KOMITMEN ORGANISASI GURU-GURU PENDIDIKAN ISLAM: ETIKA KERJA ISLAM SEBAGAI MODERATOR

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ABSTRAK

Kajian ini bertujuan mengenal pasti pengaruh gaya kepimpinan guru besar, tekanan kerja dan budaya organisasi terhadap komitmen organisasi guru pendidikan Islam di samping etika kerja Islam sebagai moderator. Seramai 389 orang guru sekolah kebangsaan di dua buah negeri di utara Semenanjung Malaysia iaitu Perlis dan Kedah telah dipilih mengikut persampelan rawak kluster berdasarkan daerah sebagai responden kajian. Soal selidik berskala *likert* yang mengandungi lima instrumen iaitu instrumen Tingkah Laku Kepimpinan; Instrumen *Teacher Stress Inventory*; Instrumen *School Culture Inventory*; Instrumen Komitmen Organisasi; Instrumen Etika Kerja Islam telah digunakan dalam kajian ini. Data dikumpul dan dianalisis dengan menggunakan perisian SPSS versi 21 untuk melihat pengaruh gaya kepimpinan guru besar, tekanan kerja dan juga budaya organisasi dengan komitmen organisasi guru pendidikan Islam serta etika kerja Islam sebagai moderator. Secara keseluruhannya soal selidik yang digunakan menunjukkan kebolehpercayaan dan kesahan yang tinggi. Analisis deskriptif turut digunakan untuk mengukur *min*, sisihan piawaian, kekerapan dan peratus. Selain itu, analisis faktor konformatori dan ujian regresi berheirarki juga dijalankan dalam kajian ini. Dapatan kajian menunjukkan pengaruh gaya kepimpinan guru besar, tekanan kerja dan juga budaya organisasi mempunyai pengaruh yang signifikan dengan komitmen organisasi guru pendidikan Islam. Kajian ini menunjukkan bahawa etika kerja Islam mempunyai pengaruh yang signifikan dengan komitmen organisasi guru pendidikan Islam. Sementara itu, melalui ujian regresi berheirarki menunjukkan etika kerja Islam bertindak sebagai moderator antara hubungan tekanan kerja dengan komitmen organisasi guru pendidikan Islam. Kesemua pemboleh ubah bebas dalam kajian ini adalah signifikan dalam menentukan komitmen organisasi guru pendidikan Islam. Hasil penemuan kajian ini menyediakan asas bagi membentuk pengurusan Islam yang lebih mantap dalam konteks meningkatkan komitmen organisasi.

Kata kunci: Gaya kepimpinan, Tekanan kerja, Budaya organisasi, Komitmen organisasi guru pendidikan Islam, Etika kerja Islam.

ABSTRACT

This study aims to identify the effect of the leadership styles of headmasters/headmistresses, working pressure, and organizational culture towards the organizational commitment of Islamic education teachers in addition to their Islamic work ethics as moderators. A total of 389 teachers from public schools in two cities in the northern Peninsular Malaysia, Perlis and Kedah, were chosen as respondents through a random cluster sampling determined by districts. Likert scale questionnaires comprise five instruments namely Leadership Behavioural; Teacher Stress Inventory; School Culture Inventory; Organizational Commitment; Islamic Work Ethics Instrument were used in this study. Data were collected and analyzed using SPSS version 21 to apprehend the effect of leadership styles of the headmasters/headmistresses, working pressure, and organizational culture towards organizational commitment of the Islamic education teachers, as well as their Islamic work ethics as moderators. Overall, the questionnaires has resulted in high reliability and validity. Additionally, descriptive analysis was also utilised to measure the mean, standard deviation, frequency and percentage. Other than that, confirmatory factor analysis and hierarchical regression tests were also carried out in this study. The findings indicate that leadership styles of the headmasters/headmistresses, working pressure and organizational culture has significantly influenced the organizational commitment of Islamic education teachers. This study reveals that the Islamic work has a significant influence on the organizational commitment of Islamic education teachers. Meanwhile, the hierarchical regression analysis revealed that Islamic work ethics act as moderator of the relationship between working pressure and organizational commitment of Islamic education teachers. All of the independent variables in this study are significant in determining the organizational commitment of the of Islamic education teachers. The findings provide the foundation for a more robust Islamic management in the context of improving organizational commitment.

Keywords: Leadership style, Working pressure, Organizational culture, Organizational commitment of Islamic education teachers, Islamic work ethics.

PENGHARGAAN

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ISI KANDUNGAN

BAB 3 METODOLOGI KAJIAN

Senarai Jadual

Senarai Rajah

Senarai Lampiran

Senarai Singkatan

BPPDP	Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
GPI	Guru Pendidikan Islam
JAPIM	Jabatan Pendidikan Islam dan Moral
JPN	Jabatan Pelajaran Negeri
j-QAF	Jawi, al-Quran, Arab, Fardu Ain
KPM	Kementerian Pelajaran Malaysia
KPKK	Kesatuan Perkhidmatan Keguruan Kebangsaan
KSSR	Kurikulum Standard Sekolah Rendah
LPC	*Least Preferred Coworkers*
NKRA	Bidang Keberhasilan Utama Nasional
PPPM	Pelan Pembangunan Pendidikan Malaysia
RMK9	Rancangan Malaysia Kesembilan
SAW	Sollahu Alaihi Wasalam
SK	Sekolah Kebangsaan
SKPM	Standard Kualiti Pendidikan Malaysia
SKPSM	Standard Kompetensi Kepengetuaan Sekolah Malaysia
SPSS	*Statistical Packages for Sosial Sciences*
SWT	Subhanahu Wa Taala
UPSR	Ujian Pencapaian Sekolah Rendah
YAB	Yang Amat Berhormat

