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**PENGARUH KEPIMPINAN STRATEGIK DAN KESEDIAAN
PERUBAHAN ORGANISASI TERHADAP AMALAN
PENAMBAHBAIKAN KUALITI BERTERUSAN
DI SEKOLAH AGAMA**



MUA'AZAM BIN MOHAMAD

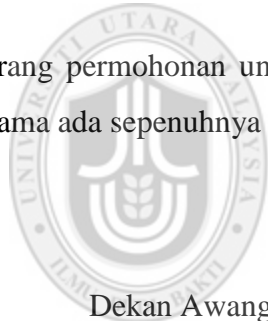
Universiti Utara Malaysia

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UNIVERSITI UTARA MALAYSIA
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Kebenaran Mengguna

Tesis ini diserahkan adalah sebagai memenuhi keperluan untuk mendapatkan Ijazah Doktor Falsafah Universiti Utara Malaysia. Saya bersetuju membenarkan perpustakaan Universiti Utara Malaysia untuk membuat salinan tesis ini dan mempamerkannya bagi tujuan rujukan. Saya juga bersetuju membenarkan tesis ini dibuat salinan sama ada sebahagian atau keseluruhan, bagi tujuan akademik melalui kebenaran daripada penyelia saya atau semasa ketiadaan beliau, oleh Dekan Awang Had Salleh Graduate School of Arts and Sciences. Sebarang penyalinan, penerbitan atau penggunaan ke atas keseluruhan atau sebahagian daripada tesis ini untuk perolehan kewangan adalah tidak dibenarkan tanpa kebenaran bertulis daripada saya. Pengiktirafan yang sewajarnya haruslah diberikan kepada saya dan Universiti Utara Malaysia bagi sebarang kegunaan kesarjanaan terhadap petikan daripada tesis ini.

Sebarang permohonan untuk menyalin atau mengguna mana-mana bahan dalam tesis ini, sama ada sepenuhnya atau sebahagiannya, hendaklah dialamatkan kepada:



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Abstrak

Pelan Pembangunan Pendidikan Malaysia (PPPM, 2013-2025) dilancarkan sebagai suatu iltizam penambahbaikan kualiti sistem pendidikan negara bagi memartabatkan pendidikan berkualiti di semua peringkat. Namun, pengadunan pendekatan strategi penambahbaikan berterusan berlaku dalam kadar yang perlahan dan memerlukan perhatian serius aspek kepimpinan strategik dan kesediaan melaksanakan perubahan. Kajian ini bertujuan untuk mengenalpasti pengaruh kepimpinan strategik dan kesediaan perubahan organisasi terhadap amalan penambahbaikan kualiti berterusan di sekolah agama. Selain itu, pengaruh kesediaan perubahan organisasi sebagai pemboleh ubah mediator terhadap hubungan antara kepimpinan strategik dan amalan penambahbaikan kualiti berterusan juga turut dikaji. Kaedah tinjauan secara keratan rentas diaplikasikan dalam proses pengumpulan data kajian. Instrumen yang digunakan mengandungi tiga bahagian iaitu soal selidik Kepimpinan Strategik, soal selidik Kesediaan Organisasi Melaksanakan Perubahan dan soal selidik Iklim Penambahbaikan Kualiti Berterusan. Sejumlah 478 orang responden yang terdiri daripada pemimpin guru sekolah menengah agama di negeri Kelantan terlibat dalam kajian ini. Data kuantitatif kajian dianalisis dengan statistik ujian-*t*, *Multivariate Analysis of Variance*(MANOVA), korelasi dan analisis regresi berganda menggunakan perisian *Statistical Package for Social Science* (SPSS). Hasil kajian menunjukkan kepimpinan strategik dan kesediaan perubahan organisasi mempengaruhi amalan penambahbaikan kualiti berterusan di sekolah menengah agama. Dapatan kajian juga menunjukkan kesediaan perubahan organisasi berperanan selaku mediator terhadap hubungan antara kepimpinan strategik dengan amalan penambahbaikan kualiti berterusan. Kesimpulannya, kajian ini menunjukkan tahap kepimpinan strategik dan kesediaan perubahan organisasi yang tinggi mempengaruhi amalan penambahbaikan kualiti berterusan ke arah peningkatan kualiti pendidikan. Sehubungan itu, pendekatan amalan kepimpinan strategik, kesediaan perubahan organisasi dan amalan penambahbaikan kualiti berterusan harus diberi perhatian sewajarnya oleh pemegang taruh dalam setiap peringkat pengurusan pendidikan.

