MODEL KONSEP INTEGRITI KE ARAH PENINGKATAN KUALITI PENILAIAN RAKAN (*PEER ASSESSMENT*)

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Tesis ini dikemukakan sebagai
Memenuhi syarat penganugerahan
Doktor Falsafah Pendidikan

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Universiti Tun Hussein Onn Malaysia

OGOS, 2019

DEDIKASI

Teristimewa buat...

Ayahanda,bonda dan ibu tersayang...

Zainal Abidin Bin Bahari,

Almarhumah Patmah Bte Saad,

Ramlah Binti Jusoh

Serta ibu yang membesarku dengan penuh rasa cinta...

Ishah Binti Abdulah

Keluargku Tercinta...

Wan Majida Wan Majid, Yusni Binti Zainal Abidin, Mahzie Bin Awang,

Sharulmizar Bin Zainal Abidin, Ahmad Rizuan Bin Zainal Abidin, Nurul Jannah

Binti Mohamed, Almarhum Safarin Bin Zainal Abidin, Rabiatuladawiyah Binti

Zainal Abidin, Mohd Badruddin Bin Ismail, Siti Nurul Fatihah Binti Mahzie, Siti

Norfatin Najwa Binti Mahzie, Muhamad Fahmi Hakimi Bin Mahzie, Muhamad

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Nuradlina Awliya Binti Ahmad Rizuan, Muhammad Umar Shafiee Bin Ahamd

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Safarin, Dhiya Qhalisya Qhaisara Binti Mohd Badruddin, Dhiya Qhasyifa Qhaira

Binti Mohd Badruddin

&

Sahabat-sahabat tersayang

Shafizza Binti Sahdan, Kak Yatimah Binti Mahali, Norkhairolizah binti Hamzah,

Sharifah Nurulhuda, Nurul Aina Binti Abdul Halim, Fauziah Hanum Hamidon,

Wan Intan Farahain Wan Aasri, Hanis Sofiah, Nur Syafikah Tukino, Siti

Nurhazzalilla Omar, Nor Naimah Yahaya, Siti Hajar Kamarudin, Nurul Amera

Mohd Shah, 'Aifaa Hanisah abd razak, Siti Najihah Ramli, Mariam Nabilah

Mahamad, Nur Farha Bte Hassan.

Terima kasih atas segala doa dan pengorbanan kalian...

PENGHARGAAN

Syukur Alhamdulillah. Ucapan jutaan terima kasih dan setinggi-tinggi penghargaan kepada penyelia utama, Ts. Dr. Alias bin Masek dan penyelia bersama Dr. Nur Sofurah Binti Mohd Faiz di atas segala bimbingan serta dorongan yang dicurahkan sepanjang tempoh kajian ini dijalankan. Melalui sokongan yang *enthusiastic* daripada kedua-dua pensyarah hebat ini telah melonjakkan semangat saya untuk terus menerokai bahagian terpenting dalam pengajaran dan pembelajaran terutamanya iaitu integriti pelajar semasa penilaian rakan. Kepakaran dan nasihat daripada kedua-duanya telah menjadi asas kepada kemajuan berterusan sehingga tesis ini berjaya disiapkan. Jutaan terima kasih saya dedikasikan kepada pensyarah-pensyarah yang terlibat menjayakan kajian ini iaitu panel-panel pakar kajian saya atas kerjasama dan maklumat yang telah diberikan.

Seterusnya, ucapan terima kasih dan setinggi-tinggi penghargaan kepada barisan panel pemeriksa di atas teguran, nasihat dan pandangan ke arah kemantapan kajian ini. Tidak dilupakan pensyarah-pensyarah dan staf-staf di UTHM kerana sudi memberikan kerjasama yang sewajarnya sepanjang kajian ini berjalan. Juga tidak ketinggalan penghargaan ini ditujukan kepada rakan seperjuangan terutamanya rakan-rakan di bilik siswazah yang banyak memberi idea dikala diri ini kebuntuan. Jasa dan pengorbanan kalian, tidak mungkin dilupakan. Akhirnya penghargaan teristimewa saya dedikasikan kepada abah mak yang dikasihi dan seluruh ahli keluarga tercinta di atas segala pengorbanan yang telah dihulurkan. Terima kasih kerana sentiasa memberi sokongan dan galakkan. Tidak ketinggalan dedikasi teristimewa ini juga kepada sahabat yang ada semasa susah mahupun senang Shafizza Binti Sahdan. Hanya Allah S.W.T. sahaja dapat membalas segala pengorbanan yang dicurahkan. Akhir kata, semoga kajian ini dapat memberi sumbangan dan manfaat kepada semua dan beroleh keberkatan dari Allah S.W.T.

