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**PENGARUH PEMBANGUNAN PROFESIONAL
DAN KOMPETENSI PROFESIONAL GURU TERHADAP
PENAMBAHBAIKAN BERTERUSAN SEKOLAH DI SARAWAK**

LIM LEE CHING



**DOKTOR FALSAFAH
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2019**



Awang Had Salleh
Graduate School
of Arts And Sciences

Universiti Utara Malaysia

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Tandatangan
(Signature)

Pemeriksa Luar:
(External Examiner)

Assoc. Prof. Dr. Aziah Ismail

Tandatangan
(Signature)

Pemeriksa Dalam:
(Internal Examiner)

Assoc. Prof. Dr. Abd Latif Kasim

Tandatangan
(Signature)

Nama Penyelia/Penyelia-penyelia:
(Name of Supervisor/Supervisors)

Assoc. Prof. Dr. Yahya Don

Tandatangan
(Signature)

Tarikh:

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Universiti Utara Malaysia
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Kedah Darul Aman

Abstrak

Penanguhan penyertaan Malaysia dalam TIMSS 2019, ketidakcekapan kemahiran dalam perancangan dan pelaksanaan pengajaran, kompetensi guru bukan opsyen yang mahir berdasarkan Ujian Kecekapan Bahasa Melayu (UKBM) terutamanya di Sarawak, adalah antara cabaran utama dalam meningkatkan kompetensi profesionalisme guru di Malaysia. Oleh itu, kajian ini bertujuan mengenal pasti pengaruh pembangunan profesional dan kompetensi profesional guru terhadap penambahbaikan berterusan sekolah di Sarawak. Kajian ini menggunakan kaedah tinjauan keratan rentas tiga set instrumen iaitu (a) Pembangunan Profesional (b) Kompetensi Profesional Guru (c) Penambahbaikan Berterusan Sekolah (Instrumen 4PKGBS) bagi pengumpulan data yang melibatkan 375 guru secara persampelan berstrata daripada 75 buah Sekolah Menengah Kebangsaan (SMK) dari 12 bahagian di Sarawak. Dapatan kajian menunjukkan tahap pembangunan profesional, tahap kompetensi profesional guru dan tahap penambahbaikan berterusan sekolah adalah tinggi. Pembangunan profesional dan kompetensi profesional guru juga mempunyai pengaruh yang signifikan terhadap penambahbaikan berterusan sekolah. Kompetensi profesional guru adalah mediator untuk hubungan antara pembangunan profesional dan penambahbaikan berterusan sekolah. Kesimpulannya, kajian ini menunjukkan tahap pembangunan profesional dan kompetensi profesional guru yang tinggi mempengaruhi penambahbaikan berterusan sekolah. Sehubungan itu, pembangunan profesional, kompetensi profesional guru dan penambahbaikan berterusan sekolah menengah kebangsaan di Sarawak harus diberi keutamaan sewajarnya oleh pemegang taruh dalam setiap peringkat pengurusan pendidikan di Malaysia.

Kata kunci: Pembangunan profesional, kompetensi profesional guru, penambahbaikan berterusan sekolah, Instrumen (a) Pembangunan Profesional (b) Kompetensi Profesional Guru (c) Penambahbaikan Berterusan Sekolah (Instrumen 4PKGBS), sekolah menengah kebangsaan.

Abstract

The postponement of Malaysia as a participant in TIMSS 2019, incompetency in planning and implementation of teaching, insufficient number of non-optional Malay language teachers who are proficient and competent based on the result of Malay Language Proficiency Test (MLPT) especially in Sarawak were few of the main issues and challenges in achieving teachers' professionalism competency in Malaysia. Thus, this study is to identify the influence of professional development and teacher professional competency on school continual improvement in Sarawak. This study uses cross sectional survey method with three instruments namely (a) Professional Development (b) Teacher Professional Competency (c) School Continual Improvement (4PKGBS Instrument) to collect data from 375 respondents, by stratified sampling of 75 national secondary schools from 12 divisions in Sarawak. The findings showed that the level of professional development, teacher professional competency and school continual improvement are high. There is a significant influence of professional development and teacher professional competency on school continual improvement. Teacher professional competency is the mediator of the relationship between professional development and school continual improvement. In conclusion, this study indicates level of professional development and a high teacher professional competency influence on school continual improvement. As such, professional development, teacher professional competency and continual improvement in Sarawak national secondary schools should be prioritised with consideration by stake holders at every administrative level of education in Malaysia.

