secara rawak daripada lima belas buah sekolah menengah kebangsaan harian di negeri Perlis Indera Kayangan. Data dikutip daripada responden dengan menggunakan soal selidik bersakal Likert serta dianalisis dengan menggunakan statistic deskriptif, korelasi Pearson dan regresi berganda. Dapatan kajian menunjukkan bahawa guru sejarah mempunyai tahap efikasi kendiri terhadap ICT yang sederhana tetapi tahap amalan pengajaran berbantukan ICT pula adalah rendah. Semnetar itu wujud hubungan yang sederhana kukuh antara efikasi kendiri guru terhadap ICT dengan amalan pengajaran berbantukan ICT. Keputuasn regresi berganda pula menunjukkan bahawa efikasi guru terhadap ICT mempengaruhi amalan pengajaran ICT itu sendiri. Perbincangan dan implikasi kajian terhadap amalan pengajaran turut dihuraikan.

Pengenalan

Senario pendidikan kini amat memerlukan guru-guru sejarah yang kreatif dan inovatif supaya pengajaran dan pembelajaran mereka adalah efektif. Kreatif bermaksud kebolehan seseorang untuk mencipta, menghasilkan dan memperkembang sesuatu. Inovatif pula ialah kebolehan seseorang untuk memulakan sesuatu yang baru sama ada dalam bentuk kaedah, sistem pendekatan atau sebagainya. Menurut Abd. Rahim (1999), daya kreativiti yang tinggi membolehkan sesuatu kaedah dan metod pengajaran mencorakkan perkembangan minda, emosi, sikap dan nilai para pelajar. Kreativiti juga memerlukan daya imaginasi untuk membolehkan para pelajar meneroka dan menghayati pengajaran yang berguna dalam mata pelajaran sejarah. Ketandusan unsur kreatif dalam pengajaran sejarah menyebabkan pelajar berasa bosan, jemu dan tidak berminat dengan mata pelajaran Sejarah. Kelemahan ini berpunca daripada kaedah pengajaran guru sejarah yang lebih banyak diorientasikan oleh keperluan peperiksaaan dan menghabiskan sukatan pelajaran (Hazri Jamil, 2003). Malah ketandusan inovasi dan pembaharuan yang berterusan dalam pengajaran sejarah di sekolah menyebabkan pelajar merasakan mata pelajaran ini stereotaip, tidak mencabar, statik dan membosankan (PPK, 2004). Pada hal menurut Abd. Rahim (2001), Sejarah bukanlah satu mata pelajaran yang statis, tradisional, mementingkan penghafalan fakta, bersifat naratif dan deskriptif seperti yang difahami oleh kebanyakan orang. Sehubungan itu, guru Sejarah perlu mempunyai kepercayaan yang positif dan keyakinan kendiri untuk menjadikannya seorang yang berinovatif dalam menyusun proses pengajaran dan pembelajaran. Guru juga harus memilih kaedah pengajaran pembelajaran yang boleh menarik minat serta mencabar kebolehan pelajar, merangsang pembelajaran dan menyeronokkan, berjaya melepaskan horizon intelektual, sosial, moral, kerohanian dan mewujudkan perspektif positif seperti merasa penting untuk dipelajari serta berguna untuk masa hadapan. Justeru, satu anjakan paradigma harus dilakukan untuk menjadikan mata pelajaran Sejarah lebih berkesan, menarik dan menggembirakan dengan penggunaan multimedia dalam pengajaran dan pembelajaran (Rashdi Ramlan, 2001). Pengajaran berbantukan ICT seperti melalui penerokaan sumber Sejarah digital dengan melayari laman web boleh membantu meningkatkan minat pelajar serta menjadikan proses P&P Sejarah lebih menarik serta

"menghidupkan" mata pelajaran itu sendiri. Keputusan untuk menggunakan ICT pula mungkin dipengaruhi oleh pelbagai faktor seperti pengetahuan dan kemahiran seta kemudahan dan kekangan di sekolah. Namun beberapa kajian menunjukkan bahawa kepercayaan guru berkaitan penggunaan ICT dalam kerja-kerja mereka merupakan faktor penentu dalam kemampuan guru mengintergrasikannya dalam pengajaran (Mohd Zaaba & Zurida, 2002; Pajares, 2002). Dengan kata lain, kepercayaan efikasi kendiri mempengaruhi pemilihan tindakan, corak pemikiran dan reaksi emosi seseorang guru terhadap suatu situasi yang dihadapi. Individu yang berefikasi tinggi akan menghadapi tugasan-tugasan sukar sebagai cabaran yang perlu di atasi, malah mempunyai daya usaha yang kuat untuk meningkatkan pencapaian dan perwatakan. Berdasarkan kepada premis di atas, kajian ini bertujuan untk mengenal pasti tahap efikasi kendiri guru sejarah dan tahap amalan pengajaran sejarah berbantukan ICT. Di samping itu perhubungan antara efikasi kendiri guru sejarah dengan amalan pengajaran sejarah berbantukan ICT turut dikaji. Selain daripada itu kajian ini juga ingin mengenal pasti kesan efikasi kendiri guru terhadap amalan pengajaran sejarah berbantukan ICT.

Efikasi Guru

Menurut Tschannen-Moran, Hoy dan Hoy (1998), efikasi guru merujuk kepada kepercayaan guru akan keupayaan diri untuk menyusun atur dan melakukan satu siri tindakan yang diperlukan untuk menyempurnakan satu tugasan pengajaran dalam konteks yang spesifik. Dengan lain perkatan, efikasi guru merujuk kepada kepercayaan guru akan keupayan diri untuk mengajar dalam situasi pengajaran. Manakala Powell dan Anderson pula menyatakan efikasi guru sebagai suatu perasaan yang membuatkan seseorang itu merasakan betapa bagusnya beliau dapat belajar dan mempraktikkannya dengan baik. Dalam hal ini Allinder (1995) mendapati bahawa guru-guru yang mempunyai efikasi pengajaran yang tinggi mempunyai sasaran yang lebih tinggi terhadai pelajarnya; mudah menerima ide-ide baru dan mencuba teknik atau kaedah pengajaran baru (Guskey, 1988); daya ketahanan yang tinggi untuk melaksanakan suatu tugasan mengajar baru/sukar (Coladarci, 1992). Justeru guru yang berefikasi tinggi akan menghadapi kesukaran/kegagalan dengan usaha yang lebih gigih untuk menguasai kemahiran-

kemahiran mengajar sehingga berjaya. Sebaliknya guru yang berefikasi rendah mempunyai aspirasi yang rendah dan akan cuba mengelakkan diri daripada menghadapi tugasan pengajaran baru/sukar. Apabila berhadapan dengan tugasan pengajaran yang sukar, guru berefikasi rendah akan menfokuskan kepada rintangan tetapi tidak menumpukan usaha untuk mengatasi rintangan tersebut. Malah mereka juga mudah berputusa asa dan kegagalan ini akan melemahkan lagi efikasi pengajaran yang mengakibatkan mereka berasa stress dalam melaksanakan tugasan pengajaran.

ICT dalam Pengajaran dan Pembelajaran

Menurut Ahmad Fuad (2003), dalam konteks pendidikan,teknologi maklumat merupakan satu rangkaian elektronik untuk mencari, mengumpul, menyimpan, memproses, menyalur dan menyampai maklumat secara efektif, pantas dan banyak untuk membantu proses pengajaran dan pembelajaran. Manakala Halimahtun Saadiah dan Nor Azilah Ngah (2003) pula mendapati kejayaan ICT dalam pendidikan bukan hanya terletak pada teknologi tetapi juga faktor lain seperti pendekatan pedagogi, subjek yang diajar, jenis pelajar, tahap pencapaian pelajar, keperluan pelajar, guru dan persekitaran bilik darjah. Dalam hal ini Irfan Naufal Umar (2004) pula mendapati penggunaan ICT dalam proses P&P membolehkan bilik darjah bertemu dengan dunia nyata serta membolehkan pelajar-pelajar sendiri mencari maklumat dan bahan asal; memudahkan kolaboratif dan perbandingan global; dan membolehkan bahan-bahan multimedia dicipta dan disebarkan dengan mudah. Selain daripada itu, Harris (2000) pula mengkategorikan penggunaan ICT dalam P&P kepada tiga, iaitu:-

i. pertukaran interpersonal seperti penyertaan dalam kumpulan perbincangan eletronik, bilik darjah global yang melibatkan pelajar-pelajar bertukar pendapat tentang sesuatu topik dan hubungan elektronik dengan pakar

ii. koleksi maklumat yang melibatkan pelajar-pelajar dan guru-guru berkongsi atrikel, sumber pengajaran dan rancangan pengajaran atau berkongsi data untuk dianalisis; dan

iii. projek yang melibatkan penyelesaian masalah selari yang melibatkan pelajar daripada pelbagai lokasi meninjau sesuatu dan kemudiannnya berkongsi kaedah dan dapatan kajian.

Di samping itu pautan hiperteks dan hypermedia pula membolehkan pelajar menentukan sendiri arah tuju pembelajaran, kelajuan pembelajaran dan urutan pembelajaran. Tina & Lim Swee Kim (2004) pula mendapati penggunaan ICT dalam P&P membolehkan pelajar bersifat aktif dalam pencarian maklumat dan membina pengetahuan daripada maklumat yang diperolehnya serta berpeluang menghubungkait pengetahuan merentas mata pelajaran tanpa disekat oleh masa dan jarak.

Efikasi Guru Terhadap Penggunaan ICT dalam P&P

Mengkiut Ahmad Fuad (2003) hasrat untuk mencapai penggunaan ICT secara menyeluruh dalam proses pengajaran dan pembelajaran memerlukan dua jenis perubahan dalam kalangan guru. Pertama, guru harus diyakinkan bahawa terdapat banyak kebaikan dan kepentingan penggunaan ICT dalam P&P. Kedua, guru perlu diberikan kemahiran yang mencukupi untuk menggunakan peralatan ICT secara cekap dan efektif. Mengikut Sarimah (2003) pula latihan ICT diperlukan bukan sahaja untuk melatih kemahiran penggunaannya tetapi juga untuk menyakinkan penggunaannya dalam P&P dalam kalangan guru. Malah Norizan (2003) dalam kajiannya mendapati wujud perhubungan yang baik antara kemahiran ICT dengan amalan ICT dalam P&P. Manakala Mohd Zaaba dan Zurida mendapati guru-guru masih tidak pasti akan keupayaan mereka untuk menggabungkan ICT dalam pengajaran. Kebanyakan daripada mereka masih berada di tahap 'perlu belajar' untuk meningkatkan pengetahuan dan kemahiran dalam ICT. Keupayaan seseorang untuk menggabungkan ICT dalam pengajaran bukan berlaku secara automatis. Pengetahuan dan kemahiran dalam ICT tidak menjamin pengintergrasiannya dalam kurikulum dan juga pengajaran. Justeru, adalah penting bagi guru untuk membuat persediaan yang mencukupi agar dapat memenuhi tuntutan dan jangkaan masyarakat untuk menggabungkan ICT dalam pengajaran. Sikap serta keyakinan dan efikasi yang tinggi membantu memudahkan proses peningkatan kemahiran dalam pelaksanaan ICT dalam proses pengajaran dan pembelajaran. Albion (1999) menyarankan bahawa satu cara yang ideal untuk meningkatkan efikasi guru terhadap penggunaan ICT ialah dengan menyediakan latihan kemahiran ICT kerana ia berupaya meningkatkan efikasi guru. Menyokong pendapat Albion (1999) ialah Jones (2002) yang menyatakan bahawa apabila

guru menggunakan ICT untuk tujuan pengajaran, keyakinan diri akan muncul sebagai petunjuk yang penting ke atas seseorang guru untuk mengajar ICT dalam bilik darjah. Hal ini diperkukuhkan lagi oleh Moersch (2001), bahawa penggunaan ICT dalam pengajaran adalah bergantung kepada keyakinan diri guru untuk mengguna dan mengendali peralatan ICT.

Methodologi Kajian

Kajian deskriptif ini melibatkan responden seramai 95 orang guru Sejarah yang dipilih secara rawak dari 15 buah sekolah menengah harian biasa di seluruh negeri Perlis. Data kajian pula diperoleh dengan menggunakan soal selidik yang dihantar oleh penyelidik sendiri kepada responden kajian. Instrumen yang digunakan untuk mengukur amalan guru Sejarah terhadap penggunaan ICT dalam kajian ini telah diambil daripada Norizan Ahmad (2003). Item-item tersebut terlebih dahulu telah diklasifikasikan kepada dua dimensi iaitu amalan penggunaan ICT untuk mencari maklumat sejarah (EPIK), dan amalan penggunaan ICT untuk menyampaikan pengajaran sejarah (EPICT). Kebolehpercayaan soal selidik ini adalah tinggi dengan nilai Cronbach Alpa yang peroleh ialah sebanyak 0.82.

Manakala efikasi guru sejarah terhadap pengajaran sejarah berbantukan ICT pula telah diukur dengan menggunakan dua puluh tiga item yang dibentuk oleh Mohd. Zaaba Ismail dan Zurida Ismail (2002). Dua dimensi efikasi guru yang diukur dalam kajian ini ialah berkaitan efikasi guru sejarah terhadap penggunaan ICT dalam pengajaran sejarah (AICTMM), dan efikasi guru sejarah terhadap pemilihan isi kandungan semasa melaksanakan pengajaran sejarah berbantukan ICT (AICTUP). Responden dikehendaki menjawab dengan instrumen kajian tersebut berpandukan skala `Likert` yang memberi lima gerakbalas mengikut darjah persetujuan. Nilai kebolehpercayaan 'Cronbach Alpha' yang diperoleh bagi item-item kajian ini daripada kajian rintis adalah sangat menyakinkan iaitu sebanyak 0.91.

Semua data yang diperoleh daripada responden telah dianalisis dengan menggunakan min, sisihan piawai dan korelasi Pearson antara variabel bebas dan bersandar (dipaparkan dalam Jadual 1). Manakala kesan efikasi kendiri guru Sejarah terhadap amalan pengajaran berbantukan ICT pula telah dianalisis dengan menggunakan analisis regresi berganda serta dilaporkan dalam Jadual 2. Manakala interpretasi tahap amalan dan efikasi kendiri guru pula dilakukan berdasarkan saranan Mohd. Zaaba Ismail dan Zurida Ismail iaitu jika skor min di antara "1.0 hingga 2.9" menunjukkan tahap amalan rendah; skor min antara "3.0 hingga 3.9" menunjukkan tahap amalan sederhana; dan jika skor min di antara "4.0 hingga 5.0" menunjukkan tahap amalan tinggi.

Dapatan Kajian

Korelasi Antara Efikasi Guru Sejarah dengan Amalan Pengajaran Berbantukan ICT

Dapatan daripada Jadual 1 melaporkan bahawa secara keseluruhannya efikasi pengajaran berbantukan ICT guru Sejarah adalah sederhana kerana memperoleh skor min sebanyak 3.45. Secara spesifiknya tahap yang sama dalam efikasi guru sejarah terhadap penggunaan ICT dalam pengajaran sejarah (AICTMM), dan efikasi guru sejarah terhadap pemilihan isi kandungan semasa melaksanakan pengajaran sejarah berbantukan ICT (AICTUP). Sebaliknya dapatan Jadual 1 turut melaporkan bahawa tahap amalan pengajaran Sejarah berbantukan ICT masih pada tahap rendah kerana memperoleh skor min sebanyak 2.61. Situasi yang sama dapat dilihat pada amalan amalan penggunaan ICT untuk mencari maklumat sejarah (EPIK), dan amalan penggunaan ICT untuk menyampaikan pengajaran sejarah (EPICT).

Sementara itu hasil korelasi Pearson pula menunjukkan bahawa terdapat hubungan signifikan dan sederhana kukuh antara efikasi guru dengan amalan pengajaran Sejarah menggunakan ICT dan dimensinya iaitu nilai koefisien "r" antara 0.69 hingga 0.76.

Jadual 1
Min, Sisihan Piawai dan Inter Korelasi Antara Variabel Kajian

	Min	S.P.	1	2	3	4	5	6	7	8
1.Efikasi Keseluruhan	3.45	0.53								
2 Amalan Keseluruhan	2.61	0.69	.60*	-						
3.AICTMM	3.31	0.64	.94*	.58*	-					
4.AICTUP	3.65	0.59	.90*	.51*	.70*	-				
5.EPIS	2.42	0.74	.60*	.92*	.58*	.48*	-			
6.EPICT	2.79	0.76	.52*	.92*	.48*	.45*	.68*	-		

* signifikan pada paras p<0.05

Kesan Efikasi Kendiri Guru Sejarah Terhadap Amalan Pengajaran Berbantukan Teknologi Maklmumat dan Komunikasi (ICT)

Dapatan daripada Jadual 2 menunjukkan bahawa efikasi guru Sejarah terhadap penggunaan ICT berbantukan ICT menyumbang sebanyak 36.0 % varians terhadap perubahan amalan kerja. Hanya dimensi efikasi guru sejarah terhadap penggunaan ICT dalam pengajaran sejarah (β=0.442) sahaja yang mempunyai kesan positif secara signifikan terhadap amalan penggunaan ICT secara menyeluruh berbanding efikasi guru sejarah terhadap pemilihan isi kandungan semasa melaksanakan pengajaran sejarah berbantukan ICT (AICTUP). Dapatan ini menjelaskan bahawa apabila efikasi guru sejarah terhadap penggunaan ICT dalam pengajaran sejarah meningkat, ia turut meningkatkan amalan penggunaan ICT dalam pengajaran sejarah.

Pola dapatan yang serupa dapat dilihat dalam Jadual 2 apabila hanya dimensi efikasi guru sejarah terhadap penggunaan ICT dalam pengajaran sejarah (ICTMM) sahaja yang mempunyai kesan positif secara signifikan terhadap amalan penggunaan ICT untuk mencari maklumat sejarah (β=0.482), dan amalan penggunaan ICT untuk menyampaikan pengajaran sejarah (β=0.327). Keputusan ini mengukuhkan bahawa apabila efikasi guru sejarah terhadap penggunaan ICT dalam pengajaran sejarah bertambah, ia turut meningkatkan lagi amalan penggunaan ICT untuk mencari maklumat sejarah, dan amalan penggunaan ICT untuk menyampaikan pengajaran sejarah di kalangan guru

Jadual 2 :
Keputusan Analisis Regresi Berganda

Variabel bersandar (Amalan Penggunaan ICT secara menyeluruh)	Beta	t	R^2	F
Efikasi Guru Sejarah			0.360	25.83*
1.AICTMM	0.442	3.78*		
2.AICTUP	0.200	1.71		
Variabel Bersandar (EPIS)				
Efikasi Guru Sejarah			0.361	24.86*
1.AICTMM	0.482	4.09*		
2.AICTUP	0.145	1.22		
Variabel Bersandar (EPICT)				
Efikasi Guru Sejarah			0.259	16.07*
1.AICTMM	0.327	2.597*		
2.AICTUP	0.224	1.779		

* signifikan pada aras $p < 0.05$

Perbincangan dan Implikasi Kajian

Dapatan kajian menunjukkan efikasi secara keseluruhannya guru sejarah mempunyai tahap efikasi yang sederhana terhadap pengajaran sejarah berbantukan ICT. Dalam hal ini para guru sejarah turut mempunyai tahap efikasi yang sederhana terhadap pemilihan isi kandungan sejarah dan juga penggunaan ICT untuk mengajar sejarah. Dapatan ini sekadar menyokong kajian Jamaluddin et al. (2000), bahawa kesediaan guru menggunakan ICT berkait dengan sikap positif dalam menerima perubahan dari segi strategi dan kaedah pengajaran. Dapatan ini juga mengukuhkan pernyataan bahawa terdapat dalam kalangan guru sejarah yang masih mempunyai sikap fobia, takut serta negatif menerima perubahan kerana mereka lebih gemar dengan kaedah lama yang bersandarkan buku teks, nota edaran atau menulis pada papan hijau sahaja.

Dari sudut tahap amalan penggunaan ICT guru sejarah didapati secara keseluruhannya masih lagi pada tahap rendah sama ada dari segi mencari maklumat mahu pun dari segi menyampaikan pengajaran. Dapatan ini menggambarkan bahawa pengintergrasian ICT dalam P&P dalam kalangan guru sejarah masih tidak lagi pada tahap yang tidak memuaskan kemungkinan kurangnya latihan berkaitan.

Keputusan kajian menunjukkan terdapat hubungan yang sederhana kukuh antara efikasi guru sejarah terhadap pengajaran berbantukan ICT dengan amalan penggunaan ICT guru sejarah. Hubungan ini membawa maksud bahawa semakin tinggi tahap efikasi guru sejarah terhadap pengajaran berbantukan ICT maka semakin tinggi tahap amalan penggunaan ICT untuk mengajar Sejarah. Dapatan ini menyokong kajian Harrison et al. (1997) dan Albion (1999). Manakala dapatan kajian ini juga menunjukkan bahawa hanya dimensi efikasi guru sejarah terhadap penggunaan ICT dalam pengajaran sejarah sahaja yang mempunyai kesan positif secara signifikan terhadap amalan penggunaan ICT secara menyeluruh berbanding efikasi guru sejarah terhadap pemilihan isi kandungan semasa melaksanakan pengajaran sejarah berbantukan ICT. Dapatan ini menjelaskan bahawa apabila efikasi guru sejarah terhadap penggunaan ICT dalam pengajaran sejarah meningkat, ia turut meningkatkan amalan penggunaan ICT dalam pengajaran sejarah. Keputusan ini dikukuhkan lagi apabila efikasi guru sejarah terhadap penggunaan ICT dalam pengajaran sejarah bertambah, ia turut meningkatkan lagi amalan penggunaan ICT untuk mencari maklumat sejarah, dan amalan penggunaan ICT untuk menyampaikan pengajaran sejarah di kalangan guru sejarah. Dalam hal ini, Shroyer dan Borchers (1996); Albion (1999); dan Moersch (2001) mendapati bahawa kepercayaan guru, khasnya efikasi guru adalah faktor yang signifikan dalam menentukan keupayaan guru untuk menggabungkan teknologi dalam pengajaran. Sebaliknya guru yang mempunyai efikasi kendiri yang rendah biasanya memilih kaedah yang mudah untuk melaksanakan pengajaran.

Kajian ini mempunyai beberapa implikasi, antaranya ialah guru sejarah harus lebih berani menggunakan kaedah pengajaran berbantukan ICT kerana rasa bimbang dan takut masih menguasai diri guru sejarah. Guru sejarah harus berani memecahkan kaedah tradisi dan status quo yang sedia ada dengan menggunakan ICT untuk mencari maklumat pengajaran dan menyampaikan pengajaran sejarah. Melalui penggunaan ICT, pengajaran dan pembelajaran sejarah akan menjadi lebih menarik dan tidak membosankan. Tahap amalan penggunaan ICT pula masih rendah dalam pengajaran sejarah, justeru keadaan sebegini harus dielakkan lebih-lebih lagi pada zaman serba canggih ini. Guru sejarah seharusnya

membiasakan diri menggunakan teknologi dalam pengajaran mereka agar pelajar akan terangsang untuk menghayati dan mengikuti pelajaran sejarah dengan penuh minat.

Kesimpulan

Kajian ini secara umumnya telah menunjukkan bahawa implikasi efikasi dan amalan guru sejarah terhadap penggunaan ICT dalam pengajaran sejarah. Dapatan kajian jelas menunjukkan bahawa efikasi mempengaruhi amalan penggunaan ICT guru sejarah dalam melaksanakan pengajaran sejarah. Guru sejarah seharusnya mengintergrasikan ICT dalam pengajaran sejarah supaya pengajaran dan pembelajaran sejarah menjadi lebih menarik dan berkesan. Guru-guru sejarah perlu menyesuaikan kaedah pengajaran mengikut perkembangan semasa agar mereka tidak menjadi guru yang terpinggir dan kaku. Guru sejarah seharusnya mempunyai keyakinan untuk mengintergrasikan ICT dalam pengajaran bagi meningkatkan "outcomes" dan keberkesanan pengajaran.

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KEMISKINAN DAN PENDIDIKAN: PERUBAHAN MINDA ORANG MELAYU KE ARAH KECEMERLANGAN PENDIDIKAN AKADEMIK[1]

Disediakan oleh

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Dalam usaha meningkatkan prestasi pelajar Melayu, kertas ini telah mengupas kaitan antara kemiskinan dengan pendidikan. Data pada tahun 1997 menunjukkan kadar kemiskinan di kalangan kaum Melayu adalah lebih tinggi berbanding kaum India dan kaum Cina. Walaupun terdapat pelbagai takrifan kemiskinan, kajian ini menggunakan takrifan yang digunapakai oleh MAPEN II iaitu berasaskan Pendapatan Garis Kemiskinan (PGK). Kaedah kualitatif yang melibatkan *armchair research* dan *focus group interview* digunakan untuk melihat perhubungan antara kemiskinan dengan pendidikan. Fenomena kemiskinan ini dikaji dengan menggunakan maklumat analisis kandungan berdasarkan *semantic content analysis* (*manifest*) dan *feeleng tone* or *inferred content analysis (latent)*. *Focus group interview* pula membolehkan pengkaji mendapatkan maklumat terperinci tentang kemiskinan. Maklumat yang diperoleh daripada *content analysis* dan *focus group interview* ini dikategorikan mengikut tema yang mempengaruhi persekitaran budaya belajar pelajar seperti keluarga, pelajar dan sekolah. Hasil kajian yang telah dianalisis seterusnya diterjemahkan kepada strategi bagi meningkatkan pencapaian pelajar Melayu terutama yang miskin. Konsep 4 Celik
(Celik Bahasa, Celik Angka, Celik Pembelajaran dan Celik Minda) telah diperkenalkan ke dalam persekitaran budaya belajar bagi meningkatkan prestasi pelajar Melayu dan menjana perubahan minda orang Melayu. Langkah – langkah yang perlu diambil oleh ibu bapa/keluarga, sekolah dan guru, masyarakat/komuniti dan pelajar juga telah dikenalpasti agar pelajar Melayu miskin berjaya dalam pendidikan.

1.0 PENGENALAN

Latar Belakang

1.1 Malaysia telah menunjukkan kemajuan yang membanggakan dalam pelbagai aspek pendidikan sejak mencapai kemerdekaan pada tahun 1957. Secara amnya, banyak kemajuan yang telah dicapai dalam pencapaian akademik pelajar termasuk peningkatan penyertaan dan pengurangan keciciran pada semua

peringkat pendidikan, peningkatan pencapaian tahap pendidikan, dan peningkatan prestasi pencapaian pendidikan. Walau bagaimanapun, sehingga kini, masih terdapat jurang yang nyata dalam pencapaian akademik antara pelajar Bumiputera dan bukan Bumiputera (BPPDP, 2001). Pelajar Bumiputera masih belum setanding dengan pelajar bukan Bumiputera, khususnya kaum Cina, sama ada dari segi kuantiti mahupun kualiti.

1.2   Salah satu faktor utama yang dikenal pasti adalah perkaitan antara kemiskinan dengan pendidikan. Ketidakseimbangan sosioekonomi dan wujudnya golongan miskin mempengaruhi perbezaan pencapaian akademik di kalangan pelajar mengikut kaum dan lokasi. Faktor kemiskinan, keluarga, pelajar, sekolah, dan persekitaran banyak mempengaruhi kelemahan pelajar Bumiputera khususnya pelajar Melayu dalam akademik terutamanya dalam aspek bahasa, angka, pembelajaran, dan perkembangan minda.

1.3   Kemiskinan meliputi pelbagai dimensi dan takrif. Umumnya, kemiskinan merujuk kepada ketidaksejahteraan, ketertinggalan, dan kemunduran sesuatu masyarakat mengikut ukuran atau norma tertentu. Komponen ekonomi sering menjadi ukuran penting tahap kemiskinan.

1.4   Di Malaysia, konsep kemiskinan yang sering digunakan adalah berasaskan komponen ekonomi dan dilihat dari dua aspek iaitu kemiskinan mutlak dan kemiskinan relatif (Chamhuri, 2001; Cheong dan Fredericks, 1977; MAPEN II, 2001; Osman-Rani, 1995). Kemiskinan mutlak merujuk kepada keadaan kekurangan pendapatan kasar bulanan untuk membeli keperluan minimum sesebuah isi rumah yang meliputi keperluan makanan, pakaian, tempat kediaman, dan keperluan asas lain. Ukuran yang digunakan adalah berdasarkan taraf pendapatan minimum atau Pendapatan Garis Kemiskinan (PGK). Kemiskinan relatif pula merujuk kepada ketidaksamarataan pendapatan antara kumpulan yang diukur berdasarkan nisbah perbezaan pendapatan antara kumpulan

pendapatan, kumpulan etnik, isi rumah bandar dan luar bandar, dan peratus isi rumah dengan pendapatan.

1.5 Pendekatan yang diguna pakai bagi mengukur kemiskinan berdasarkan PGK mempunyai beberapa kelemahan kerana konsep ini bukan merupakan satu konsep kemiskinan menyeluruh dan tidak menggambarkan taraf hidup isi rumah. Sebagai sokongan, Chamhuri (2001) mencadangkan penggunaan petunjuk sosial atau kebajikan lain bagi mengukur kualiti hidup seperti indeks kualiti hidup fizikal, indeks pembangunan manusia, dan indeks kemiskinan manusia.

