

## **The Concerns and Levels of Use of Sixth Form Geography Teachers in Implementing the New Sixth Form Geography Curriculum**

**Goh Lee Zea**

The purpose of this study was to describe the Stages of Concern (SoC) and Levels of Use (LoU) of 30 Sixth Form Geography teachers (75% of population) from the First and Second Divisions of Sarawak, in the implementation of the new Geography curriculum innovation. The demographic variables of gender, years of teaching experience and the location of the school were also studied. Data was collected by means of the survey methodology. The results showed that these teachers have unresolved high self concerns, management concern and impact concern. This profile resembled both that of a non-user and a beginner user. Male teachers were found to have higher intensity in their SoC. Data on teachers' LoU revealed that their highest frequency were at LoU V. This indicates that the teachers are collaborating with each other in the use of the innovation for the purpose of achieving greater impact. More experienced teachers were also found to have higher LoU.

---

*Jurnal Penyelidikan MPBL, 5, 38-54*

## **Perkongsian dalam Pendidikan: Fokus di Sekolah**

**Mohd Salleh Bin Mahat**

Walaupun konsep 'Partnership' begitu meluas, namun esei ini memberi fokus tentang konsep ini di peringkat sekolah. Pada bahagian permulaan, penulis membincangkan maksud konsep, matlamat, rasionalnya konsep ini diwujudkan. Kemudian penulis memberikan contoh-contoh setiap peringkat dan gambaran bagaimana pelaksanaannya boleh direalisasikan. Namun walau bagaimana baik idea konsep ini, timbul juga persoalan dan halangan yang perlu difikirkan bersama. Kemudian penulis memberikan kesan/faedah/implikasinya kepada semua pihak jika konsep ini berjaya serta masa depan dalam sistem pendidikan atau sekolah di Malaysia.

---

*Jurnal Penyelidikan MPBL, 5, 65-74*

## **The Understanding of Environmental Issues among Trainee Teachers in Batu Lintang Teachers' College**

**Ravi Gopal**

The introduction of environmental education in formal education is the first step in producing an environmentally literate society. Education is vital in instilling knowledge and creating a pro-environment attitude among the younger generations. Teachers are important agents in transferring the correct knowledge regarding the environment to the future generations. The questionnaire used in this study to assess the knowledge and attitude of trainee teachers consisted of two sections. The first section is in quantitative format while the second section consists of open-ended questions. 140 questionnaires were distributed and of these, 80% were returned completed. The study shows there is a significant relationship between knowledge and attitude. The finding on knowledge awareness shows that there was pro-environmental attitude among the respondents. The respondents understood the importance of environmental knowledge locally and globally. Environmental education in our country needs an action-oriented approach rather than just a knowledge-based approach.

---

*Jurnal Penyelidikan MPBL, 5, 75-86*

## **The Role of Self-Efficacy Information in Influencing Secondary School Students' Science Self-Efficacy Beliefs**

**Mary Wong Siew Lian**

This article presents the findings of an investigation into how various sources of self-efficacy information influence secondary school students' perceptions of self-efficacy in science. Forty-two students of three different Form levels, namely Form 2, Form 4 Science and Lower 6 Science from an urban coeducational secondary school in Kuching, Sarawak, Malaysia, participated in this study. The students, who were of three different science self-efficacy (SSE) levels, were interviewed to obtain insights into how various sources of self-efficacy information influenced their self-efficacy beliefs. They were also asked to indicate which source of self-efficacy information had the greatest impact on their self-efficacy beliefs. Implications of the findings on teaching and learning approaches are discussed.

---

*Jurnal Penyelidikan MPBL, 5, 24-37*

## **Secondary School Students' Self-Regulated Learning and the Classroom Learning Contexts that Support it**

**Mary Wong Siew Lian**

This paper presents the findings from a study that explored secondary school students' use of self-regulated learning (SRL) strategies in the learning of science. The classroom learning environment in which this took place was also examined. Participants were 312 students (151 males, 161 females) of Form 2, Form 4 and Lower 6 classes drawn from an urban coeducational government secondary school. Students' use of SRL strategies was explored through administration of a self-report SRL Instrument consisting of eight hypothetical science learning contexts. Non-participant classroom observations in all the 10 classes involved provided data on the learning environment in which learning took place. The findings support sociocognitive models of learning regarding how the learning context is related to students' use of SRL strategies. Implications and suggestions for further research are put forward.

