

**KESAN PELAKSANAAN PEMBELAJARAN BERASASKAN
MASALAH TERHADAP KEMAHIRAN PEMIKIRAN
KRITIKAL, KEMAHIRAN KOMUNIKASI LISAN
DAN PENCAPAIAN PELAJAR DALAM
MATA PELAJARAN PENGAJIAN AM**

KIPLIE BIN AMIT

**IJAZAH DOKTOR FALSAFAH
UNIVERSITI UTARA MALAYSIA
2014**

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**DISERTASI DOKTOR FALSAFAH YANG DIKEMUKAKAN
KEPADA UUM KOLEJ SASTERA DAN SAINS,
UNIVERSITI UTARA MALAYSIA SEBAGAI
SEBAHAGIAN DARIPADA KEPERLUAN
IJAZAH DOKTOR FALSAFAH PENDIDIKAN**

**UNIVERSITI UTARA MALAYSIA
2014**

Saya akui karya ini adalah hasil kerja saya sendiri kecuali nukilan dan ringkasan yang tiap-tiap satunya telah saya jelaskan sumbernya.

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Kebenaran Mengguna

Tesis ini dikemukakan sebagai memenuhi keperluan pengijazahan Doktor Falsafah Pendidikan Universiti Utara Malaysia, Sintok, Kedah. Saya bersetuju membenarkan pihak perpustakaan UUM mempamerkannya sebagai bahan rujukan umum. Saya bersetuju bahawa sebahagian bentuk salinan sama ada secara keseluruhan atau sebahagian daripada tesis ini untuk tujuan akademik adalah dibolehkan dengan kebenaran penyelia atau Dekan Awang Had Salleh Graduate School of Arts and Sciences. Sebarang bentuk salinan dan catatan bagi tujuan komersial adalah dilarang sama sekali tanpa kebenaran bertulis daripada penyelidik. Penyataan rujukan kepada penulis dan UUM perlulah dinyatakan jika sebarang bentuk rujukan dibuat ke atas tesis ini.

Kebenaran untuk menyalin atau menggunakan tesis ini sama ada secara keseluruhan atau sebahagian daripadanya hendaklah dipohon melalui:

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Abstrak

Pencapaian rendah pelajar prauniversiti dalam mata pelajaran Pengajian Am dikaitkan dengan kelemahan pelajar dalam kemahiran berfikir aras tinggi terutama dalam soalan berbentuk esei. Tinjauan mendapati belum terdapat kajian-kajian lalu berkaitan dengan Pembelajaran Berasaskan Masalah (PBM) terhadap kemahiran pemikiran kritikal, kemahiran komunikasi lisan dan pencapaian pelajar dalam mata pelajaran Pengajian Am. Sehubungan itu, kajian ini dijalankan untuk mengenal pasti kesan pelaksanaan PBM terhadap kemahiran pemikiran kritikal, kemahiran komunikasi lisan dan pencapaian pelajar dalam mata pelajaran Pengajian Am. Kajian ini dilaksanakan melalui perbandingan antara dua kumpulan, iaitu kumpulan eksperimen dan kumpulan kawalan. Kajian eksperimental ini menggunakan reka bentuk kumpulan rawak praujian-pascaujian yang dijalankan ke atas 60 orang pelajar prauniversiti jurusan kemanusiaan di sebuah sekolah menengah di Sarawak. Data dianalisis menggunakan teknik ujian-*t* berpasangan, ujian-*t* sampel bebas dan regresi berganda secara hierarkikal. Dapatan kajian menunjukkan terdapat perbezaan yang signifikan antara kumpulan yang menerima rawatan PBM dengan kumpulan kawalan dalam kemahiran pemikiran kritikal, kemahiran komunikasi lisan dan pencapaian pelajar. Kumpulan eksperimen menunjukkan nilai min yang lebih tinggi bagi ketiga-tiga pemboleh ubah bersandar berbanding kumpulan kawalan. Walau bagaimanapun, analisis regresi berganda secara hierarkikal pula menunjukkan pelaksanaan PBM tidak mempunyai hubungan secara langsung dengan pencapaian pelajar. Selain itu, kemahiran pemikiran kritikal dan kemahiran komunikasi lisan tidak berperanan sebagai pemboleh ubah mediator hubungan antara kesan pelaksanaan PBM dengan pencapaian pelajar dalam mata pelajaran Pengajian Am. Kajian ini memberi sumbangan kepada teori pembelajaran berpusatkan pelajar, iaitu Pembelajaran Berasaskan Masalah ke atas kemahiran pemikiran kritikal, kemahiran komunikasi lisan dan pencapaian pelajar. Kajian ini juga menyokong PBM sebagai strategi pengajaran guru dan pembelajaran pelajar ke arah memperkembangkan kemahiran pemikiran kritikal, kemahiran komunikasi lisan dan peningkatan pencapaian pelajar dalam mata pelajaran Pengajian Am.

