

# **PENGARUH KEPIMPINAN INSTRUKSIONAL PENGETUA DAN PENERAPAN ELEMEN KBAT OLEH GURU DALAM PdP TERHADAP PENCAPAIAN SEKOLAH MENENGAH KEBANGSAAN AGAMA DI MALAYSIA**

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## **ABSTRAK KAJIAN**

Kajian ini bertujuan untuk mengenalpasti pengaruh amalan kepimpinan instruksional pengetua dan penerapan elemen KBAT oleh guru dalam Pengajaran dan Pembelajaran terhadap pencapaian sekolah. Kajian ini menggunakan kaedah tinjauan dalam mengumpul data. Seramai 365 guru dari 57 buah Sekolah Menengah Kebangsaan Agama di Malaysia dipilih secara persampelan rawak bersistematik. Data telah dianalisis secara diskriptif dengan menggunakan min, peratus dan sisihan piawai. Analisis statistik inferens seperti ANOVA digunakan untuk menguji perbezaan KBAT dalam PdP antara bidang mata pelajaran. Korelasi Linear Pearson digunakan untuk menguji hubungan sesama pembolehubah manakala Analisis Regresi Berganda digunakan untuk menganalisis sumbangan KBAT sebagai pembolehubah mediator. Dapatan kajian mendapati guru bersetuju bahawa kepimpinan instruksional pengetua kerap diamalkan ( $M=3.85$ ,  $SP=0.41$ ). Kajian juga menunjukkan bahawa guru-guru SMKA berkeyakinan dalam menerapkan elemen KBAT dalam PdP ( $M=3.92$ ,  $SP=0.43$ ). Kajian juga mendapati bahawa guru juga bersetuju bahawa pencapaian sekolah adalah tinggi ( $M=3.78$ ,  $SP=0.54$ ). Dapatan kajian turut menunjukkan terdapatnya perbezaan yang signifikan antara bidang mata pelajaran [ $F(4,360)=3.09$ ,  $p<0.05$ ]. Ujian Pos Hoc Scheffe menunjukkan perbezaan yang signifikan antara bidang mata pelajaran Pendidikan Islam ( $M=3.74$ ,  $SP=0.42$ ) dengan bidang Bahasa ( $M=3.97$ ,  $SP=0.41$ ). Dapatan kajian menunjukkan terdapat hubungan sederhana ( $r=0.416$ ,  $p<0.05$ ) yang signifikan antara Kepimpinan Instruksional dan KBAT serta hubungan yang sederhana ( $r=0.381$ ,  $p<0.05$ ) antara KBAT dengan Pencapaian Sekolah. Namun dapatan kajian menunjukkan hubungan yang lemah ( $r=0.253$ ,  $p<0.05$ ) antara Kepimpinan Instruksional dan Pencapaian Sekolah. Data juga menunjukkan terdapatnya pengaruh KBAT sebagai mediator ( $R^2=0.156$ ,  $\beta=1.562$ ,  $p<0.05$ ). Kesimpulan daripada kajian ini menunjukkan bahawa Kepimpinan Instruksional dan KBAT mempunyai pengaruh terhadap Pencapaian Sekolah. Implikasi kajian menunjukkan bahawa dalam usaha untuk meningkatkan tahap Pencapaian Sekolah, Kepimpinan Instruksional Pengetua dan KBAT perlu diamalkan oleh pemimpin dan guru-guru.

# **THE INFLUENCE OF PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICES AND INCULCATION OF HOTS ELEMENTS BY TEACHERS IN TNL TOWARDS SCHOOL ACHIEVEMENT IN NATIONAL RELIGIOUS SECONDARY SCHOOLS IN MALAYSIA**

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## **ABSTRACT**

This study aimed to observe the influence of Principals' Instructional Leadership Practices and inculcation of High Order Thinking Skills (HOTS) by teachers in Teaching and Learning (TnL) towards the National Religious Secondary School achievement in Malaysia. This quantitative research study approach is used for data collection. A total of 365 respondents from 57 schools were selected by using systematic random sampling. Data is analyzed descriptively by observing mean, percentage and standard deviation. Inferential statistic such as ANOVA is used to measure the difference in HOTS among the departments in the schools. Pearson correlation is used to study the relationship among all the three variables whilst multiple regression is used to analyse the influence of HOTS as the mediator variable. The result showed that teachers had agreed that there is high frequency of instructional leadership practices among the principals ( $M=3.85$ ,  $SD=0.41$ ). Besides, teachers had also admitted their high confidence in inculcating HOTS ( $M=3.92$ ,  $SD=0.43$ ) and the school achievement is high ( $M=3.78$ ,  $SD=0.54$ ). It is also observed that the confidence level of teachers inculcating HOTS in Teaching and Learning is significantly different among departments in the school [ $F(4,360)=3.09$ ,  $p<0.05$ ]. Pos Hoc Scheffe test also observed there is significant difference between the Islamic Teaching department ( $M=3.74$ ,  $SP=0.42$ ) and the Language department ( $M=3.97$ ,  $SP=0.41$ ). The result of the study also showed that the correlation between the influence of the principals' Instructional Leadership practices and HOTS is significantly positive moderately ( $r=0.416$ ,  $p<0.05$ ). The relationship between HOTS and School Achievement is also positively significant moderately ( $r=0.381$ ,  $p<0.05$ ) but the study showed that a significantly positive low correlation was observed between Instructional Leadership and School Achievement ( $r=0.253$ ,  $n=365$ ,  $p<0.05$ ). The results also supported the mediating role of HOTS ( $R^2=0.156$ ,  $\beta=1.562$ ,  $p<0.05$ ). In conclusion, the study found that the influence of principals' instructional leadership practices and HOTS have influence on school achievement. The research implied that in order to increase school achievement, both principals' instructional leadership practices and HOTS play important roles and should be adopted by the principals and teachers.