

FAKTOR PERSONALITI KREATIF, KOMITMEN PENGAJARAN, AMALAN OPERASI METAKOGNISI DAN PENGAJARAN KREATIF DALAM KALANGAN GURU KEMAHIRAN HIDUP

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ABSTRAK KAJIAN

Pendidikan memainkan peranan yang penting dalam pembangunan modal insan kreatif dan inovatif. Elemen penting dalam pendidikan yang perlu dan masih kurang diberi perhatian ialah pendidikan guru ke arah melahirkan modal insan kreatif dan inovatif. Kajian ini dijalankan untuk menguji hubungan struktural antara faktor personaliti kreatif, komitmen pengajaran dan amalan operasi metakognisi dalam pengajaran dan amalan pengajaran kreatif dalam kalangan guru Kemahiran Hidup (KH) di sekolah menengah Semenanjung Malaysia. Kaedah kajian tinjauan rentas menggunakan soalselidik yang merangkumi faktor personaliti kreatif, komitmen pengajaran dan amalan operasi metakognisi dalam pengajaran dan amalan pengajaran kreatif dari perspektif guru digunakan. Seramai 521 orang guru KH dipilih secara persampelan kluster pelbagai peringkat. Kajian ini menggunakan pendekatan analisis komponen prinsipal melalui perisian *IBM SPSS Statistics 19* dan analisis faktor pengesahan (CFA) melalui perisian *Analysis Moment of Structure (AMOS)* versi 18 dengan pengujian model pengukuran (*measurement model*) berdasarkan data bagi menilai kebagusuaian padanan (*goodness of fit*). Teknik Model Persamaan Struktural (SEM) digunakan untuk menguji hubungan pembolehubah dalam pembentukan model. Dapatan kajian menunjukkan satu daripada elemen personaliti kreatif iaitu inovatif berada pada tahap yang tinggi. Manakala lima elemen personaliti kreatif iaitu spontan, dedikasi, tidak mudah berputus asa, kecintaan dan sukakan cabaran berada pada tahap sederhana tinggi. Manakala komitmen pengajaran berada pada tahap yang sederhana tinggi dan amalan operasi metakognisi dalam pengajaran berada pada tahap sederhana rendah. Tahap amalan pengajaran kreatif yang tinggi juga didapati bagi empat elemen pengajaran kreatif iaitu merancang pengajaran dan pembelajaran, membimbing dan menjadi fasilitator, menaksir berterusan dan mengurus persekitaran pembelajaran.

Analisis SEM mendapati dua elemen personaliti kreatif iaitu inovatif dan tidak mudah berputus asa mempunyai hubungan langsung dengan pengajaran kreatif. Manakala tiga elemen personaliti kreatif iaitu spontan, sukakan cabaran dan dedikasi mempunyai hubungan tidak langsung dengan pengajaran kreatif. Analisis menunjukkan elemen inovatif, tidak mudah berputus asa, komitmen pengajaran dan amalan operasi metakognisi dalam pengajaran merupakan faktor penyumbang yang signifikan terhadap amalan pengajaran kreatif dalam kalangan guru KH.

CREATIVE PERSONALITY FACTOR, TEACHING COMMITMENT, METACOGNITION PRACTICES AND CREATIVE TEACHING AMONG LIVING SKILLS TEACHERS

ABSTRACT

Education plays a significant role in the development of creative and innovative human capital. An important element in education that has been given less attention is teacher education towards producing creative and innovative human capital. This study was conducted to examine the structural relationship between creative personality factors, teaching commitment and metacognition practices in creative teaching practices among secondary schools Living Skills (KH) teachers in Peninsular Malaysia. The study made use of cross-sectional survey method using questionnaire to investigate creative personality factors, teaching commitment and metacognition practices in creative teaching practices. A total of 521 teachers were selected using cluster sampling technique. This study employed the principal component analysis in IBM SPSS Statistics 19 software and confirmatory factor analysis (CFA) in the Analysis of Moment Structure (AMOS) software version 18 to test the measurement model to assess goodness of fit of the observed data. In addition, a relational model of variables under study was built and tested using Structural Equation Model (SEM). The findings show that one of the creativity elements that is innovative is rated at the highest level. While the other five elements, which are spontaneous, dedicated, not easily give up, jovial and adventurous are rated moderately high. Meanwhile teaching commitment and metacognition practices in teaching are at a moderately high and at a low-medium level respectively. Elements of planning teaching and learning, guiding and continuous facilitating, assessing and managing learning environment are also reported as high creative teaching practices. SEM analysis reveals that two elements of creative personality, which are innovative and “not easily give up” have direct relationship with creative teaching. Furthermore, another three elements of creativity: “spontaneous”, “adventurous” and “dedication” have indirect relationships with creative teaching. Analysis shows innovative elements, not easily give up, teaching commitment

and metacognition practices are significant contributors to creative teaching practices among the KHs' teachers.