Kata Kunci: Pembelajaran berasaskan masalah, Kemahiran pemikiran kritikal, Komunikasi lisan, Pencapaian pelajar.

Abstract

The low achievement of pre-university students in General Studies associated with students' weaknesses in higher order thinking skills, especially in the form of essay questions. Currently, there has not been previous studies related to Problem-Based Learning (PBL) on critical thinking skills, oral communication skills and students' achievements in this subject. Thus, this study carried out to identify the effects of the implementation of PBL on the critical thinking skills, oral communication skills and students' achievement in General Studies. This research is conducted by comparing two groups, i.e. the experimental and control group. An experimental study with pre-posttest of random group design was conducted on 60 pre-university students majoring in the humanities at a secondary school in Sarawak. The data are analyzed using the paired t-test technique, independent samples t-test and the hierarchical multiple regression. The results showed that there is a significant difference between groups which receiving PBL treatment with the control group in critical thinking skill, oral communication skills and students' achievement. The experimental group showed higher mean values for all three dependent variables compared to the control group. However, hierarchical multiple regression analysis showed that PBL implementation has no direct relationship with students' achievement. Furthermore, critical thinking skills and oral communication skills do not act as relationship mediator variables between the impact of PBL and students' achievement in General Studies. This study contributes to students-centered learning theory, namely problem-based learning on critical thinking skills, oral communication skills and students' achievement. It also supports PBL as teacher's teaching strategy and students' learning towards development of critical thinking skills, oral communication skills and the improvement of students' achievement in General Studies subject.

Keywords: Problem-based learning, Critical thinking skills, Oral communication skill, Student's achievement.

Penghargaan

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Isi Kandungan

Perakuan.....	i
Kebenaran Mengguna	ii
Abstrak	iii
Abstract	iv
Penghargaan	v
Isi Kandungan	vi
Senarai Jadual	xii
Senarai Rajah	xv
Senarai Lampiran	xvi
Senarai Singkatan.....	xvii
BAB SATU PENGENALAN	1
1.1 Pendahuluan	1
1.2 Latar Belakang Kajian	8
1.3 Penyataan Masalah	21
1.4 Soalan Kajian	29
1.5 Objektif Kajian	30
1.6 Hipotesis Kajian	31
1.7 Kerangka Konseptual Kajian	33
1.8 Kepentingan Kajian	37
1.9 Batasan Kajian	41
1.10 Definisi Operasional	46
1.11 Kesimpulan	48
BAB DUA TINJUAN L ITERATUR	49
2.1 Pendahuluan	49
2.2 Teori-teori dan Konsep Pemboleh-Pemboleh ubah Kajian	50
2.2.1 Teori-teori dan Konsep Kemahiran Pemikiran Kritikal	51
2.2.1.1 Aplikasi Kemahiran Pemikiran Kritikal dalam Pengajaran dan Pembelajaran.....	51
2.2.2 Teori-teori dan Konsep Aplikasi Kemahiran Komunikasi Lisan	54
2.2.2.1 Teori-teori dan Konsep Kemahiran Komunikasi Lisan.....	55
2.2.2.2 Aplikasi Teori-teori dan Konsep Kemahiran Komunikasi Lisan	57