Keywords: Professional development, teacher professional competency, school continual improvement, Instrument (a) Professional Development (b) Teacher Professional Competency (c) School Continual Improvement (4PKGBS Instrument), national secondary school.

Penghargaan

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Senarai Singkatan

BM	Bahasa Melayu
BPG	Bahagian Pendidikan Guru
BPPDR	Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
CFA	Comfirmatory Factor Analysis
EFA	Exploratory Factor Analysis
ELIT	Educational Leadership and Instructional Team
ENSI	Environment and School Initiatives
FfT	The Framework for Teaching
FPDP	Faculty Professional Development Programme
IAB	Institut Aminuddin Baki
IPGKS	Institut Pendidikan Guru Kampus Sarawak
IPGM	Institut Pendidikan Guru Malaysia
IPTA	Institut Pengajian Tinggi Awam
JPNS	Jabatan Pendidikan Negeri Sarawak
KBAT	Kemahiran Berfikir Aras Tinggi
KMO	Kaiser-Meyer-Olkin
KPM	Kementerian Pendidikan Malaysia
LINUS	The Literacy and Numeracy Screening
MKO	More Knowledgeable Other
PBPPP	Penilaian Bersepadu Pegawai Perkhidmatan Pendidikan
PIPPK	Pelan Induk Pembangunan Profesionalisme Keguruan
PITO	Program Intervensi Tukar Opsyen
PPD	Pejabat Pendidikan Daerah
PPPB	Pelan Pembangunan Profesionalisme Berterusan
PPPM	Pelan Pembangunan Pendidikan Malaysia
PTK	Penilaian Tahap Kecekapan
RIPTS	The Rhode Island Professional Teaching Standards
SAI	Standard Assessment Inventory

SDU	Solution Development Unit
SGM	Standard Guru Malaysia
SISC+	School Improvement Specialist Coaches+
SI Partners	School Improvement Partners
SKPMg2	Standard Kualiti Pendidikan Malaysia Gelombang 2
SMK	Sekolah Menengah Kebangsaan
SPM	Sijil Pelajaran Malaysia
SPS	Sektor Pengurusan Sekolah
SPSS	Statistical Package for the Social Sciences
TIMK	Teknologi Maklumat dan Komunikasi
TIMSS	Trends in International Mathematics and Science Study
UKBM	Ujian Kecekapan Bahasa Melayu
UUM	Universiti Utara Malaysia
ZPD	Zone of Proximal Development



Senarai Lampiran

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BAB SATU

PENGENALAN

1.1 Pendahuluan

Sistem pendidikan memainkan peranan penting dalam pembangunan sesebuah negara kerana pendidikan berkualiti berupaya membentuk modal insan yang mampu menangani cabaran globalisasi. Justeru itu, Kementerian Pendidikan Malaysia (KPM) telah mengorak langkah mentransformasikan pendidikan menerusi Pelan Pembangunan Pendidikan Malaysia (PPPM, 2013-2025). Usaha meningkatkan kualiti guru dilaksanakan menerusi anjakan keempat iaitu mentransformasi profesion keguruan menjadi profesion pilihan dengan berfokuskan fungsi teras pengajaran, kualiti pembangunan profesional dipertingkatkan dan laluan kerjaya guru berasaskan kompetensi dan prestasi (KPM, 2012). Maka, peranan pengajaran, pembangunan profesional dan kompetensi profesional guru diutamakan agar memberi impak tinggi terhadap hasil pembelajaran pelajar ke arah kualiti pendidikan yang bertaraf dunia.

Secara asasnya kualiti pembelajaran pelajar bergantung kepada kompetensi dan komitmen tinggi guru dalam pelaksanaan pedagogi pengajaran (UNESCO - IBE, 2013). Oleh itu, tindakan mendalami pengetahuan seseorang guru amat diperlukan kerana pembelajaran pelajar mempunyai hubungan langsung dengan pengajaran guru (Guerriero, 2014). Maka, guru perlu menguasai pengetahuan kandungan subjek, kemahiran pedagogi, psikologi, kaunseling, perkembangan pelajar, media dan

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Guru-guru yang dihormati,

Pengaruh Pembangunan Profesional dan Kompetensi Profesional Guru terhadap Penambahbaikan Berterusan Sekolah di Sarawak adalah kajian saya untuk memenuhi keperluan tesis Ijazah Doktor Falsafah (Pendidikan).