---

*Wacana PROFES, 4, 26-40*

## **Tahap Kreativiti Guru Sains dan Amalannya dalam Pengajaran**

**Hamsiah Binti Sae**

Kajian ini bertujuan untuk meninjau tahap dan amalan kreativiti di kalangan 326 orang guru sains yang mengajar di sekolah-sekolah menengah di Bahagian Kuching/Samarahan, Sarawak. Kajian ini menggunakan kaedah tinjauan di mana Ujian Pemikiran Kreatif Torrance (TTCT) dan soal selidik amalan kreativiti digunakan sebagai alat kajian. Hasil kajian mendapati guru-guru sains yang dikaji mempunyai tahap kreativiti yang sederhana (min 402.38). Ujian-*t* menunjukkan tiada perbezaan yang signifikan dalam tahap kreativiti dari segi jantina ( $p = 0.347$ ). Analisis statistik ANOVA Sehalu menunjukkan tidak terdapat perbezaan min yang signifikan dalam tahap kreativiti antara guru-guru sains dari segi umur ( $p = 0.660$ ), pengkhususan ( $p = 0.318$ ) dan pengalaman mengajar ( $p = 0.586$ ). Kajian ini juga mendapati tahap amalan kreativiti di kalangan guru-guru sains adalah tinggi (min 4.00). Analisis Korelasi Pearson pula menunjukkan bahawa tidak terdapat hubungan yang signifikan ( $p = 0.160$ ) antara tahap kreativiti guru dengan amalan kreativiti dalam pengajaran sains ( $r = 0.078$ ).

---

*Jurnal Penyelidikan MPBL, 5, 14-23*

## **Pendekatan Sistem Mentor dalam Pengurusan Tingkah Laku Bermasalah**

**Tiwi Binti Kamidin**

Kita sering dikejutkan dengan pelbagai isu mengenai salah laku yang dilakukan oleh pelajar-pelajar pada hari ini di dalam media massa. Namun, skop tingkah laku bermasalah di kalangan pelajar yang dibincangkan di peringkat media massa hanyalah sebahagian daripada jenis tingkah laku bermasalah di kalangan pelajar. Melalui penulisan ini, pelbagai jenis tingkah laku bermasalah di kalangan pelajar dibincangkan dan dalam usaha menangani masalah ini, dicadangkan pihak guru menggunakan pendekatan sistem mentor. Tidak salah bagi seorang guru cuba untuk mendekati serta menyelami perasaan pelajarinya melalui sistem mentor. Namun, sistem mentor yang asal harus diperhalusi agar guru dapat merapatkan diri serta membina hubungan yang akrab di kalangan pelajar khususnya yang mempunyai masalah salah laku. Selain matlamat untuk membantu meningkatkan pencapaian akademik, matlamat sistem mentor juga harus menjurus kepada pembentukan peribadi pelajar. Justeru, sistem mentor di sekolah harus diteruskan di semua peringkat persekolahan bagi menangani permasalahan salah laku di kalangan pelajar dari akar umbinya.

---

*Jurnal Penyelidikan MPBL, 5, 55-64*

## **Self-Regulated Learning: Towards Preparing Students to be Lifelong Learners**

**Mary Wong Siew Lian**

This paper is a review of research on self-regulated learning (SRL). It aims to highlight the importance of inculcating SRL practices among students so as to prepare them for lifelong learning. SRL is a relatively new construct in academic research that involves students taking charge of their own learning. SRL is defined and the characteristics of self-regulated learners are discussed. The categories of SRL strategies that have been identified by various researchers are presented. Findings of research on the relation between SRL and student factors, classroom contextual factors, self-regulatory processes, and performance outcomes are reviewed. The implications of such findings and suggestions for steps to promote SRL are discussed.

---

*Bicara Pendidik, 37-50*

**Perlaksanaan Ibadah Solat Fardhu di Kalangan  
Guru Pelatih Islam Maktab Perguruan Batu Lintang**

**Napisah Hj. Humni  
Hj. Salehudin Hj. Sabar  
Mahadi Hj. Khalid  
Mohamed Razi Mohd. Suradi**

Kajian ini bertujuan meninjau tahap pelaksanaan ibadah solat fardhu di kalangan guru pelatih Islam. Sampel kajian ini terdiri daripada 80 orang guru pelatih kursus Diploma Perguruan Malaysia Semester 2. Kajian ini juga bertujuan untuk meninjau latar belakang pendidikan Al-Quran responden. Dapatan kajian menunjukkan bahawa lebih daripada separuh (65%) mengatakan pendidikan agama dan pengaruh rakan mempengaruhi pelaksanaan ibadah solat fardhu. Dapatan kajian juga menunjukkan faktor beban kuliah dan pengaruh rakan sebagai faktor yang tidak menggalakkan pelaksanaan ibadah solat. Ini menggambarkan bahawa faktor pengaruh rakan amat dominan dalam mempengaruhi pelaksanaan ibadah solat di kalangan responden. Justeru, program-program yang melibatkan program kesedaran dan bimbingan rakan sebaya perlu digerak cergaskan untuk memaknakan penghayatan dan pelaksanaan ibadah solat itu sendiri.