.

ABSTRAK

Penilaian rakan memerlukan seseorang pelajar untuk menilai hasil kerja rakan mereka dalam sesuatu tugasan. Namun, penilaian rakan ini kurang diamalkan di institusi pengajian tinggi kerana kualiti penilaian ini masih diragui terutamanya dari aspek integriti pelajar sebagai penilai. Sehubungan itu, kajian ini mencadangkan satu model integriti ke arah peningkatan kualiti penilaian rakan. Kajian ini dijalankan menggunakan reka bentuk *multiphase* yang terdiri daripada tiga (3) fasa. Pada fasa I (Analisis dokumen dan temu bual), dokumen daripada tahun 2010 hingga 2018 telah digunakan dan temu bual daripada enam (6) pakar dalam bidang Pendidikan Teknikal dan Vokasional (PTV) telah memperoleh tiga (3) elemen integriti iaitu, Integriti Diri (Motivasi diri, keberanian, disiplin diri, dan ketelusan), Interaksi Sosial (Kejujuran, keadilan, konsisten, amanah, dan perpaduan), dan Komitmen Kerja (Usaha, tanggungjawab, dan etika). Bagi fasa II (Pembangunan instrumen) pula, teknik *Modified Delphi* (MD) digunakan bagi memperoleh konsensus daripada pakar mengenai item-item yang dibina. Hasil daripada persetujuan pakar MD terdapat 90 item digunakan dalam kajian rintis I dan dianalisis menggunakan *Winsteps*; dan 19 item telah disingkirkan. Seterusnya, Kajian rintis II dijalankan bagi tujuan mendapatkan kesahan dan kebolehpercayaan item yang digunakan menggunakan *Exploratory Factor Analysis* (EFA). Hasil analisis EFA mendapati 3 item bertindih dan disingkirkan bagi menjalankan fasa akhir. Pada Fasa III (Pembangunan model), sebanyak 543 soal selidik telah dianalisis dengan menggunakan *Structural Equation Modelling* (SEM-AMOS). Hasil *Maximum Likelihood Estimates* menunjukkan nilai C.R $> \pm$ 1.96 bagi pekali regresi antara integriti dan kualiti penilaian adalah positif dan signifikan (β = 0.85, C.R = 12.558, p < 0.001). Ini menggambarkan bahawa integriti mempengaruhi kualiti penilaian. Manakala, kesediaan memperuntukkan masa merupakan *partial mediator* (rc= 0.23) yang sederhana penting kepada integriti dan kualiti penilaian rakan secara tidak langsung. Namun, jantina merupakan *full moderator* kepada kesan integriti terhadap kualiti penilaian rakan kerana pelajar perempuan mendapatkan nilai $\Delta\chi2$ = 16.754 lebih besar daripada 3.84 berbanding dengan lelaki iaitu nilai $\Delta\chi2$ = 3.218. Model integriti boleh dijadikan sebagai satu model panduan yang digunakan oleh pensyarah bagi mengaplikasikan penilaian rakan secara sistematik dan meramalkan kemungkinan yang akan berlaku semasa aktiviti penilaian ini dijalankan.