1.6 Ungku Aziz pula mengesyorkan supaya pengukur kemiskinan diasaskan kepada pemakanan yang perlu bagi pertumbuhan badan, zat yang diperlukan bagi menghindar penyakit seperti anemia dan benguk, dan perbelanjaan-perbelanjaan lain yang perlu untuk taraf penghidupan yang sederhana. Berasaskan pendekatan ini, MAPEN II (2001, p. 563) telah menganggarkan jumlah perbelanjaan sebulan bagi lima orang ahli keluarga mengikut tiga jenis makanan pilihan bagi Semenanjung Malaysia, Sabah, dan Sarawak adalah seperti berikut:

	Pilihan 1	Pilihan 2	Pilihan 3
Semenanjung Malaysia	RM775.29	RM784.38	RM936.39
Sabah	RM949.64	RM959.12	RM1054.64
Sarawak	RM952.22	RM978.44	RM1086.60

1.7 Bagi kertas ini, takrif kemiskinan merujuk kepada takrif yang diguna pakai oleh MAPEN II iaitu berasaskan PGK. Namun, walau apapun takrif yang digunakan, kemiskinan di Malaysia lebih merupakan fenomena antara desa dan bandar, terutama di kalangan masyarakat Melayu. Walau bagaimanapun, kemiskinan yang dahulunya yang lebih tertumpu kepada Melayu luar bandar kini sudah semakin ketara juga di kalangan Melayu bandar. Antara sebab berlakunya kemiskinan di kalangan masyarakat Melayu adalah berpunca daripada sikap negatif berikut:

a. tidak mempunyai motivasi tinggi untuk merebut peluang pembangunan;

b. tidak ingin memajukan diri untuk bersaing dengan lain-lain penduduk, terutamanya bukan Bumiputera, dalam sektor penting; dan

c. tidak ingin mengambil risiko terhadap aktiviti yang boleh menambah pendapatan (Laporan IAPG, 1990, m.s. 66 dalam INTAN, 1991).

Kadar Kemiskinan

1.8   Kadar kemiskinan di Malaysia telah menurun sejak dua dekad yang lalu. Menurut laporan MAPEN II, kadar kemiskinan keseluruhan telah menurun daripada 16.5 peratus pada tahun 1990 kepada 4.3 peratus pada tahun 2004. Kadar kemiskinan desa pula menurun daripada 21.1 peratus pada tahun 1990 kepada 9.6 peratus pada tahun 2004.

1.9   Walaupun kadar kemiskinan telah menurun, masih terdapat jurang kemiskinan antara desa dan bandar serta kaum. Terdapat juga perbezaan agihan pendapatan mengikut kaum dan antara kumpulan Bumiputera dan bukan Bumiputera.

a. Kadar kemiskinan mengikut strata menunjukkan pada tahun 2004, kadar kemiskinan lebih tinggi di desa (9.6%) berbanding bandar (1.6%).

b. Kadar kemiskinan mengikut kaum menunjukkan pada tahun 1997, kadar kemiskinan lebih tinggi di kalangan Melayu (7.7%) berbanding India (1.3%), dan Cina (1.1%).

c. Agihan pendapatan pelbagai kumpulan menunjukkan pada tahun 1997, pendapatan isi rumah bulanan Bumiputera lebih rendah daripada Cina dan India. Bumiputera merupakan golongan terbesar (70.2%) dalam kategori pendapatan 40 peratus terendah berbanding dengan Cina (14.4%) dan India (5.3%).

d. Nisbah ketidakseimbangan pendapatan menunjukkan pada tahun 2002, wujud ketidaksamarataan pendapatan isi rumah yang lebar antara Bumiputera dengan kaum lain – Bumiputera:Cina adalah 1:1.80 dan Bumiputera:India adalah 1:1.28 dan antara desa dengan bandar 1:2.11.

Kaitan Kemiskinan Dengan Pendidikan

1.10 Jurang perbezaan kemiskinan yang masih wujud adalah membimbangkan kerana kemiskinan akan terus menjana kemiskinan dalam satu kitaran ganas (*vicious cycle of poverty*). Dalam kitaran ini, kemiskinan dan persekitaran menyebabkan pencapaian pendidikan yang rendah dan seterusnya mencambahkan kemiskinan. Kajian-kajian kemiskinan dan pembangunan desa sering menunjukkan tahap pendidikan keluarga miskin adalah rendah (Fong Chan Onn dalam INTAN 1991; Unit Penyelidikan Sosioekonomi Rakyat, 1990). Contohnya, Kajian Sosioekonomi Rakyat Termiskin (Chamhuri, 1994 dalam Chamhuri, 2001) mendapati tahap pendidikan keluarga termiskin adalah lebih rendah berbanding bukan miskin iaitu antara 65-92 peratus ketua isi rumah termiskin cuma tamat sekolah rendah dan hanya 1-16 peratus tamat sekolah menengah rendah. Ahli isi rumah termiskin juga mempunyai tahap pendidikan yang rendah iaitu antara 29-77 peratus tamat sekolah rendah.

1.11 Rata-rata, pencapaian akademik pelajar Melayu di desa dan bandar lebih rendah berbanding pelajar bukan Melayu pada setiap peringkat pendidikan dan kadar keciciran adalah tinggi di kawasan desa. Masalah kemiskinan, kesempitan hidup, dan kewangan menyebabkan ibu bapa tidak mampu untuk menampung perbelanjaan sekolah anak-anak. Pelajar yang miskin didapati bekerja untuk membantu menyara keluarga, membantu ibu bapa bekerja di sawah, ladang, kebun, laut, atau

mengusahakan perniagaan keluarga; dan membantu kerja rumah serta menjaga adik-adik ketika ibu bapa bekerja.

1.12 Pendidikan yang diberikan khususnya kepada golongan miskin akan mampu membantu mereka untuk memperoleh kemahiran bagi mendapatkan pekerjaan yang lebih baik daripada buruh upah rendah, meningkatkan daya saing, dan meningkatkan pendidikan anak-anak mereka (MAPEN II, 2001). Pendidikan ibu bapa/penjaga juga memberi kesan *intergenerational effects* khususnya terhadap tahap dan pencapaian pendidikan anak-anak serta keupayaan untuk mengubah mobiliti sosial. Kesemua ini mempunyai implikasi yang besar ke atas pembangunan masyarakat dan sumber tenaga manusia negara. Penekanan ke atas kecemerlangan pendidikan anak-anak Melayu perlu dititikberatkan demi kemajuan masyarakat Melayu. Untuk memahami status pencapaian pelajar Melayu, analisis prestasi akademik pelajar Melayu perlu dikupas terlebih dahulu.

2.0   PRESTASI PENCAPAIAN AKADEMIK PELAJAR MELAYU

Rumusan Pencapaian Pelajar

2.1 Pada semua peringkat pendidikan pencapaian pelajar Bumiputera kurang cemerlang berbanding pelajar bukan Bumiputera. Pada peringkat UPSR, pencapaian gred A bagi mata pelajaran Sains dan Matematik menunjukkan perbezaan antara kaum, lokasi, jenis sekolah, dan jantina. Pelajar bukan Bumiputera sama ada di SK atau SJKC, bandar atau luar bandar menunjukkan prestasi yang lebih baik. Sebaliknya, pencapaian prestasi pelajar Bumiputera adalah berbeza mengikut faktor lokasi dan jantina. Gambaran yang sama juga ditunjukkan pada peringkat PMR dan SPM.

3.0   METODOLOGI KAJIAN

3.1   Perkaitan antara kemiskinan dan pendidikan di Malaysia ini dikaji secara kualitatif dengan menggunakan pendekatan *armchair research* dan *focus group interview.* Kaedah kualitatif dipilih kerana kaedah ini dapat membantu mengenal pasti dan menerangkan masalah sosial yang kompleks (Marshall, C. & Rossman, G.B., 1995; p.11) seperti kemiskinan. Dalam mengkaji fenomena kemiskinan, maklumat diperoleh dengan menggunakan kaedah analisis kandungan (*content analysis*). Manakala focus group interview membolehkan pengkaji mendapat maklumat yang lebih mendalam tentang kemiskinan. Dalam meneliti perkaitan kemiskinan dan pendidikan ini, pengkaji telah menggunakan kedua-dua jenis analisis kandungan iaitu: *(a) semantic content analysis (manifest) and (b) feeling tone, or inferred content analysis (latent). In a latent content analysis, the researcher goes beyond what was said or written and infers meaning of something"* (Morse, J.M. (ed.) 1994; p.179).

3.2   Pengkaji telah menggunakan kajian yang dijalankan oleh BPPDP dan orang perseorangan tentang faktor-faktor yang mempengaruhi pencapaian pelajar. *Focus group interview* dilakukan dengan beberapa orang cendekiawan untuk membolehkan pengkaji mengetahui secara mendalam pemikiran para cendiakawan tentang kemiskinan dan kaitannya dengan pendidikan. Maklumat yang diperoleh melalui *content analysis* dan *focus group interview* di dikategorikan berdasarkan tema yang mempengaruhi persekitaran budaya belajar pelajar. Faktor tersebut ialah keluarga, pelajar, sekolah, dan persekitaran seperti yang diterangkan dalam kerangka konsep kajian ini.

3.3   Hasil kajian yang telah dianalisis kemudiannya diterjemahkan kepada strategi bagi meningkatkan pencapaian pelajar Melayu terutama yang miskin.   Pengkaji telah memperkenalkan konsep 4Celik ke dalam persekitaran budaya belajar pelajar.   Akhir sekali, pengkaji telah

menyediakan langkah seterusnya yang perlu diambil oleh ibu bapa/keluarga, sekolah dan guru, masyarakat/komuniti, dan pelajar bagi memastikan pelajar Melayu miskin berjaya dalam pendidikan.

4.0   PUNCA KELEMAHAN PENCAPAIAN AKADEMIK PELAJAR MELAYU

Kerangka Konsep

4.1   Faktor yang mempengaruhi kelemahan pelajar Melayu, khususnya pelajar miskin dan di luar bandar, berkait rapat dengan budaya belajar pelajar. Budaya belajar ini boleh diperjelas berdasarkan kerangka konsep yang memperlihatkan perkaitan antara empat faktor yang dikenal pasti mempengaruhi pencapaian akademik pelajar Melayu iaitu keluarga, pelajar, sekolah, dan persekitaran (Rajah 1). Keempat-empat faktor ini mempunyai interaksi antara satu sama lain dalam membentuk persekitaran budaya belajar pelajar.
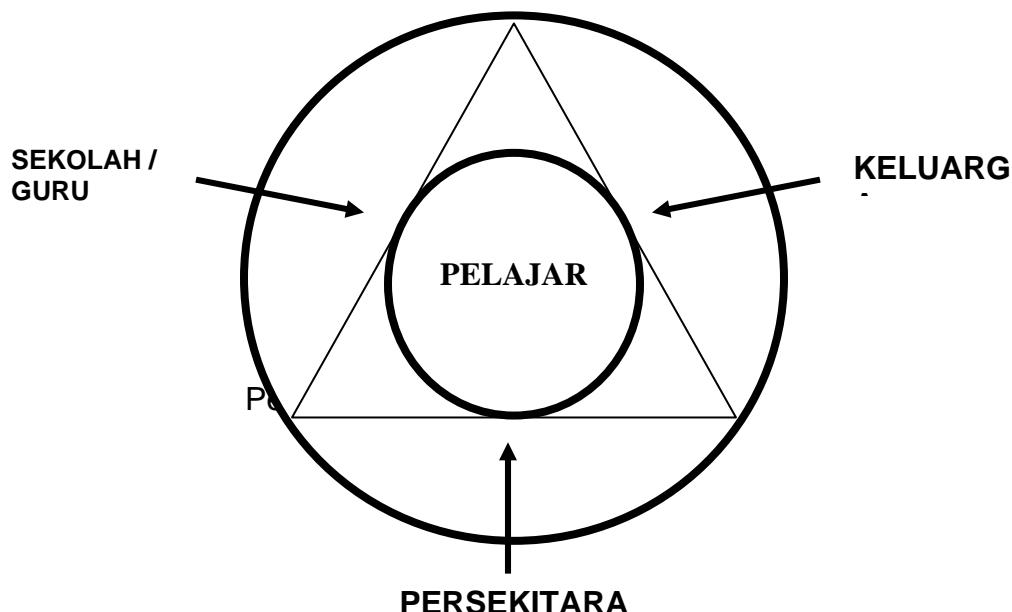
Rajah 1

Persekitaran Budaya Belajar

4.2 Sejak dilahirkan pembentukan sahsiah, sikap serta persepsi seseorang individu terhadap kehidupan akan datang banyak dipengaruhi oleh keluarganya. Rasulullah s.a.w. bersabda, "Setiap anak itu dilahirkan dalam keadaan yang suci (fitrah), ibu bapanyalah yang akan menjadikannya Yahudi, Nasrani atau Majusi."

4.3 Latar belakang keluarga seperti status ekonomi, pegangan agama, budaya keluarga, sikap ibu bapa terhadap nilai pendidikan akan menjadi asas pembentukan identiti individu pelajar. Pendidikan pada peringkat awal yang diperolehi di rumah serta sokongan dan dorongan keluarga akan menjadi asas kepada kejayaan pelajar pada peringkat persekolahan seterusnya. Menurut Lumsden (1994):

> "Children's home environment shapes the initial constellation of attitudes they develop toward learning. When parents nurture their children's natural curiosity about the world by welcoming their questions, encouraging exploration, and familiarising them with resources that can enlarge their world, they are giving their children the message that learning is worthwhile and frequently fun and satisfying."
>
> *(ERIC Digest 92)*

4.4 Menurut Gardner (dalam Mohamad Daud, 1994), kanak-kanak yang hidup bersama ibu bapa akan memperoleh nilai kelas sosial yang diamalkan oleh keluarga. Keluarga golongan kelas sosial bawahan selalunya besar, kurang berkemampuan, dan ibu bapa kurang memberi perhatian individu kepada anak-anak. Ibu bapa ini mempunyai harapan rendah terhadap anak-anak, berbual tentang topik yang terbatas, dan mahukan anak-anak mengikut perintah mereka. Manakala keluarga daripada kelas sosial menengah selalunya kecil, menaruh harapan tinggi terhadap anak-anak, sentiasa

bekerjasama, dan berusaha untuk memastikan supaya anak-anak mereka mendapat pencapaian yang lebih tinggi. Anak-anak mereka juga mempunyai sifat kendiri yang tinggi.

4.5   Sekolah dan persekitaran juga merupakan faktor utama dalam mempengaruhi pembentukan sahsiah dan pencapaian pelajar. Faktor sekolah termasuklah guru, kemudahan pembelajaran, persekitaran pembelajaran, pembiayaan pendidikan, sistem pendidikan, cara penyampaian pendidikan, program sokongan, dan hubungan sekolah dan komuniti. Faktor persekitaran termasuk komuniti, budaya sesuatu bangsa/kaum serta sistem sokongan yang wujud dalam masyarakat akan terus mewarnai kehidupan seseorang pelajar. Dengan lain perkataan, budaya belajar seseorang pelajar itu dipengaruhi oleh pelbagai faktor khususnya faktor keluarga, sekolah serta persekitaran yang boleh menentukan kejayaan atau kegagalan seseorang pelajar baik dalam apa bidang pun serta dalam kehidupan sebenarnya.

4.6   Kajian *Factors Influencing the Academic Achievement of Students in Malaysian Schools* oleh Universiti Malaya (Leong Yin Ching dan lain-lain, 1990), mendapati keempat-empat faktor yang tersebut di atas mempunyai pengaruh yang berbeza mengikut peringkat persekolahan. Kajian ini melibatkan seramai 25,632 orang pelajar sekolah rendah daripada 686 buah sekolah dan 18,458 pelajar sekolah menengah daripada 119 buah sekolah menengah di seluruh negara. Kajian ini merumuskan bahawa faktor sosioekonomi dan keluarga merupakan faktor terpenting dalam mempengaruhi pencapaian akademik pelajar pada peringkat sekolah rendah (UPSR). Walau bagaimanapun, faktor–faktor ini kurang mempengaruhi pencapaian akademik pada peringkat menengah. Pada peringkat menengah (SRP dan SPM) faktor sekolah dan persekitaran banyak mempengaruhi

pencapaian akademik, manakala pada peringkat lepas menengah (STPM), faktor utamanya adalah sekolah.

FAKTOR KELUARGA

4.7 Kajian-kajian BPPDP (EPRD, 1992, 1994, 1996, dan 2001a) tentang kelemahan pelajar dalam pelajaran dan masalah keciciran di sekolah mendapati faktor keluarga iaitu sikap negatif terhadap pendidikan, masalah kemiskinan, masalah rumah tangga, kurang sokongan terhadap pendidikan, dan kurang hubungan antara keluarga dan sekolah adalah penyumbang kepada pembentukan budaya belajar pelajar.

Sikap Negatif Terhadap Pendidikan

4.8 Kajian Kes Mengenai Keciciran di Sekolah Menengah (BPPDP, 1996) menggariskan sikap negatif ibu bapa/keluarga terhadap pendidikan termasuklah tidak atau kurang mengambil berat terhadap pendidikan anak, kurang kesedaran tentang kepentingan pelajaran, lebih suka anak bekerja daripada bersekolah, dan membiarkan anak ponteng sekolah. Terdapat juga ibu bapa yang merestui, membiarkan, atau tidak tahu mengambil tindakan terhadap tingkah laku anak yang nakal. Keluhan yang sering diluahkan oleh ibu bapa sebegini adalah seperti "Apa yang boleh kami buat?", dan "Sekiranya anak-anak tetap tidak mahu bersekolah, apa yang boleh kami lakukan?". Sikap negatif ini juga menyumbang kepada salah laku moral dan seks di kalangan pelajar. Mengikut perangkaan Bahagian Sekolah, Kementerian Pendidikan Malaysia, di antara bulan Januari dan September tahun 2001 terdapat sebanyak 973 kes salah laku moral yang dilaporkan.

Masalah Kemiskinan

4.9   Keluarga yang kurang berkemampuan menghadapi masalah untuk membeli peralatan dan bahan pembelajaran, membayar yuran sekolah, tambang bas, dan membeli cermin mata (BPPDP, 1996). Ada juga keluarga kurang berkemampuan yang mengharapkan anak-anak untuk bekerja bagi membantu keluarga. Keluarga miskin juga kurang mampu menyediakan rumah yang selesa untuk seisi keluarga menyebabkan suasana tidak kondusif untuk menjadi tempat belajar. Menurut perangkaan Kementerian Pembangunan Wanita dan Keluarga, sebanyak 7.5 peratus penduduk Malaysia adalah di bawah paras kemiskinan. Ini bermakna seramai 1.7 juta penduduk Malaysia perlu diberi perhatian yang sewajarnya dan daripada jumlah tersebut sebanyak 16.5 peratus adalah daripada keluarga yang diketuai oleh ibu tunggal (The Sun, 22 Mei 2002).

4.10   Kajian Universiti Malaya (Leong Yin Ching dan lain-lain, 1990) tentang faktor-faktor yang mempengaruhi pencapaian pelajar mendapati bahawa status sosioekonomi merupakan faktor utama bagi menentukan kejayaan seseorang pelajar terutama pada peringkat rendah (29.0%) dan berkurangan pada peringkat menengah (PMR 16.0% dan SPM 9.0%). Walau bagaimanapun, faktor sosioekonomi tidak mempengaruhi pelajar pada peringkat STPM. Kajian ini juga menjelaskan bahawa sosioekonomi keluarga juga mempengaruhi sikap pelajar terhadap aspirasi, motivasi, konsep kendiri, dan penyertaan dalam aktiviti kokurikulum. Kajian Jabatan Kebajikan Masyarakat (Zarinah Arshat dan Rozumah Baharudin,1999) juga mendapati bahawa faktor sosioekonomi, khususnya tahap pendidikan yang diterima oleh ibu bapa, mempengaruhi pencapaian akademik anak mereka.

Hubungan kemiskinan dengan pencapaian dikaitkan juga dengan kesan negatif terhadap perkembangan minda. Kesan ini termasuk *food deprivation* yang mempengaruhi konsentrasi dan pembelajaran harian; kekurangan nutrien atau zat yang mempengaruhi pembesaran;

kekurangan pengawasan oleh ahli dewasa dan penjagaan anak yang akan menghad pembelajaran; kekurangan stimulasi yang mengakibatkan kekurangan motivasi untuk belajar dan melambatkan perkembangan kognitif; tingkah laku yang bermasalah; sikap kendiri yang rendah; buta huruf dan pencapaian rendah; gangguan kepada kehadiran ke sekolah dan tercicir dari sekolah; dan kekurangan kemasukan ke universiti.

Masalah Rumah Tangga

4.11   Rumah tangga yang kucar kacir dan mengalami keruntuhan seperti penceraian, poligami, dan ibu bapa tidak tinggal serumah menyebabkan keruntuhan akhlak dan masalah sosial di kalangan pelajar. Dapatan kajian juga menunjukkan bahawa apabila berlaku penceraian, tanggungjawab memelihara anak selalunya diserahkan kepada datuk atau nenek (BPPDP, 2001a). Faktor-faktor ini menyebabkan kurangnya kemesraan dan komunikasi berkesan antara anak dan ibu bapa.

Kurang Sokongan Terhadap Pendidikan

4.12   *Kajian Drop-out & Low Achievement – Case Studies in Selected Primary Schools in Malaysia (EPRD, 1994)* mendapati pelajar yang tercicir dan berpencapaian rendah adalah daripada keluarga yang kurang memberi sokongan terhadap pendidikan anak-anak mereka, kurang mengawasi kemajuan pelajaran anak-anak, tidak menyemak kerja sekolah, menyerah tugas membantu pelajaran kepada anak yang lebih tua, dan lebih suka anak menolong kerja di rumah daripada bersekolah. Terdapat juga keluarga yang kurang mementingkan pendidikan dengan memaksa anak perempuan berkahwin bagi mengurangkan beban keluarga atau tidak menggalakkan anak perempuan belajar ke peringkat tinggi. Selain daripada itu, terdapat juga keluarga yang kurang memperuntukkan wang

kepada pendidikan anak tetapi lebih mementingkan kebendaan, penjagaan status, dan hiburan.

Kurang Hubungan Antara Keluarga Dan Sekolah

4.13   Hubungan yang rapat antara keluarga dan sekolah dapat membantu pelajar untuk berjaya dalam pelajaran. Walau bagaimanapun, dapatan awal Kajian Penilaian Program Intervensi JPN bagi Menangani Keciciran di Sekolah Menengah (BPPDP, 2001b) menunjukkan masih terdapat ibu bapa yang melepaskan tanggungjawab mendidik dan membimbing anak mereka kepada pihak sekolah, sering tidak menghadirkan diri apabila dipanggil untuk berjumpa pihak sekolah, meminta orang lain seperti jiran untuk mengambil rekod kemajuan pelajar, dan kurang mengambil peluang untuk melibatkan diri dalam Persatuan Ibu bapa dan Guru (PIBG). Terdapat juga ibu bapa yang enggan melayan atau membalas surat sekolah tentang masalah pembelajaran atau ponteng sekolah anak-anak mereka. Keadaan ini menyebabkan ibu bapa/keluarga tidak mengetahui tentang pencapaian sebenar anak mereka dalam pelajaran dan kurang memberikan komitmen terhadap program pendidikan di sekolah sama ada dalam bentuk tenaga, masa atau wang ringgit.

FAKTOR PELAJAR

4.14   Umumnya, pelajar Melayu kurang mengutamakan kecemerlangan dalam pendidikan berbanding dengan pelajar Cina. Sikap pelajar Melayu ini dikenal pasti berpunca dari rasa selesa (*complacent*), malas, kurang daya saing, mudah terpengaruh dengan faktor luar yang negatif, kurang pergaulan yang membina, *low self-esteem*, terlibat dalam aktiviti tidak berfaedah, cenderung memilih mata pelajaran senang, dan kurang bimbingan akademik dan kerjaya (BPPDP 2001b).

4.15   Kajian Frances Penafort-Ponnu dan lain-lain (1995) terhadap pelajar ITM, Melaka mendapati pelajar kurang berjaya disebabkan kurang motivasi dan inisiatif, malu bertanya, panik semasa menjawab soalan peperiksaan, dan kurang konsentrasi. Hasil kajian BPPDP (EPRD, 1992, 1994, 1996, dan 2001a) mendapati sikap negatif pelajar terhadap pelajaran, masalah pembelajaran, kurang kemahiran asas pembelajaran, lemah dalam penguasaan bahasa, dan lemah konsep kendiri banyak mempengaruhi kejayaan atau kegagalan seseorang pelajar.

Sikap Negatif Pelajar Terhadap Pelajaran

4.16   Kajian Kes Mengenai Keciciran di Sekolah Menengah (BPPDP,1996) mengenal pasti beberapa sikap negatif pelajar yang menyebabkan keciciran. Antara sikap negatif pelajar terhadap pelajaran ialah keinginan untuk bekerja, terpengaruh dengan kawan-kawan yang gagal dalam pelajaran, tiada arah tuju masa depan, dan mengutamakan keuntungan jangka pendek atau mendirikan rumah tangga.

4.17   Satu lagi sikap yang amat membimbangkan adalah tabiat suka membazir masa atau budaya lepak. Kajian Kementerian Belia dan Sukan dengan kerjasama Universiti Kebangsaan Malaysia (dalam Sabitha Marican dan Mahmood Nazar, 1994) mendapati secara khususnya, 44.8 peratus daripada responden yang lepak berada pada peringkat umur antara 15 hingga 18 tahun, manakala 7.3% berada pada peringkat umur 18 hingga 21 tahun. Laporan Bahagian Belia, Kementerian Belia dan Sukan (dalam Sabitha Marican dan Mahmood Nazar, 1994) menyatakan hanya 24 peratus daripada jumlah keseluruhan belia (7.19 juta) di negara ini menyertai mana-mana persatuan belia. Adalah didapati golongan belia Melayu adalah di kalangan mereka yang paling kurang menjalankan aktiviti berpersatuan.

Masalah Pembelajaran

4.18 Masalah pembelajaran pelajar termasuklah kefahaman yang lemah, mudah lupa, tidak menumpu perhatian semasa pengajaran dan pembelajaran (P&P), tidak mengambil bahagian dalam proses P&P, tidak membuat kerja sekolah langsung atau membuat kerja sekolah dengan kurang sempurna, lewat menghantar atau tidak menghantar langsung tugasan, malas mengulang kaji pelajaran, dan tidak membawa buku ke sekolah. Faktor-faktor ini menyebabkan pelajar lemah dalam pelajaran, malu untuk bertanya dalam kelas, bosan kerana tidak faham semasa P&P, rendah diri, tidak ada keyakinan untuk berjaya, ponteng kelas, dan kerap dimarahi guru (EPRD, 1994).

Kemahiran Asas dan Penguasaan Bahasa

4.19 Masalah pembelajaran juga dikaitkan dengan kelemahan kemahiran asas pembelajaran. Sebilangan besar kanak-kanak di luar bandar dan daripada keluarga sosioekonomi rendah tidak menghadiri langsung program prasekolah atau mengikuti program prasekolah yang rendah kualitinya *(*EPRD, *1994).* Pembangunan Pendidikan 2001-2010 (Kementerian Pendidikan Malaysia (KPM), 2002, m.s.2-10) melaporkan sebanyak 36 peratus kanak-kanak berumur 5+ tidak menyertai prasekolah pada tahun 2000. Kanak-kanak di luar bandar juga tidak dipupuk dengan kemahiran asas membaca dan minat membaca, mempunyai tahap penguasaan yang rendah dalam Bahasa Melayu dan Bahasa Inggeris dan mempunyai asas Sains dan Matematik yang rendah. Kelemahan ini berpunca dari peringkat awal lagi dan berterusan hingga ke peringkat menengah dan tertiari.

Kajian *longitudinal* ke atas kesediaan kanak-kanak memulakan pendidikan tadika oleh *U.S Department of Education* mendapati hampir separuh pelajar adalah

daripada keluarga *at-risk* berdasarkan pendidikan ibu bapa, status sosioekonomi, dan struktur keluarga. Kanak-kanak *at-risk* juga mempunyai taraf kesihatan yang lebih rendah, lebih agresif dan kurang adaptasi sosial serta tidak ramai yang mempunyai sikap positif terhadap pembelajaran.

Lemah Konsep Kendiri

4.20   Antara ciri-ciri pelajar yang lemah konsep kendiri termasuklah tidak mempunyai cita-cita, tidak mempunyai tahap keyakinan yang tinggi untuk lulus peperiksaan, mudah terpengaruh dengan rakan sebaya yang tidak bersekolah, menjadi liar kerana pengaruh tidak sihat kawan-kawan remaja di luar sekolah dan tidak pandai menguruskan masa sendiri, memberikan lebih tumpuan kepada aktiviti yang tidak menjurus kepada kecemerlangan akademik, dan terlibat dalam aktiviti salah laku (BPPDP, 1996).

4.21   Kajian Salah Laku Pelajar Sekolah (Abdullah Al-Hadi dan lain-lain, 2001) mendapati sebanyak 8035 kes salah laku telah direkodkan oleh pihak sekolah menengah dan tiga negeri menunjukkan kes salah laku yang tertinggi iaitu Johor, Selangor, dan Kedah. Kes salah laku yang dilaporkan termasuklah ponteng, perlakuan kurang sopan, dan jenayah. Majoriti pelajar yang terlibat dalam kes salah laku adalah lelaki Melayu.

FAKTOR SEKOLAH

4.22   Selain rumah, sekolah merupakan tempat di mana pelajar banyak menghabiskan masa dalam sehari. Faktor sekolah seperti guru, hubungan sekolah dengan ibu bapa dan komuniti banyak mempengaruhi budaya belajar dan seterusnya kejayaan atau kegagalan pelajar dalam akademik.

Masalah Guru

4.23 Guru merupakan input pengajaran yang amat penting untuk memastikan kejayaan pelajar. Antara masalah guru yang digariskan oleh Pembangunan Pendidikan 2001-2010 (KPM, 2002; m.s.2-14, 3-25) termasuklah kadar tukar ganti (*turnover)* yang tinggi terutama di kawasan luar bandar dan terpencil, kesukaran mencari guru ganti, guru bukan opsyen mengajar mata pelajaran kritikal, tidak menghadiri latihan dalam perkhidmatan untuk menambah pengetahuan serta beban tugas pengurusan pelajar yang semakin meningkat.

