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**ICTE'22**

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ON TEACHER EDUCATION 2022**

*“ BOLSTERING THE TEACHERS OF  
TOMORROW, TODAY ”*

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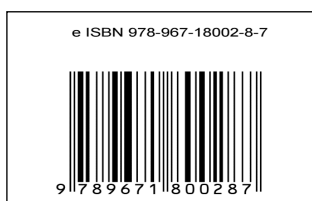
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Alhamdulillah bersyukur ke hadrat Ilahi kerana dengan limpah izin-Nya 2<sup>nd</sup> *International Conference on Teacher Education 2022 (2<sup>nd</sup> ICTE'22)* anjuran Kerajaan Negeri Kelantan dengan kerjasama Institut Pendidikan Guru Kampus Sultan Mizan (IPGKSM), Besut, Terengganu, Kolej Poly-Tech MARA (KPTM), Kota Bharu, Kolej Universiti Islam Antarabangsa Sultan Ismail Petra (KIAS) dan Yayasan Islam Kelantan (YIK) dapat dilaksanakan dengan jayanya. Saya ingin merakamkan ucapan tahniah dan syabas atas daya usaha untuk menganjurkan *International Conference on Teacher Education 2022 (ICTE22)* ini. Tema persidangan ini ialah "Fokus ke hadapan: Memperkasakan Guru Masa Depan, Kini" bertepatan dengan mandat yang diberikan oleh Kementerian Pendidikan Malaysia yang sentiasa berusaha untuk melahirkan guru-guru yang berkualiti demi menyahut hasrat ke arah mentransformasikan pendidikan negara.

Penganjuran ICTE22 ini merupakan satu platform perkongsian sumber dan kepakaran bertaraf antarabangsa bagi membangunkan pengetahuan, pelaksanaan pembelajaran dan pembangunan pensyarah, guru, warga KPTM, IPG dan KPM dalam bidang berkaitan. ICTE22 adalah signifikan bagi memenuhi tuntutan Pelan Pembangunan Pendidikan Malaysia 2016-2025 sekaligus mengangkat KPTM dan IPGKSM sebagai peneraju pendidikan pada peringkat global. Persidangan yang bertaraf antarabangsa ini relevan untuk membangunkan dan memperkembangkan pengetahuan pensyarah dan guru, berkongsi sumber dan kepakaran dalam kalangan warga IPG secara khususnya dan warga KPM secara amnya ke arah merealisasikan visi dan misi Kementerian Pendidikan Malaysia (KPM) serta Pelan Pembangunan Pendidikan Malaysia 2013-2025.

Penganjuran ICTE22 juga merupakan inisiatif yang menyokong proses transformasi sistem pendidikan negara khasnya dalam usaha meningkatkan kualiti pensyarah dan guru dengan mengiktiraf dan menyokong kepentingan idea, sumber dan amalan terbaik dalam pengajaran dan pembelajaran secara kreatif yang boleh dikongsikan oleh peserta dalam dan luar negara.

Justeru, saya berharap ICTE22 akan dapat mengenal pasti semua aspek kebolehlaksanaannya dalam program pendidikan guru ke arah amalan pendidikan yang lebih dinamik, seterusnya sebagai asas pembudayaan penyelidikan dan intelektual dalam kalangan warga pendidik.

Sekian, terima kasih. Wabillahitaufik walhidayah wassalamualaikum warahmatullahi wabarakatuh.

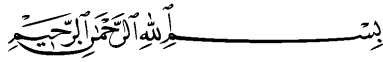
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**Yang Amat Berhormat Dato' Bentara Kanan Ustaz Dato' Haji Ahmad bin Yakob  
((S.J.M.K.), (D.J.M.K.), (J.P.), (S.M.K.))  
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### PENGERUSI JAWATANKUASA PEMBANGUNAN INSAN, PENDIDIKAN, PENGAJIAN TINGGI, SAINS DAN TEKNOLOGI NEGERI KELANTAN



Alhamdulillah bersyukur ke hadrat Ilahi kerana dengan limpah izin-Nya *2<sup>nd</sup> International Conference on Teacher Education 2022 (2<sup>nd</sup> ICTE'22)* anjuran Kerajaan Negeri Kelantan dengan kerjasama Institut Pendidikan Guru Kampus Sultan Mizan (IPGKSM), Besut, Terengganu, Kolej Poly-Tech MARA (KPTM), Kota Bharu, Kolej Universiti Islam Antarabangsa Sultan Ismail Petra (KIAS) dan Yayasan Islam Kelantan (YIK) dapat dilaksanakan dengan jayanya. Tahniah dan syabas atas daya usaha untuk menganjurkan *International Conference on Teacher Education 2022 (ICTE22)* ini. Persidangan *2<sup>nd</sup> ICTE'22* juga merupakan inisiatif yang menyokong proses transformasi pendidikan, khususnya dalam usaha meningkatkan kualiti pensyarah dan guru dengan mengiktiraf dan menyokong kepentingan idea, sumber dan amalan terbaik dalam pengajaran dan pembelajaran secara kreatif yang boleh dikongsikan oleh peserta dalam dan luar negara.

Bagi menangani perubahan inovasi dalam pengajaran dan pembelajaran, guru dan pensyarah perlu menguasai teknologi yang sentiasa berubah di samping meningkatkan lagi ilmu pengetahuan. Guru perlu mengamalkan budaya ilmu seperti budaya membaca, budaya berfikir dan budaya menulis dalam pengajaran dan pembelajaran. Tanpa pembinaan ilmu dalam inovasi pengajaran dan pembelajaran, matlamat yang disasarkan agak sukar dicapai. Inovasi dalam pengajaran dan pembelajaran merupakan suatu pembaharuan kreatif kerana kaedah atau cara yang baru digunakan bagi seseorang guru untuk memastikan objektif pengajarannya tercapai. Penemuan inovasi adalah untuk menangani masalah bagi meningkatkan sistem pendidikan. Inovasi dalam pendidikan yang merupakan usaha untuk mengubah proses pembelajaran, perubahan dalam situasi belajar yang berkaitan soal kurikulum, tempat mengajar dan belajar, mutu profesionalisme guru dan juga hasil pengurusan pendidikan. Maka dengan ini adalah sepatutnya sistem pendidikan negara diperbaharui dari semasa ke semasa..

Justeru, saya berharap Persidangan *2<sup>nd</sup> ICTE'22* diharapkan dapat mencetus pemikiran ke arah amalan pendidikan yang lebih dinamik, seterusnya sebagai asas pembudayaan penyelidikan dan intelektual dalam kalangan warga pendidik.

Sekian, terima kasih.

**YB Dato' Dr. Mohamed Fadzli bin Dato' Haji Hassan ((D.J.M.K.), (J.M.K.))**

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## **RIWAYAT *ISRAILIYAT* DALAM TAFSIR AL-TOBARI DAN TAFSIR IBN KATHIR: SUATU KAJIAN PERBANDINGAN DALAM SURAH YUSUF**

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### **ABSTRAK**

*Kajian ini mengkaji dua buah tafsir yang tidak asing lagi kepada masyarakat Islam di Malaysia iaitu, Tafsir Al-Tobari dan Tafsir Ibn Kathir. Kedua-duanya tergolong dalam kategori tafsir bi matsurdan juga termasuk dalam bahagian tafsir Tahlili serta menjadi rujukan utama kepada para Mufassir kitab-kitab Tafsir lain. Namun begitu terdapat juga contoh unsur-unsur penafsiran Israiliyat dalam kitab-kitab tersebut, maka persoalan yang dikaji adalah dari sudut persamaan dan perbezaan riwayat Israiliyat dalam surah Yusuf dan bagaimana perlu dizahirkan pendirian dan sikap berhubung dengan riwayat Israiliyat ini. Ini penting supaya masyarakat tidak memandang serong dan meremehkan kredibiliti penafsiran serta tidak mencampuradukkan autentik riwayat dengan berita Israiliyat yang datang daripada ahli Kitab. Bahkan penulatan riwayat Israiliyat ke dalam kitab-kitab Tafsir memberi impak negatif terhadap akidah umat Islam apabila sanad-sanad yang lemah telah membawakan cerita-cerita berunsurkan khurafat. Kajian ini berasaskan kajian kepustakaan iaitu dengan mengumpulkan data dan informasi, samada melalui kitab-kitab ataupun artikel-artikel yang akan dibahas dan dianalisis dengan metode deskriptif. Kajian berterusan mengenai Israiliyat sangat penting sebagai satu panduan dan pemurnian kepada penuntut ilmu dan masyarakat secara amnya.*

*Kata kunci: Riwayat Israiliyat, Tafsir Al-Tobari, Tafsir Ibn Kathir, Perbandingan, Surah Yusuf*

### **PENGENALAN**

Islam merupakan agama yang syumul merangkumi seluruh aspek kehidupan manusia. Seajar dengan itu, Al-Quran diturunkan sebagai kitabullah yang mempunyai panduan dan hidayah kepada seluruh umat manusia lengkap dengan segala isi kandungannya sama ada dari segi akidah, ibadah, perundangan, akhlak, sejarah dan sebagainya. Ia dipelihara oleh Allah S.W.T daripada diseleweng oleh musuh-musuhNya. Namun begitu, tidak dapat dinafikan terdapat sesetengah para pentafsir dahulu atau masa kini yang telah memasukkan unsur-unsur *Israiliyat* dalam pentafsiran mereka. Unsur-unsur ini banyak dikesan terutamanya dalam menggambarkan kisah para nabi dan rasul. Faktor inilah antara penyebab berlakunya kelemahan dalam penafsiran Al-Quran.

Menyedari bahaya riwayat *Israiliyat* ini, Syeikh Muhammad Abduh lantang mengkritik mana-mana ulama Tafsir yang menggunakan riwayat *Israiliyat* dalam Tafsir mereka. Bahkan Syeikh Muhammad Syaltut menegaskan bahawa riwayat *Israiliyat* ini telah menghalang umat Islam menemukan petunjuk-petunjuk Al-Quran.

Tafsir Al-Tobari dan Tafsir Ibn Kathir sebagai tafsir *bi matsur* juga tidak terlepas memuatkan isu *Israiliyat* terutama dalam surah Yusuf.

Apabila menyorot literature tentang kedua tafsir ini, terdapat banyak penulisan dan artikel yang telah dijalankan di luar negara bagi menyatakan kepentingan kepada kajian *Israiliyat* dalam Tafsir Al-Tobari dan Tafsir Ibn Kathir. Diantaranya adalah, Israiliyat dalam Tafsir Athtobari dan Ibn Katsir oleh Nur Alfiah yang dalam kajiannya mendedahkan penyusupan *Israiliyat* dalam tafsir mereka. Beliau menjelaskan tentang *Israiliyat* serta perbandingan analisa sikap Al-Tobari dan Ibn Kathir terhadap riwayat *Israiliyat* ( Nur Alfiah, 2010).

Manakala Rahmat bin Saad pula mengemukakan secara lebih terperinci dalam kajian yang memfokuskan kepada riwayat *Israiliyat* dalam surah Yusuf, suatu analisis ( Rahmat bin Saad, 2014).

Sehubungan dengan itu adanya kelompongan-kelompongan yang masih belum terisi samada terhadap kedua tafsir tersebut ataupun secara khususnya Riwayat *Israiliyat* yang terdapat dalam surah Yusuf.

### **MASALAH, OBJEKTIF DAN METODOLOGI KAJIAN**

Tafsir At-Thabari dan Tafsir Ibn Kathir adalah kitab Tafsir bi matsur terawal yang dijadikan rujukan kepada ulama-ulama Tafsir, walaupun begitu di dalamnya ada juga terdapat kisah *Israiliyat* yang tidak disertai status sohih dan harus diperhatikan demi menjaga kemurnian penafsiran Al-Qur'an.

Oleh itu penulis berpandangan perlunya kepada perbincangan bagi menganalisa keberadaan riwayat Israiliyat dalam kedua-dua tafsir tersebut yang amat dikenali sebagai tafsir bi matsur dan menjadi rujukan utama kepada kitab-kitab tafsir yang lain. Ini perlu bagi mengetahui kedudukan samada riwayat *Israiliyat* tersebut diulas secara kritis atau sebaliknya dari sudut kualiti sanad dan matan serta bagaimana ianya dapat menyelinap masuk sedang keduanya merupakan kitab yang banyak dijadikan ikutan dan rujukan para pembaca ( Nur Alfiah , 2010)

Walau bagaimana pun, Menurut Syeikh Abu Shahbah (Abu Shabah, 2006) walaupun imam besar dikritik, beliau masih tetap mempertahankan kedudukan mereka sebagai ulama mutaqqadimin yang dimuliakan (Ahmad Yunus Mohd Noor, 2018) sepertimana pernyataan beliau:

إن هؤلاء السلف الصالح مهما كانت عليهم مؤاخذات فضلهم عظيم وخرابهم كثير ونفعهم عميم

Maksudnya: Biar pun para salaf itu melakukan kesalahan akan tetapi keutamaan mereka lebih besar, kebaikan mereka lebih banyak dan manfaat mereka lebih luas.

Berdasarkan kepada pandangan-pandangan ulama, penulis merasa terpenggil untuk membuat kajian dengan objektif untuk mengkaji dan meneliti riwayat-riwayat *Israiliyat* yang ada dalam Tafsir Al-Tobari dan Tafsir Ibn Kathir bagi menentukan apakah kedudukan sebenarnya riwayat *Israiliyat* yang ada dalam kedua-dua Tafsir *bi matsur* tersebut. Kajian difokuskan dengan meneliti paparan beberapa contoh daripada riwayat *Israiliyat* melalui pendekatan Tafsir Tematik dengan manhaj *Al Bahts Fi Al-Tafsir Al-Maudhu'i li Surah Wahidah* iaitu dengan memilih satu surah tertentu iaitu Surah Yusuf.

Kajian ini merupakan kajian kepustakaan dengan mengumpulkan data melalui kitab-kitab ataupun artikel dan kemudiannya dibahas dan dianalisa dengan metode deskriptif verifikatif. Tafsir Al-Tobari Dan Tafsir Ibn Kathir dijadikan sebagai sumber primer manakala data-data sumber sekunder yang relevan berkaitan kajian dikumpul menggunakan instrumen analisis dokumen.

### **ISRAILIYAT**

*Isra'iliyyat* merupakan perkataan jamak dari mufrad *إسرائيل* yang dinisbahkan kepada Bani Isra'il. Pengertiannya dalam bahasa Ibrani bermaksud hamba Allah dengan penggabungan Isra yang bermaksud hamba manakala il bermaksud Allah (Abu Shahbah 2006). Isra'il juga adalah dinisbahkan

kepada Nabi Yaakub bin Ishak bin Ibrahim a.s dimana 12 daripada keturunan baginda inilah yang disebut dengan Bani Israil.

Ulama berbeza pendapat dalam menghuraikan makna *Israiliyat* dari sudut istilah, dalam kitab Al- Tafsir wa Al- Mufasssirun (Al- Zahabi, 2000) penulis menghuraikan, secara zahirnya *Israiliyat* bermaksud pengaruh-pengaruh kebudayaan Yahudi terhadap penafsiran Al-Quran, namun di sana ada maksud yang lebih mendetil iaitu pengaruh kebudayaan Yahudi dan juga Nasrani terhadap Tafsir. Dr Solah Al-Khalid turut bersependapat bahkan menyatakan bahawa *Israiliyat* lebih umum sifatnya dan tidak semata-mata bersumberkan dari Yahudi. Menurutnya lagi jika yang datang itu karut-marut, khurafat, pendustaan, kesesatan dan perkara shubhah maka ianya adalah Israi'liyyat walaupun bukan bersumberkan dari Yahudi semata-mata (Dr Ishak, 1998).

Al- Zahabi juga mendefinisikan *Israiliyat*(Al- Zahabi, t.t) sebagai kisah dongeng yang dibawa masuk ke dalam Tafsir dan Hadis dimana asal periwayatan bersumberkan Yahudi, Nasrani dan lain-lain. Begitu juga cerita-cerita yang sengaja dibawa masuk tanpa ada dasar sumber atau direka semata.

Israi'liyyat juga dikenali sebagai *Akhbar Israi'liyyat* mengikut perspektif Ilmu Hadith, Bagi Muhammad Muhammad Abu Zahw, sebarang periwayatan yang diambil daripada Ka'ab al-Ahbar dan Wahab ibn Munabbih adalah merupakan *Akhbar Israi'liyyat* dan bukannya Hadith Nabawi.

Menurut Dr Ishak Sulaiman<sup>1</sup> pengertian Israi'liyyat kepada dua dimensi iaitu klasikal (sejarah) dan kontemporari (semasa). Israi'liyyat dari dimensi klasikal ialah merupakan perkhbaran, periwayatan dan kisah-kisah yang bersumberkan khususnya dari Yahudi yang telah mempengaruhi beberapa aspek dalam pengkajian tafsir dan sunnah. Pengertian dari dimensi klasikal ini mengambil kira pandangan Dr. Muhammad Hussein al-Dhahabi, Muhammad Muhammad Abu Zahw dan Dr. Muhammad b. Muhammad Abu Shahbah. Manakala *Israi'liyyat* dari dimensi kontemporari pula mengikut acuan pandangan Dr. Solah al-Khalidi yang menegaskan setiap cerita yang karut-marut, khurafat, pendustaan, kesesatan dan shubhah walaupun bukan bersumberkan dari Yahudi semata-mata. Malahan, jika ianya bersumberkan dari Nasrani, Parsi dan Rom yang jelas mempunyai persamaan di atas maka ianya layak dikategorikan sebagai Israi'liyyat. Bagi beliau dua pengertian tersebut boleh diterima pakai secara ilmiah berdasarkan perkembangan terkini.

Menurut Abu Shahbah dalam kajian beliau mengatakan penuluran riwayat Israiliyat dalam kitab-kitab Tafsir dicemari dengan riwayat-riwayat yang tidak sahih mampu menjejaskan akidah dan menggoyahkan pegangan umat Islam (Abu Shahbah, 2006).

Kehidupan masyarakat awal Arab masih tidak ramai yang berilmu dan ramai yang buta huruf. Pada ketika itu masyarakat Yahudi pula khususnya terkenal sebagai ahli Kitab dan mereka ini berpengetahuan mengenai kitab Taurat. Apabila ramai dikalangan ahli Kitab menerima Islam mereka lebih dikenali sebagai sumber primer *Israiliyat* (Zakaria Syafie, 2012). Menurut ulama Tafsir mereka itu adalah Tamim Al-Dari, Abdulllah bin Salam, Kaab Al-Ahbar, Wahab bin Munabbih dan Abdul Malik bin Juraij.

Walaupun Nabi Muhammad s.a.w sebagai penyampai risalah dan menjadi rujukan masih ada lagi segolongan kecil yang merujuk kepada *ahli Kitab* khususnya berkait rapat dengan persoalan *Kawniyyat*, *Qisas al-Anbiya'* dan *Ghaibiyyat*.

## **Pengenalan Ringkas Imam Al-Tobari dan Imam Ibn Kathir**

### **IMAM AL-TOBARI**

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<sup>1</sup> Merupakan seorang pensyarah Tafsir di Akademi Pengajian Islam di Universiti Malaya. Menulis artikel berkenaan Israiliyat Dalam Pengajaran Tafsir dan Sunnah sempena penawaran subjek terbaharu iaitu Israi'liyyat Dalam Tafsir dan Sunnah pada tahun 1998.

Abu Jaafar Muhammad Ibnu Jarir Ibnu Yazid Ibnu Khalid Al-Tobari dilahirkan di Amul, ibu kota Tabaristan pada tahun 224h. Al-Tobari hidup pada zaman Khalifah Abasiyyah dan dilahirkan pada awal pemerintahan Khalifah Azzahabi. Beliau meninggal dunia pada zaman Khalifah Al-Muqtadir billah pada 310h (Muhammad Al-Zuhaili, 1990).

Merupakan seorang ulama terkenal pada zaman Tabiin. Seorang ahli sejarah, *Mufassir*, ahli hadith bahkan memberi sumbangan besar dalam pelbagai disiplin ilmu. Al-Tobari mengabdikan diri dengan meneroka ilmu semenjak daripada kecil, usia beliau dihabiskan untuk menuntut ilmu semata-mata. Demi kecintaan beliau kepada ilmu, beliau tidak berpeluang melalui alam rumahtangga (Abd Al-Mun'im Al-Namru, 1985).

Al-Tobari sudah mula menghafaz Al-Quran pada umur tujuh tahun dan menguasai Hadith pada umur 9 tahun. Bahkan telah memulakan permusafiran ilmu seawal umur 12 tahun. Diumur 20 tahun beliau menguasai pelbagai cabang ilmu berkaitan Al-Quran, Bahasa, Nahu, syair-syair dan fiqh. Bahkan beliau mendapat sokongan yang padu daripada bapanya sendiri iaitu Jarir. Melalui bapanyalah Al-Tobari dipermudahakan untuk belajar. Bapanya jugalah yang pada awalnya dapat mengesan kepintaran anaknya. Al-Tobari juga menyatakan bapanya pernah bermimpi melihat beliau berada diantara tangan Rasulullah bersama dengan satu karung yang penuh berisi batu (Al-Tobari, 2001).

## **IMAM IBN KATHIR**

*Pemilik kitab Tafsir al-Qur'an al-'Azhim* iaitu Abu Al-Fida' 'Imad al-Din Ismail bin Umar bin Katsir bin Dhau' bin Katsir Zara' Al-Qurasy Al-Syafi. Ibn Katsir lahir di desa Mijdal, Bashrah bagian timur, pada tahun 700 H bersamaan 1301 M. Beliau wafat pada hari Khamis 26 Sya'ban 774 H bersamaan 1374 M. Dr Muhammad Husin Al-Zahabi dalam kitabnya Al-Tafsir wal Al-Mufasssirin ada menyebutkan bahawa ayah Ibnu Katsir merupakan seorang khatib di kampungnya namun meninggal ketika Imam Ibnu Katsir baru berumur empat tahun. Sebagian pendapat mengatakan tiga tahun.

Sesudah setahun ayahnya meninggal dunia, Ibnu Katsir pindah ke Syiria pada tahun 1305 m. bersama saudaranya iaitu Syaikh Abdul Wahhab. Bersama saudaranya inilah beliau memulakan *jaulah ilmiyah*.

Beliau menamatkan hafazan Al-Quran ketika berumur 11 tahun dan kemudiannya mendalami ilmu Qiraat dan ilmu Tafisr dengan guru terdekanya iaitu Syaikh Al-Islam Ibn Taymiah

## **INTISARI SURAH YUSUF**

Surah Yusuf adalah surah ke 12 di dalam al-Quran. Surah ini mengandungi 111 ayat dan terdiri daripada surah Makkiyah. Dinamakan surah Yusuf kerana isi kandungannya mengenai riwayat Nabi Yusuf a.s dan merupakan salah satu cerita-cerita ghaib yang diwahyukan kepada Nabi Muhammad s.a.w sebagai mukjizat baginda.

Surah Yusuf disebut Allah SWT antara *ahsanul qasasi* iaitu kisah yang terbaik, kerana di dalamnya banyak mengandungi pengajaran bagi orang-orang yang beriman dan memanfaatkan akal dengan membawa pesanan utamanya iaitu permasalahan kehidupan di dunia dan akhirat, sabar menghadapi penderitaan serta sifat pemaaf ketika berkuasa (Ibn Al-Jauzi, 1987). Sayyid Qutb mengatakan bahawa kisah-kisah al-Quran bukan hanya cerita yang memiliki nilai seni semata, samada dari segi gaya bahasa atau pun menggambarkan peristiwa-peristiwa, tetapi menjadi satu wadah utama yang memberi pengajaran dan pendidikan religius dan teologis. Kisah-kisah al-Qur'an datangnya daripada kisah yang terpilih, wahyu daripada Allah swt sebagai pengajaran bagi manusia yang berakal dan menguatkan keimanan mereka (Mohamad Zaenal Arifin, 2016)

*Asbab Nuzul* bagi surah ini sebagaimana yang diriwayatkan oleh Ibnu Jarir dari Ibnu 'Abbas mengatakan, mereka (para sahabat) berkata kepada Rasulullah SAW : "Wahai Rasulullah, kami

memohon engkau bercerita kepada kami." Maka turunlah ayat 3 “ Kami menceritakan kepada kamu Muhammad kisah yang paling baik.....”<sup>2</sup>

## PERBANDINGAN PENDIRIAN IMAM AL- TOBARI DAN IMAM IBN KATHIR TERHADAP RIWAYAT *ISRILIIYAT*

Kisah Nabi Yusuf a.s terhimpun dalam satu surah. Oleh itu cukup banyak kisah Nabi Yusuf dijelaskan dalam Tafsir Al-Tobari dengan mengambil dari riwayat *Israiliyat*. Seperti yang yang dimaklumi tujuan utama dari sesebuah kisah dalam Al-Quran adalah sebagai peringatan dan pengajaran bagi umat di masa akan datang. *Israiliyat* yang menceritakan kisah para Nabi secara berlebihan hanya akan membuka pintu masuknya fahaman khurafat secara berleluasa sehingga tidak dapat membezakan yang benar dan batil.

Artikel ini hanya mengemukakan beberapa riwayat *Israiliyat* yang terdapat di dalam surah Yusuf kajian perbandingan diantara Tafsir Al-Tobari dan Tafsir Ibn Kathir. Ini bagi memudahkan pembaca membezakan antara tafsiran Al-Quran yang sebenar dengan riwayat *Israiliyat*.

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Antara kisah-kisah *Israiliyat* yang terdapat dalam surah Yusuf ialah:

**Isu nama Al-Aziz dan isteri,** kisah ini diceritakan Allah dalam ayat 21:

نَتَّخِذُهُ وَلَدًا وَكَذَلِكَ مَكَّنَّا لِيُوسُفَ فِي الْأَرْضِ وَلَنُعَلِّمَهُ مِمَّا نَشَاءُ وَيَلِ الْأَمْرَ فِي الْبِلَادِ وَاللَّهُ غَالِبٌ عَلَى أَمْرِهِ وَلَئِن أَكْفَرُوا  
النَّاسَ لَا يَعْلمُونَ

Dan (setelah Yusuf dijualkan di negeri Mesir), berkatalah orang yang membeli Yusuf kepada isterinya: "Berilah dia layanan yang sebaik-baiknya; semoga ia berguna kepada kita, atau kita jadikan dia anak". Dan demikianlah caranya kami menetapkan kedudukan Yusuf di bumi (Mesir untuk dihormati dan disayangi), dan untuk kami mengajarnya sebahagian dari ilmu takbir mimpi. Dan Allah Maha Kuasa melakukan segala perkara yang telah ditetapkanNya, akan tetapi kebanyakan manusia tidak mengetahui.

### Al-Tobari:

Dalam ayat di atas, Al-Tobari telah meriwayatkan mengenai nama orang Mesir dan juga isterinya yang telah membeli Nabi Yusuf sebagaimana berikut:

حدثني محمد بن سعد، قال: حدثني أبي، قال: حدثني عمي، قال: حدثني أبي، عن أبيه، عن ابن عباس، قال: كان اسم الذي اشتراه قطيفير.

<sup>2</sup> Al-Qurtubi menulis dalam tafsir Qurtubi, diriwayatkan bahawa orang-orang Yahudi bertanya kepada Rasulullah tentang kisah Yusuf, maka turunlah ayat ini.



Muhammad bin Saad menceritakan kepadaku, ia berkata: Ayahku menceritakan kepadaku, ia berkata: Pamanku menceritakan kepadaku, ia berkata: Ayahku menceritakan kepadaku dari bapaknya, dari Ibnu Abbas, ia berkata: “Nama orang yang membelinya adalah Qitfir” ( Ibnu Jarir Al-Tobari, 2001)

حدثنا ابن حميد، قال: حدثنا سلمة، عن ابن إسحاق، عن محمد بن السائب، عن أبي صالح، عن ابن عباس ( وقال الذي اشتراه من مصر لامرأته) واسمها فيما ذكر ابن إسحاق: راعيل بنت رعايل

Ibnu Hamid menceritakan kepada kami, ia berkata: Salamah menceritakan kepada kami dari Ibnu Ishaq, dari Muhammad bin as-Sa'ib, dari Abu Shalih, dari Ibnu Abbas, tentang firman Allah, ‘Dan orang Mesir yang membelinya berkata kepada istrinya,’bahwa nama wanita yang telah disebutkan Ibnu Ishaq adalah Ra’il binti Ru’ail ” ( Ibnu Jarir Al-Tobari, 2001)

Al-Tobari mengemukakan riwayat *Israiliyat* yang diterimanya daripada Ibn Abbas. Riwayat tersebut tidak memberi sebarang komentar terhadap hadis ini ( Al- Tobari, 2001). Bahkan dalam hadis kedua Ibn Ishak lebih dikenali sebagai seorang perawi yang diragui keesahan dalam meriwayatkan hadis ini.

### **Ibn Kathir:**

Manakala Imam Ibnu Kathir pula membawakan hadis yang diriwayatkan oleh Muhammad bin Ishak

وقال محمد بن إسحاق: اسمه إطفير بن رويح، وهو العزيز، وكان على خزائن مصر، وكان الملك يومئذ الريان بن الوليد، رجل من العماليق قال واسم امرأته راعيل بنت رعايل

Ibnu Ishaq berkata, “Bahawa nama si pembeli adalah Itfir Ibnu Ruhaib, menteri negeri Mesir yang ketika itu adalah Menteri Perbendaharaan Mesir. Manakala raja pada masa tersebut adalah Ar-Rayyan Ibnu Walid, seorang lelaki dari keturunan bangsa ‘Amaliq.

Di dalam Tafsir Ibn Kathir, dikatakan yang orang yang membelinya dari negeri Mesir itu adalah Aziz negeri Mesir, iaitu Perdana Menteri Mesir. Oleh itu, boleh diagak yang beliau hendak menyediakan isterinya teman bagi menemaninya diwaktu beliau sibuk.

Ibnu Ishak mendapat banyak kritikan ulama hadis. Sentiasa membawa hadis yg lemah dan mungkar.

### **Analisis:**

Imam Fakhr al-Razi juga dalam kitab beliau *Mafatih Al-Ghayb* membawa riwayat yang sama iaitu Nabi Yusuf dijual kepada Al-Aziz yang bernama Qitfir atau Itfir dan isterinya bernama Zulaikha atau Ra’il dan pada ketika itu Mesir dipimpin oleh raja bernama Al-Rayyan bin Al-Walid seorang dari bangsa ‘Amaliq, namun Imam al-Razi menjelaskan bahawa riwayat tersebut bukanlah asalnya yang terkandung dalam Al-Quran dan tiada juga dalam hadis sahih. Penafsiran Al- Quran bukanlah disandarkan kepada riwayat rekaan sebegini. Jadi kita perlu lebih berhati-hati.

Muhammad Rasyid Ridha dalam tafsir al-Manar, mengatakan, Al-quran tidak menyebutkan secara jelas nama orang Mesir yang membeli Nabi Yusuf begitu juga dengan nama istrinya, karena Al- Quran bukan kitab sejarah. Sebenarnya, kisah itu mengandung hikmah, nasihat, dan pelajaran. Manakala Al-Aziz pula hanyalah satu gelaran terhormat, dan gelaran terhormat tersebut dikembalikan kepada Nabi Yusuf setelah mendapat kepercayaan dari raja di Mesir (Ali Mursyid, Zidna Khaira Amalia, 2016)

Oleh itu, *Imraah Aziz* yang dikatakan isteri kepada Perdana Menteri Mesir yang bernama Ra’il dan kisah perkahwinannya dengan Nabi Yusuf AS ini tidak terdapat di dalam Al-Quran mahupun hadith Nabi SAW. Al-Quran dan Hadith Nabi SAW tidaklah membenarkan atau menafikannya. Manakala Zulaikha itu merupakan gelaran baginya dan bukan namanya seperti yang diceritakan oleh Imam Ibn Kathir.

Uslub Al-Quran tidak menceritakan melainkan perkara tersebut memberi faedah atau pengajaran kepada orang yang mengetahuinya. Hal Ini berdasarkan firman Allah SWT dalam surah Yusuf, ayat 13:

لَقَدْ لَعَنَّ فِي قِصَصِهِمْ عِبْرَةً لِّأُولِي الْأَلْبَابِ

Maksudnya: “Demi sesungguhnya, kisah nabi-nabi itu mengandung pelajaran yang mendatangkan iktibar bagi orang-orang yang mempunyai akal fikiran.”

### Godaan Imraah Aziz kepada Nabi Yusuf

#### Al-Tobari:

وَمَمَّ بَيْمًا لَوْلَا أَنْ رَأَى بِرَمَانَ رَبِّهِ كَذَّ لَكَ لِنَصْرِفَ عَنْهُ السُّوءَ وَالْفَحْشَاءَ إِنَّهُ مِنْ عِبَادِنَا

Dalam ayat 24, Al-Tobari mendatangkan beberapa riwayat *Israiliyat* bagi menceritakan bagaimana *Imraah Aziz* itu menggoda Nabi Yusuf dan keadaan Nabi Yusuf saat digoda olehnya. Ibnu Waki menceritakan kepada kami, ia berkata: Amr bin Muhammad menceritakan kepada kami, ia berkata: Asbath menceritakan kepada kami dari As-Suddi, tentang firman: *وَمَمَّ بَيْمًا* sesungguhnya wanita itu telah bermaksud (melakukannya) dengan Yusuf, dan Yusuf pun bermaksud (melakukan) dengan wanita itu," ia berkata, "Zulaikha berkata kepada Yusuf, 'Wahai Yusuf, betapa indah rambutmu'. Yusuf berkata, 'Ia adalah yang pertama kali akan gugur dari badanku'. Zulaikha berkata, 'Wahai Yusuf, betapa tampan wajahmu'. Yusuf berkata, 'Itu akan menjadi makanan tanah, dan akan terus demikian sampai ia melennya'. Zulaikha lalu terpesona dengan Yusuf, dan Yusuf pun terpesona dengannya. Keduanya lalu masuk rumah dan mengunci pintu. Yusuf pun mulai menanggalkan seluarnya, namun tiba-tiba bayangan Ya'qub berdiri di rumah, menggigit jarinya sambil berkata, 'Wahai Yusuf, janganlah kamu melakukannya, karena perumpamaanmu selama kamu tidak melahirkannya adalah seperti burung di langit yang tidak memiliki kekuatan dan perumpamaanmu jika melakukannya adalah seperti ia mati dan jatuh ke bumi karena tidak mampu mempertahankan dirinya. Perumpamaanmu jika tidak melakukannya adalah seperti sapi yang tidak jinak, yang tidak bisa dipekerjakan. Perumpamaanmu jika melakukannya adalah seperti sapi yang mati, maka semut masuk pada ujung dua tanduknya, dan ia tidak bisa membela dirinya sendiri'. Ia pun mengikat seluarnya kembali dan ingin keluar, namun Zulaikha menangkapnya dan memegang ujung bajunya dari belakang, sehingga ia merobeknya sampai terlepas darinya. Yusuf menjauhinya dan bergegas menuju pintu."

Dalam satu riwayat lain, Abu Kuraib, Sufian bin Waki, dan Sahl bin Musa Al-Razi, menceritakan kepada kami, mereka berkata: Ibnu Uyainah menceritakan kepada kami dari Sufian bin Abi Sulaiman, dari Ibnu Abi Mulaikah, dari Ibnu Abbas, ketika ditanya tentang ayat *فَمَّ يوسف*, bagaimana menurutnya? Ia berkata, "Melepaskan tali celana dan duduk di hadapannya seperti duduknya juru khitan."Riwayat hadits ini milik Abu Kuraib.

Dalam riwayat-riwayat ini terdapat cerita dari riwayat mungkar bagi seorang Nabi yang terpelihara dari melakukan dosa. Ianya adalah perkara batil yang dituduh kepada seorang Nabi dan sewajarnya ditolak dengan menyatakan alasan dan dalil sebaliknya Al-Tobari tidak mengulas status hadis tersebut.