Kata kunci : Kepimpinan strategik, Kesediaan perubahan organisasi, Pengurusan kualiti, Amalan penambahbaikan kualiti berterusan, Sekolah agama.

Abstract

Malaysia Education Blueprint (PPPM, 2013-2025) was launched as a commitment to improving the quality of the education system hence to uphold the quality of education at all levels. However, blending approach to continuous improvement strategy occurs at slow pace and requires serious attention on the aspects of strategic leadership and readiness to implement change. This study was aimed to identify the influence of strategic leadership and organizational change readiness on continuous quality improvement practices in religious schools. In addition, the influence of organizational change readiness variables as mediator in the relationship between strategic leadership and continuous quality improvement practices was also examined. The cross-sectional survey method was applied in the data collection process. The instruments used consists of three parts namely Strategic Leadership Questionnaire, Organizational Readiness for Implementing Change and Continuous Quality Improvement Climate. A total of 478 respondents involving teacher leaders from secondary religious school in Kelantan took part in this study. Quantitative data were analyzed by statistical analysis of t-test, Multivariate Analysis of Variance (MANOVA), correlation and multiple regression analysis using the Statistical Package for Social Science (SPSS). The findings indicated that strategic leadership and organizational change readiness affects the practice of continuous quality improvement in religious schools. The findings also revealed that organizational change readiness functioned as a mediator in the relationship between strategic leadership and continuous quality improvement practices. In conclusion, this study indicated that high level of strategic leadership and organizational change readiness impact the continuous quality improvement practices towards improving the quality of education. Accordingly, approaches to strategic leadership practices, organizational change readiness and continuous quality improvement practices warrant due attention by the stakeholders in every stage of educational management.

Keywords: Strategic leadership, Organizational change readiness, Quality management, Continuous quality improvement practices, Religious school.

Dedikasi

*Kejadian langit dan bumi
silih berganti siang dan malam
itulah tanda-tanda kewujudan
dan kebesaran Allah swt
bersama nur Muhammad menerangi
alam ini sehinggalah ke akhirnya*

*Buat arwah emah dan ayah tercinta
pengorbanan dan kasih sayang
yang dicurahkan mengajarku
nilai kehidupan sebenar*

*Kakak-kakak dan adik-adik
terima kasih di atas dorongan
dan semangat yang kalian tiupkan
semoga kita adalah bekalan yang terbaik
untuk arwah emak dan ayah di akhirat kelak*

*Buat rakan-rakan seperjuangan
perjalanan kita masih jauh
masih banyak cabaran dan halangan
yang belum teruji...maka teruskanlah
langkah-langkah jihadmu
dan doakanlah diri ini terus istiqamah
dengan syariat suci lagi mulia
yakinkanlah suatu hari nanti
akan terpancar cahaya Ad-deen
pada setiap sanubari
makhluk yang bernama manusia, Insya Allah*

*Buat isteriku yang tersayang
kehadiranmu menambat hati kerdil ini
untuk melorongi hidup di dunia fana
bersama-sama bisikan kasih
dan cinta kepada Allah swt
redha segala pengorbanan yang ditempuh
dalam membesarkan zuriat pinjaman yang Esa
buat bekal terbaik di akhirat kelak yang kekal abadi*



