



UNIVERSITI TEKNOLOGI MARA

**THE EFFECTIVENESS OF CONSTRUCTIVISM
LEARNING METHODS FOR BETTER SCIENCE
PERFORMANCE: A CASE STUDY AMONG YEAR 4
PUPILS AT SEKOLAH KEBANGSAAN LUBOK
ANTU/REBAN, SERIAN, SARAWAK.**

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ABSTRAK

Kajian ini bertujuan untuk melihat keberkesanan kaedah pengajaran dan pembelajaran Konstruktivisme dalam meningkatkan prestasi Sains murid-murid Tahun Empat di Sekolah Kebangsaan Lubok Antu/Reban, Serian, Sarawak. Sampel kajian terdiri daripada 10 orang murid Tahun Empat. Responden diberi Ujian pra dan Pasca serta borang soal selidik yang terdiri daripada lima kategori yang mengandungi 26 item soalan yang berkaitan dengan latar belakang, minat, penglibatan dan sikap mereka dalam subjek Sains. Responden dibahagikan kepada dua kumpulan. Setiap kumpulan akan diajar menggunakan kaedah Konstruktivisme. Sebelum itu mereka diajar dengan menggunakan kaedah tradisional. Selepas itu, responden diberi ujian pos bagi dibandingkan keputusannya dengan ujian pra. Dapatan kajian dianalisis menggunakan i-Think (Chart) untuk ilustrasi dan membandingkan data. Dapatan kajian menunjukkan bahawa kaedah pembelajaran Konstruktivisme memberi kesan positif terhadap prestasi pelajar. Hasil analisis juga menunjukkan tidak ada perbezaan signifikan terhadap pencapaian murid lelaki dan perempuan menggunakan kaedah Konstruktivisme. Beberapa cadangan telah dikemukakan untuk meningkatkan lagi keberkesanan dan kemudahan untuk guru menjalankan pengajaran kaedah Konstruktivisme di sekolah.

TABLE OF CONTENTS

CONTENTS	PAGES
Declaration.....	i
Dedication.....	ii
Acknowledgement.....	iii
Abstrak.....	iv
Abstract	v
CAPTER 1 - INTRODUCTION	
1.0 Introduction.....	1 - 3
1.1 Background of Study.....	3 - 4
1.2 Statement Of The Problem.....	4 - 6
1.3 Rationale Of The Study.....	6
1.4 The Purpose and Objectives.....	6 - 7
1.5 Research Questions and Hypotheses.....	7 - 8
1.6 Significance of the Study.....	8 - 9
1.7 Limitation Of The Study.....	9 - 10
1.8 Definition Of The Terms.....	10 - 11
1.9 Conclusion.....	12
CHAPTER 2 - LITERATURE REVIEW	
2.0 Introduction.....	13
2.1 Literature Review.....	13 - 18
2.3 Conclusion.....	19
CHAPTER 3 - RESEARCH METHODOLOGY	
3.0 Introduction	20
3.1 Methodology.....	21 - 22
3.2 Population.....	22 - 23

CHAPTER 1

INTRODUCTION

1.0 Introduction

Biggest transformation takes place in the curriculum entitled *Kurikulum Standard Sekolah Rendah (KSSR)* in 2011 which incrementally in 500 schools. This is a way to coordinate the development and the current demand for human capital on more quality time in line and sophisticated to make *Kemahiran Berasaskan Sekolah Rendah (KBSR)* as a base of *Standard Primary School Curriculum (KSSR)*. The main objective of implementation of KSSR is to enhance pupils' 4M skills in studies such as reading, writing, arithmetic and reasoning and emphasize more on modeling curriculum to produce quality pupils. Science is the subject which teachers concentrate more. KSSR can describes as a beginning process of forming a holistic changes to the existing schools curriculum involves changing the form, organization, content, pedagogy, time allocation, assessment methods, materials and management of school curriculum. Curriculum is actually a guide for teachers to achieve goals and mission that have been stated in education policy in Malaysia. Changes in curriculum happen until now as a way to enhance the ability and skills of pupils to achieve in certain levels and to produce quality pupils for nation.

Primary curriculum is playing a role in organizing activities for pupils in schools according to the National Philosophy of Education (NPE)'s elements. It is very important