#### Ibn Kathir:

Imam Ibnu Kathir tidak menyebutkan sebarang riwayat tentang keadaan *Imraah Aziz* menggoda Nabi Yusuf dan bagaimana kondisi Nabi Yusuf saat itu. Beliau hanya mendiadakan diri dengan tidak memberi sebarang komentar terhadap unsur *Israi'liyyat* yang ada dalam ayat ini ( Ibn Kathir, 2001). Ternyata ada juga riwayat *Israiliyat* yang tidak diulas oleh Ibn Kathir.

#### Analisis:

Amat mengejutkan apabila Al-Tobari menyebutkan beberapa riwayat yang tidak sahih berkenaan perilaku seorang Nabi yang terpelihara dari melakukan dosa. Bahkan telah dipersetujui dalam kalangan ulama semua Nabi adalah maksum. Begitu juga Ibn Kathir yang tidak menafi atau menetapkan kenyataan yang benar tentang riwayat ini. Menurut Sheikh Abu Shahbah (Abu Shahbah, 2006) kesemua riwayat-riwayat yang berbeza ini jelas menunjukkan ianya hadith palsu yang disandarkan kepada Nabi Muhammad SAW yang diambil dari kisah israiliyyat yang dibawa oleh pendeta Yahudi yang memeluk Islam bahkan kisah-kisah tersebut jelas batil apabila kandungannya mempunyai unsur-unsur menjatuhkan maruah dan martabat Yusuf a.s. sebagai seorang Nabi dan Rasul yang terpelihara dari melakukan dosa. Bahkan riwayat *Israiliyyat* ini telah memenuhi sebahagian besar kitab-kitab Tafsir dengan perlbagai versi berkaitan godaan *Imraah Aziz*.

Abu Shahbah membuktikan kebatilan riwayat-riwayat ini dengan menjelaskan maksud gaya bahasa *taqdim wa ta'khir* yang mana ayat yang sebenarnya ingin disampaikan ialah sekiranya dia tidak melihat tanda dari Tuhannya maka Yusuf a.s. pun berkehendak kepadanya, bererti firman Allah SWT **وهم بها** ialah jawab kepada **ولو** yang didahulukan.

## **PENUTUP**

Secara umumnya, fokus perbincangan adalah mengenal pasti riwayat Israiliyyat yang berasal dari ahli Kitab. Ulama-ulama bersepakat mengatakan *Israiliyyat* adalah daripada ajaran Yahudi dan Nasrani. Melalui penulisan ini juga dapat disimpulkan Israiliyyat yang dimasukkan tanpa tapisan dan penilaian ke dalam kitab tafsir, sudah pasti akan memberikan imej yang buruk kepada kemurnian tafsir al-Qur'an. Riwayat-riwayat yang mengadungi bahana khurafat dan kebatilan bangsa Yahudi dan Nasrani sudah pasti akan merosakkan identiti dan aqidah umat Islam. Bahkan Israiliyyat yang bercanggah dengan nas qat'i Al-Quran dan Al-Sunnah juga tidak harus diriwayatkan apatah lagi riwayat yang tidak masuk akal.

Tafsir yang berpaksikan tafsir *bi matsur* yang bersandarkan periwayatan kepada nabi, sahabat dan tabiin seperti Tafsir Al-Tobari dan Tafsir Ibn Kathir tidaklah dijamin terhindar daripada unsur-unsur Israiliyyat bahkan semua riwayat perlu kepada kritikan dan penilaian.

Kritikan dan penilaian akan mendidik para pembaca untuk lebih teliti dalam menilai sesebuah riwayat dalam kitab-kitab tafsir dan berwaspada dengan riwayat-riwayat yang terdapat di dalam buku karya penulisan golongan orientalis mahupun pendokongnya agar tidak merosak aqidah.

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**THE EFFECT OF CARING ENVIRONMENT, FAMILY INCOME, AND  
NUTRITIONAL STATUS ON PSYCHOMOTOR DEVELOPMENT  
OF CHILDREN UNDER THREE YEARS OLD**

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**ABSTRACT**

*The objective of this research is to obtain information concerning the effects of caring environment, family income, and nutritional status on psychomotor development of children under three years old. This research was conducted at sub-District in North Sulawesi. The sample is 120 children and the data were collected by using cluster sampling. While the data of this research was analyzed by using path analysis. The findings of the research are as follows (1) there is a direct effect on caring environment; (2) there is a direct effect family income on nutritional status; (3) there is a direct effect of caring environment on nutritional status; (4) there is a direct effect of family income on psychomotor development; (5) there is a direct effect on caring environment on psychomotor development; and (6) there is a direct effect of nutritional status on psychomotor development. The results of the research have implication on children under three years old by effort to increase the caring environment, family income, and nutritional status by means of giving special training on family and community.*

*Key Word: Caring Environment, Family Income, And Nutritional Status On Psychomotor ,  
Development*

**INTRODUCTION**

Early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. Early childhood education is the most basic education occupies a strategic position in the development of human resources.

The range of children aged from birth to six years is a critical and strategic age range in the educational process that can affect the process and results of education at a later stage. This means that this period is a period conducive to the development of various physical, cognitive, linguistic, socio-emotional and spiritual abilities.

The various forms of policies and agreements, both national and international, have prompted the Indonesian government to formulate various programs related to early childhood care, education and development. As a concrete manifestation of the government's commitment, the basic policy of the National Program for Indonesian Children (PNBAI) until 2015, the contents of which are as follows: 1) realizing healthy children, growing and developing optimally through community empowerment, increasing sectoral cooperation, improving the environment, improving quality and outreach for health efforts, increasing resources, financing and health management, as well as developing knowledge. Children occupy a strategic position in the development of future human resources. The first and foremost development of children occurs in the family, A mother has a very big role and share in the development of children. Therefore, to prepare the child to become a quality human being, it must be

started from an early age through the role of the mother and good parenting. Good parenting is very important to ensure optimal child development. The child care environment in terms of daily behavior such as feeding, health care, mental and psychomotor stimulation as well as emotional and affectionate support will make a significant contribution to the nutritional status and developmental level of children. Good parenting is very important to ensure optimal child development. The child care environment in terms of daily behavior such as feeding, health care, mental and psychomotor stimulation as well as emotional and affectionate support will make a significant contribution to the nutritional status and developmental level of children.

Children under three years old (toddlers) are family members who need special attention from their parents or people close to them and are very dependent both physically and emotionally, so they need help in various activities. Toddlers are the population group that is most vulnerable to health and nutrition problems because the child's immune status, diet and psychology are immature or still in the developmental stage. The survival and quality of life of children is very dependent on adults, especially mothers or parents.

The factor of fulfilling nutritional needs that can be provided by parents or caregivers greatly determines the nutritional status of toddlers. Malnutrition at this time, in addition to causing stunted physical growth, can also interfere with child development. In order for the nutritional status of toddlers to take place normally, a good feeding practices can be seen from the high quality the food provided and the quantity of food that meets the nutritional adequacy of toddlers, need attention. In addition, maintaining good health status also supports the achievement of good nutritional status.

Viewed from the point of view of developmental psychology, toddlers or 2 - 3 years old have potentials from various aspects of development. From the aspect of motor development, children are experiencing an active period of movement. Children also like to doodle, learn to hold a pencil, learn to do self-help activities. The age of 2 - 3 years is also a period of exploration where in this condition stimulation or environmental stimulation becomes very important so that children will show useful basic movements and other potentials that can be supported. At this age is the right time to lay the initial foundation for children in laying strong educational foundations so that children can continue their next development well.

## **FORMULATION OF THE PROBLEM**

Formulation of the problem as follows::

1. Does family income have a direct effect on toddlers nuturing environment?
2. Does family income have a direct effect on nutritional status of toddlers?
3. Does the parenting environment have a direct effect on the nutritional status of toddlers?
4. Does the family income directly affect on toddlers psychomotor development?
5. Does the parenting environment directly affect on the nutritional status of toddlers?
6. Does nutritional status directly affect on the psychomotor development of toddlers?

## **THEORETICAL DESCRIPTION**

### **Psychomotor Development**

Development is a long-term life process in growth and the changes that lead to the maturity of a child, which will be experienced rapidly in childhood and adulthood. A child's genetic growth and life experiences will determine this development.

Gallahue (1943:243) says that basic motor skills are divided into: three categories: 1) locomotor ability; used to move the body from one place to another or to lift the body up such as jumping, which is walking, running skipping; 2) non-locomotor abilities; done on the spot, without adequate space for movement. Locomotor abilities consist of: bending and stretching, pushing and pulling, lifting and



lowering folding and twisting and others; 3) Manipulative ability; developed when the child has mastered various objects. This ability involves more hands and feet. Object manipulation is far superior to eye, foot and hand coordination. Eyes are important for step movement in space. Manipulative forms of movement; pushing movement, catching the ball, bouncing the ball and dribbling the ball.

From the description above, it can be synthesized that psychomotor development is the ability of movements that are carried out by involving most parts of the body and require a lot of energy (gross motor) and movements that involve certain body parts and require little power (fine motor). Psychomotor development in this study is the development of controlling movements ranging from gross motor movements and fine motor movements, namely the value obtained from the Bayley test. The test is made in the form of playing (practice), with a total of 40 games.

### **Family Income**

Sajogyo (1994:78) suggests that income in one family will affect family activities in meeting family needs. The economic situation of the family plays a role in the development of children and determines the welfare of the family. Suhardjo, (1996:56) income does not always mean that all family income is only to meet food needs, there are some of them who use their income to increase savings and investment. Furthermore, (Suhardjo 1996:40) said that an increase in individual income causes changes in the composition of food, but spending more money on food does not guarantee more variety in food consumption.

According to Berg, (1986:39) an increase in income will lead to an increase in total expenditure, including spending on food. The greater food expenditure will result in more food to be purchased. In developing countries, 80 percent of household income is spent on food and in developed countries only 45 percent. Thus, income is the most important factor determine the quality and quantity of food. Berg further stated that families with high income levels can buy food with more diverse and in greater numbers compared to low income levels.

Based on the description above, adequate family income will be able to support the psychomotor development of toddlers compared to parents who have low family incomes.

### **Parenting Environment**

Gunarsa (2003:61-63) Child care environment in the family as seen from the parenting provided is the entire interaction between subject and object in the form of guidance, direction and supervision of daily object activities that take place regularly so as to form a pattern and is an effort directed to change behavior in accordance with the wishes of the educator or caregiver. Good and directed parenting can encourage optimal child development.

Semiawan, (2002:79) suggests that the family environment is the first and main media that directly or indirectly influences behavior in child development. Several key aspects of nutritional parenting include psychosocial care, food preparation, personal hygiene and environmental sanitation, household health practices and health livelihood patterns. There are six characteristics needed for good parenting, namely: (1) affectionate relationship; (2) attachment or closeness of relationship; (3) unbroken relationship; (4) interactions that provide stimulation; (5) relationship with one person; (6) take care of children at home.

From the description above, it can be concluded that the child care environment is the entire interaction between the subject (caregiver) and the object (children aged 1-3 years) which is held in the family in the form of acceptance of children's emotions and words, acceptance of children's behavior, organization physical environment, provision of play equipment, parental involvement with children

and opportunities obtained by children through stimulation provided by parents as measured by a score made from correct answers from a set of HOME questions for children aged 1-3 years with a total of 45 questions answered describe quality child environment.

### **Nutritional Status**

Riyadi (2001:14) defines nutritional status as the state of health of a person or group of people caused by consumption, absorption and use of utilization) food nutrients are determined based on a certain size. Khomsan (2002:75) suggests that to consume less or too much food, both can cause disease. That's why nutritional problems can be falls to anyone, both the poor and the rich. Family food security is the ability of the family to meet the food needs of all its members in sufficient quantities of food, both in quantity and nutritional quality. Parenting is the ability of families and communities to provide time, attention, and support for children in order to grow and develop as well as possible physically, mentally and socially. Health service and health environment is the availability of clean water and basic health care facilities that are affordable for every family in need. These three factors are interrelated.

Parenting patterns in the form of attitudes and behavior of mothers or other caregivers in terms of their proximity to children, feeding, caring for, cleaning, giving affection and so on. All of them relate to the mother's condition in terms of health (physical and mental), nutritional status, general education, knowledge about good child care, roles in the family or in society, the nature of daily work, family customs, society and so on from the mother or caregiver.

Based on the above opinion, nutritional status is a person's health condition that occurs due to the consumption of food that is absorbed and utilized by the body.

### **Framework of Thinking**

#### **Effect of family income on the parenting environment**

High-income families will have the ability to provision of game tools that support the achievement of a good parenting environment for toddlers. Low-income families will have limitations in providing children's play equipment. Thus, it is suspected that there is a direct influence of family income on the environment for caring for toddlers.

#### **Effect of family income on nutritional status**

Family income will determine the type and amount of nutrients that can be consumed provided for family members including toddlers. Families who have high incomes will be able to provide quality and safe food in sufficient quantities for all household members which will ultimately affect the achievement of good nutritional status. Thus, it is suspected that family income affects the nutritional status of toddlers.

#### **The influence of the nurturing environment on the level of psychomotor development**

The first three years or toddler age is the foundation for further development. If at that age adults do nothing to children, then they will experience difficulties in the future. This is the most important reason for the need for providing a nurturing environment that provides stimulation from an early age. Children who get a good and directed nurturing environment will develop faster than children who lack a nurturing environment.

Conditioning an effective parenting environment will develop children's basic abilities well. One of the functions of providing an effective parenting environment for children is for the

psychomotor development of children itself. With a good nurturing environment, for example by providing educational games, children have the opportunity to do activities that involve body movements that make the child's body healthy and the child's muscles grow to be strong. In this case, movement and body coordination are also needed, such as hand, foot and eye coordination, all of which support the development of fine motor and gross motor skills.

Based on the explanation above, it can be assumed that there is an influence of the parenting environment on psychomotor development among toddlers.

### **The influence of family income on the level of psychomotor development**

The size of the family income will determine the quality of a child care environment, especially in terms of organizing the physical environment and providing game tools that support the psychomotor development of toddlers. Thus, it can be assumed that family income has a direct effect on the level of development of toddlers.

### **Effect of parenting environment on nutritional status**

One indicator of a good parenting environment is the good opportunity for variations in parenting, especially when children eat with their parents at least one meal a day. The habit of eating together between parents and children is a direct way for parents to pay attention to the nutritional status of their children through the quality and quantity of food consumed by children. The better the child care environment, for example, the more often children get the opportunity to be cared for while consuming food, the better the nutritional status of children will be. Based on this, it is suspected that there is a direct influence of the parenting environment on the nutritional status of toddlers.

### **Effect of nutritional status on the level of psychomotor development**

Children with good nutritional status will have a healthy and strong body so that they can carry out activities that support psychomotor development well. On the other hand, children with poor nutritional status will get sick easily and will have a weak body so that they cannot function properly. Thus, it can be assumed that there is a direct influence of nutritional status on psychomotor development among toddlers. The period under three years of age (toddlers) is a vulnerable period, because if a child is malnourished, it will be easy to get sick and will result in impaired nutritional status and development.

The development of toddlers is not only directly influenced by nutritional status, but also by the quality of the care environment provided. The determining indicator for the child care environment apart from the provision of play equipment is the organization of the physical environment and the involvement of parents in the child through the stimulation provided. Effective stimulation is needed because at this toddler age children's activities are increasing. Children who get stimulated play will be able to carry out activities or coordinate body movements, both gross motor movements and fine motor movements. Conversely, children who do not get stimulation to play effectively will be able to result in their psychomotor development not developing optimally.

## **D. Submission of Research Hypotheses**

1. Family income affects the nurturing environment.
2. Family income affects nutritional status
3. Parenting environment affects nutritional status
4. Family income has a direct effect on psychomotor development

5. Parenting environment has a direct effect on psychomotor development
6. Nutritional status affects the level of psychomotor development

## RESEARCH METHODOLOGY

1. This study aims to obtain answers, test and analyze the effect or causal relationship between exogenous variables and endogenous variables or X1, X2 and X3 as exogenous variables with X4 as endogenous variables.
2. Describe the testing of the model designed using path analysis preceded by requirements testing.
3. Testing the effect of the independent variables on the dependent variable, namely a) the direct influence of family income on the parenting environment; b) direct influence family income to nutritional status; c) the influence of the parenting environment on nutritional status; d) direct influence of family income on the level of psychomotor development; e) the direct influence of the nurturing environment on the level of psychomotor development; f) direct influence of nutritional status on the level of psychomotor development.

## Population and Sampel

The population in this study were all toddlers aged 24-36 months, there are 603 toddlers and domiciled in Lolayan District, Bolaang Mongondow Regency. The sample in the study amounted to 120 toddlers, the sampling was taken *randomly cluster sampling*. The sample size for each unit is taken proportionally.

## Research Results

Test requirements analysis aims to test whether the research data meet the requirements to be analyzed by parametric statistics. This must be done, so that the next steps can be accounted for. Based on the theoretical model of the research above, there are six path coefficients, namely: p21, p31, p32, p41, p42 and p43. The results of the study can be seen below:

### 1. Path Coefficient of Structure 1

Table 1 Correlation Coefficient Matrix between structural variables 1

Variable	X1	X2	X3	X4
X1	1	0,424	0,408	0,624
X2	0,424	1	0,301	0,485
X3	0,408	0,301	1	0488
X4	0,624	0,485	0,488	1

Table 2 Summary of Structure Path Coefficient Result 1

Variable	Coefficient between Variable	Path Coefficient	t <sub>cou</sub>	Table		€
				α=0,05	α=0,01	
P21	0,424	0424	5,087	1,645	2,33	0,872

Based on the results of path analysis calculations in structure 1, path coefficient values are obtained which indicate a causal relationship in the analyzed structural model as presented in the following figure:



Figure 4.5 Relationship of the Structure Path Diagram 1

### 2. Structure Path Coefficient 2

Table 3 Summary of Structure Path Coefficient Results 2

	Coefficient between variables	Path Coefficient	t <sub>cou</sub>	t <sub>tab</sub>	
				=0,05	=0,01
P <sub>31</sub>	0,408	0,341	3,706	1,645	2,33
P <sub>32</sub>	0,301	0,156	2,644	1.645	2.33

The results of the calculation of structure 2 can be seen in the path diagram below:

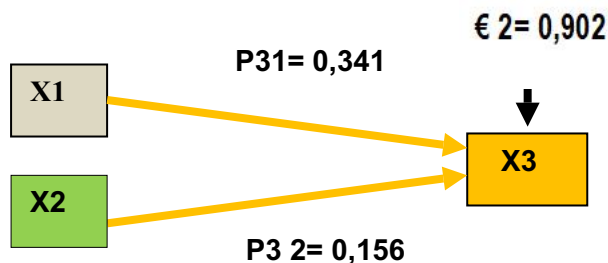


Figure 4.6 Relationship of Structure Path Diagram 2

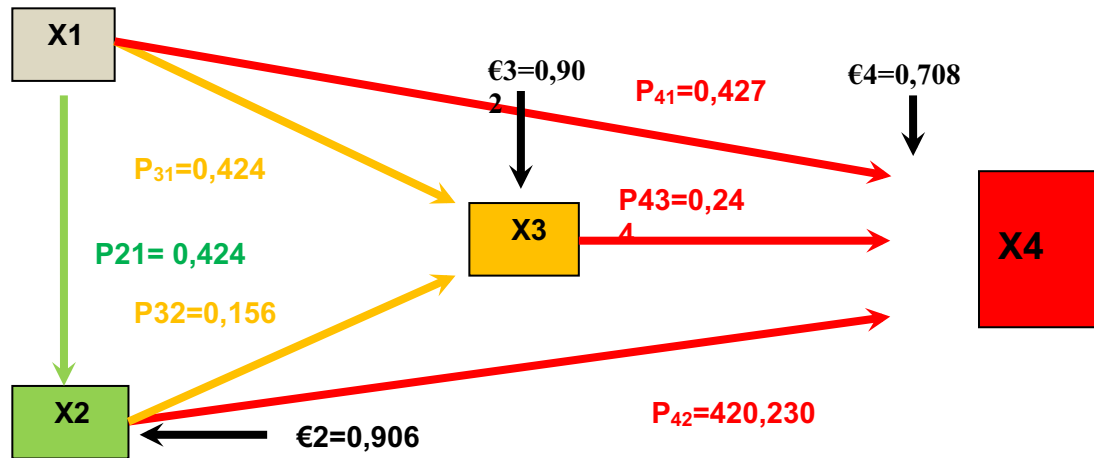
### 3. Structure Path Coefficient 1,2 and 3

Table 4 Summary of Path Coefficient Calculating and Testing Results

Coefficient Track	t <sub>cou</sub>	t <sub>tab</sub>		Influence	
		α=0,05	α=0,01	Direct	Indirect
P <sub>21</sub> 0,431	5,087**	1,64	2,33	0,2381	-
P <sub>31</sub> 0,156	3,706**	1,64	2,33	0,1163	0,02698
P <sub>32</sub> 0,166	2,644**	1,64	2,33	0,0243	-
P <sub>41</sub> 0,427	4,85**	1,64	2,33	0,1822	0,03136
P <sub>42</sub> 0,230	2,71**	1,64	2,33	0,0529	0,0169
P <sub>43</sub> 0,244	2,90**	1,64	2,33	0,0595	-

Note: \*\* Path coefficient is very significant at α =0,01 dan α =0,05

Based on the results of path analysis calculations on structures 1,2 and 3 obtained path coefficient values that show a causal relationship in the analyzed structure model as presented in the following figure:



**DISCUSSION**

**1. The first hypothesis: Family income has a direct effect on the parenting environment**

The hypothesis being tested is  $H_0 : p_{21}=0$ ;  $H_1 : p_{21}>0$

Based on the results analysis of the family income path to the parenting environment, the direct path coefficient is  $p_{21}= 0.488$  with  $t_{cou}= 5.087$  with the value of  $t_{0.05(118)} = 1.645$ , it can be concluded that the path coefficient is significant, with this hypothesis being tested which states that there is a direct influence of family income on the parenting environment. To further improve the parenting environment, it can be done by increasing family income so that families can provide facilities and infrastructure to support parenting in terms of motor development.

**2. Second hypothesis: Family income has a direct effect on nutritional status**

Hypothesis is :  $H_0 : p_{31} = 0$ ;  $H_1 : p_{31} >0$

Based on the results of the path analysis of the parenting environment on nutritional status, the direct path coefficient is  $p_{32} = 1.156$  with  $t_{cou} = 2,644$  with  $t$  value  $t_{0.05(117)} = 1.645$ , it can be concluded that the path coefficient is significant, with this hypothesis being tested which states that there is a direct influence of the parenting environment on nutritional status. To further improve nutritional status, it can be done by providing training on the parenting environment, especially the consumption of food needed by toddlers.

**3. Third hypothesis: Parenting environment has a direct effect on nutritional status.**

Hypothesis tested  $H_0 : p_{32} = 0$ ;  $H_1 : p_{32} >0$

Based on the results of the path analysis of the parenting environment on nutritional status, the direct path coefficient is  $p_{32}= 1.156$  with  $t_{cou} = 2,644$  with  $t$  value  $t_{0.05(117)} = 1.645$ , it can be concluded that the path coefficient is significant, with this hypothesis being tested which states that there is a direct influence of the parenting environment on nutritional status. To further improve nutritional status, it can

be done by providing training on the parenting environment, especially the consumption of food needed by toddlers

**4. The fourth hypothesis: Family income has a direct effect psychomotor development**

The hypothesis being tested is  $H_0 : p_{41} = 0$ ;  $H_1 : p_{41} > 0$

Based on the results of the path analysis of the family income path that has a direct effect on psychomotor development, the direct path coefficient is  $p_{41} = 0.427$  with  $t_{cou} = 4.85$  with  $t$  value  $t_{0.05(116)} = 1.645$ , it can be concluded that the path coefficient is significant, with this hypothesis being tested which states that there is a direct influence of family income on psychomotor development is accepted. To further improve psychomotor development, it is done by increasing family income, by increasing family income, so that it is sufficient to provide the facilities and infrastructure needed for the psychomotor development of toddlers

**5. Parenting environment has a direct effect on psychomotor development**

Hypothesis :  $H_0 : p_{42} = 0$ ;  $H_1 : p_4 > 0$

Based on the results of the analysis of the influential family income effect directly on psychomotor development obtained direct path coefficient of  $p_{42} = 0.230$  with  $t_{cou} = 2.71$  with a value of  $t_{0.05(116)} = 1.645$ , it can be concluded that the path coefficient is significant, with this hypothesis being tested which states that there is a direct influence of the nurturing environment on psychomotor development, it is accepted. To further improve psychomotor development, it can be done by providing training for families about a good parenting environment and in accordance with the developmental needs of toddlers.

**6. Nutritional status has a direct effect on psychomotor development**

The hypothesis being tested is  $H_0 ; p_{43} = 0$ ;  $H_1 : p_{43} > 0$

Based on the results of the path analysis is the family income has direct effect on the level of psychomotor development, the direct path coefficient is  $p_{43} = 0.244$  with  $t_{cou} = 2.90$  with a value of  $t_{0.05(116)} = 1.645$ , it can be concluded that the path coefficient is significant, with this hypothesis being tested which states that there is a direct influence of nutritional status on psychomotor development, it is accepted. To further improve psychomotor development, it can be done by paying attention to the nutritional status of toddlers. After the results of the analysis and statistical testing of the proposed hypotheses, the recapitulation of the results of testing each hypothesis can be seen in the table below

Table 5 Recapitulation of Hypothesis Testing Results

No	Hypothesis	Statistic Test	Ho's Decision	Conclusion
1	Family income take direct effect to nurturing environment	$H_0 : p_{21} = 0$ $H_1 : p_{21} \neq 0$	Rejected	Have direct influence
2	Family income take direct effect to nutritional status	$H_0 : p_{31} = 0$ $H_1 : p_{31} \neq 0$	Rejected	Have direct influence
3	Nurturing environment take direct effect to Nutritional Status	$H_0 : p_{32} = 0$ $H_1 : p_{32} \neq 0$	Rejected	Have direct influence
4	Family income take direct effect to psychomotor development	$H_0 : p_{41} = 0$ $H_1 : p_{41} \neq 0$	Rejected	Have direct influence



5	Nurturing environment take direct effect to psychomot development	Ho : $p_{42}=0$ H1 : $p_{42}\neq 0$	Rejected	Have direct influence
6	Nutritional Status take direct effect to psychomotor development	Ho : $p_{43}=0$ H1 : $p_{43}\neq 0$	Rejected	Have direct influence

### Direct and Indirect Effects Between Variables

#### Direct and indirect effects of exogenous variables on endogenous on structure 1

Table 6 Direct Effect of Family Income and Parenting

Variable	Influence		
	Direct	Indirect	Total
Family Income ( $X_1$ )	0,238	-	0,238

Path coefficient  $p_{21} = r_{12} = 0,424$  means that the direct influence of family income on the parenting environment is 0,238 or 23,8 %.

#### The direct and indirect effects of exogenous variables on endogenous variables on Structure 2

Table 7 Direct and Indirect Effects trough Family Income and Parenting Environment on Nutritional Status

Variable	Influence		Total
	Direct	Indirect	
Family Income ( $X_1$ )	0,11628	0,02698	0,1433
Parenting Environment ( $X_2$ )	0,0 2434	-	0,02434

Table 7 shows that family income directly affects nutritional status is 0.11628 (11.628%) while indirectly through the care environment is 0.02698 (2.698%) so that the total amount is 0.1433 (14.33%). While the parenting environment affects nutritional status only directly or indirectly from the variables of family income and the parenting environment on nutritional status is as much as 0.02434 (2.434%)

#### The direct and indirect effects of exogenous variables on endogenous variables on structure 3

Table 8 Direct and Indirect Effects trough Family Income, Parenting Environment and Nutritional Status on Psychomotor Development

Variable	Direct	Influence		Total	€
		Indirect trough			
		X2	X3		
Family Income ( $X_1$ )	0,182	0,0164	0,0314	0,2298	0,872
Parenting Environment ( $X_2$ )	0,0529	-	0,0169	0,0698	0,902
Nutritional Status ( $X_3$ )	0,0595	-	-	0,0595	0,708

€ = unanalyzed effect

Income has a direct effect on psychomotor development by 0.1823 (18.23%) and indirectly through the nurturing environment by 0.0164 (1.64%) and through nutritional status by 0.0314 (3.14%) so that the effect of overall from direct or indirect family income through the nurturing environment and nutritional status to psychomotor development of 0.2298 and other influences outside the exogenous variable in structure 1 of 0.872. The nurturing environment directly affects psychomotor development by 0.0529(5.29%) and indirectly the nurturing environment through nutritional status by

0.0169(1.69%). So that the overall effect of the nurturing environment through nutritional status on psychomotor development is 0.02698 (2.698%), and other influences outside of exogenous variables in structure 2 are 0.902. Furthermore, nutritional status only has a direct effect on psychomotor development by 0.0595, (5.95%) and other influences outside of exogenous variables in structure 3 are 0.708 so that the overall effect of family income, parenting environment, and nutritional status, on development psychomotor is 0.3591 (35.91%).

## CONCLUSION

Based on the results of research that focuses on the influence of the parenting environment, nutritional status and family income on the level of psychomotor development, it can be concluded as follows:

1. There is a direct influence between family income ( $X_1$ ) to the toddler parenting environment ( $X_2$ ).
2. There is a direct effect between family income ( $X_1$ ) to toddler nutritional status ( $X_3$ ).
3. There is a direct effect between parenting environment ( $X_2$ ) to toddler nutritional status ( $X_3$ ).
4. There is a direct effect between family income ( $X_1$ ) to the level of toddler psychomotor development ( $X_4$ ).
5. There is a direct effect between parenting environment ( $X_2$ ) to the level of toddler psychomotor development ( $X_4$ ).
6. There is a direct effect between nutritional status ( $X_3$ ) to the level of toddler psychomotor development ( $X_4$ ).

The efforts to increase family income, nurturing environment and nutritional status in increasing the level of psychomotor development can be done by providing training to families and communities about a good parenting environment for children which includes food care and parenting to train psychomotor development.

## SUGGESTIONS

Remind that the nurturing environment and nutritional status have a positive effect on children's psychomotor development, it is appropriate for families with toddlers to pay special attention to children so that the quality of children seen from their child's psychomotor development can develop optimally.

Society as a place of interaction between families is expected to care on the issue of the quality of human resources by participating in helping disadvantaged families in providing a conducive environment and high concern. The government as a policy maker plays an important role in improving the quality of human resources. It is hoped that the policies taken, can solve problems that exist in the family and in society in general.

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## AMALAN PERANCANGAN PENGAJARAN, PEMUDAHCARAAN DAN PENILAIAN DALAM PROSES PENGAJARAN BERKUALITI GURU SEKOLAH RENDAH DI KELANTAN

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### ABSTRAK

*Transformasi pendidikan mendesak para guru mengutamakan pengajaran dan pembelajaran yang lebih fleksibel dan berpusatkan murid. Proses anjakan pengajaran penting untuk mengubah suasana pembelajaran, minda dan emosi murid supaya guru mampu melaksanakan pengajaran yang lebih berkualiti. Kajian ini bertujuan meninjau amalan perancangan pengajaran, pemudahcaraan dan penilaian dalam proses pengajaran yang berkualiti dalam kalangan guru di negeri Kelantan. Kajian ini menggunakan reka bentuk tinjauan melalui pendekatan kuantitatif. Responden terdiri daripada 210 orang guru di 15 buah sekolah rendah di Machang yang dipilih melalui teknik pensampelan rawak berstrata. Instrumen kajian menggunakan soal selidik yang terdiri daripada 28 item yang diadaptasi daripada Standard Kualiti Pendidikan Malaysia gelombang kedua dan telah mendapat kesahan pakar serta memenuhi syarat kebolehpercayaan. Data yang diperoleh dianalisis deskriptif dan inferensi. Kajian mendapati bahawa tahap pelaksanaan pengajaran berkualiti guru adalah pada tahap yang tinggi. Pola amalan pengajaran guru dalam perancangan pengajaran tidak menunjukkan perbezaan signifikan tetapi pemudahcaraan dan penilaian terdapat perbezaan signifikan dari segi jantina responden. Kajian mendapati terdapat perbezaan signifikan antara tahap perancangan pengajaran dan amalan penilaian manakala tahap pemudahcaraan menunjukkan tidak terdapat perbezaan signifikan dengan tahap pendidikan guru. Tidak terdapat perbezaan signifikan tahap perancangan pengajaran dan tahap penilaian tetapi tahap pemudahcaraan tidak terdapat perbezaan signifikan dengan tempoh pengalaman mengajar guru. Bagi setiap dapatan kajian ini telah memberi impak kepada kualiti pengajaran guru. Kajian ini memberi implikasi terhadap pengajaran guru yang dipelbagaikan melalui elemen proses pengajaran yang lebih berkualiti.*

*Kata kunci: Perancangan Pengajaran, Pengajaran dan Pemudahcara, Penilaian, Kualiti pengajaran guru, Standard Kualiti Pendidikan Malaysia*

### LATAR BELAKANG

Negara Malaysia telah mengalami transformasi dalam bidang pendidikan yang drastik kesan daripada globalisasi, liberalisasi dan pengantarabangsaan yang mengutamakan pendidikan global dalam revolusi industri yang banyak mempengaruhi sistem pendidikan di seluruh dunia. Modal insan yang bertaraf dunia dibangunkan adalah syarat yang perlu dipenuhi agar Malaysia berupaya bersaing dengan negara-negara maju lain di pentas antarabangsa (Hussein, 2014). Sektor pendidikan negara diiktiraf dalam “*Government Transformation Programe*” (GTP 1.0) sebagai fokus utama dalam “*National Key Results Areas*” (NKRA). Bidang keberhasilan ini asas yang paling penting kerana aspirasi kemenjadian murid adalah penentu kepada kualiti pengajaran guru di peringkat sekolah. Bagi mencapai maksud pelaksanaan perubahan ini Bahagian Pendidikan Guru (BPG) dipertanggungjawabkan memacu inisiatif

terhadap kualiti pengajaran seiring dengan aspirasi sistem pendidikan sebagaimana terkandung dalam Pelan Pembangunan Pendidikan negara (PPPM 2013-2025).

Pelan ini menunjukkan betapa seriusnya pihak Kementerian Pendidikan memandang perkara ini untuk dikemaskini bagi meningkatkan standard pengajaran guru selaras keperluan profesion keguruan abad ini. Ini kerana aspirasi sistem pendidikan negara lebih bersifat pendidikan abad 21 yang mengutamakan pembelajaran dan pemudahcaraan (PdPc) berkonsepkan inovatif yang memanfaatkan Teknologi Maklumat dan Komunikasi (TMK) (Tay, Lim, & Lim, 2015) dan kemahiran abad ke-21 diterapkan dalam pengajaran guru untuk bersama-sama terlibat dengan generasi baru (Rohani, Hazri & Zohir, 2017).

Para pelajar perlu berilmu pengetahuan, berkepimpinan, berfikir sebelum bertindak, nilai dan beretika tinggi serta beridentiti nasional agar aspek kemenjadian murid lebih tinggi dapat dilahirkan bagi mencapai aspirasi-aspirasi pelajar apabila negara mempunyai guru berkemampuan untuk menggalas cabaran dan aspirasi yang digariskan oleh Kementerian Pendidikan. Kemampuan sebenar pelajar ini boleh dilihat berdasarkan pengukuran pencapaian Malaysia dalam penarafan kualiti pendidikan di peringkat antarabangsa. Prestasi telah menunjukkan sedikit penurunan terutama bagi ujian *The Programme For International Student Assessment* (PISA) manakala ujian *Trends In International Mathematics And Science Study* (TIMSS) telah meningkat kedudukannya. Namun, sedikit kemerosotan ini dikesan apabila dibandingkan dengan negara-negara yang terlibat bermula tahun 2012 (Halim, Johari & Norhasniza, 2014; OECD 2012).

