

PENGAJARAN PENDIDIKAN HAK WANITA ISLAM DI INSTITUT PENDIDIKAN GURU DI MALAYSIA

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ABSTRAK

Selama lebih dari 57 tahun selepas kemerdekaan, Bahagian Pendidikan Guru, Kementerian Pelajaran Malaysia telah menetapkan bahawa tiada kursus khusus bagi kurikulum pendidikan hak-hak wanita Islam di semua Institut Pendidikan Guru (IPG) di Malaysia. Walau bagaimanapun, pengajaran hak-hak wanita Islam telah didedahkan dalam satu subtaajuk yang diajar melalui kurikulum wajib sepanjang satu semester. Kajian ini bertujuan untuk menerangkan pengetahuan, peranan dan pelaksanaan pendidikan hak-hak wanita Islam berdasarkan persepsi para pensyarah. Kajian menggunakan kaedah *mixed methods* berbentuk penjelasan berterusan telah mengenal pasti pendedahan hak-hak wanita Islam dalam kurikulum 'Pengajian Islam 2' dan 'Pengenalan Ilmu Fiqh'. Responden merupakan pensyarah yang telah berkhidmat di Institut Pendidikan Guru Malaysia bagi tahun 2007 hingga 2013. Data dikumpul melalui soal selidik, temu bual dan pemerhatian dengan memperolehi keputusan kuantitatif daripada 60 orang pensyarah dan diikuti dengan empat responden yang sama dalam fasa kualitatif yang seterusnya, dipilih bertujuan untuk meneroka hasil kajian dengan lebih mendalam. Dalam fasa kuantitatif, statistik deskriptif dan inferensi telah digunakan dalam menganalisis data soal selidik menggunakan perisian SPSS. Dalam fasa kualitatif seterusnya, temu bual dan pemerhatian dilaksanakan dengan menganalisis kod dan tema menggunakan perisian

ATLAS.ti. Dapatan kajian mendapati bahawa terdapat hubungan yang positif antara pengetahuan, peranan pensyarah dan pelaksanaan pengajaran dan pembelajaran pendidikan hak-hak wanita Islam di IPG berdasarkan ujian korelasi Spearman rho. Minat yang mendalam serta galakan yang memberangsangkan telah ditunjukkan oleh para pensyarah dalam mengaitkan isi pelajaran kepada guru pelatih. Dapatan kajian juga turut memberi sumbangan dalam pendidikan hak-hak wanita Islam terutamanya bagi para pensyarah di IPG dalam usaha mendidik wanita Islam tentang hak-hak mereka. Adalah menjadi satu kepentingan bagi para pendidik dalam mencari pendekatan yang sesuai dalam memupuk kefahaman agar pelaksanaan pengajaran dan pembelajaran lebih berkesan.

The Teaching of Muslim Women's Rights Education in Institute of Teacher Education in Malaysia

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ABSTRACT

For more than 57 years after independence, the Teacher Training Division (TED), Ministry of Education, Malaysia has not once come out with a syllabus solely to educate muslims on muslim women's rights in the community. However TED has endorsed that the Religious Knowledge curriculum currently use in Teacher Training Institutes in Malaysia has nevertheless covered the issue of muslim women's rights - a sub-topic within the curriculum. This study aims to explain the importance of having knowledge of the role of muslim women's right in the community as well as implementation of educating muslim women their right based on the lecturer's perceptions. Having mixed methods sequential explanatory design identify the exposure of muslim women's rights in the curriculum of 'Islamic Studies 2' and 'Introduction of Fiqh Studies'. The respondents were lecturers whom have served at the Malaysian Teacher Training Institutes in the year 2007 to 2013. Data were collected through questionnaires, interviews and observations in order to obtain quantitative results from 60 lecturers, followed by four selected respondents from the same pool in the next qualitative phase in order to a more thorough and in-depth study. In analyzing data quantitatively, descriptive statistics and inferences, SPSS were used

to analyse the questionnaires. Qualitatively, the interviews and observations were analysed using the ATLAS.ti and followed up with four purposefully selected typical respondents in the qualitative phase to explore those results in more depth. In the first quantitative phase, descriptive and inferential statistics were used in the analysis of questionnaire data using the SPSS software. In the qualitative phase, follow-up interview and observation analysis used codes and themes using ATLAS.ti software. The results of the study using the Spearman's rho correlation test revealed a positive relationship between the knowledge, role of the lecturer and the implementation of teaching and learning of Muslim women's rights in Teacher Training Institutes. The result also shows lecturers' profound interest to infuse Muslim women's rights in their lessons. Likewise, the findings also help Teacher Training Institutes' lecturers to inculcate the rights of Muslim women. Similarly, it is also primarily important for educators to find an appropriate approach in nurturing the understanding of Muslim women's rights, henceforth to a more effective teaching and learning.