2.2.3 Teori-teori dan Konsep Pencapaian Pelajar	59
2.2.4 Teori, Konsep dan Aplikasi Pembelajaran Berasaskan Masalah	61
2.2.4.1 Sejarah Pembelajaran Berasaskan Masalah.....	61
2.2.4.2 Teori dan Konsep Pembelajaran Berasaskan Masalah.....	61
2.2.4.3 Aplikasi Teori dan Konsep Pembelajaran Berasaskan Masalah dalam Pengajaran dan Pembelajaran di Sekolah	64
2.3 Kajian-kajian berkaitan Kemahiran Pemikiran Kritikal	64
2.4 Kajian-kajian berkaitan Kemahiran Komunikasi Lisan	73
2.5 Kajian-kajian berkaitan Pencapaian Pelajar	76
2.6 Kajian-kajian berkaitan dengan Mata Pelajaran Pengajian Am	80
2.7 Kajian-kajian Berkaitan Pembelajaran Berasaskan Masalah	82
2.8 Kajian-kajian Mengaitkan Pembelajaran Berasaskan Masalah dengan Kemahiran Pemikiran Kritikal	86
2.9 Kajian-kajian Mengaitkan Pembelajaran Berasaskan Masalah dengan Kemahiran Komunikasi Lisan	92
2.10 Kajian-kajian Mengaitkan Pembelajaran Berasaskan Masalah dengan Pencapaian Pelajar	95
2.11 Kajian-kajian Mengaitkan Kemahiran Pemikiran Kritikal dan Komunikasi lisan dengan Pencapaian Pelajar.....	98
2.12 Kesimpulan	102
BAB TIGA KAEDAH KAJIAN	103
3.1 Pendahuluan	103
3.2 Reka Bentuk Kajian	103
3.3 Populasi dan Pensampelan.....	111
3.4 Aliran Proses Pengajaran dan Pembelajaran dalam Kajian	120
3.4.1 Intervensi Aplikasi Strategi Pembelajaran Berasaskan Masalah dalam Proses Pengajaran dan Pembelajaran Kumpulan Rawatan	121
3.4.2 Intervensi Aplikasi Strategi Pembelajaran Konvensional dalam Proses Pengajaran dan Pembelajaran Kumpulan Kawalan	125
3.5 Alat Ukur Kajian	127
3.5.1 Alat Ukur Kesan Strategi Pengajaran dan Pembelajaran oleh Guru	127
3.5.2 Alat Ukur Kemahiran Pemikiran Kritikal	129

3.5.3 Alat Ukur Kemahiran Komunikasi Lisan	132
3.5.4 Alat Ukur Pencapaian Pelajar	135
3.6 Kesahan dan Kebolehpercayaan	141
3.6.1 Kesahan Kandungan	141
3.6.2 Kesahan Gagasan	143
3.6.3 Kesahan Kajian Eksperimen	146
3.6.4 Kesahan Ekologi	146
3.6.5 Kesahan Populasi	148
3.6.6 Kesahan Dalaman	149
3.7 Kajian Rintis	160
3.8 Prosedur Memungut Data	162
3.9 Prosedur Menganalisis Data	168
3.9.1 Analisis Statistik Deskriptif	169
3.9.2 Profil Sampel	169
3.9.3 Ujian Normaliti	169
3.9.4 Kesan Pelaksanaan Strategi Pengajaran dan Pembelajaran	170
3.9.5 Tahap Kemahiran Pemikiran Kritikal	170
3.9.6 Tahap Kemahiran Komunikasi Lisan	170
3.9.7 Tahap Pencapaian Pengajian Am Pelajar	171
3.9.8 Analisis Statistik Inferensi	172
3.9.9 Prosedur Pengujian Pemboleh Ubah Mediator	174
3.11 Kesimpulan	180
BAB EMPAT DAPATAN	181
4.1 Pendahuluan	181
4.2 Latar Belakang Responden	181
4.3 Ujian Normaliti Konstruk Kajian	183
4.4 Ujian Kebolehpercayaan Konstruk Kajian	184
4.5 Keputusan Analisis Deskriptif	186
4.5.1 Apakah Kesan Pelaksanaan Strategi Pengajaran dan Pembelajaran oleh Guru bagi Mata Pelajaran Pengajian Am?	187
4.5.2 Apakah Tahap Kemahiran Pemikiran Kritikal Praujian dan Pascaujian Pelajar Kumpulan PBM?	194
4.5.3 Apakah Tahap Kemahiran Pemikiran Kritikal Praujian dan Pascaujian Pelajar Kumpulan Kawalan?	197