Pencapaian tidak menentu TIMSS dan PISA serta laporan penilaian standard pengajaran yang rendah mempunyai hubungan dengan proses pengajaran guru. Ini berdasarkan Standard Kualiti Pendidikan Malaysia yang dilaksanakan pada tahun 2010 kemudian telah ditambahbaik pada tahun 2017 sebagai Standard Kualiti Pendidikan Malaysia gelombang kedua (SKPMg2). Standard ini merangkumi item utama berkaitan PdP terarah kepada pengajaran berkualiti tinggi iaitu standard yang keempat. Kebanyakan guru kurang memberi tumpuan utama pada standard 4.1 hingga 4.5 iaitu guru sebagai perancang, pengawal, pembimbing, pendorong dan penilai. Kelemahan aspek ini merupakan punca utama berlakunya proses pengajaran guru kurang berkualiti. Semua peranan ini amat penting dalam peringkat perancangan, pelaksanaan dan penilaian pengajaran yang bertepatan dengan guru sebagai agen perubahan dalam proses pengajaran.

Transformasi dari aspek pengajaran guru akan terus menghadapi pelbagai kekangan dan risiko jika tidak ditangani dengan bijaksana malah kemajuan yang dicapai tidak mendatangkan manfaat yang akan mewujudkan pelbagai isu kemanusiaan akibat kesan globalisasi masa kini. Senario ini boleh dilihat apabila sistem pendidikan sekolah dinaik taraf seiring dengan sistem pendidikan di negara maju menyebabkan berlaku perubahan kurikulum yang mengundang implikasi hebat kepada guru terutama dalam melaksanakan tunjang utama pengajaran dari aspek perancangan, pelaksanaan dan penilaian.

Namun begitu, kemampuan dan mutu guru dalam isu pengajaran dilihat tidak selari dengan transformasi sistem pendidikan ini (Noor Lela, Sho, Hariyaty & Rohaila, 2019). Proses ini merujuk kepada suatu standard kualiti seiring dengan Falsafah Pendidikan Kebangsaan agar aspirasi sistem dan aspirasi murid ini dapat dicapai sebagaimana yang disasarkan Kementerian Pendidikan. Pelbagai isu dan cabaran pengajaran guru ini merupakan fokus utama kajian terarah kepada isu amalan perancangan pengajaran, pemudahcaraan dan penilaian guru dalam proses pengajaran. Tiga amalan ini merupakan satu jalinan yang utuh untuk menghasilkan pengajaran yang berkualiti di bilik darjah. Jadi, guru adalah insan terpenting yang boleh mendokong setiap transformasi yang dilakukan pada masa kini, tetapi setiap transformasi pengajaran akan terbantut sekiranya sikap profesional dan mutu guru tidak mencapai peringkat yang minima (Mohd Aizat & Kamarudin, 2019). Ini bermakna tahap kualiti suatu sistem pendidikan ditentukan oleh guru sebagai pelaksana dasar.

## OBJEKTIF KAJIAN

Justeru, kajian ini dijalankan bertujuan untuk menentukan tahap pengajaran dalam kalangan guru sekolah rendah. Terdapat tiga objektif utama kajian ini, iaitu:

1. Mengenal pasti tahap perancangan pengajaran, tahap pemudahcaraan dan tahap penilaian yang digunakan dalam kalangan guru.
2. Mengenal pasti perbezaan tahap perancangan pengajaran, tahap pemudahcaraan dan tahap penilaian guru sekolah rendah berdasarkan faktor jantina, tahap pendidikan dan pengalaman mengajar guru.
3. Mengenal pasti hubungan antara tahap perancangan pengajaran, tahap pemudahcaraan dan tahap penilaian dengan amalan proses pengajaran guru.

## METODOLOGI

Kajian ini menggunakan kaedah kuantitatif kajian dengan menggunakan kaedah tinjauan. Sampel kajian dipilih secara rawak berstrata dalam kalangan guru-guru di 15 buah Sekolah Kebangsaan di daerah Machang, Kelantan. Berdasarkan jadual Krejcie dan Morgan (1970), kajian ini melibatkan 210 orang responden merangkumi 50% bagi kedua-dua jantina daripada keseluruhan populasi seramai 460 guru. Profil responden ditunjukkan dalam Jadual 1. Aspek demografi kajian ini melibatkan jantina, tahap pendidikan dan pengalaman mengajar. Sementara tiga pembolehubah dalam kajian ini adalah amalan perancangan pengajaran, amalan pemudahcaraan dan amalan penilaian. Kajian ini menggunakan instrumen soal selidik hasil adaptasi daripada faktor item penilaian Kendiri Guru dalam mencapai Standard Kualiti Pendidikan Guru gelombang kedua (KPM, 2017), dengan skala pengukuran 1 hingga 10. Instrumen disahkan berdasarkan Kriteria Berkaitan Keterangan (Ghazali & Sufean, 2018) melalui tiga orang pakar rujuk bidang pendidikan yang dilantik bagi tujuan cadangan, penambahbaikan dan pengesahan instrumen kajian yang dibina agar bersesuaian dengan kajian ini. Satu kajian rintis turut dijalankan bagi memeriksa ketekalan dalaman item yang dibina berdasarkan nilai Cronbach's Alpha melebihi 0.7 (Ghazali & Sufean, 2018), iaitu menunjukkan instrumen kajian ini mempunyai nilai kebolehpercayaan yang tinggi. Data kajian dianalisis menggunakan statistik deskriptif dan inferensi dengan menggunakan Statistical Package for Social Science (SPSS). Tahap perancangan pengajaran, pemudahcaraan dan penilaian guru bagi setiap elemen dianalisis menggunakan statistik deskriptif yang merangkumi kekerapan, peratusan dan nilai min. Selain itu, data dianalisis menggunakan analisis inferensi menggunakan ujian-T sampel bebas dan ANOVA sehala bagi mengetahui perbezaan setiap faktor demografi terhadap pembolehubah kajian. Ujian korelasi Pearson turut digunakan bagi menjelaskan dan mengukur tahap korelasi antara ketiga-tiga pemboleh ubah dalam kajian ini.

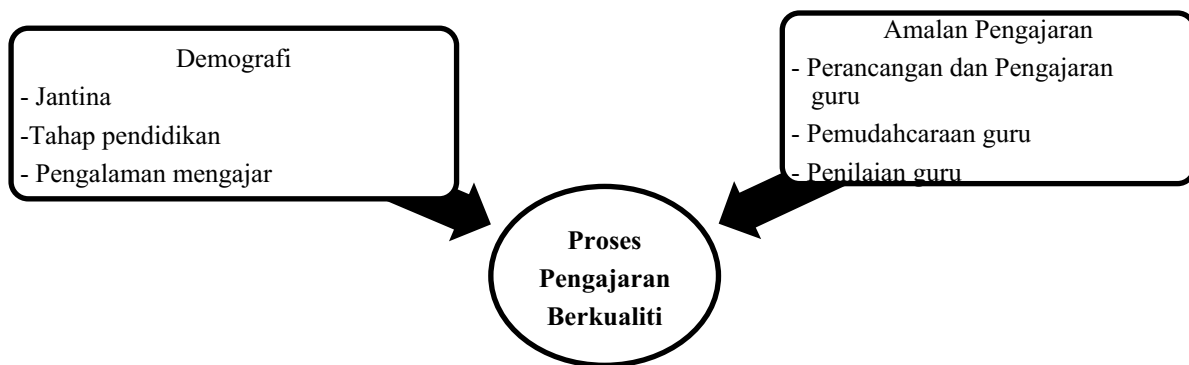
Jadual 1: Profil Responden berdasarkan Faktor Demografi

Demografi	Perihal	Frekuensi	Peratus (%)
<b>Jantina</b>	Lelaki	105	50.0
	Perempuan	105	50.0
<b>Tahap Pendidikan</b>	STPM / Diploma	49	23.3
	Sarjana Muda	145	69.0
	Sarjana	16	7.6
<b>Pengalaman Mengajar</b>	5 – 10 tahun	26	12.4
	11 – 20 tahun	66	31.4
	21 tahun ke atas	118	56.2

## SOROTAN LITERATUR

Kajian ini merangkumi tiga dimensi utama iaitu perancangan pengajaran, pemudahcaraan dan penilaian (pentaksiran) dalam kalangan guru-guru sekolah rendah. Gabungan ketiga-tiga komponen ini

menjadikan kajian ini berbeza jika dibandingkan dengan kebanyakan kajian-kajian lepas yang tertumpu kepada amalan pengajaran secara umum serta tidak memenuhi kehendak bagi semua mata pelajaran. Rajah 1 menunjukkan dua komponen utama yang menyumbang kepada proses pengajaran berkualiti iaitu faktor demografi iaitu jantina, tahap pendidikan dan tempoh pengalaman mengajar serta faktor amalan pengajaran iaitu perancangan dan pengajaran, pemudahcaraan dan penilaian. Kerangka ini berdasarkan kriteria penarafan Standard Kualiti Pendidikan Guru gelombang kedua (SKPMg2, 2017) yang menyatakan standard guru dalam proses pengajaran guru berkualiti dipengaruhi oleh faktor jantina, tahap pendidikan, tempoh pengalaman mengajar dan tahap amalan pengajaran guru yang menjadi pemboleh ubah tidak bersandar manakala pemboleh ubah bersandar kajian ini ialah proses pengajaran guru yang dilaksanakan. Kajian ini bertujuan untuk menunjukkan impak amalan pengajaran yang dilaksanakan dapat membantu meningkatkan kualiti pengajaran guru terhadap pencapaian dan motivasi pelajar-pelajar di sekolah rendah.



Rajah 1. Kerangka Konsep Kajian

#### Perancangan Pengajaran

Kajian literatur berdasarkan pembolehubah perancangan pengajaran guru menunjukkan kajian-kajian sudah ada dibincangkan tetapi dalam skop yang berbeza telah dilaksanakan bagi mengenal pasti trend amalan yang berkualiti atau berkesan terhadap guru-guru di lapangan. Antara kajian diperoleh ialah kajian Siti Hawa, Mazlen, Norasmah dan Zamri (2006) berpendapat pada kebiasaannya pembelajaran perlu melalui proses yang memerlukan kontek guru dan murid dalam melakukan aktiviti. Oleh itu sebelum melaksanakan pengajaran amat perlu meneliti perancangan yang efisien dibuat terlebih dahulu. Menurut Jasmi (2016) pula menerangkan bahawa pengajaran merupakan “ta’lim” atau “teaching” wadah untuk menyampaikan pengetahuan kepada manusia.

Menurut Syed Kamaruzaman, Parwazalam dan Norkhalid (2018), pengajaran adalah perkara yang amat kompleks dan pelbagai aktiviti diperlukan sekiranya hendak mencapai kejayaan dalam pelaksanaan pengajaran, seterusnya mencapai objektif yang telah ditetapkan. Melaksanakan perancangan adalah perkara utama yang perlu dilakukan oleh guru sebelum memulakan pengajaran. Syed Kamaruzaman, Parwazalam dan Norkhalid (2018) menyatakan perancangan adalah di bawah kawalan guru dan kerja yang kekal secara langsung. Jadi, guru perlu melakukan perancangan adalah dititikberatkan sebelum melaksana pengajaran kerana objektif pengajaran mudah tercapai sekiranya dirancang terlebih dahulu.

Arumugham (2019) dalam kajiannya merangkai dan merungkai kurikulum adalah satu proses dalam perancangan pengajaran dan pembelajaran dilakukan kepada lima orang guru SMK Tunku Seri Indera Putera, diselia selama enam bulan merangkumi kaedah merangkai dan merungkai kurikulum. Ia bertujuan untuk mempersembahkan proses untuk menyediakan rancangan pengajaran sebagai salah satu daripada aspek perancangan. Proses ini tidak memerlukan guru mengajar semua standard pelajaran yang terdapat di dalam Dokumen Standard Kandungan dan Prestasi (DSKP). Ini akan memudahkan pelaksanaan pengajaran dan pembelajaran guru di bilik darjah.

Dapatan penyelidikan memperlihatkan guru tidak menerapkan elemen kemahiran merangkai dan merungkai kurikulum semasa merancang RPT dan RPH adalah salah satu faktor ianya tidak dipraktikkan. Ini menjelaskan terdapatnya kekurangan latihan dan bimbingan terhadap kemahiran ini di kalangan guru. Hasil kajian mencadangkan bahawa dengan pelaksanaan kurikulum baharu iaitu KSSM atau KSSR guru perlu melakukan kemahiran merangkai dan merungkai ini diperluaskan kepada semua mata pelajaran dalam menyediakan rancangan pelajaran harian (RPH) dan rancangan pelajaran tahunan (RPT) agar lebih kemas dan bersistematik.

## **PEMUDAHCARAAN**

Perubahan peranan guru daripada sebagai penyampai maklumat kepada pemudahcara amat dituntut. Situasi ini menjadi keutamaan apabila kaedah konvensional tidak lagi relevan dan efisien dilaksanakan pada era ini yang lebih berpusatkan guru agak bercanggah dalam usaha membekalkan pelajar dengan kemahiran secara holistik (Jasmi & Salleh, 2013). Sebaliknya, pembelajaran berpusatkan pelajar dapat menjelaskan bahawa pelajar boleh memilih sendiri persekitaran pembelajaran yang diperlukan dalam mewujudkan pembelajaran tersebut. Perubahan ini merupakan pendekatan pendidikan melibatkan kurikulum, aktiviti pengajaran, pembelajaran dan penilaian berfokuskan kepada pelajar (Khalid, Ahmad & Hamdan, 2015).

Zamri dan Hasmadi (2019) dalam kajian, terhadap guru Bahasa Inggeris di Mersing, Johor tentang pengaruh jantina dengan gaya pengajaran guru dilakukan kepada 122 orang guru dan 32 buah sekolah kebangsaan terlibat secara langsung dalam kajian ini. Hasil kajian diperoleh menunjukkan guru yang lebih cenderung menggunakan gaya fasilitator dan berperanan sebagai pembimbing serta penasihat dapat memotivasikan pelajar meningkatkan pencapaian akademik melalui sokongan dan galakan yang diberikan. Ini merupakan salah satu usaha yang sangat penting untuk diberi perhatian bagi meningkatkan pencapaian pelajar bergantung kepada faktor guru yang mengajar (Cheng, Melor & Maslawati, 2016).

Kajian Jeffery (2018) terhadap pemilihan bahan bantu mengajar (BBM) dengan jantina dan sikap dalam kalangan guru opsyen Bahasa Melayu di sekolah rendah daerah Serian. Kajian ini telah dilakukan kepada 117 orang guru mata pelajaran bahasa Melayu di daerah tersebut menggunakan instrumen soal selidik dan analisis kuantitatif. Hasil dapatan diperoleh dari respon data soal selidik yang dikumpul menunjukkan guru bersikap positif terhadap pemilihan ciri-ciri bahan bantu mengajar (BBM) yang digunakan dalam pembelajaran dan pemudahcaraan (PdPc) adalah tinggi. Dapatan ini jelas boleh meningkatkan pedagogi abad ke-21 dalam mengembangkan profesional guru bergerak seiring dengan hasrat Kementerian Pendidikan. Namun terdapat juga kegagalan pihak guru mewujudkan suasana PdPc yang lebih seronok kerana guru masing-masing mengajar secara tradisi apabila pelajar hanya menunggu arahan daripada guru semasa sedang mengajar.

Dalam kajian Noor Lela et al. (2019) berkaitan pembelajaran abad 21 dan pembangunan pelajar dengan kepentingan amalan pengajaran menggunakan kajian kuantitatif dan soal selidik melalui persampelan secara rawak di 34 sekolah daerah Kinta Utara, Perak. Guru yang terlibat seramai 242 orang. Hasil kajian diperoleh menunjukkan tahap pelaksanaan aktiviti pembelajaran berada pada tahap tinggi kerana pengajaran dan pembelajaran abad ke-21 boleh memberi dorongan dari segi emosi murid. Ini membuktikan bahawa amalan pengajaran dan pembelajaran abad 21 memberi impak yang positif kepada pembangunan murid. Koehler & Mishra (2005) dalam Noor Lela et al., (2019) juga berpendapat guru perlu berilmu pengetahuan lebih mendalam terhadap proses pengajaran dan pembelajaran yang meliputi keseluruhan matlamat, cara dan tujuan pembelajaran dalam pendidikan.

## **PENILAIAN**

Sistem penilaian dalam pengajaran dan pembelajaran negara berubah sejajar pengembangan pendidikan bersifat global yang semakin mencabar. Alternatif dalam penilaian adalah sistem penilaian baru



diperkenalkan dalam pendidikan di Malaysia. Ia adalah penilaian yang perlu diproses secara komprehensif sewaktu pengajaran dan pembelajaran (PdP) dilaksanakan. Terdapat dua bentuk Penilaian Alternatif yang dilaksanakan secara berterusan sepanjang PdP iaitu Pentaksiran Berasaskan Sekolah dan Pentaksiran Bilik Darjah. Ia dilakukan oleh guru secara adil, telus, piawaian penilaian mengikut kemampuan dan keupayaan pelajar yang sebenar. Pentaksiran Berasaskan Sekolah akan ditaksir secara menyeluruh oleh guru merangkumi kriteria intelektual, emosi, spiritual dan fizikal. Ini sejajar dengan Falsafah Pendidikan Kebangsaan.

Antara komponen-komponen PBS adalah Penilaian Berpusat (PP) tetapi telah dimansuhkan, Pentaksiran Aktiviti Jasmani, Sukan dan Kokurikulum (PAJSK), Pentaksiran Psikometrik (PPsi) dan Pentaksiran Bilik Darjah (PBD). PBD merupakan penilaian dilaksanakan sepanjang tahun dalam pengajaran guru dan keperluan bagi semua subjek. Pentaksiran ini dinilai bukan untuk membuat perbandingan antara pelajar dari segi pencapaian tahap penguasaan malah untuk melihat perkembangan tahap kemajuan pelajar dari semasa ke semasa terutama sewaktu pembelajaran di kelas. Di samping itu juga dapat membantu guru untuk membuat refleksi bagi meningkatkan kualiti pengajaran. Para guru akan melaksanakan penilaian alternatif ini sepanjang proses PdP di bilik darjah. Pada tahun 2011 penilaian dikenali sebagai Pentaksiran Sekolah telah ditambah baik dan diguna pakai bermula tahun 2016 sebagai Pentaksiran Bilik Darjah (PBD).

Tinjauan literatur menunjukkan bahawa terdapat penyelidikan yang dilakukan sebelumnya berkenaan penilaian untuk mentaksir semasa mengajar di bilik darjah. Antara kajian tersebut adalah kajian oleh Suah, Ong dan Shuki (2009) dalam kajian pentaksiran pembelajaran pelajar mengenai amalan guru sekolah menengah dan rendah di Malaysia. Kajian ini disasarkan di 30 sekolah menengah dan 602 orang guru terlibat sebagai responden sekitar Pulau Pinang, Kedah dan Perak yang melibatkan 228 orang guru lelaki dan 374 guru wanita menggunakan instrumen soal selidik. Terdapat tiga amalan yang disebutkan, pertama ialah amalan biasa pentaksiran guru di dalam kelas iaitu menggunakan ujian bertulis dan pentaksiran prestasi, penilaian, pentafsiran skor, maklum balas mengenai keputusan pentaksiran dan hasil pentaksiran diguna dalam membuat justifikasi untuk menilai pembelajaran pelajar (Stiggins, 1992).

Sementara itu, Mohd Haidzir dan Norasmah (2019) dalam kajian mengenai masalah pentaksiran alternatif dalam sistem penilaian di Malaysia. Hasil kajian menjelaskan bahawa pentaksiran alternatif adalah proses mengumpulkan, menganalisis, mensintesis dan menafsirkan maklumat berkaitan secara keseluruhan untuk membantu pelajar dalam pengajaran dan pembelajaran agar kemampuan pelajar membuat keputusan dapat ditingkatkan. Bagi mencapai matlamat dan tujuan pembelajaran guru perlu sentiasa membuat penambahbaikan terhadap pengajaran. Khalid, Ahmad dan Hamdan (2015) dalam kajian mengenai pelaksanaan aktiviti penilaian dengan pembentukan sikap positif guru dilakukan sebagai kajian kes melibatkan guru di Johor seramai 80 orang. Pelaksanaan Pentaksiran Sekolah (SA) masih gagal memupuk sikap positif guru yang tinggi terhadap pentaksiran. Ini adalah kesan pembentukan sikap positif guru berada di tahap sederhana.

## **DAPATAN DAN PERBINCANGAN**

Bahagian ini menghuraikan analisis deskriptif bagi ketiga-tiga tahap amalan pengajaran iaitu tahap perancangan pengajaran, amalan pemudahcaraan dan amalan penilaian yang dilaksanakan sepanjang tempoh proses pengajaran. Kesemua proses ini amat perlu untuk mencapai satu standard pengajaran yang berkualiti dalam kalangan guru-guru sekolah rendah. Seterusnya, analisis inferensi menggunakan Ujian-t (*One Way ANOVA*) turut dibincangkan dengan membandingkan antara dua kumpulan dengan satu atau lebih pemboleh ubah atau faktor apabila data skala ratio digunakan untuk mengenalpasti jika terdapat perbezaan yang signifikan.

## TAHAP PERANCANGAN PENGAJARAN, PEMUDAHCARAAN DAN PENILAIAN DALAM KALANGAN GURU SEKOLAH RENDAH

Jadual 2 menunjukkan taburan kekerapan responden mengikut tahap perancangan dalam amalan pengajaran guru di sekolah sebelum, semasa dan selepas sesi pengajaran dalam bilik darjah. Hasil kajian mendapati semua sembilan pelaksanaan perancangan pengajaran berada pada tahap yang tinggi. Dapatan kajian menunjukkan satu item iaitu ‘Menyediakan RPH dengan merujuk DSKP’ memberikan min yang paling tinggi ( $M=9.13$ ,  $SP=0.69$ ). Dapatan ini selari dengan kajian oleh Kalai Selvan Arumugham (2019). Perkara ini menunjukkan bahawa kesediaan guru-guru berkaitan tugas hakiki sebagai seorang pendidik serta pematuhan terhadap Surat Pekeliling Ikhtisas (SPI) bilangan 3 tahun 1999 yang menetapkan keperluan menyediakan Rancangan Pelajaran Tahunan (RPT) dan Rancangan Pelajaran Harian (RPH) mengikut prinsip-prinsip perancangan terkini. Sementara itu, item ‘Menyediakan ABM/BBM/BBB/TMK yang sesuai’ memberikan nilai min paling rendah ( $M=7.60$ ;  $SP=1.23$ ). Hasil dapatan memberi gambaran bahawa terdapat guru kurang peka dalam melaksanakan proses pengajaran dan mengawal suasana pengajaran. Tambahan pula, ini juga menunjukkan terdapat kelemahan ketara dari aspek penyediaan bahan bantu mengajar (BBM) berasaskan kemahiran menggunakan teknologi maklumat dan komunikasi (TMK).

Jadual 2: Tahap Amalan Perancangan Pengajaran Guru Sekolah Rendah

Bil	Pernyataan	Min	Sisihan piawai	Tahap
1	<b>Menyediakan RPH</b> dengan merujuk DSKP	9.13	0.69	Tinggi
2	<b>Mengelola Isi</b> pelajaran yang dirancang	8.15	1.35	Tinggi
3	<b>Mengelola masa</b> pembelajaran dan pemudahcaraan selaras dengan aktiviti pembelajaran	8.20	1.17	Tinggi
4	<b>Menyediakan</b> ABM/BBM/BBB/TMK yang sesuai.	7.60	1.23	Tinggi
5	<b>Memberi peluang</b> kepada penyertaan aktif murid	8.54	1.07	Tinggi
6	<b>Mengawasi komunikasi</b> murid dalam pembelajaran dan pemudahcaraan	8.71	1.15	Tinggi
7	<b>Mengawasi perlakuan</b> murid dalam pembelajaran dan pemudahcaraan	8.82	1.05	Tinggi
8	<b>Menyusun atur</b> kedudukan murid dalam kelas	8.29	1.20	Tinggi
9	<b>Mewujudkan suasana</b> pembelajaran yang menyeronokkan	8.51	1.47	Tinggi

Jadual 3 menunjukkan taburan kekerapan responden mengikut tahap pemudahcaraan guru di sekolah sebelum dan semasa sesi pengajaran dalam bilik darjah. Hasil kajian mendapati kesemua sepuluh pelaksanaan pemudahcaraan guru dalam pengajaran berada pada tahap yang tinggi. Hasil kajian menunjukkan item ‘Memberi pujian/ penghargaan terhadap perlakuan positif’ memberikan nilai min tertinggi ( $M=8.95$ ;  $SP=1.00$ ). Ini menunjukkan bahawa para guru yang sentiasa memberi pujian terhadap perlakuan positif dan memperuntukkan ganjaran atau hadiah sebagai penghargaan terhadap hasil kerja atau idea yang bernas supaya para pelajar bermotivasi untuk melibatkan secara aktif dalam pembelajaran yang ditunjukkan oleh mereka. Motivasi ini boleh mempegaruhi hala tuju dan tahap keberkesanan sesuatu proses pengajaran guru yang menjadi elemen terpenting dalam proses PdP. Sebaliknya, item ‘Merentas isi pelajaran dengan tajuk pelajaran lain dalam pembelajaran’ ( $M=8.05$ ;  $SP=1.18$ ). Namun, proses ini masih berada pada tahap yang tinggi. Sedikit kelemahan ini mungkin berlaku kerana guru kekurangan pengetahuan tentang kemahiran merungkai dan merangkai (KMR) berdasarkan DSKP dengan menggabungjalinkan sesuatu kemahiran yang terkandung dalam mata pelajaran yang lain.

Jadual 3: Tahap Amalan Pemudahcaraan Guru-Guru Sekolah Rendah

Bil	Pernyataan	Min	Sisihan piawai	Tahap
1	<b>Memberi tunjuk ajar</b> menguasai isi pelajaran, konsep dan fakta berkaitan pelajaran	8.40	1.25	Tinggi
2	<b>Memberi panduan</b> menguasai kemahiran dalam aktiviti pembelajaran	8.39	1.17	Tinggi
3	<b>Membimbing murid</b> menggunakan sumber pendidikan berkaitan pelajaran	8.20	1.19	Tinggi
4	<b>Merentas isi pelajaran</b> dengan tajuk pelajaran lain dalam pembelajaran	8.05	1.18	Tinggi
5	<b>Merangsang murid berkomunikasi</b>	8.65	0.97	Tinggi
6	<b>Merangsang murid</b> berkolaboratif dalam aktiviti pembelajaran	8.33	1.21	Tinggi
7	<b>Mewujudkan peluang</b> untuk murid memimpin	8.24	1.14	Tinggi
8	<b>Memberi pujian/ penghargaan</b> terhadap perlakuan positif	8.95	1.00	Tinggi
9	<b>Memberi keyakinan</b> dalam mengemukakan soalan atau memberi respon	8.47	1.06	Tinggi
10	<b>Prihatin</b> terhadap keperluan murid	8.75	0.85	Tinggi

Jadual 4 menunjukkan taburan kekerapan responden mengikut tahap amalan penilaian guru di sekolah sebelum, semasa dan selepas sesi pengajaran di bilik darjah secara terancang dan sistematik. Hasil kajian mendapati kesemua sembilan amalan pengajaran dalam bilik darjah berada pada tahap yang tinggi. Dapatan kajian menunjukkan item ‘Menyemak, menilai hasil kerja, gerak kerja dan latihan atau tugas yang diberikan’ memberikan nilai min paling tinggi ( $M=8.53$ ;  $SP=0.99$ ). Para guru telah menjalankan proses pengajaran yang sangat berkesan agar pelajar dapat menjawab soalan yang dikemukakan oleh guru dengan menyediakan aktiviti atau latihan sebagai penilaian sama ada secara sumatif atau formatif untuk memastikan pelajar memahami isi pelajaran yang telah dipelajari. Sebaliknya, item ‘Mengemukakan soalan yang menjurus ke arah pemikiran kritis dan kreatif’ ( $M=7.87$ ;  $SP=1.21$ ). Ini bermakna masih terdapat sedikit kelemahan terhadap pentaksiran yang melibatkan kemahiran berfikir aras tinggi dalam kalangan guru-guru di bilik darjah. Pelbagai usaha telah dipergiatkan kepada guru-guru dan para pelajar di dalam bilik darjah supaya menerapkan kemahiran berfikir aras tinggi bagi memperkasakan tahap tindakan dan tahap kualiti untuk mencapai hasil pengajaran yang lebih berkualiti.

Jadual 4: Tahap Amalan Penilaian Guru-Guru Sekolah Rendah

Bil	Pernyataan	Min	Sisihan piawai	Tahap
1	<b>Mengemukakan soalan</b> yang menjurus ke arah pemikiran kritis dan kreatif	7.87	1.21	Tinggi
2	<b>Mengajukan soalan</b> situasi menjurus ke arah membuat keputusan dan penyelesaian masalah	7.88	1.22	Tinggi
3	<b>Menggalakkan murid</b> mengemukakan soalan berkaitan isi pelajaran	8.15	1.15	Tinggi
4	<b>Menggalakkan murid</b> memperoleh pengetahuan dan kemahiran secara sendiri	7.92	1.23	Tinggi
5	<b>Mempelbagaikan kaedah</b> pentaksiran dalam pengajaran	8.06	1.21	Tinggi

6	<b>Menjalankan aktiviti</b> pemulihan atau pengayaan dalam pengajaran	7.97	1.25	Tinggi
7	<b>Memberi latihan</b> atau tugas berkaitan pelajaran	8.40	1.14	Tinggi
8	<b>Sentiasa membuat refleksi</b> selepas pengajaran	8.27	1.24	Tinggi
9	<b>Menyemak , menilai</b> hasil kerja, gerak kerja dan latihan atau tugas yang diberikan	8.53	0.99	Tinggi

### PERBEZAAN TAHAP AMALAN PENGAJARAN BERDASARKAN FAKTOR JANTINA

Menurut Zaidatun *et al.*, (2003), Ujian-t adalah analisis perbandingan min antara dua kumpulan. Dalam kajian ini, Ujian-t sampel tidak bersandar (*Independent sampel t-test*) digunakan untuk menguji kewujudan perbezaan antara min satu pemboleh ubah bagi dua kumpulan sampel yang tidak saling bergantung bagi menjawab soalan kajian kedua.

Jadual 5 menunjukkan keputusan Ujian-t tahap perancangan pengajaran, pemudahcaraan dan penilaian guru berdasarkan jantina. Hasil analisis bagi tahap perancangan pengajaran antara kedua jantina guru mendapati keputusan signifikan apabila nilai ( $t=0.181$ ;  $p<0.05$ ). Ini membuktikan bahawa terdapat perbezaan yang signifikan tahap perancangan pengajaran antara kedua jantina guru. Manakala analisis bagi tahap pemudahcaraan antara kedua jantina guru mendapati keputusan signifikan apabila nilai ( $t=0.408$ ;  $p<0.05$ ). Selanjutnya, analisis bagi tahap penilaian antara kedua jantina guru mendapati keputusan signifikan apabila nilai ( $t=0.783$ ;  $p<0.05$ ).

Jadual 5: Keputusan Ujian-t tahap amalan pengajaran berdasarkan jantina

Amalan Pengajaran	Jantina	N	Min	Sisihan Piawai	Nilai-t	Sig.
Perancangan Pengajaran	Lelaki	105	8.453	0.690	0.181	0.013
	Perempuan	105	8.433	0.903		
Pemudahcaraan	Lelaki	105	8.471	0.671	0.408	0.000
	Perempuan	105	8.423	1.020		
Penilaian	Lelaki	105	8.170	0.776	0.783	0.000
	Perempuan	105	8.068	1.096		

*\*Signifikan pada aras 0.05*

Kesimpulannya, tiga dimensi amalan pengajaran iaitu perancangan pengajaran, pemudahcaraan dan penilaian mempunyai perbezaan yang signifikan antara lelaki dan perempuan. Walau bagaimanapun, ketiga-tiga dimensi menunjukkan tahap amalan pengajaran guru lelaki lebih tinggi daripada guru perempuan.

### PERBEZAAN TAHAP AMALAN PENGAJARAN BERDASARKAN FAKTOR TAHAP PENDIDIKAN

Jadual 6 menunjukkan keputusan Ujian-t tahap perancangan pengajaran, pemudahcaraan dan penilaian berdasarkan tahap pendidikan guru. Hasil analisis bagi perancangan pengajaran dengan tahap pendidikan guru yang melaksanakan proses pengajaran berkualiti dalam bilik darjah mendapati terdapat perbezaan signifikan ( $F=3.071$ ;  $p=0.048 < 0.05$ ). Hal sama juga bagi analisis bagi tahap penilaian dan tahap pendidikan guru yang mendapati terdapat perbezaan signifikan ( $F=4.70$ ;  $p=0.010 < 0.05$ ). Seterusnya, analisis mendapati tidak terdapat perbezaan signifikan bagi tahap pemudahcaraan dan tahap pendidikan guru apabila keputusan menunjukkan ( $F= 2.474$ ;  $p=0.087 > 0.05$ ). Kesimpulannya,

keputusan kajian membuktikan guru-guru mempunyai tahap perancangan pengajaran dan tahap penilaian yang berbeza secara signifikan dengan tahap pendidikan guru. Kajian ini turut membuktikan bahawa tidak terdapat perbezaan signifikan tahap pemudahcaraan dengan tahap pendidikan guru.

Jadual 6: Keputusan Ujian-t tahap amalan pengajaran berdasarkan tahap pendidikan guru

<b>Amalan Pengajaran</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Perancangan pengajaran	Between Groups	3.872	2	1.936	3.071	0.048
	Within Groups	130.485	207	.630		
	Total	134.357	209			
Pemudahcaraan	Between Groups	3.623	2	1.811	2.474	0.087
	Within Groups	151.560	207	.732		
	Total	155.183	209			
Penilaian	Between Groups	8.187	2	4.093	4.708	0.010
	Within Groups	179.961	207	.869		
	Total	188.147	209			

*\*Signifikan pada aras 0.05*

**Perbezaan Tahap Amalan Pengajaran Berdasarkan Faktor Pengalaman Mengajar**

Jadual 7 menunjukkan keputusan Ujian-t tahap perancangan pengajaran, pemudahcaraan dan penilaian berdasarkan pengalaman mengajar. Hasil analisis bagi tahap perancangan pengajaran dan pengalaman mengajar guru, keputusan mendapati tidak terdapat perbezaan yang signifikan apabila dapatan menunjukkan ( $F=2.229$ ;  $p=0.110 >0.05$ ). Begitu juga bagi analisis tahap penilaian dan tempoh pengalaman mengajar guru yang mendapati tidak terdapat perbezaan signifikan apabila keputusan diperoleh ( $F=1.666$ ;  $p=0.192 >0.05$ ). Sebaliknya, bagi analisis tahap pemudahcaraan dan pengalaman guru, keputusan menunjukkan terdapat perbezaan signifikan bagi apabila keputusan menunjukkan ( $F=3.391$ ;  $p=0.036 <0.05$ ). Kesimpulannya, keputusan membuktikan tidak terdapat perbezaan signifikan antara tahap perancangan pengajaran dan tahap penilaian dengan tempoh pengalaman mengajar seseorang guru. Manakala, keputusan membuktikan terdapat perbezaan signifikan antara tahap pemudahcaraan dengan tahap pendidikan guru.