ABSTRACT

Peer assessment (PA) requires students to evaluate their peers' work in an assignment. However, peer assessment less popular in higher educational institutions since the quality issue has been questioned, especially the students' integrity. Therefore, this study proposes PA integrity model to improve the peer assessment quality. This research was developed using a multiphase design within three (3) phases. In Phase I (Document analysis and interview), the documents from 2010 to 2018 are used and interviews of six (6) experts in Technical and Vocational Education (TVE) yields three (3) elements of integrity, namely Self-Integrity (self-motivation, courage, self-discipline and transparency); Social Interaction (honesty, fairness, consistency, trustworthiness and unity); and Work Commitment (effort, responsibility and ethics). In Phase II (Instrument development), the Modified Delphi (MD) technique was used to obtain consensus from the experts on the items being developed. As a result of the MD experts' consent, 90 items were used in Pilot Study I and analyzed using Winsteps; in this case, 19 items were removed. Next, Pilot Study II was conducted to obtain the item validity and reliability through Exploratory Factor Analysis (EFA). The results showed that 3 items overlapped and removed in order to proceed to the final phase. In phase III (Model development), a total of 543 completed questionnaires were analysed using Structural Equation Modelling (SEM-AMOS). The results; the Mixed Likelihood Estimates indicate that the value of C.R> $\pm$ 1.96 for the regression coefficient between integrity and the quality of the peer assessment was positive and significant (β = 0.85, C.R = 12.558, p <0.001). This indicated that integrity influenced the quality of the peer assessment. Meanwhile, the provision of time allocation was a partial mediator with moderate rc=0.23 of the integrity and quality of peer assessments. However, gender was a full moderator of the impact of integrity on peer assessment's quality, as female students record a value of $\Delta\chi2$ = 16.754, which was greater than 3.84 compared with the males with a value of $\Delta\chi2$ = 3.218. The Integrity Model can be used to guide lecturers in implementing a systematic peer assessment, as well as predict the probability of occurrence of these variables during the assessment.

ISI KANDUNGAN

SENARAI JADUAL

SENARAI RAJAH

SENARAI SIMBOL DAN SINGKATAN

KPM	-	Kementerian Pendidikan Malaysia
PnP	-	Pengajaran dan Pembelajaran
PPPM	-	Pelan Pembangunan Pendidikan Malaysia
PTV	-	Pendidikan Teknikal dan Vokasional
PCFA	-	*Pooled Confirmatory Factor Analysis*
MD	-	*Modified Delphi*
JAK	-	Julat Antara Kuartil
PTMEA CORR	-	*Point Measure Correlation*
UTHM	-	Universiti Tun Hussein Onn Malaysia
UPSI	-	Universiti Pendidikan Sultan Idris
UPM	-	Universiti Putra Malaysia
UTM	-	Universiti Teknologi Malaysia
EFA	-	*Exploratory Factor Analysis*
KMO	-	*Kaiser-Meyer-Olkin Measure of Sampling Adequacy*
SEM	-	*Structural Equation Modelling*
AMOS	-	*Analysis of Moment Structure*
EDA	-	*Exploratory Data Analysis*
IQR	-	*Interquartile Rang*
CLT	-	*Central Limit Theorem*
C.R	-	*Critical Region*
r	-	Korelasi
VIF	-	*Variance Inflation Factor*
RMSEA	-	*Root Mean Square Error of Approximation*
GFI	-	*Goodness of Fit Index*
AGFI	-	*Adjusted Goodness of Fit Index*
CFI	-	*Comparative Fit Index*
IFI	-	*Incremental Fit Index*

TLI	-	*Tucker Lewis Index*
NFI	-	*Normed Fit Index*
MI	-	*Modification Indices*
CR	-	*Composite Reliability*
AVE	-	*Average Variance Extracted*
SP/SD	-	Sisihan Piawaian
PTV	-	Pendidikan Teknikal dan Vokasional