4.5.4 Apakah Tahap Kemahiran Komunikasi Lisan Praujian dan Pascaujian Pelajar Kumpulan PBM?	200
4.5.5 Apakah Tahap Kemahiran Komunikasi Lisan Praujian dan Pascaujian Pelajar Kumpulan Kawalan?.....	204
4.5.6 Apakah Pencapaian Pengajian Am Praujian dan Pascaujian Pelajar Kumpulan PBM?	206
4.5.7 Apakah Pencapaian Pengajian Am Praujian dan Pascaujian Pelajar Kumpulan Kawalan?	209
4.6 Keputusan Analisis Inferensi Hipotesis Nul Kajian	211
4.6.1 Tidak Terdapat Perbezaan yang Signifikan Kesan Pelaksanaan Strategi Pengajaran dan Pembelajaran oleh Guru bagi Mata Pelajaran Pengajian Am?.....	211
4.6.2 Tidak Terdapat Perbezaan yang Signifikan Kemahiran Pemikiran Kritikal antara Praujian dan Pascaujian Pelajar Kumpulan Kawalan?	212
4.6.3 Tidak Terdapat Perbezaan yang Signifikan Kemahiran Pemikiran Kritikal antara Praujian dan Pascaujian Pelajar Kumpulan PBM?	213
4.6.4 Tidak Terdapat Perbezaan yang Signifikan Kemahiran Komunikasi Lisan antara Praujian dan Pascaujian Pelajar Kumpulan Kawalan?.....	215
4.6.5 Tidak Terdapat Perbezaan yang Signifikan Kemahiran Komunikasi Lisan antara Praujian dan Pascaujian Pelajar Kumpulan PBM?	216
4.6.6 Tidak terdapat Perbezaan yang Signifikan Pencapaian Pengajian Am antara Praujian dan Pascaujian Pelajar Kumpulan Kawalan?.....	217
4.6.7 Tidak terdapat Perbezaan yang Signifikan Pencapaian Pengajian Am antara Praujian dan Pascaujian Pelajar Kumpulan PBM?	219
4.6.8 Tidak terdapat Perbezaan yang Signifikan Kemahiran Pemikiran Kritikal Praujian antara Pelajar Kumpulan PBM dan Pelajar Kumpulan Kawalan?.....	220
4.6.9 Tidak terdapat Perbezaan yang Signifikan Kemahiran Komunikasi Lisan Praujian antara Pelajar Kumpulan PBM dan Pelajar Kumpulan Kawalan?.....	221

4.6.10 Tidak terdapat Perbezaan yang Signifikan Pencapaian Pengajian Am Praujian antara Pelajar Kumpulan PBM dan Pelajar Kumpulan Kawalan?.....	222
4.6.11 Tidak terdapat Perbezaan yang Signifikan Kemahiran Pemikiran Kritikal Pascaujian antara Pelajar Kumpulan PBM dan Pelajar Kumpulan Kawalan?.....	223
4.6.12 Tidak terdapat Perbezaan yang Signifikan Kemahiran Komunikasi Lisan Pascaujian antara Pelajar Kumpulan PBM dan Pelajar Kumpulan Kawalan?.....	224
4.6.13 Tidak terdapat Perbezaan yang Signifikan Pencapaian Pengajian Am antara Pelajar Kumpulan PBM dan Pelajar Kumpulan Kawalan?.....	226
4.6.14 Kemahiran Pemikiran Kritikal Tidak Berperanan sebagai Pemboleh ubah Mediator Hubungan Kesan Pelaksanaan Pembelajaran Berasaskan Masalah dan Pencapaian Pengajian Am Pelajar Kumpulan PBM.....	228
4.6.15 Kemahiran Komunikasi Lisan Tidak Berperanan sebagai Pemboleh ubah Mediator Hubungan Kesan Pelaksanaan Pembelajaran Berasaskan Masalah dan Pencapaian Pengajian Am Pelajar Kumpulan PBM.....	230
4.7 Rumusan Pengujian Hipotesis	232
4.8 Kesimpulan	235
BAB LIMA PERBINCANGAN DAN RUMUSAN	236
5.1 Pendahuluan	236
5.2 Rumusan Dapatan Kajian	236
5.2.1 Analisis Deskriptif Kesan Strategi Pengajaran dan Pembelajaran	237
5.2.2 Analisis Deskriptif Tahap Kemahiran Pemikiran Kritikal	238
5.2.3 Analisis Deskriptif Tahap Kemahiran Komunikasi Lisan	239
5.2.4 Analisis Deskriptif Pencapaian Pengajian Am Pelajar	240
5.2.5 Analisis Inferensi Hipotesis Kajian	241
5.3 Perbincangan	243
5.4 Implikasi Kajian	252
5.4.1 Implikasi Terhadap Teori	252
5.4.2 Implikasi Terhadap Amalan	255
5.4.2.1 Implikasi Terhadap Amalan Pelajar	255
5.4.2.2 Implikasi Terhadap Amalan Guru	257

