

**PROGRAM LATIHAN MENGAJAR KURSUS DIPLOMA
PERGURUAN MALAYSIA DI MAKTAB PERGURUAN
KENT: SATU TINJAUAN TENTANG KESAN
PERLAKSANAAN PROGRAM**



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ABSTRAK

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Kajian ini bertujuan mendapatkan maklum balas kesan pelaksanaan program latihan mengajar Fasa II yang dikendalikan oleh Maktab Perguruan Kent, Tuaran Sabah dari persepsi guru pelatih, pensyarah dan guru pembimbing. Aspek- aspek yang dilihat adalah aspek kesan program, pengaplikasian teori dan amali serta manfaat latihan tersebut. Di samping itu, kajian ini turut mencadangkan beberapa langkah penambahbaikan program latihan mengajar berdasarkan Model CIPP (penilaian produk). Responden yang terlibat seramai 130 orang guru pelatih yang telah tamat menjalani program latihan mengajar Fasa II, 30 orang pensyarah dan 20 orang guru pembimbing. Data-data diperolehi melalui dua set borang soal selidik iaitu borang soal selidik set A untuk guru pelatih dan borang soal selidik set B untuk pensyarah dan guru pembimbing. Kaedah statistik deskriptif seperti min, kekerapan, peratusan dan sisihan piawai digunakan untuk penganalisan data. Secara umumnya tahap kesan pelaksanaan program latihan mengajar Fasa II mengikut persepsi kedua-dua kategori responden adalah berkesan berdasarkan skor min guru pelatih yang tinggi iaitu 3.49 dan skor min pensyarah dan guru pembimbing ialah 3.21. Dapatan kajian ini juga menunjukkan penempatan guru pelatih telah mempengaruhi proses pengajaran dan pembelajaran, berdasarkan skor min guru pelatih 2.74 dan skor min pensyarah serta guru pembimbing 2.10. Walaupun tahap kesan program latihan mengajar Fasa II secara menyeluruhnya adalah berkesan, penyelidik yakin bahawa prestasi guru pelatih, pensyarah dan guru pembimbing masih boleh ditingkatkan lagi jika langkah-langkah penambahbaikan dapat dirancang dan dilaksanakan dalam program latihan mengajar Fasa II di masa akan datang, terutamanya dari aspek tempoh latihan mengajar, aspek refleksi sendiri guru pelatih, pengurusan ko-kurikulum dan kursus mentoring kepada guru pembimbing. Dapatan ini adalah satu kajian awal dan perlu dipertingkatkan lagi melalui kajian lanjutan untuk memberikan satu dapatan lebih menyeluruh.

ABSTRACT

THE TEACHING PRACTICE PROGRAMME OF THE DIPLOMA IN EDUCATION COURSE OF KENT TEACHERS' TRAINING COLLEGE: A SURVEY ON THE EFFECTIVENESS OF THE PROGRAM

The aim of this study is to get feedback on the effectiveness of Phase II of the teaching practice programme conducted by Kent Teachers' Training College, as perceived by the trainee teachers, lecturers and school mentors. The study covers various aspects such as the effectiveness of the program, the application of theory into practice and the benefits of the programme. The researcher also gave suggestions on how to improve on the programme based on the CIPP Model (Product Evaluation). The research sample comprised 130 trainees who have completed Phase II of teaching practice, 30 lecturers and 20 school mentors. Data were collected via two sets of questionnaires: set A for the trainees and Set B for the lecturers and school mentors. Descriptive statistics was employed in analyzing the data, whereby only means, frequency counts, percentages and standard deviations were taken into account. Results revealed that as a whole, all two categories of respondents perceived the Phase II teaching practice programme as effective, with the trainees' responses giving the highest mean score of 3.49, while that of both the lecturers and school mentors was 3.21. It was also found that the teaching and learning process was affected by location of the school where the trainees were placed. The mean scores pertaining to the above were 2.74 for the trainees and 2.10 for both the lecturers and school mentors. However, despite the overall effectiveness of the Phase II teaching practice programme, the researcher felt that the performance of all three categories of respondents could be improved further through various corrective procedures which the college can plan and implement during future Phase II teaching practice programmes. Areas to be looked into should include the duration of teaching practice, the trainees' reflections, the mangement of co-curricular activities as well as mentoring courses for the school mentors. The findings of this study can be used as a starting point by other researchers to embark on future related studies and it is hoped that more comprehensive findings will be arrived at.