4.24 Selain itu pencapaian pelajar juga dipengaruhi oleh kaedah pengajaran yang masih lagi bersifat tradisional seperti terlalu banyak menggunakan kaedah syarahan kurang menarik minat dan perhatian malah membosankan pelajar, guru yang kurang komited dan kreatif, tiada hubungan yang akrab antara guru dengan pelajar, dan guru tidak membantu mengatasi masalah pelajar (KPM, 2002; m.s.3-22).

4.25 Kajian *The Malaysian Dropout Study Revisited* (Zainal Ghani, et.al., 1991) mendapati hubungan guru dengan pelajar yang tercicir adalah renggang. Sebanyak 62 peratus pelajar yang cicir menyatakan mereka tidak pernah meminta nasihat guru jika menghadapi masalah dengan kerja sekolah. Cuma 34 peratus pelajar cicir melaporkan mereka mendapat perhatian daripada guru tentang kerja sekolah. Pelajar cicir ini menyatakan guru sangat garang (23%) dan selalu menghukum mereka (14%). Kajian ini merumuskan guru kurang memberi sokongan dan perhatian kepada pelajar lemah tetapi lebih mementingkan kawalan dan disiplin.

Kurang Kemudahan Pembelajaran

4.26   Kekurangan prasarana, kemudahan pembelajaran, suasana pembelajaran yang tidak selesa, selamat, dan kondusif terutama di luar bandar merupakan antara faktor yang mempengaruhi pelajar berpencapaian rendah. Terdapat bangunan sekolah yang usang, atap bocor, dinding rosak, kerusi meja yang tidak bersesuaian dengan murid yang mempunyai saiz badan yang lebih besar, tiada asrama, dan tiada kemudahan asas atau kemudahan asas yang kurang memuaskan seperti gangguan bekalan air (KPM, 2002, m.s.2-13, 3-19 - 3-21). Tandas yang kotor dan selalu rosak juga menggalakkan pelajar melakukan aktiviti salah laku (Abdullah Al-Hadi dan lain-lain, 2001).

4.27   Lokasi sekolah yang kurang sesuai seperti persekitaran yang bising di tengah bandar dan sekolah yang terlalu jauh sehingga pelajar menghabiskan banyak masa dalam perjalanan mempengaruhi pembelajaran pelajar. Selain itu, saiz kelas yang besar terutama di bandar besar menyebabkan guru sukar memberi tumpuan individu dalam P&P. Sekolah juga kurang memberi tumpuan kepada perkhidmatan bimbingan dan kaunseling serta pemupukan kemahiran belajar, budaya kecemerlangan, budaya penyayang, dan pembentukan sahsiah.

Tumpuan Kepada Peperiksaan

4.28   Keutamaan tinggi yang diberikan oleh sekolah kepada peperiksaan berbanding aspek lain pendidikan menyebabkan guru berusaha untuk menghabiskan sukatan pelajaran dan kurang mementingkan kefahaman pelajar, kurang menggunakan alat bantu mengajar, dan kurang menggalakkan pelajar berbincang di dalam bilik darjah, dan (KPM, 2002, m.s. 3-22 - 3-24). Keadaan ini menyebabkan pelajar berasa bosan dan hilang minat untuk belajar (EPRD, 1992; BPPDP, 1997).

4.29 Selain itu, sistem pendidikan yang membolehkan pelajar terus ke peringkat yang lebih tinggi (*automatic promotion*) tanpa mengambil kira penguasaan 3M menyebabkan pelajar tidak dapat mengikuti perkembangan pelajaran. Keadaan ini mengakibatkan pelajar ponteng kelas atau terus tercicir kerana takut dimarahi guru, malu dengan rakan lain yang boleh menguasai kemahiran asas, bosan, dan hilang minat serta motivasi untuk belajar. Dapatan Kajian Kemampuan dan Keperluan Pelajar-pelajar Tingkatan Empat Berpencapaian Akademik Rendah (BPPDP, 1997) menunjukkan kebolehan pelajar ini dalam penulisan dan pengiraan adalah lemah. Mereka lambat menulis dan tulisan tangan buruk, lemah mengeja, perbendaharaan kata sangat terhad, dan tidak mampu menulis ayat sempurna. Dalam pengiraan pula, mereka didapati tidak memahami konsep dan ayat matematik serta tidak mengingati formula. Antara 20 – 40 peratus pelajar tersebut cuma mendapat 1D – 3D dalam PMR. Dapatan yang sama juga didapati dalam Kajian *A Study on Underachievement in Schools: The Case of Eight Secondary Schools in Selangor (EPRD, 1992).* Kajian ini melihat masalah kenaikan automatik daripada sekolah rendah ke sekolah menengah terutama pelajar yang kurang menguasai Bahasa Melayu, Bahasa Inggeris, dan Matematik.

Pengurusan Sekolah

4.30 Pengurusan sekolah yang kurang berkesan terutama dalam kepimpinan pengajaran dan kurikulum, dan disiplin guru yang kurang memuaskan menyebabkan sekolah tidak efektif (EPRD, 1994). Kekurangan dana tambahan daripada sumber lain menyebabkan kebanyakan sekolah kebangsaan di luar bandar tidak dapat mempertingkatkan program ke arah kecemerlangan akademik dan pembangunan sekolah. Ini adalah kerana ibu bapa luar bandar tidak berupaya memberi sumbangan kewangan menyebabkan sekolah terpaksa bergantung sepenuhnya kepada bantuan kerajaan. Keadaan ini juga menyebabkan pengurusan sekolah kurang

memberi perhatian kepada kebajikan pelajar terutama kepada keluarga yang tidak mampu membayar yuran, tambang pengangkutan, menghantar anak ke asrama, dan masalah lain yang dihadapi pelajar.

FAKTOR PERSEKITARAN

4.31   Faktor persekitaran termasuk tempat kediaman, peluang pekerjaan, peranan *role model*, serta faktor sejarah dan budaya boleh memainkan peranan bagi menggalakkan kejayaan ataupun kegagalan pelajar dan masyarakat.

Tempat Kediaman

4.32   Tempat kediaman yang sesak dan bising seperti rumah pangsa dan kawasan setinggan di bandar dan pinggir bandar tidak menyediakan suasana yang kondusif untuk pelajar menelaah, sebaliknya menjadi faktor penolak pada pelajar untuk membuang masa dengan melepak.

Peluang Pekerjaan

4.33   Peluang pekerjaan sambilan yang banyak menyebabkan pelajar Melayu mengabaikan pelajaran mereka tetapi keadaan ini tidak berlaku kepada pelajar Cina yang bekerja sambilan. Terdapat juga sebilangan pelajar Melayu yang terus bekerja selepas persekolahan daripada melanjutkan pelajaran ke peringkat tinggi. Kajian Kes Mengenai Keciciran di Sekolah Menengah (BPPDP, 1996) menunjukkan kemudahan memperoleh pekerjaan dari kilang-kilang yang berdekatan sekolah boleh mempengaruhi pelajar untuk meninggalkan bangku sekolah, khususnya bagi mereka yang memang bercita-cita untuk bekerja.

Role Model

4.34   Masyarakat di luar bandar, umumnya, tidak ada *role model* yang boleh memotivasikan pelajar Melayu untuk berjaya dan cemerlang dalam akademik (EPRD, 1994; BPPDP, 1996). Apa yang banyak mempengaruhi pelajar adalah rakan sebaya dan komuniti yang lebih mengutamakan hiburan dan keseronokan daripada pelajaran. Ini menyebabkan pelajar sanggup berhenti sekolah dan bekerja supaya dapat membeli barangan dan perkhidmatan yang membolehkan mereka menikmati keseronokan hidup dan mengikuti aliran fesyen serta bergaya.

Faktor Sejarah dan Budaya

4.35   Kesediaan menghadapi cabaran dan kelangsungan hidup (*survival)* di kalangan pelajar dan masyarakat Melayu adalah rendah berbanding kaum Cina yang mempunyai semangat kelangsungan hidup dan daya saing yang tinggi. Masyarakat Melayu kaya dengan peribahasa seperti "kalau genggam bara api biar sampai jadi arang", "alang-alang menyeluk pekasam biar sampai ke pangkal lengan", "belakang parang diasah lagikan tajam", dan "sedikit-sedikit lama-lama jadi bukit" tetapi tidak menghayati dan mengamalkannya untuk berjaya. Masyarakat Melayu juga mempunyai pemikiran *(mind-set)* yang berlainan dari segi pencapaian berbanding kaum Cina yang *achievement oriented, striving,* dan *acquisitive for success.* Menurut ahli falsafah Cina (dipetik oleh Shu Ya Zhang et. al.,1995):

> "Achievement consists of never giving up. If you start
> carving and then give up, you cannot even cut

through a piece of rotten wood; but if you persist
without stopping, you carve or inlay metal or stone.
Earthworms have no sharp claws or teeth, no strong
muscles or bones, and yet above ground they feast
on the mud, and below they drink at the yellow
springs. This is because they keep their minds on
one thing. If there is no dark and dogged will, there
will be no shining accomplishment; if there is no dull
and determined effort, there will be no brilliant
achievement."

Rumusan Punca Kelemahan Pencapaian Pelajar

4.36   Secara keseluruhan, kelemahan pelajar Melayu disebabkan budaya belajar
yang dipengaruhi oleh empat faktor utama iaitu keluarga, diri pelajar, sekolah,
dan persekitaran. Hakikatnya, orang Melayu perlu dan mesti mengubah sikap
dan pemikiran daripada yang negatif, ambil mudah, dan "tidak apa" kepada
yang lebih positif, bersungguh-sungguh dan berdaya saing, dan mempunyai
jati diri yang tinggi. Bagi meningkatkan pencapaian akademik pelajar Melayu,
strategi ke arah memperkukuhkan penguasaan kemahiran asas
pembelajaran dan perubahan minda pelajar dan masyarakat Melayu perlu
menjadi agenda utama semua pihak dan tumpuan khusus diberi kepada
orang Melayu miskin.

5.0   STRATEGI MENINGKATKAN PENCAPAIAN PELAJAR MELAYU (MISKIN)

Konsep 4Celik

5.1   Telah begitu banyak diperkatakan tentang strategi memperkasa pelajar Melayu, memartabatkan sekolah kebangsaan, mempertingkatkan prestasi pelajar Melayu, namun tiada banyak perubahan berlaku kepada pencapaian pelajar Melayu. Apakah ini satu indikator bahawa perubahan memerlukan masa, atau ubat tidak menepati penyakit, atau tiada komitmen daripada pihak yang berkenaan? Fenomena hangat-hangat tahi ayam di kalangan masyarakat Melayu adalah cabaran pertama yang perlu dibendung.

5.2   Strategi untuk menangani pencapaian pelajar Melayu memerlukan anjakan *world view* penggubal dasar dan masyarakat Melayu. Dalam merangka langkah bagi menangani kelemahan pelajar Melayu, pelbagai pendekatan perlu dilaksanakan.

5.3   Kertas ini mengemukakan strategi Empat Celik (4Celik) serta garis panduan dalam menangani masalah pencapaian akademik pelajar Melayu. Strategi 4Celik merujuk kepada Celik Bahasa, Celik Angka, Celik Pembelajaran, dan Celik Minda. Setiap strategi akan dikupas berdasarkan kepentingan strategi ini ke arah mencapai kecemerlangan pelajar Melayu miskin khususnya dan kejayaan masyarakat Melayu amnya serta bagaimana strategi ini dapat direncanakan dalam sistem yang wujud sekarang ini.

5.4   Konsep 4Celik seperti dalam Rajah 2 menunjukkan budaya pelajar dipengaruhi oleh faktor diri, keluarga, sekolah dan persekitaran.   Untuk memupuk dan mengukuhkan budaya belajar, pelajar Melayu perlu menguasai 4Celik. Penguasaan 4Celik ini dijangka dapat menyelesaikan dapat menyelesaikan atau mengurangkan akar umbi masalah (*the root of the problem*) iaitu daripada buta huruf kepada celik huruf, daripada buta angka kepada celik angka, daripada buta belajar kepada celik belajar, dan daripada buta hati kepada celik minda. Strategi penguasaan 4Celik (strategi 4Celik) ini menjurus kepada menangani punca yang menjadi sebab penyebab kelemahan atau kurangnya budaya belajar pelajar. Faktor yang pelbagai dan saling hubung kait ini memerlukan strategi 4Celik yang juga

pelbagai, *multi-pronged*, dan berhubung kait serta melibatkan pelbagai jentera dan warga masyarakat Melayu.
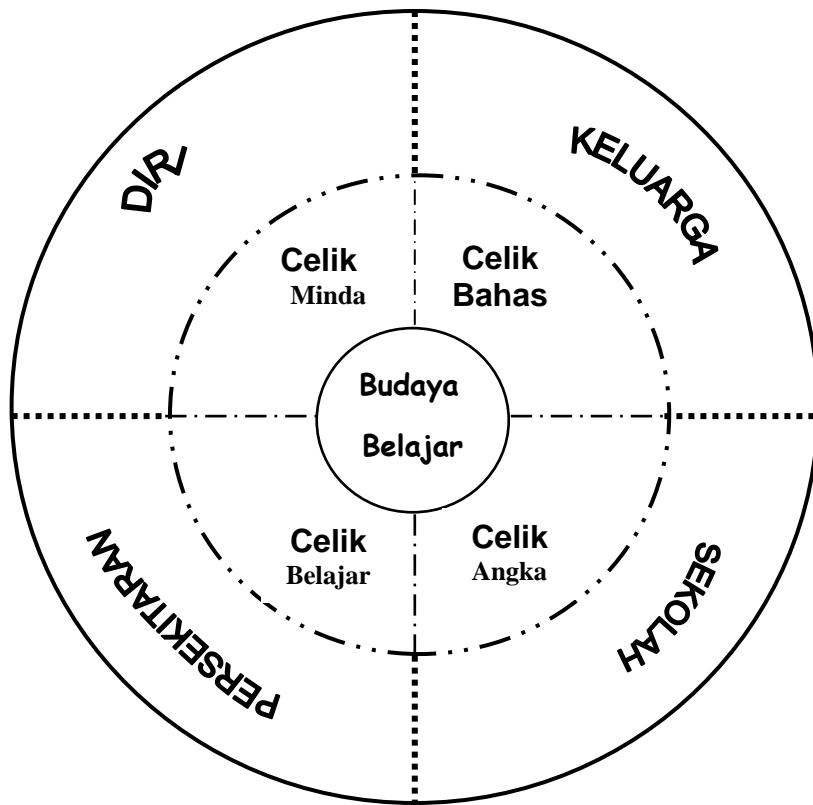
Rajah 2: Konsep 4Celik Bagi Pemupukan Budaya Belajar

Celik Bahasa

5.5   Keupayaan berbahasa (*verbal ability)* banyak mempengaruhi pencapaian seseorang (Rogers, 2002; Stronge, 2002). Dari perspektif Islam, pendidikan Al-Quran adalah pendedahan utama kepada bahasa dan para ilmuan Islam percaya didikan menghafaz Al-Quran dapat menerangkan hati seseorang untuk menimba lebih banyak ilmu. Ini bermakna individu itu akan memperolehi celik angka, celik pembelajaran, dan celik minda jika ia celik bahasa.

5.6 Dalam sistem pendidikan Malaysia, prinsip yang berpegang kepada satu bahasa akan merugikan anak-anak Melayu. Anak-anak Melayu perlu didedahkan kepada seberapa banyak bahasa kedua yang boleh dipelajari. Penguasaan bahasa Melayu, bahasa Inggeris, bahasa Arab dan satu bahasa asing seperti Cina, Tamil, Jepun, dan Perancis akan membawa kepada generasi baru yang bukan sahaja mampu menjadi *global player,* tetapi juga berjaya mencungkil seberapa banyak ilmu yang wujud dalam budaya bahasa yang mereka pelajari.

5.7 Bloom (1987) menegaskan bahawa pembelajaran bahasa adalah *"profound...in all of humane learning"* (p.320). Pembelajaran bahasa adalah penting di kalangan kanak-kanak kerana terdapat kaitan rapat antara kebolehan membaca dan kebolehan matematik. Kebolehan bahasa seseorang juga berkait rapat dengan *verbal ability* dan antara langkah ke arah meningkatkan *verbal ability* ialah meningkatkan kemahiran bahasa melalui bacaan. Oleh itu, seperti yang sering diperkatakan oleh para ilmuan, kegemaran membaca, tabiat membaca, dan budaya membaca perlu diwujudkan bagi memantapkan celik bahasa.

Celik Angka

5.8 Kekurangan pelajar Melayu dalam bidang sains dan teknologi adalah berpunca daripada kurangnya penguasaan mereka dalam mata pelajaran matematik. Ini membatas penglibatan mereka dalam bidang sains dan teknologi terutamanya pada peringkat pengajian tinggi dan dalam dunia pekerjaan. Oleh itu, penguasaan pelajar Melayu dalam pengiraan dan matematik harus dibentuk sejak dari awal lagi bermula pada peringkat prasekolah. Windham (1990) pula menegaskan bahawa *"At the early stages of education, it is assumed that literacy and numeracy skills are of substantial applicability in both the labour market and in the competition for access to further schooling (p.70)"*. Kajian mendapati kelemahan kanak-kanak dalam pengiraan dikaitkan dengan kelewatan

pertumbuhan, pengalaman yang terbatas, masalah bahasa, dan kelemahan-kelemahan dalam persepsi, motor, dan ingatan (Haskell, 2000).

5.9 Dalam masyarakat Jepun, (Christopher, 1984) prinsip hafalan sama dititikberatkan dengan kefahaman dan aplikasi maklumat. Kertas ini mencadangkan pendidikan matematik awal untuk pelajar Melayu diteguhkan dengan kemahiran hafalan (*memorization)* terutama bagi kemahiran asas seperti menghafal sifir di samping menekankan kefahaman, dan aplikasi maklumat. Di negara kita sendiri, salah satu sebab murid Cina lebih berjaya dalam matematik ialah kerana mereka menggunakan strategi hafalan di samping menekankan pendidikan pemulihan kepada pelajar lemah (BPPDP, 1992).

5.10 Salah satu strategi celik angka yang berkesan untuk membantu pengajaran dan pembelajaran matematik ialah dengan memberi pelajar masalah dalam kehidupan sebenar agar mereka dapat memahami konsep matematik. Pengajaran konsep mesti dititikberatkan kerana kajian menunjukkan pelajar yang mempunyai kefahaman konsep pada peringkat awal akan *"perform best on procedural knowledge later"* (www.npin.org/).

5.11 Selain itu, dapatan kajian TIMSS menunjukkan 90 peratus masa dalam kelas Matematik di Amerika Syarikat digunakan untuk prosedur rutin berbanding dengan kelas Matematik di Jepun yang menggunakan hanya 40 peratus masa untuk latihan prosedur rutin, 15 peratus mengaplikasikan prosedur dalam situasi baru, dan 45 peratus mereka cipta prosedur baru dan menganalisis situasi baru (www.npin.org/library/2002). Pelajar Jepun juga menghabiskan banyak masa di sekolah mempelajari matematik dan sains berbanding dengan negara perindustrian lain (Clammer, 1996).

5.12 Slavin (1990) merumuskan bahawa pembelajaran menggunakan kaedah kooperatif adalah berkesan dalam meningkatkan pencapaian pelajar

dalam matematik. Penyelidikan juga menunjukkan pengajaran yang menekankan *teaching for meaning* mempunyai kesan positif ke atas pembelajaran, termasuk *"better initial learning, greater retention and an increased likelihood that the ideas will be used in new situations."* Sowell (1989) mendapati penggunaan bahan konkrit dalam jangka masa panjang oleh guru dapat meningkatkan pencapaian pelajar dan sikap mereka. Dari segi kurikulum pula, Cobb (1991) mendapati celik nombor dapat dipertingkatkan melalui *problem-centered curriculum* yang menekankan interaksi pelajar dan kaedah penjanaan penyelesaian *kendiri (student interaction and self-generated solution methods*). Melalui kaedah ini, hampir setiap pelajar membina pelbagai strategi untuk menyelesaikan pelbagai jenis masalah.

5.13   Kebanyakan pelajar miskin tidak mendapat bimbingan pelajaran di rumah. Dari segi ini, jurang akademik antara pelajar miskin dan kaya semakin meluas kerana rakan sebaya mereka yang lebih berada kerana rakan mereka mampu mendapat tuisyen. Berbeza dengan Amerika Syarikat, penglibatan ibu bapa dalam pendidikan anak-anak mereka sangat diutamakan seperti *Family Math Program* yang disasarkan kepada ibu bapa. Program ini bertujuan memberi mereka keyakinan dan kemahiran untuk membantu anak mereka dalam matematik (Clinton, 1996).

5.14   Untuk celik angka, kehadiran murid ke sekolah adalah penting untuk menguasai kemahiran asas pengiraan dan matematik. Tumpuan perhatian dalam kelas serta keprihatinan guru adalah sangat kritikal. Guru perlu mengambil kira kefahaman dan pengetahuan murid ketika memulakan pelajaran dan jika perlu, melambatkan pertuturan atau mengulangi bahagian-bahagian tertentu dalam pelajaran itu. Guru perlu menggunakan banyak contoh bagi menerangkan konsep terutama konsep asas (Musa, et. al. 1994).

Celik Belajar

5.15   Celik belajar adalah kebolehan seseorang pelajar mengetahui bagaimana memperoleh dan memanfaatkan ilmu pengetahuan (*learn, unlearn, and relearn*). Kebolehan ini cuma boleh dikuasai jika seseorang pelajar itu memahami kepentingan pendidikan, mempunyai keinginan untuk menimba ilmu dan mempunyai sikap yang positif terhadap pencarian ilmu serta tahu bagaimana untuk belajar.

5.16   Celik belajar memerlukan strategi yang menggabung teori dan praktik, supaya guru dan pelajar dapat menyempurnakan proses pengajaran pembelajaran. Pelajar memerlukan pembelajaran yang merangkumi dunia yang lebih luas daripada apa yang berlaku dalam bilik darjah dan guru perlu menjadikan pengalaman sebenar pelajar sebagai inti pati setiap pelajaran.

5.17   Kesukaran untuk mencapai celik belajar juga dikaitkan dengan kelemahan pelajar Melayu yang mempunyai masalah *attention span*. Daya konsentrasi yang lemah berpunca daripada pengaruh diet atau pemakanan dan mempengaruhi kekuatan otak dan urat saraf, koordinasi, masalah pembelajaran dan kestabilan emosi (www.oilofpisces.com/ attentiondeficitdisorder/). Kajian Rancangan Makanan Tambahan (BPPDP, 1996) menunjukkan ketidaksesuaian menu yang diberikan dalam skim ini kepada pelajar miskin. Bagi menghadapi masalah *attention span* pelajar Melayu miskin, pakar *nutritionist* perlu menyediakan menu makanan kepada kantin sekolah. Kajian oleh Universiti Minnesota, Harvard, Pennsylvania dan Maryland mendapati pelajar yang mengambil sarapan pagi lebih sihat, berkelakuan lebih baik dan mencapai lebih tinggi dalam ujian matematik dan bacaan (www.mpr.org/features/). Ahli House dan Senate sedang mempertimbangkan cadangan pertambahan peruntukan USD 6 juta untuk memperluaskan program sarapan pagi.

5.18 Daya konsentrasi antara pelajar lelaki dan perempuan adalah berbeza. Kajian menunjukkan daya konsentrasi pelajar perempuan adalah lebih tinggi daripada pelajar lelaki (Zalizan dan lain-lain, 2001). Bagi mencapai celik belajar di kalangan pelajar lelaki, guru perlu lebih prihatin kepada pendekatan mengajar yang lebih sesuai kepada *"learning style of boys"*.

5.19 Celik belajar hanya boleh timbul apabila pelajar Melayu itu sendiri inginkan ilmu yang seterusnya mencetuskan hasrat untuk belajar. *"Nothing happens in school unless students want to learn"* (Gerstner et.al.,1994, p. 82). Untuk pelajar ingin belajar, elemen keseronokan belajar harus wujud. Di sekolah, guru sebagai agen perubahan perlu berupaya menjadikan pembelajaran satu pengalaman yang menyeronokkan (*make learning fun*).

5.20 Untuk celik belajar, kanak-kanak perlu berinteraksi dengan alam kelilingnya secara aktif dari awal lagi. Keadaan ini sukar diperolehi dalam masyarakat Melayu kerana ibu bapa yang tergolong dalam sosioekonomi rendah tidak memahami kaedah sosialisasi anak dan lebih gemar meninggalkan anak mereka dalam "jagaan" televisyen. Kajian Khadijah Rohani dan lain-lain (1998) menunjukkan bahawa kanak-kanak lebih banyak terlibat dalam aktiviti duduk (sedentary) seperti menonton televisyen. Televisyen dibiarkan sentiasa terpasang kerana dianggap sebagai satu alat untuk melekakan anak-anak mereka. Pengarah perkhidmatan klinikal pediatrik di Children's Medical Center of Dallas menasihati:

Don't use TV as a babysitter...interact with your children, respect them, value them...but most important of all, get down there on the floor and play with them.

5.21 Strategi celik belajar perlu menggariskan pelan tindakan untuk memastikan pelajar bijak membezakan ilmu yang *"sublime and trash, insight and propaganda"* (Bloom, p. 64). Kecelikan ini amat penting dididik

terutama dalam menghadapi cabaran media hiburan dan media elektronik yang berleluasa di kalangan pelajar Melayu sekarang.

5.22 Celik belajar tidak semestinya hanya melalui pendidikan formal. Seseorang individu mesti mempunyai keinginan menimba ilmu dan bersedia untuk menerima daripada sesiapa sahaja dan daripada mana-mana sumber. Pendidikan sepanjang hayat perlu menjadi amalan untuk meningkatkan ilmu. Petikan berikut menjelaskan kenyataan ini.

> *In Taman Negara, there used to be a tour guide by the name of Halim, popularly known as "Professor Halim." He hails from Kg. Baru and hasn't been to college or university. But his knowledge about the jungle habitat, the flora and fauna, and the wild life is almost encyclopaedic. Tourists far and wide used to marvel at his level of knowledge. When asked, he would explain: "I have been around here for many years. I am even adopted by one of the orang asli tribes in the deep jungle. My mind is like a Chinese tea-cup. I am always thirsty (for knowledge). Whenever the cup is half full, the good tea-lady keeps pouring more tea up to the brim, and the cycle never stops. The same way, when experts on wild life, botany, or the ecology come here, I never fail to talk to them and make it a point to ask a lot of questions. Over the years, even without much formal education, I have come to apply the knowledge I've learnt to know more about the wealth of secrets in Taman Negara—the oldest forest in the world. I am proud of it. " (excerpt from Ismail Noor and Muhammad Azaham, 2000, p.105).*

Celik Minda

5.23 Celik minda adalah kebolehan untuk berfikir secara positif, kreatif, dan terbuka; mengawal emosi; dan menggalakkan motivasi pencapaian (*achievement motivation*). Bagi mencapai celik minda, sistem pendidikan kebangsaan perlu

merangka ketiga-tiga Strategi Celik yang dikupaskan tadi. Melalui celik bahasa, celik angka dan celik pembelajaran, barulah seseorang individu berupaya mencapai celik minda.

5.24 Usaha Kementerian Pelajaran ke arah penerapan Kemahiran Berfikir secara Kritis dan Kreatif perlu dilihat sebagai usaha untuk mencelikkan minda pelajar. Terenzini (1995) mendapati faktor disiplin, pengalaman pembelajaran dalam bilik darjah dan luar bilik darjah mempengaruhi kemahiran berfikir. Tarigan (1990) menyatakan keupayaan berfikir berkait rapat dengan keupayaan berbahasa. Ini adalah kerana proses kognitif dalam bacaan membantu pembaca mengorganisasi, menginterpretasi dan menghubungkan pertalian dengan maklumat baru bagi menjalin makna. Oleh itu, ke arah Celik Minda, faktor bahasa dan kemahiran berfikir di kalangan pelajar Melayu perlu dititikberatkan.

Bloom (1987) menyatakan bahawa sesuatu pujian yang amat bermakna kepadanya sebagai seorang profesor datang daripada pelajarnya yang dalam lawatannya ke Itali menghantar sekeping poskad yang tertulis, *"You are not a professor of political philosophy but a travel agent"* (p.63). Bagi Bloom, kata-kata tersebut telah menyempurnakan peranannya sebagai seorang pendidik. Pelajarnya berpendapat Bloom:

> *prepared him to see. Then he could begin thinking for himself with something to think about. The real sensation of Florence in which Machiavelli is believable is worth all the formulas of metaphysics ten times over. Education in our times must try to find whatever there is in students that might yearn for completion, and to reconstruct the learning that would enable them autonomously to seek that completion. (p.63)*

5.25   Dalam usaha mencelikkan minda pelajar Melayu dan masyarakat Melayu, keperluan kepada *role model* Melayu yang berjaya tidak boleh diperkecilkan. Pelajar luar bandar dan pelajar miskin paling ketandusan bimbingan dan cita-cita. Hidup mereka sentiasa di kalangan mereka yang senasib dan dengan itu sukar untuk melihat peluang mereka keluar daripada serba kekurangan. Umpamanya, mereka tidak tahu pakar bedah jantung yang ulung di negara ini adalah orang Melayu, mereka tidak tahu seorang *international negotiator* yang berjaya adalah orang Melayu, dan mereka tidak tahu bahawa hakim yang sangat *knowledgeable* dan menjadi *icon* kepada profesion kehakiman Malaysia adalah orang Melayu. Oleh itu, segala usaha perlu ditumpukan agar anak-anak Melayu memperoleh gagasan kejayaan dan cita-cita yang lebih tinggi.