5.4.2.3 Implikasi Terhadap Amalan Pihak Pengurusan Sekolah	258
5.4.2.4 Implikasi Terhadap Pusat-Pusat Latihan	260
5.5 Cadangan	261
5.5.1 Cadangan Kajian Lanjutan	264
5.6 Rumusan	265
RUJUKAN	267
LAMPIRAN	281

Senarai Jadual

Jadual 1.1 Kandungan Sistem Penilaian Mata Pelajaran Pengajian Am 2005.....	15
Jadual 1.2 Perbandingan Analisis Keputusan Pengajian Am Bahasa Melayu dan Mata Sejarah STPM bagi Tahun 2009-2011	19
Jadual 1.3 Analisis Keputusan Mata Pelajaran Pengajian Am Tahun 2009 hingga 2011 Sekolah-Sekolah Menengah Daerah Saratok.....	22
Jadual 2.1 Model Pembelajaran Berasaskan Masalah Pendekatan Pembelajaran oleh Graaff dan Kolmos	88
Jadual 3.1 Saiz Sampel Eksperimen Kajian-kajian Lepas Berkaitan Pemikiran Kritikal	113
Jadual 3.2 Saiz Sampel Kajian Eksperimen Kumpulan Rawak Praujian- Pascaujian Mengaitkan Strategi Pengajaran dan Pembelajaran dengan Bidang Kognitif	114
Jadual 3.3 Julat Skor Tahap Pelaksanaan Pengajaran dan Pembelajaran	129
Jadual 3.4 Julat Skor Tahap Kemahiran Pemikiran Kritikal	132
Jadual 3.5 Julat Skor Tahap Kemahiran Komunikasi Lisan Pelajar	135
Jadual 3.6 Peruntukan Markah bagi Mata Pelajaran Pengajian Am 900/1	138
Jadual 3.7 Peraturan Pemarkahan Soalan Bentuk Esei Mata Pelajaran Pengajian Am Sistem Penilaian 2012/2013	139
Jadual 3.8 Julat Skor Keseluruhan Tahap Pencapaian Pelajar.....	140
Jadual 3.9 Julat Penentuan Tahap Kebolehpercayaan Berdasarkan Nilai Alpha Cronbach	157
Jadual 3.10 Rumusan Keputusan Kebolehpercayaan Alat Ukur Kajian.....	138
Jadual 3.11 Analisis Pengagihan Soalan Kajian	167
Jadual 3.12 Rumusan Prosedur Analisis Statistik Deskriptif.....	141
Jadual 3.13 Rumusan Prosedur Analisis Statistik Inferensi	177
Jadual 3.14 Julat Penentuan Tahap Perbezaan Skor	179
Jadual 4.1 Responden Mengikut Jantina, Etnik, dan Kumpulan Kajian	182
Jadual 4.2 Keputusan Kajian Normaliti Berdasarkan Skewness dan Kurtosis Keseluruhan Pelajar	184
Jadual 4.3 Ringkasan Statistik untuk Skala Praujian dan Pascaujian Keseluruhan Pelajar	185

