

ABSTRAK

Kajian ini bertujuan untuk menentukan bentuk dan keperluan program perkembangan staf untuk guru di sekolah bestari. Tumpuan kajian dibahagikan kepada empat iaitu tahap pengetahuan dan pemahaman guru mengenai sekolah bestari, ciri-ciri program perkembangan staf sekolah bestari yang telah dihadiri menepati kehendak dan keperluan guru, bentuk program perkembangan staf sekolah bestari pada masa hadapan dan kurikulum program perkembangan staf sekolah bestari pada masa hadapan. Kajian ini menggunakan kaedah 'survey' dan data dikumpulkan dengan menggunakan soal selidik. Sampel kajian terdiri daripada 50 orang guru daripada dua buah sekolah bestari di Daerah Hilir Perak, Perak. Dapatan kajian menunjukkan tahap pengetahuan dan pemahaman guru mengenai sekolah bestari pada peratus tertinggi guru menyatakan faham kecuali ciri pengisian kurikulum sekolah bestari guru pada peratus tertinggi guru menyatakan kurang faham. Dapatan dari aspek ciri program perkembangan staf sekolah bestari yang telah dihadiri menepati kehendak dan keperluan guru menunjukkan peratus tertinggi guru setuju untuk tujuh daripada sepuluh ciri yang dikaji. Tiga ciri lain peratus tertinggi guru tidak hadapan dijalankan pada hujung minggu (Sabtu / Ahad), jangka masa 1-3 jam, bertempat di sekolah, bilangan peserta meliputi semua guru dalam satu sekolah dan tenaga pengajar terdiri daripada Pegawai Kementerian Pendidikan. Kajian juga menunjukkan guru sangat perlu untuk mengikuti program perkembangan staf sekolah bestari pada masa hadapan bagi kesemua tujuh ciri kurikulum program perkembangan staf yang dikaji. Kajian juga mendapati kelayakan akademik tertinggi guru tidak mempengaruhi pengetahuan dan kefahaman guru mengenai konsep dan matlamat sekolah bestari. Selain itu kajian mendapati tahap pengetahuan dan kefahaman guru mengenai konsep dan proses program perkembangan staf sekolah bestari tidak mempengaruhi keperluan guru mendapatkan panduan dalam strategi pengajaran dan pembelajaran dalam program perkembangan staf sekolah bestari pada masa hadapan.

THE TYPES AND NEEDS OF STAFF DEVELOPMENT PROGRAM FOR TEACHERS IN SMART SCHOOL.

ABSTRACT

This study intends to determine the types and needs of staff development program for teachers in smart school. The focus of this study is divided into four : teachers' level of knowledge and understanding towards smart school, the characteristics of the staff development program attended which fulfilled the future aspiration and needs of teachers, the future types of staff development program and the future curriculum of staff development program for smart school. This study used survey method and the data gathered through questionnaires. The samples of study consisted of 50 teachers from two smart schools in Lower Perak District, Perak. The result of the study shows a higher percentage of 'guru faham' in terms of their level of knowledge and understanding. However, a higher percentage of 'guru kurang faham' was towards the characteristics of content in the curriculum of smart school. In terms of the aspects of characteristics in attended staff development program for smart school, which fulfilled the teachers' needs and aspiration, showed a higher percentage of 'guru setuju', that is seven out of ten characteristics studied. The other three characteristics consisted of 'guru tidak setuju'. The study also found out that the teachers choose future staff development program which will be held on a weekend (Saturday / Sunday) and within the school itself, 1-3 hours of length, number of participants includes all teachers in the school and the speakers are officers from the Ministry of Education. This study also show that it is necessary for teachers to attend the future staff development program for smart school as to master all the 7 studied characteristics in the curriculum. In addition, this study discovered that teachers' qualification did not influence teachers' knowledge and understanding towards the concept and process of staff development program for smart school. Besides that, teachers' level of knowledge and understanding also did not influence the teachers' needs in gathering guidelines, in terms of teaching and learning strategies, in the future staff development program for smart school.