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Kandungan

Kebenaran Untuk Mengguna	ii
Abstrak	iii
Abstract	iv
Penghargaan	vi
Kandungan	vii
Senarai Jadual.....	xii
Senarai Rajah	xvi
Senarai Lampiran	xvii
BAB SATU PENGENALAN	1
1.1 Pendahuluan	1
1.2 Latar Belakang Kajian.....	4
1.3 Pernyataan Masalah	9
1.4 Tujuan Kajian.....	18
1.5 Objektif Kajian.....	18
1.6 Soalan Kajian	19
1.7 Hipotesis Kajian	19
1.7.1 Perbezaan Tahap Kepimpinan Strategik, Tahap Kesiediaan Perubahan Organisasi dan Amalan Penambahbaikan Kualiti Berterusan.....	20
1.7.2 Hubungan Kepimpinan Strategik Dengan Kesiediaan Perubahan Organisasi Dan Amalan Penambahbaikan Kualiti Berterusan.....	22
1.7.3 Dimensi Dimensi Utama Kepimpinan Strategik Dalam Meramal Kesiediaan Perubahan Dan Penambahbaikan Kualiti Berterusan.....	24
1.8 Kerangka Konseptual Kajian	27
1.9 Kepentingan Kajian.....	31
1.10 Skop dan Batasan Kajian	35
1.11 Definisi Operasional.....	38
1.11.1 Sekolah Agama	39
1.11.2 Pemimpin Guru	39
1.11.3 Kepimpinan Strategik	40
1.11.4 Kesiediaan Perubahan Organisasi	41

1.11.5 Amalan Penambahbaikan Kualiti Berterusan	43
1.12 Rumusan.....	47
BAB DUA TINJAUAN LITERATUR	48
2.1 Pengenalan	48
2.2 Kerangka Teoretikal Kajian	51
2.2.1 Kepimpinan Strategik	51
2.2.2 Kesediaan Perubahan Organisasi	56
2.2.3 Amalan Penambahbaikan Kualiti Berterusan	63
2.3 Strategi dan Kepimpinan.....	67
2.3.1 Konsep Strategi	68
2.3.2 Strategi dan Perubahan	72
2.3.3 Strategi dan Penambahbaikan Berterusan	73
2.4 Konsep Kepimpinan	75
2.4.1 Teori-teori Kepimpinan	78
2.4.2 Kajian Tentang Gaya Kepimpinan	80
2.4.3 Kepimpinan Strategik	86
2.4.4 Kajian Kepentingan Kepimpinan Strategik	88
2.5 Amalan Pengurusan Kualiti	94
2.6 Amalan Pengurusan Kualiti dan Kecemerlangan Organisasi	98
2.7 Gaya Kepimpinan dan Amalan Pengurusan Kualiti	100
2.8 Penambahbaikan Kualiti Berterusan	103
2.9 Penambahbaikan Kualiti Berterusan Dalam Pendidikan	105
2.10 Kesediaan Perubahan	107
2.11 Kepentingan Kesediaan Perubahan	109
2.12 Hubungan Kepimpinan dan Penambahbaikan Kualiti Berterusan	111
2.13 Hubungan Kepimpinan dan Kesediaan Perubahan	116
2.14 Hubungan Kesediaan Perubahan dan Penambahbaikan Kualiti Berterusan	119
2.15 Perkembangan Institusi Pendidikan Agama	120
2.16 Kepentingan Sekolah Agama	123
2.17 Rumusan	126

