

ABSTRAK

Kajian ini ialah untuk mengenal pasti pengaruh guru terhadap pembelajaran bahasa Arab yang memfokuskan kepada corak personaliti guru dalam bilik darjah. Ia bertujuan untuk melihat latar belakang pendidikan guru dan faktor-faktor lain yang mempengaruhi minat dan pendekatan mereka dalam pengajaran bahasa Arab selain untuk mengenal pasti respon pelajar semasa proses pengajaran dan pembelajaran serta bagaimana personaliti guru boleh mempengaruhi tingkah laku dan minat mereka.

Faktor personaliti guru yang dikaji adalah fleksibiliti (mudah lentur), pemilihan teknik pengajaran yang sesuai, tegas, bertanggungjawab, bijaksana dan berbudi bicara, kepimpinan, suara dan pakaian, ramah mesra, kawalan emosi yang tinggi dan sensitiviti terhadap kanak-kanak.

Dalam kajian ini, soal selidik bertulis, wawancara dan pemerhatian pengajaran digunakan untuk mengumpul data. Populasi sampel terdiri daripada 240 pelajar tingkatan satu dan dua, 7 orang guru yang mengajar bahasa Arab tingkatan satu dan dua dan 3 orang guru yang berpengalaman luas dari 2 buah Sekolah Menengah Kebangsaan Agama di negeri Selangor dan sebuah Sekolah Menengah Kebangsaan Agama di Kuching, Sarawak.

Hasil daripada kajian yang dijalankan menunjukkan ciri suara dan pakaian seorang guru mempunyai kaitan yang signifikan dengan tingkah laku dan minat pelajar

dalam mempelajari bahasa Arab yang mencatat penilaian dengan purata sebanyak 84.58% di samping pemilihan kaedah yang sesuai dengan perancangan mengajar iaitu sebanyak 79.17%. Ciri yang mempunyai pengaruh yang kurang mempengaruhi tingkah laku dan minat pelajar ialah tegas yang mencatat purata sebanyak 65.42% diikuti ciri sensitiviti terhadap kanak-kanak sebanyak 68.75%.

Selain daripada dapatan ini, faktor yang dikenal pasti mempengaruhi minat dan teknik pengajaran guru ialah institusi pendidikan guru, kursus yang dihadiri semasa dalam perkhidmatan, tempoh perkhidmatan guru serta bilangan pelajar di dalam kelas.

ABSTRACT

This research is designed to determine a teacher's influence towards learning Arabic language which is focused on the pattern of a teacher's personality in the classroom. It is aimed to identify the teacher's educational background and the other factors which influence their interest in teaching Arabic and their teaching methodology besides to ascertain the student's response during the teaching and learning process and how the teacher's personality can influence their interest and behaviour.

The factors which are being studied include flexibility of approach, the decision as to the most suitable style, consistency, accepting responsibility, fairness and kindness, leadership, voice and attire, friendliness, emotional controlled and sensitivity towards children.

In this research, written questionnaires, interviews and teaching observations are used to gather data. The sample population consists of 240 form one and form two students, 7 form one and form two Arabic teachers and 3 well experienced teachers from two Religious Secondary Schools in Selangor and one Religious Secondary School in Kuching, Sarawak.

The result of this research proves that the teacher's voice and their attire have a significant relationship towards the student behaviour and their interest in learning

Arabic which notes an evaluation with the average of 84.58%, besides the decision as to the most suitable style which shows 79.17%. The least trait which influences student's behaviour is consistency which notes the average of 65.42% followed by sensitivity towards children which indicates only 68.75%.

In addition to these findings, the factors identified as influencing a teacher's interest and their approach to teaching style are : the teacher's educational institution, the course attended during the period of their service, the duration of their service and the number of the students in the classroom.