BAB 1

PENDAHULUAN

1.1 Pengenalan

Yang Amat Berhormat (YAB) Perdana Menteri Malaysia ketika itu Tun Haji Abdullah bin Ahmad Badawi telah menyampaikan ucapan pada 24 Disember 2003 sempena Majlis Tilawah al-Quran Peringkat Antarabangsa berkaitan dengan isu dan hasrat beliau untuk memastikan umat Islam khatam al-Quran, mendalami bahasa Arab dan seterusnya menghayati amalan yang berkaitan dengan perkara fardhu ain. Hasrat tersebut telah dicadangkan kepada Kementerian Pelajaran Malaysia (KPM) bagi dilaksanakan di peringkat sekolah (Kementerian Pelajaran Malaysia, 2004).

KPM telah mengadakan beberapa mesyuarat bagi membincangkan hasrat yang dilontarkan oleh Perdana Menteri dan akhirnya bersetuju melaksanakan projek rintis pertama bagi program j-QAF singkatan kepada (Jawi, al-Quran, Arab, Fardu Ain) yang berakhir pada bulan Julai 2004. Seterusnya projek rintis kedua telah dilaksanakan oleh KPM di dua buah sekolah Wilayah Persekutuan Kuala Lumpur pada 1 Oktober hingga 30 Oktober 2004. Program j-QAF adalah program memperkasakan pengajaran dan pembelajaran pendidikan Islam bagi sekolah kebangsaan peringkat rendah di Malaysia (Kementerian Pelajaran Malaysia, 2005).

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BORANG SOAL SELIDIK

Assalamualaikum w.b.t,

Tuan / Puan yang dihormati,

Terlebih dahulu saya ingin mengucapkan tahniah kerana anda telah terpilih untuk menjadi responden dalam kajian penyelidikan yang saya jalankan peringkat Doktor Falsafah di UUM. Untuk pengetahuan tuan/puan kajian saya bertajuk "Hubungan di antara gaya kepimpinan guru besar, tekanan kerja dan budaya organisasi dan komitmen organisasi pendidikan Islam: Etika kerja Islam sebagai moderator". Kajian ini dijalankan untuk mendapatkan maklumat secara terperinci bagi mendapatkan dapatan kajian secara empirikal.

Segala maklumat yang diberi akan dirahsiakan dan digunakan untuk tujuan akademik semata-mata. Tiada jawapan yang betul atau salah dalam kajian ini. Oleh itu, tuan/puan boleh memilih jawapan mengikut kesesuaian dan keikhlasan tuan/puan sendiri berdasarkan pengetahuan dan pengalaman yang ada. **Pastikan tuan/puan membaca soalan dengan teliti dan pastikan semua jawapan ditanda tanpa tercicir**. Semua soalan mengandungi enam bahagian iaitu bahagian A, B, C, D, E dan F.

Kejujuran dan keikhlasan tuan/puan untuk menjawab soal selidik ini sangat dihargai. Segala maklumat yang tuan/puan berikan akan menjadi sumber rujukan dan manfaat kepada semua pihak. Jika tuan/puan ada sebarang pertanyaan dan kemusykilan, sila hubungi saya melalui telefon bernombor **017-4333851**. Kerjasama tuan/puan meluangkan masa untuk menjawab soal selidik ini amatlah dihargai dan didahului dengan ucapan terima kasih.

Yang Benar,

_____
ZURAIMY BIN ALI (95308)
Pelajar PhD Pengurusan Islam,
Universiti Utara Malaysia.

BAHAGIAN A: MAKLUMAT DIRI

Bahagian ini adalah merupakan soal selidik mengenai latar belakang responden. Dipohon kerjasama tuan/puan untuk menandakan (/) di tempat yang berkenaan dengan ikhlas dan jujur. Segala maklumat yang tuan/puan berikan adalah sulit. Kerjasama dan prihatin tuan/puan, saya ucapkan ribuan terima kasih.

1. JANTINA

1	Lelaki	
2	Perempuan	

2. UMUR = _____TAHUN

3. STATUS PERKAHWINAN

1	Belum berkahwin	
2	Berkahwin	
3	Duda/Janda	

4. KELAYAKAN AKADEMIK TERTINGGI

1	SPM	
2	Diploma	
3	Ijazah Pertama	
4	Ijazah Kedua (MASTER)	
5	Ijazah PH.D	

5. PENGALAMAN MENGAJAR = _____TAHUN

6. JAWATAN

1	Ketua Panitia	
2	Bukan Ketua Panitia	

BAHAGIAN B: GAYA KEPIMPINAN GURU BESAR

Berikut pernyataan-pernyataan yang berkaitan dengan tingkah laku guru besar di sekolah tuan/puan. Pilih satu jawapan yang paling sesuai dengan **MEMBULATKAN** jawapan anda berdasarkan skala berikut.