5.26   Sifat cintakan ilmu dapat membuka minda seseorang. Contohnya, mencintai ilmu menyebabkan seorang buta, Abul Hasan at-Tamimi, memperoleh ilmu hanya melalui pendengaran sahaja sehingga menjadi ulama fiqh mazhab Shafi'e yang terkenal. Kejayaan dan ketinggian ilmu oleh beberapa tokoh Islam diberi contoh jelas oleh Wan Mohd. Nor (1988) dan memperlihatkan kecelikan minda para ilmuan bertitik tolak daripada sifat cintakan ilmu. Pelajar Melayu perlu mencontohi bagaimana para ilmuan awal menimba ilmu walaupun dalam suasana perang, kemiskinan dan kekurangan kemudahan, dan berpindah-randah. Imam Shafi'e seorang anak yatim dan datang dari keluarga miskin. Beliau menghafal al-Quran ketika berumur 10 tahun dan layak membuat fatwa ketika berumur 15 tahun. Beliau menghabiskan satu pertiga malam untuk belajar. Imam Fakhruddin al-Razi mengalami banyak kesusahan ketika belajar kerana kemiskinan tetapi berjaya juga kerana bantuan rakan-rakan.

5.27   Perancangan dan pembangunan celik minda pelajar Melayu perlu mencontohi proses pendidikan Jepun yang bukan sahaja meliputi penerimaan fakta tetapi juga melibatkan kaedah sosialisasi menyeluruh yang menekankan kerjasama,

pencapaian matlamat kumpulan, dan etika nilai asas seperti kejujuran dan kekemasan.

6.0   APAKAH LANGKAH SETERUSNYA?

If you do not know where you are going, any road will take you.

6.1   Strategi 4Celik yang digariskan memerlukan pelan tindakan yang konkrit, munasabah, dan berkesan serta dilaksanakan dengan bersepadu, bersungguh-sungguh, dan berterusan. Fokus pembangunan pelajar Melayu yang berpaksikan perkembangan bahasa, angka, pembelajaran dan minda akan membentuk budaya belajar dan menyumbang kepada peningkatan pencapaian akademik pelajar serta pada akhirnya menghasilkan individu Melayu yang berilmu pengetahuan. Dalam memperincikan pelan tindakan, beberapa perkara perlu diberi tumpuan dalam menggembleng peranan ibu bapa/keluarga, guru dan sekolah, persekitaran, dan diri pelajar bagi memupuk dan mengukuhkan budaya belajar pelajar Melayu.

Peranan ibu bapa/keluarga

6.2   Peningkatan literasi di kalangan kanak-kanak dapat dilaksanakan melalui pengenalan huruf, kekerapan mereka dibaca buku, kebolehan mereka mengenal nombor, bentuk, dan memahami saiz objek secara relatif. Peranan ibu bapa/keluarga di awal tahun pembesaran anak-anak mereka sangat penting dan kerajaan perlu memastikan hakikat ini difahami oleh semua ibu bapa Melayu. Peranan ibu bapa/keluarga yang dicadangkan di bawah adalah penting dan tidak boleh dianggap remeh kerana negara-negara yang telah melaksanakan program ini menunjukkan jaminan kejayaannya.

a. Persekitaran keluarga termiskin tidak menyediakan peluang yang mencukupi dan suasana yang kondusif bagi perkembangan maksimum aspek motor, kognitif, dan sosioemosi anak-anak sejak dari kecil. Ibu bapa perlu berusaha menyediakan peluang dan suasana pembelajaran yang mencakup aspek-aspek berikut:

- perkembangan kognitif (melalui permainan dan kemahiran bahasa, pemilihan program televisyen, aktiviti membaca kepada anak-anak, dan komunikasi dengan anak, dan latihan kemahiran hidup);
- kebersihan dan perkembangan fizikal;
- perkembangan sosioemosi (perkembangan *bonding/attachment*, tingkah laku sosial, dan kawalan kendiri);
- amalan nilai budaya dan agama; dan
- pendidikan literasi keluarga.

b. Ibu bapa miskin amnya tidak mempunyai kemahiran keibubapaan. *Parent outreach* perlu dijadikan satu program utama komuniti dan melibatkan semua agensi berkaitan. Program ini perlu mengelola topik kemahiran keibubapaan seperti disiplin, proses mendidik dan membesarkan anak-anak, aktiviti menyediakan bahan permainan, pembelajaran dan kemudahan untuk belajar, hinggalah kepada kaedah penyelesaian masalah kendiri dan menyemai rasa *empathy*. Ibu bapa perlu menyertai program dan aktiviti yang dikelolakan.

c. Umumnya, ibu bapa miskin tidak mempunyai tahap pendidikan yang tinggi. Program literasi perlu disediakan dan mencakup aspek-aspek berikut:

- bentuk pengajaran untuk ibu bapa itu sendiri;
- bentuk pengajaran yang dirancang untuk anak;
- jenis sokongan yang disediakan untuk ibu bapa; dan

- menyediakan program yang membolehkan ibu bapa berinteraksi dengan anak secara langsung.

d. Ibu bapa dan sekolah tidak menjalin hubungan yang erat untuk membentuk sahsiah pelajar. Peranan ibu bapa dan sekolah *(home-school liaison)* perlu dijalin ke arah membentuk sahsiah seseorang pelajar. Antara program yang boleh dijalankan ialah pusat sumber ibu bapa, *school-van house call*, dan ibu bapa melibatkan diri di sekolah.

Peranan Guru Dan Sekolah

6.3 Faktor guru dan sekolah sebagai indikator penting keberkesanan sekolah dan pencapaian pelajar. Dalam meramalkan tahap pencapaian individu, pengaruh demografi tidak sekuat pengaruh variabel kualiti guru seperti *full certification and a major degree in the field.*

a. Bagi memastikan peranan guru yang berkesan, latihan perguruan perlu memperkukuhkan kualiti guru dari segi:
   - *verbal quality* (kualiti verbal);
   - *content knowledge* (ilmu);
   - *teaching methods* (metodologi pengajaran);
   - *teaching behaviors* (kemahiran pemilihan bahan pengajaran);
   - pembelajaran profesional kendiri;
   - minat belajar; dan
   - kemahiran menyoal.

b. Salah satu faktor yang menjadi penyebab pencapaian rendah pelajar Melayu ialah kelemahan mereka dalam memilih kombinasi subjek ketika memasuki tingkatan empat. Antara lain, ini adalah kerana program bimbingan dan kaunseling kerjaya jarang dititikberatkan. Pelajar Melayu pada amnya tidak

mempunyai pelan kerjaya yang jelas sehingga merumitkan mereka dalam membuat keputusan yang kian penting dalam menggariskan peluang masa depan mereka. Sekolah berperanan membantu pelajar mencapai celik belajar dan celik minda dari segi membantu pelajar memilih kombinasi mata pelajaran.

c. Sekolah sekarang lebih mengutamakan peperiksaan. Sekolah dan sistem pendidikan mementingkan fakta dan mencurahkannya balik dalam peperiksaan tanpa menekankan kefahaman dan penguasaan kemahiran. Penilaian berdasarkan sekolah tidak dapat dilaksanakan sepenuhnya kerana masyarakat am dan masyarakat sekolah lebih mengutamakan sistem penilaian secara berpusat dan peperiksaan mengikut norma. Tugas yang utama dalam memperkasa pelajar Melayu ialah membangunkan kemahiran fundamental yang diperlukan bukan sahaja untuk pendidikan tetapi juga untuk pekerjaan. Kemahiran berikut telah dikenal pasti sebagai *"the most distinct marketable skills"*:

- *verbal ability, verbal skill, reasoning ability, critical thinking skill, idea generation ability, quantitative ability, math knowledge, and math skill;*
- *technical/scientific cluster yang meliputi technical design skill, science skill, engineering and technology knowledge, and physics knowledge;*
- *human service skill includes customer/personal service knowledge and human service skill;*
- *administrative/management cluster includes management skill and administration/management knowledge; and*
- *medical skill includes two types of knowledge: medical/dentistry and biology (www.mnwfc.org/lmi/pub1/mms/).*

d. Sekolah dan guru dapat membina daya ketahanan pelajar Melayu iaitu *insight, independence*, perhubungan, inisiatif, kreatif, humor, dan bermoral melalui beberapa cara:

- Guru melibatkan pelajar dalam menaksir kerja pelajar dan membina matlamat diri. Guru tidak seharusnya menilai kertas ujian sahaja, tetapi juga memberi maklum balas yang membina. Maklum balas dapat membantu pelajar mempertimbang kualiti tugasan mereka, fikirkan apa yang telah dipelajari, dan bagaimana prestasi mereka berbanding dengan ekspektasi.

- Guru melibatkan pelajar dalam membina piawai bagi kerja pelajar. Guru boleh menerangkan pada peringkat awalnya apa yang diperlukan daripada tugasan yang diberi dan mengajak pelajar menentukan piawai yang perlu dicapai. Dengan ini, pelajar boleh mengatasi kekecewaan mereka kerana mengetahui bagaimana mereka dinilai.

- Guru menyediakan pelbagai peluang untuk pelajar bekerja secara kolaboratif. Pelajar belajar membina persahabatan dan *relationships* apabila bekerja secara kumpulan dan belajar bergilir, berkongsi, memberi dan mendapat bantuan, dan mendengar pendapat kawan mereka.

- Guru melibatkan pelajar dalam mesyuarat untuk menyelesaikan masalah bilik darjah. Masalah seperti *being first at something*, "melanggar" ruang seseorang lain, atau mengambil barangan kawan dapat diselesaikan bukan oleh guru tetapi dengan mengajak pelajar untuk bersama-sama menyelesaikan masalah ini. Cara ini akan melahirkan inisiatif di kalangan pelajar untuk berkongsi idea dan mendengar pendapat orang lain.

- Guru menyediakan peluang kepada pelajar untuk membuat pilihan tentang tugasan mereka.

- Guru menyediakan suasana yang membolehkan pelajar merasa *connected* dalam bilik darjah yang berstrukturkan komuniti. Sesuatu kelas perlu distruktur secara satu masyarakat, bukan satu hierarki bercorak *authority*. Sebagai satu masyarakat, semangat kumpulan akan timbul.

- Guru menyediakan peluang bagi pelajar memainkan peranan aktif dalam menentukan peraturan dalam bilik darjah. Perbincangan tentang peraturan membantu mereka untuk menimbangkan kesan dan akibat serta membuat refleksi terhadap konsep keadilan, sebab-sebab peraturan perlu, dan

bagaimana peraturan diaplikasi. Membina peraturan membantu pelajar menjadi bertanggungjawab terhadap tingkah laku mereka, terhadap kawan mereka dan terhadap kumpulan mereka.

e. Pelajar Melayu kini dikaitkan dengan pelbagai salah laku yang berleluasa di dalam dan luar sekolah. Sekolah berperanan membangunkan satu ethos yang dapat membantu pelajar menjadi insan yang sempurna. Strategi 4Celik perlu mengambil kira perkembangan sahsiah pelajar Melayu. Ke arah ini pelbagai tindakan boleh diambil seperti memastikan pelajar Melayu terlibat dalam kerja kebajikan (khidmat sukarela di rumah orang tua; mengajar pelajar yang lebih muda; kegiatan-kegiatan memelihara alam sekitar dan seumpamanya).

Peranan Masyarakat/Komuniti

6.4   Komuniti Melayu perlu meluangkan masa untuk hadir ke sekolah dan membaca serta melibatkan diri dalam aktiviti-aktiviti sekolah. Sebagai contoh, dalam program *Everybody Wins!* di US*,* pada masa makan tengahari ahli profesional daripada Kongres, ahli perniagaan, dan nonprofit groups akan bertindak sebagai mentor dan membaca kepada pelajar kurang beruntung dan kurang mahir membaca. Program ini bertujuan untuk melahirkan rasa cintakan buku dan belajar dan menanam sikap positif kepada membaca (www. everybodywins.dc.org).

6.5   "*Putting children first*" perlu menjadi pegangan hidup masyarakat kita. Seseorang anak bersifat *reciprocal* dalam hubungan dengan ibu bapa. Sungguhpun kanak-kanak berada dalam lingkungan keluarga mereka yang bertanggungjawab kepada pembesaran mereka daripada kanak-kanak sehingga

dewasa, namun institusi keluarga terletak dalam lingkungan yang lebih besar meliputi jiran, sekolah, masjid, tempat kerja, komuniti, budaya, ekonomi, masyarakat, negara, dan dunia yang mempengaruhi kanak-kanak secara langsung atau melalui kesejahteraan keluarga mereka. Seseorang anak adalah tanggungjawab sosial (anak kepunyaan komuniti – *it takes a village to raise a child*)

6.7   Pembasmian kemiskinan masyarakat Melayu perlu menjadi teras dalam memupuk dan memperkukuh 4Celik. Ini adalah kerana:

"Poverty has many faces. It is much more than low income. It also reflects poor health and education, deprivation in knowledge and communication, inability to exercise human and political rights and the absence of dignity, confidence, and self-respect" (United Nations Development Programme, 1997, p.iii).

6.8   Masyarakat Melayu mudah berpuas hati dengan kadar literasi yang mencapai 93.9% (2001) dan kadar penyertaan sekolah rendah pada 96.8% (2000). Malangnya di sebalik statistik tersebut, hakikatnya masih ada masyarakat Melayu yang gagal menyekolahkan anak mereka kerana miskin. Kajian menunjukkan kemiskinan adalah salah satu punca utama keciciran (BPPDP, 1984, 1996, 2000). Kerajaan serta jentera pertubuhan/kesatuan/badan Melayu bukan kerajaan perlu bekerjasama melaksanakan strategi bukan sahaja membasmi kemiskinan tetapi juga memperkasa masyarakat Melayu.

6.9   Kemiskinan melemahkan badan kerana kekurangan zat makanan. Kemiskinan adalah satu malapetaka yang memerlukan perang yang hebat untuk membasminya. Pada alaf baru ini, masih ada rakyat Malaysia yang tidak mempunyai makanan yang cukup untuk anak mereka. Masih ada yang mengharapkan bantuan jiran memberi mereka makan. Kemungkinan *"urban poverty"* yang wujud di tengah bandaraya Kuala Lumpur lebih

berleluasa daripada yang dijangkakan. Pelajar harus dibantu bukan sahaja dengan memberi mereka yang layak biasiswa, tetapi juga memastikan mereka mempunyai kesihatan daripada pemakanan yang berzat dan mencukupi. Bantuan makanan tambahan, pemberian vitamin, *school lunch*, dan *meals-on-wheels* adalah antara pelan tindakan yang perlu dipertimbangkan.

6.10   Setiap ahli masyarakat seharusnya memainkan peranan penting dalam melaksanakan tanggungjawab sosial mereka. Kes sumbang mahram, ponteng, mengandung luar nikah, dan lain-lain salah laku boleh ditangani melalui penglibatan aktif masyarakat sekeliling. Masyarakat Melayu tidak boleh mengharapkan orang lain dan menuding jari dalam menghadapi kes yang berlaku di sekeliling mereka. Sehingga kini, wadah utama penglibatan masyarakat adalah melalui Persatuan Ibu Bapa dan Guru dalam peranan yang begitu terhad. Kerajaan juga perlu bertindak segera dalam merencanakan dasar untuk melibatkan masyarakat dalam pendidikan anak-anak Melayu.

Peranan Pelajar

6.11   Celik tidak akan diperolehi tanpa pelajar menyedari peranan utama sendiri dalam penguasaan ilmu pengetahuan untuk mencapai kecemerlangan akademik.

- Pelajar perlu mengulang kaji sebelum pelajaran, konsentrasi semasa pelajaran, dan mengulang kaji selepas pelajaran.
- Pelajar perlu berperanan untuk menghampiri ibu bapa mereka dan cuba menarik perhatian ibu bapa mereka terhadap pelajaran mereka di sekolah. Ibu

bapa yang sibuk memerlukan kesungguhan anak, sekolah dan masyarakat untuk mengejutkan mereka terhadap tanggungjawab mereka.

▪ Pelajar perlu mempunyai sifat malu untuk melakukan perkara negatif seperti malas, ponteng kelas/sekolah, tidak pentingkan masa, melakukan aktiviti yang "tidak berfaedah", dan tidak menghormati guru.

7.0   PENUTUP

7.1   Ayat pertama dalam Al-Quran yang diturunkan memperlihatkan kepentingan ilmu. IQRA adalah satu ajakan untuk manusia menuntut ilmu. Mengapa masyarakat Melayu tidak menyahut seruan ini? Mengapa pelajar Melayu tertinggal dalam mengejar ilmu? Mengapa guru tidak pentingkan perkembangan ilmu pelajar mereka (dan mereka sendiri)? Mengapakah masyarakat gagal memupuk budaya belajar dan ilmu? Apakah dasar Kerajaan ke arah menangani isu masyarakat yang ketandusan ilmu? Mengapakah pelajar Melayu (miskin) masih kurang cemerlang dalam pencapaian akademik?

7.2   Tiba masanya kita sebagai orang Melayu untuk bersama - sama memainkan peranan yang lebih berkesan dalam mendidik anak Melayu dan masyarakat Melayu terutama yang miskin. 4Celik perlu diperolehi oleh setiap anak Melayu melalui strategi yang dirangka dan dilaksanakan menerusi pelan tindakan yang lebih konkrit dan terperinci. Kita perlu bertindak sekarang kerana kita tidak ingin isu kemiskinan menjadi faktor penghalang kemajuan dan kejayaan anak Melayu. Kertas konsep ini juga tidak akan berjaya mengubah *mind-set* orang Melayu jika mereka sendiri tidak ingin berubah. Tetapi apa yang diutarakan dalam kertas konsep ini adalah untuk membantu pelajar Melayu miskin daripada pelbagai segi iaitu minda mereka, persekolahan, pegangan nilai, dan minda masyarakat Melayu sendiri.

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CHOICE OF TEACHING METHODS: TEACHER-CENTRED OR STUDENT-CENTRED

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ABSTRACT

Language and literature teachers are entrusted with a huge responsibility of developing language and communication skills among their students. For maximum input, the best teaching approach is the learner-centred teaching approach. However, the potential to explore the learner-centred teaching approach is rather challenging in our Malaysian classrooms. The nature of our students with attributes such as limited language proficiency, lack of confidence, negative attitude and motivation, etc. towards learning English language and literature and the culturally oriented norm with a long tradition of unconditional obedience to the authority hinder the learner-centred teaching approach. Because of these circumstances, the move to make students to become independent learners is somehow hampered. Ideally, it is best to employ the learner-centred teaching approach in the classrooms. But the culture inherent in us and the nature of our students only permit us to use the teacher-centred teaching approach or a mixture of both learner-centred and teacher-centred approaches when necessary. Thus, a complete departure from the traditional teacher-centred and text-book driven teaching, to that of a learner-centred teaching to create independent learners do not seem encouraging in our second language setting.

Introduction

Teachers' immediate concern when discussing the choice of teaching method focuses on who the learners are, what their current level of language proficiency is, what sort of communicative needs they have, and the circumstances in which they will be using English in the future (Richards & Rodgers, 1986). The needs, goals and abilities of

learners vary and must be determined before decisions about method can be made (Richards & Rodgers, 1986).

Answers to such enquiries can be made before any program design can be established. The teachers normally decide the choice of teaching activities, teaching methods, teaching materials and learning activities after observing the actual needs of the students. Teaching methods and instructional strategies used are the teachers' means and ways to help students clarify and understand the texts. These exercise types and activities are compatible with a communicative approach such as information sharing, negotiation of meaning and interaction (Richards & Rodgers, 1986). The roles of teachers in implementing teaching strategies are two-fold. Richards and Rodgers (1986) posit that the first role is to facilitate the communication process among students in the classroom, and between the various activities and texts. The second is a guide which can be used within the classroom procedures and activities where teachers become the facilitators of learning.

It is important to select appropriate teaching methods because these determine the effectiveness and quality of the teaching. A study was conducted by Witcher and Onwuegbuzie (1999) to determine pre-service teachers' perceptions on the characteristics of effective teachers. The participants (pre-service teachers) comprised 219 students from a Mid-Western university in the United States. These students were administered a questionnaire asking them to define characteristics they believed excellent teachers possessed or demonstrated. Results of this study revealed the characteristics considered to be effective by the pre-service teachers. The characteristics which are ranked in order of importance are shown in Table 1 as follows:

Table 1: Characteristics That Reflect Effective Teaching

Characteristics	Endorsement Rate
Student-centredness	79.5
Enthusiasm for teaching	40.2
Ethics	38.8
Classroom and behaviour management	33.3
Teaching methodology	32.4
Knowledge of subject	31.5

Source: Witcher & Onwuegbuzie, 1999

As can be observed from Table 1, 32.4% of the students endorsed appropriate teaching methodology as one of the factors that determined the effectiveness of teaching. Student-centred learning was ranked the highest, at 79.5% and teacher's enthusiasm for teaching came in second at 40.2%. Student-centred learning is important as it enables learners to participate and promote ideas, which will consequently give them self-confidence.

Mackey (1969), a prominent advocate of language teaching analysis, alleged that methods determine the 'what' and 'how' of language instruction. Method seems to be the reason for the success or failure in language learning. In contradiction to this, he is also of the opinion that when there is a will to learn, the quality of the learner counts. If the learners are already good, proficient and intelligent, whatever method is presented to them will not make any difference. The other view is that the only important element is the teacher. In the hands of a creative and effective teacher, method will not become a crucial determiner. However, if the teachers' creativity had not reached the appropriate learning outcome and if the method was used, this would not derive much benefit either. Therefore, teachers would still need to use effective methods in the class. Simultaneously, not all effective methods can be realised in the hands of a mundane

teacher. Thus, when it comes to achieving the target outcome, teachers, students and methods are inter-dependent on each other so as to allow maximum learning.

Before deciding on any method to be used in any teaching, it is wise to determine to what extent the method suits the syllabus, the learners, and the teachers using it (Mackey 1969). The appropriate methods and teaching strategies can be evaluated when teaching objectives are met. Syllabus given should be suitable to the situation in which it is to be used. The content of the syllabus has to be appropriate and specifically state what it does. It has to also ensure its attainability to the majority of learners for whom it is intended. The syllabus outlined should be in tandem with method used. If a syllabus emphasises a speaking knowledge skill, then a reading method may not be suitable. Therefore, a skill to be taught should be relevant to the method which is to be used.

The suitability of a method to a learner depends on his/her age, aptitudes, language capability, interests, class size and the culture group to which he/she belongs. We cannot expect a child of fifteen to learn exactly the same way as a child of seven. A learner's age affects the suitability of method in content, presentation and practice. Young learners require a minimum amount of description and a maximum amount of narrative while an adult demand something more sustained and coherent. Also, learners differ in the degree of their language learning aptitudes. However, there is a view that methods are of little importance wherever there is a will to learn; the quality of the learner is what counts. In the hands of a good teacher, a poor method may be ineffective. On the other hand, a good method may be useless with a teacher who does not know how to use it. Therefore, the suitability of the method to the teacher and the suitability of the teacher to the method are vital in order to achieve maximum teaching effectiveness.

TRADITIONAL AND PROGRESSIVE TEACHING METHODS

Learners today who want to learn a second language are more fortunate as the theoretical and the philosophical foundations are more established. Language teachers and advocates of Literature in English continue to seek means to improve the ease and effectiveness of

language and literature learning through modification in their ways of teaching. It is of no interest here to say that the existing techniques of teaching and learning should be retained or isolated or that a particular methodology is better or worse than any other. However, learning should involve diverse teaching and in accordance with the changing of the learners' aims and needs and teaching itself should continuously change for the better in ways that promote learning. In fact, the teacher should assess the progress of learners and adjust his teaching accordingly, change his pace of teaching, and detect ways to overcome boredom and monotony. The three main classes of teaching/learning methods are shown in Table 2 below.

Table 2: The Three Main Classes of Teaching/Learning Methods

Class of Methods	Role of Teacher	Role of Students
(Teacher-centred) Mass Instruction: Lectures, tutorials, mass practical.	Traditional expository role: Takes full charge of instructional process.	Largely passive: Totally dependent on teacher.
(Learner centred) Individualized learning: Directed study of texts, open learning of materials, mediated self-instruction	Progressive role: Facilitate learning and learning process. Attend to students when required.	Largely responsible for own learning, individual control of learning.
(Learner centred) Group learning: Class discussion, seminars, group tutorials, games and simulation.	Progressive role: Take charge of group activity, facilitator of learning experience (largely supportive role)	Largely responsible for own learning, strongly rely on each other's preparation and interaction.

Source: Ellington, H. and Shirley Earl, 1999

The traditional teaching method sees the teacher dominates the class. The teacher determines all the teaching contents and the students are just the receiver of the knowledge and the teacher organize the structure of teaching systematically. It is thought that this method would ensure mastery of what is in the text through verbal communication. The teacher will work through the text by providing long series of

questions, which are clearly associated with explaining the text. Carter and Long (1991) feel that learners are allowed too little opportunity to formulate their own feelings about a literary text and that too much of the formulation comes directly from the teacher. Students do not have the freedom to voice out their opinion regarding their text.

Methodologists of the traditional approach stand by this line of reasoning saying that students are not able to make their own decisions and do not know what is best for them. Therefore, this kind of approach is actually withholding the students' knowledge (Gower 1986). This design is appropriate when the teacher wants to treat the students equally and transmit all the syllabus contents in the most direct way. Nunan (1989) asserts that traditional approach to language teaching have tended to separate consideration of syllable design with methodology. This is in fact closely related to the teaching model which Bolitho (1990) claimed to be most favoured by teachers as shown below:

Materials------------------Teachers-------------------Students

Figure 1: Traditional Teaching Method

Source: Bolitho, R.,1990

This is the most commonly chosen channel where the teacher is seen as the mediator between the materials (text) and the learner. The learner's only access to the materials is the teacher (Bolitho, 1990). As a matter of fact, teachers do not trust students when it comes to integrating text. Instead they feel responsible to provide all the details to the students, becoming too engrossed, forgetting that they have a role to create conditions under which learning can best take place (Robiah Sidin 1991). In a traditional classroom, teachers forget that their teaching method will make students become too dependant on them. They are withholding students' creativity and knowledge (Gower 1986). Figure 1 above is seen as very much closer to the traditional transmission method, inclining towards teacher-centred teaching method. Similarly, Figure 2 below shows a constant flow of learning, manifesting a more independent relationship:

Materials
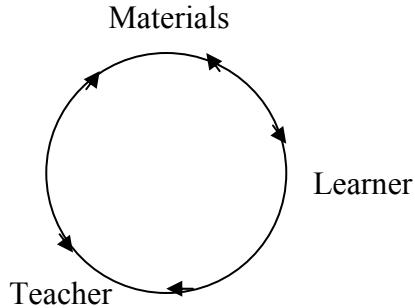
Learner

Teacher

Figure 2: Progressive Teaching Method

Source: Bolitho, R.,1990

The three important elements, i.e. materials, teacher and learner can flow in either order. The learner, given extra focus, has direct access to the materials without depending on the teacher. Alternatively, students may approach materials through the teacher. Hence, students have personal choices in trying to access knowledge.

Bolitho (1990) acknowledged the fact that the teacher's only preoccupation is to complete his/her textbooks/syllabus by the year end. These thoughts are actually shared by students and parents alike who were educated in the same tradition. Vocabulary lists and grammatical rules are memorised and students are allowed to take home book for revision. Thus, this type of learning attitude is much prone towards acquiring knowledge rather than developing skills in language learning. In a way, teachers too, depend on textbook and not their teaching skills. Wright (1987) points out that teacher's dependence on textbook will leave little room for improvisation. The textbooks will instead be the learning objective while the teacher and the learner role may well be predetermined. However, if the teacher teaches the right materials with the right methodology, the teacher will be at ease to improvise and adapt lessons relevant to the learner's needs. In the first case above, the teacher is adopting someone else's idea because it is picked out from a textbook. While in the second case, by improvisation through a methodology, the teacher worked with materials that have been adapted to meet the learner's appropriate needs.

With the advent of the development of communicative language learning and teaching, student-centred learning has come into prominence. This mode of presentation has been implemented in the Malaysian classroom context. Largely, the teachers interviewed preferred to conduct literature classes through the student-centred approach. The student-centered approach allows students to develop their own feelings about literary texts with or without the teachers' initial opinion. Most of the teachers interviewed thought this approach would make them independent learners.

In the classroom where the student-centred approach is implemented, students are free to participate. They are welcome to give their opinions and suggestions so as to develop their own responses and sensitivities to text (Irvine, 1986). In this type of learning, teachers act more like a facilitator whose role is to clarify, stimulate and promote the students' mind. Teachers should try where possible to help students use their own actual experiences (Carter & Long, 1991). This method does not emphasize on the teaching of knowledge but rather the development of the students' capacity and capability (Hara, 1995). This is seen relevant to the views and opinions of most dominant theorist which states the purpose of education is to cultivate individual's differences and develop their independence so as to bring them into full societal participation. Piaget's cognitive theory is also in line with student-centred learning as it stresses on the stimulation of the intellectual environment for the students. People's thinking process change radically, though slowly from birth to maturity, constantly striving in making sense of the world (Woolfolk, 1998).

The student-centred approach is best suited to support student for optimum learning as the subject matter is integrated in one lesson. It allows students to discover (discovery learning) for themselves in the process of learning (Brown, 1994). Discovery learning allows students to work on their own to discover basic principle (Woolfolk, 1998). The process of self-learning and experience is encouraging in developing a deeper understanding and promoting higher level thinking.