Jadual 4.4 Analisis Kesan Pelaksanaan Strategi Pengajaran dan Pembelajaran Kumpulan PBM dan Kumpulan Kawalan	187
Jadual 4.5 Analisis Tahap Kemahiran Pemikiran Kritikal Praujian dan Pascaujian Kumpulan PBM	195
Jadual 4.6 Analisis Tahap Kemahiran Pemikiran Kritikal Praujian dan Pascaujian Kumpulan Kawalan	198
Jadual 4.7 Analisis Tahap Kemahiran Komunikasi Lisan Praujian dan Pascaujian Pelajar Kumpulan PBM	201
Jadual 4.8 Analisis Tahap Kemahiran Komunikasi Lisan Praujian dan Pascaujian Pelajar Kumpulan Kawalan	204
Jadual 4.9 Analisis Pencapaian Pengajian Am Praujian dan Pascaujian Pelajar Kumpulan PBM	207
Jadual 4.10 Analisis Pencapaian Pengajian Am Praujian dan Pascaujian Pelajar Kumpulan Kawalan	209
Jadual 4.11 Analisis Ujian-t Kesan Strategi Pengajaran dan Pembelajaran oleh Guru antara Kumpulan	212
Jadual 4.12 Analisis Ujian-t Perbandingan Kemahiran Pemikiran Kritikal antara Praujian dan Pascaujian Pelajar Kumpulan Kawalan	213
Jadual 4.13 Analisis Ujian-t Perbandingan Kemahiran Pemikiran Kritikal antara Praujian dan Pascaujian Pelajar Kumpulan PBM.....	214
Jadual 4.14 Analisis Ujian-t Perbandingan Kemahiran Komunikasi Lisan antara Praujian dan Pascaujian Pelajar Kumpulan Kawalan	215
Jadual 4.15 Analisis Ujian-t Perbandingan Kemahiran Komunikasi Lisan antara Praujian dan Pascaujian Pelajar Kumpulan PBM	217
Jadual 4.16 Analisis Ujian-t Perbandingan Pencapaian Pengajian Am antara Praujian dan Pascaujian Pelajar Kumpulan Kawalan	218
Jadual 4.17 Analisis Ujian-t Perbandingan Pencapaian Pengajian Am antara Praujian dan Pascaujian Pelajar Kumpulan PBM	219
Jadual 4.18 Analisis Ujian-t Kemahiran Pemikiran Kritikal Praujian antara Kumpulan.....	221
Jadual 4.19 Analisis Ujian-t Kemahiran Komunikasi Lisan Praujian antara Kumpulan.....	222
Jadual 4.20 Analisis Ujian-t Pencapaian Pengajian Am Praujian antara Kumpulan.....	223

Jadual 4.21 Analisis Ujian-t Kemahiran Pemikiran Kritikal Pascaujian antara Kumpulan	224
Jadual 4.22 Analisis Ujian-t Kemahiran Komunikasi Lisan Pascaujian antara Kumpulan	225
Jadual 4.23 Analisis Ujian-t Pencapaian Pengajian Am Pascaujian antara Kumpulan	227
Jadual 4.24 Ringkasan Analisis Regresi Berganda secara Hierarkikal Peranan Kemahiran Pemikiran Kritikal sebagai Pemboleh ubah Mediator	229
Jadual 4.25 Ringkasan Analisis Regresi Berganda secara Hierarkikal Peranan Kemahiran Komunikasi Lisan sebagai Pemboleh ubah Mediator	231
Jadual 4.32 Rumusan Pengujian Hipotesis Kajian	232

Senarai Rajah

Rajah 1.1 Kerangka Konseptual Kajian	33
Rajah 2.1 Seni Bina Aras Soalan Pemikiran	52
Rajah 3.1 Reka Bentuk Kumpulan Rawak Praujian-Pascaujian	105
Rajah 3.3 Carta Aliran Pelaksanaan Proses Pengajaran dan Pembelajaran dalam Kajian	120
Rajah 4.1 Keputusan Analisis Pemboleh ubah Mediator Regresi Berganda Secara Hierarkikal	227