1	2	3	4	5
SANGAT TIDAK BERSETUJU	TIDAK BERSETUJU	AGAK BERSETUJU	BERSETUJU	SANGAT BERSETUJU

BIL	GAYA KEPIMPINAN					
1	Guru besar menetapkan matlamat sekolah secara bertulis.	1	2	3	4	5
2	Guru besar berusaha menggunakan kelengkapan yang sedia ada bagi memajukan sekolah.	1	2	3	4	5
3	Guru besar memberi perangsang kepada guru-guru untuk mencuba kaedah baru.	1	2	3	4	5
4	Guru besar memberi perangsang kepada guru-guru untuk melaksanakan tugas.	1	2	3	4	5
5	Guru besar mengadakan percambahan fikiran dengan guru-guru.	1	2	3	4	5
6	Guru besar biasanya memberi pertolongan peribadi kepada guru-guru.	1	2	3	4	5
7	Guru besar menitikberatkan kebajikan setiap guru.	1	2	3	4	5
8	Guru besar suka menyelesaikan masalah melalui perbincangan dengan guru yang terlibat.	1	2	3	4	5
9	Guru besar sedia melapangkan masa mendengar rungutan guru.	1	2	3	4	5
10	Guru besar mewujudkan semangat kekitaan dalam kalangan guru.	1	2	3	4	5
11	Guru besar mewujudkan pasukan kerja.	1	2	3	4	5
12	Guru besar memberikan kata-kata semangat kepada guru-guru untuk membuat perubahan.	1	2	3	4	5
13	Guru besar selalu berbincang berkaitan kemajuan sekolah dengan guru-guru.	1	2	3	4	5
14	Guru besar menunjukkan tingkah laku inovatif kepada guru-guru.	1	2	3	4	5
15	Guru besar memberi perangsang kepada guru-guru bagi meningkatkan usaha memajukan sekolah.	1	2	3	4	5
16	Guru besar memecahkan kerenah birokrasi demi kemajuan sekolah.	1	2	3	4	5
17	Guru besar menjelaskan misi dan visi sekolah.	1	2	3	4	5

BAHAGIAN C: TEKANAN KERJA GURU

Berikut pernyataan-pernyataan yang berkaitan dengan tekanan kerja yang dialami tuan/puan. Pilih satu jawapan yang paling sesuai dengan **MEMBULATKAN** jawapan anda berdasarkan skala berikut.

1	2	3	4	5
TIDAK KETARA	SEDIKIT KETARA	SEDERHANA KETARA	SANGAT KETARA	TERAMAT KETARA

BIL	TEKANAN KERJA					
1	Saya merasakan diri terlampau komited terhadap kerja.	1	2	3	4	5
2	Saya kurang sabar jika orang lain melakukan kerja secara perlahan-lahan.	1	2	3	4	5
3	Saya perlu melakukan banyak kerja dalam satu masa.	1	2	3	4	5

4	Saya mempunyai sedikit masa untuk berehat.	1	2	3	4	5
5	Saya selalu berfikir perkara yang tidak berkaitan dengan kerja semasa bercakap.	1	2	3	4	5
6	Saya rasa kurang selesa membazir masa.	1	2	3	4	5
7	Saya mempunyai masa yang sedikit untuk menyiapkan kerja.	1	2	3	4	5
8	Saya tergesa-gesa semasa bercakap.	1	2	3	4	5
9	Saya mempunyai sedikit masa untuk persiapan mengajar.	1	2	3	4	5
10	Terdapat terlalu banyak kerja yang perlu saya lakukan.	1	2	3	4	5
11	Saya merasai kadar hari persekolahan yang terlalu pantas.	1	2	3	4	5
12	Bilangan murid dan kelas adalah terlalu besar buat saya.	1	2	3	4	5
13	Keutamaan terhadap hal-hal peribadi saya terpaksa diketepikan kerana tuntutan masa.	1	2	3	4	5
14	Terdapat banyak tugas pentadbiran dalam kerja saya.	1	2	3	4	5
15	Saya kurang mempunyai peluang untuk memajukan kerjaya saya.	1	2	3	4	5
16	Saya kurang melakukan kerja dengan pantas seperti yang diinginkan.	1	2	3	4	5
17	Saya perlukan lebih penghargaan dan pengiktirafan pada kerja saya.	1	2	3	4	5
18	Saya menerima gaji yang kurang setimpal dengan kerja yang saya lakukan.	1	2	3	4	5
19	Saya kurang mendapat penghargaan terhadap kerja tambahan yang saya lakukan.	1	2	3	4	5
20	Saya rasa kecewa kerana masalah disiplin dalam kelas.	1	2	3	4	5
21	Saya rasa kecewa kerana perlu memantau tingkah laku murid.	1	2	3	4	5
22	Saya rasa kecewa kerana sesetengah pelajar takut untuk mencuba di dalam kelas (kurang aktif).	1	2	3	4	5
23	Saya rasa kecewa apabila cuba mengajar murid yang kurang bermotivasi.	1	2	3	4	5
24	Saya rasa kecewa apabila kurang memahami masalah disiplin murid.	1	2	3	4	5
25	Saya rasa kecewa apabila bidang kuasa/hak saya kurang dihargai murid/pihak pentadbiran.	1	2	3	4	5
26	Pendapat peribadi saya kurang diketengahkan.	1	2	3	4	5
27	Saya kurang mendapat hak/peluang ke atas keputusan yang dibuat berkaitan kelas/sekolah.	1	2	3	4	5
28	Saya kurang diransang secara emosi dan intelektual terhadap kerja saya.	1	2	3	4	5
29	Saya kurang mempunyai peluang untuk peningkatan profesionalisme.	1	2	3	4	5

BAHAGIAN D: BUDAYA ORGANISASI (SEKOLAH)

Berikut pernyataan-pernyataan yang berkaitan dengan budaya organisasi di sekolah tuan/puan. Pilih satu jawapan yang paling sesuai dengan **MEMBULATKAN** jawapan anda berdasarkan skala berikut.

