

**GURU SEBAGAI PENYELTDIK:
FAKTOR-FAKTOR YANG MEMPENGARUHI KEKERAPAN
AKTIVITI KAJIAN TINDAKAN DI SEKOLAH**

**Kertas projek ini diserahkan kepada Sekolah Siswazah untuk
memenuhi sebahagian daripada keperluan pengajian
Ijazah Sarjana Sains (Pengurusan),
Universiti Utara Malaysia**

**Oleh:
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KEBENARAN MENGGUNA

Dalam menyerahkan kertas projek ini sebagai memenuhi sebahagian daripada keperluan pengajian peringkat sarjana, Universiti Utara Malaysia (UUM); saya bersetuju membenarkan pihak perpustakaan UUM mempamerkannya **bagi** tujuan rujukan. **Saya** turut bersetuju bahawa kebenaran untuk membuat salinan, keseluruhan atau sebahagian daripadanya, **bagi** tujuan akademik; boleh diperolehi daripada penyelia **saya**, atau semasa ketiadaan beliau, daripada Dekan Sekolah Siswazah UUM. Sebarang penyalinan, penerbitan atau penggunaan ke **atas** keseluruhan atau sebahagian daripada kertas projek ini **bagi** tujuan perniagaan adalah tidak dibenarkan **tanpa** kebenaran bertulis daripada **saya**. Di **samping** itu, pengiktirafan kepada **saya** dan UUM seharusnya diberikan dalam sebarang kegunaan bahan-bahan yang terdapat dalam kertas projek ini.

Permohonan untuk kebenaran membuat salinan **atau** kegunaan lain, **sama ada** secara keseluruhan atau sebahagian daripada kertas projek **ini**, perlu dialamatkan kepada:

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ABSTRAK

Kajian Tindakan, iaitu satu kaedah penyelidikan yang telah terbukti keberkesanannya di dalam bidang pendidikan; merupakan satu topik penyelidikan yang masih belum diterokai di Malaysia. Projek penyelidikan ini bertujuan mengenal pasti faktor-faktor yang mempengaruhi kekerapan aktiviti Kajian Tindakan di sekolah.

Sampel purposif bagi kajian ini ialah sekumpulan 32 orang guru dari seluruh Negeri Kedah, yang telah mengikuti Kursus Kajian Tindakan 1996, anjuran Pusat Sumber Pendidikan Negeri (PSPN). Kumpulan guru ini, yang telah berjaya menjalankan sekurang-kurangnya satu projek Kajian Tindakan yang lengkap dikenali sebagai guru Kajian Tindakan.

Soal selidik bagi tinjauan ini direka bagi mengukur status semasa guru Kajian Tindakan dari empat aspek berikut: persepsi terhadap Kajian Tindakan, kemahiran menjalankan Kajian Tindakan, kesesuaian iklim sekolah, dan kekangan yang dihadapi. Seterusnya keempat-empat faktor di atas dikorelasikan dengan bilangan projek Kajian Tindakan yang telah dijalankan oleh setiap responden.

Dapatan kajian menunjukkan hanya faktor kemahiran mempunyai perhubungan positif dengan kekerapan menjalankan Kajian Tindakan. Perbandingan ciri demografi pula mendapati guru Kajian Tindakan yang paling aktif ialah guru dari sekolah menengah, khususnya guru siswazah.

Ditambah dengan rumusan daripada soalan-soalan terbuka, kajian ini telah berjaya mengemukakan beberapa cadangan kepada pihak-pihak yang terbabit dengan Kajian Tindakan, khususnya pihak PSPN, agar gerakan 'Guru Sebagai Penyelidik' ini dapat direalisasikan.

ABSTRACT

Action Research, a proven research methodology in the field of education, is still a new research topic in Malaysia. The purpose of this research project is to determine factors affecting the frequency of action research carried out in schools.

The purposive sample for this research is a group of 32 teachers from throughout the state of Kedah; who have attended the 1996 Action Research Course, organized by the State's Educational Resource Centre (SERC). This group of teachers, who have successfully completed at least one action research project are known as Action Researcher.

Questionnaire for this survey is designed to measure the current status of Action Researcher in the following aspects: perception on Action Research, skills in carrying out Action Research, school climate **condusiveness**, and personal constraint. These factors are then correlated to the number of Action Research projects undertaken by each respondent.

Results show that only skills factor has a positive correlation with the number of Action Research projects undertaken. Demographic comparison reveals that the most active Action Researcher are from secondary school, especially graduate teachers.

Taking into account the conclusion derived from open-ended questions; this research project has come out with some recommendations to the relevant authorities, especially SERC on ways to realize the "Teacher As Researcher" movement.

PENGHARGAAN

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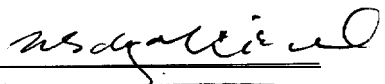
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BAB 1

PENGENALAN

Dalam ucapan perasmian Seminar Kebangsaan Penyelidikan Pendidikan 1993, Dr. Wan Zahid berkata;

Dalam konteks untuk mengenal pasti pencapaian matlamat Falsafah Pendidikan Negara, Kajian Tindakan perlu dijalankan di peringkat sekolah, terutama oleh guru-guru yang terlibat dalam kegiatan pengajaran di bilik-bilik darjah. Pihak guru-guru besar perlu menggalakkan guru-guru menjalankan Kajian Tindakan kerana melalui kegiatan tersebut, pihak guru-guru berkenaan boleh memperbaiki proses pengajaran mereka. (Prosiding Seminar, hlm. 15)

Saranan beliau adalah berikutan daripada usaha Kementerian Pendidikan Malaysia untuk mempertingkatkan aktiviti penyelidikan di kalangan guru sekolah. Pada tahun 1993, Projek PIER (*“Programme for Innovation, Excellence and Research”*) telah dimulakan, dan salah satu tujuan utamanya ialah memupuk budaya penyelidikan di kalangan pengurus pendidikan dan pendidik, melalui Kajian Tindakan. Projek PIER berlangsung dari tahun 1993 hingga 1996 dan meliputi seluruh Malaysia.

Pada tahun 1995 pula, Majlis Penyelidikan Pendidikan Malaysia (MAPPEMA) telah ditubuhkan untuk mempergiat dan menyelaras aktiviti-aktiviti penyelidikan dan penilaian pendidikan. Ini disusuli oleh penubuhan Forum Penyelidikan Pendidikan di semua negeri pada tahun berikutnya. Salah satu strategi yang telah dikenalpasti oleh MAPPEMA ialah meneruskan aktiviti-aktiviti Kajian Tindakan di sekolah, khususnya oleh guru-guru yang pernah terlibat dengan Projek PIER.

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