

DASAR PENEMPATAN-PERTUKARAN, KOMPETENSI, DAN TANGGUNGAN TUGAS DALAM PERKHIDMATAN GURU DI SABAH DAN SARAWAK

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ABSTRAK

Guru sekolah merupakan sumber manusia utama dalam sektor pendidikan kerana mereka melaksanakan proses pengajaran, dan kualiti pendidikan tidak boleh melebihi kualiti gurunya (Barber & Mourshed, 2007). Tujuan kajian ini ialah untuk mengenalpasti strategi pentadbir sekolah dalam menangani isu dan dasar berkaitan dengan penempatan dan pertukaran guru di Sabah dan Sarawak. Kajian ini juga menentukan tahap kompetensi dan tanggungan tugas guru di sekolah di dua buah negeri berkenaan, iaitu negeri yang mempunyai isu sekolah kurang murid (SKM) yang banyak di kawasan pedalaman dan isu kualiti sekolah yang daif. Kajian ini adalah berbentuk kaedah tinjauan, yang dijalankan dalam dua fasa iaitu Fasa I kajian mengenai dasar penempatan dan pertukaran guru, dan responden terdiri daripada 268 orang pentadbir sekolah, manakala Fasa II mengenai kompetensi dan tanggungan tugas guru yang terdiri daripada 785 orang guru. Responden kajian dipilih melalui gabungan persampelan secara rawak berstrata, kelompok, dan rawak mudah. Dalam Fasa I, soal selidik adalah berbentuk soalan terbuka yang mengandungi tiga bahagian. Manakala dalam Fasa II, soal selidik dalam bentuk Skala Likert lima point dan data kualitatif kekerapan dan masa menjalankan tugas guru, yang terdiri daripada lima bahagian. Melalui hasil kajian rintis, nilai kebolehpercayaan dalaman instrumen adalah baik dan memuaskan, iaitu $\alpha=0.85 - 0.94$. Data dianalisis menggunakan statistik deskriptif, Analisis Respons Berganda, dan ANOVA. Berdasarkan hasil kajian, pentadbir sekolah berpendapat bahawa faktor kepakaran iaitu opsyen mata pelajaran merupakan faktor utama yang perlu dipertimbangkan dalam urusan penempatan dan membangunkan kualiti pendidikan di Sabah dan

Sarawak. Faktor keluarga, kesihatan dan memenuhi syarat pertukaran menjadi pertimbangan utama pentadbir sekolah untuk membenarkan guru berpindah. Melalui Analisis Faktor Pengesahan, kajian mengesahkan bahawa terdapat tujuh subkonstruk kompetensi profesional guru dan Analisis Faktor Penerokaan menunjukkan terdapat empat subkonstruk tanggungan tugas guru di sekolah. Secara umumnya, semua guru mempunyai tahap kompetensi yang tinggi dalam tujuh subkonstruk kompetensi profesional guru. Namun, guru yang lebih berpengalaman mengajar lebih daripada 16 tahun, guru sekolah rendah (SR), guru ikhtisas Sijil Perguruan (SP), dan guru lelaki, menunjukkan tahap kompetensi yang lebih tinggi berbanding angkubah yang lain dalam subkonstruk tertentu. Manakala dari segi persetujuan tanggungan tugas guru, semua guru yang berlainan demografi bersetuju bahawa tanggungan tugas guru utama guru ialah menjalankan tugas pengajaran. Selain itu, bagi tanggungan tugas bukan pengajaran, semua angkubah menunjukkan kekerapan yang tinggi bagi tugas pengurusan sekolah dan menjalankan tanggungan tugas kokurikulum. Bentuk muka bumi yang sukar dan kemudahan di sekolah yang terhad di Sabah dan Sarawak, merupakan cabaran utama pelaksanaan dasar penempatan dan pertukaran guru di Sabah dan Sarawak. Implikasi kajian menunjukkan bahawa, untuk meningkatkan kualiti dan keadaan keguruan di Sabah dan Sarawak, faktor kemudahan infrastruktur, kemudahan sumber pendidikan, faktor kepakaran, kualiti guru, amalan pengajaran guru dan pembelajaran murid, pengurusan sekolah kurang murid (SKM), kebajikan guru, tempoh masa PdP, serta sikap masyarakat setempat perlu diambil perhatian oleh pihak yang berkepentingan dalam pendidikan.

PLACEMENT-TRANSFER POLICY, COMPETENCIES, AND DUTIES OF TEACHERS IN THEIR SERVICE IN SABAH AND SARAWAK

ABSTRACT

School teachers are the major human resource in the education sector because they conduct and implement the instructional process in classrooms, and the quality of an education system cannot exceed the quality of its teacher (Barber & Mourshed, 2007). The aim of this study was to determine strategies used by school administrators to deal with matters relating to the placement and transfer of teachers in Sabah and Sarawak. The study also attempted to gauge teachers' competency level and their various responsibilities in the two states concerned, which had to address the issue of having a high number of under-enrolled schools in remote areas and low quality schools. This study employed a survey method, which was carried out in two phases: Phase I investigated the placement and transfer policy of teachers, with respondents consisting of 268 school administrators; and Phase II investigated teacher competencies and responsibilities with a sample size of 785 teachers. The respondents were selected through a combination of stratified, cluster, and simple random sampling. In Phase I, the questionnaire had three sections, including some open-ended questions. In Phase II, the questionnaire had five parts. Through the results of the pilot study, the internal reliability of the instrument was found to be in a reasonable range, namely $\alpha = 0.85 - 0.94$. Data was analyzed using descriptive statistics, Multiple Response Analysis, and ANOVA. Results indicated that the school administrator believed that the subject major was the main factor considered for teacher placement and transfer. Subsequent factors such as family, health and quality of service were also some key considerations in teacher transfer. Through Confirmatory Factor Analysis, the study confirmed that there were seven subconstructs in professional competence of teachers. Exploratory Factor Analysis showed that there were four subconstructs in teacher responsibilities. Generally, all teachers had high level of professional competence. However, experienced teachers teaching more than 16 years, primary school teachers, teachers with Professional Certificate in Teaching, and male teachers, all show higher levels of

competence than other variables in particular subconstructs. All teachers from different demographic backgrounds agreed that the main task of the teacher is performing teaching activities. However, a major portion of their time included carrying out school management tasks and co-curricular related activities. Difficult terrain and limited school facilities in Sabah and Sarawak posed a major challenge in implementing teacher placement and transfer policy in Sabah and Sarawak. Therefore, to improve the quality and condition of teachers in these states, stakeholders in the education system should consider aspects such as school infrastructure, education resources facilities, teachers' expertise, quality of teachers, teaching and learning practices, SKM management, teachers' welfare, lesson duration, and local views of ethnic groups.