1	2	3	4	5
TIDAK PERNAH	SANGAT JARANG-JARANG	JARANG-JARANG	KERAP	SANGAT KERAP

BIL	NILAI-NILAI BUDAYA ORGANISASI (SEKOLAH)					
1	Tolong-menolong: Tolong-menolong dalam melaksanakan tugas.	1	2	3	4	5
2	Kolaboratif: Guru-guru berpakat dalam melaksanakan program sekolah.	1	2	3	4	5
3	Pengiktirafan: Guru-guru diberi pengiktirafan oleh sekolah apabila melaksanakan tugas dengan jayanya.	1	2	3	4	5
4	Penghormatan Profesional: Pengurusan sekolah yakin dengan tindakan guru bagi merealisasikan visi sekolah.	1	2	3	4	5
5	Prihatin: Kebajikan guru sentiasa diambil berat oleh pengurusan sekolah.	1	2	3	4	5
6	Tradisi: Sekolah mengadakan perayaan dan sambutan bermakna untuk warga sekolah.	1	2	3	4	5
7	Sokongan: Pengurusan sekolah memberikan sokongan penuh kepada guru untuk memajukan murid.	1	2	3	4	5

8	Membuat keputusan: Pandangan guru diambil kira sebelum melaksanakan program sekolah.	1	2	3	4	5
9	Keterbukaan: Guru-guru berterus terang semasa bermesyuarat dengan pengurusan sekolah.	1	2	3	4	5
10	Kesepaduan: Guru-guru bersatu hati apabila timbul sebarang masalah di sekolah.	1	2	3	4	5
11	Kepercayaan: Guru-guru saling percaya mempercayai antara satu sama lain.	1	2	3	4	5
12	Tinggi harapan: Guru-guru meletakkan harapan yang tinggi terhadap murid.	1	2	3	4	5
13	Produktiviti: Silibus dihabiskan dalam masa yang ditetapkan.	1	2	3	4	5
14	Efikasi: Guru-guru melaksanakan tugasan mengikut kualiti yang ditetapkan.	1	2	3	4	5
15	Matlamat: Matlamat sekolah difahami dengan jelas oleh para guru.	1	2	3	4	5
16	Misi: Guru-guru bekerja selaras dengan misi sekolah	1	2	3	4	5
17	Perancangan: Program sekolah dirancang dengan baik sebelum dilaksanakan.	1	2	3	4	5
18	Mengejar Kejayaan: Guru-guru bekerja kuat demi kecemerlangan murid.	1	2	3	4	5
19	Orientasi Matlamat: Guru-guru bekerja ke arah mencapai matlamat sekolah.	1	2	3	4	5
20	Orientasi Pencapaian: Guru-guru sentiasa bekerja untuk mencapai sasaran yang ditetapkan.	1	2	3	4	5
21	Kecekapan: Markah ujian selalu dihantar ke Unit Peperiksaan tepat pada masanya.	1	2	3	4	5
22	Penyelarasan: Program-program sekolah diselaras dengan baik.	1	2	3	4	5
23	Konsistensi: Sekolah konsisten dengan sesuatu polisi yang dibuat.	1	2	3	4	5
24	Peraturan: Peraturan sekolah dipatuhi dengan baik oleh guru-guru.	1	2	3	4	5
25	Komunikasi: Arahan tugas diberikan dengan jelas kepada guru.	1	2	3	4	5
26	Maklumat: Semua maklumat yang diperlukan oleh guru diberikan oleh sekolah.	1	2	3	4	5
27	Pemantauan: Pengurusan sekolah selalu memantau pengajaran guru.	1	2	3	4	5
28	Kawalan: Tingkah laku guru dikawal oleh pengurusan sekolah	1	2	3	4	5
29	Nama baik: Guru-guru berusaha menjaga nama baik sekolah.	1	2	3	4	5
30	Kesinambungan: Projek-projek sekolah yang berfaedah kepada murid diteruskan dari semasa ke semasa.	1	2	3	4	5
31	Kestabilan: Sekolah berusaha mempertahankan pencapaian akademik sekolah.	1	2	3	4	5
32	Eksperimen: Guru-guru digalakkan menggunakan teknik-teknik baru dalam pengajaran.	1	2	3	4	5
33	Kemaskini: Pengetahuan guru dalam Pengajaran dan Pembelajaran sentiasa dikemaskini.	1	2	3	4	5
34	Pembaharuan: Sekolah kerap mengadakan pembaharuan untuk penambahbaikan sekolah.	1	2	3	4	5
35	Responsif: Guru-guru responsif dengan apa-apa perubahan yang berkaitan dengan pendidikan.	1	2	3	4	5
36	Fleksibiliti: Sesuatu program sekolah disesuaikan mengikut keadaan.	1	2	3	4	5
37	Kepelbagaian: Guru-guru mempunyai pelbagai cara untuk meningkatkan pencapaian murid.	1	2	3	4	5
38	Ambil risiko: Sekolah berani mengambil risiko demi kemajuan murid.	1	2	3	4	5
39	Keterbukaan: Guru-guru bersikap terbuka dalam menyelesaikan sesuatu masalah.	1	2	3	4	5
40	Tanggungjawab: Guru-guru bertanggungjawab dalam menjalankan tugas.	1	2	3	4	5
41	Sokongan Luar: Pihak sekolah sentiasa berbaik-baik dengan pihak (JPN; PPD; Komuniti).	1	2	3	4	5
42	Kreativiti: Guru-guru kreatif dalam menjalankan tugas.	1	2	3	4	5

BAHAGIAN E: KOMITMEN ORGANISASI

Berikut pernyataan-pernyataan yang berkaitan dengan komitmen guru terhadap organisasi di sekolah tuan/puan. Pilih satu jawapan yang paling sesuai dengan **MEMBULATKAN** jawapan anda berdasarkan skala berikut.

