

HUBUNGAN ANTARA TAHAP PENGETAHUAN PENGAJIAN PROFESIONAL DAN KUALITI SISWA GURU SEMESTER 8 DI INSTITUT PENDIDIKAN GURU ZON TENGAH

Relationship Between Knowledge of Professional Studies and The Quality of Semester 8 Teacher Trainees in the Central Zone

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ABSTRAK

Kajian ini bertujuan untuk mengkaji hubungan antara tahap pengetahuan Pengajian Profesional dengan kualiti siswa guru semester 8 ambilan Januari 2013. Kajian ini melibatkan 280 siswa guru semester 8 dari lima buah Institut Pendidikan Guru di Zon Tengah. Instrumen yang digunakan dalam kajian ini ialah Survey Pengetahuan Pengajian Professional dan Instrumen Kualiti Siswa Guru. Data yang diperoleh dianalisis dengan berpandukan program Statistical Package for Social Science (SPSS) Version 21.0. Hasil kajian menunjukkan Pedagogi mempunyai hubungan yang paling signifikan dan positif dengan nilai profesionalisme keguruan ($r = .640, p < .01$), pengetahuan dan kefahaman ($r = .700, p < .01$) dan kemahiran pengajaran dan pembelajaran ($r = .625, p < .01$). Selain daripada pedagogi, kepimpinan, budaya, psikologi, bimbingan dan kaunseling; dan falsafah juga menunjukkan hubungan yang signifikan dan positif dengan kualiti siswa guru. Dapatan ini menunjukkan bidang Pengajian Profesional mampu membentuk guru yang mempunyai amalan nilai profesionalisme, kemahiran dan pengetahuan pengajaran dan pembelajaran. Ketiga-tiga aspek ini dijadikan indikator penting dalam penentuan kualiti guru. Ini selaras dengan Visi dan misi Kementerian Pelajaran Malaysia (KPM) dan Institut Pendidikan Guru Malaysia untuk melaksanakan sistem pendidikan guru yang bertaraf dunia dari segi kualiti untuk memastikan agar guru - guru sentiasa berketrampilan bagi memenuhi aspirasi negara Malaysia.

Kata kunci: pedagogi, pengajian profesional, kualiti guru, nilai profesionalisme keguruan.

ABSTRACT

The aim of this study is to investigate the relationship between the level of knowledge of Professional Studies and the quality of the January 2013 intake or semester 8 teacher trainees. This study involved 280 teachers trainees from five Institutes of Teachers Education in the Central Zone. The instruments used in this study are Professional Studies Survey and Teachers' Quality. Data were analyzed using the Statistical Package for Social Science (SPSS) Version 21.0. The results showed that Pedagogy has the most significant and positive relationship with the teaching professionalism value ($r = .640, p < .01$), knowledge and understanding ($r = .700, p < .01$) and teaching and learning skills ($r = .625, p < .01$). Besides pedagogy, leadership, culture, psychology, guidance and philosophy also showed a significant and positive relationship with the quality of the teacher trainees. The finding showed that the knowledge of Professional Studies could form the teacher's professionalism, skills and knowledge of teaching and learning. These three aspects are important indicators of a teacher quality. This is in line with the Vision and Mission of the Ministry of Education (MOE) and the Malaysia Institute of Teachers Education which is to implement a world-class teacher education system to ensure that teachers have high disposition in order to fulfill the aspirations of Malaysia.

Keywords: pedagogy, professional studies, quality of teachers, the teaching professionalism.