PENILAIAN PROGRAM PRAKTIKUM: MODEL PEMBENTUKAN DAN PENINGKATAN KUALITI GURU PRAPERKHIDMATAN DI INSTITUT PENDIDIKAN GURU MALAYSIA

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Abstrak

Kajian ini bertujuan menilai program praktikum berdasarkan model pembentukan dan peningkatan kualiti guru praperkhidmatan di Institut Pendidikan Guru Malaysia (IPGM). Rekabentuk kajian panel prospektif berbilang titik dijalankan terhadap 541 guru praperkhidmatan dalam Program Ijazah Sarjana Muda Perguruan (PISMP) dari lima kampus IPGM di Pulau Pinang, Kedah, dan Perlis. Empat instrumen diadaptasidari *FIT-Choice Scale*, *Psychological Capital Questionnaire* (PCQ), *School-Level Enviroment Questionnaire* (SLEQ), dan *Mentoring for Effective Primary Science Teaching* (MEPST). Instrumen kualiti guru dan penglibatan praktikum dibina berdasarkan objektif PISMP. Model pembentukan kualiti guru dianalisis menggunakan Pemodelan Persamaan Struktur. Hasil kajian menunjukkan penglibatan praktikum, modal psikologi positif, faktor pemilihan profesion keguruan, bimbingan guru pembimbing, dan persekitaran sekolah dapat menerangkan sebanyak 76% kepada perubahan varian kualiti guru. Modal psikologi positif dan penglibatan praktikum memberi kesan langsung yang signifikan terhadap kualiti guru. Manakala penglibatan praktikum, modal psikologi positif, persekitaran sekolah dan bimbingan guru pembimbing memberi kesan perantaraan yang signifikan. Model peningkatan kualiti guru pula dianalisis menggunakan Model Keluk Perkembangan Latent berdasarkan data panel bagi tiga fasa praktikum. Dapatan menunjukkan kualiti guru meningkat secara signifikan bagi setiap fasa. Dalam fasa satu, gred A SPM menjadi penentu yang signifikan kepada tahap kualiti, namun faktor gred mahupun jantina tidak menjadi penentu dalam kadar peningkatan kualiti. Tumpuan harus diberikan kepada pembangunan modal psikologi positif dan penambahbaikan aktiviti praktikum tanpa mengabaikan peranan persekitaran psikososial sekolah dan bimbingan guru pembimbing sebagai pemangkin. Kajian ini turut mendokong inisiatif pengukuhan latihan praktikum bawah RMK-10. Justeru, model-model kajian ini boleh diaplikasikan dalam penilaian program lain di IPGM bagi memantapkan latihan perguruan.

Kata kunci: Penilaian program, Praktikum, Pendidikan guru, Kualiti guru praperkhidmatan.

Abstracts

This study aims to evaluate the practicum program based on preservice teachers' quality formation and growth model at Malaysian Institute of Teacher Education (IPGM). Multi-point prospective panel research design was conducted on 541 Bachelor in Teaching (PISMP) preservice teachers at five IPGM campuses located in Pulau Pinang, Kedah, and Perlis. Four instruments were adapted from FIT-Choice Scale, Psychological Capital Questionnaire (PCQ), School-Level Environment Questionnaire (SLEQ), and Mentoring for Effective Primary Science Teaching (MEPST). Teacher quality and practicum engagement instruments were developed based on the PISMP objectives. Model of teachers' quality formation was analyzed using Structural Equation Modeling (SEM). Results indicated that practicum engagement, positive psychological capital, factors influencing teaching profession, mentor teacher's guidance, and school environment explained the 76% variance in teachers' quality. Positive psychological capital and practicum engagement had significant direct effects on teacher quality, whereas practicum engagement, positive psychological capital, mentor teacher's guidance, and school environment only significantly mediate. Model of teachers' quality growth was analyzed using Latent Growth Curve Model based on panel data over three practicum phases. Findings showed that there were significant increases in teacher's quality for each phase. In the first phase, SPM grade A was not a significant predictor of teacher's quality, but neither grade nor gender significantly predicted the increasing rate of teacher's quality. Emphasis should be given to the development of psychological capital and improvement of the practicum activities without neglecting the role of school's psychosocial environment and mentor teacher's guidance as a catalyst. This study supports the initiatives to strengthen the practicum training, which is part of the 10th Malaysian Plan. Therefore, these models can be applied in future program evaluations at IPGMs in the quest for enhancing teacher training.

Keywords: Program evaluation, Practicum, Teacher education, Preservice teacher quality.

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Jadual Kandungan

Senarai Rajah

Senarai Jadual

Senarai Lampiran

Senarai Singkatan

PISMP	Program Ijazah Sarjana Muda Perguruan dengan Kepujian
IPG	Institut Pendidikan Guru
KG	Kualiti Guru
PP	Penglibatan praktikum
PS	Persekitaran sekolah
MPP	Modal psikologi positif
BGP	Bimbingan guru pembimbing
FIT	Faktor pemilihan profesion keguruan
SCCT	Teori Kerjaya Kognitif Sosial (*Social Cognitive Career Theory*)
SCT	TeoriKognitif Sosial (*Social Cognitive Theory*)
Model JD-R	Model Tuntutan-Sumber Kerja (*Job Demand-Resources Model*)
SEM	Pemodelan Persamaan Struktur (*Structural Equation Modelling*)
LGM	Model Keluk Peningkatan latent (*Latent Growth Curve Model*)
EFA	Analisis Faktor Penerokaan (*Exploratory Factor Analysis*)
CFA	Analisis Faktor Pengesahan (*Confirmatory Factor Analysis*)
CVI	Indek Kesahan Kandungan (*Content Validation Index*)
KMO	*Kaiser-Meyer-Olkin*
AFI	*Absolute Fit Indices*
RMSEA	*Root Mean Square Error of Approximation*
SRMR	*Standardized Root Mean Square Residual*
IFI	*Incremental Fit Indices*
CFI	*Comparative Fit Index*
PFI	*Parsimony Fit Indices*
PNFI	*Parsimony Normed Fit Index*
BC	*Bias Corrected*
CI	*Sela keyakinan (Confidence interval)*
SMC	Korelasi berganda kuasa dua (*Squarred Multiple Correlations)*
AVE	Purata Varians Terekstrak (*Average Variance Extracted*);
ρc	Kebolehkepercayaan konstruk (*Construct reliablity*)

BAB SATU
PENGENALAN

Pendidikan adalah wahana yang mampu memacu kemajuan dan kejayaan bangsa dan negara pada masa hadapan. Selaras dengan Program Transformasi Kerajaan (GTP) yang diperkenalkan oleh Perdana Menteri, Dato' Sri Najib Tun Razak pada bulan April 2009, sistem pendidikan di negara ini juga turut menjalani proses reformasi sebagai langkah awal ke arah transformasi sistem pendidikan secara menyeluruh (Unit Pengurusan Prestasi dan Pelaksanaan (PEMANDU), 2010). Di dalam program transformasi ini, teras memperluaskan akses kepada pendidikan berkualiti menjadi fokus kepada Bidang Keberhasilan Utama Negara (NKRA) Pendidikan. Penetapan teras ini adalah bertepatan dengan usul Forum Pendidikan Dunia di Dakar pada tahun 2000 iaitu memberi perhatian terhadap keperluan untuk meningkatkan pendidikan berkualiti (*United Nations Educational Scientific and Cultural Organization* (UNESCO), 2000).

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