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IMPROVING ACADEMIC PERFORMANCE OF CULTURALLY DIVERSIFIED STUDENTS AT TERTIARY LEVEL THROUGH CO-OPERATIVE LEARNING

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MENINGKATKAN PRESTASI AKADEMIK PELAJAR YANG BERLATARBELAKANGKAN PELBAGAI BUDAYA DI PERINGKAT PENDIDIKAN TINGGI MELALUI PEMBELAJARAN KOPERATIF

Abstrak

Malaysia, dewasa ini telah menjadi pusat pengjian tinggi awam dan swasta yang menjadi pilihan ramai pelajar dari luar Negara. Senario yang biasa di dalam kelas-kelas di pusat pengajian tinngi ialah pelajarnya terdiri bukan hanya daripada pelajar tempatan tetapi juga pelajar daripada luar negara. Suatu yang ketara ialah pelajar-pelajar ini tidak mahir berbahasa Inggeris yang merupakan bahasa pengantar. Keadaan ini memberi kesan terhadap interaksi antara pelajar, pensyarah dan pencapaian akademik secara tidak langsung.

Tujuan kajian ini adalah untuk mengkaji bagaimana meningkatkan pencapaian akademik pelajar berbeza dari segi budaya ini melalui pembelajaran secara kooperatif. Kaedah 'Student Team Achievement Divisions' (STAD) telah dipilih dalam kajian ini. Data di kumpul daripada 24 pelajar di mana antara kaedah pengumpulan data meliputi kuiz, ujian, soalselidik dan temubual. Pencapaian ujian dianalisa menggunakan statistic deskriptif.

Hasil kajian menunjukkan pencapaian pelajar dalam kemahiran temubual menggunakan,kaedah STAD melalui pembelajaran secara kooperatif telah berjaya meningkatkan secara signifikan berbanding dengan subjek lain yang diambil oleh pelajar iaitu Prosedur Mesyuarat, Pengenalan Pengurusan, Teknologi Maklumat dan Bahasa II. Hasil kajian juga menunjukkan tahap kayakinan diri dan kebolehan berinteraksi telah meningkat dan menggantikan sikap malu dan gementar yang wujud dalam diri pelajar sebelum ini.

ABSTRACT

The reason for choosing this topic is currently private and public institutions of higher learning in Malaysia have an influx of foreign students. The classrooms today consist of both Malaysian and overseas students. It is apparent that both locals and overseas students do not have the command in English to cope with their studies. This in turn affects their interaction and indirectly their overall academic performance.

The objective of this project is to look into the possibility of how to improve the academic performance of culturally diversified students through co-operative learning.

The Student Teams - Achievement Divisions (STAD) method of co-operative learning is selected for this study. Data were collected from twenty-four respondents. Instrumentation included three quizzes, test, questionnaire and interview. The test scores were analysed using descriptive statistics.

The findings of this study show that the performance of the students in Interviewing Skill using the STAD method of co-operative learning, improved significantly, in comparison to the other four subjects; Procedures of Meeting (PM), Introduction to Management (Mgt), Information Technology (IT) and Language II (Lang). The findings show that the confidence level has increased, ability to interact with others has improved and shyness and nervousness has been overcome.

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