Jadual 7: Keputusan Ujian-t tahap amalan pengajaran berdasarkan pengalaman mengajar

<b>Amalan Pengajaran</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Perancangan pengajaran	Between Groups	2.833	2	1.416	2.229	0.110
	Within Groups	131.525	207	.635		
	Total	134.357	209			
Pemudahcaraan	Between Groups	4.923	2	2.461	3.391	0.036
	Within Groups	150.261	207	.726		
	Total	155.183	209			
Penilaian	Between Groups	2.980	2	1.490	1.666	0.192
	Within Groups	185.167	207	.895		
	Total	188.147	209			

*\*Signifikan pada aras 0.05*

## Hubungan antara Tahap Amalan Pengajaran dengan Amalan Proses Pengajaran Guru

Bagi menjawab soalan kajian kelima, korelasi *Pearson* telah digunakan untuk mengukur kekuatan atau kelemahan perkaitan antara dua pembolehubah kerana data-data daripada skala interval (sela) adalah berdistribusi secara normal (Ghazali dan Sufean, 2018).

Berdasarkan jadual 9 menunjukkan keputusan analisis korelasi antara tahap perancangan pengajaran, tahap pemudahcaraan dan tahap penilaian dengan amalan proses pengajaran. Hasil analisa korelasi mendapati nilai (*sig.*=0.000) lebih kecil dari aras signifikan ( $p < 0.01$ ) bagi ketiga-tiga tahap amalan pengajaran guru. Ini membuktikan bahawa terdapat hubungan yang signifikan antara tahap perancangan pengajaran, tahap pemudahcaraan dan tahap penilaian dengan amalan proses pengajaran guru yang mana nilai pekali korelasi bagi tahap perancangan pengajaran guru ialah  $r = 0.933$ , tahap pemudahcaraan ialah  $r = 0.972$  dan tahap penilaian  $r = 0.947$ . Hasil kajian ini menunjukkan terdapatnya hubungan positif yang sangat kuat antara tahap amalan pengajaran guru dengan proses pengajaran yang dilaksanakan.

Jadual 9: Keputusan analisis korelasi antara tahap amalan pengajaran dengan amalan proses pengajaran

Amalan Pengajaran	N	R	Sig
Perancangan pengajaran	210	0.933**	0.000
Pemudahcaraan	210	0.972**	0.000
Penilaian	210	0.947**	0.000

\*\**. Correlation is significant at the 0.01 level (2-tailed).*

## PENUTUP

Kajian telah menunjukkan bahawa amalan perancangan pengajaran, amalan pemudahcaraan dan amalan penilaian dalam proses pengajaran guru perlu mempunyai kesinambungan dari peringkat permulaan (*starter*) hingga peringkat akhir (*reflection*) pengajaran yang dilaksanakan di bilik darjah dengan jayanya. Item-item standard 4 dalam SKPMg2 dijadikan panduan pelaksanaan selari dengan amalan pembelajaran abad ke-21 (PAK-21). Kaedah yang dicadangkan secara tidak langsung dapat mengembangkan profesional guru dan membantu mencapai aspirasi PPPM (2013-2025) kualiti sistem pendidikan negara dapat ditingkatkan. Hal ini dibuktikan melalui analisis data soal selidik yang menunjukkan majoriti guru-guru sekolah rendah telah mengambil inisiatif dan bertindak bagi meningkatkan kualiti PdP di bilik darjah. Penemuan sedemikian mampu memberi pemahaman kepada pengamal pendidikan di abad ini agar dapat memberi perhatian terhadap intervensi dan konsesus yang diperlukan ketika melaksanakan pengajaran. Segala dapatan dan penemuan dalam kajian ini dapat memberi sumbangan berimpak tinggi bagi melahirkan profil guru yang mencapai Standard Kualiti Pendidikan Malaysia (SKPM) sebagai sokongan kepada mandat Kementerian Pendidikan dalam mentransformasikan proses pengajaran dan pembelajaran berkualiti bagi meningkatkan kualiti pengajaran guru di Malaysia setanding dengan guru-guru di peringkat antarabangsa.

## BATASAN KAJIAN DAN CADANGAN KAJIAN LANJUTAN

Bagi pengkaji yang berminat untuk melaksanakan kajian seterusnya dalam bidang berkaitan dalam kajian ini, terdapat beberapa saranan yang dikemukakan sebagai garis panduan. Antaranya adalah menjalankan kajian lanjutan terhadap guru-guru di sekolah menengah kategori bandar dan luar bandar, kajian bagi menentukan sama ada guru-guru menguasai amalan pengajaran yang dilaksanakan dalam proses-proses pengajaran yang berkualiti serta kajian lanjutan yang berbentuk mencari hubungan antara amalan pengajaran guru dengan sikap (*attitude*), kemahiran (*skills*) dan pengetahuan (*knowledge*)

dalam kalangan guru di sekolah rendah atau sekolah menengah. Walaubagaimanapun kajian ini berkemungkinan sesuai bagi guru-guru sekolah rendah di sekitar daerah Machang, Kelantan sahaja. Oleh itu, kajian lanjutan diperlukan bagi melihat hasil kajian yang menyeluruh tentang perancangan pengajaran guru, pemudahcaraan dan penilaian yang berkesan dan berkualiti dilaksanakan. Kajian akan datang dicadangkan agar menggunakan pelbagai kaedah (multi method) dan tidak terhad di satu lokasi sahaja tetapi secara lebih meluas untuk mendapatkan hasil kajian yang lebih mantap.

## **PENGHARGAAN**

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## **LEARNING SPORTS BY PHYSICAL EDUCATION TEACHERS IN THE MIDDLE OF THE COVID-19 PANDEMIC**

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### **ABSTRACT**

Physical Education, Sports and Health (PJOK) is an educational process that mostly uses physical activity. Due to the Covid-19 pandemic, the PJOK learning process must be carried out online. Thus, it makes difficult for PJOK teachers to provide learning materials in the learning process itself. This study aims to find out what learning media are used by PJOK teachers during online learning and how effective it is, as well as what obstacles are faced by PJOK teachers during online learning. This research is also included in the type of quantitative descriptive research, with the research instrument in the form of a questionnaire distributed to 90 respondents at the elementary, junior high, and high school education levels. Based on the results of the study, it is known that the PJOK learning media that are often used during the online learning process are zoom application and whatsapp group. Meanwhile, the learning media that are considered effective during the online PJOK learning process are zoom application and whatsapp group which are often used by PJOK teachers themselves.

*Keywords: PJOK, Online Learning, Covid-19.*

### **INTRODUCTION**

Education is understood as a process in developing human beings. This is in line with Law Number 20 of 2003 concerning the National Education System which explains that education is a conscious and planned effort to create an atmosphere and learning process so that students can be active in developing their own potential. Research by (Nugroho, 2021) states that education is a process of interaction between two or more people through various processes. In addition, education is an aspect that is used to encourage someone to gain knowledge, experience, insight, and can improve his position in society.

Physical Education, Sports and Health is an educational process that uses physical activity to gain individual abilities, both physically, mentally, and emotionally (Rahayu, 2013). Purpose of education PJOK is a medium to encourage the development of motor skills, physical abilities, knowledge, form a healthy lifestyle, and shape the character of students.

In 2019, almost all countries in the world are facing the Covid-19 pandemic, including Indonesia. Noted that *Coronavirus Disease 2019* (Covid-19) is a virus that can spread quickly through splashes of water from the mouth or nose of someone who has been exposed to Covid-19. Due to Covid-19, the Indonesian government has implemented various policies in order to suppress the rate of transmission of Covid-19. Based on (Siregar, 2020) the Indonesian government has issued various policies to reduce the rate of transmission of Covid-19, one of the policies is Large-Scale Social Restrictions (PSBB).

One of the part that has been most affected by the COVID-19 pandemic is education. Due to Covid-19, the learning process must change according to existing conditions. The learning process in the midst of the Covid-19 pandemic has been shifted to the online learning process. This is in accordance with the presentation (Suhada, 2020) which states that due to the Covid-19 pandemic, the face-to-face learning process is shifted to online learning (online). Online learning is carried out by utilizing various learning media, such as: zoom application, google meet, whatsapp group, and other similar applications.

As we know that PJOK learning is closely related to physical activity, so the online learning process makes it difficult for teachers to provide examples of physical activity efficiently. Therefore, a PJOK teacher must adjust the learning method used to facilitate learning during the Covid-19 pandemic.

Therefore, the aim of this research is:

1. To find out the learning media used by sports teachers in PJOK learning.
2. To find out the effectiveness of PJOK learning media during the Covid-19 pandemic.
3. To find out the obstacles to online learning experienced by PJOK teachers during the Covid-19 pandemic.

## **THEORITICAL REVIEW**

### **a. Physical Education, Sport and Health (PJOK)**

Physical Education, Sports and Physical Health (PJOK) in (Depdiknas, 2006) is mentioned as a subject given at a certain level of education, which prioritizes physical, mental, social and emotional harmony, harmony, and balance. Meanwhile, according to (Sukintaka, 2000) states that PJOK is an integral part of overall education that wants to achieve the goal of developing physical, mental, social, and emotional fitness for a person through physical activity.

In (Kanca, 2010) it is explained that the PJOK learning process is carried out with learning characteristics that are considered unique (typical) compared to other general learning, therefore special skills for a PJOK teacher are needed in the PJOK learning process itself. In addition, PJOK is also referred to as an educational process that utilizes physical activity and is planned systematically with the aim of improving individuals organically, neuromuscularly, perceptually, cognitively, socially, and emotionally.

The purpose of PJOK according to (Sukadiyanto, 2010) is to help students get a degree of physical fitness, basic movement skills, and adequate health according to their level of growth and development through planting, understanding, and developing positive attitudes in various physical activities.

Based on the explanation above, it can be concluded that Physical Education in Sports and Health (PJOK) is a learning that is mostly related to physical activity. Therefore, PJOK learning is assessed as something unique (typical) because it is different from learning in general. In general, the purpose of learning PJOK is to improve physical fitness, basic movement skills, and health in accordance with the growth and development of the person concerned.

### **b. *Coronavirus Disease 2019* (Covid-19)**

*Coronavirus Disease 2019* (Covid-19) is a new type of disease that is thought to have first appeared in Wuhan, China. Based on (Yuliana, 2020) states that the Covid-19 disease is caused by a virus called the corona virus. Covid-19 is a virus that can attack all humans regardless of age, and can spread quickly. Referring to the statement (World Health Organization, 2020) the symptoms of patients affected by Covid-19 are cough, runny nose, flu, fever, shortness of breath, to death, but everyone exposed to Covid-19 must have different symptoms.

Covid-19 has affected many aspects of people's lives, causing people to have to adapt to existing conditions. In (Cahyono, 2021) it is stated that Corona Virus Disease (Covid19), has caused the face-to-face learning system to become online learning. The government has issued various policies to anticipate the transmission of the virus, such as self-isolation, wearing masks and maintaining distance, to large-scale social restrictions (PSBB).

Therefore, it can be concluded that Coronavirus Disease 2019 is a virus that attacks almost all countries in the world, including Indonesia. This virus spreads easily and quickly in the community, the symptoms of Covid-19 can be in the form of flu, fever, shortness of breath, and can even cause death. In suppressing the spread of Covid-19, the Indonesian government has implemented various policies to overcome the Covid-19 problem.

### c. Online Learning

The education sector is one of the fields that is also affected by the Covid-19 pandemic. So that all educational institutions must carry out their distance learning process through online learning. According to (Rigianti, 2020) states that online learning is a new way of carrying out the learning process using electronic devices, especially the internet to support the learning process carried out.

According to (Putria, 2020) states that online learning is a learning that uses internet media, cellular phones, and computers remotely. Therefore, online learning is different from face-to-face learning, both from the media and the learning process carried out. From the explanation above, it can be concluded that online learning is a process that is carried out remotely using electronic media, especially the internet.

## **RESEARCH METHOD**

This research is included in the type of quantitative descriptive approach using research methods in the form of surveys. Descriptive quantitative research method according to (Arikunto, 2013) is a method that has the aim of making a description or descriptive of a situation objectively using numbers, starting from the data collection process, interpreting the data that has been obtained, and displaying the results of the analysis. Meanwhile, the data collection technique uses an instrument in the form of a questionnaire or a questionnaire via a google form. By using a quantitative descriptive approach, the results of data analysis will be in the form of a percentage. The number of samples in this study were 90 respondents, the authors took 30 respondents each at each level of education, referring to (Kerlinger, 2000) mentions that the number of research samples is recommended as much as 30 samples, so the authors decided to take 30 samples at each level of education from Elementary School (ES), Junior High School (JHS), and Senior High School (HS).

## **DISCUSSION**

The results of the study show that due to Covid-19, PJOK teachers must use various learning media that can support the online learning process. Applications that are usually used to support the online PJOK learning process include: whatsapp group, google form, google classroom, google meet, zoom, and other applications. There are also various aspects that affect the use of related applications, such as the age of the PJOK teacher and the internet connection of students and teachers.

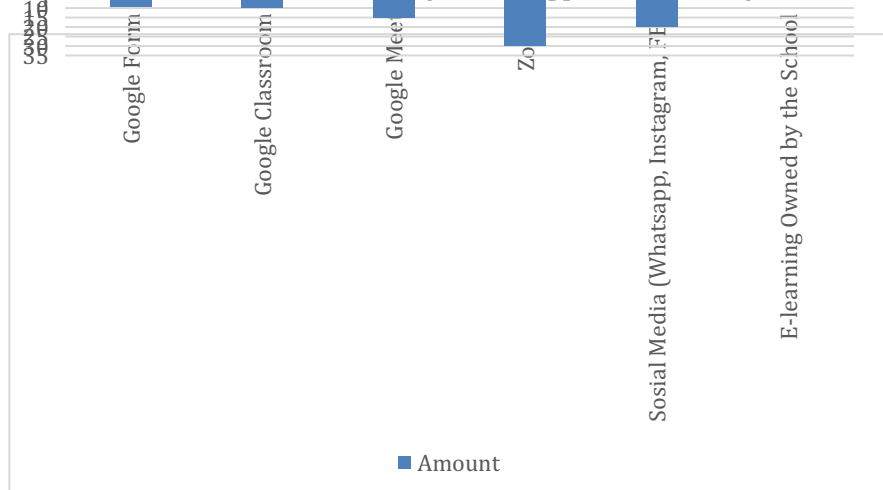
During the Covid-19 pandemic, of course, every PJOK teacher is required to follow technological developments and innovative solutions so that the PJOK learning process can run well and achieve its goals. Based on the results of the questionnaire via google form which has been distributed by the author to 90 research samples, the distribution of samples will be presented in the table below:

Table 1: Research Sample

No.	Research Sample	Amount
1	Elementary School (SD)	30 respondents
2	Junior High School (SMP)	30 respondents
3	Senior High School (SMA)	30 respondents
	<b>Amount</b>	90 respondents

Source: Author Processed Data, 2022.

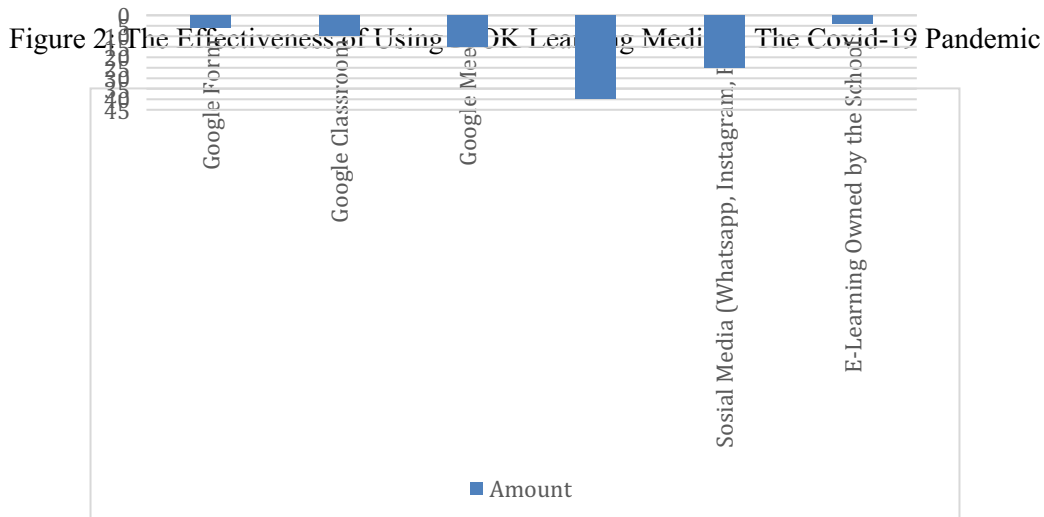
Figure 1: The Use of the PJO Learning Media Application During the Covid-19 Pandemic



Source: Author Processed Data, 2022.

From the data above, it can be seen that the application that is most often used in the PJOK learning process during the Covid-19 pandemic is the zoom application, the next application is whatsapp group, and the application that is rarely used by PJOK teachers in online learning is the e-learning application belongs to the school itself. The use of zoom and whatsapp groups is considered the most effective medium for providing PJOK learning material, because it can make it easier for PJOK teachers to provide material related to physical activity. Through the zoom application, PJOK teachers can give examples directly to students, so it can be easy to understand. Whatsapp groups are also considered effective media because they can help when the internet connection for students and teachers is unstable, besides that it can also be useful for distributing materials related to PJOK learning materials. Meanwhile, the school's own e-learning is the rarely used application because it is considered not yet able to accommodate the needs of the online learning process.

Furthermore, the thing that needs to be considered in the online PJOK learning process is the effectiveness of the learning media used. From the results of distributing questionnaires conducted by the author, the following are the results:



Sumber: Data Olahan Penulis, 2022.

Based on the data in diagram 2 above, we can see that the application that is considered the most effective in the PJOK learning process is the zoom application, while the application that is considered less effective is the school's e-learning application. This is because the zoom application is an application that allows teachers and students to meet face to face even from a distance, so that teachers can measure the understanding and activeness of students during the learning process. In addition, the zoom application also helps students to ask PJOK teachers for learning materials that they do not understand.

It is undeniable that the online PJOK learning process has many obstacles. Based on the results of research conducted by the author, it was found that there were several obstacles experienced by PJOK teachers during the online learning process, including:

1. The internet connection of each student is different, making it difficult for the PJOK teacher to provide material optimally.
2. PJOK teachers find it difficult to measure the level of students' understanding of the learning materials provided because of the online learning process.
3. Students are not used to learning PJOK online during the Covid-19 pandemic which causes the quality of learning to decline.
4. Not all students have and understand the learning media used by PJOK teachers, so there are difficulties in adjusting during the learning process.

It can be concluded that the Covid-19 pandemic is a condition that affects almost all aspects of people's lives, including in the field of education. Due to the Covid-19 pandemic, educational institutions must carry out distance or online learning processes. The PJOK learning process during online learning also has to make many changes, considering that PJOK learning materials are closely related to physical activity, so PJOK teachers must innovate in the learning process. The results showed that the most frequently used PJOK learning media applications at the elementary, junior high, and high school levels were zoom applications and other social media applications, especially whatsapp groups. Meanwhile, the PJOK learning media application that is rarely used is the school's own e-learning. Then, learning media applications that are considered the most effective are Zoom and WhatsApp applications. That's because this media is able to help PJOK teachers in providing learning materials to the fullest.

## CONCLUSION

From the results of the research that has been done, it can be concluded that:

1. The online PJOK learning media application that is often used at the elementary, junior high, and high school levels is the zoom application and whatsapp group. Meanwhile, the PJOK learning media application that most rarely used during online learning is the school's own e-learning application.
2. Learning media that are considered effective in the online PJOK learning process are zoom applications and whatsapp groups. Because it is able to be a medium that makes it easier for PJOK teachers to provide learning materials.
3. There are several obstacles experienced by PJOK teachers during online learning, including: inadequate internet connection, difficulty in measuring the level of understanding of students, students who are not familiar with online learning, and many students who do not have & do not understand related learning media used.

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## **HOW TO SHAPE STUDENTS' SOCIAL PRESENCE? AN EVIDENCE FROM INDONESIA**

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### **ABSTRACT**

*This study aims to analyze the impact of immediacy and intimacy on students' social presence. We utilized Partial Least Square (PLS-SEM) with Multigroup Analysis (MGA) on 394 respondents gathered from an online survey questionnaire completed by Indonesian undergraduate students in the situation of this unprecedented COVID-19 pandemic. The result of this study suggests that immediacy and intimacy positively and significantly impact students' social presence. Regarding the Multigroup Analysis, the results indicate no significant differences for the male or female sample. Shaping a social presence in online learning takes a relatively long time with more intensive social interaction. Therefore, the role of teachers is crucial to entrenching social presence in their online learning. In practice, this study suggests that in fostering students' social presence, the teacher needs to pay attention and emphasize learning that can increase intimacy and immediacy, especially in online learning. Scholars can use these findings as essential information to explore instructional designs that assemble a social presence in online learning.*

*Keywords: Intimacy, immediacy, social presence, higher education, PLS-SEM.*

### **INTRODUCTION**

In March 2020, the government declared that Covid-19 had hit Indonesia and impacted the education sector. Gradually, campuses have adapted to provide massive migration infrastructure to online learning to reduce the spread of Covid-19. So that the shift in interaction, attitude, character, cognitive, and social presence of online learning becomes a current and interesting topic (Kreijns, Xu, & Weidlich, 2021; Oyarzun, Barreto, & Conklin, 2018; Wut & Xu, 2021)

Social presence is a recent issue related to the interaction of lecturers and students and students in "realness" mediated by digital technology (Castro, 2019; Gunawardena, 1995). The interaction of social presence is reflected in the concepts of intimacy and immediacy (Short, Williams, & Christie, 1976). However, these interactions have not succeeded in establishing the social presence of online learning (Chang & Hsu, 2016; Kožuh et al., 2015; Wut & Xu, 2021). Academics face various challenges of social presence in Indonesia, such as lack of togetherness (Yaman & Muhlis, 2020), low cognitive (Bagustari, Sari, Juraida, & Senses, 2019), and low readiness of infrastructure-instructor-participants (Rahmawati & Sujono, 2021). Similar challenges are faced by academics in Malaysia, such as learning interactions (Tasir & Al-Dheleai, 2019), social networking sites and achievement (Al-dheleai, Tasir, Al-Rahmi, Al-Sharafi, & Mydin, 2020), and social welfare and academic achievement (Samad, Nilashi, & Ibrahim, 2019). Building a social presence is quite tricky because it takes a relatively long time and more intensive social interaction (Wut & Xu, 2021). Instructional design as an alternative enhances social

presence through task instruction, lesson planning, and instructor and participant involvement (Cui, Locke, & Meng, 2013; Oyarzun et al., 2018; Samad et al., 2019).

On that basis, this research aims to:

1. Analyze how intimacy affects the social presence
2. Analyze how immediacy affects the social presence
3. Analyze how the differences of sex affect the model in this study

## METHOD

The authors utilized Partial Least Square Structural Equation Modeling (PLS-SEM) with Multigroup Analysis (MGA) to analyze the data. This analysis is different from covariance-base structural equation modeling (CB-SEM) since PLS-SEM does not force distributional assumptions on the data but still can allow researchers to estimate complex models with many constructs, indicators, and structural paths (Hair Jr et al., 2016). Regarding data collection, we used online survey questionnaire. This data collection method was chosen due to its effectiveness and efficiency compared to other data collection methods, with relatively high data acceptability (Sekaran & Bougie, 2016). The population in this study were all students who utilize online learning platform for daily learning. While there are many rule of thumbs regarding sampling size for SEM-PLS, Barclay, Higgins, & Thompson (1995) recommends to use at least ten times the indicator used. However, we follow suggestion by Hair Jr, Hult, Ringle, & Sarstedt (2016), to use sample size in line with the desired power analysis. To calculate the power analysis, the authors used G\* power software (Faul, Erdfelder, Lang, & Buchner, 2007). Figure 2 shows that for the research model in this study, the minimum sample size is 86. However, the sample size used in this study exceeded the minimum sample size.

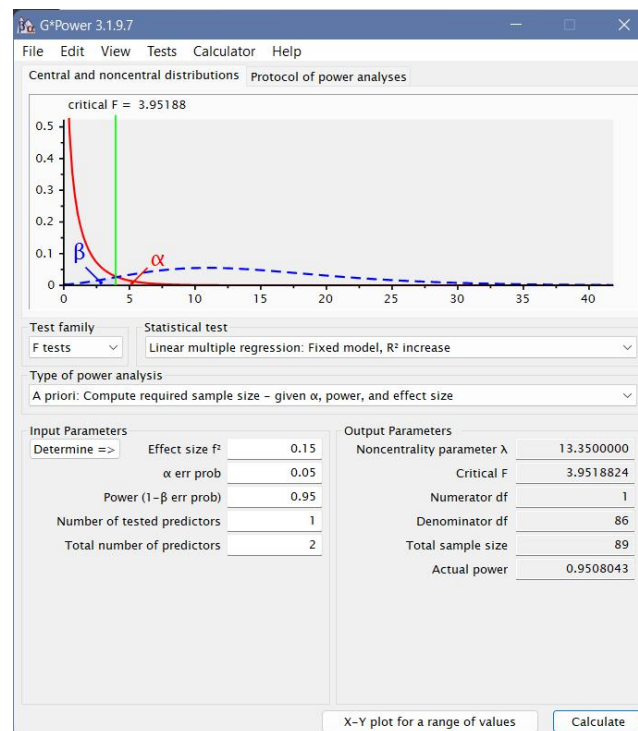


Figure 1. Required sample size calculated from power analysis

## RESULT

Data collection of this study was using a questionnaire distributed directly to undergraduate students in Medan, Indonesia. In order to accommodate the multigroup analysis, we need to collect data based on the samples' sex. Table 2 shows that male respondents are 72 samples, while the female respondents are 322 samples. There are two steps in analyzing the result from PLS-SEM. Firstly, the evaluation of



measurement models, and secondly, the evaluation of structural models. The description of each step described in the following section.

**Evaluation of measurement models**

The evaluation of measurement models consists of convergent validity, internal consistency reliability, and discriminant validity. To determine the appropriateness of the models regarding the convergent validity, we can assess the outer loading and AVE. According to Hair Jr et al. (2016) loading factors and Average Variance Extracted (AVE) need to exceed 0.5. Furthermore, to assess internal consistency reliability can be seen by the composite reliability and cronbach’s alpha. Both need to be > 0.6 (Hair Jr et al., 2016). The last evaluation of measurement models is discriminant validity. While previous researchers used the Fornell-Larcker criterion to measure it, Henseler, Ringle, & Sarstedt (2015) suggested using the Heterotrait-monotrait ratio (HTMT). For threshold level, HTMT interval must not include 1, while below 0.8 is preferable (Henseler et al., 2015). Table 3 shows composite reliability, and Cronbach's alpha for all constructs exceeds 0.6. Furthermore, to measure the discriminant validity, as can be seen in Table 4, no construct includes 0.8

**Table 2 : Respondents’ characteristics**

Sex	Count	Percentage
Male	72	18.3
Female	322	81.7

**Table 3 : Results summary for convergent validity and internal consistency reliability**

Construt	Indicator	Convergent Validity		Internal Consistency Reliability	
		Outer loading	AVE	Composite reliability	Cronbach's Alpha
Immediacy	IM1	0.81	0.74	0.82	0.82
	IM2	0.76			
	IM3	0.76			
Intimacy	IN1	0.82	0.79	0.87	0.87
	IN2	0.81			
	IN3	0.87			
Social Presence	SP1	0.75	0.68	0.88	0.88
	SP2	0.73			
	SP3	0.76			
	SP4	0.78			
	SP5	0.82			

**Table 4 : Results for discriminant validity – HTMT**

	Immediacy	Intimacy	Social Presence
Immediacy			
Intimacy	0.757		
Social Presence	0.646	0.715	

**Evaluation of structural models**

After it is known that the measurement models meet the requirements, then the next step is to evaluate the structural models. As a note, the goodness-of-fit in PLS-SEM is not identical to CB-SEM. Instead, the most commonly used criteria for assessing the structural model in PLS-SEM are path coefficients,  $R^2$  values,  $f^2$  effect size, and SRMR.

Table 5 shows that all main paths are significant. Path relationship between immediacy on social presence is positively and significant, with  $\beta = 0.25$ ,  $p = 0.00$ . Furthermore, intimacy also known to have positive and significant effect on social presence, with  $\beta = 0.47$ ,  $p = 0.00$ . Table 5 also shows the  $R^2$  value,  $f^2$  value, and SRMR.  $R^2$  value ranges from 0 to 1. Hair Jr et al. (2016) stated while it is hard to present rules of thumb for this measurement, 0.2 is considered adequate. However, Table 5 shows that the endogenous construct has  $R^2$  values 0.43. In terms of predictive value ( $F^2$ ), either immediacy and intimacy has adequate  $F^2$  value. Cohen (2013) states that values of 0.02, 0.15, and 0.35, sequentially represent small, medium, and large effects. From this perspective, immediacy is known to have small predictive value, while intimacy known to have medium predictive value. The last evaluation of goodness of fit is SRMR. SRMR value less than 0.08 indicates good fit, while a value of zero indicates perfect fit. Table 5 shows that SRMR has value of 0.06, indicates good fit of the model.

**Table 5 : Results summary for structural model evaluation**

	<b>Coefficient</b>	<b>Mean</b>	<b>Standard</b>	<b>T Values</b>	<b>P</b>
	<b>t</b>		<b>Deviation</b>		<b>Values</b>
			<b>n</b>		
Immediacy -> Social Presence	0.25	0.25	0.06	4.43	0.00
Intimacy -> Social Presence	0.47	0.47	0.05	8.83	0.00
<b>R square</b>					
Social Presence	0.43	0.44	0.04	10.77	0.00
<b>F square</b>					
Immediacy -> Social Presence	0.07	0.07	0.03	2.06	0.04
Intimacy -> Social Presence	0.23	0.24	0.06	3.65	0.00
<b>SRMR</b>	0.06				

This study also aims to analyze how sex differences affect the model. To answer this question, we utilized multigroup analysis in PLS-SEM. Table 6 shows the results of the multigroup analysis. These results show that sex differences do not affect the model studied in this study. Thus, it can be concluded that this research model applies to both male and female sample.

**Table 6 : Results summary for multigroup analysis**

	<b>Path Coefficients-diff</b>	<b>p-Value original 1</b>	<b>p-Value new</b>
		<b>-tailed</b>	
<b>Immediacy -&gt; Social Presence</b>	-0.098	0.76	0.481
<b>Intimacy -&gt; Social Presence</b>	0.189	0.072	0.144

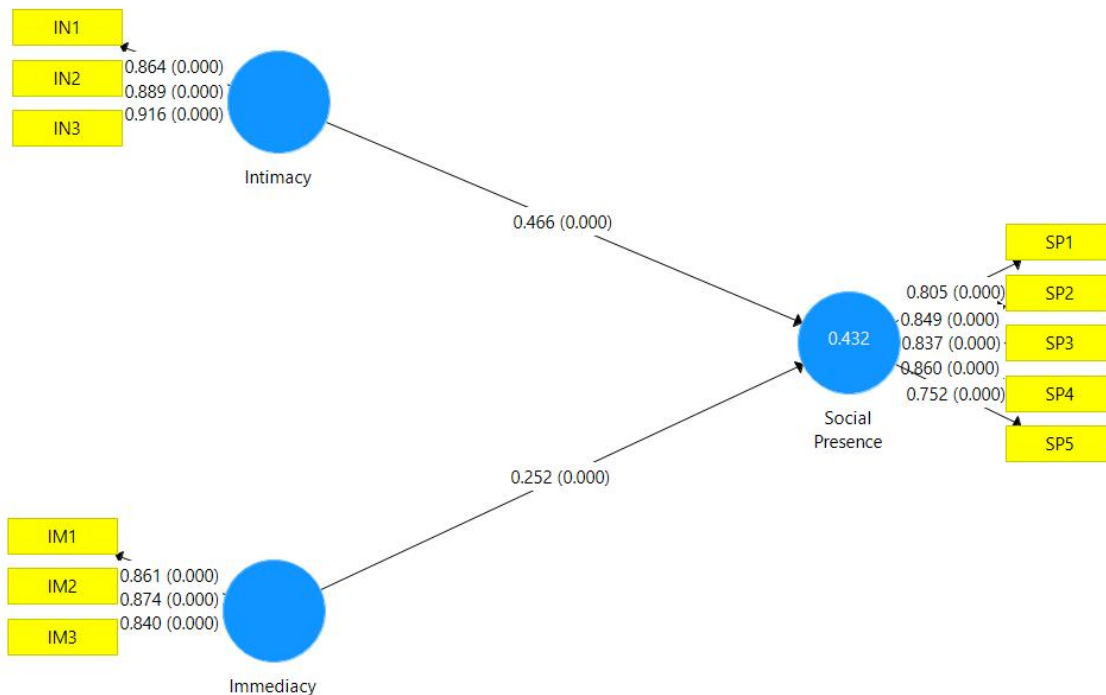


Figure 2. Research model with the coefficients

## DISCUSSION

The analysis results show that intimacy positively and significantly affects social presence. The same applies to immediacy, where this variable positively and significantly affects social presence. These two variables show that intimacy has a more significant role in influencing social presence. The findings in this study support the research conducted by Sung & Mayer (2012), where intimacy is known to play a role in forming social presence. In addition, this research is also in line with Borup, Graham, & Velasquez (2011), where empirical results show that immediacy also forms social presence in online learning settings..

Based on the research findings, the authors recommend that educators pay attention to intimacy and immediacy in learning. This is because these two variables are key in forming social presence. If examined further, social presence determines students' high and low learning outcomes (Hayashi, Chen, Ryan, & Wu, 2020). However, online learning, which has been carried out for approximately two years, has also degraded social presence (Tu, 2002). That is why the author also recommends that policymakers to shift the learning from online to offline as soon as possible.

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## **FOREIGN LANGUAGE ANXIETY AMONG ISLAMIC STUDIES UNDERGRADUATE: A PILOT STUDY**

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### **ABSTRACT**

*This study aims to investigate the degree of foreign language anxiety among Islamic Studies undergraduates in English language learning. Foreign language anxiety has long been set down as a contributor to poor mastery among language learners. It manifests an excessive fear of learning the target language and the activities associated with it, such as making friends, speaking in public, or taking tests. The study participants filled up the Foreign Language Anxiety Scale (FLCAS) which was then analysed to measure their anxiousness. The findings revealed that these students experienced more anxiety in items covering low self-esteem in speaking English, the preconception that other students are doing better than them and a lack of confidence to participate in impromptu tasks. Hence, English instructors are urged to direct more attention to boost-up their confidence when preparing learning activities for the students.*

*Keywords: Foreign Language Anxiety; English as a Second Language.*

### **INTRODUCTION**

Language is a very important medium of communication and most people usually have at least a minimum of two spoken languages. The first language is the native language and the second language is also known as an additional second or foreign language. A second language or foreign language is a must for people of different native languages to communicate. English is one of the most used foreign languages in countries all over the world, and in Malaysia, it is undeniable that English is the most important foreign language for the multi-ethnic people of the country. This can be seen from the broad use of English as the medium of instruction in educational institutions, especially at the tertiary level. The English language is also claimed to be a tool that unifies the multi-ethnic people of Malaysia (Budin, 2014). The importance of English in Malaysia can also be observed in the compulsory English subjects offered from primary and secondary schools up to the university level. Unfortunately, learning a second or a foreign language is not without problems as English as a second language (ESL) learning seems to cause many learners to have language anxiety (Darmi, & Albion, 2012). Disorders like anxiety and depression are constantly being researched and new breakthroughs are being made every year. Therefore, this study aims to identify and examine the anxiety level associated with English language learning among a group of university students pursuing Islamic studies course in an international Islamic college.

Two main research questions addressed in this study are:

1. What is the Cronbach's alpha coefficient of the FLCAS questionnaire among Islamic Undergraduate students?
2. Is the FLCAS reliable to be used in this research context?

