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**PENGARUH KEPIMPINAN PENGAJARAN TERHADAP  
EFIKASI KENDIRI GURU, BUDAYA SEKOLAH DAN AMALAN  
PENTAKSIRAN GURU SEKOLAH MENENGAH  
KEBANGSAAN, SARAWAK**



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**Universiti Utara Malaysia**

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2016**



Awang Had Salleh  
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## Abstrak

Kepimpinan pengajaran memainkan peranan yang penting dalam usaha meningkatkan kualiti pendidikan. Walaupun pada dasarnya amalan ini diamalkan oleh pengetua, namun masih pada tahap yang kurang memuaskan. Selain itu, pengaruh kepemimpinan pengajaran terhadap efikasi sendiri guru, budaya sekolah dan amalan pentaksiran guru juga belum difahami oleh pengetua sepenuhnya dan belum diteroka oleh pengkaji dengan lebih luas. Sehubungan itu, kajian ini dijalankan untuk mengenal pasti tahap amalan kepemimpinan pengajaran pengetua, efikasi sendiri guru, budaya sekolah dan amalan pentaksiran guru. Selain itu, kajian ini juga adalah untuk mengenal pasti pengaruh langsung dan pengaruh tidak langsung kepemimpinan pengajaran terhadap efikasi sendiri guru, budaya sekolah dan amalan pentaksiran guru. Seramai 363 orang guru di 33 buah sekolah menengah di negeri Sarawak telah dipilih melalui pensampelan rawak sebagai responden kajian. Data dikumpul menggunakan empat instrumen iaitu *Principal Instructional Management Rating Scale (PIMRS)*, *Teacher Self Efficacy Scales (TSES)*, *School Culture Survey (SCS)*, dan *Assessment Practices Inventory (API)*. Data dianalisis menggunakan perisian SPSS 17.0 dan juga AMOS 18.0. Dapatan kajian menunjukkan tahap kepemimpinan pengajaran pengetua dan amalan pentaksiran guru adalah pada tahap sederhana. Sementara itu, didapati efikasi sendiri guru dan budaya sekolah adalah pada tahap sederhana tinggi. Dapatan juga, menunjukkan terdapat pengaruh langsung yang signifikan antara kepemimpinan pengajaran pengetua terhadap semua pemboleh ubah kajian dan juga terdapat pengaruh tidak langsung yang signifikan antara kepemimpinan pengajaran dengan efikasi sendiri guru melalui budaya sekolah sebagai pemboleh ubah mediator. Dapatan kajian ini memberi beberapa implikasi terhadap teori, dan amalan guru serta pengetua khususnya di sekolah menengah kebangsaan. Seterusnya, beberapa cadangan dikemukakan untuk memantapkan amalan kepemimpinan pengajaran pengetua, meningkatkan efikasi sendiri guru dan kemahiran pentaksiran guru.

**Kata Kunci:** Kepimpinan pengajaran, Efikasi sendiri guru, Budaya sekolah, Amalan pentaksiran guru

## Abstract

Instructional leadership plays an important role in improving the quality of education. Although this practice has been adopted by principals, it is still at a lesser satisfying level. There are principals who have yet to fully understand; teachers' self-efficacy, the school's culture and teachers' assessment practices. Therefore, this research is done to identify the level as well as to recognise the direct and indirect influence of instructional leadership onto teachers' self-efficacy, school's culture and teachers' assessment. Three hundred and sixty (360) secondary school teachers in thirty-three (33) secondary schools in Sarawak were selected using random sampling to participate in this study. Four (4) instruments were utilised in data collecting, namely the Principal Instructional Management Rating Scale (PIMRS), Teacher Self Efficacy Scales (TSES), School Culture Survey (SCS), and Assessment Practices Inventory (API). All the data were then analyzed using SPSS 17.0 and AMOS 18.0. The findings showed that the level of principals' instructional leadership practices and teachers' assessment practices were moderate. Meanwhile, the level of school culture and teachers' self-efficacy were highly moderate. There was a significant influence between the instructional leadership of principal and all the studied variables; and there was also a significant indirect influence between instructional leadership and teachers' self-efficacy through the school culture as a mediator variable. It was found that school culture has contributed its part in mediating the indirect influence between the instructional leadership of the principal and the teachers' self-efficacy. Research findings have also given several implications towards the theories of instructional leadership, teachers and school principals practices especially in secondary schools. Several suggestions have been prompted to better enhance the practices of instructional leadership among school principals; improving the self-efficacy among teachers and upgrading teachers' assessment in their practices.

