

KAJIAN PERLAKSANAAN LITERASI MAKLUMAT DI DALAM KERJA KURSUS SEKOLAH MENGGUNAKAN KAEDAH SISTEM LEMBUT

ABSTRAK

Literasi maklumat (LM) adalah keupayaan individu untuk mengenalpasti keperluan maklumat, mencari, mengesan, memilih, menilai, mengurus, menyusun, menganalisa, mengolah, mengulas, mengguna, mempersembah dan mengaplikasikan maklumat secara beretika. Kajian lalu di Malaysia mendapati bahawa tahap LM guru dan pelajar adalah sederhana dan masing-masing cuma menganggap LM adalah kemahiran maklumat semata-mata. Disebabkan ciri-ciri LM mudah dilihat melalui penghasilan KKS, maka kajian ini dijalankan bagi mengenalpasti sejauhmana ciri-ciri LM diterapkan dalam penghasilan KKS pelajar. Objektif kajian adalah untuk a) membangunkan kerangka literasi maklumat penyelidik (KLMP) yang boleh digunakan sebagai penanda aras tahap LM pelajar berdasarkan piawaian-piawaian antarabangsa; b) meninjau tahap LM pelajar dengan memetakan amalan-amalan LM mereka dalam penghasilan kerja kursus sekolah (KKS) berdasarkan KLMP yang dibangunkan; c) membangunkan modul panduan pembelajaran sendiri literasi maklumat (MPPKLM) berdasarkan keperluan amalan LM pelajar dalam penghasilan KKS; dan d) mengenalpasti kesesuaian MPPKLM dalam penghasilan KKS yang menyepadukan kemahiran LM. Pendekatan Kaedah Sistem Lembut (*Soft System Methodology, SSM*) telah digunakan bagi membantu menyenarai dan menjelaskan permasalahan kajian daripada perspektif pelbagai pihak yang berkepentingan (*stakeholders*). Melalui SSM, satu kaedah penyelesaian untuk mengubah proses sedia ada dicadang, dibanding dan dilaksanakan bagi melihat perubahan. Penilaian semula dilaksanakan selepas pelajar menggunakan MPPKLM untuk menentukan kesesuaiannya. Kaedah campuran

pengumpulan data kuantitatif dan kualitatif telah diguna dengan melibatkan rekabentuk kajian kes di sebuah sekolah berasrama penuh (SBP). Seramai 193 orang pelajar daripada tingkatan 2 dan 3 telah dijadikan sampel kajian. Satu set soal selidik mengandungi 23 soalan telah dibina berdasarkan ciri-ciri yang digaris oleh LM antarabangsa. Analisis kandungan laporan kerja kursus Kajian Sejarah Tempatan (KST) pelajar tingkatan 3 dan analisis dokumen skema pemarkahan KST berpandukan kerangka literasi maklumat penyelidik (KLMP) turut diguna bagi mengukuhkan lagi dapatan kajian. KLMP merupakan adaptasi daripada piawaian LM AASL (*American Association of School Librarians* 1998) dan ANZILL (*Australian and New Zealand Institute of Information Literacy*,2004) diguna sebagai penanda aras tahap LM pelajar. Hasil analisis data mendapati tahap literasi maklumat pelajar dalam menghasilkan KKS masih di tahap sederhana, KKS pelajar kurang mempamerkan tahap literasi maklumat yang sepatutnya malah skema pemarkahan KKS kurang membantu pelajar menghasilkan KKS yang bercirikan LM. Justeru itu, keperluan kepada pembinaan satu modul panduan pembelajaran sendiri literasi maklumat (MPPKLM) menghasilkan KKS bercirikan LM telah dikenalpasti. Penggunaan MPPKLM seterusnya dilaksana dan dinilai bagi menentukan kesesuaiannya. Melalui analisis borang penilaian MPK dan laporan KKS pelajar kajian, didapati bahawa MPPKLM mampu membantu pelajar meningkatkan ciri-ciri LM dalam penghasilan KKS. Walau bagaimanapun, MPPKLM perlu diperbaiki agar dapat melepasi tahap LM yang sepatutnya. Kajian ini telah menyumbang kepada; a) penggunaan SSM dalam mengkaji pelaksanaan LM dalam KKS; b) penghuraian masalah dari pelbagai pihak yang berkepentingan (*stakeholders*) dalam gambaran terperinci; c) penggunaan MPPKLM sebagai satu kaedah melaksanakan kerja kursus Kajian Sejarah Tempatan (KST) di sekolah berasrama penuh (SBP); dan d) penghasilan KLMP yang boleh digunapakai sebagai penanda aras tahap

LM pelajar. Kajian ini terbatas kepada kelompok pelajar SBP sahaja dan dapatan tidak boleh diandaikan boleh digunapakai di sekolah menengah harian biasa.

STUDY OF THE IMPLEMENTATION OF INFORMATION LITERACY IN SCHOOL PROJECT WORK USING SOFT SYSTEM METHODOLOGY

ABSTRACT

Information literacy (IL) is the ability of an individual to identify information, search, retrieve, sort, evaluate, manage, analyze, explain, describe, present and apply the information ethically. Previous studies in Malaysia discovered that the information literacy level of teachers and students were at the moderate level as they perceived IL only as an information skill. Since all the characteristics of IL can be observed through the completion of school project work, this research was carried out to identify to what extent the characteristics of IL were being applied in school project's report produced by students. The objectives of this study are: a) to develop researcher's information literacy framework (KLMP) that will enable to benchmark students' literacy based on international standard; b) to explore students' literacy level focussing on students' application of information in completing KKS based on KLMP; c) to develop self information literacy learning guidance module (MPPKLM) based on the need required by the students in completion of school project work (KKS); and d) to identify suitability of MPPKLM in producing KKS in collaboration with information literacy skill. Soft system methodology (SSM) was employed to assist in listing and explaining research problems faced by various relevant stakeholders. Through SSM a solution to the existing problems expressed was proposed, compared and implemented to observe changes. Re-evaluation was carried out after the students have used the self-learning module to confirm its effectiveness. A quantitative and qualitative data gathering approaches was used involving the use of students from a selected boarding school as a case study. The sample for this study comprises of 193 secondary 2 and 3 students. A

questionnaire containing a set of 23 questions was developed based on the characteristics laid out by the international IL standards. Content analysis of the selected secondary student's local history project reports were analyzed. A marking scheme based on the IL criteria were used to strengthen the research findings. KLMP was proposed to benchmark the students' IL level based on American Association of School Librarians' information literacy standards for student learning (AASL, 1998) and Australian and New Zealand Institute of Information Literacy' standards (ANZIIL, 2004). The findings show that the IL level of the students in the completion of their school history project report was moderate. The students' reports show low level of IL and the marking scheme for history project reports failed to help students to produce reports which reflected that they are information literate. Therefore, the need for a self information literacy learning guidance module (MPPKLM) was identified. The use of the module was implemented and its effectiveness evaluated. The evaluation shows that students' project works show an improved level of IL characteristics after using the MPPKLM. However, the module still needed to be improved upon to achieve the desired level. The significant contributions of this research are; a) the use of SSM in studying the implementation of information literacy in production of school history project reports; (b) the ability to identify and detailed stakeholders problems in a rich picture; (c) the use of a self-learning module as an approach to implement information literacy in school's Local History Study project work at a boarding school; and (d) the formulation of a information literacy framework that can be used to assess the level of information literacy amongst secondary students. This study is limited to students from a fully-boarding school and the results cannot be generalised to those at normal day schools.