Senarai Lampiran

Lampiran A1 Borang Semak Kesan Strategi Pengajaran dan Pembelajaran.....	281
Lampiran A2 Alat Ukur Kemahiran Pemikiran Kritikal dan Alat Ukur Kemahiran Komunikasi Lisan Praujian	284
Lampiran A3 Alat Ukur Kemahiran Pemikiran Kritikal dan Alat Ukur Kemahiran Komunikasi Lisan Pascaujian	286
Lampiran A4(I) Alat Ukur Pencapaian Pengajian Am Praujian.....	288
Lampiran A4(II) Alat Ukur Pencapaian Pengajian Am Pascaujian.....	295
Lampiran A5 Borang Kriteria Penilaian Kemahiran Pemikiran Kritikal	303
Lampiran A6 Borang Kriteria Penilaian Kemahiran Komunikasi Lisan	305
Lampiran A7 Rubrik Penentuan Skala Kemahiran Pemikiran Kritikal	307
Lampiran A8 Rubrik Penentuan Skala Kemahiran Komunikasi Lisan	309
Lampiran A9 (1) hingga Lampiran A9 (II) Contoh Rancangan Pelajaran Harian untuk Kumpulan PBM	312
Lampiran A10 (1) dan Lampiran A10(II) Contoh Rancangan Pelajaran Harian untuk Kumpulan Kawalan	329
Lampiran B1 Surat Kebenaran Penyelidikan daripada EPRD Kementerian Pelajaran Malaysia	343
Lampiran B2 Surat Kebenaran Penyelidikan daripada Jabatan Pelajaran Negeri Sarawak	344
Lampiran C1 Out put Ujian Normaliti (Praujian dan Pascaujian).....	345
Lampiran C2 Out put Ujian-t Sampel-sampel Bebas Kesan Pelaksanaan Strategi Pengajaran dan Pembelajaran	350
Lampiran C3 Out put Ujian-t Berpasangan Perbandingan Praujian dan Pascaujian	351
Lampiran C4 Out put Ujian-t Sampel-sampel Bebas Perbandingan Antara Kumpulan Praujian	352
Lampiran C5 Out put Ujian-t Sampel-sampel Bebas Perbandingan Antara Kumpulan Pascaujian.....	353
Lampiran C6 Out put Ujian Regresi Berganda Hierarkikal Pemikiran Kritikal.....	354
Lampiran C7 Out put Ujian Regresi Berganda Hierarkikal Komunikasi Lisan	355
Lampiran D Keputusan Peperiksaan Pengajian Am Praujian dan Pascaujian.....	356

Senarai Singkatan

ARCS *Attention Relevance Confidence Satisfaction*
CERTL *Center of Excellence Research Teaching and Learning*
HPS *Human Patient Simulation*
JSU Jadual Spesifikasi Ujian
KBAT Kemahiran Berfikir Aras Tinggi
KBSM Kurikulum Bersepadu Sekolah Menengah
KPM Kementerian Pelajaran Malaysia
KPMs Kumpulan Penyelesaian Masalah Secara Kolaboratif
MPM Majlis Peperiksaan Malaysia
NGMP Nilai Gred Mata Pelajaran
NKRA Bidang Keberhasilan Negara
PBM Pembelajaran Berasaskan Masalah
PIPP Pelan Induk Pembangunan Pendidikan
PPPM Pelan Pembangunan Pendidikan Malaysia
SKPM Standard Kualiti Pendidikan Malaysia
SPM Sijil Pelajaran Malaysia
SPP Strategi Pengajaran dan Pembelajaran
SMK Sekolah Menengah Kebangsaan
STPM Sijil Tinggi Persekolahan Malaysia
TGM *Teachers Guide Learners*
TMK Teknologi Maklumat dan Komunikasi

BAB SATU

PENGENALAN

1.1Pendahuluan

Pendidikan memainkan peranan penting dalam usaha membangunkan kapasiti modal insan yang mempunyai jati diri yang kukuh, berketrampilan, berkeperibadian mulia, berpengetahuan, berkemahiran tinggi dan memiliki aspek kemahiran insaniah. Melalui pendidikan, modal insan itu boleh disuntik nilai tambahnya, ditingkatkan nilai inteletiknya serta diperkaya modal budayanya. Modal insan yang ingin dihasilkan perlu mampu berfikir secara kritis dan kreatif, berpemikiran kritikal, berkemahiran menyelesaikan masalah, berkeupayaan mencipta dan mempelopori teknologi baru, berdaya tahan serta berkebolehan untuk berhadapan dengan persekitaran dunia global yang bersifat dinamik, di samping dapat menerapkan tunjang komunikasi melalui pendidikan (Abd. Ghafar, 2011).

Ringkasnya, berdasarkan Abd. Ghafar (2011) modal insan yang diperlukan oleh negara, iaitu modal insan yang memiliki kelestarian jati diri, yakni bukan sahaja beketrampilan, berdaya fikir dan berdaya saing, malahan sentiasa berjuang demi mengekalkan kemerdekaan negara dan berusaha berterus-terusan demi mengatasi segala kelemahan, dan melangkaui segala batasan dan hambatan kemajuan, serta meyemberangi sempadan yang menghambat kreativiti dan inovasi. Inilah modal insan yang konstruktif dan yang berkecimpung dalam arena penyelesaian masalah manusia sejagat. Hal ini bermakna, modal insan keluaran pendidikan dan persekolahan kita wajib memiliki keupayaan dan kemampuan menanggapi, memahami dan mencerakini masalah, merencana dan merumus jalan penyelesaian masalah, melaksana dan

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