**Keywords:** Instructional leadership, Teachers self-efficacy, School culture, Teachers' assessment practices

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## Senarai Singkatan

|          |                                                        |
|----------|--------------------------------------------------------|
| AMOS     | <i>Analysis Moment of Structures</i>                   |
| API      | <i>Assessment Practices Inventory</i>                  |
| CFA      | <i>Confirmatory Factor Analysis</i>                    |
| CFI      | <i>Comparative Fit Index</i>                           |
| CMIN/DF  | Khi kuasa dua                                          |
| GFI      | <i>Goodness-of-fit Index</i>                           |
| JPNS     | Jabatan Pendidikan Negeri Sarawak                      |
| KPM      | Kementerian Pendidikan Malaysia                        |
| MI       | <i>Modification index</i>                              |
| ML       | <i>Maximum Likelihood</i>                              |
| NFI      | <i>Normed-Fit Index</i>                                |
| NNFI     | <i>Non-normed fit index</i>                            |
| PIMRS    | <i>Principal Instructional Management Rating Scale</i> |
| RMR      | <i>Root Mean Square Residual</i>                       |
| RMSEA    | <i>Root-mean-square Error of Approximation</i>         |
| SCS      | <i>School Culture Survey</i>                           |
| SEM      | <i>Structural Equation Modeling</i>                    |
| SKPM     | Standard Kualiti Pendidikan Malaysia                   |
| SMC      | <i>Squared Multiple Correlations</i>                   |
| TSES     | <i>Teacher Self-Efficacy Scale</i>                     |
| $\chi^2$ | <i>Chi-square Statistic</i>                            |

## Senarai Lampiran

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# **BAB SATU**

## **PENGENALAN**

### **1.1 Pendahuluan**

Pembangunan sistem pendidikan kebangsaan berlandaskan teras utama iaitu akses kepada pendidikan, ekuiti dalam pendidikan, kualiti dalam pendidikan serta kecekapan dan keberkesanan pengurusan pendidikan. Berdasarkan teras utama ini, Kementerian Pendidikan Malaysia (KPM) merancang serta melaksanakan dasar-dasar pembangunan pendidikan bagi mencapai matlamat pendidikan yang telah dikenal pasti antaranya menyediakan sistem pendidikan yang lebih cekap, berkesan dan bertaraf dunia, menjadikan Malaysia sebagai pusat kecemerlangan pendidikan dan meningkatkan martabat pendidikan Malaysia pada peringkat antarabangsa (Pelan Induk Pembangunan Pendidikan 2006 - 2010).

Justeru, bagi mencapai matlamat pembangunan sistem pendidikan kebangsaan beberapa Bidang Keberhasilan Utama Negara (NKRA) untuk pendidikan telah diperkenalkan. Aspirasi NKRA Pendidikan tersebut adalah untuk mempertingkatkan pencapaian pelajar secara menyeluruh serta meningkatkan akses kepada pendidikan berkualiti. Dalam meningkatkan prestasi sekolah secara signifikan, pelaburan yang besar diperlukan ke atas pengetua yang berperanan sebagai agen perubahan. Kajian menunjukkan bahawa peningkatan pencapaian pemimpin sekolah mempunyai kesan positif yang signifikan ke atas pencapaian pelajar iaitu pengetua memainkan peranan penting dalam merancang, menyelaraskan dan memantau pengajaran dan pembelajaran di sekolah. Mereka juga memastikan suasana pembelajaran

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