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ONG POO MIN

Name of Candidate:

TEACHERS' PERCEPTION OF THE CURRICULUM
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IMPLEMENTED IN A LOCAL SPASTIC CENTRE:

.....
A CASE STUDY
.....

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Signed: Date: **25 OCTOBER 1999**

TEACHERS' PERCEPTION OF THE CURRICULUM
IMPLEMENTED IN A LOCAL
SPASTIC CENTRE :
A CASE STUDY

Ong Poo Min

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ABSTRACT

Teachers' perception and practices are important elements in teaching and learning as it is greatly influential in both curriculum in classroom and reform initiatives for curriculum implementation and evaluation (Conley, 1991). This study is an attempt to investigate teachers' perceptions of the curriculum implemented in a Spastic Centre.

The study is designed to find out from the teachers' perception, to what extent the curriculum has achieved its stated objective that is congruent with the association's objective. Also, the followings are covered : what are the weaknesses and strengths of the curriculum. What do they perceive of the curriculum implemented in the centre in terms of children learning skills ; parents coping skills ; teamwork coordination ; use of task analysis and Individualized Education Plan (IEP) ; monitoring mechanisms ; facilities ; issues of transition and teachers' training. What are the suggestions or solutions to maximise development of the curriculum.

In the review of literature had covered teachers' perception from the aspects of curriculum practices, availability of supports in terms of authority and teaching materials, barriers to curriculum implementation as well as teachers' training. Four local studies were found related to this topics indirectly. An overview of present education provision and services available for special needs children in Malaysia were indicated too.

The subjects of this study comprised of 12 teachers and four members of the management board from the Spastic Centre.

Two instruments were used in this study. A survey distributed to teachers to collect their views. Besides, both teachers and board members were interviewed individually. Researcher had developed both the instruments. A pilot study had been done to ensure the effectiveness.

Descriptive analysis was employed to analyse the data collected in this study. Findings have shown that there is congruency between the objective of curriculum and the association's objective. However, in implementing the curriculum, teachers have faced some problems that may not be made aware to the board members.

Teachers perceived that the main weakness of practicing the curriculum is how to implement the curriculum systematically. The main strength of the curriculum is that it is a guide for teachers.

Findings also indicated that almost 82.14% (69 out of 84 items) showed teachers' intensity of tend to agree with the items in all eight areas. However, uncertainties and doubts do exist when it comes to teachers' additional comments on each area. This may show that the structure of implementing the curriculum may need to be further improved and to allow to have more confidence towards quality education for cerebral palsied children.

Finally, teachers have suggestions as follows to maximise the development of the curriculum. There are “revise the curriculum” ; “use curriculum together with IEP” ; “upgrade resources” ; “flexible in teaching” ; “a matter of go along with changes when time goes by” ; “have formal meeting among teachers” ; “fill in gaps in the flow” ; “create mentorship” ; “readiness” ; “strengthen the academic curriculum” ; “have cooperation from parents” ; “strengthen the screening process” ; “strengthen the implementation of the curriculum” ; “have more listening from management people” ; “have more attractive incentive for teachers” ; “have all members sit down and talk” and “make full use of the curriculum”.

The findings have implications over these issues : set up Individualized Education Plan (IEP) group in each section ; have more realistic curriculum for the severely disabled group ; effective preparation for work ; effective communication and follow up for inclusion in regular schools ; functional skills in academic section ; broaden the role of the Education Sub-Committee ; closer relationship between principal and administration ; broaden the role of Parents Support Group and have a centre for induction of new teachers.

Similar studies should be expanded to the whole centre involving every member and also throughout Malaysia among the three centres. Samples could be from children with other disabilities or adults with disabilities. Each area can become an individual study as well. Case study of individual child’s learning process may be an interesting research topic as well.

**PERSEPSI GURU TERHADAP KURIKULUM
YANG DILAKSANAKAN DI SEBUAH
PUSAT SPASTIK**

ABSTRAK

Conley (1991) berpendapat bahawa amalan dan persepsi guru adalah dua elemen yang penting dalam proses pengajaran and pembelajaran. Kedua-dua elemen ini amat berpengaruh bagi kurikulum di dalam kelas sebagai inisiatif pembaharuan dalam penilaian dan pelaksanaan kurikulum. Maka, kajian ini bertujuan untuk meninjau persepsi guru terhadap kurikulum yang dilaksanakan di sebuah Pusat Spastik.

Berdasarkan persepsi guru, penyelidikan ini ingin mengkaji soalan-soalan kajian berikut:

- i) Sejauh manakah pencapaian objektif kurikulum sepadan dengan objektif Pusat Spastik ;
- ii) Apakah kelebihan dan kekurangan kurikulum itu ;
- iii) Apakah persepsi guru terhadap aspek kemahiran pembelajaran kanak-kanak palsi serebrum ; kemahiran ibu bapa dalam menjagaan anak ; koordinasi kerja berkumpulan ; penggunaan Rancangan Pendidikan Individu (RPI) dan analisis kerja ; mekanisme pengawasan ; kemudahan di pusat ; isu peralihan dan latihan guru;

- iv) Apakah cadangan-cadangan atau penyelesaian-penyelesaian untuk memaksimumkan perkembangan kurikulum di Pusat Spastik itu.