Thus, in a student-centred classroom, students gain knowledge not only from the teacher, but also through cooperation with each other in pairs or in groups. They can work more freely when they are working with their peers. In the teacher-centred classroom, the teacher's responsibility is to create and conduct situations conducive to learning, while in the student-centred classroom students feel more independent to voice out their views and opinions (Powers, 1982). But the main thrust of the situation is that students are able to make judgments in the first place instead of merely accepting the judgments from the teacher. In this way, learners submit their individual or collective judgments for approval either to their peers or to the teachers (Carter & Long, 1991), which can be further discussed. When students are able to develop their own viewpoints, this is an indication that they have read and understood the text. The reading is in itself a literary experience (Carter & Long, 1991).

As such Carter and Long (1991) being strong advocators for literature classes, allow students to explore literature texts to develop students' response and thereby increasing their sensitivities to the texts learnt. Carter and Long (1991), Langer (1998) Miall (1996), Powers (1982), Spiegel (1996), Saratha (1991), and Tomlinson (2001) share the same view that student-centred teaching offers the most conducive environment for learning reception. They agree that the teachers' ultimate aim is to help students to learn and to respond to literature. Interactive activities with teachers as well as students will enhance the process of learning and teaching of literature, recognising students' responses as a legitimate part of classroom discourse.

The key difference between student-centred and teacher-centred learning is that the former patterns a collaborative effort between teachers and learners (Nunan, 1989). In a traditional centred classroom, there are a series of steps that need to be considered in any curriculum development, as the process is more formal and rigid. The main decisions about the purpose and objectives, materials and methodology are made before there is any encounter between teacher and learner. However, in the student-centred learning, learners are closely involved in determining the content of the curriculum and how it is taught (Nunan, 1989).

Definition of Key Concepts

In this research specifically, the definition of teacher-centred teaching is referred to the teacher's sole participation in a classroom. The teacher is considered the custodian of knowledge having the whole class period to talk. Teachers were aware that students relied fully on them and they expected the teachers to give them everything. On the other hand, student-centred teaching in this research is referred specifically to students' personal and individual classroom participation, especially in verbal communication. It is how much students wanted and were willing to participate or speak up alone, at their own free will without the teacher having to call them up. Students were given the opportunity to interpret or make judgments on texts. Learner-centred teaching here is not referred to pair-work or group work.

Research Framework

The research population for this study is the English language teachers teaching non-residential day schools in Wilayah Persekutuan Kuala Lumpur (WPKL). The student population comprised Form One students from non-residential day schools in WPKL. Based on information from *Unit Data dan Maklumat, Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur*, as of 31st January 2003, there were as a whole, 969 teachers who were teaching the English language. Of the 969 teachers, the number of teachers whose major option was English totalled 817 and the number for the non-major option was 120. *Unit Data dan Maklumat, Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur*, gave this figures without identifying the rest of the remaining 32 teachers. The number of Form One students attending the non-residential secondary schools as of 31st January 2003 was 21,966. There were 83 non-residential schools in WPKL.

Three major instruments used to collect relevant data were questionnaire, interview and classroom observation checklist. The question-items for the questionnaire and interview protocol were related to the research objectives and research questions. The

classroom observation data further substantiated the data from the questionnaire and the interview. These instruments supported and supplemented each other. This triangulation method would provide better empirical evidence of the research. Two sets of questionnaire instruments were prepared, that is, the teacher's set and the student's set. Question items for both were self-developed with the help of the researcher's major supervisor. The interview protocol was relevant to the teachers only and the questions were also self-developed. The observation data were gathered in the classroom during an on-going classroom-teaching atmosphere.

Research objectives

The main objective of this research is to examine the teaching methods (teacher-centred or student-centred) teachers use in the teaching of literature in selected urban secondary schools in Wilayah Persekutuan Kuala Lumpur and to identify factors which determine the teachers' teaching method.

RESEARCH RESULTS

Research results revealed that in most classrooms in urban secondary schools in Wilayah Persekutuan Kuala Lumpur the teaching of literature has been a teacher-centred process. This means that much of the classroom time is taken up by teachers talking to the learners (Carter & Long, 1991). The teacher-centred approach was used depending on the class level and the students' language ability. In this type of situations the teachers themselves were aware that the students find difficulties to communicate - their language ability was poor. Therefore, the teachers felt that they had to conduct the class fully: the teachers conduct fully teacher-centered teaching without students' participation . The students did not seem to have confidence to speak up.

Contrary to this fact, Carter and Long (1991:24) say that the teacher-centred literature classes imply, at least, that learners are allowed little opportunity to formulate their own feelings about literary texts and that too much of the formulation comes directly from the teacher who does most of the talking. In these situations, students are not able to take the responsibility to interpret or make judgments on the text because of their own deficiency and not because the teachers deny them the opportunity to voice out their opinion. Therefore, they rely fully on their teachers, and they expect the teachers to give them everything.

Teachers admitted to using the teacher-centred approach. Research results revealed that the teacher-centred teaching method was more often employed in urban WPKL schools. Through the results of the descriptive and inferential statistics, interview and observation sessions, this study found that teachers in the WPKL areas were sensitive towards the needs of their students. The choices of teaching methods, materials and learning activities were normally decided by the teachers after observing the actual needs of the students. Teaching methods and instructional strategies used were the teachers' means and ways to help students clarify understanding of texts. This research and earlier research (McKay, 1982) had produced findings that converged on the notion that teachers' approach did shape students' response.

Teachers had a variety of opinion on students' motivation, attitude and interest. Again, students' motivation, attitude and interest depended on their language proficiency level and on their class level. Students who had a rich interest in learning literature were normally very motivated to perform their task. This is because they were able to relay what was intended to be said. The students had the ability to express their thoughts, deleting the feelings of fear and incompetence. When asked for their personal response, they were able to generate discussions with their teachers. So the students who enjoyed learning literature had a positive attitude towards the subject. They regarded learning literature as an enjoyable experience. On the contrary, the weak class would not enjoy it. They failed to show interest because they did not understand the text. It is a burden to

read when their vocabulary is already weak, perhaps too much hassle to look up for difficult words in the dictionary. What more to understand the text! These barriers will only phase out the interest to appreciate the text.

Teachers' positive attitude and perception towards literature and literature teaching seemed to drive much of the literature curriculum gearing on teaching strategies that they adapted sensitively to the needs of our non-native tongue students of literature in English. The nature of students had a strong influence upon the teachers' teaching agenda, especially their choice of text and teaching methods. Teachers were forced to use the appropriate teaching method, that is, the teacher-centred teaching method most of the time obliging to the fact and reality of students' language ability.

In a student-centered classroom, the teachers are mere facilitators, initiating ideas when necessary and probing questions to stimulate their students' thinking. This is relevant to the view proposed by Carter and Long (1991:23) when they say 'it probably stimulated pupils to go and read more widely, and subsequently develop their own judgments and opinions from the initial stimulus of the wise and learned teacher'. Student-centred teaching still require the active involvement of the teachers, 'not to impose her own interpretation as being correct but to ensure the interpretations produced are valid (Carter & Long, 1991). Therefore, teachers have to be knowledgeable on related materials to stimulate students to make their own judgments and interpretations.

Understanding the nature of students socially and culturally is crucial for teachers to be able to gauge into appropriate teaching perspectives. Research result revealed that the high level of teacher-centred and student-centred teaching method proved that teachers take on the pro-active role to cater to the students according to their capability level and receptiveness. Student criteria in this research included aspects of students' interest, disposition, and motivation towards the learning of literature. These aspects were of interest considering the nature of students that we have in Malaysian classrooms. Jassem and Jassem, (1997) from the International Islamic University Malaysia conducted a research to find out why Malaysians were rather passive in class. The findings of this

study show that generally Malaysian students tend to be silent in class as a mark of politeness. While Arab students were talkers, Malaysians were silent in class. In their research, they found that a good number of Malay students tended to be silent as a mark of politeness and deference.

In general, it is found that students did not talk in class for reasons of culture, situational, topical and methodological. Two of their respondents (students) said that being silent while a teacher is teaching is a way of showing respect; our culture values silent as a good act, referring especially to the girls. Another respondent said that she did not want to make a fool of herself as she was not that proficient and did not have the confidence to speak the language. This research also revealed logical reasoning, which encouraged or inhibited students from speaking. Certain cultures discouraged interruption while someone is talking especially if the other party is older. This situation is considered rude in the Malay culture. It is similar with the Indians and Chinese as their culture have assimilated and have strongly adhered with the Malay culture for a long time.

Thus, the preference and dispositions of our Malaysian learners towards the English language and literature syllabus at Form 1 level showed that they may want to do nothing more than to listen and to obey. They are still innocent and naive about their positions; what they should do exactly and how they should behave. Because of language barrier, insufficient proficiency, they felt that it was best that they did not speak up, only ask questions when necessary or not at all. Students were partly not proficient, partly fear and partly respect (shy) their teachers (sometimes teachers put on a stern and serious face so that students will not make too much noise). Therefore, this scenario reflects back to their culturally oriented norm that they should stay quiet when someone is talking, and never to interrupt any conversations or face the consequences of being labeled as rude. This more or less reflects the role of teachers in the teacher-centred classrooms as this warrants them to be in control.

Research revealed that the level of proficiency of Form One students in the urban areas of WPKL tended to be moderate. They were neither that fluent in their spoken language nor that smooth in their writing ability. Their language barrier and insufficient proficiency hampered their motivation to strive further, giving up too soon. Some did not have the interest to learn literature at all, and when they lost interest they become unmotivated. Not all students had attained the basic level of competence. Subsequently, they seemed to shy away and this would inevitably reflect their low self-confidence level. They might not make any effort to like or to learn the subject, what more speak the language. In contrast, the more proficient students did show interest in literature classes, and they were motivated to learn the subject. They had a higher self-esteem and they were willing to participate and contribute in class discussions. Teachers did not have to call them up. The more students are involved with a text, the more they will want their questions answered as well as to pose their own questions. When students participate, the sense of fear in them could be phased out. Gradually, when they speak out or voice out their opinion, it brings out the confidence in them. Teachers expect them to give their opinion and generate discussion, which will make the class livelier.

Therefore, the greatest obstacles to the comprehension of text in the learning of literature for many students were their attitude and dispositions towards reading literature texts. Disposition can ruin the potential of any learning experience if readers enter texts with an unwillingness to participate actively in meaning construction. This is an aversion to monitoring of what makes sense, and what does not, a mind that is closed to learning ideas and perspectives (Villauma and Brabham, 2002). Thus, teachers must be concerned with teaching strategies that can transform students' disposition and attitude towards learning literature.

Teachers were also concerned with students' proficiency level and their ability to understand literary texts. Some literary texts are written in language that has difficult vocabulary and grammatical structures. Teachers express concern about having text with difficult language when students have not yet even fully acquired the basic rules of

English grammar and word formation. Works of literature must relate to life as students see them and could make a meaningful impact upon its readers which students should be able to grasp and to understand. Students who do not follow the class will not enjoy it and will fail to show interest because they do not understand the text. Their weak vocabulary ability will only burden them to look up for meaning of difficult words in the dictionary. These kinds of hassles will only phase out their interest to appreciate the text and subsequently they will shy away from the subject. They will not be able to build their self-confidence.

It is best to teach literature which are within students' normal reading ability. At this point (age), not all students have attained the English language competence or the basic level of competence. This deficiency can impede their ability to generate valid interpretation of the meaning of a text. And even if they reach their own interpretation of a text, they often lack sufficient proficiency in the English language to express it. Teaching literature is not like teaching Mathematics or Science: teaching literature involves a lot of interaction concerning life and experience. There are many ways and approaches to teach literature. And the text itself is open to interpretation. Texts selected should be able to create potential interest in students and to enhance their understanding. As it is, students' interest towards English and English literature is already minimal.

Another major problem in getting through to the students is interest. Students who were not interested in the subjects were those with low proficiency level. Language ability is a barrier to make them understand and like the subject. Therefore, when they are not interested, they are not motivated to learn the subject. Students' interest seemed to be a determinant on teachers' motivation. When students are interested, teachers feel more motivated to teach. When students have the interest, they can do almost anything with their text: role- play, write scripts, dramatize it. Therefore, teachers can tell between the good and the weak students, whether they are interested or otherwise with their subjects.

The 'smart' students would speak out, volunteer to answer, do their homework (read text/short story at home) and they would converse with a good command of the

English language. Teachers normally do not have problems with the good classes but the weaker ones. In the good classes, the students were essentially very active and polite. They would raise their hands to answer questions, or they will answer in chorus. Classes conducted will be very student centered where there was almost always a two-way communication. There was no sign of boredom among the students and the class was lively. On the other hand, the weak students were very quiet and passive. Classes would be very teacher-centred. After some time, the students would get bored. Then they started feeling restless and became very inattentive having lost their concentration and focus.

It is typical of Malaysians, perhaps Asians, and specifically Chinese (Liu, 1998), which have culture with a long tradition of unconditional obedience to authority. The teachers are seen not as a facilitator but as a fount of knowledge. Asians are passive in that no one wants to voice out their opinion and tries to challenge what their lecturers said (Littlewood, 2000). His research results further revealed that if Asian students do indeed adopted the passive classroom attitudes often claimed, this is more likely to be a consequence of the educational contexts that had been or now provided for them. In this research context in Malaysia, our culture is such that, Form I students are still considered young and are supposed to listen to their teachers and their elders strictly. Our cultural upbringing stressed on the fact that the younger ones should respect the elders and never to speak back at them.

Conclusion

The preferred choice of teaching methods, teacher-centred or student-centred employed in selected urban secondary schools in WPKL is determined by the students' proficiency level and their readiness and willingness to participate despite their language deficiency. Students from these classes were more willing to participate, possessing a substantial amount of proficiency to communicate. Teachers teaching the first two classes holding more proficient students most often practised student-centred teaching method. Even this fact depends on the location of the school and the socio-economic status of the students. Students who come from homes that have maximum exposure to the language and students who come from an English speaking background will be able to communicate

better and are more fluent with their teachers. These schools are located in strategic urban areas where residents earn high incomes.

The teacher-centred approach is used in the weaker classes. Students in these classes do not participate willingly unless called upon. It should be a rare case, if any at all, students initiate interaction process with the teachers. Most of the time teachers teach and give instructions while students listened and followed. In general, the teacher-centred instructional method took place through the adoption of the recitation method. It has been mentioned before that the recitation method generally focused on the 'Wh' questions of what, why, when, who, whose, where and also how, likening it to the traditional transmission method.

However Carter and Long (1991) look at this notion positively. Even if the teacher is talking and takes much of the classroom time, this could work well, too. The teachers feel that they are teaching at the best interest of the students as though discouraging students' participation when actually not. For one reason, they might be trying to catch up with the limited time allocated for the subject. For another, they are merely trying to cover their class syllabus. Students may develop their own judgments and opinions bearing in mind the teachers' initial stimulus which might motivate them to read more widely.

There are occasions where teachers are experienced and knowledgeable. Somehow, what is lacking is their effective teaching methods, and also the selection of text that is beyond their control which fails to arouse the interest and motivation of the students. Teachers' enthusiasm can be crucial in the teaching of literature. Long and Carter (1991) asserts that the greater the invention and enthusiasm of the teacher, the greater the likelihood that the learners will like, or come to like, the literary text which has been presented.

Thus, language and literature teachers are entrusted with a huge responsibility of developing language and communication skills among their students. For maximum input, the best teaching approach seen possible to reach students is the learner-centred

teaching approach compared to the teacher-centred one. However, the potential to explore the learner-centred teaching approach is rather challenging in our Malaysian classrooms. The nature of our students: limited language proficiency, lack confidence, negative attitude and motivation, etc. towards the English language and literature and the culturally oriented norm with a long tradition of unconditional obedience to the authority do not permit the learner-centred teaching approach. Because of these circumstances, therefore, the move in trying to make them to be independent learners seems hampered.

Ideally, it is best to employ the learner-centred teaching approach in classrooms. But the culture that we have held on for too long and the nature of our students only permit us to use the teacher-centred teaching approach or a mixture of both learner-centred and teacher-centred when necessary. Thus, a complete departure from the traditional teacher-centred and text-book driven teaching, to that of a learner-centred teaching to create independent learners do not seem encouraging in our second language setting. We need to boost students' self-esteem to inculcate the confidence and self-assurance within themselves for them to be more vocal and verbal in the classrooms.

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Perceptions of Accounting Academicians toward the Issue of Information Technology Integration into the Accounting Curriculum

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Abstract

This study sought to investigate the perceptions of accounting academicians toward the issue of Information Technology (IT) integration into the accounting curriculum in the specific context of Malaysian Higher Learning Institutions. Data from 76 accounting academicians was collected using a mail questionnaire. The results indicated that most accounting academicians are satisfied with the hardware facilities, support and appreciation received from their head of department and colleagues. Many of them recognized the importance of IT knowledge and skills in enhancing the future of the accounting profession. However, they also showed their dissatisfaction on several technical aspects such as adequacy of application software, network services, technical supports, and allocation of IT-related training. Furthermore, whilst a majority of accounting academicians felt that IT should be integrated into all major areas of accounting, many of them felt that the extent of IT knowledge and skills being integrated into the accounting curriculum is insufficient.

INTRODUCTION

One of the main objectives of accounting education at the university level is to expose students for positions as professional accountants. In the past, accounting programs were merely judged by students' technical abilities nurtured by the curriculum, by way of financial accounting recording processes, management accounting techniques, tax rules, and audit procedures (Boritz, 1999). However, the advancement of information technology (IT) over the last two decades has created many new challenges and opportunities for the accounting profession, hence of accounting education (Elliot, 1992). Indeed IT is fast changing the way in which organizations operate, the nature and economies of accounting activities, and the competitive environment in which accountants participate. Thus competence with this technology is an imperative for the

professional accountant (IFAC, 2003). Indeed IT can no longer be considered a discipline peripheral to accounting. Rather, professional accounting need to merge and develop with IT to such an extent that one can hardly conceive of accounting independent from IT.

In recognition of the importance of IT in accounting education, International Federation of Accountants (IFAC) issued a guideline, namely International Education Guidelines 11 (IEG11) for accounting academicians to observe the type of IT knowledge and skills to be integrated into the curriculum. This guideline has established a framework for organizing IT-oriented education for professional accountants and the core areas of knowledge and skill to be covered (IFAC, 1998).

Whilst the IT knowledge and skills is already in the IFAC's main agenda, the extent to which this agenda has been implemented and the response from accounting academicians as the provider of accounting professionals remains an issue. For example, Chang and Hwang (2003, p. 441) commented that "given the dynamic nature of IT and its widespread adoption in business organizations, many in the accounting profession have voiced concerns over whether college education and professional training effectively and efficiently prepare accountants to meet these challenges." Therefore, the main purpose of this study is to investigate the perceptions of accounting academicians toward the issue of IT integration into the accounting curriculum in the specific context of Malaysian higher learning institutions. In addition, this study also investigates whether there is any significance difference between the perception of accounting academicians working in public and private higher learning institutions in relation to this issue.

Since this is one of the first attempts made to investigate the perceptions of accounting academicians toward the issue of integrating IT into the accounting curriculum in Malaysia, findings from this study shall shed some lights into the readiness of accounting programs offered by Malaysian higher learning institutions in facing the challenges of the information age. By understanding their perceptions toward the issue, it will help the policy maker, the professional body and the administrators of higher learning institutions to plan and coordinate IT implementation and allocation of resources

for them to move forward with technology-based approaches in term of teaching and learning environment.

THE IMPORTANCE OF IT IN ACCOUNTING

In the era of IT, accounting academicians need to change their roles parallel to the changes in IT as the communities at large are increasingly using telecommunications, innovative cognitive tools and other sophisticated technologies (Cooper, 2002). Blood (2002) placed IT as an important driver of change impacting accounting education went to globalization issues. More than a decade ago, Elliot (1992) in his famous article, "The Third Wave Breaks on the Shores of Accounting" made strong emphasis on the importance of IT as the main driver of change in this century and even the future.

Historically, accountants and the accounting profession have always been dynamic users of IT (McMickle, 1989). Therefore, it is important for accounting graduates and professionals to acquire higher levels of IT knowledge and skills. This is particularly true when accountant as a user of IT, transforms to be the manager of IT, designer of business systems, and evaluator of information systems (IFAC, 1998). Hence, accounting profession needs to respond to these pressures to maintain the profession's credibility and capability in supporting new IT initiatives. Furthermore, with the changing landscape of accounting profession, the job market demand for accounting graduates with IT knowledge and skills is more crucial than ever. For example, Boritz (1999) reported that major professional services firms in the United States are hiring fewer accounting graduates and tend to focus more on non-accounting graduates with IT training such as computer sciences and management information systems graduates. Hence, without sufficient IT knowledge and skills, these firms do not see accounting graduates or even their accounting and auditing personnel as key sources of the skills required to cater for their future needs in connection with professional services such as those related to IT.

IT INTEGRATION IN ACCOUNTING

IT related courses have long been recognized as essential to the accounting education (McMickle, 1989). However, before the introduction of IEG11 by IFAC, there is no general consensus on the extent of IT knowledge and skills to be integrated into the accounting curriculum. Hence, many past studies focused primarily on the identification of relevant IT topics to be considered for accounting information system (AIS) course (e.g. Wu, 1983; Cerullo et al., 1985; Heagy & McMickle, 1988; Wan & Choo, 1988; Green & Bucksby, 1995). Other studies that investigate the extent of IT integration reported the lack of IT knowledge and skills being integrated into the accounting curriculum (e.g. Clark et. al., 1995; Green & Bucksby, 1995; Ismail et al., 1999).

In Malaysia, there are limited studies that investigate the issue of IT integration into the accounting curriculum. Barjoyai (1992) surveyed the perceptions of accounting post-graduate students toward the importance of accounting courses offered by one of Malaysian public universities. Results of his study suggest that while AIS course received a higher rating compared to other courses in terms of usefulness and relevance, the respondents felt that the coverage of the course was not sufficient. In another study, Al Murisi et al. (1996) surveyed employers' perceptions of the importance of accounting courses offered in the accounting curriculum by one of Malaysian public universities. Results of their study indicate that AIS course received a lower rating (ranked number 7 out of 9 compulsory accounting courses).

Ismail et al. (1999) surveyed accountants' perceptions of the importance of IT topics as outlined by IFAC's IEG11. Their findings revealed that accountants in Malaysia perceived all fifty-three topics listed as important. A more recent study by Ismail et al. (2000) depicted that computer literacy was ranked fourth among the nineteen non-technical skills surveyed among Malaysian businesses. However, the mean score for preparedness of computer literacy among graduates is lower than the mean score of the importance of the skills. These findings suggest that whilst accounting professionals in Malaysia are beginning to realize the importance of IT knowledge and skills to their

business, the preparedness of accounting graduates to face the challenges are still inadequate.

IMPLEMENTATION BARRIERS TO IT INTEGRATION

Many studies have indicated that instructors play an important role in determining the extent of IT integration in teaching and learning. For example, the U.S. Congress Office of Technology Assessment (1995) has reported that the lack of teacher training is one of the greatest roadblocks to integrating IT into a school's curriculum. The same report reveals that most school districts spend less than 15% of their IT budgets on teacher training and development.

Clark et al. (1995) conducted an interview with a range of academic staff at the University of Canberra on the issue of barriers in integrating IT into their teaching process. Their findings showed that the staffs are worried about loosing interactions opportunities between staff and students, difficulties with infrastructure such as inadequate facilities or poorly equipped teaching space, lack of knowledge and skills of staff, insufficient technical support staff, lack of time, inadequate resources and the risks associated with implementing innovations in teaching, particularly those using technology. In other study, Groomer and Murthy (1996) reveal that the size of the business school, length of instructor's experience in teaching AIS, and instructor's research interest in AIS has some effects on course content.

METHOD

A mail questionnaire was used to gather data. Letters, together with the questionnaire and a self-addressed envelope were sent out to 220 accounting academics of 9 public and private higher learning institutions offering accounting degree program in Malaysia. The name and addresses of the respondents were selected from the institutions' web sites. 76 usable questionnaires were eventually returned representing a 35% response rate. None-response was examined using time-trend extrapolation (Lindner et al., 2001). The first 30

and last 30 respondents were compared on 22 major variables. No variable was found to be significantly different. This suggests that non-response was not a significant factor that could affect the conclusions about the variables being studied.

Measurement of Variables

The research instrument used in this study is developed through an extensive review of literature. Hence, standard instruments were used as much as possible. However, prior to actual data gathering phase, pre-tests and pilot survey were carried out to further refine the questionnaire (Dillman, 1978). Feedbacks obtained from the pre-testing and pilot testing stages were used to improve the questionnaires.

The final set of the questionnaire was divided into two major sections. The first section of the questionnaire focused on the general background of the respondents: academic background; teaching and research specialization; years of teaching experience; working experience in information systems; age; and gender. The second section of the questionnaire was designed to elicit respondents' perceptions toward: hardware and software adequacy; updated software and services satisfaction; training sufficiency and priority; appreciation and support from head of department, colleagues and students; staff commitment; IT integration; and difficulties in learning and teaching IT-related courses.

RESULTS

Preliminary analysis of the sample showed that 83% of the respondents were from public higher learning institutions and 17% were from private higher learning institutions. In terms of academic rank, 15% of the respondents were either professors or associate professors, and 85% were either assistant professors or lecturers. With reference to academic qualifications, 18% of the respondents hold a PhD, 75% a Masters degree, and 7% possessed professional qualification. About 45% of the respondents obtained their highest degree from local universities. Financial accounting was listed as a primary research interest by 28% of the respondents, followed by management accounting (17%), accounting information systems (16%), taxation (10%), auditing (8%), accounting education (5%), public sector (4%) and others (12%).

In terms of AIS education and training, only 54% of the respondents reported that they received a formal training. From AIS work experience perspective, 72% of the respondents did not have any AIS-related work experience. Almost 60% of the respondents have teaching experience of more than five years. With regard to the age group, more than 50% of the respondents were below 36 years of age. The results also reveal that female respondents are slightly higher (55%) than male respondents (45%).

Perceptions of Accounting Academicians

Table 1 shows the results of the perceptions of accounting academicians toward the issue of IT integration into the accounting curriculum. These variables were measured using a five-point scale from 1 (strongly disagree) to 4 (strongly agree), and 0 (no opinion). The Cronbach alpha statistics for the overall scale for accounting academicians perception towards IT integration was 0.833. Nunnally (1978) suggested that levels of 0.7 or more are generally accepted as representing good reliability.

To simplify the following description, the responses for point '1' and point '2' of the scale are treated as one category called 'agree'. Similarly, point '3' and point '4' are treated as one category called 'disagree'. The point '0' is labeled as the 'no opinion' category.

Table 1

	Frequency Distribution (%)		
	Agree	Disagree	No Opinion
Adequacy of Hardware and Software			
Hardware facilities, i.e. number of PCs for staff to acquire IT skills are adequate	82	17	1
Hardware facilities, i.e. number of PCs for students to acquire IT skills are adequate	41	55	4
Application software required to integrate IT in is adequate	51	40	9
Software Updated and Services Satisfactory			
Application software required to integrate IT in accounting is updated	49	37	14
Network services are satisfactory	58	38	4
Support for computing services from technical staff is satisfactory	52	41	7
Sufficiency and Priority of Training			
Training for staff to acquire knowledge and skills in IT are sufficient	38	61	1
Training in accounting and IT/IS always given a higher priority than other areas of accounting	39	52	9
Appreciation and Support			
Appreciated by head of department	88	8	4
Fully supported by head of department	87	9	4
Appreciated by colleagues	76	18	6
Fully supported by colleagues	71	21	8
Appreciated by students	74	10	16
Fully supported by students	69	17	14
Importance and Apprehensiveness to Learn IT			
Accounting academicians know the importance of IT in accounting	92	7	1
IT knowledge/skills is crucial for the enhancement of accounting profession	91	8	1
Accounting academicians are apprehensive to learn the IT skills	66	29	5
IT integration			
The extent of IT knowledge/skills currently integrated in accounting curriculum is sufficient	47	45	8
IT knowledge/skills should be integrated into all major areas of accounting	87	10	3
IT knowledge/skills should only be taught in Accounting Information Systems subjects	13	84	3
Difficulties of Learning and Teaching IT			
IT knowledge/skills is very difficult to learn	9	90	1
IT knowledge/skills is very difficult to teach	18	75	7

Hardware and Software Adequacy

The majority (82%) of the respondents agree that the number of personal computers for staff to acquire IT skills are adequate. However, the study received a mixed opinion on whether the number of personal computers for students to acquire IT skills are adequate. 55 % of the respondents agree while about 40% disagree with the statement. Meanwhile, about half of the respondents agree that application software required to integrate IT in accounting are adequate, 40% disagree, while 9% of the respondents have no opinion to the statement. Results indicate that hardware facilities for staff to acquire IT skills are adequate in most higher learning institutions in Malaysian. Therefore, consideration should be given to the issue of hardware facilities for students and adequacy of application software based on the mixed opinion of the respondents.

Software Update and Services Satisfaction

Nearly 50% of the respondents agree that application software required to integrate IT in accounting are updated. Results also depict that 58% of the respondents agree that network services are satisfactory, whilst 38% of the respondents show their dissatisfaction. About 52% of the respondents agree that the support for computing services from technical staff is satisfactory, 41% of them disagree and 7% do not have any opinion. These results indicate that only about half of the respondents agree with the application software updates, network services and support for computing services, and hence more efforts need to be done by Malaysian higher learning institutions to further upgrade their computing facilities.

Training Sufficiency and Priority

In terms of training sufficiency and priority, the results show that only 38% of the respondents agree with the statement that training for staff to acquire knowledge and skills in IT are sufficient, whilst 61% of the respondents disagree. 52 % of the respondents also disagree with the statement that training in accounting and IT/IS is

always given a higher priority than other areas of accounting. The results suggest that trainings for staff to acquire IT knowledge and skills is still insufficient in Malaysian higher learning institutions.

