

AMALAN PEDAGOGI INKLUSIF DI DALAM BILIK DARJAH DI SEKOLAH DAERAH KLANG

Lee Phaik Gaik*, Nazifah Binti Shaik Ismail (PhD), Norliza Binti Jaafar & Mohd On Bin Ahmad

Abstrak

Kajian ini bertujuan meninjau pelaksanaan amalan pedagogi inklusif, dari aspek penglibatan murid semasa pelaksanaan pengajaran dan pembelajaran (PdP) serta kefahaman guru dari segi pengetahuan dan kemahiran tentang pedagogi inklusif dalam bilik darjah. Kajian ini menggunakan kaedah Consensual Qualitative Investigation di mana data dikumpul melalui temu bual separa berstruktur dan pemerhatian menggunakan senarai semak. Kajian dijalankan dalam dua fasa iaitu temu bual separa berstruktur dengan 3 orang Jurulatih Pakar Pembangunan Sekolah (SISC) dalam fasa 1 manakala fasa 2 adalah pemerhatian dan temu bual guru-guru yang mengajar di sekolah-sekolah daerah Klang. Tiga tema utama telah terhasil melalui analisis data iaitu kesediaan guru dari aspek kefahaman dan pengetahuan serta kemahiran guru dalam melaksanakan pedagogi inklusif, sikap guru serta penglibatan murid dalam PdP. Data temu bual menunjukkan pengetahuan dan kemahiran guru tentang pedagogi inklusif adalah tidak jelas dan minimum. Dapatan ini menunjukkan guru perlu mempertingkatkan lagi kompetensi dan kemahiran dalam melaksanakan kepelbagaian aktiviti PdP agar proses pembelajaran yang efektif dan menyeronokkan murid dapat diwujudkan. Hasil pemerhatian pula, guru lebih berautonomi dan menentukan semua tugas di dalam bilik darjah. Penglibatan murid adalah pasif dan guru tidak dapat memberi peluang kepada murid untuk membuat pilihan, keputusan, dan mengekspresi diri. Implikasi kajian ini penting ke atas usaha pembangunan aktiviti PdP guru-guru di sekolah dalam merealisasikan Pelan Pembangunan Pendidikan Malaysia (2013-2025) khususnya aprirasi murid.

Kata kunci: Pedagogi Inklusif, kemahiran guru, sikap guru

Abstract

The aim of this study is to review the implementation of inclusive pedagogy by school teachers, in terms of pupil involvement during the teaching and learning process and their understanding of inclusive pedagogy in the classroom. This study uses Consensual Qualitative Investigation, and data were collected through structured interviews and observations. This study was carried out in two phases whereby 3 School Improvement Specialist Coaches (SISC) were interviewed in the first phase and in the second phase school teachers in the Klang District were observed and interviewed. Based on the data from the interviews and observations, three main themes emerged: teachers' readiness in terms of understanding and knowledge of inclusive pedagogy, the attitude of teachers as well as pupils' involvement in teaching and learning. The data reveals that teachers' knowledge of and skills in inclusive pedagogy were at the minimal level. The findings imply that teachers need to enhance their competencies and skills to carry out various teaching and learning activities in order to create fun learning for all pupils. From the observations, it can be seen that teachers dictate the teaching and learning process in the classroom. The involvement of pupils were passive and teachers were unable to provide opportunities for pupils to make choices, decisions and express themselves. The implications of this study are important to the development of teaching and learning activities in order to achieve the aspirations of Malaysia Education Blueprint (2013-2025).

Key words: Inclusive Pedagogy, teachers' skills, teachers' attitude

*Email: phaikgaiklee@yahoo.com