## **LITERATURE REVIEW**

### Theoretical Underpinnings: Foreign Language Anxiety (FLA) Theory

Foreign language learning can be very challenging as many language learners struggle at some point in their journey to fluency. According to Horwitz, Horwitz, and Cope (1986), many people show anxiety response when learning a foreign language which prevents them from learning effectively. Anxiety is defined as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Spielberger, 1983) as cited in Horwitz et al., 1986, p.125) and it is categorized into two types; trait anxiety and state anxiety. Trait anxiety is generally the apprehension in various circumstances while state anxiety is an anxiety that emerges only in a certain or a specific situation (Phillips, 1992). The anxiety associated with language learning is anxiety that developed in a specific situation and thus, it falls under the state anxiety group (Brown, 2000).

In 1986, Horwitz et al. introduced a theory of Foreign Language Anxiety (FLA) which is conceived as distinct from general anxiety (Salehi, Masoomah, & Fahimeh Marefat, 2014). In the theory, FLA is defined as a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning and it consists of three components; 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation. Communication apprehension is the anxiousness or shyness when communicating with people, test anxiety is the fear of failure in academic performance, and fear of negative evaluation is the concern about others' evaluation (Horwitz et al., 1986). According to Salehi et al. (2014), the learners' demand to have a positive social impression on others always causes fear of negative evaluation to develop. Perceiving FLA as distinct from general anxiety, Horwitz et al. (1986) thus developed a scale known as Foreign Language Classroom Anxiety Scale (FLCAS) which was specially designed to identify and measure anxiety associated with language learning.

FLA is reported to affect foreign language learning in many ways. In writing, it is observed that there are differences in the grammatical constructions between highly anxious and less anxious students (Kleinmann, 1977). The difference can also be seen in the less interpretative messages or writing of anxious students compared to those in a calm state (Steinberg, & Horwitz, 1986). Such behaviours of anxious students may result from the fear of making more mistakes, causing them to be extra cautious and thus preventing them from being more expressive with their writing in the target language. It is also reported that during a test or oral exercise in which many grammar points have to be memorized and matched simultaneously, students typically claim to be unable to recall a certain grammar point due to their nervousness (Horwitz et al., 1986).

The effect of FLA is also obviously observed in the way students act in the classroom. Anxious students rarely volunteer or participate in oral classroom activities (Ely, 1986), play truant and postpone doing homework (Argaman, & Abu Rabia, 2002), hardly initiate a conversation, and have minimal interaction with others (Gregersen, & Horwitz, 2002). According to Gregerson and Horwitz (2002), these anxious students are likely to be inactive in the classroom, withdraw from activities, and may avoid class entirely. Hilleson (1996), Jackson (2002), Liu (2006), and Tsui (1996) in their study also contend that ESL and EFL learners with anxiety opt to be quiet and are unwilling to participate in the communication. Consequently, their silence and reluctance to speak the language in the classroom causes them to eventually become more anxious. Such behaviours can affect language learning as such avoidance and passive participation which not only will hinder the improvement of language skills but also demotivate students in their language learning.

Other obvious signs or indications of anxious students associated with language learning are the way they speak the language in class in which students with high anxiety usually speak more shortly and sometimes even faintly (Liu & Huang, 2011). They may act so due to them being self-conscious that others are evaluating them. Highly anxious learners may also have shaking hands and/or legs and their minds go blank when speaking the language (Liu & Huang, 2011). These statements correspond to the study by Horwitz et al., in which a student claims that his/her mind goes blank in class and one male student even claims that he can only hear buzzing sounds whenever the teacher speaks a foreign language.

Many FLA studies show that language anxiety impedes language learning (Steinberg & Horwitz, 1986; Philips, 1992; Aida, 1994; Elkhafafi, 2005). Horwitz (1990) contends that anxiety is likely to be debilitating in a language learning environment and believes that there is no such thing as facilitative anxiety. However, Brown (2000) believes that anxiety can also be facilitative, and this view can be justified by some studies showing the positive effect of anxiety on language learning (Kleinmann, 1977; Bailey, 1983; MacIntyre & Gardner, 1994). Thus, anxiety is categorized into two different types which are debilitating anxiety and facilitative anxiety. Although facilitative anxiety is confirmed to exist, it is hardly mentioned in the literature (Kleinmann, 1977) and there is very little documentation on its effect (Phillips, 1992).

## **METHOD**

In this study, Cronbach's alpha test is employed to measure the reliability of the questionnaire of an ongoing project. The participants in this study were 48 KIAS Degree students attending Semester two onwards. For the pilot test, data analysis was done on 30 samples using SPSS version 25.

## **INSTRUMENTATION**

**Foreign Language Classroom Anxiety Scale** The first questionnaire (FLCAS) questionnaire developed by Horwitz et al. (1986) was used in this study. FLCAS is a five-point Likert scale questionnaire covering 33 items. Each of these items is answered on a scale ranging from strongly agree up to strongly disagree with scores ranging from 5 (for strongly agree) to 1 (for strongly disagree). However, the scoring for items 2, 5, 8, 11, 14, 18, 22, 28 & 32 (see Table 1) was inverted for they are negatively worded so that the lower score would accordingly indicate lower anxiety levels among the respondents (Aida, 1994). The FLCAS has been used in different studies (Horwitz et al., 1986; Aida, 1994; Cheng et al., 1999; Saito et al., 1999; Matsuda & Gibel, 2001; Matsuda & Gobel, 2004; Elkhafafi, 2005; Al-Saraj, 2014; Gerencheal & Mishra, 2019). Most of these reported both high internal reliability and test-retest reliability of FLCAS. Aida's (1994) factor analysis lends support that showed high validity on the FLCAS for most of the items had high factor loadings except the other three related to testing anxiety. So, this questionnaire is considered justifiable to be used in general.

## **PROCEDURES AND DATA COLLECTION**

The questionnaires used in this study were distributed to KIAS Degree students attending Semester two onwards. It was described in the questionnaires that they were participating in a research study and that their responses were anonymous. The Google form was sent via a link which was shared through the Whatsapp application. 48 completed questionnaires were finally collected with 12 male participants and 36 female participants.

**DATA ANALYSIS**

The data collected from the respondents who answered the FLCAS questionnaire was used for analysis. The number of students who opted for the answer choices (strongly disagree, disagree, neutral, agree, and strongly agree) in each item was evaluated before the percentages of selection for each alternative were calculated. For pilot testing, 30 samples were taken out of 48 participants. Cronbach’s alpha coefficient were determined using SPSS to measure the reliability of the FLCAS questionnaire.

**RESULTS AND DISCUSSION**

In this study, Cronbach’s alpha test is employed to measure the reliability of the questionnaire of an ongoing project. The participants in this study were 48 KIAS Degree students attending Semester two onwards. For the pilot test, data analysis was done on 30 samples using SPSS version 25.

Table 1: The mean and standard deviation for FLCAS items

	Item Statement	Mean	Std. Deviation
1	I never feel quite sure of myself when I am speaking in English	3.57	0.817
2	I don’t worry about making mistakes in English class	3.20	0.925
3	I tremble when I know that I’m going to be called on in English class	3.53	0.973
4	It frightens me when I don’t understand what the teacher is saying in English	3.83	0.950
5	It wouldn’t bother me at all to take more English language classes	2.67	0.884
6	During English class, I find myself thinking about things that have nothing to do with the course	2.60	0.814
7	I keep thinking that the other students are better at English than I am	4.20	0.847
8	I am usually at ease during tests in my English class	3.23	0.817
9	I start to panic when I have to speak without preparation in English class	4.10	0.759
10	I worry about the consequences of failing my English class	4.17	0.791
11	I don’t understand why some people get so upset over English classes	3.03	0.718
12	In English class, I can get so nervous I forget things I know	3.33	0.994
13	It embarrasses me to volunteer answers in English class	3.17	0.913
14	I would not be nervous speaking English with native speakers	3.00	0.643
15	I get upset when I don’t understand what the teacher is correcting	3.70	0.915
16	Even if I am well prepared for English class, I feel anxious about it	3.70	1.055
17	I often feel like not going to my English class	2.40	0.932
18	I feel confident when I speak in my English class	3.47	0.819
19	I am afraid that my English teacher is ready to correct every mistake I make	2.57	0.898
20	I can feel my heart pounding when I’m going to be called on in my English class	3.60	0.932
21	The more I study for an English test, the more confused I get	2.90	0.960
22	I don’t feel pressure to prepare very well for English class	2.90	0.845
23	I always feel that the other students speak English better than I do	4.27	0.691
24	I feel very self-conscious about speaking English in front of other students	3.67	0.994
25	English class moves so quickly I worry about getting left behind	3.00	0.947



26	I feel more tense and nervous in my English class than in my other classes	3.23	0.898
27	I get nervous and confused when I am speaking in my English class	3.37	0.850
28	When I'm on my way to English class, I feel very sure and relaxed	3.03	0.718
29	I get nervous when I don't understand every word the English teacher says	3.47	1.042
30	I feel overwhelmed by the number of rules I have to learn to speak English	3.43	0.971
31	I am afraid that other students will laugh at me when I speak English	3.27	1.081
32	I would probably feel comfortable around native speakers of English	3.17	0.648
33	I get nervous when the English teacher asks questions which I haven't prepared in advance	4.03	0.999

The responses of 48 KIAS students were obtained and reported in this study. Table 1 shows the mean and standard deviation for the items in FLCAS.

Pilot testing was done with 30 samples to measure the reliability of the instrument and the Cronbach's alpha obtained after running the data using SPSS was  $\sigma = 0.940$ . The reliability can be determined from the internal reliability, which is Cronbach's alpha coefficient value of 0.70 and above (Awang, 2012). Thus, the pilot testing in this study showed a reliable result.

## CONCLUSION

The pilot test for the FLCAS questionnaire using 30 samples showed Cronbach's alpha coefficient of 0.940 which indicate high reliability of the instrument. Hence, the FLCAS items are reliable, and this instrument can be used to proceed with future research.

## ACKNOWLEDGEMENTS

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**APLIKASI PENDEKATAN INTERPRETIVE STRUCTURAL MODELLING (ISM)  
PEMBANGUNAN MODEL PENERIMAAN GESVA DALAM M-PEMBELAJARAN  
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**ABSTRAK**

*Kemajuan dalam bidang Teknologi Maklumat dan Komunikasi (TMK) telah memberi banyak manfaat dalam bidang pendidikan; sejajar dengan penggunaan peranti mudah alih untuk Pembelajaran dan Pemudahcaraan (PdPc) yang mampu mewujudkan pembelajaran dalam talian. Perkembangan dinamik ini turut mengubah corak pemikiran, kaedah dan pedagogi pengajaran guru daripada secara konvensional berpusatkan guru kepada berpusatkan murid. Kajian ini bertujuan untuk mendapatkan kesepakatan pakar terhadap keperluan konstruk utama, elemen-elemen dalam konstruk dan turutan kedudukan (ranking) keutamaan elemen tersebut bagi pembangunan model penerimaan GeSVa dalam m-Pembelajaran di Institut Pendidikan Guru (IPG). Perkataan “GeSVa” adalah akronim kepada “Generic Skills and Values”. Kajian ini menggunakan pendekatan Interpretive Structural Modelling (ISM) sebagai kaedah penyelidikan untuk membangunkan model dan memetakan hubungan antara elemen yang dikenal pasti melalui Model Penerimaan GeSVa dalam m-Pembelajaran di IPG. Kajian ini merungkai sistem yang kompleks bagi beberapa sub-sistem dengan menggunakan pengalaman praktikal dan kesepakatan pakar yang terlibat dalam bidang pendidikan di Malaysia. Seramai 11 orang pakar terlibat secara langsung dalam konteks kajian untuk pembangunan model hierarki ISM telah mengenal pasti dan mengesahkan konstruk serta elemen Model Penerimaan GeSVa dalam m-Pembelajaran di IPG. Dapatan kajian telah mencapai kesepakatan dalam memilih; (i) kemahiran TMK, (ii) kemahiran resiliency, (iii) kemahiran komunikasi, (iv) kemahiran pemikiran kritis, (v) nilai amanah, (vi) nilai kepercayaan, (vii) berintegriti dan (viii) bertanggungjawab sebagai elemen generik dan nilai etika yang saling mempengaruhi. Sehubungan itu, pakar turut mengesyorkan agar mempertimbangkan kemahiran generik dan nilai yang lain sebagai elemen dalam reka bentuk bagi pembangunan model penerimaan m-Pembelajaran dalam kajian yang selanjutnya.*

*Kata Kunci: model penerimaan; m-Pembelajaran; Interpretive Structural Modelling (ISM); kemahiran generik; nilai etika*

**PENGENALAN**

Pembangunan insan yang berpengetahuan tinggi amatlah penting dalam meneraju pencapaian negara. Penekanan ini perlu kerana modal insan yang berpengetahuan dan berkemahiran tinggi menjadi asas yang menentukan kejayaan Malaysia dalam mencapai matlamat pembangunannya. Bidang pendidikan tidak terlepas dari menerima kemajuan dalam bidang teknologi digital yang mewujudkan dunia tanpa sempadan; ini turut memberikan gelombang revolusi kepada pembangunan semua bidang dalam pendidikan (PPPM 2015-2025, 2012). Seorang pendidik di era teknologi digital perlu kemahiran generik dan nilai etika dalam mencerna ilmu pendidikan kepada pelajarannya.

Impak kemajuan teknologi digital ini mengukir era globalisasi terhadap bidang pendidikan dalam merentasi pelbagai peringkat pendidikan. Pelbagai mod pengajaran dan pembelajaran berasaskan pembelajaran digital turut diperkenalkan kepada pelajar Institut Pengajian Tinggi (IPT) dan calon guru pelatih di Institut Pendidikan Guru Malaysia, Kementerian Pendidikan Malaysia (IPGM, KPM). Antara mod digital yang diperkenalkan adalah pembelajaran secara *mobile* (m-Pembelajaran). Konsep m-Pembelajaran meliputi penggunaan telefon bimbit sebagai medium untuk pemerolehan kandungan kursus serta komunikasi digital antara penyelaras kursus dan pelajar (Institut Pendidikan Guru Malaysia, 2014). Pakar pendidikan seperti Asra, Saedah, Mohammad Ridhuan dan Kasful (2017) menyatakan penggunaan teknologi terutamanya peranti mudah alih perlu diaplikasikan dalam proses pengajaran dan pembelajaran (PdP) dalam era digital. Seorang pendidik yang bertrampilan bukan sahaja cekap dalam ilmu pedagogi tetapi juga memahami bagaimana hendak mengaplikasikan ilmu teknologi maklumat dan komunikasi (TMK) dalam proses PdP (Saedah, 2004). Walaupun m-Pembelajaran semakin dikenal pasti, namun kajian yang lepas hanya memberi fokus kepada jangkaan prestasi, jangkaan usaha, pengaruh sosial dan keadaan kemudahan yang ada. Sebaliknya, kajian ini memberi fokus kepada (i) kemahiran TMK, (ii) kemahiran resiliency, (iii) kemahiran komunikasi, (iv) kemahiran pemikiran kritis, (v) nilai amanah, (vi) nilai kepercayaan, (vii) berintegriti dan (viii) bertanggungjawab.

Kemahiran generik merupakan komponen yang perlu dikuasai oleh pelajar terutamanya pelajar-pelajar IPT di Malaysia sebelum mereka melangkah ke alam pekerjaan (Mohd Hasril, Noorazman & Norasmah, 2017). Hal ini adalah selaras dengan keperluan dalam pendidikan abad ke-21 yang dinyatakan dalam lonjakan pertama Pelan Pembangunan Pendidikan Malaysia (PPPM 2013-2025, 2012) untuk pengajian tinggi. Seorang graduan yang berketrampilan holistik, bercirikan keusahawanan dan seimbang perlu kemahiran generik dan nilai etika. Sehubungan itu, penguasaan setiap komponen kemahiran generik bagi pelajar perlu diperkasakan kerana insan yang berpengetahuan dan berkemahiran tinggi dapat menentukan kecemerlangan dalam pembangunan negara (Norasmah, Mohd Hasril dan Mazura, 2017). Justeru itu, kemunculan ekonomi berasaskan pengetahuan dan tempat kerja berprestasi tinggi berkehendakan pekerja yang berkemahiran generik dan beretika (Sung 2013; Grugulis & Stoyanova 2011; Ashton & Sung 2002; Field & Mawer 1996). Pasaran pekerjaan berkehendakan tenaga kerja kompeten dan lengkap dengan pelbagai kemahiran yang diperlukan dalam pasaran (Ghazala Mansuri 2003). Tambahan pula, majikan hari ini bukan hanya mementingkan pencapaian akademik semata-mata tetapi lebih memerlukan pekerja yang mempunyai kemahiran interpersonal yang tinggi dalam membuat keputusan yang tepat bagi memacu kecemerlangan organisasi mereka (Nurita, Fatimah, Noor Akmar & Hanifah, 2010).

Walaupun Malaysia telah mengorak langkah sebagai negara maju, tahap penguasaan kemahiran generik dan nilai etika masih terpinggir di IPGM, KPM. Justeru itu, kajian ini mencari resolusi untuk meneroka m-Pembelajaran dalam proses PdPc diperingkat IPT. Kajian ini mendapati pelajar bidang pendidikan guru masih kurang keyakinan dalam penerimaan m-Pembelajaran yang bersandarkan kemahiran generik dan nilai etika dalam penggunaan teknologi proses PdPc. Akibat dari kelemahan ini guru yang dihasilkan oleh IPGM, KPM akan menjadi penghalang kepada pencapaian hasrat Falsafah Pendidikan Kebangsaan (FPK) yang berfokus kepada usaha berterusan memperkembang potensi individu secara menyeluruh dan bersepadu untuk melahirkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi, dan jasmani, berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bertujuan untuk melahirkan warganegara Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberikan sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.

Isu kedua yang diberi perhatian dalam kajian ini ialah kelemahan aspek nilai etika pelajar IPGM, KPM dalam penerimaan dan pelaksanaan m-Pembelajaran. Khalim dan Wan Zulkifli (2009) menegaskan kurangnya penekanan nilai-nilai etika dalam kursus-kursus yang ditawarkan di IPT menyebabkan para graduan kurang keyakinan dalam penerimaan m-Pembelajaran sebagai medium dalam PdPc. Penekanan elemen nilai etika kepada semua jenis bidang ilmu perlu diberi keutamaan kerana dengan menanamkan nilai-nilai yang positif adalah berupaya mengelak setiap insan daripada unsur-unsur yang negatif dan mungkar (Abdul Salam, 2010). Ini disokong pula Mohd Paris (2016) dalam kajian yang mendapati

bahawa kelemahan nilai-nilai dalam diri pelajar akan menghalang dalam penerimaan m-Pembelajaran yang berasaskan pembelajaran yang menggunakan elektronik. Oleh itu kajian ini, perlu dijalankan untuk mengenal pasti komponen utama dan elemen-elemen tambahan yang sesuai bagi kemahiran generik dan nilai etika dalam reka bentuk serta pembangunan model penerimaan GeSVa dalam m-Pembelajaran di IPGM, KPM. Hasil daripada kajian ini berkemungkinan menjadi panduan kepada pelajar dan pensyarah dalam pelaksanaan m-Pembelajaran dalam melahirkan generasi guru di era teknologi digital.

## TUJUAN KAJIAN

Kajian ini bertujuan untuk membangunkan model penerimaan GeSVa dalam m-Pembelajaran di IPGM, KPM. Bagi mencapai tujuan kajian ini, maka objektif kajian adalah mengenal pasti hubungan antara elemen-elemen yang terlibat untuk model penerimaan GeSVa dalam m-Pembelajaran menerusi kemahiran generik dan nilai etika. Untuk mancapai objektif kajian ini, maka persoalan kajian adalah seperti berikut:

1. Apakah elemen yang sesuai dalam model Penerimaan GeSVa dalam m-Pembelajaran di Institut Pendidikan Guru Malaysia?
2. Apakah reka bentuk model Penerimaan GeSVa dalam m-Pembelajaran di Institut Pendidikan Guru Malaysia?

## METODOLOGI

Kajian ini menggunakan pendekatan *Interpretive Structural Modelling* (ISM) untuk membangunkan model Penerimaan GeSVa dalam m-Pembelajaran di IPGM, KPM berdasarkan kesepakatan pakar. Pendekatan ISM diperkenalkan oleh Walfred (1973; 1974; 1976) mampu berfungsi untuk menyelesaikan masalah dalam menganalisa permasalahan kajian yang kompleks. Lantaran itu, pendekatan ini juga merupakan satu alat yang digunakan untuk membuat keputusan dengan mengambil kira pandangan dan kesepakatan pakar dalam sesuatu kajian. ISM adalah suatu pendekatan yang berkemampuan untuk menghubungkan segala pandangan pakar yang melibatkan elemen-elemen yang terkandung di dalamnya serta berupaya membentuk dan membangunkan sesebuah model kajian (Charan, Shankar & Baisya, 2008). Talib, Rahman dan Qureshi (2011) pula menegaskan pendekatan ISM boleh diaplikasikan dalam pelbagai bidang ilmu kerana bertindak sebagai suatu alat kualitatif yang tinggi dan mampu untuk menyelesaikan permasalahan yang kompleks lagi rumit. Pendekatan ISM bukan asing lagi bagi pengkaji-pengkaji kerana jika disorot melalui kajian literatur; ini menunjukkan bahawa ramai pengkaji telah menggunakan kaedah ISM dalam pelbagai bidang kajian. Jadual 1 menunjukkan kajian literatur yang menggunakan pendekatan *Interpretive Structural Modelling* (ISM).

Jadual 1: Kajian Menggunakan pendekatan ISM

Pengkaji	Bidang Kajian Menggunakan ISM
Mohd Nazri Abdul Rahman, Norlidah Alias, Saedah Siraj, Zaharah Hussin (2017)	Inovasi Dan Kreativiti Dalam Reka bentuk Buku Teks Sekolah Menengah: Aplikasi Pendekatan Interpretive Structural Modeling (ISM)
Norhayati Yahaya, Mohamad Sattar Rasul, Ruhizan Mohamad Yasin (2018)	Membangunkan Model Kompetensi Nilai Sosial bagi Program Perantisan Sistem Dual: Aplikasi Interpretive Structural Modeling (ISM)
Aam Slamet Rusydiana, Abrista Devi (2018)	Mengembangkan Koperasi Syariah di Indonesia: Pendekatan Interpretative Structural Modelling (ISM)

Nidhi Sehgal, Saboohi Nasim (2018)	Jumlah Peramal Dalam Pendekatan Interpretive Structural Modelling Untuk Kebolehpasaran Siswazah Dalam Sektor Teknologi Maklumat
Jaka Purnama, Budi Setiawan, Imam Santoso, Bagyo Yanuwadi (2019)	Sustainable Supply Chain System Model in Small and Medium Enterprise Furniture with Interpretive Structural Modeling (ISM) Approach
Mohd Nazri, Aishah Muhammad Asyraf (2021)	Aplikasi Pendekatan Interpretive Structural Modelling Dalam Pembangunan Model Pedagogi Responsif Budaya Menerusi Cerita Rakyat untuk Kemahiran Lieratsi kanak-kanak
Saedah Siraj, Abdul Halim Masnan Azli Ariffin, Masayu Dzainudin, Nurul Ain Norman, Zaharah Hussin (2021)	Aplikasi Interpretive Structural Modeling untuk Pembinaan Model Elemen Nilai-Nilai Kemanusiaan Dalam Pendidikan Awal Kanak-Kanak

Reka bentuk kajian ini adalah bersifat kajian pembangunan (Richey, Klien & Nielson, 2004; Seels & Richey, 1994; Norlidah Siraj & Dorothy Dewitt, 2013) atau reka bentuk dan pembangunan (Richey & Klien, 2007 & 2013). Norlidah Alias, Saedah Siraj, Mohd Nazri Abdul Rahman dan Dorothy Dewitt (2013) menekankan bahawa kajian pembangunan antara lain meliputi kajian reka bentuk model pengajaran, pembangunan dan penilaian proses keseluruhan atau satu kumpulan proses tertentu. Kajian ini memberi fokus kepada model pembangunan yang berhasrat memberi nilai tambah kepada proses PdPc yang komprehensif berteraskan kemahiran generik dan nilai etika.

#### **PERSAMPELAN, PROSEDUR KUTIPAN DATA DAN ANALISIS DATA**

Metodologi ISM menggunakan khidmat tenaga pakar pelbagai bidang sebagai sampel kajian. Beberapa tenaga pakar telah dipilih untuk membangunkan model penerimaan GeSVa dalam m-Pembelajaran bagi tujuan kajian ini. Terdapat beberapa batasan dalam mengaplikasikan metodologi ISM, antaranya hubungan kontekstual antara elemen-elemen yang saling bergantung kepada pengetahuan, kepakaran dan pengalaman pakar-pakar terpilih. Dengan yang demikian, model yang dihasilkan akan dipengaruhi oleh pakar-pakar dalam mempertimbangkan elemen-elemen tersebut. Prosedur kutipan data dalam metodologi ISM adalah melalui tiga langkah; (i) pemilihan pakar, (ii) reka bentuk model menggunakan *Concept Star* dalam aplikasi ISM dan (iii) penilaian model oleh kumpulan pakar. Analisis data dalam metodologi Interpretive Structural Modelling diperjelaskan melalui tiga langkah berikut:

#### **LANGKAH 1:**

Kumpulan pakar seramai 11 orang yang telah dipilih adalah seperti jadual di bawah:

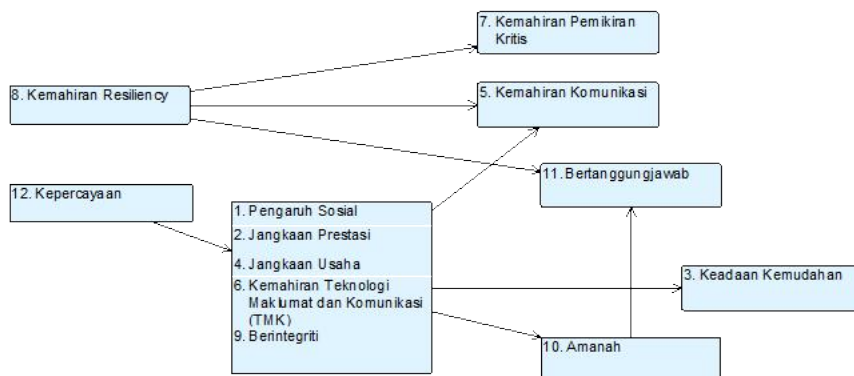
Jadual 2: Kumpulan Pakar

Bil.	Pakar Bidang	Organisasi	Σ Orang
1	Penggubal Kurikulum	IPGM, KPM-2	2
2	m-Pembelajaran	IPTA-2; IPGM, KPM-1	3
3	Model Pembelajaran	IPGM, KPM-1; Politeknik-1	2
4	Kursus Teknologi	IPTA-1; IPGM, KPM-1	2
5	Nilai Etika	IPGM, KPM-2	2
		Jumlah	11

Soal selidik telah dijawab melalui e-mel dan bersemuka. Seterusnya, dapatan kajian ini dianalisis dengan menggunakan *Fuzzy Delphi Method* (FDM). FDM menyarankan tiga syarat utama yang perlu diikuti: (i) Nilai *Threshold* (*d*), (ii) Peratusan kesepakatan pakar dan (iii) Nilai skor *Fuzzy* (*A*). Elemen-elemen yang dipilih perlu memenuhi ketiga-tiga syarat tersebut sebagai elemen model dalam kajian ini.

**LANGKAH 2:**

Langkah ini meliputi reka bentuk dan pembangunan Model Penerimaan GeSVa berasaskan elemen UTAUT (Unified Theory of Acceptance and Use of Technology), kemahiran generik dan nilai etika yang menggunakan aplikasi *Interpretive Structural Modelling* (ISM). Penggunaan aplikasi ISM dan Model Penerimaan GeSVa dalam m-Pembelajaran dibentuk melalui kesepakatan semua pakar seperti di rajah 1.



Rajah 1. Model Penerimaan GeSVa Dalam m-Pembelajaran

**LANGKAH 3:**

Langkah ini meliputi Model Penerimaan GeSVa dalam m-Pembelajaran berasaskan elemen UTAUT; kemahiran generik dan nilai etika. Rajah 1, dipaparkan semula kepada kumpulan pakar dalam satu sesi maklum balas bagi memeriksa, menyemak konsep, elemen dan fakta sama ada bersesuaian atau tidak untuk dilaksanakan modifikasi ke atas model (jika perlu). Seterusnya kumpulan pakar perlu mencapai kata sepakat untuk menerima model yang dibentangkan.

**DAPATAN KAJIAN**

Dapatan kajian daripada 11 orang pakar telah mengenal pasti 12 elemen bagi model penerimaan perlu).

Jadual 2. Dapatan Konstruk Utama dan Elemen Model Penerimaan GeSVa Dalam m-Pembelajaran

Bil.	Konstruk	Elemen
1	UTAUT	Jangkaan usaha, jangkaan prestasi, pengaruh sosial dan keadaan kemudahan.
2	Kemahiran Generik	Kemahiran TMK, kemahiran <i>resiliency</i> , kemahiran komunikasi dan kemahiran pemikiran kritis.
3	Nilai Etika	Nilai amanah, nilai kepercayaan, nilai berintegriti dan nilai bertanggungjawab.

Model yang dibangunkan ini telah melalui proses penilaian dan penelitian kesesuaiannya oleh kumpulan pakar tersebut semasa sesi pembentangan hasil dapatan melalui proses ISM.

## PERBINCANGAN

Berdasarkan hasil kajian yang ditunjukkan dalam jadual 2, Model Penerimaan GeSVa dalam m-Pembelajaran menunjukkan struktur persamaan, pembolehubah dan tahap setiap elemen telah dipaparkan secara bentuk visual melalui Model Struktur Berhierarki ISM (Warfield, 1976). Merujuk kepada rajah 1, *driving power* adalah sesuatu yang memandu ke atas elemen yang lain. Kajian mendapati penggunaan elemen 8 (kemahiran *resiliency*) dan elemen 12 (nilai kepercayaan) adalah berada pada tahap tertinggi dalam hierarki ISM-Based Model berdasarkan kluster elemen iaitu *high dependent power* dan *low driving power*. Dapatan kajian ini menunjukkan bahawa dalam penerimaan m-Pembelajaran di IPG, pelajar perlulah memiliki kemahiran *Resiliency* dan tahap kepercayaan yang tinggi terhadap teknologi. Kemahiran *resiliency* mempunyai *Driving Power* ke atas elemen 7 (kemahiran pemikiran kritis), elemen 5 (kemahiran komunikasi) dan elemen 11 (bertanggungjawab). Manakala nilai kepercayaan mempunyai *Driving Power* ke atas elemen 1 (pengaruh sosial), 2 (jangkaan prestasi), 4 (jangkaan usaha), 6 (kemahiran TMK) dan 9 (berintegriti).

Di samping itu, elemen 10 (amanah) adalah *driving power* ke atas elemen 11 (bertanggungjawab). Namun begitu, elemen 7 (kemahiran pemikiran kritis), 5 (kemahiran komunikasi) dan 11 (bertanggungjawab) adalah kuasa pergantungan (*independent power*) ke atas elemen 8 (kemahiran *resiliency*). Dapatan kajian ini adalah selari dengan kajian Muhammad Fariduddin (2020) yang menyatakan bahawa pelajar memerlukan kemahiran *resiliency* yang mendominasi elemen lain. Perkara ini menjadi penentu kepada segala cabaran dan rintangan apabila berhadapan dengan teknologi yang memungkinkan m-Pembelajaran dalam proses PdPc. Selain itu, rajah 1 menunjukkan bahawa terdapat satu kumpulan yang terdiri daripada lima elemen elemen 1 (pengaruh sosial), 2 (jangkaan prestasi), 4 (jangkaan usaha), 6 (kemahiran TMK) dan 9 berintegriti yang dapat dikelaskan sebagai elemen yang mempunyai kuasa memandu (*driving power*) ke atas kebanyakan elemen dalam model ini. Bolehlah dikatakan juga terdapat elemen nilai etika yang saling mempengaruhi elemen lain. Dapatan ini menjelaskan bahawa 10 (nilai amanah), 11 (bertanggungjawab), 9 (berintegriti) dan 12 (kepercayaan) adalah elemen yang penting dalam mempengaruhi penerimaan m-Pembelajaran di IPG dan selari dengan kajian (Mohd Roslan, 2010; Rashidi, 2014; Rashidi, 2017). Oleh yang demikian; kajian ini jelas menunjukkan keempat-empat nilai etika ini amat sesuai sebagai unsur yang terkandung dalam reka bentuk dan pembangunan model penerimaan GeSVa di IPGM, KPM. Adalah menjadi satu kepentingan dalam menerapkan unsur-unsur nilai ini ke dalam sesuatu reka bentuk model kerana dengan pengukuhan elemen nilai etika seseorang pelajar mampu didorong melakukan kebaikan, ke arah tingkah laku yang berakhlak mulia. Justeru itu, penekanan elemen nilai-nilai etika ini kepada semua jenis bidang ilmu; adalah sangat perlu diberi keutamaan kerana dengan menanamkan nilai-nilai yang positif adalah berupaya mengelak setiap insan daripada unsur-unsur yang negatif dan mungkar (Al-Bugis, 2017; Khairul Hamimah, 2014).

## KESIMPULAN

Kajian ini telah berjaya mengenal pasti elemen kemahiran generik dan nilai etika yang sesuai dalam reka bentuk dan pembangunan model penerimaan GeSVa dalam m-Pembelajaran di IPGM, KPM. Dapatan kajian ini memperjelaskan bahawa setiap pelajar memerlukan penguasaan pelbagai kemahiran generik dan nilai etika yang tertentu bagi penerimaan m-Pembelajaran di IPGM, KPM. Justeru itu, adalah menjadi keutamaan pensyarah untuk meningkatkan penguasaan pelbagai kemahiran generik dan nilai etika yang sesuai kepada pelajar di sepanjang pengajian mereka melalui kursus-kursus yang ditawarkan supaya kemahiran yang mereka pelajari ini dapat dipraktikkan dalam kehidupan alam pekerjaan kelak. Perkara ini jelaslah menunjukkan bahawa penguasaan kemahiran generik dan nilai etika mampu merealisasikan hasrat negara yang selaras dengan Transformasi Nasional 2050. Natijahnya, kajian ini adalah bertepatan dengan memberi tumpuan kepada jenis elemen yang sesuai dalam model Penerimaan GeSVa untuk m-Pembelajaran di Institut Pendidikan Guru Malaysia. Kajian ini juga mengenal pasti dapatan yang melatarkan reka bentuk model Penerimaan GeSVa dalam m-Pembelajaran di IPGM, KPM.