Appreciation and Support

The results show that a majority of the respondents agree that their efforts to integrate IT into the accounting curriculum were appreciated and supported by head of department, colleagues and students.

Staff Commitment

In terms of staff commitment, the results show that 92% of the respondents agree with the statement that accounting academicians know the importance of IT in accounting. 91 % of the respondents also agree that IT knowledge and skills are crucial for the enhancement of accounting profession. However, 66% of the respondents perceived that accounting academicians are a bit apprehensive to learn IT skills. This finding suggests that although a majority of respondents are aware of the importance of IT in accounting, some of them are still hesitant to learn and acquire the IT knowledge and skills.

IT Integration

Nearly half of the respondents perceived that the extent of IT knowledge and skills currently integrated into the accounting curriculum are sufficient. When asked whether IT knowledge and skills should be integrated into all major areas of accounting, 87% of the respondents agree with the statement. Only 13% of the respondents felt that IT knowledge and skills should only be taught in AIS subjects. The result implies that the extent of IT knowledge and skills currently being integrated into the accounting curriculum are insufficient. Furthermore, IT knowledge and skills should be integrated into all major areas of accounting and not merely concentrating in the AIS course.

Difficulties in Learning and Teaching Information Technology

Finally, Table 1 shows the respondents' perception regarding the difficulties of learning and teaching IT knowledge and skills. 90 % of the respondents felt that IT knowledge and skills is not very difficult to learn, whilst 75% of respondents felt that IT knowledge and skills are not very difficult to teach. The results suggest that accounting academicians perceived that IT knowledge and skills are more difficult to teach than to acquire them.

Differences between Public and Private Higher Learning Institutions

This study also investigates whether there is any significance difference between the perceptions of accounting academicians working in public and private higher learning institutions toward the issue of IT integration in accounting education. Kinnear and Gray (2000) suggested that a non-parametric test is appropriate when the data set is small. Hence, a Mann-Whitney test was adopted to test the difference and the results are presented in Table 2.

Table 2

		Mean Rank	Sig.
Hardware facilities, i.e. number of PCs for staff to acquire IT skills are adequate	IPTA	37.04	0.166
	IPTS	45.58	
Hardware facilities, i.e. number of PCs for students to acquire IT skills is adequate	IPTA	36.75	0.104
	IPTS	47.00	
Application software required to integrate IT in accounting is adequate	IPTA	35.96	0.019*
	IPTS	50.81	
Application software required to integrate IT in accounting are updated	IPTA	36.34	0.049*
	IPTS	48.96	
Network services are satisfactory	IPTA	37.17	0.215
	IPTS	44.96	
Support for computing services from technical staff is satisfactory	IPTA	36.48	0.161
	IPTS	45.23	
Training for staff to acquire knowledge and skills in IT are sufficient	IPTA	36.40	0.038*
	IPTS	48.65	
Training in accounting and IT/IS always given a higher priority than other areas of accounting	IPTA	36.30	0.114
	IPTS	46.12	
Appreciated by head of department	IPTA	36.39	0.040*
	IPTS	48.73	
Fully supported by head of department	IPTA	35.53	0.005*
	IPTS	52.88	
Appreciated by colleagues	IPTA	39.52	0.324

	IPTS	33.58	
Fully supported by colleagues	IPTA	38.98	0.651
	IPTS	36.15	
Appreciated by students	IPTA	37.94	0.589
	IPTS	41.23	
Fully supported by students	IPTA	37.90	0.565
	IPTS	41.42	
Accounting academicians know the importance of IT in accounting	IPTA	37.69	0.440
	IPTS	42.42	
IT knowledge/skills is crucial for the enhancement of accounting profession	IPTA	37.06	0.171
	IPTS	45.50	
Accounting academicians are apprehensive to learn the IT skills	IPTA	35.86	0.012*
	IPTS	51.31	
The extent of IT knowledge/skills currently integrated in accounting curriculum is sufficient	IPTA	38.89	0.709
	IPTS	36.62	
IT knowledge/skills should be integrated into all major areas of accounting	IPTA	38.79	0.780
	IPTS	37.12	
IT knowledge/skills should only be taught in Accounting Information Systems subjects	IPTA	36.81	0.082
	IPTS	46.69	
IT knowledge/skills is very difficult to learn	IPTA	39.06	0.518
	IPTS	35.77	
IT knowledge/skills is very difficult to teach	IPTA	39.56	0.250
	IPTS	33.38	

N (IPTA = 63, IPTS = 13)

The results in Table 2 show that significant differences exist (at 0.05 level) in relation to 6 out of 22 issues. The mean ranks of these 6 issues are higher for private than public higher learning institutions, which suggest that the perceptions of accounting academicians working in private higher learning institutions are better than the perception of accounting academicians working in public higher learning institutions in terms of adequacy of application software, update status of application software, training for staff to acquire IT knowledge and skills, appreciation and support by colleagues, and sufficiency of IT knowledge and skills being integrated are better than .

CONCLUSIONS AND IMPLICATIONS

In this paper, we have explored the perceptions of accounting academicians in Malaysia toward the issue of IT integration into the accounting curriculum. Various issues which are believed to have influenced IT integration were sought from the respondents.

The results relating to the issue of hardware and software adequacy suggest that hardware facilities for academic staff to acquire IT skills are adequate. However,

emphasis should be given to the hardware facilities for students and adequacy of application software as respondents seem to have differing opinion on these two issues. Malaysian institutes of higher learning need to ensure that their students get the full benefits of IT integration into the curriculum. The students need sufficient computing facilities in all aspect of their year of study which will provide them with opportunities to explore, learn and use IT throughout their learning process.

The results also indicate that only half of the respondents are satisfied with software updates, network, and technical supports. Hence, Malaysian institutes of higher learning should place greater emphasis on this area of computing. These services are vital in computing environment particularly when the networking trend is taking over the mode of communication and accessibility of information. Besides that, technical support staffs are also crucial in assisting academic staffs and students to acquire IT knowledge and skills.

In terms of IT-related training, the results suggest that nearly two-thirds of the academic staffs are not satisfied with the amount of training allocated to them. They also expressed their dissatisfaction toward the priority given to IT-related training compared to other areas of accounting. Hence, Malaysian institutes of higher learning should allocate more funds to train their accounting staffs with IT knowledge and skills. This issue is very important as lack of training is one of the crucial factors inhibiting IT integration into the accounting curriculum.

A majority of accounting academicians agree that IT knowledge and skills should be integrated into all major areas of accounting, not just focusing on AIS course. Most of them know the importance of IT and agree that IT knowledge and skills are crucial for the enhancement of accounting profession. However, the results suggest that the extent of IT knowledge and skills currently being integrated into the accounting curriculum are insufficient. Ideally, IT knowledge and skills development should be integrated into all

major areas of accounting education, i.e. financial and management accounting, auditing and taxation. However, this would require concerted efforts from all individuals in all areas of accounting, not just on the shoulders of a small group of AIS academicians. About two-thirds of the accounting academicians perceived that their colleagues are anxious to learn IT skills. Many of them felt that IT knowledge and skills are more difficult to teach than to learn. Lack of training as discussed in the preceding paragraph might contribute to this situation. Hence, Malaysian institutes of higher learning should take every effort necessary to train all accounting academicians with sufficient IT knowledge and skills.

Results show that the accounting academicians felt that they received full support and appreciation toward their efforts to integrate IT into accounting curriculum from their head of department and colleagues. This positive attitude toward integrating IT into accounting education should be shared by all parties, including Malaysian Institute of Accountants (MIA) as a regulatory body, Malaysian Institute of Certified Public Accountants (MICPA) as a professional body, and accounting professionals.

The results also show that accounting academicians working in private higher learning institutions have better perceptions than their colleagues in public higher learning institutions in terms of adequacy and update status of application software, training for staff to acquire IT knowledge and skills, appreciation and support by colleagues, and sufficiency of IT knowledge and skills being integrated.

Finally, it is important to note that this study was subject to a number of limitations. This study was based on a survey. This approach has shortcomings as it captures a situation or an event at a point in time. Future research could also employ a more qualitative approach such as the case study. A more rigorous study could be conducted to examine the extent, mode and quality of IT integration into all major areas of accounting, and explore potential factors that could influence the integration.

SUMMARY

Whilst several studies have explored the perception of accounting practitioners of the importance of IT knowledge and skills in accounting profession, none had attempted to investigate the perceptions of accounting academicians toward the issue of IT integration into the accounting curriculum. This study provided evidence of the readiness of accounting programs offered by Malaysian institutes of higher learning to face the challenges of the information age. Generally, results from this study showed that most accounting academicians in Malaysian are satisfied with the hardware facilities, support and appreciation received from their head of department and colleagues. Many of them recognized the importance of IT knowledge and skills in enhancing the future of the accounting profession. However, they also showed their dissatisfaction on several technical aspects such as adequacy of application software, network services, technical supports, and allocation of IT-related training. Furthermore, whilst a majority of accounting academicians felt that IT should be integrated into all major areas of accounting, many of them felt that the extent of IT knowledge and skills being integrated into the accounting curriculum is insufficient. The findings should stimulate a more rigorous study to examine the extent, mode and quality of IT integration into the accounting curriculum, and encourage researchers to examine the factors that could influence the integration process.

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Kembali ke kandungan

COPING STRESS AND SPORTS PERFORMANCE AMONG SCHOOL ATHLETES IN KUALA LANGAT DISTRICT, SELANGOR

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ABSTRACT

The purpose of this study was to examine the coping strategies responses employed by school athletes to manage stress that they experienced in the 2004 Kuala Langat district athletics competition. The objectives were to identify a) coping strategies (emotion-focused and problem-focused) used by school athletes to manage stress, b) gender differences in managing their coping strategies, and c) use of coping strategies stressors in associated with their sport performance. Subjects consisted of 60 male (n=30) and female (n=30) of short distance runner athletes (100m, 200m, and 400m in track events) at form 4 and form 5 level from eight secondary schools in Kuala Langat District of Selangor. Data were gathered via Ways of Coping Questionnaire (WCQ) developed by Folkman & Lazarus, 1988. The WCQ has been adjusted to the specific study context based on problem-focused and emotion-focused with reliability coefficients of alpha = .757. Findings indicated that male posse higher percentage of coping strategies on both of emotion-focused and problem-focused than female in managing stress. There were no significant (p > .05) differences between male and female school athletes in managing stress. Results also did not support the use of coping strategies stressors among school athletes in associate with their sport performance. It was found that the subjects have little knowledge and skills on managing stress. The results implies that coaches at schools should handle a psychological skills training program and identify the sport-specific nature of coping stress that will be useful for developing athletes performance.

INTRODUCTION

Stress is a non-emotional bodily response to an environmental demand. School athletes for example experienced psychological stress like anxiety, lack of self-confidence, or facing problem to perform well in competition. When athletes are highly stressed, they usually experience a high level of physiological arousal. Many athletes struggle to control their arousal,

stress and anxiety. In sport psychology literature, arousal has been described as a non-emotional physiological state of readiness to perform physically, intellectually, or perceptually. This involves the autonomic nervous system processes such as heart rate, blood pressure, perspiration, and respiration. Thus, arousal and stress are similar in that both processes are non-emotional. These two processes are often correlated. However, arousal and stress are not interchangeable terms because an individual can be stressed and maintain a normal or even low level of arousal. Likewise, one may experience a high level of arousal without experiencing stress.

The manner in which athletes interpret stress-inducing events and the ways in which they behave while experiencing stress also depend on other psychological factors, including personality. According to Endler and Edwards (1982)[1], the way individuals experience stress is heavily influenced by personality factors particularly anxiety. Anxiety defined as the negative interpretation of past, present, and future environmental demands. Although people generally think of sport anxiety in terms of fear and apprehension of an upcoming competition, athletes can also be anxious about a current game as well as past sporting events. Persons who are high trait anxious (A-trait) perceive a wide range of situations as threatening and therefore respond with elevated arousal. High trait anxious coupled with increased arousal due to the demands associated with sport participation, may result in inhibited performance. Arousal, stress, and anxiety have an impact on the performances of athletes. Thus, athletes should employed coping responses to manage stressors which they experienced in sports competition. Because athletes are aware of their anxiety and its consequences, they usually attempt to cope and manage the anxiety themselves prior to seeking outside help. That is, athletes employ certain coping strategies without the assistance of others.

Coping can be described in terms of strategies, tactics, responses, cognitions, or behaviour. Coping represents an individual's cognitive, affective, and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of a person (Lazarus & Folkman, 1984[2]; Crocker, Kowalski, & Graham, 1998[3]; Lazarus, 1999[4]). They view coping as a process that begins with situational appraisal. Primary appraisal refers to how an individual evaluates the personal significance of a situation with regard to his/her values, personal beliefs, situational intentions, and goal commitments. If the

individual appraises that his/her goals are at stake, an emotional response occurs and the outcomes are perceived in terms of harm/loss (i.e., damage has already occurred), threat (i.e., the possibility that damage may occur), or challenge (i.e., where people enthusiastically compete themselves against obstacles). Secondary appraisal refers to a cognitive-evaluative process that focuses on what can be done about a stressful person-environment relationship, especially when there has been a primary appraisal of harm/loss or threat. Secondary appraisal provides the cognitive underpinning for coping. Athletes must develop a range of cognitive and behavioural coping skills to manage the competitive stressors that they have faced.

The most widely used coping model in sport psychology is based on Folkman & Lazarus (1988)[5] transaction process perspective on problem-focused and emotion-focused. Problem-focused coping refers to strategies used to manage or alter a stressor through behaviours such as information gathering, goal-setting, time management skills, and problem solving. Emotion-focused coping refers to attempts at regulating emotional responses resulting from a stressor through actions like meditation, relaxation, distancing, positive thinking and cognitive efforts to change the meaning as an individual attaches to a situation.

The results of published studies examining athletes' use of coping strategies (e.g., Holt, 2003[6]; Crocker, 1992[7]; Crocker & Graham, 1995[8]; Madden, Summers, & Brown, 1990[9] Madden, Kirkby, & McDonald, 1989[10]; Anshel, Porter, & Jin-Jong, 1998[11]; Ptacek, Smith & Dodge, 1994[12]) have jointly revealed that athletes in various sports have demonstrated certain types of coping strategies following stress experienced during the contests. For example, a retrospective study of stress and coping of an elite athlete (Holt, 2003[5]) used evaluation and strategic planning (learning about opponents, reading [new] opponents, and understanding conditions); proactive psychological strategies (confidence building, and maintaining concentration); reactive psychological strategies (resilience, and self-talk) as a significant contributions coping measures.

Crocker (1992)[7]; Crocker & Graham (1995)[8], had identified eight strategies that athletes used to cope with the anxiety. Responses revealed that the most common strategies involved self-blame and active coping, while the least common strategies involved seeking social support

and practicing self-control. Research by Madden, Summers, & Brown (1990)[9] and Madden, Kirkby, & McDonald (1989)[10] also found that active coping was a common strategy for athletes, particularly those experiencing exceptionally high levels of stress. However, contrary to Crocker's work, these studies found that seeking social support was a common factor, indicating that it may be an important personal coping strategy for athletes.

Gender differences researched by Anshel, Porter, & Jin-Jong (1998)[11], generally found that male and female athletes exhibited significant differences in their coping patterns. For example males were more likely than females to report seeking information about their performance and were less likely to have negative thoughts toward the coach reprimand. The male athletes in this study may be attempting to overcome feelings of low self-control following the stressor. Ptacek, Smith & Dodge (1994)[12], reported that females, more than males, typically use more emotion-focused than problem-focused coping strategies.

Overall, the majority of sport coping research has been concerned with responses employed by elite amateur athletes to deal with major competition stressors. Responses employed by school children athletes use of coping strategies stressors at competition level are under-developed. Therefore, it would be appealing to delve into the sport psychology research on young athletes.

STATEMEN OF THE PROBLEM

Sports achievement among school athletes (especially athletics events) at the district athletics school competition in Kuala Langat, is still under-par with the national school competition records (Majlis Sukan Sekolah Daerah[13]). Some coaches reported that their athletes were unable to control their anxiety and arousal level during competition. Thus, through athletes experienced, do they under gone psychological stress that have contribute to their quality performance? If so, the athletes must use strategies to cope with stress. The purpose of this study is to examine the coping responses employed by school athletes to manage stress that they experienced in sport competition.

OBJECTIVES

1. To identify coping strategies used by school athletes to manage stress experienced in the Kuala Langat district athletics competition.

2. To identify gender differences use of coping strategies stressors experienced in the Kuala Langat district athletics competition.

3. To identify coping strategies stressors used by school athletes experienced in the Kuala Langat district athletics competition associated with their sport performance.

METHOD

A survey method was used in this study by using Ways of Coping Questionnaire (WCQ) developed by Folkman & Lazarus, 1988[5]. The WCQ has been adjusted to the specific study context translated into Malay Language to the back-to back translation procedure. Subjects were required to complete two sets of questionnaires that consist of (a) the present study that identified athletes' background knowledge on stress management and (b) the adjusted WCQ. The adjusted WCQ were based on emotion-focused and problem-focused. Emotion-focused coping refers to confront coping, distancing, self controlling, and seeking social support. Problem-focused coping refers to accepting responsibility, escape-avoidance, problem solving, and positive reappraisal. Cronbach's coefficient alpha was calculated to assess the reliability of the coping stress subscales resulted as $\alpha = .757$.

The WCQ consists of 68 items within eight derived scales with four-point Likert rating scale response format. Four-point Likert rating scale refers to (1) not at all true, (2) barely true, (3) moderately true, and (4) exactly true. Following are the eight scales with sample items.

1. Confront coping/active coping (11 items) *"Stood my ground and fought for what I wanted."*

2. Distancing/detachment (6 items) *"Went on as if nothing had happened."*

3. Self-controlling (7 items) *"I tried to keep my feelings to myself."*

4. Seeking social support (6 items) *"Talked to someone to find out more about the situation."*

5. Accepting responsibility/self blame (6 items) *"Criticized or lectured myself."*

6. Escape-avoidance/wishful thinking (10 items) *"Hoped a miracle would happen."*

7. Planful problem solving/problem-focused (11 items) *"I made a plan of action and followed it."*

8. Positive reappraisal (11 items) *"Changed or grew as a person in a good way."*

In the model, all the questions with positive parameters are scored on the higher end of the Likert scale (i.e., the athlete responds with the item being "very true"), together with questions with the negative parameters being scored at the lowest end of the Likert scale (i.e., the athlete indicates that these items are "very untrue").

Responses are made after a real-life stress situation that had been experienced in the Kuala Langat district athletics competition that was held in the early year of 2004. Subjects consisted of 60 male (n=30) and female (n=30) of short distance runner athletes (100m, 200m, and 400m in track events) at form 4 and form 5 level from eight secondary schools in Kuala Langat District of Selangor. Subjects were asked to report their "physical and mental reactions following an event that caused them considerable stress experienced during sports competition" under the supervision of their coaches and the researcher.

RESULTS

Descriptive statistics of school athletes' score for coping strategies to manage stress experienced in the Kuala Langat district athletics competition are shown in Table 1.

The results showed that male school athletes posses higher percentage of coping strategies (confront coping/active coping, distancing/detachment, self-controlling, seeking social support, accepting responsibility/self blame, escape-avoidance/wishful thinking, planful problem

solving/problem-focused, and positive reappraisal) than female school athletes in Kuala Langat district.

Table 1

Descriptive Statistic by Sex for Coping Strategies to Managed Stress

Coping strategies	Male Frequency	(%)	Female Frequency	(%)	Mean %
Confront coping/ active coping	24	(40)	16	(27)	33.5
Distancing/ detachment	18	(30)	14	(20)	29.0
Self-controlling	14	(23)	12	(20)	21.5
Seeking social support	25	(42)	15	(25)	33.5
Accepting responsibility/Self Blame	20	(33)	19	(32)	32.5
Escape-avoidance/wishful thinking	11	(18)	08	(13)	15.5
Planful problem solving/ problem-focused	14	(23)	13	(22)	23.2
Positive reappraisal	23	(38)	14	(23)	30.5

The overall average mean scores of coping strategies used by male and female athletes are 27.4% (male = 30.9%, female = 22.8%). The survey showed that the subjects have little knowledge and skills on managing stress. Subjects reported that they were not exposed to developing coping strategies to manage stress that they experienced in sport competition.

To examine gender differences use of coping strategies stressors experienced in the Kuala Langat district athletics competition, t-test analyses were conducted. The means and standard deviation for gender differences use of coping strategies stressors experienced in the Kuala Langat district athletics competition and the level of significance are included in Table 2.

Findings indicated that there were no significant (p > .05) of gender differences use of coping strategies stressors by school athletes experienced in the Kuala Langat district athletics competition. It was also found that school male and female athletes have a moderate level of using coping strategies to manage stress that they experienced in sport competition.

Table 2

Gender differences use of coping stress

Coping strategies	Male		Female			
	Mean	(SD)	Mean	(SD)	t	Sig.
Confront coping	2.69	(.80)	2.71	(.41)	-.252	.802
Distancing	2.50	(.41)	2.47	(.39)	.269	.789
Self-controlling	2.53	(.62)	2.48	(.45)	.373	.711
Seeking social support	2.61	(.46)	2.57	(.51)	.322	.749
Accepting responsibility/Self Blaming	2.26	(.47)	2.37	(.49)	-.878	.383
Escape-avoidance	2.47	(.50)	2.37	(.40)	.774	.442
Planful problem solving	2.57	(.41)	2.62	(.44)	-.452	.653
Positive reappraisal	2.78	(.42)	2.71	(.51)	.574	.568

The third objective is to identify coping strategies stressors used by school athletes experienced in the Kuala Langat district athletics competition associated with their sport performance. Pearson product-moment correlation analyses (r) were computed to determine the relationship between coping strategies associated with their sport performance. Table 3 showed the result by group events.

Table 3

Correlation statistic by group events for coping strategies used by school athletes

to manage stress associated with their sport performance

Running events	R value	P value
100 meter	.074	.738
200 meter	.008	.975
400 meter	-.377	.136

The results showed no significant relationship between coping strategies associated with their sport performance. Subjects do not perform well in the competition at any events and the use of coping strategies does not relate with their achievements.

DISCUSSION

The results of this study have made that the interaction between gender differences and situational contexts in the coping process form unpredictable predictors of using coping strategies. Gender differences on source of coping stress that is problem-focused and emotional-focused are preference for males (18% through 42% use of coping strategies), than for females (13% through 32% use of coping strategies), to have an approach coping orientation in response to stressors experienced in the Kuala Langat district athletics competition. Findings also indicated that there were no significant (p > .05) of gender differences use of coping strategies stressors by school athletes experienced in the Kuala Langat district athletics competition.

Logistic analyses of this study also generally found that school male and female athletes have a moderate level (refer to Table 2) of using coping strategies to manage stress that they experienced in sport competition and did not support relationship between coping strategies stressors in associate with sport performance (refer to Table 3). This finding supports the contention that female athletes possess similar psychological characteristics to their male counterparts.

The above findings do not support the contention that females, more than males, typically use more emotion-focused than problem-focused coping strategies (Ptacek, Smith & Dodge, 1994[12]). Miller & Kirsch (1987) [14]; Belle (1991)[15] have concluded that female, more than male, use problem-focused coping strategies, such as obtaining assistance and seeking information. Madden, Kirkby, & McDonald (1989)[10] found that females were more likely to react to emotion-focused than males, who preferred problem-focused coping techniques. The findings also do not support research made by Anshel, Porter, & Jin-Jong, 1998[11] which generally found that male and female athletes exhibited significant differences in their coping patterns.

The underlying issue about this finding is that subjects reported that they were not exposed to developing coping strategies to manage stress that they experienced in sport competition. Subjects also have little knowledge and skills on managing stress who do not understand the psychological factors that contribute to quality sport performance. Consequently, they have not mastered the art of mental preparation and using psychological-behavioural skills that improve their ability to manage anxiety, cope with stress, and reach preferred arousal and motivational level.

The result of this study relates in which the interaction between individual differences and situational contexts in the coping process form predictors of using coping strategies. It is generally acknowledge by theorist (Lazarus & Folkman, 1984[2]; Crocker, Kowalski, & Graham, 1998[3]; Lazarus, 1999[4]) that an individual may interpret an event as irrelevant, benign, or stressful. Like everyone else in society, athletes differ in culture, gender, ethnicity, previous experiences, and personal needs. What these athletes are saying is that they have needs that are

not being met, which is detracting from their motivation to persist, learn, improve, and succeed in their performance.

Thus coaches at schools should handle proper instructional techniques or sport pedagogy of a psychological skills training program and identify the sport-specific nature of coping stress that will be useful in developing talent athletes. In sport, coaches and athletes want to regulate A-state (A-trait) at manageable levels so that it helps rather than hinders performance. To do this effectively, anxiety has to be measured and monitored. This is done primarily by psychological, physiological, and behavioural methods. Future researchers in the area of athletics should include both personal and situational variables in attempting to identify the athletes' tendencies to use certain types of coping strategies and the conditions under which these strategies are evident.

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Evaluating the KPLI Physical Education Programme[1]

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Abstract

Physical education and sports are the important agenda in integrating the various races in Malaysia. The Department of Physical Education and Sports, Ministry of Education plays an important role toward sports excellence. All sports programmes must be constantly supervised and evaluated. This study evaluates physical education and sports programmes undertaken by teachers and sport managers. This study sample consists of 13 teachers trainees with a different specialization from a cohort of 20 KPLI PE trainees. Data were collected from three sources, viz. semi structured interviews, observation and document analysis. Evidences from study showed that lecturers were putting too much emphasis on delivering content knowledge to the KPLI trainees and this had resulted in trainees lacking confidence and skills in teaching the subject during teaching practice.

Introduction

The evaluation of programmes in teacher education is a relatively recent phenomenon. According to Kells (1996) even in the United States, where it is widespread, and a generally acknowledged part of academic culture, it is a twentieth century invention. According to Norris (1990) in Britain, in the early 60s evaluation was not a matter of general or even specialist concern.

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Hoist (1994) noted that since 1965 there has been a gradual decrease in people's belief of the credibility of governmental organisations that provided social programmes and, there has been a decreased in financing for some programmes. Consequently, programmed evaluation research has increased exponentially in an effort to justify funding for social programmes including education specially teacher education programmes. The purpose of programmes evaluation is to improve an existing programme. In education, for example, the improvement is essentially based on the effectiveness of the programme or how well the knowledge and skill imparted through the educational programmes relate to the knowledge and skill required by student in their place of work.

Evaluation is the process of determining to what extent educational objectives are realised (Gredler, 1996). This process involves the systematic assessment of merit, or value, of the set objectives. Evaluation provides information to facilitate decision-making at different stages of the programme and implementation.

An evaluation activity comprises both description, including measurements, scores and observation and judgement. For instance, in a Physical Education (PE) programme, Physical educator or coaches will be collecting qualitative or quantitative data upon which to make decision (Zuber, 2003).The process of evaluation assists in improving the curriculum, and enhances teaching and learning. As it continues, there is a shift from the purpose of evaluation being knowledge seeking, to being that of decision-making. The emphasis is on curriculum renewal and talking on board measures to develop the best possible programme rather than putting all of one's energy into justifying initial plans.

The KPLI PE Programme

The Kursus Perguruan Lepasan Ijazah Physical Education KPLI PE programmes aims to produce physical educators with essential knowledge and skills to function effectively in schools. This programme is organised to meet the needs of graduate teachers who are trained to teach PE in secondary school. In addition, it aims to generate teachers that can utilise technology and multimedia devices in the process of teaching and learning PE.

Such development is in line with the Ministry of Education concern regarding the fitness and health of the society, particularly school pupils. It assumes the role of preparing personal knowledge, skills, and professionalism, in order to enhance the fitness and health of the society. This programme, among other things, aims to equip the trainees with the latest 'know-how' in pedagogy and approaches on teaching and learning of PE in schools.

The PE syllabus consists of three main components. The health science component consists of the study of health, namely anatomy and physiology, principles of training, motor learning and bio-mechanics, sports injury and safety education, life style and health concepts, family health education, and PE for special groups. The total time allocation for this component is 135 hours. This component places a more academic emphasis on the approaches and methods of teaching and learning, like discussion, brainstorming, reflective thinking, observation, case study, survey and practical training as well as the use of the internet.

The professional component is allocated 90 hours and it consists of includes philosophy, principles/history of PE and KBSM, PE pedagogy, management of teaching resources, management in PE/sociology in sports and outdoor education, and test and measurement in PE. This component, which focuses on the acquisition of teaching skills, and emphasis, pedagogical methods and approaches like micro and macro teaching, reflective teaching, collaborative and co-operative learning, peer evaluation and discussion.

Evaluation of Teacher Education Programmes

Now I propose to review several of the evaluation reports on teacher education programmes that have been conducted in the United Kingdom, United States, and Malaysia. This will enable an understanding of educational evaluation in the context of actual practice and a review of research literature on teacher education.

In United Kingdom, Professor Wragg embarked on a teacher education project that reviewed the disciplines of foundations of education, history, philosophy, psychology, and sociology of education. This research was based in the universities of Nottingham and Leicester. The study highlighted that the teaching of the foundation courses was not practically oriented in that it courses was not always clearly related to the task that trainee teachers had to undertake during teaching practice. The study pointed out to the lack of sufficient emphasis on the acquisition of practical teaching skills by teachers. Hence, it was actually referring to the perennial issue of affecting the theory-practice linkage and the need for coherence between subject matter of the disciplines and ensuring that they were taught in ways that bring about meaningful understanding for the students.

