

ABSTRAK

Penghasilan dan Penilaian Modul Pengajaran Kendiri Nilai Semangat Bermasyarakat untuk Pendidikan Moral Tingkatan Empat

Kajian ini bertujuan untuk menghasilkan dan menilai sebuah Modul Pengajaran Kendiri (MPK) dalam pengajaran topik Semangat Bermasyarakat untuk Pendidikan Moral Tingkatan Empat di Sekolah Menengah Tuanku Abdul Rahman, Batu Arang. Bagi mencapai tujuan tersebut, sebuah MPK telah dihasilkan mengikut Model Rekabentuk ADDIE. Kajian ini melibatkan seramai tiga orang guru Pendidikan Moral dan 30 orang pelajar dari Sekolah Menengah Tuanku Abdul Rahman, Batu Arang. Instrumen kajian terdiri dari borang penilaian kesesuaian Modul Pengajaran Kendiri, temubual berstruktur dan ujian pencapaian (ujianpra dan ujianpasca). Modul yang dihasilkan telah diuji dalam tiga langkah iaitu penilaian kesesuaian oleh pakar, ujian satu dengan satu dan kajian rintis. Data dari semua sumber sentiasa dibanding dan ditriangulasikan menggunakan kedua-dua pendekatan induktif dan deduktif. Hasil penilaian kesesuaian modul oleh pakar mendapati modul yang dihasilkan adalah sesuai digunakan sebagai bahan pengajaran. Bagi kajian rintis, pelajar telah diberikan ujian rujukan kriteria sebelum dan selepas penggunaan modul. Data kajian ini telah dianalisis dengan ujian-t sampel berpasangan. Dapatan kajian menunjukkan terdapat perbezaan yang signifikan di antara ujianpra dan ujianpasca. Ini menunjukkan bahawa penggunaan MPK membantu meningkatkan prestasi para pelajar. Pemerhatian tanpa penyertaan membuktikan bahawa terdapat unsur-unsur keselesaan, keyakinan dan keseronokan di kalangan para pelajar ketika menggunakan MPK tersebut. Akhirnya, majoriti pelajar memberi respon yang positif terhadap penggunaan MPK di dalam proses pembelajaran.

ABSTRACT

The Development and Evaluation of a Self-instructional Module on Public Spritedness for Form Four Moral Education Students

The study was conducted to develop and evaluate the effectiveness of a self-instructional module for a topic in Moral Education. The module was developed to teach Public Spritedness to form four students in Sekolah Menengah Tuanku Abdul Rahman, Batu Arang. The module was developed based on the ADDIE (A= Analysis, D= Design, D= Development, I= Implementation & E= Evaluation) instructional design model. The subjects of the study comprised three Moral Education teachers and thirty students. Research instruments consisted of a self-instructional module evaluation form, structured interview and achievement tests (pre and post). The module was implemented in three steps: evaluation by the subject-matter experts, one to one testing and pilot testing. Data from all these resources were constantly compared, contrasted and triangulated using both inductive and deductive methods. Evaluation by the subject-matter experts showed that the module was very suitable to be used as a teaching and learning tool. In the pilot test, students were given a criterion-referenced test before and after using the module. The data were analysed by using paired sample t-test. The results of the study indicated that there were significant differences between the pretest and posttest scores . This showed that the students' performance improved significantly through the use of the self-instructional module. Non participant observations by the researcher showed that there were elements of comfort, confidence and excitement among the students while using the module. Majority of the sample have a more positive response towards using self-instructional modules in the learning process.