SENARAI LAMPIRAN

BAB 1

PENDAHULUAN

1.1   Pengenalan

Malaysia sedang berusaha menambah baik sistem pendidikan kepada yang lebih sistematik serta melaksanakan transformasi kepada pendidikan bertaraf global. Pada Majlis Perutusan Tahunan 2014, Kementerian Pendidikan Malaysia (KPM) memutuskan untuk melaksanakan tiga gelombang transformasi bagi pendidikan di Malaysia (Kementerian Pendidikan Malaysia, 2013a). Gelombang pertama (1) telah dilaksanakan pada tahun 2013 hingga 2015 iaitu memberi penekanan kepada penambahbaikan sistem pendidikan dari segi kualiti guru, kualiti kepimpinan sekolah dan meningkatkan kadar literasi Bahasa Melayu, Bahasa Inggeris dan *numeracy* (keupayaan untuk melakukan operasi asas matematik dan memahami idea) (Kementerian Pendidikan Malaysia, 2013a). Gelombang kedua (2) telah dijalankan pada 2016 hingga 2020 iaitu perubahan struktur pendidikan Negara untuk mempercepatkan perubahan semua inisiatif bagi gelombang pertama (Kementerian Pendidikan Malaysia, 2013a). Gelombang ketiga (3) dilaksanakan pada 2012 hingga 2025 iaitu memfokuskan kepada anjakan ke arah kecemerlangan dalam pendidikan (Kementerian Pendidikan Malaysia, 2013a). Pada permulaan pelaksanaan gelombang ketiga, semua sekolah, guru dan pengetua atau guru besar perlu menunjukkan prestasi melebihi nilai minimum yang dianggarkan oleh kementerian pendidikan.

Bagi meningkatkan prestasi, anjakan terhadap pengurusan berasaskan sekolah dan membangunkan model kejayaan sekolah berdasarkan inovasi adalah perlu dalam pembelajaran. Selain itu, usaha membangunkan sistem pengekalan kemajuan kendiri yang mampu mencetus inovasi serta dapat meningkatkan pencapaian tahap maksimum (Kementerian Pendidikan Malaysia, 2013a). Oleh itu, guru-guru perlu

membuat inovasi dalam pengajaran dan pembelajaran (PdP) supaya lebih menarik perhatian pelajar dalam pembelajaran. Hal ini turut memberi kesan terhadap transformasi sistem pengurusan dalam Pendidikan Teknik dan Vokasional (PTV) di dalam Pelan Pembangunan Pendidikan Malaysia 2014.

Pelan Pembangunan Pendidikan Malaysia 2014 (PPPM) juga turut menitikberatkan transformasi dalam PTV. Transformasi dalam usaha penerapan (*reengineering*) sistem PTV sedia ada sehingga terbentuk satu sistem pendidikan vokasional yang baru. Hal ini dapat menyumbang kepada agenda transformasi Malaysia sebagai negara yang berpendapatan tinggi (Kementerian Pendidikan Malaysia, 2013b). Sistem PTV baru digerakkan oleh sumber manusia yang responsif kepada pelbagai inisiatif kerajaan dan kolaborasi dengan industri bagi menginovasi PdP yang berupaya menghasilkan tenaga kerja mahir serta boleh menjadi usahawan.

Oleh sebab itu, pelajar perlu didedahkan dengan pelbagai proses dalam sistem pendidikan termasuklah perlu dinilai dengan sewajarnya agar dapat melahirkan generasi yang berdaya saing serta mencapai piawaian yang telah ditetapkan oleh PPPM. Penilaian yang dijalankan perlulah mencapai kualiti yang ditetapkan tanpa sebarang unsur-unsur yang boleh merendahkan kualiti penilaian tersebut (Topping, 1998; Topping, 2009; Topping, 2011). Sehubungan itu, penekanan terhadap penambahbaikan kualiti penilaian dalam Pendidikan Teknikal dan Latihan Vokasional menjadi agenda penting di negara selaras dengan hasrat negara menjadi sebuah negara berpendapatan tinggi. Peningkatan kemahiran perlu sejajar dengan kebolehpasaran pelajar tersebut (Kementerian Pendidikan Malaysia, 2013b).