Dr./Tuan/Puan terpilih sebagai responden kajian untuk menjawab soal selidik ini. Segala maklumat yang diberikan adalah RAHSIA dan bertujuan untuk penyelidikan sahaja.

Maklum balas dan kerjasama daripada Dr./tuan/puan amatlah saya hargai dan didahului dengan ucapan ribuan terima kasih.

Sekian, terima kasih.

Yang benar,

(LIM LEE CHING)

Pusat Pengajian Pendidikan dan Bahasa Moden,

Universiti Utara Malaysia,

Kedah Darul Aman.

Kepada semua guru:

Soal selidik ini merupakan satu usaha untuk meninjau dan mengkaji pembangunan profesional, kompetensi profesional guru dan penambahbaikan berterusan sekolah. Diharapkan agar Dr./Tuan/Puan dapat memberi kerjasama dengan menjawab semua soalan secara ikhlas dan tidak membincangkan jawapan anda dengan rakan supaya dapatan kajian akan memberi gambaran sebenar ketiga-tiga pemboleh ubah tersebut. Tidak ada jawapan yang betul atau salah terhadap semua pernyataan yang dikemukakan. Semua jawapan anda dirahsiakan. Respon daripada anda amatlah dihargai. Sekian, terima kasih.

Maklumat Guru

1. Jantina:

1. Lelaki

2. Perempuan

2. Umur:

1. 22 hingga 35 tahun

2. Antara 36 hingga 56 tahun

3. 57 tahun dan ke atas

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<input type="checkbox"/>
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3. Kelayakan akademik: 1. Sarjana Muda 2. Sarjana 3. PhD

4. Pengalaman mengajar:

1. kurang 1 hingga 10 tahun

2. 11 hingga 20 tahun

3. 21 tahun dan ke atas

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<input type="checkbox"/>
<input type="checkbox"/>

5. Pengalaman mengajar di sekolah ini : 1. kurang 1 hingga 5 tahun

2. 6 hingga 10 tahun

3. 11 tahun dan ke atas

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

ARAHAN: Sila beri respon anda terhadap setiap pernyataan di bawah dengan membulatkan nombor di hujung setiap pernyataan bagi menggambarkan pembangunan profesional, kompetensi profesional guru dan penambahbaikan berterusan di sekolah anda. Bagi setiap perlakuan, **skala 5** bermaksud sangat kerap berlaku, **skala 4** selalu berlaku, **skala 3** kerap berlaku, **skala 2** jarang berlaku dan **skala 1** tidak berlaku.

BAHAGIAN A						
		Tidak Berlaku		Sangat Kerap Berlaku		
		↓		↓		
1.	Guru meneliti hasil kerja pelajar.	1	2	3	4	5
2.	Guru baharu dibantu oleh mentor di sekolah kami.	1	2	3	4	5
3.	Guru memperolehi latihan kurikulum dan pengajaran untuk pelajar yang berbeza tahap pembelajaran.	1	2	3	4	5
4.	Kami menerima maklum balas daripada rakan sekerja tentang amalan pengajaran.	1	2	3	4	5
5.	Perjumpaan guru-guru di sekolah bertujuan membincangkan strategi peningkatan pengajaran dan pembelajaran.	1	2	3	4	5
6.	Pengetua saya menurunkan kuasa kepada guru-guru.	1	2	3	4	5
7.	Pengetua kami memupuk budaya sekolah yang berfokus kepada penambahbaikan pengajaran.	1	2	3	4	5
8.	Pengetua kami percaya bahawa pembelajaran guru penting untuk pencapaian matlamat sekolah.	1	2	3	4	5
9.	Pengetua kami komited memberi peluang kepada guru-guru untuk meningkatkan pengajaran.	1	2	3	4	5
10.	Kami disokong oleh pentadbir sekolah semasa melaksanakan amalan pengajaran baharu.	1	2	3	4	5
11.	Guru-guru berpeluang mempelajari penggunaan teknologi untuk meningkatkan pengajaran.	1	2	3	4	5
12.	Pengganti atau rakan sejawat sudi masuk ke kelas apabila saya menyelia kelas lain atau terlibat dalam aktiviti pembangunan profesional.	1	2	3	4	5
13.	Sumber manusia dan bahan di sekolah digunakan dengan cekap untuk meningkatkan pembelajaran pelajar.	1	2	3	4	5
14.	Guru mempelajari cara menggunakan data pelajar untuk menilai keperluan pembelajaran mereka.	1	2	3	4	5
15.	Guru-guru menggunakan data pelajar semasa membincangkan pengajaran dan kurikulum.	1	2	3	4	5
16.	Guru sesama guru menganalisis hasil pelajar untuk meningkatkan pembelajaran mereka.	1	2	3	4	5
17.	Pengetahuan amalan dan pengalaman guru menjadi pertimbangan semasa menggubal program pembangunan staf.	1	2	3	4	5
18.	Di sekolah kami pembelajaran guru disokong oleh gabungan strategi. (contohnya bengkel, bimbingan rakan sebaya, pembelajaran kumpulan dan hasil kerja pelajar).	1	2	3	4	5
19.	Kami belajar cara yang berkesan untuk bekerjasama.	1	2	3	4	5
20.	Sekolah saya menjadualkan masa bagi menggalakkan kerjasama guru untuk meningkatkan pembelajaran pelajar.	1	2	3	4	5
21.	Guru-guru bekerjasama untuk menjayakan matlamat pengajaran dan pembelajaran.	1	2	3	4	5
22.	Pengetua kami menjadi model kolaborasi yang berkesan.	1	2	3	4	5