---

*Jurnal Penyelidikan MPBL, 5, 103-116*

## **Penilaian Petanda Aras Kualiti Kursus KPLI dan KDPM: Keberkesanan Kursus dan Kepuasan Pelatih**

**Toh Wah Seng**

Kajian ini menilai beberapa petanda aras kualiti yang terkandung dalam dokumen kualiti MS ISO 9001:2000 tentang keberkesanan latihan dalam program KPLI dan KDPM serta kepuasan pelanggan proses (peserta program) tentang program dan pekhidmatan sokongan yang terdapat dalam maktab. Seramai 108 peserta kajian dipilih secara rawak berstrata mengikut jenis kursus, iaitu KPLI dan KDPM. Penemuan menunjukkan majoriti peserta mempersepsikan maktab telah berkesan melatih mereka dalam kebanyakan aspek latihan. Namun begitu, peratusan yang memihak kepada persepsi ini bagi kebanyakan aspek latihan masih belum mencapai petanda aras kualiti yang ditetapkan dalam dokumen kualiti MS ISO 9001:2000. Aspek-aspek yang mencapai petanda aras ada kaitan rapat dengan komponen program yang memberi perkhidmatan latihan dalam mata pelajaran pengkhususan. Dari segi kepuasan peserta, data juga memihak kepada komponen latihan dalam mata pelajaran pengkhususan. Berdasarkan penemuan-penemuan yang dibincangkan dalam kertas kerja ini, beberapa cadangan dikemukakan.

---

*Jurnal Penyelidikan MPBL, 5, 1-13*

## **Taksiran Keperluan Penguasaan Teknologi Maklumat di Kalangan Guru Sains dalam Perkhidmatan**

**Nazamud-din Bin Alias**

Kajian ini bertujuan menentukan tahap keperluan penguasaan teknologi maklumat dalam aspek pengetahuan, kemahiran dan latihan. Sampel kajian adalah guru-guru sains sekolah menengah dalam perkhidmatan. Kajian ini merupakan satu kajian tinjauan dengan menggunakan borang soal selidik. Sampel kajian ini berjumlah 181 orang daripada populasi 322 orang guru-guru sains sekolah menengah Bahagian Kuching/Samarahan, Sarawak. Instrumen kajian menggunakan soal selidik 5 poin skala Likert dengan pekali kebolehpercayaan Cronbach Alpha di antara 0.96 - 0.99. Analisis soal selidik mendapati tahap pengetahuan, kemahiran dan latihan sedia ada guru-guru sains ini berada pada tahap sederhana. Ini dapat dilihat dengan nilai min pengetahuan (2.56), kemahiran (3.11) dan latihan (2.81). Tahap keperluan dikenalpasti dengan menilai jurang antara pengetahuan, kemahiran dan latihan sedia ada dengan yang perlu ada. Maka, dapatan menunjukkan tahap keperluan pengetahuan adalah sangat besar dengan nilai jurang min adalah 1.50. Manakala tahap keperluan kemahiran adalah sederhana dengan nilai jurang min 1.17 dan tahap keperluan latihan dengan jurang nilai min 1.42. Kajian mengesyorkan satu program latihan yang tersusun dan komprehensif perlu dilaksanakan untuk menambah pengetahuan dan kemahiran asas dan penggunaan teknologi maklumat guru-guru sains dalam perkhidmatan.

---

*Jurnal Penyelidikan MPBL, 5, 87-102*

## **Exploring the Professional Commitment of Technical School Teachers in Sarawak**

**Chua Lee Chuan**

**Turiman Suandi**

**Foo Say Fook**

**Asma Ahmad**

Universiti Putra Malaysia

Although the study of teacher commitment is prevalent in the education literature in Malaysia, not many studies investigated commitment of technical school teachers and possibly none looked into this issue among technical school teachers in Sarawak. Acknowledging this limitation, this study was designed to assess the level of commitment of technical school teachers in Sarawak. Data for this exploratory study were collected using self-administered questionnaires, from 120 technical school teachers in Sarawak, who were randomly selected and surveyed. Overall, the study revealed, that these teachers displayed high level of commitment towards the teaching profession. Based on the statistical results, implications of the findings were discussed in the context of understanding commitment of these teachers. Suggestions on how to further enhance commitment were also provided.