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## MENEROKA ISU KESIHATAN MENTAL DALAM KALANGAN MURID SEKOLAH RENDAH: SATU KAJIAN KUALITATIF

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### ABSTRAK

*Sehingga kini belum ada satu kajian yang dibuat mengenainya. Justeru, tujuan kajian ini adalah untuk meneroka isu kesihatan mental yang berlaku dalam kalangan murid sekolah rendah. Selain itu turut dikaji ialah punca kepada masalah yang wujud. Data diperolehi melalui temu bual separa berstruktur dengan peserta kajian yang dibuat secara atas talian ketika Perintah Kawalan Pergerakan (PKP). Sampel dipilih secara purposive sampling. Kriteria pemilihan sample ialah guru sekolah rendah, murid sekolah rendah iaitu murid tahun 6, kaunselor pendidikan di Institut Pendidikan Guru, guru pelatih di Institut Pendidikan Guru dan pentadbir Institut Pendidikan Guru. Data dianalisis menggunakan kaedah analisis tematik. Seramai 16 orang responden telah terlibat dalam kajian ini. Hasil kajian mendapati isu-isu kesihatan mental di kalangan murid sekolah rendah melibatkan beberapa perkara. Isu tersebut melibatkan beberapa bentuk isu iaitu kurang daya tahan murid, murid terlibat dengan masalah disiplin, jati diri murid yang masih lemah, Murid tiada perhatian dan kurang kasih sayang keluarga, Kekangan dari keluarga yang miskin, emosi tertekan ketika PDPR dan lain-lain lagi. Hasil kajian terdapat beberapa punca berlaku masalah kesihatan mental dalam kalangan murid sekolah rendah. Punca kepada masalah yang wujud adalah 1) Faktor Personaliti Murid, 2) Faktor persekitaran, 3) Faktor Keluarga, 4) Faktor Rakan Sebaya dan 5) Faktor Krisis semasa.*

**Kata Kunci:** *Memahami isu kesihatan mental, murid sekolah rendah, murid tahun 6, punca, dan Perintah Kawalan Pergerakan (PKP)*

### PENGENALAN

Kesihatan mental ialah tahap kesejahteraan psikologi atau ketiadaan penyakit mental. Ia merupakan keadaan seseorang yang berfungsi pada tahap penyesuaian emosi dan tingkah laku yang memuaskan. Menurut Pertubuhan Kesihatan Sedunia (WHO), kesihatan mental termasuk kesejahteraan subjektif, dianggap keberkesanan diri, autonomi, kecekapan, kebergantungan antara generasi, dan aktualisasi diri potensi intelektual dan emosi seseorang (Nor'Aina, 2020). WHO selanjutnya menyatakan bahawa kesejahteraan individu disepadukan dalam merealisasikan kemampuan mereka, menghadapi tekanan normal kehidupan, kerja produktif dan sumbangan kepada komuniti mereka. Perbezaan budaya, penilaian subjektif, dan teori profesional yang bersaing semuanya mempengaruhi bagaimana seseorang mentakrifkan kesihatan mental.

Sejak kebelakangan ini, terdapat banyak tumpuan diberikan terhadap kesihatan mental. Selaras dengan kemajuan negara kita yang kini berkembang, masalah kesihatan mental dan penyakit mental telah menjadi semakin bertambah dan terdapat peningkatan dari tahun ke tahun. Didapati peningkatan yang

ketara dalam kadar bunuh diri dan penyakit mental sejak sedekad lalu berpunca daripada tahap kesihatan mental yang lemah. Oleh itu, adalah penting untuk rakyat Malaysia menyedari tentang pentingnya kesedaran terhadap penyakit mental, kepentingan memelihara tahap kesihatan mental yang baik dan mengenal pasti gejala-gejala masalah kesihatan mental yang memerlukan intervensi dan rawatan.

Setiap individu mempunyai cara tersendiri bagi menyelesaikan masalah kehidupan yang dihadapi (Amran Hassan, 2018). Namun tidak semua di antara mereka yang tahu cara yang terbaik dan proaktif dalam menanganinya. Walaupun hanya segelintir yang menghadapi kepayahan seperti ini, namun langkah-langkah kesedaran perlu dilakukan untuk mereka agar kaedah yang diambil tidak menjurus kepada kemusnahan dan tingkahlaku berisiko tinggi serta berbahaya. Kita tidak mahu ada anggota masyarakat yang menggunakan pendekatan sendiri seperti mengambil dadah, meminum arak, merokok, mengangjurkan seks bebas, atau membunuh diri bagi menyelesaikan masalah yang dihadapi.

Kesan penyakit mental sebenarnya lebih banyak mendatangkan keburukan dan bebanan kepada kita semua dalam pelbagai aspek kehidupan, khusus terhadap pesakit, keluarga mereka, majikan, kehilangan produktiviti dan pendapatan, seterusnya menjejaskan ekonomi negara dan sistem penjagaan kesihatan. Memang sudah dimaklumi bahawa penyakit mental, tekanan emosi dan gangguan tingkahlaku turut mendatangkan pelbagai kesengsaraan dan ketidakupayaan lain. Ia bukan sahaja menjejaskan produktiviti, tetapi juga kesannya yang negatif terhadap keperibadian dan perhubungan sosial, malah boleh membawa kepada pelbagai penyakit mental dan fizikal lain serta ada yang berakhir dengan kematian.

## **LATAR BELAKANG**

Wujud banyak kajian yang mendapati pertalian rapat di antara penyakit mental seperti kemurungan dengan penyakit berkaitan jantung seperti penyakit jantung kardiovaskular, koronari, strok dan sebagainya. Pesakit kemurungan dan skizofrenia juga berisiko untuk menghadapi penyakit diabetes dan obesiti. (Hazli Bin Zakaria, 2020). Pelajar universiti juga cenderung kepada masalah mental akibat pelbagai perubahan psikososial dan tekanan akademik. Lantas pelajar universiti perlu menyesuaikan diri terhadap perubahan-perubahan ini bagi menyiapkan diri untuk kerjaya profesional yang lebih mencabar. Secara tidak langsung, golongan pelajar ini mengalami tekanan akibat jangkaan yang berlebihan ke atas mereka sehingga membahayakan kesihatan fizikal dan mental mereka (Pfeiffer 2001; Shamsuddin et al., 2013).

Masalah keluarga dan pembelajaran juga menyumbang kepada gangguan emosi pelajar (Sherina et al., 2003). Masalah kemurungan, kebimbangan dan tekanan merupakan masalah yang sering dihadapi oleh pelajar termasuk yang berada di pusat pengajian tinggi (Sohana, 2019). Terdapat banyak kajian yang menunjukkan bahawa pencapaian pelajar sekolah, kolej dan universiti boleh dipengaruhi oleh masalah kemurungan (Andrews & Wilding; Stark & Brookman, 1994), kebimbangan (Andrews & Wilding, 2004; Seligman & Wuyek, 2007) dan tekanan (Demakis & McAdams 1994; Md Aris, Safree Md Yasin & Mariam Adawiah Dzulkifli, 2011).

## **PENYATAAN MASALAH**

Statistik menunjukkan 2.3% rakyat Malaysia berusia 16 tahun ke atas mengalami masalah kesihatan mental. Menteri Kesihatan, Datuk Seri Dr. Adham Baba berkata, kajian NHMS pada 2017 juga mendapati tingkah laku bunuh diri dalam kalangan remaja berusia antara 13 dan 17 tahun menunjukkan peningkatan trend bagi prevalen idea bunuh diri iaitu 10 peratus berbanding 7.9 peratus pada 2012.

Menurut Tinjauan Kebangsaan Kesihatan dan Morbiditi (NHMS) 2019, hampir setengah juta rakyat di negara didapati mengalami simptom tekanan atau depresi. Penaung Befrienders Kuala Lumpur, Tan Sri Lee Lam Thye, berkata kajian NHSM, 2019 itu juga mendapati 424,000 kanak-kanak mengalami masalah kesihatan mental (Berita Harian 2020). Beliau berkata, pandemik Covid-19 dan Perintah Kawalan Pergerakan (PKP) turut menyebabkan tekanan emosi susulan perubahan persekitaran kerja seperti perlu bekerja dari rumah, hilang punca pendapatan dan pekerjaan serta bimbang terhadap keselamatan.

Tekanan dan masalah hidup yang dialami oleh masyarakat pada hari ini mempunyai kesan yang besar terhadap kesejahteraan psikologi mereka. Hal ini kerana tekanan yang teruk akan membawa kepada masalah kesihatan mental yang serius. Perkara ini terjadi apabila tekanan tersebut tidak dapat diuruskan dengan baik serta tidak mempunyai pengetahuan mengenai pengurusan emosi yang betul. Menurut Melissa dan Balan (2019), faktor-faktor yang mungkin menyumbang kepada peningkatan ini adalah disebabkan masalah kewangan, masalah akademik dan masalah keluarga seperti perceraian dan faktor persekitaran. Aspek kesihatan mental juga sering dikaitkan dengan kecerdasan emosi, pilihan strategi tingkah laku dan kesejahteraan psikologi.

Masalah tingkah laku murid-murid dan pelajar sekolah di negara ini berada pada tahap yang membimbangkan. Peningkatan kadar jenayah dan masalah sosial yang melibatkan kanak-kanak sekolah dan remaja bukan sahaja membimbangkan ibu bapa dan masyarakat, malah turut mempengaruhi prestasi guru dan sekolah (Baharom, 2006; Suboh, Azizi & Hamzah, 2011; Yahaya & Baharom, 2010).

Kanak-kanak di sekolah rendah juga menghadapi pelbagai masalah yang serius. Kanak-kanak sekolah rendah didapati berhadapan pelbagai masalah tingkah laku terutama berkaitan pelanggaran disiplin, malah, turut melibatkan masalah yang lebih serius seperti pencapaian akademik yang rendah, kurang motivasi atau malas, tidak menghadiri kelas, ponteng, tingkah laku memusnah, ponteng tegar, mencuri, membawa dan mengedar bahan lucuk, mengalami penderaan fizikal dan seksual, merokok dan ketagihan ganja, serta terdedah dengan pelacuran (Talib, 2009). Sekolah yang terletak di kawasan bandar pula berhadapan dengan golongan murid-murid sekolah rendah yang lebih agresif sifatnya. Ada dalam kalangan mereka melibatkan diri dengan kegiatan membuli murid-murid lain yang lebih muda. Kegiatan ini menular dan berterusan sehingga murid tadi memasuki sekolah menengah (Yaakub, Nagappan & Jusoh, 2010).

## **KAJIAN LEPAS**

Bersandarkan banyak kajian didapati bahawa kebanyakan murid bermasalah tingkah laku datangnya daripada keluarga berlatarbelakangkan status sosio-ekonomi (SES) yang rendah. Tiga aspek utama SES ialah pendapatan isi rumah, tahap pendidikan dan status kerjaya ibu bapa. Ibu bapa yang mempunyai latar belakang SES tinggi mampu memberikan pelbagai kemudahan untuk kanak-kanak belajar serta berkemampuan untuk tinggal di kawasan kediaman yang lebih selesa. (Bradley & Corwyn, 2002; Ready, 2010; Talib, 2003; Talib, 2009; Yaakub et al., 2010). Kanak-kanak yang bermasalah tingkah laku kurang menarik perhatian rakan sebaya di sekolah. Mereka kurang menguasai kemahiran sosial untuk menyesuaikan diri dalam budaya sekolah yang berbentuk persaingan, tetapi mudah dipengaruhi oleh kumpulan rakan sebaya (Suboh, Azizi & Hamzah, 2011).

Johari Talib et al, (2017) dalam kajiannya secara asasnya menjelaskan tentang keperluan terhadap ibu bapa dan pihak pengurusan sekolah untuk memberikan perhatian kepada kanak-kanak yang mempunyai pencapaian rendah. Golongan murid sebegini juga kebiasaannya turut mempunyai pelbagai masalah pembelajaran dan tingkah laku. Kebanyakan kanak-kanak yang bermasalah ini datang daripada keluarga berpendapatan rendah (SES rendah) dan ibu bapa mereka adalah kurang mampu untuk memberikan sokongan tambahan bagi membaiki pencapaian pelajaran anak-anak. Kanak-kanak ini tidak sepatutnya didiskriminasikan oleh sistem persekolahan, sebaliknya, merekalah yang patut menerima peruntukan kewangan yang lebih besar kerana jumlah murid sederhana dan lemah ini juga lebih besar jumlahnya berbanding jumlah murid cemerlang dan terbilang. Dalam jangka masa panjang, pihak yang

membina polisi perlu memberi perhatian kepada golongan berpendapatan rendah dengan mengurangkan beban mereka seperti pengenalan kepada khidmat bas sekolah percuma, sarapan yang lebih bermutu, pakaian sekolah percuma dan mengurangkan beban pelbagai bayaran tambahan di sekolah. Bagi membolehkan guru lebih prihatin dengan keperluan murid pencapaian sederhana dan lemah atau murid bermasalah, kursus asuhan kanak-kanak/keibubapaan perlu diwajibkan kepada semua bakal guru. Kemahiran menangani kes-kes murid berpendapatan sederhana dan lemah, ataupun murid yang bermasalah ini membolehkan guru lebih menghayati peranan mereka di sekolah sebagai ganti kepada ibu bapa, seterusnya berkebolehan membimbing ibu bapa dalam aspek keibubapaan. Sekolah perlu dijadikan medan yang selesa bagi kanak-kanak miskin dan mereka tidak merasa diri mereka dibezakan dalam apa bentuk sekali pun

Permasalahan anak-anak jalanan telah menjadi satu masalah yang besar dan membawa kepada permasalahan kepada kesihatan mental. Tugas membimbing anak-anak jalanan ini untuk menjadi seorang yang berdisiplin dan berpendidikan tidak boleh diserahkan kepada satu pihak sahaja. Ibu bapa, guru, pihak sekolah, badan-badan kebajikan, pemimpin dalam sesebuah masyarakat, masyarakat sendiri perlu berganding bahu memberi kerjasama yang padu untuk mengatasi masalah ini (Jalanan et al., 2017).

Munirah binti Ahmad Kamil (2013) dalam kajiannya menyatakan sejak beberapa tahun yang lepas, negara telah mencatatkan peningkatan kadar jenayah dalam kalangan pelajar. Pada masa yang sama, masalah salah laku disiplin dalam kalangan pelajar terus meningkat. Statistik daripada Kementerian Pendidikan Malaysia (2010b) menunjukkan sebanyak 72,557 orang pelajar sekolah menengah terbabit dalam pelbagai salah laku disiplin pada tahun 2010. Antara kes salah laku yang sering dilakukan termasuklah jenayah (17,595 kes), ponteng sekolah (19,545 kes), kelakuan kurang sopan (18,346 kes), kekemasan diri (21,384 kes), tidak mementingkan masa (17,808 kes), kelucuan (3,031 kes), vandalisme (5,212 kes) dan kenakalan (8,563 kes). Statistik ini dapat menggambarkan kejadian salah laku disiplin yang berlaku di sekolah dan membuktikan tentang kewujudan pelajar berisiko yang perlu ditangani oleh semua warga sekolah. Statistik ini juga secara tidak langsung dapat mencabar kredibiliti guru bimbingan dan kaunseling serta keupayaan mereka dalam memberikan intervensi yang berkesan boleh dipersoalkan. Sehubungan dengan itu, perkhidmatan bimbingan dan kaunseling yang diuruskan oleh guru bimbingan dan kaunseling di sekolah tidak lagi boleh bersifat reaktif tetapi perlu menjadi proaktif, preventif dan komprehensif dalam menguruskan intervensi kaunseling bagi pelajar berisiko.

## **TUJUAN KAJIAN**

Tujuan kajian ialah untuk meneroka isu kesihatan mental dan punca-punca berlakunya masalah tersebut dalam kalangan murid sekolah rendah.

## **OBJEKTIF KAJIAN**

Objektif kajian adalah seperti berikut:

1. Menganalisis masalah berkaitan kesihatan mental di kalangan murid sekolah rendah.
2. Meneroka punca-punca yang menyumbang kepada isu kesihatan mental dalam kalangan murid sekolah rendah

## **SOALAN KAJIAN**

1. Apakah bentuk isu-isu kesihatan mental di kalangan murid sekolah rendah?
2. Apakah punca yang menyumbang kepada isu kesihatan mental murid sekolah rendah

## **METODOLOGI KAJIAN**

## **Rekabentuk Kajian**

Kajian ini menggunakan pendekatan kualitatif sepenuhnya.

## **Responden Kajian**

Responden kajian terdiri daripada Guru sekolah, Guru Peatih IPGK, Pentadbir IPGK dan Kaunselor Institut Pendidikan Guru

## **Instrumen Kajian**

Temubual separa berstruktur digunakan untuk mengutip data.

## **Prosedur Penganalisan Data**

Setelah temubual di laksanakan semua data dianalisis dengan menggunakan tematik Analisis dan dilaksanakan secara manual untuk menjawab soalan kajian.

## **DAPATAN KAJIAN DAN PERBINCANGAN**

1) Apakah bentuk isu-isu kesihatan mental di kalangan murid sekolah rendah?

Dapatan kajian mendapati antara bentuk isu kesihatan mental di kalangan murid sekolah rendah ialah murid terlibat dengan masalah disiplin, murid tiada perhatian dan kurang kasih sayang keluarga, emosi tertekan ketika PDPR dan lain-lain lagi. Hal ini dapat dilihat seperti yang dinyatakan oleh peserta kajian seperti berikut

1.1) Murid terlibat dengan masalah disiplin

*“Seterusnya, kesihatan mental yang negatif merujuk kepada murid yang suka membuli dan menjadikan dirinya sebagai pembuli. Sebenarnya terdapat banyak punca murid itu membuli seperti sikap agresif, suka mengusik, tidak berdisiplin dan sebagainya lagi. Pada pendapat saya, mental murid itu dikategorikan sebagai negatif dan tidak sihat apabila dia tidak mampu membimbing dirinya untuk menjadi murid yang baik seusianya. Contohnya murid itu sudah berusia 12 tahun namun masih lagi tidak matang dan suka mencari masalah seperti membuli ini .”(R3/GSNS/ 14/9/2021- 1)*

1.2) Jati diri murid yang masih lemah

*“ Murid sekarang tidak macam dahulu. Maksudnya, murid sekarang tidak lagi aktif, berkembang dan bebas seperti murid dahulu. Murid 10 tahun lepas begitu sinonim dengan kuat dan aktif di sekolah. Tetapi murid sekarang lebih kepada pendiam, pasif dan tidak kuat dari segi gaya mereka. Sebenarnya ini memberikan kesan yang negatif dan tidak baik kepada jati diri mereka dimana hidup murid sekarang telalu dimanjakan dan terlalu dikawal dengan begitu kuat hidupnya.” (R9/ GSNS/ 25/1/2022- 2)*

1.3) Murid tiada perhatian dan kurang kasih sayang keluarga

*“Apabila berhadapan masalah keluarga ditambah pula tiada kekuatan dalaman serta jati diri, ditambah pula dengan kawan-kawan serta media sosial akan*

*memburukkan lagi kesihatan mental anak-anak tersebut. Namun sebaliknya jika hubungan kekeluargaan itu baik, hubungan kukuh, erat, ibu bapa sentiasa boleh bertukar-tukar cerita maka ianya membantu satu keluarga mempunyai kesihatan mental yang baik.” (R1/GST/17/1/2022-13)*

#### 1.4) Emosi tertekan ketika PDPR

*“Ketika pandemik Covid 19, saya melihat bahawa semangat dan budaya murid untuk belajar menjadi suatu cabaran yang besar walaupun ketika di sekolah dulu, murid tersebut ialah murid cemerlang. Murid tertekan kerana terpaksa belajar di luar norma kebiasaan. (R23/KKL/26/1/2022)*

*“ Apabila pandemik ini berlaku, tahap resiliensi murid berkurangan dan menurun lalu menyebabkan motivasi mereka juga menurun. Saya juga membaca berita dari media yang menunjukkan data bahawa terdapat sebilangan besar murid menghadapi stres semasa pdpr kerana tidak dapat bersemuka dengan guru dan tidak dapat berjumpa dengan rakan sebaya. Hal ini menunjukkan tahap resiliensi murid sekolah rendah amat rendah semasa musim pandemik ini. Jadi, saya berpendapat bahawa tahap resiliensi murid sebelum pandemik adalah lebih baik berbanding semasa pandemic.” (R33/GPK/8/2/2022-1)*

#### 2. Apakah punca yang menyumbang kepada isu kesihatan mental murid sekolah rendah?

3.

Dapatan kajian menunjukkan punca yang menyumbang kepada isu kesihatan mental iaitu faktor personaliti murid, faktor keluarga, faktor rakan sebaya, faktor krisis dan faktor persekitaran

##### 2.1) Faktor Personaliti Murid

Data menunjukkan bahawa isu kesihatan mental yang wujud di sekolah rendah adalah kerana faktor personaliti diri murid iaitu murid tertekan, membuli rakan sebaya dan ponteng sekolah. Hal ini dapat dilihat seperti yang dinyatakan oleh peserta kajian seperti berikut

*“Antara jenis masalah yang membawa kepada kesihatan mental yang negatif bagi murid sekolah rendah ialah buli, ponteng sekolah, suka membuat masalah di sekolah dan tidak membuat kerja sekolah yang diberikan oleh guru dalam kelas. Mungkin di rumah dia sentiasa dipukul serta ditengking oleh ibu bapa, maka perangnya akan menjadi agresif di sekolah. Dia menjadikan rakan-rakan di sekolah sebagai tempat untuk melepaskan ketidakpuasan hatinya. Adakalanya, guru-guru ini perlu menjadi pengadil di dalam kelas semasa mengajar untuk meleraikan pergaduhan antara murid yang berlaku di dalam kelas.” (R4/GSNS/15/9/2021-2)*

##### 2.2) Dapatan kajian juga menunjukkan bahawa murid sekolah rendah masih lemah jati diri kerana mereka masih lagi dalam proses pembentukan jati diri.

*“ Kita ambil contoh situasi membandingkan murid daripada keluarga yang kurang berkemampuan dan keluarga yang mampu, sebenarnya murid daripada keluarga berkemampuan mempunyai jati diri fizikal dan mental yang lebih kuat dan utuh. Murid yang berkemampuan biasanya mereka terlalu bergantung dan manja yang akhirnya membawa kepada jati diri fizikal yang lemah.” (R5/GSNS/21/1/2022-3)*

*“ Ada kes yang berpunca daripada masalah ibu bapa bercerai. Apabila ibu bapanya bercerai, murid tinggal bersama datuknya yang serba mewah dan diberikan segala kemewahan kerana dia merupakan cucu kesayangan. Namun*



*apabila PdPR, murid ini tidak aktif serta tidak menyiapkan kerja sekolah kerana terbiasa dimanjakan oleh datuknya dengan kemewahan.” (R2/GSNS/ 18/1/2022-3)*

### 2.3 ) Faktor Keluarga

Data menunjukkan bahawa isu kesihatan mental yang wujud di sekolah rendah juga adalah kerana faktor keluarga iaitu tiada pemantauan dari keluarga, konflik keluarga dan tiada perhatian serta kasih sayang dari keluarga. Hal ini dapat dilihat seperti yang dinyatakan oleh peserta kajian seperti berikut

*“ Saya berpendapat emosi dan stress murid-murid banyak berpunca daripada rumah. Ada segelintir murid yang mempunyai masalah keluarga seperti ibu bapa yang telah berpisah dan tahap kemiskinan keluarga murid berada di tahap yang merisaukan. Keadaan ini memang berlaku di sekolah saya...” (R1/GSK/12/9/2021- 1)*

*“ Murid-murid di kelas belakang kebanyakannya kurang bersemangat dan mempunyai banyak masalah pembelajaran, disiplin dan sosial. Hal ini kerana, ibu bapa, majoritinya mempunyai krisis keluarga seperti penceraian dan punca pendapatan yang terhad. Krisis ini merupakan punca ibu bapa tidak mengambil berat hal pembelajaran anak-anak di sekolah. Apabila ibu bapa tidak kisah, maka anak-anak mereka pun tidak mempunyai dorongan untuk memajukan diri mereka sendiri.” (R3/GSK/ 19/1/2022-4)*

### 2.4 ) Faktor Rakan Sebaya

Dapatan kajian juga menunjukkan bahawa isu kesihatan mental yang wujud di sekolah rendah juga adalah kerana faktor rakan sebaya. Hal ini dapat dilihat seperti yang dinyatakan oleh peserta kajian seperti berikut

*“ Jika melihat kepada aspek luaran pula, mereka dibiarkan bebas untuk berkawan dengan sesiapa sahaja tanpa pemantauan. Kadang-kadang, ibu bapa juga tidak tahu dengan siapa anak mereka berkawan. Murid-murid ini terlalu percaya dengan kawan-kawan mereka berbanding keluarga sendiri. Misalnya rakan mereka mengajak untuk ponteng sekolah dan merokok, maka murid-murid ini akan turutkan sahaja ajakan kawan kerana mereka tidak mempunyai jati diri yang kukuh. Oleh itu saya sangat menitikberatkan amalan pengetahuan agama islam kerana ianya sebagai benteng jati diri mereka.” (R1/GST/ 17/1/2022-15)*

*.” Murid sekolah rendah ada yang terpengaruh dengan rakan sebaya dan ada yang salah pilih kawan. Tapi di sekolah rendah, ada kes merokok dan perkara ini biasa berlaku di sekolah kawasan bandar.” ( R7/ GSK/ 23/1/2022- 8)*

### 2.5 ) Faktor Krisis

Data juga menunjukkan bahawa isu kesihatan mental yang wujud di sekolah rendah juga adalah kerana factor krisis iaitu krisis pandemic covid 19, krisis kewangan dan krisis keluarga. Hal ini dapat dilihat seperti yang dinyatakan oleh peserta kajian seperti berikut

*“ Contohnya, ada seorang murid tersebut memberitahu ayahnya kerap memarahinya serta garang di rumah. Dia memberitahu ayahnya sentiasa mengamuk di rumah. Apabila saya tanya dengan lebih lanjut, saya mendapati bahawa ayahnya tertekan kerana dibuang kerja oleh majikan. Oleh itu, pendapatan keluarga tersebut terjejas kerana ayahnya kini hanya membawa foodpanda sahaja berbanding sebelum ini yang mempunyai pendapatan tetap yang agak besar. Oleh itu, menyebabkan murid ini juga turut tertekan disebabkan perubahan yang berlaku pada keluarganya.” (R1/GST/ 17/1/2022-9)*

## 2.6) Faktor gadget dan media social

Faktor Gadget dan media social juga menjadi penyebab kepada isu yang membawa kepada isu kesihatan mental .Hal ini dapat dilihat seperti yang dinyatakan oleh peserta kajian seperti berikut

*“ Penggunaan gadget yang tidak terkawal ini Ianya akan menyumbang kepada masalah mental. Contohnya, gangguan tidur yang saya nyatakan sebentar tadi. Contohnya mereka tidak tidur sehingga jam 4 pagi yang tidak sepatutnya berlaku. Hal ini merupakan perkara yang tidak baik kerana bertentangan dengan jadual murid yang positif. Contohnya sepatutnya pukul 4 pagi murid bangun dan mengulangkaji pelajaran, tetapi pada masa kini hal yang sebaliknya berlaku apabila mereka menggunakan gadget tanpa kawalan. Melalui pembacaan saya, separuh daripada kecelaruan mental bermula dari usia 14 tahun. (R5/GST/ 21/1/2022-10)*

*“ Faktor lain bagi saya, kawan-kawan. Dan gajet. Pengaruh telekomunikasi. Bila kita sentiasa dengan gajet, telefon bimbit dan tablet, kita akan banyak terpengaruh dengan perkara yang datang daripadanya. Ada yang tengok cara-cara nak bunuh diri, cara itu dan cara ini. Ada pelbagai masalah itu dan ini, dan ini menyebabkan pelajar terpengaruh. Mungkin juga kerana di kampung ada pemantauan ibu bapa, pemikiran ibu bapa di kampung agak berbeza berbanding di bandar. Di bandar, ibu bapa mereka memang memberi kepercayaan kepada anak mereka memegang telefon berbanding di luar bandar. Ibu bapa di luar bandar sering bawa telefon ke tempat kerja. (R7/ GSK/ 23/1/2022- 1)*

### **Rumusan temubual**

Hasil temubual dengan peserta kajian, pengkaji mendapati bahawa faktor-faktor ini akan membawa masalah kesihatan mental yang negatif kepada murid sekolah rendah. Jadi perlu ada intervensi dari pihak sekolah, guru sekolah dan kaunselor untuk mencegah masalah ini berlaku secara berleluasa kerana murid-murid sekolah rendah perlu dibimbing bermula sekolah rendah lagi kerana mereka masih lagi dalam proses pembentukan jati diri. Semua pihak memainkan peranan yang penting bagi memastikan kesejahteraan emosi dan minda murid sekolah rendah kerana murid sekolah ini merupakan permata negara suatu hari nanti.

### **PENUTUP**

Hasil kajian mendapati bahawa pelbagai faktor yang menyebabkan isu yang membawa kepada masalah kesihatan murid sekolah rendah. Isu ini perlu ditangani dengan sebaik mungkin dan kerjasama yang padu di atara guru dan ibubapa kerana murid sekolah rendah masih lagi belum matang. Mereka merupakan permata yang perlu digilap untuk menjadikan mereka cemerlang dari segi akademik dan sahsiah diri. Mereka juga adalah pelapis untuk kemenjadian pelbagai sektor kehidupan . Pengkaji berharap kajian ini akan memberi manfaat kepada ibubapa , guru, ahli akademik dan murid dan kajian ini boleh dijadikan rujukan pada masa hadapan.

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## **DIFFERENTIATION PRACTISES AMONG MALAYSIAN PRIMARY SCHOOL MATHEMATICS TEACHERS**

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### **ABSTRACT**

*This paper presents findings of a case-study in examining the implementation of differentiated instruction approach in the teaching and learning process. The implementation of differentiated instruction is seen from four aspects, namely the preparation of lesson plan, planning of teaching and learning activities, preparation of support materials and implementation of differentiated instruction approaches. Participants of the study included a total of 60 Mathematics teachers who are teaching in heterogeneous grouping class of Year Two and Year Three in primary schools. Questionnaires are used as data collection tools. Datas are analysed descriptively by finding frequency, percentage, mean and standard deviation. Findings indicate a high level of differentiated instruction taking place in the preparation of lesson plan and planning teaching and learning activities. Findings also reveals teachers' lack of competency in providing support materials and in the implementation the teaching and learning process. Based on the findings of this study, The Ministry of Education (MOE) is responsible to provide greater exposure to differentiated instruction approach and provide more support materials through courses and workshops so that the pedagogical knowledge of differentiated instruction approach can be mastered and implemented by Mathematics teachers by using support materials in the classroom to improve the quality of teaching and learning. Differentiated instruction need to be mastered by all the teachers to give varied teaching instructions that are suitable for a mixed-ability classroom to match students with different proficiency levels. The researcher also recommended implementing differentiated instruction over a longer period and on a larger sample.*

*Keywords: Differentiated instruction, teaching and learning, novice teachers, primary schools, acceptance, exposure, support materials*

### **INTRODUCTION**

A country's development is primarily based on its people and its resources. As people play the most important role in shaping the status of the country, education is responsible for shaping people and becomes the backbone of any country. Education also has a vital role to play in developing the knowledge, skills, attitudes and values that enable people to contribute to and benefit from an inclusive and sustainable future. The teaching and learning process that takes place in the classroom is the best indicator for a good education. In order to enhance teaching and learning activities, and avoid learners getting bored during lecture sessions, teachers are encouraged to use innovative tools and varied teaching instructions to cater for students with mixed-ability and proficiency levels. Teachers need to bring many skills to their profession and fulfil many daily responsibilities that highlight their abilities to teach and mentor students. However, while enrolments have risen in promising fashion around the

world, learning levels have remained disappointingly and many students remain left behind due to poor teaching methods. Based from an international study (AKEPT 2011), it shows that only 50% of teaching is delivered effectively because on average it does not involve the students as a whole and the teacher's teaching is more passive and in the form of lectures. Over 600 million children and adolescents worldwide are unable to attain minimum proficiency levels in reading and mathematics, even though two thirds of them are in school (UNICEF, 2021). The traditional learning method is said to be a factor that contributes to students not mastering the content of the lesson because of the teacher's teaching style with the "one-size-fits-all" method.

Malaysia also ranked poorly in education, coming in at number 52 out of 76 countries according to the findings released by the Organisation for Economic Cooperation and Development (OECD) in PISA test. Based from the result of PISA 2009, Malaysia's position was only in the bottom one-third of the 74 participating countries. This achievement also places Malaysia below the international and OECD average achievement. Almost 60% of 15-year-old pupils who participated in PISA failed to reach the minimum proficiency level in Mathematics, while 44% in Reading and 43% in Science. In comparison, Finland scored number 3 in Reading after China dan Korea, number 2 in Science after China and number 6 in Mathematics among nearly half a million students worldwide. According to a survey made recently, Finland has the world's best education system. The country has been in the limelight since the year 2000 and successfully made into the year 2018. Recently, Finland ranks third in the Education Ranking by Countries in 2021, with a total score of 1.631K. The World Economic Forum's Global Competitiveness Report stated that Finland has the best-developed education system in the world and has the highest rate of high school completion in the world. Finland has vastly improved in Reading, Mathematics and Science Literacy over the past decade in large part because its teachers are trusted to do whatever it takes to turn young lives around. Finland's educational system does not worry about artificial or arbitrary merit-based systems. There are no lists of top performing schools or teachers, instead, cooperation is the norm. Schools in Finland do not apply a ranking system because all students are considered equal. There are no mandated standardized tests, apart from one exam at the end of students' senior year in high school. There are no rankings, no comparisons or competition between students, schools or regions. The result is that a Finnish child has a good shot at getting the same quality education no matter whether he or she lives in a rural village or a university town. The differences between weakest and strongest students are the smallest in the world. Finland focuses more on the fundamentals of a school environment that promotes equality and differentiated instruction.

Today's classrooms are diverse (Firwana, 2017). Students come to classrooms from different backgrounds, cultures, interests, readiness, preferences, and needs. Teachers need to reach all these types of learners at the same time in one classroom period. As educators, we must transform our education system from education for all to learning for all. Quality teaching is essential to give each student the foundational literacy and numeracy on which lifelong learning depends. Learning for all means ensuring that all students, and not just the most privileged or gifted, acquire the knowledge and skills that they need.

## **BACKGROUND OF STUDY**

A suitable teaching approach that meets the characteristics of 21st century learning is a need to adapt with the different needs of individual students. Differentiated instruction is said to be suitable to be implemented in the classroom today to deal with the diversity of student differences in a classroom. To differentiate instruction is to recognize students varying background knowledge, readiness, language, learning styles, interests, talents and to react responsively. Differentiated instruction take into account the differences that exist among students during the teaching and learning process (Zamri, Ruslin and Mohamed Amin, 2015). It is acknowledged to be a compelling and effectual means of restructuring the traditional classroom to include students of diverse abilities, interests and learning profiles. These differences cause students not to drop out in their learning because teachers care about the differences that exist in terms of cognitive, emotional, physical, moral, behavioural, social and talent among their students (Khairul Yusri, 2007). Tomlinson (2003), from her research stated that students' readiness, interest and learning profile are key factors that teachers need to consider in the implementation of

differentiated instruction. Understanding the learning profile of students is critical to provide teachers with the information needed to differentiate their teaching methods in the classroom and enable all students to learn in the most effective way.

The Malaysian Education System has undergone various reforms from time to time. Among the Malaysian Education Development Plan (duration 2013-2025) are to halve the achievement gap between rich and poor, urban and rural, reviewing the examination and assessment curriculum, especially in stem subjects, among which is revamping the national examination, abolishing UPSR and replacing it with School-Based Assessment (PBS) which is said to be more holistic, strong and in line with the standard reference curriculum. Example like Wave 3 (2021-2025) in MEDP are to providing opportunities for quality education which is relevant to the needs of each different student who, if not managed perfectly, is likely to drop out of the national education system and not be able to develop their full potential. Through its education system, Malaysia determines to provide the students with the necessary knowledge and skills for the 21st century by ensuring that every student receives opportunity to fulfil his/her potential, and one of the ways is promoting differentiated instruction in the teaching and learning sessions.

Along with the abolition of the public examination system for primary school students (KPM: Broadcast Letter Number 14 of 2018), students will no longer be evaluated through examinations but will be evaluated holistically. The isolation class (streaming class) is no longer used in schools and students with various levels of abilities, attitudes and interests will be in the same classroom. This has an impact on teachers' pedagogic choices where teachers have to prepare different lesson plans for different groups of students in the heteroneneous classroom. A differentiated instruction approach which was introduced in 2019 in Malaysia is said is a better pedagogical approach to meet the needs of different students. When students' individual differences and preferences are accommodated and effectively met, tailoring instruction becomes more accessible for teachers to better attend to and address their learners' needs. By differentiating lessons, teachers develop strategies and materials not only based on the students' ability but also according to their multiple intelligence, hence ensuring that every student receives appropriate opportunity in learning.