1	2	3	4	5
KURANG BERSETUJU	AGAK KURANG BERSETUJU	AGAK BERSETUJU	SANGAT BERSETUJU	TERAMAT BERSETUJU

BIL	KOMITMEN ORGANISASI					
1	Saya berbangga sekiranya dapat bertugas di sekolah ini sepanjang kerjaya saya.	1	2	3	4	5
2	Saya berasa seronok apabila dapat berbincang tentang sekolah ini dengan orang luar.	1	2	3	4	5
3	Saya menganggap masalah sekolah ini seperti masalah saya sendiri.	1	2	3	4	5
4	Saya tidak akan rasa terpaut dengan sekolah lain.	1	2	3	4	5
5	Saya berasa sebahagian daripada keluarga sekolah ini.	1	2	3	4	5
6	Hati saya terpaut dengan sekolah ini.	1	2	3	4	5
7	Sekolah ini memberi makna kepada hidup saya.	1	2	3	4	5
8	Saya mempunyai perasaan kekitaan terhadap sekolah ini.	1	2	3	4	5
9	Saya sukar meninggalkan sekolah ini sekarang walaupun saya ingin berbuat demikian.	1	2	3	4	5
10	Kehidupan saya akan terganggu sekiranya saya mengambil keputusan untuk meninggalkan sekolah ini sekarang.	1	2	3	4	5
11	Saya bimbang apa akan berlaku sekiranya saya berhenti kerja tanpa ada pekerjaan lain sebagai ganti.	1	2	3	4	5
12	Meninggalkan sekolah ini sekarang bermakna saya terpaksa menanggung kos yang mahal.	1	2	3	4	5
13	Saya berada di sekolah ini sekarang kerana keperluan serta keinginan.	1	2	3	4	5
14	Saya tidak banyak pilihan yang membolehkan saya berhenti kerja.	1	2	3	4	5
15	Akibat yang serius dengan meninggalkan sekolah ini adalah kemungkinan menghadapi masalah kekurangan pilihan pekerjaan.	1	2	3	4	5
16	Salah satu sebab utama kenapa saya terus bekerja dengan sekolah ini ialah kerana ia memerlukan pengorbanan untuk keluar. Sekolah lain mungkin tidak dapat menandingi faedah yang saya perolehi di sini.	1	2	3	4	5
17	Saya berasa pekerja sekarang terlalu kerap bertukar dari sebuah sekolah kepada sekolah yang lain.	1	2	3	4	5
18	Saya berasa seseorang itu mestilah sentiasa setia kepada sekolahnya.	1	2	3	4	5
19	Pada saya perbuatan melompat dari sebuah sekolah ke sekolah yang lain adalah tidak beretika.	1	2	3	4	5
20	Saya percaya bahawa kesetiaan merupakan unsur penting. Oleh itu saya berasa bertanggungjawab untuk terus kekal di sekolah ini.	1	2	3	4	5
21	Sekiranya saya mendapat tawaran kerja yang lebih baik di tempat lain, saya rasa adalah tidak baik untuk meninggalkan sekolah ini.	1	2	3	4	5
22	Saya diasuh untuk mempercayai pentingnya kesetiaan yang berterusan terhadap sesebuah sekolah.	1	2	3	4	5
23	Adalah lebih baik sekiranya seseorang pekerja itu kekal dengan sebuah sekolah untuk sebahagian besar kerjaya mereka.	1	2	3	4	5
24	Saya berasa bahawa keinginan seseorang untuk mendedikasi dirinya kepada sesebuah sekolah adalah tindakan yang munasabah.	1	2	3	4	5

BAHAGIAN F: ETIKA KERJA ISLAM

Berikut pernyataan-pernyataan yang berkaitan dengan etika kerja Islam. Pilih satu jawapan yang paling sesuai berdasarkan persetujuan tuan/puan dengan **MEMBULATKAN** jawapan tuan/puan berdasarkan skala berikut.

1	2	3	4	5
SANGAT TIDAK BERSETUJU	TIDAK BERSETUJU	AGAK BERSETUJU	BERSETUJU	SANGAT BERSETUJU

BIL	ETIKA KERJA ISLAM					
1	Kemalasan adalah tabiat buruk.	1	2	3	4	5
2	Dedikasi terhadap kerjaya adalah sifat yang baik.	1	2	3	4	5