23.	Pentadbir melibatkan guru-guru dalam perbincangan pengajaran dan pembelajaran.	1	2	3	4	5
24.	Kami membincangkan hasil yang diperolehi daripada pembangunan profesional semasa pembelajaran profesional.	1	2	3	4	5
25.	Kami mengadakan pemantauan di antara satu sama lain untuk menambahbaik strategi pengajaran.	1	2	3	4	5
26.	Guru-guru mempelajari pelbagai kaedah (contohnya perbincangan, dialog dan penulisan).	1	2	3	4	5
27.	Kami memfokuskan pembinaan hubungan positif antara guru-guru dan pelajar.	1	2	3	4	5
28.	Kami membezakan pengajaran dan penilaian berdasarkan kepada keperluan pelajar.	1	2	3	4	5
29.	Kami berpeluang mengamalkan kemahiran baharu yang diperolehi daripada program pembangunan staf.	1	2	3	4	5
30.	Kami memperolehi sokongan berterusan dan inisiatif baharu untuk meningkatkan pembelajaran pelajar.	1	2	3	4	5
BAHAGIAN B						
31.	Guru menghubungkan pengetahuan lepas, pengalaman hidup dan minat pelajar dengan matlamat pembelajaran.	1	2	3	4	5
32.	Guru menggunakan pelbagai strategi pengajaran dan sumber untuk memberi maklum balas terhadap keperluan pelajar yang pelbagai.	1	2	3	4	5
33.	Guru menggalakkan pengalaman pembelajaran melalui interaksi autonomi dan pilihan.	1	2	3	4	5
34.	Guru melibatkan pelajar dalam penyelesaian masalah, pemikiran kritikal dan aktiviti lain untuk menjadikan perkara subjek bermakna.	1	2	3	4	5
35.	Guru mempromosi pembelajaran reflektif langsung kepada pelajar.	1	2	3	4	5
36.	Guru mewujudkan persekitaran fizikal yang melibatkan pelajar.	1	2	3	4	5
37.	Guru mewujudkan iklim yang adil dan saling menghormati.	1	2	3	4	5
38.	Guru mempromosi pembangunan sosial dan tanggungjawab kumpulan.	1	2	3	4	5
39.	Guru mewujudkan dan mengekalkan piawaian perlakuan pelajar.	1	2	3	4	5
40.	Guru merancang dan melaksanakan prosedur dan rutin bilik darjah yang menggalakkan pembelajaran pelajar.	1	2	3	4	5
41.	Guru menggunakan masa pengajaran dengan berkesan.	1	2	3	4	5
42.	Guru menunjukkan pengetahuan tentang masalah kandungan subjek dan pembangunan pelajar.	1	2	3	4	5
43.	Guru mendalami kurikulum untuk membantu pemahaman pelajar terhadap masalah subjek.	1	2	3	4	5
44.	Guru menghubungkan idea dan maklumat di dalam subjek dan di antara subjek.	1	2	3	4	5
45.	Guru membangunkan pemahaman pelajar melalui strategi pengajaran yang bersesuaian dengan subjek.	1	2	3	4	5
46.	Guru menggunakan bahan, sumber dan teknologi untuk mengakses pembelajaran.	1	2	3	4	5
47.	Guru melakar dan menilai latar belakang, minat dan keperluan pembangunan pembelajaran pelajar.	1	2	3	4	5
48.	Guru mewujudkan dan menyuarakan matlamat pembelajaran pelajar.	1	2	3	4	5
49.	Guru membangunkan rancangan jangka pendek dan jangka panjang untuk memupuk pembelajaran pelajar.	1	2	3	4	5
50.	Guru mengubah suai perancangan untuk disesuaikan dengan keperluan pelajar.	1	2	3	4	5