## **PROBLEM STATEMENT**

The Board of Inspectors and Quality Assurance (JNJK) has prepared a standard known as the Malaysian Education Quality Standard Wave 2: Learning and Facilitation (SKPMg2S4) to measure the quality of teaching and learning implementation in the classroom or outside the classroom. The role of the teacher as a facilitator is to provide guidance, motivation and mobilize students in his class to follow the learning activities and ensure the use of student-centred teaching strategies and learning materials. Although differentiated instruction practices is said to be very suitable to be practiced in the classroom, knowledge of differentiated instruction is still at a moderate level among school teachers due to the lack of exposure given especially to teachers serving in rural areas. Many teachers have difficulty to actually implement it in class. In addition, it can be a strenuous process which can discourage most educators since it requires deep involvement and minute preparation. This is supported by Schumm and Vaughn (1995 from their research stated that teachers' perceptions on differentiated instruction as unrealistic and not the focus of their main job. Another study revealed that teachers have failed in differentiating their lessons due to their inability to treat gifted and talented students as different individuals (Reis et al., 2004). This was because teachers were not prepared to apply differentiated strategies simply because they have not been using them in any sustainable manner (Reis et al., 2004).

Teachers' perceptions of differentiated instruction that are seen as foreign to be practiced during the teaching and learning process also influences the outcome of the implementation of these skills. According to Rosidah Ramli and Nurahimah Mohd.Yusoff (2020), differentiated instruction has not often been put into practice, and no much difference has been seen in the teaching methods applied by teachers as compared to before. It is found that traditional teaching methods which are teacher-centred are still dominating instruction and teachers tend to implement direct instruction in their teaching and

learning process too (Cathrine Masingan and Sabariah Sharif, 2019). Even though teachers had received professional development training on differentiated instruction, this method of teaching is seldom implemented by them in the classroom due to the difficulties in implementing the differentiated instruction framework and opt to implement traditional approaches instead (Mohd Hasrul Kamarulzaman, Hazita Azman & Azizah Mohd Zahidi (2017). In fact, teachers still adopted traditional teaching styles despite knowing the advantages of the teaching approach and understanding the strategies and methods of its implementation.

Teachers' failure to identify student needs, lack of needed support resources, as well as lack of needed guidance are among the reasons why they are unable to master real different pedagogical concepts and implement them in the classroom (Eysink, Hulsbeek, & Gijlers, 2017). This statement is also supported in a study conducted by Mazura and Wak Chu Wok (2018), where they stated that the main challenge among teachers for the application of differentiated learning practice skills is the need for training and courses on differentiated instruction. This further strengthens the assumption that teachers' understanding and knowledge of different teaching practices have not been emphasized and need to be improved to ensure current and future educational needs can be met in line with the requirements of PPPM 2013-2025 (Kaur, 2017).

## **OBJECTIVE**

This study aims to identify the level of teachers' mastery over the differentiated instruction practices and its implementation among Malaysian Primary School Mathematics teachers.

Specifically, the objectives of this study are to:

1. Identify the level of mastery of the Primary School Mathematics teachers on the preparation of lesson plan for teaching and learning using differentiated learning method.
2. Identify the level of mastery of the Primary School Mathematics teachers on planning the teaching and learning activities using differentiated learning method.
3. Identify the level of mastery of the Primary School Mathematics teachers on preparation the support materials using differentiated learning method.
4. Identify the level of mastery of the Primary School Mathematics teachers on the implementation of teaching and learning using differentiated learning method.

## **RESEARCH QUESTIONS**

1. What is the level of mastery of the Primary School Mathematics teachers on the preparation of lesson plan for teaching and learning using differentiated learning method?
2. What is the level of mastery of the Primary School Mathematics teachers on planning teaching and learning activities using differentiated learning method?
3. What is the level of mastery of the Primary School Mathematics teachers on preparation the support materials using differentiated learning method?
4. What is the level of mastery of the Primary School Mathematics teachers on the implementation of teaching and learning using differentiated learning method?

## **LITERATURE REVIEW**

According to Tomlinson (2015), differentiated instruction means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. Differentiated instruction is a model of teaching which requires teachers to practice flexible approaches in their delivery of instruction by adjusting the curriculum and instruction to suit students' needs instead of expecting them to adapt to the curriculum. In fact, differentiated instruction makes it possible for students with different levels of ability to sit together in one classroom and receive the appropriate learning opportunities following their individual levels of ability. Teachers can differentiate at least four classroom elements based on students' readiness, interest, or learning profile which are contents, process and product. Content is what the student needs to learn, what teachers will teach and how students will achieve knowledge and understanding. Sebihi (2016) explained that all students in the same level should go through the same content but the teachers should adjust the complexity degree by following varied instructional processes to teach the content. The idea is that all students should learn the same concepts in different ways. Teachers can either vary the content by differentiating the complexity or having the same content to all but differentiate the activities (Ibrahim Suleiman et al., 2019). Processes are activities in which the students engage in order to make sense of or master the content. Tomlinson (2017) explained that the process should be linked to the content and it is integrated with it. Sebihi (2016) stated that the process is the activities that help the students gain the concepts of the content and the key to differentiate the process is the flexible grouping in which students are grouped based on readiness, interests and learning profiles. Product is the outcome by which students show what they have learnt. Here, the teachers differentiate the product by giving a variety of items students can employ to show their learning (levy, 2008).

In Malaysia, research on the implementation of differentiated instruction is largely focused on the field of language. Findings of Agus (2021) who conducted a study of the implementation of different pedagogical approaches in the classroom on one teacher and 11 transition class students found that the application of different learning pedagogies has positively benefited teachers in terms of understanding, and implementation of suitable methods for different students. Apart from that, the implementation also opens the minds of teachers, motivates and restores the spirit of teachers to continue teaching transition class students. Findings from the observation of the students show that they are very positive and active to learn Malay language to improve their proficiency in the national language, especially in terms of communication. Next, the study of Jawan and Mahamod (2021) with a qualitative study design on four Malay language teachers reported that teachers accept and use various methods in different teaching and learning that suit students and that can improve their mastery in constructing sentences. The creativity of teachers applying these different teaching and learning can reduce the difficulty of students constructing sentences. However, Jawan and Mahamod found that teachers in rural schools are still less skilled in implementing differentiated teaching successfully.

Mazura and Wak (2018) stated that differentiated instruction should be a basic requirement for teachers to see the ability of students to master various skills in learning. Therefore, this method can be used as one of the learning methods to improve the mastery of skills among students in primary schools. This is supported by Abd. Khahar et al. (2018) who stated that differentiated instruction is a way or methodology of teaching based on the needs of students. This different teaching method further facilitates the understanding of the students because the teachers emphasize the nature of the differences of the students in the classroom. Fairuz et al. (2017) stated that differentiated instruction is a method of teaching approach that is seen to meet the learning needs of different students because it provides equal learning opportunities to all students. Zamri et al. (2015) in their study stated that differentiated instruction is a teaching approach that meets the needs of learning and provides equal learning opportunities to each student so that they are able to learn optimally according to their cognitive level and learning situation. With different teaching and learning, all students get equality of knowledge and learn according to their suitability. Tomlinson (2001) also states that differentiated instruction provides a variety of means in delivering content, understanding ideas and evaluating learning outcomes. This



differentiated learning is important to provide the same knowledge for the needs of each student. According to Tieso (2005) in a study involving 31 mathematics teachers and 645 students focusing on statistics and probability, his findings showed that the group of students who used the revised and differentiated mathematics curriculum showed an improvement in their achievement compared to the group of students who used textbooks with a traditional method approach. Studies by Dixon, Yssel, McConnell and Hardin (2014) have proven that highly efficacious teachers incline to practice a high level of differentiated instruction. New teachers with high self-efficacy are also found to adapt their teaching practices better and often determined to find the most suitable strategy to implement differentiated instruction every time they met failure. Additionally, teachers' self-efficacy is also the main factor that drives teachers' motivation to involve themselves in professional development related to differentiated instruction (Thoonen, Slegers, Oort, Peetsma, and Geijsel (2011).

Despite positive impacts on the learners' motivation in learning, studies on the impact of differentiated instruction on learners' academic achievement revealed inconsistent results. Savage (2011) stated that differentiated instruction might not be the only factor contributing to students' academic performance. Hertberg-Davis (2009) mentioned that differentiation is unsuccessful because of the rigors involved. Differentiation requires time, training, planning and long-term commitment from everyone (McQuarrie & McRae, 2010). Failure to provide structured planning and preparation may increase teachers' workload and thus they will become stressful (Bondley, 2011).

## **SIGNIFICANT OF RESEARCH**

Differentiated instruction is a responsive teaching framework and takes into account the differences of students in terms of background, interests and learning profile. The elimination of streaming class has been replaced by multi-ability classes which have been implemented by the Ministry of Education Malaysia in 2019 and this has increased the importance of differentiated instruction to be implemented in Malaysian classrooms. With this diverse student body, differentiated instruction is said to be a very appropriate teaching framework because it takes into account student differences. Differentiated instruction can help students choose their learning and evaluate their improvement. Firwana (2017) stated that through differentiated instruction, students will be able to hold responsibility for their learning. Therefore, teachers need to take into account the differences that exist among students in the teaching and learning process (Zamri, Ruslin & Mohamed Amin, 2015).

It is very important for teachers in planning lessons and using knowledge in making decisions and considerations about the methods and strategies that should be used in the heterogeneous classroom during the teaching and learning process. Therefore the study of teachers' mastery in differentiated instruction is very important to be done from time to time. The findings of this study are expected to be used as a reference source for teachers in helping them to plan different teaching and learning strategies that are very important today.

The findings of this study offer contribution to the field of education as it sheds light on the level of differentiated instruction implemented in Malaysia classroom as research on differentiated instruction in Malaysia is limited especially concerning the Mathematics teachers who teach primary schools in Malaysia. This study is important as a first step in understanding teachers' practices of differentiated instruction in a newly implemented mixed-ability classroom, a new concept to Malaysia educational system.

## **METHODOLOGY**

### **Research Design**

Quantitative approach was employed to identify the level of mastery of Malaysian Primary School Mathematics Teachers in the implementation of differentiated instruction. The study was conducted during the second semester of 2021 academic year, that is from June to October. The researchers used a cross-sectional survey design to collect quantitative data. Cross-sectional survey study design was

implemented where the data are collected at one time, and the survey is relatively quick to conduct when information is needed about what is happening currently (Creswell, 2008). This survey method is a study of what is happening now and it has become one of the methods that are often used to obtain generalizations in a particular population (Noraini 2013).

### **Population and Sample**

The target population is the population that the researcher wants to investigate and be the basis for making generalizations. The target population in this study is Malaysian primary school Mathematics teachers who teach Mathematics subject for year 2 and Year 3. Purposive sampling was used in this study which refers to the sampling procedure that is a group of subjects with certain characteristics only selected as study respondents based on the knowledge and specific purpose of the researcher's research. In this study, the researchers selected 60 study samples consisting of primary school Mathematics teachers throughout Malaysia by distributing a questionnaire (google form) online to the teachers.

### **Instrumentation**

In this study, researchers chose to use a questionnaire instrument to obtain information and data. The questionnaire was formed based on the objectives and research questions of the study conducted. The researchers divided the questionnaire items into two parts, namely Part A and B. For part A, the item used is to obtain information in the form of sample background (demographics) where this part requires study respondents to respond about the background which includes gender, age, professional qualifications and teaching experience. For part B, the items are broken down into four constructs containing 31 items. The four concepts are the preparation of lesson plan, planning of teaching and learning activities, preparation of supporting materials and implementation of teaching and learning. A five-point Likert scale was used to represent the interpretation of the sample represented by responses 1 = strongly disagree, 2 = disagree, 3 = disagree, 4 = agree and 5 = strongly agree. Four constructs in the questionnaire were provided to assess the extent of mastery of the implementation of different content teaching and learning among Mathematics teachers in primary schools. Open-ended questions were also prepared to provide space for the sample to view on the issues raised. The questionnaire was distributed online due to the difficulty of meeting the study respondents in the Covid-19 pandemic environment and the study respondents were limited to 60 Mathematics teachers only due to time constraint.

### **Procedure**

Data was collected online using Survey Questionnaire. Once approval was gained from the Education Planning and Research Division (EPRD), Ministry of Education (MOE) Malaysia, an email containing the link to the survey was sent to the schools in which teachers were selected as samples for the study. The survey was opened for two weeks and at the end of the first week, another email was sent to remind teachers of the survey deadline.

### **PILOT STUDY**

To ensure that the data obtained through this instrument meet the requirements of the study, a pilot study was conducted in five primary schools nearby, namely SK Tambun, SK Pasukan Polis Hutan, SK Tanjung Rambutan, SK Pakatan Jaya and SK Sri Kinta. A total of 15 Mathematics teachers who were not involved in the actual study were selected as respondents of the pilot study. This pilot study was conducted to test the validity and reliability of the research instrument so that all the problems and confusions that exist in the constructed questionnaire can be revealed and improved. This in turn gives the researcher the opportunity to refine the items before the questionnaire is used to conduct the actual study. In this pilot study, researchers have used the reliability coefficient of scoring through the reference 'Cronbach Alpha Reliability Coefficient' to test each item of the questionnaire that has been constructed. Tested reliability is the ability of the data obtained to remain unchanged despite repeated

testing. In other words, permanent data means that the level of reliability of the data is high and suitable for use in actual studies. On the other hand, if the data changes and is unstable then the level of reliability of the items in the instrument is weak and needs to be modified or changed. This reliability value test was performed by using Statistical Package for The Social Science (SPSS) version 23 software to obtain Cronbach's Alpha value. The results of the pilot study are presented through Table 1 as follows.

Table 1: Result of Reliability Test For Each Item

<b>Constructs</b>	<b>No of Items</b>	<b>Alpha Cronbach Value</b>
Preparation of lesson plan	6	0.897
Planning for teaching and learning activities	11	0.961
Preparation of supporting materials	8	0.895
Implementation of teaching and learning	6	0.958
MEAN		<b>0.928</b>

Based on the results of the pilot test, the mean value of Cronbach's Alpha for the four constructs evaluated was 0.928. This value is very good and has high reliability based on Bond and Fox (2007), in Faizal, Bekri, Ruhizan and Ridzwan (2014) as shown in Table 2 below.

Table 2: Score Interpretation for Alpha-Cronbach (Bond dan Fox, 2007, In Faizal, Bekri, Ruhizan dan Ridzwan, 2014)

<b>Alpha Cronbach Score</b>	<b>Reliability</b>
0.9-1.0	Very good and effective with a high degree of consistency
0.7-0.89	Good and acceptable
0.6-0.69	Acceptable
<0.6	The item needs to be repaired
<0.5	Items need to be dropped

The Cronbach Alpha values for all the above constructs were between 0.8 and 1.0, which is excellent reliability, with an average of 0.928. Therefore, all items in these four constructs are acceptable because the value of the Cronbach's Alpha score on each construct is between the values of 0.9 and 1.0 and has passed a good level of reliability.

### **Analysis**

Quantitative data were analysed by descriptive statistics using SPSS software (Statistical Package for Social Studies) version 23 to obtain mean values and standard deviations for each construct being studied. The mean value level scale is based on the mean score guidelines used by Nunnally and Bernstein (1994) as shown in Table 3.

Table 3: Mean Score Scale Interpretation Table

MEAN SCORE	MEAN SCORE INTERPRETATION
1 - 1.99	Very Weak
2.0 - 2.99	Weak
3.0 - 3.99	Good
4.0 - 4.99	Very good

**FINDINGS**

Through the analysis of the findings of the research data presented, the researchers described the findings in stages in accordance with the research questions to be unraveled. In total, there are four research questions in which they are detailed through the acquisition of data analysed using SPSS software (Statistical Package for Social Studies) version 23 to obtain the mean value and standard deviation for each construct tested.

**Demography**

The data display in the following table is the demographics of the respondents which is explained descriptively. The study involved 60 Mathematics teachers consisting of 26 male teachers representing 43.3% and 34 female teachers representing 56.7% of various races serving in several national primary schools throughout Malaysia. The demographic information of the respondents was translated in tabular form as shown in Table 3, Table 4 and Table 5.

Table 4: Study Respondents by Gender

Gender	Frequency(n)	Percentage (%)
Valid Male	26	43.3
Female	34	56.7
Sum	60	100

Table 5: Study Respondents by Race

Race	Frequency(n)	Percentage (%)
Valid Malay	26	43.3
Chinese	17	28.3
Indian	13	21.7
Others	4	6.7
Sum	40	100

Table 6: Study Respondents by Years of Teaching Experience

Teaching Experience (Year)	Frequency(n)	Percentage (%)
Valid 1 year	18	30
2 years	25	41.7
3 years	17	28.3

Through the data analysed, most of the respondents involved are advanced novice teachers who serve in their first school after getting placement. The characteristics that are not too different and heterogeneous shown by teachers who teach in national primary schools are suitable to be respondents so that the data obtained can be generalized to represent the perceptions of Mathematics teachers in the schools studied. The collection period of the questionnaire was within two weeks to give the respondents the opportunity to fill out the form and return it to the researcher online.

Based on the analysis, there are n = 18 (30%) teachers who have teaching experience within a year, n = 25 (41.7%) teachers who have teaching experience within two years, and n = 17 (28.3%) teachers who have teaching experience within three years.

To measure the mastery of novice teachers in four constructs namely construct 1 (Preparation of Lesson Plan), construct 2 (Planning teaching and learning activities), construct 3 (Preparation of supporting materials) and construct 4 (Implementation of teaching and learning ), the mean score table for each item is referred as below.

**Mean Score For Each Item**

The following are the findings of the study based on the analysis of four constructs, namely the preparation of lesson plan, planning of teaching and learning activities, preparation of supporting materials and implementation of teaching and learning. Mean values were obtained from each of the 31 items found in the questionnaire where there were 6 statement items in construct 1, 11 statement items in construct 2, 8 statement items in construct 3 and 6 statement items in construct 4.

Table 7: Mean Score For Each Item

ITEM	CONSRUC T	MEAN	STANDARD DEVIATION
1. Prepare lesson plan according to various levels of ability.		4.3250	.57233
2. Write learning objectives in the lesson plan based on a variety of levels.		4.2750	.55412
3. Rank the content of subjects that meet the objectives.	1	4.1750	.54948
4. Prepare an induction set that stimulates thinking according to the diversity of students.		4.0750	.72986
5. Prepare teaching aids in line with the diversity of students' levels		4.0500	.67748
6. Assess student learning outcomes		4.0500	.63851
7. according to different levels.			

8.	Plan teaching and learning in the lesson plan that takes into account the diversity of students.		4.1750	.71208
9.	Plan different teaching and learning activities according to the learning objectives.		4.1500	.62224
10.	Plan teaching and learning activities that comply with instructions	2	4.0750	.69384
11.	implementation of assessment based			
12.	on diversity of students levels.			
10.	Plan teaching and learning activities in a set time based on a variety of students levels.		4.0500	.74936
11.	Plan various teaching and learning activities based on diversity of students levels.		4.000	.6405
12.	Plan meaningful teaching and learning activities that cover various levels of students.		4.0750	.57233
14.	Plan interesting teaching and learning activities based on a variety of students levels.		4.1000	.70892
15.	Plan teaching and learning activities in flexible groups based on a variety of students levels.		4.0500	.67748
16.	Plan quality teaching and learning activities based on a variety of students levels.		4.1000	.63246
17.	Plan student-centred teaching and learning activities based on various students' levels.		4.0750	.65584
18.	Plan teaching and learning activities according to students' multiple intelligence.		4.1000	.67178
19.	Provide supporting material that gives an overview of different ideas for different groups.		4.020	.67178
20.	Build various support materials for teaching and learning activities according to variety of students' levels.	3	3.8750	.82236

20. Build materials that help students understand various concepts taught based on a variety of students levels.		3.8250	.65974
21. Modifying materials according to the context of Differentiated Learning at various levels.		3.9500	.74936
22. Build assessment materials based on a variety of students' levels.		4.0250	.69384
23. Building materials that encourage the sharing of ideas based on a variety of levels.		3.8500	.69752
24. Build materials to help collaborative learning based on various levels of students.		4.0000	.71432
25. Building materials to increase creativity based on the diversity of students' ability levels		3.8100	.67937
26. Implementing teaching and learning activities with different content by taking into account various levels of student' ability.		3.9750	.59052
27. Implement teaching and learning activity using a variety of materials based on a variety of students' ability levels.	4	3.9750	.61550
28. Implementing teaching and learning that achieves all different content of learning objectives based on a variety of students levels.		3.7250	.61966
29. Implement activities that take into account the diversity of student ability levels based on individual needs.		4.0100	.57679
30. Implement activities that take into account the diversity of student ability levels based on various multiple intelligence.		4.0000	.59914
31. Implement teaching and learning activity by taking into account the diversity of students' ability levels based on flexible groups.		3.9750	.61966

Valid N (listwise) = 60

### Mean Score For Each Construct

Based on the mean score for each item, the mean for each construct was calculated as follows.

Table 8: Mean Score For Each Item

CONSTRUCT	MEAN	SCORE
Preparation of Lesson Plan	4.1583	GOOD
Planning Teaching & learning activities	4.0863	GOOD
Preparations of supporting teaching materials	3.9125	WEAK
Implementation of Teaching & Learning	3.9100	WEAK
Mean Average	4.0167	GOOD

The mean analysis for each item based on Table 7 shows some specific items need to be given attention. Item 19 namely ‘Building various support materials for teaching and learning activities according to various levels’ was at a poor level with a mean of 3.8750. Item 20 namely ‘Building materials that help students understand various concepts taught based on a variety of levels is at a poor level with a mean of 3.8250. Item 21, namely ‘Modifying materials according to the context of Differentiated Learning at various levels’ was also at a poor level with a mean of 3.9500. Item 23 ‘Building materials that encourage the sharing of ideas based on a variety of levels’ is also at a poor level. Item 25 ‘Building materials to increase creativity based on the diversity of students’ ability levels ’was also at a poor level with a mean of 3.81. Item 26 ‘Implementing teaching and learning activities with different content by taking into account various levels of student ability’ was also at a poor level with a mean of 3.9750. Similarly, item 27 'Implementing teaching and learning activity using a variety of materials based on a variety of students ability levels' with a mean of 3.9750, item 28' Implementing teaching and learning that achieves all different content learning objectives based on a variety of students levels' with a mean of 3.250 and item 31 'Implementing teaching and learning activity by taking into account the diversity of students' ability levels based on flexible groups’ with a mean of 3.9750, all of them are at a poor level.

The mean analysis for each construct can be seen in Table 8. Based on Table 8, it is found that for the Preparation of Lesson Plan, the mean is 4.1583 which is at a good level. The mean for Planning Teaching & Learning activities is 4.0863 which is at a good level. However, the mean for the Preparation of Supporting Teaching Materials (3.9125) and Implementation of Teaching & Learning (3.9100) are at a poor level. The overall mean average is 4.0167 which is a good level.

The results has answered the research questions as below:

Research Question 1: What is the level of mastery of the Primary School Mathematics teachers on **the preparation of lesson plan for teaching and learning using differentiated learning method?**

Level of mastery of the Primary School Mathematics teachers on the preparation of lesson plan for teaching and learning using differentiated learning method is **good**.

Research Question2: What is the level of mastery of the Primary School Mathematics teachers on **planning teaching and learning activities using differentiated learning method?**

Level of mastery of the Primary School Mathematics teachers on planning teaching and learning activities using differentiated learning method is **good**.



Research Question 3: What is the level of mastery of the Primary School Mathematics teachers on **preparation the support materials using differentiated learning method?**

Level of mastery of the Primary School Mathematics teachers on preparation the support materials using differentiated learning method is **poor**.

Research Question 4: What is the level of mastery of the Primary School Mathematics teachers on the **implementation of teaching and learning using differentiated learning method?**

The level of mastery of the Primary School Mathematics teachers on the implementation of teaching and learning using differentiated learning method is **poor**.

## **DISCUSSION**

The study is conducted to examine the implementation of differentiated instruction among Malaysian primary school mathematics teachers. The findings showed that in overall, teachers' preparation of lesson plan and teachers planning for the teaching & learning activities practice of differentiated instruction is at a good level. This finding shows the effort made by the teachers to increase their knowledge on differentiated learning. With the abolishment of class streaming and replacement by a mixed-ability classroom, teachers realize the need for an effective teaching strategy that caters to the needs of all students compared to the teaching methods practiced before. Despite that, the finding also shows that the preparations of supporting teaching materials and implementing teaching & learning using differentiated instruction is still poor. This means that the implementation of different teaching practices in the classroom must be improved and at the same time teachers need to deepen their knowledge to provide support materials while they use different learning pedagogies in the classroom. The implementation of differentiated instruction is not much applied in the current teaching and learning sessions causing the teachers to have lack knowledge and do not yet understand in depth on how to implement it in the classroom for the subject of Mathematics.

The summary of this study from the analysis of open-ended questions shows that respondents are very interested in deepening the practice of pedagogy of differentiated instruction and willing to attend any workshops, courses and others to improve knowledge about it. By attending courses, workshops or even training, this can help primary school Mathematics teachers, especially novice teachers to improve their pedagogical knowledge of differentiated instruction in the classroom.

## **IMPLICATION**

A good research result should be beneficial and have a positive impact on the society. Therefore, this study is expected to provide added value and impact to the parties in need such as the State Education Department (JPN), District Education Office and the schools. The findings of this study can also give ideas to the State Education Department to build and plan a strategy to implement differentiated instruction in the classrooms. Administrators alike should take note that more actions need to be done in order to ensure appropriate implementation of differentiated instruction. One of these could be developing a guideline, or a schema of differentiated instruction that would guide teachers to produce consistent lesson plans systematically. Teachers should also work together in producing a pool of teaching strategies that are specific for their learners' context, and suit according to learners' learning preferences, especially their levels of proficiency. Local, private universities and the Institute of Teacher Education (IPG) can benefit from the results of this study by improving the pedagogy of differentiated education. This is because the university and teacher training centre is a platform to produce a

generation of educators who will face the challenges of the world of education in the future. At the Institute of Teacher Education for example, student teachers need to be exposed and trained with differentiated instruction knowledge and skills as one of the teaching skills of the 21st century, so that they can apply differentiated instruction effectively when they are placed in schools later.

## CONCLUSION & SUGGESTION

The ability to implement differentiated instruction among Malaysian teachers is seen as a challenge that needs to be faced by the teachers in schools in ensuring that the potential of students can be developed holistically. Students' factors that differ from these various aspects require a detailed teaching approach specific to the individual himself. Consistent with this principle, teachers need to understand the needs of students and further facilitate the teaching and learning process by applying differentiated teaching practices that are seen as an effort to address the problem of diverse student learning styles. Based on the findings and conclusions of the study, some suggestions for further research can be done at the next stage which is a study on the implementation of Differentiated Pedagogical Approaches to students with different achievements such as students with dropout characteristics and talented students. Comparative study on the use of Differentiated instruction approaches in other subjects, Comparative study of effectiveness of Differentiated Instruction to different groups, for example those who use traditional practices with differentiated instruction and others. In order to find more general trends in the findings, involvement of the student teachers as providers of information on differentiated instruction implemented in the teaching institutions is a need. As this research was conducted within a limited sample of respondents that voluntarily participated in our research, further research should attempt to enlarge the sample to cover more schools, which should lead to higher external validity.

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## **TO IMPROVE UNDERSTANDING AND MASTERY OF THE WAVE INTERFERENCE CONCEPT IN PHYSICS USING THE COWA KIT + VISUAL**

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### **ABSTRACT**

*Physics is one of the science subjects that is said to be quite difficult because it requires high-level thinking in the investigation. The goal of this research is to increase students' understanding and mastery of the concept of wave interference, as well as arouse students' interest in learning physics subjects. Following that, an innovation called Coloured Wave, in short, it is called COWA kit + Visual was designed and implemented to solve problems in learning physics. Based on an observation and document review of student problems in the topic of interference waves, the level of student mastery in the topic was determined. This study included 5 students from Form 4 as study participants. The researcher creates the innovation to improve students' understanding of this topic by implementing the COWA + Visual kit. The COWA + Visual Kit is a teaching tool that combines hands-on and visual elements to help students learn regarding wave inference. The Kemmis and McTaggart (1988) model was used in this study's quantitative and qualitative methodology. A number of steps have been taken, including testing before the intervention, interviews, observations, teaching and learning using the COWA+Visual intervention, and testing after the intervention. Findings showed the innovation of the COWA+Visual Kit can significantly improve students' achievement and mastery of the concept of wave interference at the rate of 40.6 %.*

*Keywords: COWA+Visual Kit, wave interference, physics, quantitative, qualitative.*

### **INTRODUCTION**

One of the primary goals of scientific education is for students to gain a thorough comprehension of disciplinary core principles so that they may apply their knowledge to solve complex issues in life circumstances. Even if they are highly versed in "conventional textbook problems," many pupils lack this deep comprehension. Typical education techniques, which frequently stress memorization of rules and algorithms conforming to traditional textbook issues and provide largely lower-end knowledge and skills, contribute to this situation in part. Students who are limited to recalling jargon responses with little generalization tend to use pattern matching to solve issues and exhibit low conceptual understanding (Alonso, 1992). The current teaching processes only tend to develop students' abilities to memorize facts, but not to think critically and creatively (Rashid and Hashim, 2008). Furthermore, the challenge of learning physics resides not only on the side of the students, but also on the side of the teacher. Teaching is frequently done in a monotonous manner, depending entirely on textbooks rather than experimentation or multimedia teaching approaches. This is due to teachers' continued inability to incorporate HOTS based on Bloom's Taxonomy in the teaching and learning process. To solve these issues, we must innovate in order to better prepare our pupils.

## **TEACHING AND LEARNING REFLECTION**

Based on the researcher's two-year experience as a physics teacher at Tahfiz Sains Nurul Aman College, the researcher discovered that many students regard physics as a subject that is irrelevant to real life. Physics has become boring for pupils due to its difficulty and lack of applicability in real life. Not only that, but the study discovered that pupils failed to apply physics principles and concepts gained in the classroom to real-life events. By memorising facts and formulas, students are more likely to master physics. This is because they believe physics is a set of facts rather than a method of investigating and comprehending a phenomenon. Students are also more likely to rely on the teacher as an absolute source of facts, or to be 'authority dependent' and less critical in evaluating information.

The researcher's experience teaching the topic of waves has revealed that students do not perform well when answering questions about the issue, particularly the subtopic of wave interference. Students can only respond well to questions during teaching and learning activities (PdP), but their knowledge is short-lived. This demonstrates that students do not fully comprehend the subject. This could be because students are still confused about the physical quantities involved in the wave interference phenomenon.

## **RESEARCH OBJECTIVE AND RESEARCH QUESTION**

Based on the focus of the study, the general objective of the study is to improve understanding and mastery of the wave interference concept in Physics subject using the COWA Kit + Visual.

While the specific objectives formulated are as follows:

- i. To develop students' conceptual understanding by using the COWA kit **model**.
- ii. To stimulate students' interest in detecting interference by visually exciting teaching strategies through the practice of wave interference patterns.
- iii. To apply the COWA kit in the teaching and learning process to enable students to distinguish the constructive and destructive interference.

The following research questions have been developed in accordance with the defined study objectives:

- i. Can the application of COWA + Visual Kit innovation enhance conceptual understanding of the topic of interference wave in physics subject?

## **RESEARCH PARTICIPANTS**

Total of 5 of Form 4 Physics students at Tahfiz Sains Nurul Aman College, Kok Lanas were involved in the study.

## **METHODOLOGY**

This research is the type of methodology which is an action research design consisting of qualitative data and quantitative data.

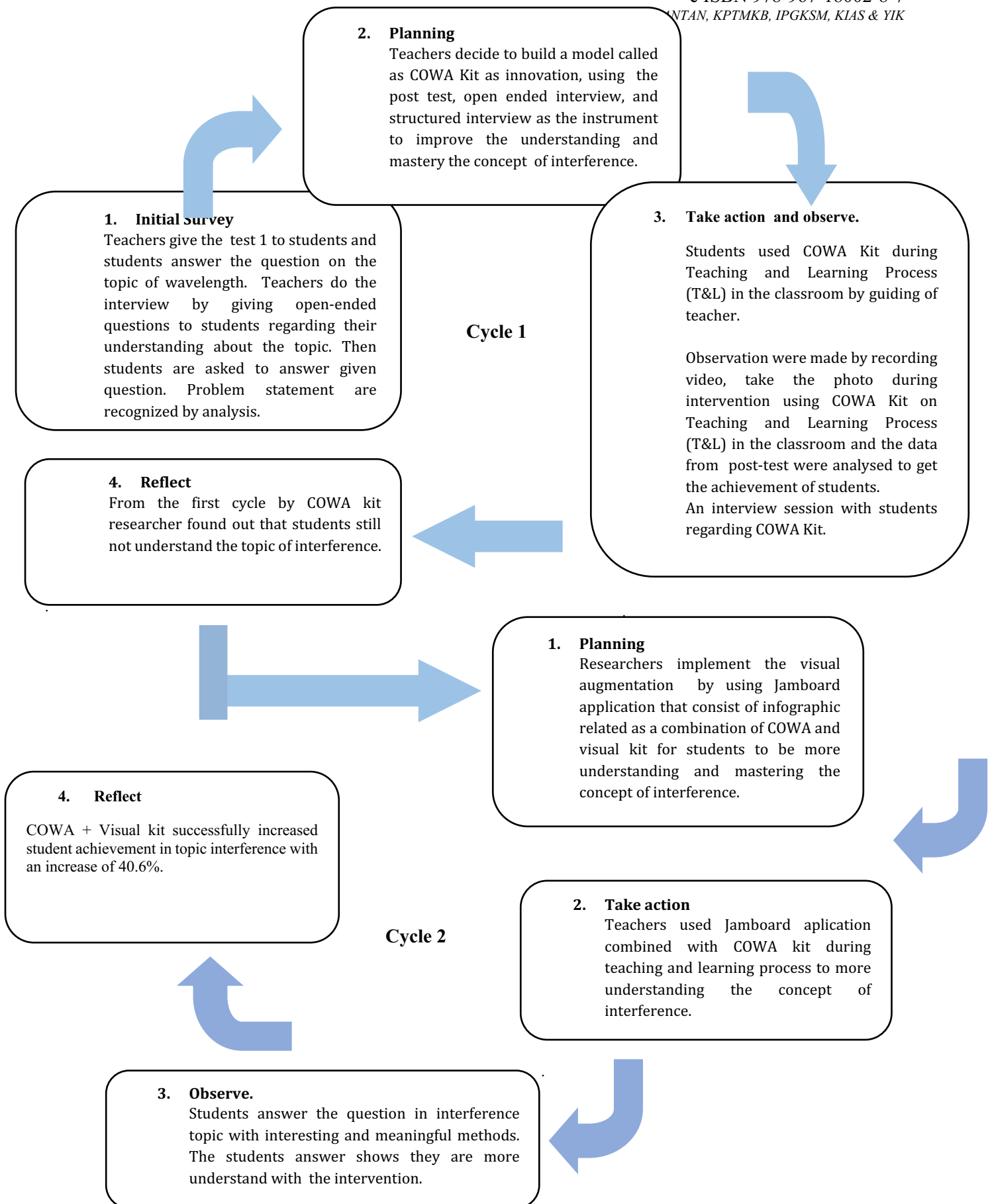


Figure 1 : Action Research Cycle adaptation of Kemmis and McTaggart (1988) Model.



The implementation of action research through the Kemmis and McTaggart (1988) model begins with planning action. Based on the problems faced, a total of 5 students were selected to participate in the intervention. These students were selected based on the criteria that they faced problems in learning the topic of Wave Interference, the constraint in turn caused them to be less active and motivated during the PdPc process.

### Intervention/Action Plan

Focusing on interactive activities in the PdPc process which is the use of COWA kit + visual by application of technology using Jamboard where the implementation of PdPc that optimizes meaningful learning through models and visuals.