BAB TIGA METODOLOGI KAJIAN	129
3.1 Pendahuluan	129
3.2 Reka Bentuk Kajian	129
3.3 Populasi Kajian	130
3.3.1 Populasi Sekolah	131
3.3.2 Populasi Guru	133
3.4 Anggaran Saiz Sampel Kajian	134
3.5 Pensampelan.....	136
3.5.1 Pensampelan Sekolah.....	137
3.5.2 Pensampelan Guru	138
3.5.3 Kadar Maklum Balas Responden.....	140
3.6 Unit Analisis Kajian.....	141
3.7 Instrumen Kajian.....	141
3.7.1 Kepimpinan Strategik.....	144
3.7.2 Kesediaan Perubahan Organisasi	146
3.7.3 Amalan Penambahbaikan Kualiti Berterusan	148
3.8 Kesahan Instrumen Kajian	149
3.9 Kajian Rintis.....	150
3.9.1 Kebolehpercayaan Instrumen.....	151
3.9.2 Analisis Kesahan Instrumen	153
3.10 Prosedur Pengumpulan Data	156
3.11 Penyemakan Data Kajian Sebenar	157
3.11.1 Keciciran Data (<i>Missing Data</i>)	158
3.11.2 Pemeriksaan Data Tersisih (<i>Outlier</i>).....	159
3.11.3 Kebolehpercayaan Instrumen Kajian	160
3.11.4 Analisis Faktor	161
3.11.5 Analisis Faktor Kepimpinan Strategik	163
3.11.6 Analisis Faktor Kesediaan Perubahan Organisasi.....	166
3.11.7 Analisis Faktor Amalan Penambahbaikan Kualiti Berterusan.....	168
3.11.8 Analisis Kenormalan	171
3.11.9 Analisis Kelinearan	173

3.12	Prosedur Penganalisan Data	174
3.13	Rumusan.....	178
BAB EMPAT DAPATAN KAJIAN.....		179
4.1	Pendahuluan	179
4.2	Profil Responden	180
4.3	Deskriptif Statistik Pemboleh Ubah Kajian	183
4.3.1	Amalan Kepimpinan Strategik	183
4.3.2	Kesediaan Perubahan Organisasi	186
4.3.3	Amalan Penambahbaikan Kualiti Berterusan	187
4.4	Pengujian Hipotesis Kajian	189
4.4.1	Perbezaan Tahap Amalan Kepimpinan Strategik	191
4.4.2	Perbezaan Tahap Kesediaan Perubahan Organisasi.....	200
4.4.3	Perbezaan Tahap Amalan Penambahbaikan Kualiti Berterusan	205
4.4.4	Hubungan Kepimpinan Strategik dan Kesediaan Perubahan Organisasi.....	212
4.4.5	Hubungan Kepimpinan Strategik dan Amalan Penambahbaikan Kualiti Berterusan	216
4.4.6	Hubungan Kesediaan Perubahan Organisasi dan Amalan Penambahbaikan Kualiti Berterusan	220
4.4.7	Pengaruh Dimensi Kepimpinan Strategik Terhadap Kesediaan Perubahan Organisasi	222
4.4.8	Pengaruh Dimensi Kepimpinan Strategik Terhadap Amalan Penambahbaikan Kualiti Berterusan	225
4.4.9	Pengaruh Dimensi Kesediaan Perubahan Organisasi Terhadap Amalan Penambahbaikan Kualiti Berterusan.....	229
4.4.10	Pengaruh Mediator Kesediaan Perubahan Organisasi	232
4.5	Rumusan Pengujian Hipotesis.....	244
4.6	Rumusan.....	245
BAB LIMA PERBINCANGAN DAN CADANGAN		247
5.1	Pendahuluan	247
5.2	Ringkasan Kajian	247