Kajian-kajian lampau yang dibincangkan merangkumi persepsi guru terhadap aspek amalan kurikulum, terdapatnya sokongan dari pihak berkuasa dan dalam bentuk bahan pengajaran, halangan-halangan dalam melaksanakan kurikulum dan latihan guru. Terdapat empat kajian tempatan yang berkaitan secara tidak langsung turut dibincangkan. Penyelidik juga memberi gambaran tentang perkhidmatan dan pendidikan yang dibekal dan sedia ada kepada kanak-kanak berkeperluan khas di Malaysia.

Terdapat dua belas guru dan empat orang ahli dari lembaga pengurusan menjadi subjek penyelidikan ini.

Penyelidik telah merekaicia dua instrumen dalam kajian ini. Instrumen pertama ialah soal selidik yang diedarkan kepada guru. Instrumen kedua ialah membuat temu ramah dengan guru-guru dan ahli-ahli dari lembaga pengurusan secara individu. Kajian rintis telah dijalankan untuk mengenalpasti keberkesanan instrumen-instrumen tersebut.

Analisis secara deskriptif digunakan untuk mengumpul data. Dapatkan kajian menunjukkan objektif kurikulum adalah sepadan dengan objektif pusat. Walau bagaimanapun, dalam pelaksanaan kurikulum, guru-guru telah menghadapi beberapa masalah yang mungkin tidak disedari ahli-ahli dalam lembaga pengurusan.

Guru-guru mengesahkan bahawa kekurangan utama kurikulum adalah bagaimana melaksanakan kurikulum secara sistematis. Manakala, kelebihan utamanya adalah guru-guru menganggap kurikulum itu sebagai panduan dalam proses pengajaran dan pembelajaran.

Analisis kajian mendapati hampir 82.14% (69 daripada 84 perkara) menunjukkan penambahan kecenderungan guru-guru bersetuju dengan perkara-perkara yang terdapat di lapan bidang dalam soal selidik. Bagaimanapun, ulasan-ulasan yang diberi guru mengandungi ciri-ciri ketidakpastian dan keraguan terhadap perkara-perkara dalam lapan bidang itu. Ini kemungkinan menandakan struktur pelaksanaan kurikulum di pusat itu harus diperbaiki agar guru-guru lebih berkeyakinan dalam menuju ke arah pendidikan kanak-kanak palsi serebrum yang bermutu.

Guru-guru mempunyai beberapa cadangan untuk memaksimumkan perkembangan kurikulum. Antaranya ialah “menyemak semula kurikulum” ; “menggunakan RPI bersama-sama dengan kurikulum” ; “meningkatkan mutu bahan-bahan sumber” ; “mengajar secara fleksibel” ; “mempunyai anggapan bahawa perubahan akan wujud secara semulajadi setelah sekian lama kurikulum itu dilaksanakan” ; “mengadakan mesyuarat secara formal di kalangan guru” ; “mengambil tindakan sewajar untuk mengatasi jurang aliran perkembangan pendidikan” ; “mengadakan program mentor bagi guru baru” ; “persediaan yang mencukupi” ; “mengukuhkan kurikulum akademik” ; “bekerjasama dengan ibu bapa” ; “mengukuhkan proses penapisan dan pemeriksaan” ; “mengukuhkan pelaksanaan

kurikulum” ; “ahli lembaga pengurusan harus menjadi pendengar yang baik” ; “mengadakan lebih banyak incentif yang menarik kepada para guru” ; “menggalakkan komunikasi pelbagai pihak di pusat” dan “merujuk dan melaksanakan kurikulum dengan sepenuhnya”.

Implikasi-implikasi hasil kajian ini merangkumi : penubuhan kumpulan RPI di setiap bahagian pendidikan ; melaksanakan kurikulum yang lebih realistik bagi kumpulan kurang upaya yang teruk ; persediaan yang efektif untuk bekerja ; mengadakan tindakan susulan dan komunikasi yang berkesan untuk program inklusif di sekolah-sekolah biasa ; mengadakan kemahiran berfungsi di bahagian akademik ; memperluaskan peranan Sub-Jawatankuasa Pendidikan ; mengadakan hubungan yang lebih erat di antara pihak pengurusan dan guru besar ; memperluaskan peranan Kumpulan Sokongan Ibu Bapa dan mengadakan program induksi kepada guru-guru baru.

Kajian ini boleh diperluaskan ke seluruh pusat dengan melibatkan semua ahli dan ke seluruh Malaysia untuk tiga buah pusat. Masing-masing terletak di Johor Bahru, Selangor dan Pulau Pinang. Subjek boleh terdiri daripada kanak-kanak jenis kurang upaya yang lain atau orang dewasa yang kurang upaya. Setiap bidang yang terdapat dalam soal selidik boleh dijadikan sebagai kajian secara individu. Kajian kes terhadap proses pembelajaran kanak-kanak seperti ini boleh juga menjadi topik penyelidikan yang menarik.

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