| 3	Pekerjaan yang baik dapat memberi manfaat kepada diri dan orang lain.	1	2	3	4	5
4	Keadilan dan kemurahan hati di tempat kerja adalah perlu untuk kesejahteraan masyarakat.	1	2	3	4	5
5	Menghasilkan sesuatu yang lebih daripada apa yang diperlukan untuk memenuhi keperluan peribadi akan menyumbangkan kepada keharmonian masyarakat secara keseluruhan.	1	2	3	4	5
6	Seseorang harus bekerja dengan bersungguh-sungguh melebihi tahap keupayaannya.	1	2	3	4	5
7	Pekerjaan bukan hanya sekadar kerja tetapi bermaksud membangunkan potensi diri dan perhubungan sosial.	1	2	3	4	5
8	Kehidupan tidak bererti tanpa bekerja.	1	2	3	4	5
9	Terlalu banyak masa lapang adalah tidak baik untuk masyarakat.	1	2	3	4	5
10	Perhubungan sesama manusia di dalam sesebuah organisasi perlu ditekan dan digalakkan.	1	2	3	4	5
11	Pekerjaan dapat membantu seseorang untuk mengawal keadaan.	1	2	3	4	5
12	Pekerjaan yang kreatif merupakan sumber kebahagiaan dan kejayaan.	1	2	3	4	5
13	Sesiapa yang bekerja lebih cenderung untuk maju dalam kehidupan.	1	2	3	4	5
14	Bekerja dapat membantu seseorang untuk lebih berdikari.	1	2	3	4	5
15	Seseorang yang berjaya ialah mereka yang dapat menyiapkan tugas tepat pada masanya.	1	2	3	4	5
16	Seseorang perlu bekerja keras secara berterusan bagi memastikan beliau dapat memenuhi tanggungjawabnya.	1	2	3	4	5
17	Nilai-nilai kerja bermula daripada niat untuk bekerja bukannya hasil keputusan daripada kerja tersebut.	1	2	3	4	5

LAMPIRAN B SURAT KEBENARAN KEMENTERIAN PENDIDIKAN MALAYSIA

KEMENTERIAN PENDIDIKAN MALAYSIA
MINISTRY OF EDUCATION MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
EDUCATIONAL PLANNING AND RESERACH DIVISION
ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA.

KEMENTERIAN
PENDIDIKAN
MALAYSIA
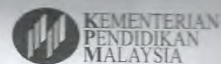
Telefon : 03-8884 6591
Faks   : 03-8884 6579

Ruj. Kami	:	KPMSP.600-3/2/3 Jld 11 (84)
Tarikh	:	11 Februari 2016

Zuraimy bin Ali
K.P.:821120095015

75, Tepi Sek. Men. Keb. Syed Saffi
02700 Simpang Empat
Perlis

Tuan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PENDIDIKAN GURU, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA

Perkara di atas adalah di rujuk.

2.   Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan.

" **Hubungan di antara Gaya Kepimpinan Guru Besar, Tekanan Kerja Budaya Organisasi dan Komitemen Guru Pendidikan Islam : Etika Kerja Islam Sebagai Moderator** "

3.   Kelulusan ini adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada Bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4.   Surat kelulusan ini sah digunakan bermula dari **11 Februari 2016 hingga 01 Disember 2016.**

5.   Tuan juga mesti menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat Pdf di dalam CD kepada Bahagian ini. Tuan diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(DR.MAIMUNAH BT MUDA)
Ketua Unit
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

جباتن ڤنديديقن نڬري ڤرليس
JABATAN PENDIDIKAN NEGERI PERLIS
JALAN TUN ABDUL RAZAK
01990 KANGAR
PERLIS

No. Tel. Pejabat	: 04-973 7777
Pengarah	: 04-976 3155
No. Faks	: 04-976 7080
Perhubungan	: 04-973 7694
No. Faks	: 04-973 7694
Website	: www.jpnperlis.gov.my

Rujukan kami : JPPs. UPRO.100-6/15 (54)
Tarikh : 22 Februari 2016
12 Jamadilawal 1437H

Encik Zuraimy bin Ali,
NO. 75, Tepi Sek. Men. Keb. Syed Saffi,
02700 Simpang Empat,
Perlis

Tuan,

KEBENARAN MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH, INSTITUT-INSTITUT PERGURUAN, JABATAN-JABATAN PENDIDIKAN DAN BAHAGIAN-BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA

Dengan hormatnya saya merujuk perkara di atas.

2.   Sukacita dimaklumkan bahawa, Jabatan ini tiada apa-apa halangan bagi Tuan/Puan/Encik/Cik menjalankan **"HUBUNGAN DI ANTARA GAYA KEPIMPINAN GURU BESAR, TEKANAN KERJA BUDAYA ORGANISASI DAN KOMITEMEN GURU PENDIDIKAN ISLAM : ETIKA KERJA ISLAM SEBAGAI MODERATOR."**

3.   Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam kertas cadangan yang tuan kemukakan ke Kementerian Pendidikan Malaysia.

4.   Kebenaran ini adalah tertakluk kepada persetujuan Pengetua/Guru Besar sekolah-sekolah berkenaan.

5.   **Sehubungan dengan itu, tuan/puan/encik/cik dikehendaki menghantar senaskah penyelidikan ke jabatan ini sebaik sahaja selesai penyelidikan tersebut.**

6.   Segala maklumat yang diperolehi dari kajian ini adalah sulit dan tidak boleh dihebahkan kepada mana-mana pihak. **Tuan juga dipohon untuk menghantar sesalinan soalan kajian ke jabatan ini sebelum ianya dilaksanakan di sekolah yang terlibat.**

Kerjasama tuan dalam perkara ini amat dihargai.

Sekian, terima kasih.

