

THE ACTUALIZATION OF THE NATIONAL PHILOSOPHY OF EDUCATION
IN SECONDARY SCHOOLS IN KUCHING, SARAWAK: STUDENT AND
TEACHER PERSPECTIVES

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Dedicated to:

My God, Lord Jesus Christ who loves me unconditionally

My beloved parents and siblings who always support me

My supervisor who inspired me to do my best

My friends and course mates who always cheered me to move on

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ABSTRACT

The overall purpose of the study is to analyse the actualization of the National Philosophy of Education (NPE) in government and private secondary schools on the basis of student and teacher perspectives. The study believes that high tendency of failure in achieving the main objective of the NPE could occur if the relevant parties are unable to understand and personalize them. Since its establishment in 1988, there was no research conducted to study the actualization of the NPE, the present study addressed this issue, specifically from the perspective of the secondary school students and their teachers both in the government and private sectors. Survey design was adopted to obtain the research objectives. Two sets of questionnaires for students and teachers were designed and modified based on a handbook, “National Philosophy of Education, Goal and Mission” (*Falsafah Pendidikan Kebangsaan, Matlamat dan Misi*), published by Ministry of Education in 2001. The Cronbach’s Alpha reliability coefficient value for the teacher and student instrument was 0.96 and 0.98 respectively. A total of 185 Form 4 students and 45 teachers from both private and government secondary schools in Kuching, Sarawak, Malaysia were selected as participants in this research by using ‘stratified sampling method’. The mean scores for the actualization of the NPE in secondary schools based on student and teacher perspectives were 7.67 and 7.28 out of 10 respectively. 77.3% of students and 64.4% of teachers rated the level of actualization of the NPE as high. There were no significant differences between student and teacher perspectives but there were significant differences between respondents from government and private secondary schools. As per the results, the element most actualized was ‘high moral standards,’ and the least actualized was ‘putting on-going effort in education’. Overall, the results showed that the NPE is yet to be fully actualized in secondary school students and their lives.

ABSTRAK

Tujuan keseluruhan kajian ini adalah untuk menganalisis aktualisasi Falsafah Pendidikan Kebangsaan (NPE) di sekolah menengah kerajaan dan sekolah menengah swasta berdasarkan perspektif pelajar dan guru. Kajian ini percaya bahawa kecenderungan yang tinggi bagi kegagalan mencapai objektif utama NPE boleh berlaku jika pihak-pihak berkenaan tidak dapat memahami dan memperibadikan NPE. Sejak penubuhan NPE pada tahun 1988, tidak ada penyelidikan dilaksanakan untuk mengkaji aktualisasi NPE, maka kajian ini mengemukakan isu ini, terutamanya dari perspektif pelajar dan guru di sekolah menengah kerajaan dan swasta. Kajian tinjauan telah digunakan untuk mencapai objektif kajian. Dua set soal selidik bagi pelajar dan guru telah direka dan diubahsuai berdasarkan buku panduan, " Falsafah Pendidikan Kebangsaan, Matlamat dan Misi" yang diterbitkan oleh Kementerian Pelajaran Malaysia pada tahun 2001. Nilai kebolehpercayaan pekali Alpha Cronbach bagi instrumen guru dan pelajar adalah 0.96 dan 0.98 masing-masing. Sejumlah 185 pelajar Tingkatan 4 dan 45 orang guru dari sekolah menengah swasta dan kerajaan di Kuching, Sarawak, Malaysia dipilih sebagai responden dengan menggunakan 'kaedah persampelan berstrata'. Skor min bagi aktualisasi NPE di sekolah menengah berdasarkan perspektif pelajar dan guru adalah 7.67 dan 7.28 masing-masing. 77.3% pelajar dan 64.4% guru menganggap tahap aktualisasi NPE adalah tinggi. Tiada perbezaan yang signifikan di antara perpektif pelajar dan guru tetapi terdapat perbezaan yang signifikan antara responden di sekolah menengah kerajaan dan sekolah menengah swasta ke atas pengaktualisasi NPE. Menurut hasil kajian, elemen yang paling banyak diaktualisasikan ialah 'berakhlak mulia' manakala paling kurang dimiliki ialah 'memberi usaha berterusan di pendidikan'. Secara keseluruhan dapatan kajian ini menunjukkan NPE masih belum diaktualisasikan dengan sepenuhnya pada pelajar sekolah menengah dan dalam kehidupan mereka.