5.3 Tahap Amalan Kepimpinan Strategik, Kesianaan Perubahan Organisasi dan Amalan Penambahbaikan Kualiti Berterusan.....	252
5.3.1 Tahap Amalan Kepimpinan Strategik.....	252
5.3.2 Tahap Kesianaan Perubahan Organisasi.....	257
5.3.3 Tahap Amalan Penambahbaikan Kualiti Berterusan.....	260
5.4 Perbezaan Tahap Amalan Kepimpinan Strategik, Kesianaan Perubahan Organisasi dan Amalan Penambahbaikan Kualiti Berterusan	
Berdasarkan Aspek Demografi.....	264
5.4.1 Perbezaan Tahap Amalan Kepimpinan Strategik.....	264
5.4.2 Perbezaan Tahap Kesianaan Perubahan Organisasi.....	267
5.4.3 Perbezaan Tahap Amalan Penambahbaikan Kualiti Berterusan.....	273
5.5 Kepimpinan Strategik dan Kesianaan Perubahan Organisasi.....	283
5.6 Kepimpinan Strategik Dan Amalan Penambahbaikan Kualiti Berterusan.....	286
5.7 Kesianaan Perubahan Organisasi dan Amalan Penambahbaikan Kualiti Berterusan.....	290
5.8 Dimensi Kepimpinan Strategik Sebagai Peramal Terhadap Kesianaan Perubahan Organisasi.....	294
5.9 Dimensi Kepimpinan Strategik Sebagai Peramal Terhadap Amalan Penambahbaikan Kualiti Berterusan.....	298
5.10 Dimensi Kesianaan Perubahan Organisasi Sebagai Peramal Terhadap Amalan Penambahbaikan Kualiti Berterusan.....	302
5.11 Kesianaan Perubahan Organisasi Sebagai Mediator Terhadap Hubungan Antara Kepimpinan Strategik dan Amalan Penambahbaikan Kualiti Berterusan.....	306
5.12 Rumusan Kajian.....	309
5.13 Implikasi Kajian – Teori.....	310
5.14 Implikasi Kajian – Amalan.....	312
5.15 Cadangan Kajian Akan Datang.....	315
5.16 Kesimpulan.....	318
RUJUKAN.....	320

Senarai Jadual

Jadual 3.1	Bilangan Sekolah Menengah Agama di Kelantan.....	131
Jadual 3.2	Pecahan Terperinci Bilangan Sekolah Menengah Agama Mengikut Daerah di Kelantan.....	132
Jadual 3.3	Ringkasan Populasi Kajian.....	133
Jadual 3.4	Populasi dan Sampel Kajian.....	136
Jadual 3.5	Ringkasan Terperinci Populasi dan Sampel Kajian.....	139
Jadual 3.6	Kategori Sekolah dan Bilangan Soal Selidik Yang Diedarkan.....	140
Jadual 3.7	Komponen, Dimensi dan Item Soal Selidik Kepimpinan Strategik.....	145
Jadual 3.8	Nilai Kebolehpercayaan Instrumen Kepimpinan Strategik.....	152
Jadual 3.9	Nilai Kebolehpercayaan Instrumen Kesiediaan Perubahan Organisasi..	153
Jadual 3.10	Nilai Kebolehpercayaan Instrumen Amalan Penambahbaikan Kualiti Berterusan.....	153
Jadual 3.11	Korelasi Antara Kepimpinan Strategik, Kesiediaan Perubahan Organisasi dan Amalan Penambahbaikan Kualiti Berterusan.....	155
Jadual 3.12	Nilai Cronbach Alpha () Instrumen Kajian.....	161
Jadual 3.13	Analisis Faktor Amalan Kepimpinan Strategik.....	164
Jadual 3.14	Analisis Faktor Kesiediaan Perubahan Organisasi.....	166
Jadual 3.15	Analisis Faktor Amalan Penambahbaikan Kualiti Berterusan.....	169
Jadual 3.16	Nilai Statistik Kepencongan dan Kurtosis (Statistik deskriptif)	173
Jadual 3.17	Teknik Analisis Data Berdasarkan Objektif Kajian.....	175
Jadual 3.18	Pengkelasan Min Berserta Tafsiran Bagi Setiap Pemboleh Ubah.....	176
Jadual 3.19	Skala Davis (1971) Bagi Menilai Kekuatan Korelasi Antara Dua Pemboleh Ubah.....	177
Jadual 4.1	Profil Responden Kajian Berdasarkan Taburan Ciri-ciri Demografi.....	182
Jadual 4.2	Tahap Amalan Kepimpinan Strategik Mengikut Kategori Sekolah.....	184
Jadual 4.3	Tahap Kesiediaan Perubahan Organisasi Mengikut Kategori Sekolah...187	
Jadual 4.4	Tahap Amalan Penambahbaikan Kualiti Berterusan Mengikut Kategori Sekolah.....	188
Jadual 4.5	Ujian-t: Perbezaan Kepimpinan Strategik Berdasarkan Kategori Sekolah.....	191