---

*Jurnal Pendidikan Teknikal, 3(1), 113-123*

## **Pembelajaran Koperatif secara Arah Kendiri di kalangan Kumpulan KSPK MP Tun Abdul Razak, Samarahan**

**Wahidah bt Abdul Majid**  
Maktab Perguruan Tun Abdul Razak

**Chuah Kim Hwa**

Kajian ini dijalankan apabila salah seorang penyelidik kajian diminta mengajar mata pelajaran Tamadun Islam dan Asia di kalangan peserta dewasa guru Kursus Sijil Perguruan Khas (KSPK) Sains dan Matematikambilan tahun 2001. Bila diteliti sukatan pelajaran berkenaan serta tempoh waktu satu semester yang diperuntukkan dengan mengambil kira juga tugasan rakan penyelidik selaku pensyarah mata pelajaran berkenaan, didapati bahawa sekiranya pendekatan kuliah digunakan, sukatan mata pelajaran ini tidak dapat dilaksanakan seperti yang dirancang. Berdasarkan situasi tersebut, rancangan pelajaran berpandukan kaedah Pembelajaran Koperatif (PK) menggunakan teknik *Three-Step Interview*, *One Stay Three Stray*, *Roundrobin*, *Jigsaw* telah dirangka. Guru KSPK juga diberi peluang mereka cipta 2 teknik PK berasaskan beberapa ciri pelajar dewasa yang diandaikan dapat merangsang pembelajaran arah kendiri secara koperatif. Kajian ini bertujuan memperolehi maklum balas guru KSPK terhadap PK yang dirancang sebagai satu cara pelaksanaan pembelajaran arah kendiri secara koperatif di samping memperolehi maklum balas tentang PK yang dicipta oleh guru KSPK. Data dikumpul berdasarkan temubual dengan 3 orang guru KSPK dan catatan refleksi berkaitan. Data dianalisis dengan melihat kategori berdasarkan persoalan kajian serta persamaan dan perbezaan kategori untuk isu dan tema yang dikenal pasti. Data kajian mencadangkan PK boleh dilaksanakan di kalangan peserta KSPK yang merupakan pelajar dewasa tetapi tertakluk kepada faktor-faktor tertentu. Selain itu, elemen-elemen dalam PK seperti *interdependence*, interaksi, bersosial serta pemprosesan sosial diterapkan dalam pelaksanaan teknik PK berkaitan. Guru KSPK juga dapat mereka cipta serta melaksanakan teknik PK secara arah kendiri dalam proses pengajaran pembelajaran berkaitan dengan tajuk Tamadun China dan Tamadun Jepun. Teknik PK yang menerapkan aktiviti yang melibatkan peserta seperti *passing parcel* (sejenis permainan) sememangnya menarik minat peserta. Ini termasuk aktiviti yang pelbagai yang menggabungkan *Roundrobin*, forum, kuiz, penggunaan stesen sebagai contohnya yang dapat menarik minat peserta.

---

*Koleksi Laporan Penyelidikan di bawah Pemantauan Khas Penyelidikan BPG  
Tahun 2000-2003, 43-70*

## **Needle in a Haystack: Looking for Focus in Action Research (Little Voice of an Action Researcher: The Journey of Understanding 2)**

**Chuah Kim Hwa**

My initiation into the educational action research world was by chance and it began in 1995. But by being involved in conducting action research as a researcher, teacher educator and facilitator since 1997 played a generative role in developing further my understanding about educational action research. Those experiences gave me the opportunity to relate personally to many issues and dilemmas which I would like to share with fellow educational action researchers. In the “Little voice of an action researcher: The journey of understanding (1)”, I have discussed issues and dilemmas I have faced in relation to methods and methodology in action research. However in this paper which is the second part of the Little Voice, I would like to reflect on my experiences in relation to looking for focus and the dilemmas faced while doing so. I would say that looking for focus in these experiences was like looking for a needle in a haystack despite being in my own ‘backyard’. Nevertheless, at the end of the day, I discovered there are various angles in looking for focus when doing action research. I discovered too that two of such types are more favorable due to the nature and paradigm of action research itself.

---

*Jurnal Akademik Tahun 2004, MP Tun Abdul Razak, Samarahan, 1, 96-103*

## **Investigating Principal Support of Technical Schools in Sarawak: A Multi-Dimensional Approach**

**Chua Lee Chuan**

Although the study of principal support is prevalent in the education literature, not many studies examined this issue using a multi-dimensional approach. Acknowledging this limitation, this study was designed to assess teachers' perception of principal support, using a four-dimension support model. Teachers were asked to indicate the extent to which they received various types of support from their principal. Data for this exploratory study were collected using self-administered questionnaires, from 120 technical school teachers in Sarawak, who were randomly selected and surveyed. Overall, the study revealed, that the teachers understudied perceived their principals as providing substantial levels of support. They reported that their principals rendered substantial levels of emotional support, appraisal support, informational support and instructional support. Based on the statistical results, implications of the findings were discussed in the context of understanding principal support. Suggestions on how to further enhance principal support were also provided.

---

*Wacana PROFES, 4, 41-54*