

KEMAHIRAN PENYELESAIAN MASALAH DALAM KALANGAN SISWA GURU, INSTITUT PENDIDIKAN GURU KAMPUS ILMU KHAS

Problem Solving Skills among Teacher Trainees in Institute of Teacher Education Ilmu Khas Campus

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ABSTRAK

Kajian ini bertujuan untuk mengenalpasti tahap penguasaan kemahiran penyelesaian masalah siswa guru yang mengikuti Program Ijazah Sarjana Muda Perguruan (PISMP), di IPG Kampus Ilmu Khas, Kuala Lumpur. Peserta kajian terdiri daripada 114 orang siswa guru iaitu 73 orang siswa guru Semester 4 dan 41 orang siswa guru Semester 7 yang mengikuti pengajian dalam bidang pengkhususan Pendidikan Khas (Masalah Penglihatan), Pendidikan Khas (Masalah Pendengaran), Pendidikan Muzik, dan Pendidikan Jasmani dan Kesihatan. Kajian ini menggunakan pendekatan kuantitatif dengan kajian tinjauan sebagai reka bentuknya. Data dipungut dengan menggunakan soal selidik lima skala (1-STS, 2-TS, 3-KS, 4-S, 5-SS). Empat kemahiran dalam penyelesaian masalah telah diuji iaitu mengenal pasti masalah, merancang strategi, melaksanakan strategi dan menyemak semula penyelesaian. Data dianalisis secara deskriptif dan inferen. Analisis deskriptif diperolehi berdasarkan nilai min, nilai peratus, dan sisihan piawai. Analisis inferen menggunakan ujian-t dan Analysis of Varian (ANOVA) untuk melihat perbezaan mengikut jantina dan pengkhususan. Dapatan kajian menunjukkan kemahiran penyelesaian masalah siswa guru berada pada tahap sederhana tinggi. Kesemua kemahiran penyelesaian iaitu aspek memahami masalah, merancang strategi, melaksanakan strategi dan menyemak semula juga berada pada tahap sederhana tinggi. Dapatan juga menunjukkan faktor jantina ($p=0.950>0.05$, $df=112$), tidak memberi kesan tetapi faktor tahun pengajian berdasarkan semester pengajian ($p=0.002<0.05$, $df=112$) memberi kesan kepada tahap penguasaan kemahiran penyelesaian masalah. Pengkaji mencadangkan agar siswa guru mempertingkatkan kemahiran penyelesaian masalah dengan menggunakan langkah-langkah penyelesaian masalah yang disyorkan.

Kata kunci: Siswa guru; kemahiran insaniah; kemahiran penyelesaian masalah, memahami masalah, merancang strategi, melaksanakan strategi, menyemak semula

ABSTRACT

The purpose of this study was to identify the mastery level of problem solving skills among the undergraduate trainee teachers who attend the Bachelor of Degree in Teacher Education Programmes. The participants consisted of 114 undergraduate trainee teachers; 73 of them are from the 4th semester and 41 of them are from the 7th semester who were specializing in Special Education (Visual Impairment/Blind), Special Education (Hearing Impairment/Deaf), Music Education and Physical and Health Education. This study employed quantitative approach which used a survey design. Data was collected using a five Likert scale questionnaire (1-Strongly disagree, 2-Disagree, 3-Moderately agree, 4-Agree and 5-Strongly agree).

Four problem solving skills were tested such as identify or define the problem, plan or devise the strategy, implement the strategy plan and lastly reevaluate the solution (look back). Data was analyzed using descriptive and inferential method. Descriptive analysis used were the mean, percentage and standard deviation values. Inferential analysis used were the T-test, Analysis of Variance (ANOVA) was used to determine the significant difference based on gender and specialization. The findings showed that the mastery level of problem solving skills among the undergraduate trainee teachers was just moderately high. Overall, all the four problems solving skills such as identify or define the problem, plan or devise the strategy, implement the strategy plan and lastly reevaluate the solution were moderately high. The findings also showed that the gender factor ($p=0.950>0.05$, $df=112$) had no effect on the mastery of problem solving skills compared to the year of study based on the number of semesters ($p=0.002<0.05$, $df=112$). The researchers of this study propose that undergraduate trainee teachers increase their problem solving skills by applying the problem solving steps taught to them.

Keywords: Trainee teachers, soft skills, problem solving skills, identify or define the problem, plan or devise the strategy, implement the strategy plan, reevaluate the solution.