Jadual 4.6	Ujian-t: Perbezaan Amalan Kepimpinan Strategik Berdasarkan Kategori Sekolah.....	193
Jadual 4.7	Ujian MANOVA: Analisis Univariat Amalan Kepimpinan Strategik Berdasarkan Faktor Pengalaman Mengajar.....	194
Jadual 4.8	Ujian MANOVA: Analisis Univariat Kepimpinan Strategik Berdasarkan Pemboleh Ubah Pengalaman Mengajar.....	195
Jadual 4.9	Ujian MANOVA: Analisis Univariat Perbezaan Kepimpinan Strategik Berdasarkan Faktor Umur.....	197
Jadual 4.10	Ujian MANOVA: Analisis Univariat Dimensi Kepimpinan Strategik Berdasarkan Faktor Umur.....	198
Jadual 4.11	Ujian-t: Perbezaan Kepimpinan Strategik Berdasarkan Jantina.....	198
Jadual 4.12	Ujian-t: Perbezaan Skor Min Dimensi Kepimpinan Strategik Berdasarkan Jantina.....	199
Jadual 4.13	Ujian-t: Perbezaan Kepimpinan Strategik Berdasarkan Kategori Sekolah.....	201
Jadual 4.14	Ujian MANOVA: Perbezaan Kesiediaan Perubahan Organisasi Berdasarkan Faktor Pengalaman Mengajar.....	202
Jadual 4.15	Ujian MANOVA: Perbezaan Kesiediaan Perubahan Organisasi Berdasarkan Pemboleh Ubah Umur.....	203
Jadual 4.16	Ujian-t: Perbezaan Tahap Kesiediaan Perubahan Organisasi Berdasarkan Faktor Jantina.....	204
Jadual 4.17	Ujian-t: Perbezaan Amalan Penambahbaikan Kualiti Berterusan Berdasarkan Kategori Sekolah.....	206
Jadual 4.18	Ujian MANOVA: Analisis Univariat Amalan Penambahbaikan Kualiti Berterusan Berdasarkan Faktor Pengalaman Mengajar.....	208
Jadual 4.19	Ujian MANOVA: Perbezaan Amalan Penambahbaikan Kualiti Berterusan Berdasarkan Umur.....	209
Jadual 4.20	Ujian-t: Perbezaan Tahap Amalan Penambahbaikan Kualiti Berterusan Berdasarkan Faktor Jantina.....	210
Jadual 4.21	Ujian-t: Perbezaan Tahap Amalan Penambahbaikan Kualiti Berterusan Berdasarkan Faktor Kursus Kualiti.....	211

Jadual 4.22	Hubungan Kepimpinan Strategik dan Kesianaan Perubahan Organisasi.....	213
Jadual 4.23	Korelasi Antara Komponen Keupayaan Organisasi dan Dimensi Kesianaan Perubahan Organisasi.....	214
Jadual 4.24	Korelasi Antara Komponen Ciri-ciri Individu dan Dimensi Kesianaan Perubahan Organisasi.....	215
Jadual 4.25	Korelasi Antara Kepimpinan Strategik dan Amalan Penambahbaikan Kualiti Berterusan.....	216
Jadual 4.26	Korelasi Antara Kelompok Keupayaan Organisasi dan Dimensi Kesianaan Perubahan Organisasi.....	218
Jadual 4.27	Korelasi Antara Kelompok Ciri-ciri Individu dan Dimensi Amalan Penambahbaikan Kualiti Berterusan.....	229
Jadual 4.28	Korelasi Antara Kesianaan Perubahan Organisasi dan Amalan Penambahbaikan Kualiti Berterusan.....	220
Jadual 4.29	Analisis Regresi Berganda Stepwise Pengaruh Dimensi Kepimpinan Strategik Terhadap Kesianaan Perubahan Organisasi.....	223
Jadual 4.30	Analisis Regresi Berganda Pengaruh Dimensi Kepimpinan Strategik Terhadap Dimensi Kesianaan Perubahan Organisasi.....	224
Jadual 4.31	Analisis Regresi Berganda Stepwise Pengaruh Dimensi Kepimpinan Strategik Terhadap Amalan Penambahbaikan Kualiti Berterusan.....	226
Jadual 4.32	Analisis Regresi Berganda Stepwise Pengaruh Dimensi Kepimpinan Strategik Terhadap Dimensi Amalan Penambahbaikan Kualiti Berterusan.....	227
Jadual 4.33	Analisis Regresi Berganda Stepwise Pengaruh Dimensi Kesianaan Perubahan Organisasi Terhadap Amalan Penambahbaikan Kualiti Berterusan.....	229
Jadual 4.34	Analisis Regresi Berganda Stepwise Pengaruh Dimensi Kesianaan Perubahan Organisasi Terhadap Dimensi Amalan Penambahbaikan Kualiti Berterusan.....	230