'BERKHIDMAT UNTUK NEGARA'

Saya yang menurut perintah,

(HAKIM KHAN BIN MOHD KHAN)
Ketua Unit Perhubungan dan Pendaftaran,
b.p. Pengarah Pendidikan Perlis

AKA/zana

(Sila catatkan rujukan Jabatan ini apabila berhubung)

380

LAMPIRAN D SURAT KEBENARAN JABATAN PENDIDIKAN NEGERI KEDAH

جابتن ڤنديديقن نڬري قدح دار الامان
JABATAN PENDIDIKAN NEGERI KEDAH DARUL AMAN
KOMPLEKS PENDIDIKAN, JALAN STADIUM
05604 ALOR SETAR
KEDAH DARUL AMAN

No. Telefon : 04-740 4000
No. Faks : 04-740 4342
Laman Web : www.jpn.moe.gov.my/jpnkedah

" KEDAH AMAN MAKMUR • BERSAMA MEMACU TRANSFORMAS "

Ruj Kami : JPK03-07/3212Jld17 (/60)
Tarikh : 29 Februari 2016

Zuraimy bin Ali
No. 75, Tepi Sek. Men . Keb . Syed Saffi
02700 Simpang Empat
Perlis

Tuan/Puan,

**Kebenaran Untuk Menjalankan Kajian/ Soal Selidik di Jabatan Pendidikan Negeri /
Pejabat Pendidikan Daerah dan Sekolah – Sekolah di Negeri Kedah Darulaman**

Saya dengan hormatnya diarah merujuk kepada perkara tersebut di atas.

2.   Dimaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian yang bertajuk
" **Hubungan di antara Gaya Kepimpinan Guru Besar, Tekanan Kerja Budaya Organisasi dan
Komitemen Guru Pendidikan Islam : Etika Kerja Islam Sebagai Moderator** " telah *diluluskan.*

3.   Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan penyelidikan
yang tuan/puan kemukakan ke Kementerian Pendidikan Malaysia.Tuan/Puan dikehendaki
mengemukakan senaskah laporan akhir kajian setelah selesai kelak dan diingatkan supaya mendapat
kebenaran terlebih dahulu daripada Jabatan ini sekiranya sebahagian atau sepenuhnya dapatan kajian
tersebut hendak dibentangkan di mana-mana forum, seminar atau diumumkan kepada media.

4.   Kebenaran ini adalah tertakluk kepada persetujuan Pengetua sekolah berkenaan dan adalah **sah
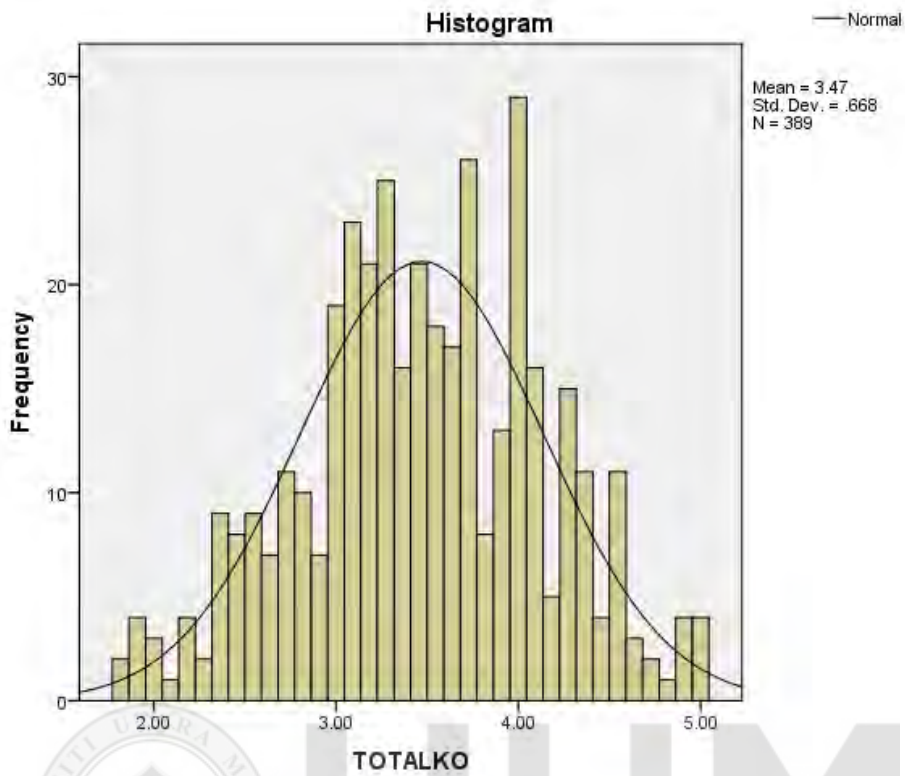sehingga 31 Ogos 2016** sahaja.

Sekian, terima kasih.

"SEHATI SEJIWA"
" BERKHIDMAT UNTUK NEGARA "
" PENDIDIKAN CEMERLANG KEDAH TERBILANG "