### Instruments/Evaluation Strategies

Data is collected throughout the implementation of teaching and learning. Data collection methods are done from student scores before the intervention, student scores after the intervention, teacher's observations, students learning questionnaires and interview sessions.

### Study Implementation

The research model employed is based on Kemmis and McTaggart's approach (1988). This model defines four stages of development: Phase 1 presents an action plan to better the existing condition, Phase 2 acts on the plan, Phase 3 collects and analyses data, and Phase 4 observes and reflects on the impacts of actions taken in the context in which they occur. Furthermore, this approach focuses on four processes in the research action loop, namely observing, planning, acting, and reflecting.

### Phase 1: Reflection

First, student issues are recognized. By memorising formulas and data, students are more likely to master physics. The action plan is to create objective and subjective questions to assess the students' knowledge. Based on the observation of the answers in the questions before the intervention, students were still unable to answer well, especially questions involving concepts and calculations.

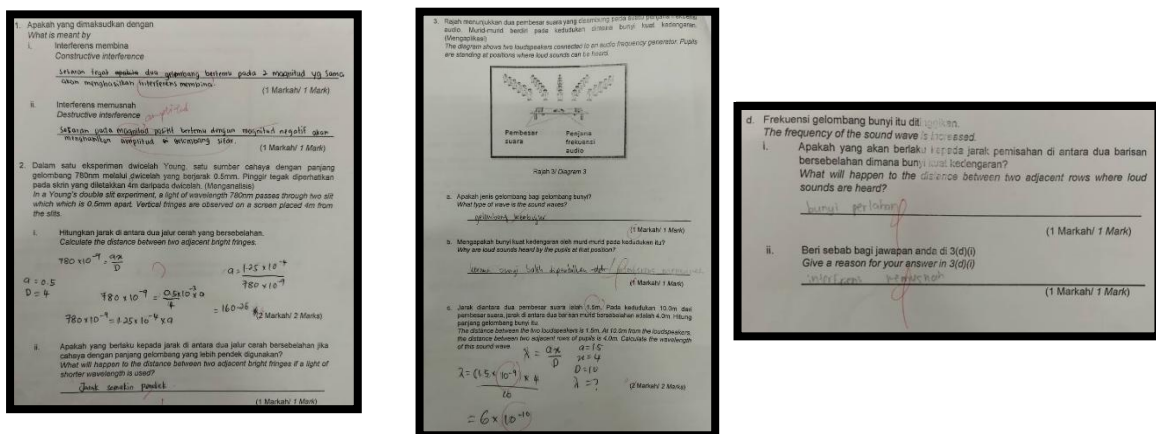


Figure 2 : The sample of student answer (Pre-Intervention Test)

### Phase 2: Planning

Students struggle to incorporate physics in their daily lives. As a result, teachers must be innovative in order to plan a meaningful T&L. The COWA kit and Visual method has been identified as teaching aid in the resolution of student issues. This kit invites kids to engage in hands-on activities and colour play. The kit and visuals on the exhibit help to reinforce understanding of the concept of interference waves.



### **Phase 3 : Take Action and Observe**

The teacher uses the agreed-upon kit and notices favourable changes in the pupils.

#### **a) Activity 1 : Introduction of wave interference**

There are alternating yellow and purple lines on the COWA kit. The yellow line represents the crest while the purple line represents the trough. Students are asked to observe the order of the first wave and the second wave on the kit. Pupils are also asked to explain the principle of wave superposition and describe wave interference.

#### **Explanation and discussion :**

When two waves meet, they will overlap and superposition of waves occurs. When the waves moves away from the point where they meet, their shape and direction of motion is the same as it was before they came together. At the meeting point, the two waves will combine to give a resultant waves whose amplitude may be greater or less than the original two waves. There are two types of superposition of waves, constructive superposition and destructive superposition.



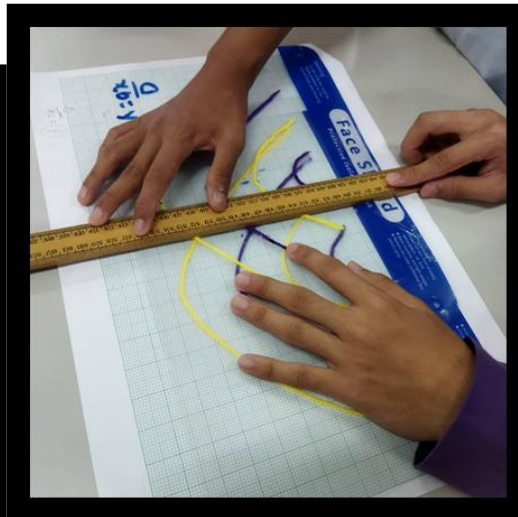
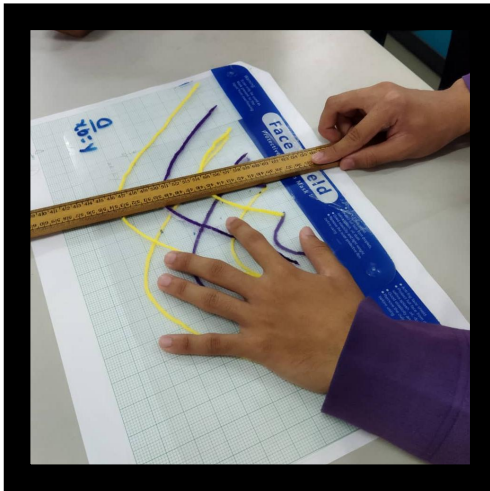
Picture 1 : Students using COWA to solve the problem of interference wave

#### **b) Activity 2 : Differentiate constructive and destructive interference**

Students are asked to move the first wave towards the second wave until they overlap. The overlap point between the crest of the first wave and the crest of the second wave is observed. The same step continues by observing the overlap point between the crest and the trough and also the of the first and second waves. Pupils explain what happened at the points.

#### **Explanation adn Discussion:**

Constructive interference occurs when crest meet crest or trough meet trough and produce maximum amplitude. Constructive interference can be observed at the point of overlap between two yellow lines or two purple lines on the COWA kit. While destructive interference, when crest meet trough and produces zero amplitude. This can be observed at the point of overlap between the yellow line and the purple line.



c) **Activity 3 : Introduce the formula of wave interference.**

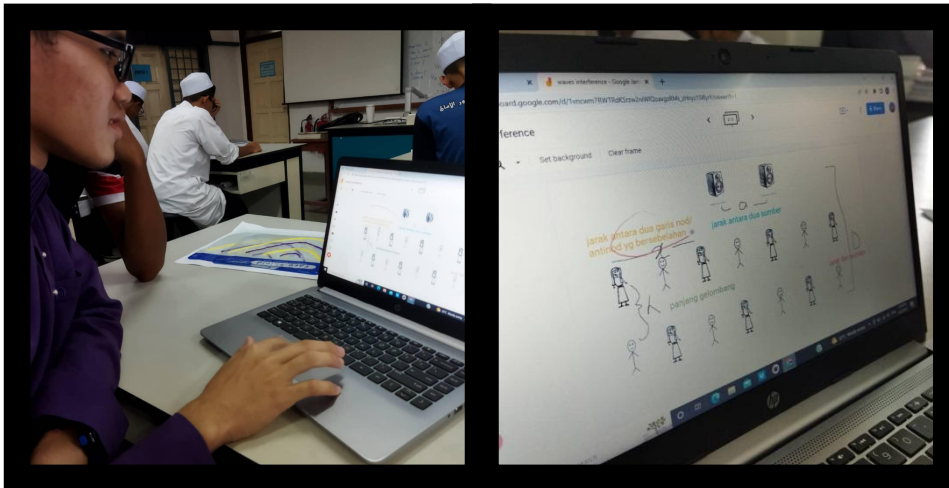
This activity involves calculating the wavelength,  $\lambda$ . Pupils are asked to measure the values of  $a$ ,  $x$  and  $D$  and calculate the value of the wavelength,  $\lambda$ . Students are also asked to visually determine and differentiate physical quantities using the Jamboard application. This activity is an important part so that students can know and differentiate the physical quantities involved in the formula.

**Explanation and discussions :**

The value of  $a$  is the distance between two coherent sources,  $x$  is the distance between two consecutive nodal lines or antinodal lines. The  $D$  value is the perpendicular distance from the source to the position where  $x$  is measured. From these values, students can calculate the wavelength,  $\lambda$  using the formula :

$$\lambda = \frac{ax}{D}$$





Picture 3 & 4: Students exploring visual notes using Jamboard.

**Reflect**

The collected data was evaluated to see whether this kit had a beneficial or negative effect on student.

**FINDINGS**

A Post-Intervention Test is conducted to five selected students in order to assess the success of this study.

**Data Analysis (Qualitative)**

**Collected Data Before Intervention**

Table 1 : Student’s feedback in interview by open-ended question

Items	Explanation	Results/Themes
1	Understanding the concept of interference	<ol style="list-style-type: none"> <li>1. Lack of comprehension of the concept.</li> <li>2. Simply grasp the basics</li> <li>3. Do not fully understand.</li> <li>4. Lack of comprehension - terms that are challenging for students to grasp.</li> <li>5. Cannot comprehend it.</li> </ol>
2	Application of interference in everyday life	<ol style="list-style-type: none"> <li>1. Capable of making connections.</li> <li>2. Do not know what can be applied.</li> <li>3. Do not know what can be applied.</li> <li>4. Capable of making connections.</li> <li>5. Capable of making connections.</li> </ol>
3	Problems in understanding the topic of Interference.	<ol style="list-style-type: none"> <li>1. Difficulties comprehending concepts, formulas, and questions.</li> <li>2. No idea what the wave shape is, and do not understand the question's intent.</li> <li>3. No idea what the waveform looks like.</li> </ol>

- |   |   |  |
|---|---|--|
| 4 | Application of the formula.                 | <ol style="list-style-type: none"> <li>4. Incapable of analyzing the information provided in the question.</li> <li>5. Unable to visualize the waveform and analyze the information provided the question.</li> </ol>  |
| 4 | Application of the formula.                 | <ol style="list-style-type: none"> <li>1. Complicated formulas to be used in questions.</li> <li>2. Inability to extract information from the question for integration in the formula.</li> <li>3. Inability to elicit information from questions.</li> <li>4. Difficulty in categorising data.</li> <li>5. Inability to elicit information from questions.</li> </ol> |
| 5 | Teachers' techniques in teaching this topic | <ol style="list-style-type: none"> <li>1. Difficult to understand.</li> <li>2. Difficult to understand; some brief examples are required.</li> <li>3. A better understanding is required.</li> <li>4. Techniques that are both effective and simple to grasp.</li> <li>5. Difficult to understand; some brief are required</li> </ol>                                  |

Table 1 shows analysis data about student’s answer. Teachers distribute an open-ended question to students and they need to answer based on their understanding about the topic (interference of wave), application of interference in everyday lives, problems in understanding the topic of wave interference, application of the formula and teachers' techniques in teaching this topic.

**Collected Data After Intervention**

The following are excerpts of students' open responses in the use of the COWA kit and Visuals in T&L.

Table 2 : Student’s feedback in Interview Session.

Very interesting and easy to understand about the interference of wave.
Very interesting and effective because learning Physics subject is not only based on theory.
Interesting approach in doing class activity. Students can imagine about interference of wave.
Simple teaching aids, even students can make their own COWA kit at home.
Very helpful and interesting. Help students to understand about interference topic.

The students' open responses showed consistency with the responses to the interview where all of the students gave positive responses. Through teacher's observation, students are actively involved in the discussion when COWA kit and Visual innovation were introduced. Students are able to respond positively to the cognitive level questions of applying and analyzing given during class. The analysis from the test 2 in Table 3 shows that 100% of students agree that the use of COWA kit and Visual

facilitates understanding, appropriateness, increases knowledge as well as interest in learning Physics subject.

**Data Analysis (Quantitative)**

Student’s achievement in topic of wave interference was analysed based on the marks obtained in a test given by teachers for both of the action cycle. It was found that 100% of students showed mastery of excellent achievements above 80% at the end of cycle 2 as shown in Table 3 and Figures 2.

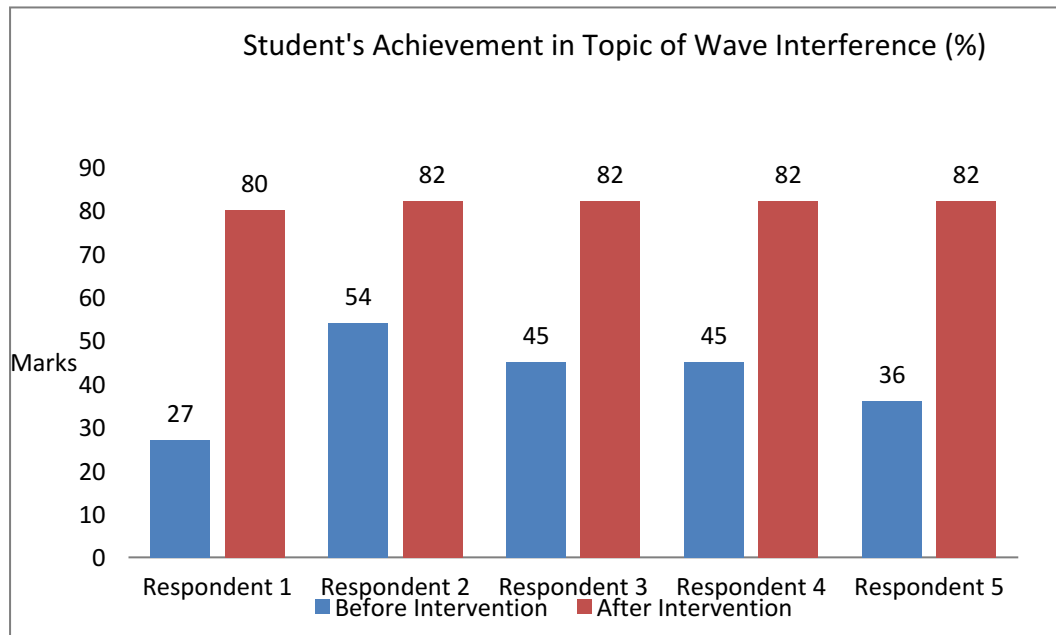


Figure 2 : Student's Results (% of Student’s Achievement in Topic of Wave Interference) before and after intervention.

Table 3 : Student's Results (% of Student’s Achievement in Topic of Wave Interference) before and after intervention.

Respondent	Marks (%) (before intervention)	Marks (%) (after intervention)
1	27	80
2	54	82
3	45	82
4	45	82
5	36	82

Average of student’s achievement in topic of interference of wave before intervention is 41.4 % . Students cannot answer well the questions given by teachers. While after intervention, average of

student's achievement is 81.6%. Students seem to understand the topic of wave interference well and can answer most of the questions given. In overall, student's results are increasing about 40.2% .

## **DISCUSSION**

To improve classroom education, grab students' attention, and inspire learning, teachers employ teaching aids. Using the Colored Wave (COWA) kit and visual aids, teachers can easily carry out the teaching-learning process. The usage of COWA kit + visual as a teaching tool enables students to actively participate in learning while using their visual sensibilities. According to Uchechi Bel-Ann Ordu (2021), to gain global competence, students need to be actively engaged in their learning and have the opportunity to reflect. In the classroom, students should put their global competency abilities to use by applying them to real-world topics. Textbooks and acquiring the right answers to factual questions have their place in students' education, but in order to foster global competency, they must be combined with more active, engaging pedagogy (Uchechi Bel-Ann Ordu, 2021). Today's students discover, express, and exchange ideas utilising technology in a supportive setting employing trial and error techniques before coming up with solutions. As a result, this kit introduces real-world problem-solving scenarios for students to explore.

Colour is a vital component of learning, particularly in memorising content. According to Mariam Adawiah and Muhammad Faiz (2013), "colour functions as a powerful information medium to the human cognitive system and has been discovered to play a significant role in enhancing memory performance." All of the materials and characters in the game used in this study are coloured. When compared to materials with no colours, students enjoy seeing colourful images and are more interested in receiving knowledge when the materials are colourful. The use of colours in the Colored Wave kit, in short, it is called COWA kit which may aid students in better and longer learning and memory. Since each student has a distinctive level of understanding, teachers may provide a variety of learning techniques and materials for students to choose from based on their own interests and abilities. It allows students to learn more effectively because they can learn at their own pace.

Before and after the intervention, student achievement showed a significant improvement. Respondent 1 increased by 53%, Respondent 2 increased by 28%, Respondent 3 and 4 increased by the same percentage of 37%, and Respondent 5 increased the percentage to 46%. The COWA kit activity session involving students designing waves was found to show a significant improvement between interventions 1 and 2 because all of the concepts required during the discussion session were understood by all. COWA Kit focuses on applications for calculation. Since the topics demonstrated with the COWA kit required more precise wave calculations, students did not receive 100% of the possible points. Students were successful in receiving all possible points for the calculation procedures in questions 2(i & ii) and 3(c). However, the main reason why students don't receive full credit is because they can't provide the right explanation or definition for question 1 (i & ii) and 3(d).

In order to familiarise students with Young's formula, COWA kit is designed. Prior to the intervention, students had expressed concerns about their inability to use formulas and apply them to questions. Students were able to visualise waves using the COWA kit, identify constructive and destructive waves, and label the formulas  $a$ ,  $x$ ,  $d$ , and  $\lambda$  on the built-in kit. This demonstrates that face-to-face activities have been carried out effectively, allowing students to use high-level thinking skills such as analysis, evaluation, and creation when completing assignments. Prior to the implementation of the COWA kit, students were less willing and motivated to answer the questions correct way because they did not fully comprehend the concepts. Immediately after the intervention, all respondents showed an interest in resolving the problem.



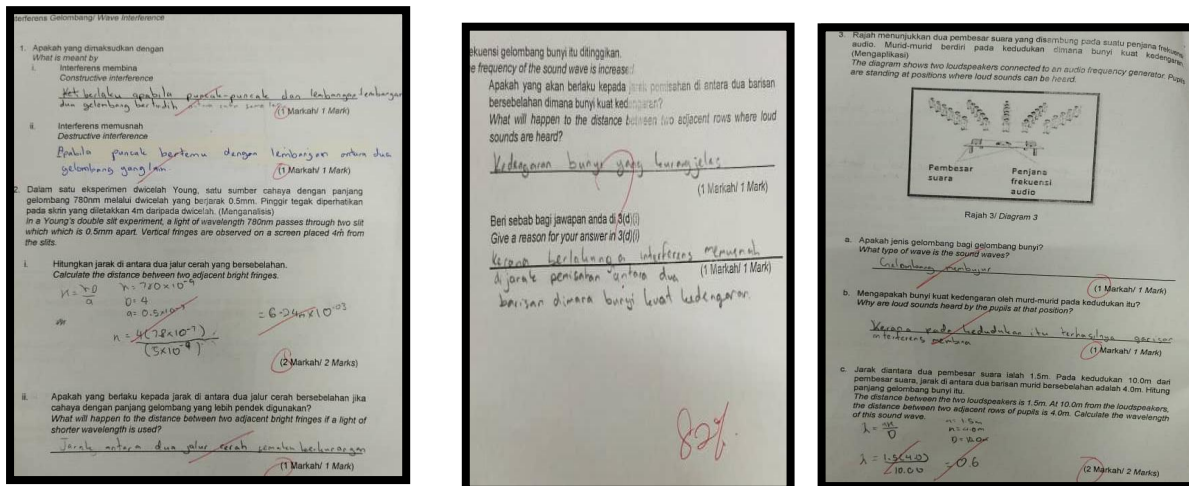


Figure 3: Examples of students answer in the post-test

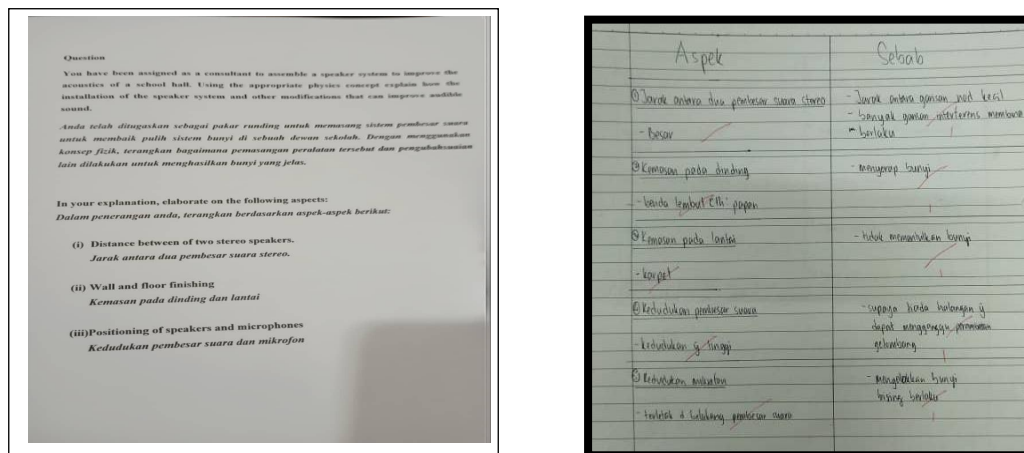


Figure 4: A sample of student answer in post-test

In complement to the COWA kit, the jamboard application is used to diversify educational teaching aids. The use of a Jamboard to implement visual activities allows every student to effectively follow face-to-face activities, as recommended by Bergmann and Sams (2012), increasing mastery and motivation and unleashing the use of technology (Reidsema, Kavanagh, Hadgraft & Smith, 2017). The jamboard application is used to develop and generate questions. Through a kit that has been produced, the constructed questions are intended to assess students' understanding. With minimum assistance from the teacher, 5 chosen students correctly interpreted the question using formulae. The problem is discussed among the pupils in order to be solved. They even created a picture that illustrates the wave phenomenon. As a result, we can see that the incorporation of technology also brings the field closer to students, enabling all students to understand important concepts based on their own developmental stages (Arnold-Garza, 2014). According to Khalijah (1992), computer-assisted learning can activate

students' senses to see, appreciate, and observe the relationship between a concept, physical laws, and real-world natural phenomena. Solving and explaining physics problems in computer-assisted learning can help students understand physics concepts and improve their learning effectiveness.

The efficiency of the COWA kit and visual implementation is demonstrated by the students' responses during the intervention. The kit and visuals on the exhibit help to reinforce understanding of the concept of interference waves.

## **REFLECTION**

The objective set by the researcher was accomplished through the inventive use of the COWA + Visual Kit as a teaching tool for the subject of wave interference. It was discovered that this innovation could improve pupils' conceptual understanding and motivation. Organized activities give students and researchers a place to identify comprehension gaps, take corrective action, and build understanding. Students might use high-level thinking skills by applying them to issues to connect crucial ideas that need to be understood. The study discovered that the COWA+ Visual Kit attracted the students' interest since it allowed them to see and feel the waves. Students were able to clearly state the meaning of coherent waves as they were able to correctly indicate the phase difference and wavelength on the COWA Kit. Every student engaging in this activity is really attentive. Some students have received assistance from their peers since they are unable to differentiate between the values of  $a$ ,  $x$ , and  $D$ . Using teaching aids like the COWA + Visual Kit, all students were able to communicate their satisfaction with the PdPc exercise when it was finished. Some students request for teachers to employ this approach while teaching other topics.

## **SUGGESTIONS FOR FURTHER ACTION RESEARCH**

Based on the research carried out, it was found that not all students need the same approach in learning a physics concept. Because of that, research needs to be done on the methods that can be used in the teaching and learning process. By applying technology and the application of various intervention methods in the teaching and learning process, it is able to attract students' interest in learning and understanding a topic in an easy and fun way. The COWA kit + visual implementation can be developed to suit other topics. Dominating technology in education also needs to satisfy new pedagogies for deep learning goals in addition to enhancing student engagement and multidisciplinary knowledge especially in STEM education.

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## ENGLISH LANGUAGE LEARNING ANXIETY AMONG ESL STUDENTS

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### ABSTRACT

*This study examined the anxiety level of university students towards English language learning. It is also aimed to identify the factors that may lead to English Language learning anxiety. A sample of 58 final year students from a public university in Johor, Malaysia was randomly selected. Items in the ELAS questionnaire by Pappamihel (2002) were adapted to measure students' anxiety level in English language learning and semi-structured interviews were conducted with ten selected students to directly identify the possible factors that lead to their anxiety in English language learning. The findings from the ELAS questionnaire indicated that these students experienced a moderate level of anxiety and the semi-structured interviews showed that the students felt anxious of making mistakes besides feeling nervous and shy when they must use English to interact with their teachers and friends. Findings from this study could provide basics for educators to plan effective teaching strategies to help reduce English language learning anxiety among university students.*

**Keywords:** *English Language Learning anxiety, ELAS,*

### INTRODUCTION

English is indeed one of the most important languages in this rejuvenation era. It is widely used as the language for knowledgeable teaching and learning in all educational institutions. The growing interest in learning English language urged the Malaysian government to perform major efforts in teaching English language beginning from the earliest stages of the formal education (Kahiruddin 2017). In university, English has become the main language for all the courses as all the journals and manuscripts around the world uses English as their writing language. The students must have the ability to write and read English so that they can prosper not only locally but also internationally. However, flaws are unavoidable as English is a second language behind Malay language, the national language of Malaysia. Lack of usage in conversation purpose weakens the ability to speak in English. As a student, fluency in English is important as it will be used for presentation of their project during their days as a student or even when they will work in future (Ting et al. 2017).

Although English is the second language in Malaysia, it is still considered a foreign language which is not used all the time in daily lives. Living in the English Foreign Language (EFL) environment, the students face limitations on the use of English language such as lack of sufficient exposure to the language itself and shortage of opportunities to speak the language. As a result, the student may be under pressure and be vulnerable to anxiety once they are required to communicate in English in the classroom (Akkakoson 2016). Learning a foreign language is challenging (Horwitz, Tallon & Luo 2009) since it requires much time and effort. There are many factors affecting language learning such as cultural background, learning styles, motivation, beliefs, attitudes and many more. Emotional factors, which have a major importance in learning a language, play a vital role in language learning and they may facilitate or impede language learning. One of the most important emotional factors that affects language learning is Foreign Language Anxiety (FLA). The study of anxiety in second language learning

started because of an upsurge of research into various individual learner differences anticipated to affect language learning success. (Lileikienė & Danilevičienė 2016)

There are particular characteristics of formal foreign language learning that have the potential for provoking anxiety in learners. For example, language learning anxiety has been attributed to the inability to present one's ideas and opinions as well as one can in the target language, which can undermine self-esteem and threaten one's self-image (Horwitz, Horwitz, & Cope 1986). In addition, the inability to pronounce words correctly or use correct grammar can lead to negative evaluation by others. Moreover, confusion and embarrassment may result from the inability to comprehend spoken and written input. These types of anxiety contribute to making formal foreign language learning a particularly unpleasant experience for many learners (Horwitz & Young, 1991; Horwitz, 2001; Young 1999).

This unpleasant and complicating process of language learning which resulted in the weakening of English proficiency among university students could have originated from language anxiety. Language anxiety refers to a situation where its sufferers experience uneasy, worrying, nervous and apprehensive feelings when learning or using, often a second or foreign, language (Tran 2012). The level of anxiety experienced and displayed by individual student however vary according to the complexity as well as intensity of personal variables which include personal beliefs, attitude, motivation, and cognitive capacity, just to name a few.

In Malaysia, several researchers have specifically examined the causes and effects of English Language anxiety related to the four language skills namely listening, speaking reading and writing. Rajab et al. (2012) identified linguistic factor, cultural and the curricular content as possible contributing factors of reading anxiety. Rahim et al. (2016) on the other hand, found their student respondents suffered writing anxiety due to lack of writing skills. Miskam & Saidalvi (2019) found out that panic or shy, fear of audience, poor proficiency, fear of speaking with fluent English users, lack of self-confidence, rarely speak in English and afraid of perceptions of others as the causes of speaking anxiety among students. Overall, these researchers' findings highlight the fact that if students perceive English as difficult or lack the skills to become fluent in the language or both, this will almost certainly lead to barriers to learning. mental and behavioural barriers to learning. Therefore, a study on examining the factors of English language anxiety learning among ESL students would be very beneficial.

## **RESEARCH OBJECTIVES**

Specifically, the objectives of this study are:

1. To identify the level of anxiety in English language learning among ESL students.
2. To identify the factors of anxiety in English language learning among ESL students.

## **RESEARCH QUESTIONS**

The research questions of this study are:

1. What are the level of English language learning anxiety among ESL students?
2. What are the factors of English language learning anxiety among ESL students?

## **METHODOLOGY**

### **Participants**

This study is conducted in Universiti Tun Hussein Onn Malaysia (UTHM), a public university located in Batu Pahat, Johor. This study is mainly focused on a group of 58 UTHM degree

students, who are from two different classes. The respondents are from combination of various faculties in UTHM. They are all final-year students who are from different previous background of studies such as matriculation, polytechnics, form six and also diploma students. The 58 students chosen for this study were those considered to be below average in English proficiency. They were those who obtained scores ranging from band one (1) to Band two (2) in the Malaysian University English Test (MUET) which is compulsory for all the students as a requirement to enter university.

Table 1: Demographic profile of respondents

Demographic Variables		Frequency (n)	Percentage (%)
Gender	Female	35	60
	Male	23	40
Age	22 - 26	58	100
Race	Malay	30	52
	Chinese	23	40
	Indian	5	8

Table 1 above shows the total

number of respondents involved in this survey. The number of respondents were limited to 58 students who were the students of the researcher taking English course. There were a total number of 35 (60%) female students and 23 (40%) male students who responded to this survey. The female students answering the survey were higher than the male students due to the population distributed in UTHM. The range of age that participated in this survey is between 22 to 26 years old with 100 percent. No respondents were below or above the range of age. This is due to the target respondents being aimed at final year students. Out of 58 respondents, 30 respondents (52%) were Malay, 23 respondents (40%) were Chinese, and 5 respondents (8%) were Indian. The ethnicities of the respondents were also randomly selected.

### Research tool

The study started with strenuous research on Language Anxiety to establish a solid theoretical framework. For the purpose of this study, a set of questionnaires was adapted from Pappamihiel's (2002) English Language Anxiety Scale (ELAS) to measure language anxiety. The ELAS is a 20-Likert-type scale probing participants' level of agreement or disagreement with statements. The statements probes anxiety levels in two different environments; within ESL and mainstream classes. The questions were prepared on 'Google form' and were distributed through the students' email. Referring to some research materials, the use of questionnaires is the most effective and encouraging method. This is because the use of questionnaires as a research method can help the researcher to gather information quickly and more accurately compared to some other research methods. Besides that, semi-structured interviews were conducted with ten selected students to directly identify the possible factors that lead to their anxiety in English language learning.

## RESEARCH FINDINGS

In accordance with the objectives, the findings from the questionnaire stimulated responses regarding the level of anxiety as perceived by the respondents in their current position as final year Engineering students in UTHM taking the final English Language course required by the university. First, reliability coefficients were computed. Referring to the first objective and first research question regarding students' anxiety level to each item of two different environments; within ESL and mainstream classes in the ELAS questionnaire, the individual scores for each item are presented in Table 2 and Table 3 below.

Table 2: Means and Standard Deviations of ELAS Questionnaire – In English classes

<b>In English Class</b>	<b>M</b>	<b>SD</b>
1. In English classes, I forget to say things I know.	3.32	0.95
3. In English classes, I get nervous when I know I'm going to have to speak in English.	3.86	0.99
5. In English classes, I start to panic when I have to speak in English without preparation.	3.77	0.95
7. In English classes, when I speak English, I feel like a different person.	3.23	1.07
9. In English classes, even when I'm prepared to speak English, I get nervous.	3.68	1.05
11. In English classes, I'm afraid that my lecturer correct all my mistakes.	2.81	1.19
13. In English classes, sometimes I can't express my true feelings in English and this makes me uncomfortable.	3.68	0.89
16. In English classes, I get nervous and confused when I'm speaking English.	3.67	0.91
19. In English classes, there are so many rules in English, I feel like I can't learn them all.	2.61	1.15
20. In English classes, I'm afraid my lecturer will laugh at me when I speak English.	2.61	1.10
21. In English classes, I'm afraid my friends will laugh at me when I speak English.	2.89	1.14
	<b>3.29</b>	<b>1.03</b>

Table 3: Means and Standard Deviations of ELAS Questionnaire – In Regular classes

<b>In regular classes</b>	<b>M</b>	<b>SD</b>
2. In regular classes, I forget to say things I know.	3.05	0.95
4. In regular classes, I get nervous when I know I'm going to have to speak in English.	3.42	0.98
6. In regular classes, I start to panic when I have to speak English without preparation.	3.58	0.91
8. In regular classes, when I speak English, I feel like a different person.	3.25	1.11
10. In regular classes, even when I'm prepared to speak English, I get nervous.	3.42	0.98
12. In regular classes, I'm afraid that my lecturer corrects all my mistakes.	2.75	1.11

14. In regular classes, I can't express my true feelings in English, and this makes me uncomfortable.	3.49	0.85
17. In regular classes, I get nervous and confused when I'm speaking English.	3.44	0.89
18. In regular classes, there are so many rules in English, I feel like I can't learn them all.	2.49	0.95
	<b>3.21</b>	<b>0.97</b>

In Table 2 and Table 3, all numbers indicate students who chose each answer from strongly agree (SA) to strongly disagree (SD). The mean ELAS score of English classes in this study was found to be 3.29 which indicated that the participants reported experiencing moderate level of anxiety. However, referring to the mean score of the participants in regular classes, their average ELAS score was found to be 3.21. Although a decrement of 0.08 points was found in their two different classes of ELAS levels, participants still had moderate level of anxiety. As shown in Table 2, the mean score of ELAS questionnaire in regular classes, where English is used, it shows an average of 2.49-3.58. This indicates that the participants do feel moderately anxious when they have to use English although they are outside their English classes.

However, having anxiety in learning can be seen in a positive light. Medium level of anxiety can help create a sense of motivation for the learners to learn or to work harder in order to be able to achieve better results in their studies. (Al Majali 2020). In a study done by Lim and Mardziah (2014), they found out that the students may not learn new things in their lives and will not be able to progress in their language acquisition process when they are not anxious at all.

Moving to the second objective and second research question, which is to identify the factors or causes that lead to English language learning anxiety among the ESL students it was identified from the semi-structured interview that feeling nervous and panic are seen as the main factors that lead to their English language learning anxiety. The students felt anxious of making mistakes besides feeling nervous and shy when they must use English to interact with their teachers and friends.

## CONCLUSION

This study found out that that students who are in their final year in the university, they generally experience moderate level of English language anxiety. Besides, the study concluded that feeling nervous and panic are the main factors leading the anxiety. Findings from this study can be the basics for the educators to plan effective teaching strategies to help reduce English language learning anxiety among university students.

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**WHAT TRIGGERS CHANGE READINESS INTENTION AMONG TEACHERS? THE  
INFLUENCE OF CONTINUING PROFESSIONAL DEVELOPMENT PRACTICES:  
A STRUCTURAL EQUATION MODELLING APPROACH**

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**ABSTRACT**

*The empirical literature on readiness for change has been widely studied, and they vary depending on the individual professional needs. This study aims to analyze the role of change readiness between continuing professional development practices among school teachers. It inspects several dimensions of continuous professional development practices to determine optimal subscales that stimulate change readiness among school teachers. This study is a cross-sectional survey that uses questionnaires to collect data. A total of 374 respondents consisting of school teachers from the east coast states of Malaysia, were involved in this study. Statistical Package for Social Science (SPSS) software analyzed the study's quantitative data. Meanwhile, the effect was tested with Amos Structural Equation Modeling analysis (SEM AMOS Version 24). The results show that teachers' continuous professional development practices predominantly affect change readiness. In conclusion, this study shows that the level of continuous professional development practices and change readiness influences teachers' competencies towards improving the quality of teachers.*

*Keywords: Change readiness, school teachers, professional development, readiness to change*



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