Jadual 4.35	Keputusan Regresi Pengaruh Kepimpinan Strategik Terhadap Amalan Penambahbaikan Kualiti Berterusan.....	234
Jadual 4.36	Keputusan Regresi Pengaruh Kepimpinan Strategik Terhadap Kesediaan Perubahan Organisasi.....	235
Jadual 4.37	Keputusan Regresi Pengaruh Kesediaan Perubahan Organisasi Terhadap Amalan Penambahbaikan Kualiti Berterusan.....	235
Jadual 4.38	Keputusan Regresi Hierarki Pengaruh Kepimpinan Strategik dan Kesediaan Perubahan Organisasi Terhadap Amalan Penambahbaikan Kualiti Berterusan.....	236
Jadual 4.39	Keputusan Regresi Berganda Hierarki Pengaruh Mediator Kesediaan Perubahan Organisasi Terhadap Hubungan Kepimpinan Strategik Dalam Fokus Pelanggan Dalam.....	237
Jadual 4.40	Keputusan Regresi Berganda Hierarki Pengaruh Mediator Kesediaan Perubahan Organisasi Terhadap Hubungan Kepimpinan Strategik Dalam Kefahaman Proses.....	239
Jadual 4.41	Keputusan Regresi Berganda Hierarki Pengaruh Mediator Kesediaan Perubahan Organisasi Terhadap Hubungan Kepimpinan Strategik Dalam Penggunaan Data.....	241
Jadual 4.42	Keputusan Regresi Berganda Pengaruh Mediator Kesediaan Perubahan Organisasi Terhadap Hubungan Kepimpinan Strategik Dalam Aspek Kefahaman Kualiti.....	242
Jadual 4.43	Keputusan Regresi Berganda Hierarki Pengaruh Mediator Kesediaan Perubahan Organisasi Terhadap Hubungan Kepimpinan Strategik Dalam Kepimpinan Kualiti.....	243
Jadual 4.44	Ringkasan Dapatan Kajian.....	244

Senarai Rajah

Rajah 1.1:	Kerangka konseptual kajian: Pengaruh kepimpinan strategik terhadap kesediaan perubahan organisasi dan amalan penambahbaikan kualiti berterusan.....	30
Rajah 2.1:	Kriteria umum kepimpinan strategik.....	56
Rajah 2.2:	Agen penentu dan keberhasilan daripada kesediaan perubahan organisasi.....	63
Rajah 2.3:	Model S – P.	67
Rajah 2.4:	Gaya-gaya kepimpinan.....	78
Rajah 3.1:	Kaedah pensampelan sekolah menengah agama SMKA dan SABK....	136
Rajah 5.1:	Cadangan model pengaruh kepimpinan strategik kualiti terhadap pencapaian sekolah menengah agama.....	316



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Senarai Lampiran

Lampiran A Kebenaran Menjalankan Kajian

- A – 1 Kelulusan Menjalankan Kajian (Kementerian Pendidikan Malaysia)....389
- A – 2 Kelulusan Menjalankan Kajian (Jabatan Pendidikan Kelantan).....390
- A – 3 Kelulusan Menjalankan Kajian (Yayasan Islam Kelantan).....391