Oleh yang demikian, kaedah PdP yang berinovasi dan pelbagai memudahkan pelajar memahami isi pembelajaran yang disampaikan. Kepelbagaian kaedah PdP seperti menggunakan kemudahan teknologi dan juga media sosial dapat menarik minat pelajar. Generasi masa kini yang lahir dari latar belakang akademik, sosial dan ekonomi yang pelbagai memerlukan kaedah PdP yang berinovasi dan menarik perhatian agar dapat memotivasikan pelajar untuk belajar (Biber, Czech, Harris, & Melton, 2013; Rawal & Pandey, 2013; Kapil & Roy, 2014). Namun, kajian yang lebih teliti mengenai kaedah PdP diperlukan supaya tidak menjejaskan integriti akademik yang telah diterap oleh setiap institusi pengajian.

Integriti akademik merujuk kepada memberi komitmen kepada lima aspek iaitu kejujuran, hormat, amanah, adil dan tanggungjawab meskipun dalam menghadapi situasi yang sukar (Carter, 2008; Chertok, Barnes, & Gilleland, 2014).

Aspek –aspek ini boleh diterapkan kepada pelajar melalui penilaian alternatif seperti penilaian rakan. Penilaian rakan merupakan satu penilaian yang melibatkan pelajar menilai rakan mereka dalam sesuatu tugasan. Proses penilaian rakan turut melibatkan proses PdP di mana pelajar berinteraksi dengan pelajar lain dengan memberi beberapa pandangan dan penambahbaikan hasil kerja rakan mereka (Topping, 2009; McDonald, 2016; Elshami & Abdalla, 2018). Penilaian rakan ini merupakan satu penilaian yang berterusan dan menyeluruh kerana melibatkan penilaian sebagai pembelajaran, penilaian untuk pembelajaran dan penilaian tentang pembelajaran. Proses penilaian rakan boleh dilaksanakan dalam pelbagai aktiviti pembelajaran contohnya pembentangan, projek atau tugasan individu, kuiz, penulisan, projek berkumpulan, latihan mengajar, pembentangan atau tugasan berkumpulan, kajian kes, *portfolio* dan kelas *microteaching*.

Penilaian rakan sesuai digunakan kepada generasi masa kini kerana penilaian ini dapat memberi motivasi kepada pelajar untuk belajar (Tseng & Tsai, 2010; Harrison, O'hara, & McNamara, 2015; Elshami & Abdalla, 2017; Elshami & Abdalla, 2018). Selain itu, penilaian ini memberi peluang kepada pelajar terlibat secara langsung dalam penilaian iaitu termasuklah membangunkan kualiti pembelajaran (Kollar & Fischer, 2010) dan pembangunan kuasa bersuara pelajar terhadap PdP mereka (Casey, Burke, Houghton, Mee, Smith, Van Der Putten, Bradley & Folan, 2011), membangunkan kebolehan membuat keputusan dalam sesuatu perkara (Yen, 2012; Ubaque Casallas & Pinilla Castellanos, 2016) dan dapat meningkatkan kecekapan sosial (De Grez, Valcke, & Berings, 2010; Issa, 2012; Liang, Wang, Lu, Qian, & Yin, 2011; Moore & Teather, 2012; Feyli & Ayatollahi, 2016; Kulturel-Konak, Konak, Kremer, Esparragoza, & Yoder, 2014; Lee, 2015; Vasu, Chai, & Nimehchisalem, 2016; Planas-Lladó *et al.,* 2018). Selain itu, penilaian merupakan cara bagi menentukan sejauh mana keberkesanan PdP mencapai objektif yang ditetapkan (Donnon, McIlwrick, & Woloschuk, 2013). Dengan kata lain, penilaian membantu guru dan pensyarah untuk mengukur tahap pencapaian objektif pengajaran yang disampaikan kepada pelajar.

Oleh itu, tahap pengetahuan pelajar perlu dinilai dengan cara yang berkesan bagi memastikan gred yang diberikan selari dengan pencapaian pelajar yang sebenar. Menurut Bidabadi, Isfahani, Rouhollahi, & Khalili (2016), penilaian dapat membantu pensyarah-pensyarah dalam mengetahui kebolehan dan tahap kefahaman pelajar mereka. Selain itu, penilaian juga membantu pensyarah menentukan objektif

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