'School-based training in the PGCE' was a project based in the University of Cambridge and was directed by Professor Paul Horst. The aim of a project is to evaluate any form of teacher education and examine the professional and political context of partner context of teacher education based on four PGCE courses. The purpose was to, 'establish the underlying principles of school-based training and to develop policy implications for future development.' (Graves, 1990, p.69) It explored the professional and political contexts of partnership in teacher education. According to Graves, 1990, the project team distinguished between four levels or forms of teacher education as follows:

- direct practice: direct experience of teaching in schools;
- indirect practice: training in practical matters (eg. the use of computers) which takes place in training institutions;
- the study of the principles of practice and their usage which can take place in schools on training institutions;
- The critical study of practice and its principles in the light of the fundamental theory of research. This could take place in either schools or colleges, but is more likely to take place in the latter. (Graves, 1990, p.70).

The team argued that the supervision of direct practice was best done by practising teachers. Whereas, lecturers and school could focus on other aspects of teacher preparation according to the needs, circumstances and expertise required and possessed.

It was also felt that teachers in school might need in-service training to acquaint themselves with the necessary supervision skills.

The third project was an experimental teacher-training course at the University of East Anglia that started in 1981, based on Stenhouse's concept of 'teacher as a researcher.' and the idea that teachers should do research and enquire into their own classroom practice. The findings of this project form the subject of a book, by Tickle (1987), entitled 'Learning Teaching, Teaching teaching… A study of Partnership in Teacher Education.' Tickle (1987) offered a number of case studies that focus on improvements in the process of professional development of student teachers during initial teacher education. The research was also concerned with the professional development of practising teachers and teacher educators working in partnership with student teachers. The study emphasised the need for teachers to be equipped with the necessary knowledge, skills, and dispositions to do systematic inquiry into their practice, from the very onset of their careers as beginning teachers. The research employed the use of narratives to give voice to the views and perspectives of the stakeholders and thereby a platform to air their concerns and views. Tickle called for, 'imaginative conceptions, and innovative practices, recasting and redefining educative experiences for student-teachers, teachers and teacher educators' (Tickle, 1987,p.3) to enable a better understanding of teacher education processes, particularly in terms of long-term professional development and achieving school reform.

 Across the Atlantic, Howey's (1989) report on the Research about Teacher Education (RATE) study by the American Association of Colleges for Teacher Education (AACTE), presented a general appraisal of teacher education programmes. He reported those 250 lecturers and 1,130 trainees with, the majority becausistent when writing (75% and 80.9% respectively) with rating the programmes as above average to excellent rated teacher education programmes. These lecturers and trainees (with percentages ranging from 51.7 to 76.1) also perceived teacher education programmes to be more rigorous than the advanced courses that they themselves had conducted in subjects such as English, history, foreign languages, mathematic and science. The lowest percentage (51.7%) was

recorded by trainees in a comparison between teacher education programmes and advanced courses in foreign languages. In addition, nine out of ten lecturers believed that teacher education programmes had improved as compared to those that existed ten years before. Both the lecturers and trainees also reported that there was sufficient time during these training programmes to achieve the level of knowledge and skills appropriate for a beginning teacher. Majority of the trainees (9.3%) reported teacher education courses were given more time than five subject courses, namely English, history, foreign language, mathematics, and science.

Results from the RATE study were positive, and the American teacher education programmes surveyed appeared commendable. However, the results of RATE were based on perceptual data. Neither classroom observation nor analysis of curriculum specifications was conducted to support the perceptual data.

Local efforts by the Teacher Education Division (TED) in Malaysia to evaluate their programmes, namely, the Basic Teaching Course (Malaysia, 1993), KPLI (Malaysia, 1994; Malaysia, 1995, Lebar, 1995, Ratnavadiel, 1995, Tan, 1998 & Zuber 2003) were similar to the general appraisal in Howey's report. The evaluation focused on individual components within the courses such as educational studies, specialisation, and elective courses as well as teaching practice and co-curricular studies. Results from these studies were consistent in reporting teaching practice to be perceived as more useful than the theoretical components in helping trainees prepare to teach, citing the direct relevance and applicability, of the practical experiences to actual classroom teaching as the main reasons. Teaching practice was also reported to have motivated trainees in their efforts to become competent teachers. These findings suggested that further appraisal or comparison on the usefulness of courses using three measures, namely: relevance, applicability, and the extent courses motivate trainees, was need to will provide more insights into the quality of curricular input of these programmes.

A Case study

Method

In order to gain more insight into evaluating teacher education programme, a study was conducted in 2001 at Perdana Teacher Education College. The study used qualitative method and it was under taken in natural setting. The data collection and recording of evidence was considered in relation to the naturalistic research (Sparkes, 1992; Maxwell, 1996; Creswell, 1994; Patton, 1990; Yin, 1989; Maykut & Morehouse, 1994; Robson, 1999; Silverman, 2000) paradigm. The study attempted to understand and to evaluate aspects of the *Kursus Perguruan Lepas Ijazah (KPLI) Physical Education (PE) Programme.* However, for the purpose of this paper**,** I would like to discuss and share my view regarding subject knowledge among the KPLI PE trainees.

Subject knowledge is one of the standards to be met by all trainees seeking qualified teacher status. Subject knowledge can be described as a secure knowledge and understanding of the concepts, skills, health, and safety in four areas of activity of the National Curriculum for Physical Education, at a standard equivalent to degree level, to enable trainees to teach confidently and accurately at secondary school. Trainees in the KPLI PE programme have diverse background, sports-related undergraduate degree as well as knowledge, and understanding of four areas of activity comprising the National Curriculum for Physical Education (games activities, healthy life styles, environmental and nutrition).

Sample

Six female and seven male from a cohort of 20 trainees KPLI PE trainees were identified as the respondents for this study, six female and seven male from a cohort of 20 trainees. These trainees had all followed a Bachelor degree in various fields of studies. The sampling approach that I used was purposive sampling (Patton, 1987). By using this approach of, I use my personal judgement to select samples, which I believed would provide the data needed.

Instrument

Data was collected from three sources: semi-interviews, observation, and document analysis. Consent from the respondents was obtained to use the interview data for research purposes.

Result

The case study of thirteen KPLI PE trainees provides a snapshot of individual experiences of developing subject knowledge. It must be noted that the sample is not representative of all KPLI PE trainees, or of the national level of experience of KPLI PE trainees in developing subject knowledge. Nevertheless, it enabled issues to be identified, which will require further exploration and discussion. The results below include extracts from interviews and documentations. The names of KPLI PE trainees have been changed.

Level of Subject Knowledge

The shortage of teachers and the small number of qualified candidates for teaching PE has led the Teacher Education Division (TED) to lower their selection criteria, and thereby increase admission to the KPLI PE Programmed. Academic performance during their bachelor degrees (specialization in PE/sports science), a credit pass in Bahasa Melayu (Malay language) in the Malaysian Certificate of Education (MCE), an and performance in aptitude test a fitness test, and an interview, were used as conditions for entry and selection of candidates. Competence in the subject was given less emphasis. As one TED officer said:

> *For instance, although this programmed was offered in 1998 it couldn't be implemented because there were no takers for this programmed. Similarly, in 1999 only 12 candidates turned up to join this programmed. Then, to increase the number of takers we had to do something.*

(IHR/14.09.01/OFF)

The selection of candidates raised complaints from among the lecturers as they found difficulties in teaching the trainees. One lecturer commented:

> *Most of the trainees have limited background in PE. Here we only have eight trainees with bachelor degrees in sports science and the other 12 while from other areas of specialization. (IAB/26.09.01/ET)*

Another lecturer said:

> *I have to start from the basics, especially in games. They don't have a good foundation in terms of PE... We select inexperienced students. They could not to other places (job), so they applied for the programmed. (IAB/26.09.01/ET).*

Bahari, the cooperating teacher confirmed this:

> *I found out that it is very difficult for Rajan [a trainee] to teach gymnastics. He cannot demonstrate to the students how to do handstand properly. The drills movements are not right. Similararly, in the case of Faizah, when she teaches volleyball, she could not even serve [under arm] the ball over the net... (IZB/24.09.01/SMC).*

Furthermore, through conversations, interviews, class observations and discussions I had with the trainees and lecturers at the college, I was able to group the trainees into two categories in relation to their background in PE. The first category, with relatively low subject knowledge, consists of the 12 trainees with non-PE (Sports Science) backgrounds. From my observation it seemed clear to me that the trainees in this category did not have sufficient competence in subject knowledge to teach PE effectively. Subject

knowledge includes the structure which defines the field of the subject (Armstrong, 1996). In PE, this includes practical knowledge in the various activities which represent the scope of the school curriculum. It also includes theoretical knowledge which has been claimed to present the foundation disciplines on which the study of PE is based. In the context of PE in Malaysia this includes an understanding of the concepts, skills, health and safety in the three areas of Fitness, Skills and Games in relation to activity at a standard equivalent to degree level. In the case of KPLI PE, Most trainees with non-PE background had only basic knowledge of PE was had acquired during their school days, this was evident in the views expressed by a trainee:

> *I couldn't follow and understand some subjects related to sport sciences like biomechanics, anatomy and physiology because of my background. I sometimes asked the sports science graduates for help. (IN/14.08.01/SMKeL).*

The lack of subject matter knowledge affected the confidence of trainees to engage in sport activities and to teach them successfully, particularly in their lack of ability to represent difficult content in a manner that could be understood and learned by the pupils. The second category consisted of the eight sports science graduates who had higher subject knowledge, and who were heavily involved in various games during their school and university days.

Trainees in the first category admitted that their lack of knowledge in PE had undermined their confidence in the subject. This sense of insecurity about PE knowledge still persisted despite their experience of teaching and they were not able to perform in the classroom with a higher degree of apparent confidence. I categorized the trainees into high or low level of classroom confidence, based on my observations. However, that classroom confidence in this respect refers to the classroom behaviors within a narrow range of PE, not on their confidence of the PE subject knowledge itself.

Three trainees who used to be temporary teachers and had experiences in teaching PE expressed their views regarding this matter. One of them said:

> *I taught as an untainted temporary teacher for two years after I graduated from university and before my application for the KPLI PE was approved. Despite the teaching experience I still need more time to gain confident in teaching PE. (IF/04.09.01/SMPS)*

The selection criteria for trainees had to be lowered in terms of subject matter competence due to the lack of applicants with a degree in sports science. Although this brought the desired effect of increasing the number of candidates it led to a lack of subject matter competence among those trainees which impacted on their level of confidence in teaching PE. It also posed problems for the lecturers in relation to which level to pitch their lesson.

Discussion and Recommendation

Evidences from the study seem to suggest that the lecturers were putting much emphasis on delivering content knowledge. They allocated in teaching content as compare to the methods of teaching the subject, even in the of curriculum design, more time were allocated for developing pedagogical competence. The lecturer was the impression that the acquisition of content knowledge is crucial because most of the trainees do not have basic knowledge in PE or Sports Science. It was their responsibility to ensure that trainees acquire the basic knowledge in PE. Although knowledge of the subject-matter makes a difference in teaching (Ball & McDiarmid, 1990; Berliner, 1985, Siedentop, 1991, McCormack, 2001), a thorough grounding in subject-matter alone does not make a person a good , PE teacher (Bain, 1990), nor does it in increase the quality of teaching performance. According to Prestt (1982), 'what matters in teaching are the learning skills that are initiated in the student? However, this lack of exposure on pedagogical content

knowledge (Schulman, 1986) resulted in trainees lacking in confidence and skills in teaching the subject during teaching practice.

Ways of Helping Trainees to Develop Their Subject Knowledge

There are a number of ways in helping trainees develop their knowledge in the areas of activity in the National Curriculum for Physical Education. Some potential solutions are discussed below.

1. Development of subject knowledge prior to entering KPLI PE

   Given that TED has set the duration of the KPLI PE programme consideration should be given to how trainees can develop their subject knowledge prior to admission to the course. As trainees wishing to enter KPLI PE courses come with a range of background experience and subject knowledge, it is important that their strengths and area for development be identified at interview and arrangements made applicant to gain subject knowledge in areas for development prior to starting the course.

   To identify and address gaps in trainee's subject knowledge, most KPLI courses conduct an audit of trainees' subject knowledge, either before or at interview. The results of this audit are used to advise trainees on how they can effectively prepare themselves in weak areas prior to starting the course. For instance attending the National Certificate of Coaching Course, observation, and collaborative teaching in a secondary school PE department or extensive reading.

   Furthermore, several universities in England such as the University of East Anglia, Norwich are now offering intensive pre PCGE course to enable trainees to develop subject knowledge prior to entry into the PGCE course.

2. School-based experiences

Strategies used are most school-base experience include;

- Student observation of the subject mentor and other teachers;
- Collaborative planning and teaching, (with either a subject mentor/teacher or fellow student – 'paired teaching).
- Subject mentor/teacher observation of the student.

   In addition, specific training sessions may be offered to help trainees gain wider range of subject knowledge. For example:

   - Enabling groups of trainees to meet at specific times during their school experience to research activities in NCPE;
   - Sharing resource pack developed by trainees in activities in which they have strengths;
   - Arranging for groups of trainees to work with a subject mentor on an activity in which that subject mentor has expertise;
   - Student spending time in another school on a regular basis to learn about/teach an activity not in the curriculum in the school in which they are placed.

3. Needs analysis

Lecturers conducting the programme may be required to examine the needs of the trainees in to the course content and re-examine ways in which the subject knowledge may be delivered in shorter time. Thus, leaving more time to develop basic competency skills in the trainees.

Final thoughts

KPLI PE trainees are required to have knowledge and understanding in all areas of the NCPE. However, at present many KPLI PE trainees do not enter KPLI PE courses with secure subject knowledge across the four arears of activity in the NCPE. There are limited time for KPLI PE courses to develop subject knowledge. On going consideration is therefore needed as to how to make best use of time on KPLI courses to help trainees to develop subject knowledge, but also how subject knowledge can be developed prior to trainees entering KPLI PE courses. This paper only scratched the surface in looking at the development of subject knowledge; however is hoped that it adds the discussion and debate about how best subject knowledge can be developed. Finally, this paper has only looked at subject knowledge per se. It is also important to look at this in relation to pedagogical content knowledge or knowledge for teaching (Schulman, 1986).

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STATUS DAN KEBERKESANAN PERKHIDMATAN BIMBINGAN DAN KAUNSELING DI SEKOLAH MENENGAH DI SEMENANJUNG MALAYSIA

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ABSTRAK

Kajian deskriptif ini dijalankan bertujuan untuk menilai status dan keberkesanan perkhidmatan Bimbingan dan Kaunseling di sekolah menengah. Subjek kajian ini adalah terdiri daripada 2807 orang yang terdiri daripada 107 orang pengetua, 88 orang kaunselor, 628 orang guru biasa dan 1984 orang pelajar sekolah menengah. Alat kajian yang digunakan ialah empat set soal selidik yang mengandungi empat bahagian iaitu: a) biodata responden; b) pengetahuan dan pengalaman responden; c) penilaian perkhidmatan bimbingan dan kaunseling, dan d) keutamaan perkhidmatan bimbingan dan kaunseling. Data yang diperoleh kemudiannya dianalisa menggunakan statistik deskriptif dan statistik inferensi. Statistik deskriptif yang digunakan ialah min, sisihan piawai, kekerapan dan peratusan; sementara statistik inferensi yang digunakan ialah ujian-t dan ANOVA. Keputusan kajian menunjukkan bahawa 96.6% (2705) responden pernah mendengar tentang perkhidmatan Bimbingan dan Kaunseling dan 92.7% (2557) responden pula tahu peranan perkhidmatan tersebut. Namun begitu hanya 32.4% (890) responden yang benar-benar pernah menggunakan perkhidmatan tersebut. Daripada aspek pemilihan perkhidmatan Bimbingan dan Kaunseling dapatan kajian menunjukkan bahawa perkhidmatan kaunseling adalah merupakan perkhidmatan yang paling penting di sekolah. Sehubungan dengan keputusan yang diperoleh, beberapa implikasi dan cadangan telah dikemukakan.

LATAR BELAKANG KAJIAN

Pembangunan dan perkembangan teknologi yang sedang dialami oleh negara secara langsung atau tidak langsung telah mendatangkan pelbagai perubahan dan kesan sampingan kepada masyarakat. Hasil daripada perkembangan dan kemajuan ini telah menimbulkan pelbagai kesan sosio-psikologikal kepada masyarakat. Selari dengan

perkembangan ini, perkhidmatan bimbingan dan kaunseling sangat diperlukan bagi membantu pengurusan kehidupan serta mencari kesejahteraan dalam kehidupan.

Perkhidmatan kaunseling bermula secara formal pada tahun 1960an dengan meyaksikan kewujudan latihan kaunseling bagi memenuhi keperluan semasa. Pada tahun 1969, Kementerian Pendidikan Malaysia (KPM) dengan kerjasama UNICEF telah mengambil langkah melatih 275 orang guru sekolah menengah. Objektif utama kursus ini adalah untuk memperkenalkan konsep bimbingan dan kaunseling. Menjelang tahun 1974 seramai 1,772 guru telah didedahkan dengan kursus ini. Berdasarkan rancangan yang dijalankan oleh KPM, setiap sekolah menengah di seluruh Semenanjung Malaysia sepatutnya mempunyai seorang guru terlatih dalam bidang bimbingan dan kaunseling.

Satu surat pekeliling telah dikeluarkan iaitu KP8548/1/(25) dan telah diedarkan ke setiap sekolah di seluruh Malaysia. Surat pekeliling ini adalah untuk memaklumkan kepada pengetua-pengetua sekolah bahawa di setiap sekolah diperuntukkan dua orang guru yang dilatih khas dalam bidang bimbingan pendidikan. Mereka ini dipertanggungjawabkan agar berkerjasama dengan pengetua sekolah bagi menghasilkan satu program bimbingan di sekolah.

Guru-guru yang terlibat dalam program ini disarankan hanya diberi 50% masa mengajar dan dikecualikan daripada sebarang kegiatan ko-kurikulum. Sekolah dibenarkan menggunakan peruntukan kewangan yang diberikan setiap tahun untuk menampung perbelanjaan kewangan aktiviti-aktiviti bimbingan yang dikendalikan. Sekolah juga dikehendaki menyediakan satu papan kenyataan untuk program bimbingan ini, satu bilik yang berasingan untuk melaksanakan sesi kaunseling dan untuk pameran buku-buku, majalah dan pamplet untuk kegunaan guru-guru serta pelajar-pelajar.

Pada tahun 1984 KPM telah mengeluarkan sebuah buku Panduan Perlaksanaan Perkhidmatan Bimbingan dan Kaunseling di Sekolah Menengah. Di dalamnya terkandung segala panduan yang meliputi konsep, falsafah, etika dan preskripsi fungsi perkhidmatan Bimbingan dan Kaunseling. Jenis-jenis perkhidmatan yang telah

dikenalpasti terkandung di dalam buku Panduan Perlaksanaan Perkhidmatan Bimbingan dan Kauseling di Sekolah Menengah ialah: 1) Perkhidmatan Inventori Individu dan Rekod Pelajar; 2) Perkhidmatan Pemberian Maklumat; 3) Perkhdimatan Bimbingan Kelompok; 4) Perkhdimatan Kaunseling; 5) Perkhidmatan Penempatan; 6) Perkhidmatan Pendidikan Pencegahan Dadah; 7) Perkhidmatan Konsultasi dan Rujukan; 8) Perkhidmatan Konferen dengan Ibu Bapa; 9) Perkhidmatan Penyelarasan Resos; dan 10) Perkhidmatan Penilaian.

Yang sering menjadi persoalan berterusan ialah bagaimanakah tahap pencapaian bidang perkhidmatan ini di sekolah menengah? Inilah yang mendorong pengkaji mengambil inisiatif untuk menilai perkhidmatan bimbingan dan kaunseling di sekolah menengah di Semenanjung Malaysia.

Setakat ini belum ada kajian komprehensif yang menilai semula sama ada preskripsi yang dikeluarkan oleh Kementerian Pendidikan yang dianggap sebagai satu-satunya Panduan Perkhidmatan kepada guru-guru Kaunseling telah difahami di sekolah-sekolah. Jika ianya telah difahami oleh masyarakat sekolah adakah ianya diterima dan dilaksanakan? Jika ianya dilaksanakan di sekolah, persoalannya ialah adakah ianya berkesan? Masyarakat di sekolah pula adalah terdiri daripada pelbagai kumpulan misalnya pentadbir sekolah, kaunselor, guru biasa dan pelajar sekolah. Sehubungan dengan wujudnya beberapa kumpulan ini, persoalan yang timbul ialah adakah terdapat perbezaan pandangan antara kumpulan-kumpulan ini mengenai perkhidmatan bimbingan dan kaunseling? Persoalan seterusnya yang merupakan persoalan akhir dalam kajian ini ialah apakah keutamaan perkhidmatan Bimbingan dan Kaunseling mengikut kumpulan responden?

TUJUAN KAJIAN

Kajian ini bertujuan untuk mengkaji status dan keberkesanan Perkhidmatan Bimbingan dan Kaunseling di sekolah menengah di Semenanjung Malayaia. Secara khususnya kajian ini bertujuan untuk:

1. Menilai status dan keberkesanan perkhidmatan Bimbingan dan Kaunseling di sekolah menengah.
2. Mengenalpasti perbezaan pandangan antara kumpulan responden (pengetua, kaunselor, guru biasa dan pelajar) mengenai perkhidmatan Bimbingan dan Kaunseling di sekolah menengah.
3. Meneroka pandangan responden yang terdiri daripada pelbagai kumpulan mengenai keutamaan perkhidmatan Bimbingan dan Kaunseling di sekolah menengah di Semenanjung Malaysia.

METOD KAJIAN

Reka Bentuk Kajian

Kajian ini menggunakan reka bentuk kajian deskriptif. Reka bentuk kajian deskriptif yang digunakan sesuai digunakan untuk mendapatkan maklumat dan keterangan asas mengenai status dan keberkesanan sepuluh perkhidmatan bimbingan dan kaunseling. Kajian deskriptif adalah sejenis kajian yang bermatlamatkan untuk menerangkan keadaan semasa sesuatu fenomena yang sedang berlaku, mendapatkan penjelasan dengan sempurna serta meneroka bidang yang belum dikaji untuk mendapatkan maklumat yang tepat. Menurut Ary *et al.* (1990) kajian deskriptif adalah bertujuan untuk menentukan keadaan sebenar yang berlaku semasa sesuatu kajian itu dijalankan.

Tempat Kajian

Kajian ini telah dijalankan di sekolah menengah bantuan penuh kerajaan di Semenanjung Malaysia. Negeri-negeri yang terlibat dalam kajian ialah Kedah (mewakili zon utara), Terengganu (mewakili zon timur), Wilayah Persekutuan (mewakili zon tengah), dan Melaka (mewakili zon selatan). Negeri-negeri ini telah dipilih secara rawak mudah berasaskan zon masing-masing. Menggunakan pendekatan ini, semua negeri di Semananjung Malaysia mempunyai peluang yang sama untuk dipilih.

Subjek Kajian

Populasi kajian ini adalah terdiri daripada empat kumpulan iaitu pengetua, kaunselor, guru biasa, dan para pelajar di sekolah menengah bantuan penuh kerajaan di Semenanjung Malaysia. Subjek kajian telah dipilih secara rawak daripada kalangan populasi menggunakan persampelan rawak berkelompok dengan mengambilkira zon kawasan yang telah dikenalpasti. Menurut Ary *et al.* (1990) suatu sampel yang baik mestilah mempunyai dua kriteria iaitu perwakilan dan kecukupan. Perwakilan membawa pengertian bahawa sampel yang dipilih mestilah mewakili populasi kajian. Kecukupan pula membawa pengertian bahawa bilangan sampel yang digunakan adalah mencukupi untuk membuat kesimpulan dan generalisasi yang meyakinkan. Untuk mendapatkan jumlah bilangan sampel minimum yang digunakan dalam kajian ini formula yang dikemukakan oleh Yamane (1967) dan Krejcie & Morgan (dlm. Isaac & Micheal 1984) telah digunakan. Dengan mengambilkira formula penentuan saiz sampel ini, saiz sampel yang digunakan untuk kajian ini ialah seramai 2807 orang yang terdiri daripada 107 orang pengetua, 88 orang kaunselor, 628 orang guru biasa dan 1984 orang pelajar sekolah.

Alat Kajian

Kajian ini menggunakan empat set soal selidik iaitu soal selidik untuk pengetua, kaunselor, guru biasa dan para pelajar. Setiap set soal selidik ini mengandungi 4 bahagian yang sama iaitu: 1) biodata responden; 2) pengetahuan dan pengalaman responden; 3) penilaian perkhidmatan bimbingan dan kaunseling dan 4) keutamaan perkhidmatan

bimbingan dan kaunseling. Soal selidik ini telah direka bentuk sendiri oleh kumpulan penyelidik berasaskan kepada persoalan dan tujuan kajian serta telah dikaji kesesuaiannya melalui kajian rintis yang telah dijalankan.

Hipotesis Kajian

Selain bertujuan untuk menjawab persoalan mengenai status dan keberkesanan perkhidmatan Bimbingan dan Kaunseling di sekolah menengah di Semenanjung Malaysia, kajian ini juga ingin mengenalpasti sekiranya terdapat perbezaan pandangan antara kumpulan responden yang dikaji. Untuk tujuan tersebut hipotesis-hipotesis berikut telah dikemukakan:

H_1 Wujud perbezaan min yang signifikan daripada segi pengetahuan pentadbir sekolah, kaunselor, guru biasa dan para pelajar mengenai 10 fungsi perkhidmatan bimbingan dan kaunseling di sekolah.

H_2 Wujud perbezaan min yang signifikan daripada segi kefahaman pentadbir sekolah, kaunselor, guru biasa dan para pelajar mengenai 10 fungsi perkhidmatan bimbingan dan kaunseling di sekolah.

H_3 Wujud perbezaan min yang signifikan daripada segi penerimaan pentadbir sekolah, kaunselor, guru biasa dan para pelajar mengenai 10 fungsi perkhidmatan bimbingan dan kaunseling di sekolah.

H_4 Wujud perbezaan min yang signifikan daripada segi pandangan pentadbir sekolah, kaunselor, guru-guru biasa dan para pelajar terhadap pelaksanaan 10 perkhidmatan bimbingan dan kaunseling di sekolah.

H_5 Wujud perbezaan min yang signifikan daripada segi pandangan pengetua sekolah, kaunselor, guru-guru biasa dan para pelajar mengenai keberkesanan perkhidmatan bimbingan dan kaunseling di sekolah.

Penganalisisan Data Statistik

Alat statistik yang telah digunakan dalam kajian ini ialah statistik deskriptif seperti min, sisihan piawai, kekerapan dan peratusan serta statistik inferensi seperti ujian-t dan *analysis of variance* (ANOVA). Statistik deskriptif digunakan untuk mendapatkan maklumat deskriptif mengenai status dan keberkesanan perkhidmatan bimbingan dan kaunseling serta pandangan responden mengenai keutamaan perkhidmatan bimbingan dan kaunseling. Sementara Ujian-t dan ANOVA digunakan untuk menguji hipotesis-hipotesis bagi mendapatkan gambaran yang lebih jelas mengenai perbezaan pandangan mengenai perkhidmatan bimbingan dan kaunseling mengikut kumpulan responden. Untuk menudahkan analisis data statistik dan menjamin ketepatan pengiraan, perisian *The Statistical Package for the Social Sciences* (SPSS) (Norusis 1988) telah digunakan. Antara sub-program SPSS yang digunakan dalam kajian ini termasuklah sub-program *frequency, t-test* dan ANOVA.

KEPUTUSAN KAJIAN

Pengetahuan dan Pengalaman Responden

Kajian ini mendapati perbezaan min dan peratusan yang nyata daripada segi pengetahuan dan pengalaman responden mengenai perkhidmatan Bimbingan dan Kaunseling (B&K). Keputusan kajian menunjukkan bahawa 96.6 peratus (2705) responden pernah

mendengar tentang perkhidmatan B&K dan 92.7 peratus (2557) responden (N=2813) pula tahu peranan perkhidmatan tersebut. Namun begitu hanya 32.4 peratus responden yang benar-benar pernah menggunakan perkhidmatan itu (rujuk Jadual 1). Keputusan mengenai pengetahuan dan pengalaman responden mengikut pecahan adalah seperti dalam Jadual 2.

JADUAL 1

Pengetahuan dan pengalaman responden berkaitan dengan perkhidmatan bimbingan dan kaunseling

Bil.	Respons	Ya		Tidak	
		Kekerapan	Peratus	Kekerapan	Peratus
1.	Pernah mendengar perkhidmatan B&K	2705	96.6	94	3.4
2.	Sedar adanya perkhidmatan B&K	2643	95.9	114	4.1
3.	Tahu peranan perkhidmatan B&K	2557	92.9	201	7.3
4.	Pernah berkunjung ke bilik kaunseling	1597	58.1	1154	41.9
5.	Pernah menerima perkhidmatan kaunseling	890	32.4	1856	67.6

JADUAL 2

Pengetahuan dan pengalaman responden dalam kekerapan dan peratusan berkaitan dengan perkhidmatan bimbingan dan kaunseling

Bil.	Respons	Pengetua		Kaunselor		Guru Biasa		Pelajar	
		f	%	f	%	f	%	f	%
1.	Pernah mendengar perkhidmatan B&K	107	100.0	88	100.0	613	98.2	1891	95.8
2.	Sedar adanya perkhidmatan B&K	107	100.0	88	100.0	617	99.2	1825	94.4
3.	Tahu peranan perkhidmatan B&K	105	98.1	88	100.0	601	96.6	1757	90.8
4.	Pernah berkunjung ke bilik kaunseling	106	98.1	88	100.0	483	78.0	918	47.5
5.	Pernah menerima perkhidmatan kaunseling	96	90.6	72	88.9	286	46.3	431	22.3

Penilaian Perkhidmatan Bimbingan dan Kaunseling

Berkaitan dengan tahap pengetahuan dan penerimaan responden mengenai perkhidmatan B&K pula, didapati min pengetua adalah tertinggi iaitu 58.04 bagi aspek pengetahuan dan 61.24 bagi aspek penerimaan pada skala 0 hingga 70 mendahului yang lain-lain (sila rujuk Jadual 3).