Lampiran B Kebenaran Menggunakan Instrumen Kajian dan Terjemahan

- B – 1 Kebenaran Menggunakan Instrumen Kepimpinan Strategik.....392
- B – 2 Kebenaran Menggunakan Instrumen *Organizational Readiness for Implementing Change (ORIC) Questionnaire*393
- B – 3 Kebenaran Menggunakan Instrumen *Continuous Quality Improvement Climate Survey*394
- B – 4 Pengesahan Terjemahan Instrumen *Organizational Readiness for Implementing Change (ORIC) Questionnaire*395
- B – 5 Pengesahan Terjemahan Instrumen *Continuous Quality Improvement Climate Survey*397
- B – 6 Instrumen Kajian.....399

Lampiran C Analisis Data Kajian (*Output SPSS*)

- C – 1 Analisis Kebolehpercayaan Instrumen Kajian Rintis (n=60).....406
- C – 2 Analisis Kebolehpercayaan Instrumen Kajian Sebenar (n=478).....419
- C – 3 Analisis Regresi432

BAB SATU

Pengenalan

1.1 Pendahuluan

Pendidikan merupakan wahana yang membolehkan setiap insan untuk memperoleh pengetahuan, kemahiran, sikap dan nilai yang perlu bagi pembentukan masa depan bangsa dan negara yang mapan. Selaras dengan hasrat Malaysia untuk menjadi pusat kecemerlangan pendidikan serantau (Abdullah Ahmad Badawi, 2003; Muhyiddin Mohd Yassin, 2010a), sistem pendidikan negara telah melaksanakan program reformasi pendidikan sebagai platform bagi memenuhi keperluan menyediakan pendidikan yang berkualiti (Abd. Ghafar Mahmud, 2011; Jamelaa Bibi & Jainabee, 2013; Mariam Md. Salleh, Mohammed Sani Ibrahim, & Siti Rahayah Ariffin, 2009). Bertepatan dengan usaha tersebut, akses kepada pendidikan yang berkualiti juga telah ditingkatkan menerusi pelan transformasi pendidikan seperti yang termaktub dalam Pelan Transformasi Kerajaan (Mohd Najib Abdul Razak, 2012). Teras bagi memperluaskan akses kepada pendidikan berkualiti turut dijadikan fokus utama bidang keberhasilan utama pendidikan (NKRA – Pendidikan) (Pemandu, 2010; 2015). Justeru bagi merealisasikan fokus program transformasi pendidikan yang dirangka, menuntut komitmen perubahan dan usaha penambahbaikan kualiti yang berterusan daripada warga sekolah umumnya dan kepimpinan sekolah khususnya bagi menghadapi cabaran pendidikan yang global dan kompleks.

Sistem pendidikan yang berkualiti menekankan pembangunan insan secara seimbang dan mampu menghasilkan modal insan yang berilmu, kreatif, inovatif dan berketerampilan (Muhyidin Mohd Yassin, 2015b). Hasrat bagi melahirkan modal

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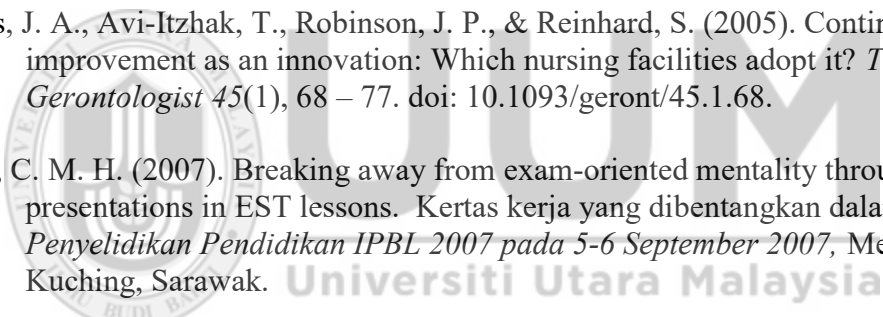
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