51.	Guru mewujudkan dan menyebarkan luas matlamat pembelajaran kepada semua pelajar.	1	2	3	4	5
52.	Guru mengumpul dan menggunakan pelbagai sumber maklumat untuk menilai pembelajaran pelajar.	1	2	3	4	5
53.	Guru melibatkan semua pelajar dalam bimbingan penilaian pembelajaran sendiri.	1	2	3	4	5
54.	Guru menggunakan hasil penilaian untuk membimbing pengajaran.	1	2	3	4	5
55.	Guru berkomunikasi dengan keluarga pelajar tentang perkembangan kemajuan mereka.	1	2	3	4	5
56.	Guru membuat refleksi pengajaran dan merancang pembangunan profesional.	1	2	3	4	5
57.	Guru mewujudkan matlamat profesional dan mengejar peluang pembangunan profesional.	1	2	3	4	5
58.	Guru bekerjasama dengan komuniti untuk meningkatkan amalan profesional.	1	2	3	4	5
59.	Guru bekerjasama dengan rakan sekerja untuk meningkatkan amalan profesional.	1	2	3	4	5
60.	Guru mengimbangi tanggungjawab profesional dan mengekalkan motivasi.	1	2	3	4	5
BAHAGIAN C						
61.	Kadar kehadiran pelajar adalah tinggi.	1	2	3	4	5
62.	Arahan dan disiplin pelajar diwujudkan.	1	2	3	4	5
63.	Pelajar mempunyai sikap bertanggungjawab kepada sekolah dan pembelajaran.	1	2	3	4	5
64.	Pelajar rasa berjaya dan dihargai.	1	2	3	4	5
65.	Guru sentiasa menggunakan pelbagai teknik untuk memastikan semua pelajar belajar.	1	2	3	4	5
66.	Program dan teknik yang berlainan digunakan untuk memberi respon kepada setiap pelajar berdasarkan keperluan individu.	1	2	3	4	5
67.	Bantuan individu diberi kepada pelajar apabila perlu.	1	2	3	4	5
68.	Pengetua ialah pengurus yang berkemampuan.	1	2	3	4	5
69.	Pengetua memahami proses pengajaran dan bertanggungjawab sebagai pemimpin pengajaran.	1	2	3	4	5
70.	Pengetua membantu staf melaksanakan amalan pengajaran yang mantap.	1	2	3	4	5
71.	Pengetua memberi pengiktirafan berdasarkan kepentingan (penglibatan aktif) dan perkhidmatan seseorang kepada sekolah.	1	2	3	4	5
72.	Kepercayaan pihak sekolah berfokus kepada akademik.	1	2	3	4	5
73.	Kurikulum didefinisi dengan jelas.	1	2	3	4	5
74.	Kurikulum menekankan penguasaan kemahiran asas.	1	2	3	4	5
75.	Pembelajaran pelajar kerap dinilai dengan menggunakan bahan rujukan kurikulum.	1	2	3	4	5
76.	Pihak sekolah menaruh harapan tinggi terhadap setiap pelajar.	1	2	3	4	5
77.	Pihak sekolah percaya bahawa semua pelajar mempunyai keupayaan untuk belajar.	1	2	3	4	5
78.	Pihak sekolah menjangka setiap pelajar akan belajar.	1	2	3	4	5
79.	Pengetua berjangkaan tinggi terhadap pelajar dan guru di sekolah saya.	1	2	3	4	5
80.	Staf menaruh harapan tinggi terhadap pelajar dan guru yang bertugas bersama mereka.	1	2	3	4	5