Golongan pelajar ialah kumpulan yang memberi penilaian paling rendah. Walau bagaimanapun, bagi aspek kefahaman, pelaksanaan dan keberkesanan perkhidmatan Bimbingan dan Kaunseling, responden daripada golongan kaunselor memberi penilaian yang paling tinggi. Golongan pelajar secara konsisten memberi penilaian yang paling rendah terhadap perkhidmatan ini, kecuali dalam aspek pelaksanaan dan keberkesanan perkhidmatan yang mana penilaian pelajar adalah lebih tinggi berbanding dengan penilaian guru biasa (sila rujuk Jadual 3).

JADUAL 3

Min dan sisihan piawai mengenai tahap pengetahuan, penerimaan, kefahaman, perlaksanaan dan keberkesanan perkhidmatan bimbingan dan kaunseling

Bil.	Responden	Pengetahuan		Kefahaman		Penerimaan		Pelaksanaan		Keberkesanan	
		M	SP	M	SP	M	SP	M	SP	M	SP
1.	Pengetua	58.0	8.4	58.9	10.3	61.2	8.3	51.6	9.5	49.2	10.0
2.	Kaunselor	55.8	13.4	52.0	13.8	59.0	10.2	52.3	10.1	51.3	10.1
3.	Guru Biasa	42.4	11.2	38.5	11.6	51.8	12.9	43.5	11.5	41.9	12.4
4.	Pelajar	38.3	11.4	37.1	11.9	51.2	14.0	44.1	12.7	43.2	12.4
5.	Keseluruhan	40.5	12.2	38.5	12.4	52.0	13.2	44.5	12.4	43.4	12.0

Perbezaan Pandangan Mengenai Perkhidmatan Bimbingan dan Kaunseling

Hipotesis H_1 hingga H_5 dikemukakan bertujuan untuk menentukan sama ada wujud perbezaan daripada segi pengetahuan, kefahaman, penerimaan, pelaksanaan dan keberkesanan 10 fungsi perkhidmatan bimbingan dan kaunseling antara pengetua, kaunselor, guru biasa dan pelajar.

Hipotesis H_1 menyatakan wujud perbezaan min yang signifikan daripada segi pengetahuan pentadbir sekolah, kaunselor, guru-guru biasa dan para pelajar mengetahui 10 fungsi perkhidmatan bimbingan dan kaunseling di sekolah. Analisis varian (sila rujuk Jadual 4) daripada segi pandangan keempat-empat golongan responden terhadap pengetahuan mereka mengenai perkhidmatan bimbingan dan kaunseling menunjukkan wujudnya perbezaan yang signifikan [F (3, 2717) = 161.36, p <.05]. Dapatan ini mungkin disebabkan oleh perbezaan tahap pengetahuan yang besar antara kumpulan responden terutamanya antara golongan pengetua dan kaunselor dengan golongan pelajar (min pengetua 58.04 dan min kaunselor 55.74 berbanding pelajar 38.33 pada skala 0 hingga 70).

Hipotesis H_2 pula menyatakan wujud perbezaan min yang signifikan daripada segi kefahaman pentadbir sekolah, kaunselor, guru-guru biasa dan para pelajar mengetahui 10 fungsi perkhidmatan bimbingan dan kaunseling di sekolah. Keputusan yang diperolehi ialah $[F\ (3,\ 2707) = 89.78,\ p< .05\ ]$ menunjukkan wujudnya perbezaan min yang signifikan daripada segi kefahaman pentadbir sekolah, kaunselor, guru-guru biasa dan para pelajar mengetahui 10 fungsi perkhidmatan bimbingan dan kaunseling di sekolah. Min kefahaman untuk pengetua ialah 51.93, kaunselor ialah 52.04, guru biasa ialah 38.52 dan pelajar ialah 38.45. Untuk hipotesis H_3 hingga hipotesis H_5, corak keputusan yang sama juga telah diperolehi daripada segi pandangan responden terhadap aspek penerimaan, pelaksanaan dan keberkesanan perkhidmatan bimbingan dan kaunseling (sila rujuk Jadual 4).

JADUAL 4

Keputusan ujian ANOVA sehala untuk melihat perbezaan persepsi responden mengenai perkhidmatan bimbingan dan kaunseling

Bidang	Sumber	dk	JKD	MKD	*F*	*p*
Pengetahuan	Antara Kumpulan	3	61616.94	920539.98	161.36	.000*
	Dalam Kumpulan	2717	345837.14	127.29		
	Jumlah	2720	407454.08			
Kefahaman	Antara Kumpulan	3	376668.39	12556.13	89.78	.000*
	Dalam Kumpulan	2707	378578.98	139.85		
	Jumlah	2710	416247.37			
Penerimaan	Antara Kumpulan	3	14291.77	4763.92	26.38	.000*
	Dalam Kumpulan	2717	490574.23	180.56		
	Jumlah	2720	504865.99			
Pelaksanaan	Antara Kumpulan	3	11353.35	37684.45	25.25	.000*
	Dalam Kumpulan	2683	402121.08	149.88		
	Jumlah	2686	413474.43			
Keberkesanan	Antara Kumpulan	3	10238.05	3412.68	24.14	.000*
	Dalam Kumpulan	2703	382048.73	141.34		
	Jumlah	2706	392286.78			

Nota: * **Signifikan pada aras keertian .05**

Kenyataan bahawa pengaruh perbezaan pandangan pengetua dengan pelajar adalah kuat terhadap hasil analisis ANOVA antara kumpulan dapat dibuktikan oleh hasil analisis

ujian-t (sila rujuk Jadual 5) yang mendapati tidak terdapat perbezaan skor min yang signifikan antara pandangan pengetua dan kaunselor dalam semua aspek perkhidmatan. Keputusan yang telah diperolehi ialah: Pengetahuan [t (183) = 1.42, $p > .05$]; Kefahaman [t (185) = -.06, $p > .05$]; Penerimaan [t (190) =1.71, $p >.05$]; Pelaksanaan [t (186) = -.51, $p > .05$]; dan Keberkesanan [t (187) = -1.39, $p > .05$]. Keputusan yang diperolehi ini adalah dengan menggunakan ujian-t, dua sampel tak bersandar, jenis dua hujung dengan *ak* .05.

JADUAL 5

Keputusan analisis ujian-*t* mengenai perbezaan pandangan pengetua dan kaunselor

Aspek	Responden	N	Min	SP	dk	*t*	*p*
Pengetahuan	Pengetua	100	58.04	8.41	183	1.42	.157
	Kaunselor	85	55.74	13.38			
Kefahaman	Pengetua	100	51.93	10.30	183	-.06	.953
	Kaunselor	85	52.03	13.80			
Penerimaan	Pengetua	100	61.24	8.27	183	1.71	.089
	Kaunselor	85	58.95	10.23			
Pelaksanaan	Pengetua	100	51.61	9.54	183	-.51	.610
	Kaunselor	85	52.34	10.67			
Keberkesanan	Pengetua	100	49.22	9.98	183	-1.39	.167
	Kaunselor	85	51.25	10.06			

Nota: **Tidak signifikan pada aras keertian .05**

JADUAL 6

Keputusan analisis ujian-*t* mengenai perbezaan pandangan guru biasa dengan pelajar

Aspek	Responden	N	Min	SP	dk	t	p
Pengetahuan	Guru Biasa	614	42.34	11.15	2534	7.66	.000*
	Pelajar	1922	38.33	11.35			
Kefahaman	Guru Biasa	614	38.52	11.63	2534	2.56	.010*
	Pelajar	1922	37.11	11.83			
Penerimaan	Guru Biasa	614	51.81	12.85	2534	.89	.375
	Pelajar	1922	51.24	13.96			
Pelaksanaan	Guru Biasa	614	43.49	11.49	2534	-1.05	.295
	Pelajar	1922	44.11	12.68			
Keberkesanan	Guru Biasa	614	41.89	10.61	2534	-2.36	.019*
	Pelajar	1922	43.22	12.42			

Nota: * Signifikan pada aras keertian .05

JADUAL 7

Keputusan analisis ujian-t mengenai perbezaan pandangan kaunselor dan pelajar

Aspek	Responden	N	Min	SP	dk	t	p
Pengetahuan	Kaunselor	85	55.74	13.38	2005	13.72	.000*
	Pelajar	1922	38.33	11.35			
Kefahaman	Kaunselor	85	52.03	13.80	2005	11.26	.000*
	Pelajar	1922	37.11	11.87			
Penerimaan	Kaunselor	85	58.95	10.23	2005	5.09	.000*
	Pelajar	1922	51.24	13.96			
Pelaksanaan	Kaunselor	85	52.34	10.67	2005	5.97	.000*
	Pelajar	1922	44.10	12.68			
Keberkesanan	Kaunselor	85	51.25	10.05	2005	5.94	.000*
	Pelajar	1922	43.22	12.42			

Nota: * Signifikan pada aras keertian .05

Keutamaan Perkhidmatan Bimbingan dan Kaunseling

Data-data yang diperolehi daripada soal selidik juga dianalisis untuk melihat keutamaan perkhidmatan bimbingan dan kaunseling menurut pandangan responden. Komputasi pangkatan adalah berdasarkan kepada keutamaan pertama hingga keutamaan ketiga yang diberikan oleh responden.

Jadual 8 menunjukkan senarai keutamaan jenis perkhidmatan bimbingan dan kaunseling yang harus disediakan di sekolah-sekolah mengikut pandangan responden secara keseluruhan. Perkhidmatan kaunseling secara konsisten mendapat tempat pertama, sama ada ia di peringkat bersendirian sebagai pangkatan pertama mahupun secara gabungan pilihan pertama, kedua, dan ketiga. Empat perkhidmatan yang mendapat tempat tertinggi ialah perkhidmatan kaunseling, perkhidmatan inventori individu dan rekod, perkhidmatan mengumpul dan menyebar maklumat dan perkhidmatan bimbingan dan kaunseling kelompok.

Susunan empat perkhidmatan utama yang dipilih ini nampaknya menyamai dengan susunan yang terkandung di dalam Buku Panduan Perkhidmatan Kaunseling yang dikeluarkan oleh Kementerian Pendidikan. Dapatan ini menarik daripada segi sama ada ia ditemui secara kebetulan, atau pihak di Kementerian Pendidikan yang menyediakan Buku Panduan itu dahulunya sememangnya telah memikirkan demikian, pangkatan bagi jenis perkhidmatan kelima dan seterusnya sebagai senarai keutamaan adalah berlainan sama sekali dengan senarai yang disediakan oleh pihak KPM. Perkhidmatan konferens dengan ibu bapa dan perkhidmatan penilaian yang diletakkan terkebelakang di dalam senarai Kementerian Pendidikan mendapat respon yang lebih baik daripada subjek kajian ini.

JADUAL 8
Pangkatan keutamaan perkhidmatan mengikut pandangan responden
secara keseluruhan

Perkhidmatan	Jumlah Kekerapan			
	Pangkatan	Kedudukan	Pangkatan (1+2+3)	Kedudukan
Khidmat kaunseling	1160	1	1797	1
Inventori individu dan rekod	476	2	1067	4
Mengumpul dan menyebar maklumat	226	3	1130	3
Bimbingan dan kaunseling kelompok	193	4	1269	2
Mencegah penyalahgunaan dadah	184	5	698	5
Konferens dengan ibubapa	127	6	652	6
Penilaian	73	7	436	7
Penempatan	67	8	313	8
Konsultasi dan rujukan	25	9	305	9
Penyelarasan resos	18	10	114	10

PERBINCANGAN

Secara keseluruhannya, kajian ini mengesahkan bahawa perkhidmatan kaunseling dalam institusi pendidikan telah diterima tanpa banyak keraguan lagi. Memandangkan kajian ini adalah kajian yang menggunakan persampelan (hampir 3,000 responden telah terlibat) bagi populasi semua sekolah di Malaysia, maka dapatan ini dapat dianggap mewakili semua kumpulan penting di dalam institusi sekolah iaitu pelajar, pengetua sekolah selaku pentadbir, guru biasa dan kaunselor selaku penggerak dan pelaksana perkhidmatan bimbingan dan kaunseling.

Lebih 95 peratus responden yang dikaji pernah mendengar dan sedar akan adanya perkhidmatan bimbingan dan kaunseling di sekolah. Lebih daripada 90 peratus pula tahu tentang peranan yang dimainkan oleh perkhidmatan ini. Peratus yang mengunjungi perkhidmatan kaunseling (32.4 peratus) mungkin kelihatan rendah jika ia dilihat semata-mata sebagai peratusan, tetapi apabila difikirkan bahawa kaunseling di Malaysia masih membawa konotasi melayan orang yang bermasalah maka 32.4 peratus itu adalah amat besar. Kesimpulan ini dibuat dengan mengambilkira bahawa responden bukan dipilih daripada kalangan mereka yang bermasalah.

Oleh itu satu cadangan kepada semua pihak yang terlibat dalam memberi khidmat bimbingan dan kaunseling ialah untuk mendidik masyarakat, terutamanya komuniti sekolah, bahawa terdapat perkhidmatan untuk mereka yang tidak mempunyai apa-apa masalah yang khusus tetapi berminat untuk mendalami kefahaman tentang diri sendiri dan sedia memperkembangan potensi serta sumber-sumber dalam diri.

Daripada aspek pemilihan perkhidmatan, dapatan kajian memperkukuhkan lagi kenyataan bahawa perkhidmatan kaunseling adalah sesuatu yang utama. Ini adalah satu justifikasi yang kuat bagi kewujudan perkhidmatan kaunseling bagi setiap sekolah di negara ini. Kos, kewangan dan tenaga yang diperuntukkan oleh negara untuk perkhidmatan ini nampaknya sejajar dengan kehendak dan pandangan anggota kamuniti sekolah. Masyarakat sekolah nampaknya tidak begitu terpengaruh dengan kebanyakan media massa yang menyiarkan berita-berita masalah semasa masyarakat seperti dadah dan sebagainya yang menuntut supaya perkhidmatan pemulihan diutamakan. Sebaliknya, anggota masyarakat sekolah tetap berpegang kepada keperluan perkhidmatan kaunseling yang lebih menekankan aspek perkembangan.

Isu kerjaya dan pekerjaan, walaupun dilihat sebagai penting oleh kebanyakan pihak, tetapi ia tidak mendapat tempat yang utama dalam senarai keutamaan perkhidamatan. Kepentingan kaunseling di sekolah nampaknya tidak diragui lagi oleh anggota komuniti sekolah, walaupun melalui pemerhatian dan perbualan para kaunselor masih belum berfungsi sebagai kaunselor sepenuh masa dalam erti kata yang sebenar. Masih ramai kaunselor yang dibebankan dengan beban pengajaran dan pentadbiran serta isu remeh temeh seperti menghadiri mesyuarat yang terlalu kerap sehingga mereka ketiadaan masa untuk melaksanakan perkhidmatan yang sepatutnya. Walaupun jawatan kaunselor sepenuh masa telah diwujudkan namun peranan yang mereka mainkan kerapkali menyimpang. Adakah mungkin bilangan anggota komuniti sekolah yang mendapat khidmat kaunseling yang didapati oleh kajian ini (kira-kira 30 peratus) akan meningkat ke satu angka yang lebih tinggi? Ini kekal sebagai andaian atau hipotesis sehingga hal ini dapat dilaksanakan sepenuhnya.

IMPLIKASI KAJIAN

Dapatan kajian ini membawa implikasi bahawa walaupun kaunseling sebagai satu disiplin ilmu pengetahuan dan praktis di Malaysia adalah relatif baharu berbanding dengan apa yang terdapat di Barat, terutamanya di Amerika, tetapi pengetahuan anggota masyarakat sekolah mengenainya sudah melebar. Dapatan kajian ini yang menunjukkan responden memberi pangkatan paling utama kepada perkhidmatan kaunseling individu atau peribadi adalah sama sahaja dengan keutamaan yang diberi di Barat. Dapatan kajian Cole dan rakan-rakan (1980), yang mendapati 94.4 kaunselor yang dikajinya terlibat dengan kaunseling peribadi adalah menyamai dengan kehendak anggota komuniti sekolah-sekolah yang dikaji oleh penyelidikan ini. Namun demikian kajian ini telah tidak mempastikan penglibatan kaunselor yang sebenar tentang banyak masa yang mereka habiskan untuk membuat kaunseling individu.

Daripada perbualan dengan pihak pengetua semasa kajian dijalankan, para penyelidik juga telah menerima maklum balas tentang pengharapan mereka supaya para kaunselor lebih banyak menumpukan khidmat kaunseling di sekolah sendiri. Ada pendapat yang mengatakan ramai kaunselor yang terlalu aktif dengcan kegiatan jabatan pendidikan daerah, negeri dan kebangsaan sehingga kurang tumpuan terhadap memberi khidmat kaunseling di sekolah mereka sendiri. Pandangan ini wajar mendapat perhatian dan penelitian atau kajian yang lebih mendalam mengenainya wajar dijalankan.

Dapatan yang menunjukkan perbezaan peratusan yang besar antara yang mengetahui dan memahami apakah itu perkhidmatan kaunseling dengan mereka yang mengunjungi dan pernah menerima perkhidmatan kaunseling telah menimbulkan beberapa persoalan yang memerlukan jawapan. Kajian ini mendapati bilangan pengunjung dan yang pernah menerima khidmat kaunseling adalah agak rendah. Adakah jika mereka telah pernah mengunjungi khidmat kaunseling sekali, maka mereka akan terus berkunjung dan mendapat perkhidmatan ini? Soalan ini juga tidak dapat dijawab oleh kajian ini.

Poppin dan Peters (1965), telah mendapati bahawa ramai klien yang tidak menyangka bahawa kaunseling itu memberi faedah kepada mereka dan mereka tidak menyangka bahawa kaunselor mampu untuk memahami diri mereka. Atau, adakah kumpulan sasar perkhidmatan kaunseling di sekolah Malaysia, walaupun mengakui tahu akan peranan perkhidmatan kaunseling, masih ragu dan kurang yakin terhadap kaunselor dengan menyamakan mereka dengan pentadbir lain di sekolah seperti yang pernah ditunjukkan oleh dapatan kajian Wiggin dan Moody (1987)? Ini adalah antara beberapa persoalan ilmiah yang memerlukan jawapan melalui kajian-kajian lanjutan. Kajian ini dapat menyediakan asas untuk bertolak bagi kajian-kajian yang lebih mendalam dan terfokus kepada satu-satu isu yang lebih khusus.

Oleh kerana kajian ini mempunyai tujuan utama iaitu untuk melihat sejauhmana perkhidmatan yang disenaraikan oleh Buku Panduan Perkhidmatan Kaunseling yang dikeluarkan oleh Kementerian Pendidikan pada tahun 1991 (Semakan 1993) dilaksanakan, jawapan mengenainya telah diperolehi.

Senarai keutamaan perkhidmatan yang dikehendaki oleh responden untuk beberapa jenis perkhidmatan menyamai senarai yang terkandung dalam buku itu. Empat perkhidmatan yang paling utama mengikut kajian ini adalah menyamai senarai buku itu. Ini bermakna kehendak pembuat dasar di Kementerian Pendidikan adalah menyamai kehendak `grass-root' yang berada di sekolah. Dapatan ini menggambarkan bahawa pembuat dasar, pelaksana dan penerima perkhidmatan adalah saling faham-memahami antara satu sama lain.

Pihak berkuasa di Kementerian Pendidikan wajar berbangga kerana arahan mereka seperti yang terkandung dalam surat Pekeliling Ikhtisas (Bil 1/1979: 27 Januari, 1977) adalah sejajar dengan kehendak anggota komuniti sekolah. Arahan itu dengan jelas meminta supaya kaunselor di sekolah tidak membuat aktiviti panduan kerjaya sahaja. Responden kajian ini juga nyata tidak meletakkan kegiatan panduan kerjaya sebagai perkhidamatan yang mereka utamakan. Sebaliknya kaunseling individu mendapat tempat utama. Oleh kerana kehendak pembuat dasar dan kehendak komuniti sekolah

adalah sama, maka para kaunselor hendaklah memberi perhatian utama terhadap perkhidmatan kaunseling individu.

Jika kaunselor hanya menjalankan aktiviti bermusim atau terlalu banyak terlibat dengan aktiviti pentadbiran, perundingan atau pengembangan di luar sekolah, besar kemungkinan kaunselor seperti ini akan dilihat oleh anggota lain di sekolah sebagai tidak memahami aspirasi mereka terhadap perkhidmatan ini. Ertinya, adalah menjadi harapan komuniti sekolah supaya setiap hari mesti menjalankan sesi kaunseling peribadi. Para kaunselor pula tentu akan menuntut supaya pihak sekolah memberikan masa yang mencukupi untuk mereka melaksanakan khidmatan kaunseling individu.   Beban pengajaran hendaklah berpatutan untuk menggalakkan mereka melaksanakan khidmat ini.

Dapatan kajian ini juga menunjukkan bahawa kaunselor di sekolah-sekolah di Malaysia beruntung kerana para pengetua telah memberikan sokongan yang sangat kuat terhadap kaunselor.   Dalam aspek perkhidmatan tertentu, sikap pengetua lebih positif berbanding dengan kaunselor sendiri. Pendapat kaunselor dan pendapat pengetua berada dalam satu kumpulan manakala pelajar dan guru biasa berada dalam satu kumpulan pula. Ini membawa implikasi bahawa kaunselor mendapat sokongan daripada autoriti di sekolah. Peluang ini wajar dimanfaatkan oleh para kaunselor untuk memperkembangkan perkhidmatan kaunseling dan menyediakan perkhidmatan yang terbaik untuk kumpulan sasar mereka.

CADANGAN-CADANGAN

Berdasarkan dapatan kajian, analisis dan perbincangan yang telah diutarakan dalam kajian ini cadangan-cadangan berikut dikemukakan:

1. Memandangkan kehendak pembuat dasar dan pandangan responden mengenai khidmat kaunseling yang perlu diutamakan adalah sama, iaitu perkhidmatan kaunseling individu, rekod dan kaunseling kelompok, maka sudah sampai

masanya dipertimbangkan supaya diwujudkan kaunselor merangkap psikologis sekolah sepenuh masa sebagai satu perjawatan rasmi.

2.	Memandangkan dasar Kementerian Pendidikan Malaysia (KPM) mengenai jenis perkhidmatan yang harus disediakan di sekolah menyamai aspirasi komuniti sekolah, maka wajar sekali khidmat penyeliaan dan penasihatan dibuat oleh jabatan yang bertanggungjawab mengenai kaunseling supaya setiap sekolah dapat menyediakan dan melaksanakan semua perkhidmatan yang tersenarai dalam buku panduan itu.

3.	Untuk melebarkan lagi kefahaman mengenai perkhidmatan kaunseling di sekolah, kursus-kursus pendedahan yang sememangnya telah dilaksanakan oleh pihak Kementerian Pendidikan Malaysia (KPM) wajar diteruskan dengan lebih agresif supaya guru-guru biasa juga akan jelas tentang apa peranan mereka untuk turut menjayakan perkhidmatan kaunseling yang matlamat terakhirnya ialah untuk perkembangan dan pertumbuhan potensi setiap individu pelajar di sekolah.

4.	Dapatan kajian menunjukkan bahawa kaunselor hendaklah menumpukan tenaga ke arah mengutamakan khidmat kaunseling individu. Aktiviti-aktiviti bermusim seperti pameran, lawatan, ceramah boleh diteruskan tetapi tidak sampai mengganggu usaha memberikan khidmat kaunseling individu. Jika kaunselor itu boleh dilihat sebagai telah terpesong daripada aspirasi masyarakat sekolah.

5.	Walaupun Kementerian Pendidikan telah mengeluarkan Buku Panduan Perkhidmatan Kaunseling, tetapi latihan bagaimana untuk menggunakan dan melaksanakannya tidak pernah diberikan kepada guru-guru selain daripada kaunselor. Latihan kepada kaunselor juga bergantung kepada kurikulum institusi pengajian yang melatih mereka. Oleh itu adalah wajar latihan dan bimbingan mengenai penggunaan buku panduan itu diberikan secara berterusan dan menyeluruh. Pengetua dan kaunselor yang telah lama berkhidmat boleh dijadikan tenaga pengajar untuk memberikan latihan ini.

6.   Peratus yang pernah mendapat khidmat kaunseling mengikut dapatan kajian ini adalah agak tinggi (32.4 peratus), jika kaunseling itu ditafsirkan sebagai perkhidmatan untuk mereka yang bermasalah. Kajian ini tidak dapat mengenal pasti kebenaran kenyataan ini. Oleh itu adalah disyorkan supaya kajian lanjutan mengenai hal ini dijalankan.

7.   Dapatan kajian ini telah menyediakan pengetahuan asas mengenai jenis-jenis perkhidmatan kaunseling yang perlu disediakan di sekolah. Namun demikian kajian ini menetapkan supaya responden hanya menilai jenis perkhidmatan yang tersenarai dalam buku panduan sahaja. Oleh itu kajian ini tidak mengkaji atau meninjau perkhidmatan-perkhidmatan lain yang mungkin dikehendaki oleh komuniti sekolah tetapi mereka tidak berpeluang menyatakannya. Untuk tujuan ini, satu kajian etnografi yang meneliti keperluan kumpulan sasar secara kualitatif adalah perlu.

8.   Kajian ini tidak dapat mempastikan pandangan-pandangan responden daripada segi aspek bangsa, kelayakan akademik responden, jantina, lama berkhidmat bagi guru biasa, pengetua, kaunselor jenis kelompok pelajar dan latar belakang bandar atau luar bandar responden. Oleh itu kajian lanjutan mengenai pemboleh-pembolehubah ini dirasakan perlu.

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Kembali ke kandungan

Sidang Editor
Jurnal Penyelidikan Pendidikan BPPDP 2005

Jilid 7   **Disember 2005**

Dari Meja Penasihat Sidang Editor

Saya mengucapkan syabas kepada Unit Penyelidikan Dasar, Bahagian Perancangan dan Penyelidikan Dasar Pendidikan (BPPDP), Kementerian Pelajaran Malaysia kerana telah sekali lagi berjaya menerbitkan Jurnal Penyelidikan Pendidikan jilid ketujuh bagi tahun 2005. Setinggi - tinggi penghargaan dan terima kasih saya ucapkan kepada semua pihak yang menyumbangkan artikel untuk dimuatkan dalam jurnal terbitan kali ini. Setinggi – tinggi penghargaan dan terima kasih yang tidak terhingga jua saya ucapkan kepada sidang editor atas kegigihan menerbitkan jurnal ini. Usaha murni ini wajar diteruskan agar dapatan dan penemuan baru penyelidikan pendidikan dapat disebarluaskan.

Adalah diharapkan agar penerbitan kali ini yang memaparkan dapatan penyelidikan mengenai pengintegrasian teknologi maklumat dan komunikasi (ICT) dalam kurikulum, pedagogi dan psikologi pendidikan, perkaitan antara kemiskinan dan pendidikan serta penilaian program pendidikan akan dapat dimanfaatkan secara optimum oleh warga pendidik di negara ini dan masyarakat seluruhnya.

Kesedaran tentang kepentingan penyelidikan pendidikan dan amalan membudayakan penyelidikan dalam konteks penggubalan dasar serta sebagai wahana penyelesaian masalah pendidikan perlu menjadi paksi pemikiran setiap pengurus dan warga pendidik. Ini adalah penting dan selaras dengan usaha untuk mempertingkatkan mutu dan mencapai kecemerlangan pendidikan negara.

Besarlah harapan saya agar lebih ramai lagi pendidik dan penyelidik dari pelbagai institusi pendidikan di Malaysia dapat menyumbang hasil-hasil kajian mereka bagi penerbitan jilid yang seterusnya. Ini akan dapat menjadikan jurnal ini sebagai satu medan perkongsian dan penyebaran pengetahuan serta pengalaman dalam bidang penyelidikan pendidikan demi memperkasakan lagi amalan pendidikan di negara ini.

DATO' DR. AZMI BIN ZAKARIA

Dari Meja Ketua Editor

Bersyukur ke hadrat Allah S.W.T kerana dengan izinNya Bahagian Perancangan dan Penyelidikan Dasar Pendidikan (BPPDP) telah dapat menerbitkan Jurnal Penyelidikan Pendidikan jilid ketujuh bagi tahun 2005. Ini bermakna tugas untuk memartabatkan kecemerlangan pendidikan melalui aktiviti penyelidikan telah diteruskan.

Sebanyak sembilan artikel yang menyentuh pelbagai dimensi pendidikan telah dipilih untuk diketengahkan dalam terbitan jilid ketujuh ini. Ia terdiri daripada Persepsi Pensyarah Terhadap Penerapan Kemahiran Komunikasi Menerusi Kokurikulum di Politeknik, Kesan Efikasi Kendiri Guru Sejarah Terhadap Amalan Pengajaran Berbantukan Teknologi Maklumat dan Komunikasi (ICT), Kemiskinan dan Pendidikan : Perubahan Minda Orang Melayu Ke Arah Kecemerlangan Pendidikan Akademik, *Force of Circumstances Choice of Teaching Methods : Teacher-centered or Student-centered, Perceptions of Accounting Academicians Towards the Issue of Information Technology Integration Into the Accounting Curriculum,* Kebolehpercayaan Modul Program Maju Diri (PMD) Jabatan Pelajaran Selangor, *Coping Stress and Sports Performance Among School Athletes in Kuala Langat District, Selangor, Evaluating the KPLI Physical Education Programme* dan Status dan Keberkesanan Perkhidmatan Bimbingan dan Kaunseling Di Sekolah Menengah di Semenanjung Malaysia.

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