Saya yang menurut perintah,

(SABRI BIN OSMAN)
Penolong Pengarah Kanan (Ketua Unit)
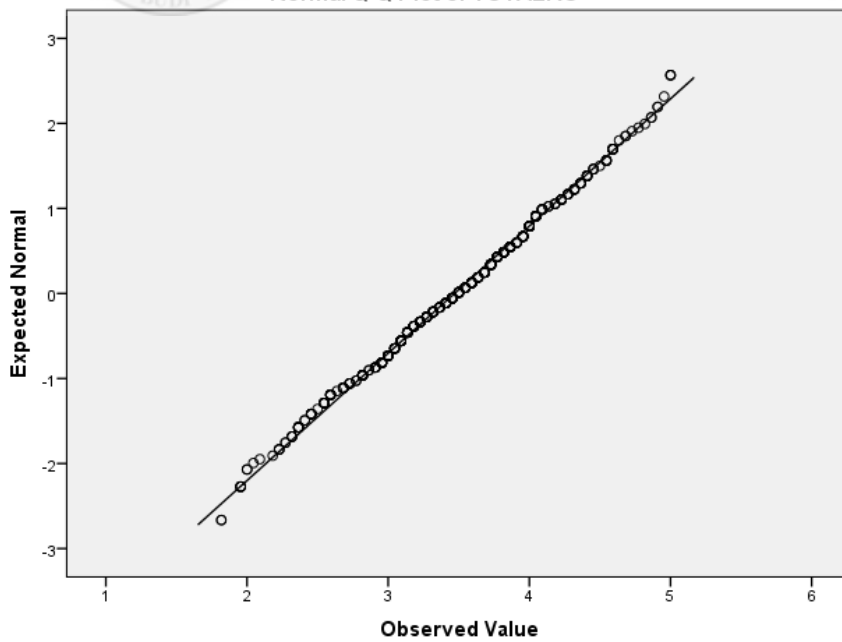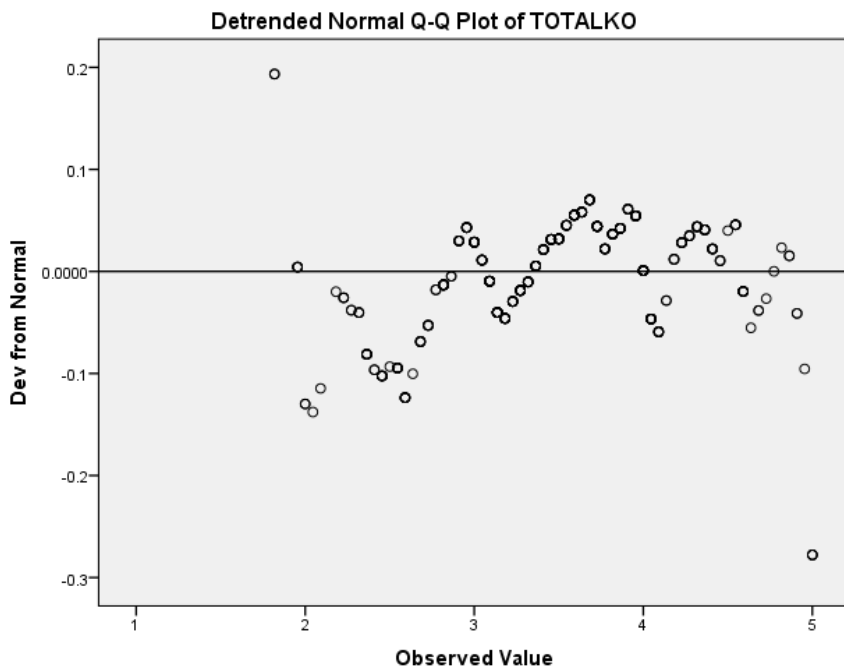Unit Perhubungan dan Pendaftaran
Sektor Pengurusan Sekolah

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Histogram Pemboleh Ubah Bersandar Komitmen Organisasi

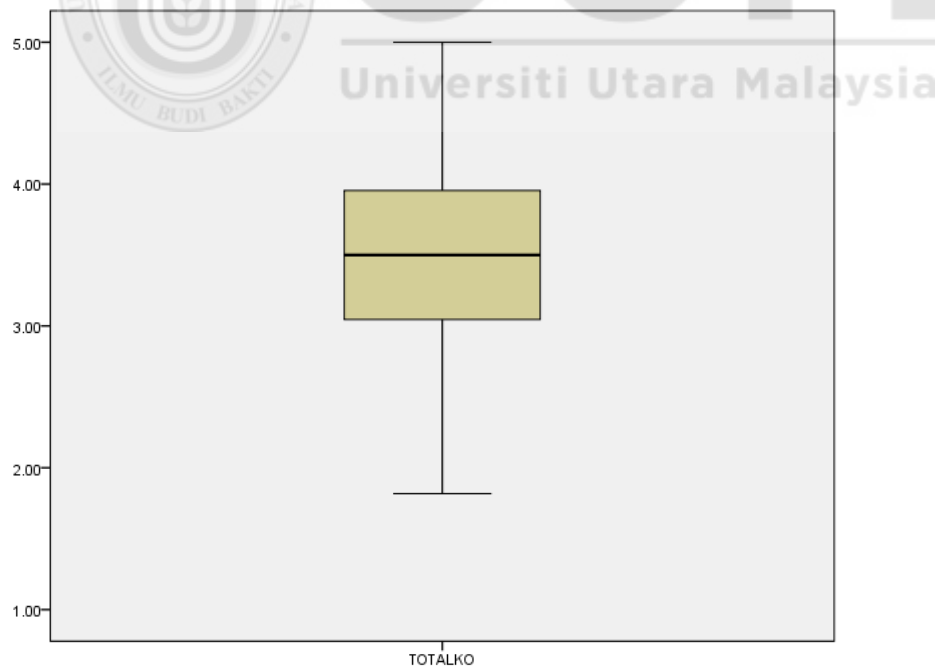*Ujian Normaliti Menggunakan Normal Probability Plot (Q-Q Plots)*

Ujian Normaliti Menggunakan Detrended Normal Plot (Q-Q Plots)

Mengesan Data Ekstrem Berdasarkan Boxplot Pada Pemboleh Ubah Bersandar