

**UNIVERSITI TEKNOLOGI MARA**

**RELATIONSHIP BETWEEN SCHOOL  
PRINCIPAL'S FACILITATOR STYLE AND ICT  
UTILIZATION AMONG SECONDARY SCHOOL  
TEACHERS**

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## AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi Mara. It is original and is the result of my own work, unless otherwise indicated or acknowledge as referred work. This dissertation has not been submitted to any other academic institutions or non-academic institutions for any degree qualification.

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## ABSTRAK

Sejak 2011, Pentaksiran Berasaskan Sekolah (PBS) diperkenalkan di dalam sekolah-sekolah di Malaysia untuk memantapkan sistem pentaksiran. Sebagai pemacu utama di dalam proses Pengajaran dan Pembelajaran, guru memainkan peranan penting untuk menyediakan diri dengan ilmu dan pemahaman dalam bidang pentaksiran termasuk PBS. Oleh itu, kajian ini melihat kepada Pengetahuan Guru di kalangan guru-guru Sains Menengah di sekolah-sekolah di Malaysia. Kajian ini juga mengkaji gambaran faedah dan cabaran yang dihadapi oleh guru di dalam kelas Sains. Kajian ini melibatkan sebanyak 66 Guru Sains Menengah Rendah yang mengajar di 6 buah sekolah menengah yang terletak di Bahagian Sri Aman di Sarawak. Data diperolehi menggunakan soal-selidik dan temuduga separa struktur bersama 6 orang guru. Dapatan kajian mendapati guru mempunyai tahap pengetahuan yang sederhana dan memuaskan tentang definisi dan terminologi PBS. Guru-guru juga didapati mempunyai tahap pengetahuan dan pemahaman yang sederhana dan memuaskan di dalam aspek merancang, melaksanakan, menyediakan skor di dalam PBS. Walaubagaimanapun, dapatan menunjukkan guru-guru mempunyai tahap pengetahuan dan pemahaman yang rendah dalam memahami pentaksiran secara umum. Melalui Ujian- Inferensi menggunakan Ujian-t Sampel Bebas, didapati tahap pengetahuan dan pemahaman guru-guru Sains tidak dipengaruhi oleh jantina, lokasi sekolah dan pengalaman mengajar. Walaubagaimanapun, terdapat perbezaan yang signifikan yang ditunjukkan di dalam pengetahuan dan pemahaman guru melibatkan guru baru dan guru yang berpengalaman. Guru yang berpengalaman menunjukkan signifikan yang serta tahap pengetahuan dan pemahaman yang lebih tinggi di dalam aspek penskoran dan pelaporan PBS. Selain daripada itu, guru-guru menekankan bahawa pelaksanaan PBS membantu meningkatkan pembelajaran pelajar dan kompetensi guru. Guru-guru walaubagaimanapun mendapati bahawa pelaksanaan PBS meningkatkan bebanan kerja mereka dan kekangan masa merupakan masalah utama yang dihadapi. Dengan mengambil kiradapatan kajian ini agar seiring dengan pelaksanaan Pelan Pembangunan Pendidikan Malaysia (PPPM), guru-guru hendaklah didedahkan dengan latihan pentaksiran yang mencukupi. Guru-guru juga perlu menyertai latihan pembangunan profesional yang berterusan untuk memastikan mereka peka dan bermotivasi dalam melaksanakan PBS. Dengan itu, maka pelaksanaan PBS yang lebih sempurna diharapkan memberi manfaat kepada semua guru.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Background of Study

Malaysia has now progressed into an era of information communication technology (ICT) with the formation of the Multimedia Super Corridor (MSC). In the government's effort to make Malaysia a developed nation status by 2020, information communication technology (ICT) has become a core that must be mastered by all levels of society. The initiatives of Ministry of Education to integrate information communication technology (ICT) in teaching and learning as a norm in every school is something that can be proud of. The ongoing effort towards the implementation of this innovation was closely related to an increase in teachers' ICT skills across the country (Fullan, 2007).

All schools are encouraged to apply ICT as a tool to improve the effectiveness of the teaching and learning process. Thus, it will provide students and teachers who are competent in ICT to meet the challenges of the era of information and communication technology (Koursogiannis & Mitsikopoulou, 2003). There is an issue been raise up and debate among members of researcher in regards of integrating technology in the classroom (Grove, Strudler & Odell, 2004). The technology has proven to be a tool that can improve productivity, increase the students' motivation, support the teachers in teaching and indirectly made of a unique teaching and enhance information (Roblyer & Schwier, 2003).