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The Importance of Art Education for Elementary School in China

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Abstract

With the development of productive forces in modern society, people are no longer satisfied with basic material needs, and people's pursuit of beauty is getting stronger and stronger. Many parents will let their children learn to receive art education, and the importance of art education to people has also received more and more attention. In children's art education, parents and teachers play the most important roles. Therefore, this study adopts qualitative research and uses semi-structured interviews to discuss the importance of art education in China by interviewing 4 teachers and 4 parents about their views on art education. Data was analyzed using thematic analysis. According to the interview, teachers and parents attach great importance to the students' gains in character and personality through art education. It indicates that both teachers and parents value the edification of art on human nature, and both see the humanistic function of art. There is another teacher, and both parents believe that students can improve expressive ability through art education. This also shows that art education also has a dominant effect, and this benefit has also been noticed by teachers and parents at the same time.

Keywords: Art Education, Elementary School, Teachers and Parents

1.0 Introduction

In China, school conducts art education in an organized and planned way. Art education mainly exists in school basic education. The school regards art as the rich content of the humanities, presented in a diverse and comprehensive form. Art has always been a key subject in primary education and has an outstanding proportion of class hours like other subjects. This is inline with the purpose of education in China, which is to promote the students' all-around development in morality, intelligence, physique, beauty, and so on (Zhang, 2022). Therefore, the main ways for students to receive art education are schools and families, and the instructors are mainly parents and teachers. Whether it is a parent or a teacher, their understanding of art education, their artistic literacy, educational philosophy and educational background will affect the state and level of children's art education, and all have an important impact on children growth.

And because art is the main content and means of aesthetic education, the importance of art education is also reflected. It can be seen that art education has no time and space limitations. It has always been an important means of cultivating people's soul and morality, personality and character. Especially after entering the modern society with rapid economic development, people's understanding of the role and significance of art education began to return, making the reform of art education spread all over the world. According to Maslow' s hierarchy of needs theory (Baidu baike, n.d.), the needs can be divided into physiological needs, safety needs, Love and belonging, Esteem and Self-actualization. These needs can actually be regarded as three categories, basic needs, psychological needs and self-fulfillment needs. In this era of rapid development, with the continuous improvement of human social development, economic level and material life, people are no longer just to meet the basic physiological needs and security needs, but to develop towards a higher level of demand. They need more about psychological needs and self-fulfillment needs. The self fulfillment needs in Maslow's theory have been considered by many researches as possibly supported and promoted by art education, such as Du (2021). Art education belongs to high level demand which can help people improve

their own aesthetic accomplishment, innovation ability, observation ability and moral quality corresponds to this trend.

For the government, art education has been attached great importance for a long time, written into many policy documents, and called on to actively enter teaching practice. In China, the Ministry of Education of China (2008) issued the "Opinions of the Ministry of Education on Further Strengthening Art Education in Primary and Secondary Schools". In order to fully implement the educational policy, we comprehensively implement quality education, and promote the healthy growth of primary and secondary school students, it is now proposed to further strengthen the art education in primary and secondary schools. A series of opinions have been proposed including strictly implementing the curriculum plan to improve the quality of art education and teaching; carrying out extracurricular art activities to create a good campus culture and art environment; strengthening team building and improving the level of art education teachers. In "the National Medium and Long-term Educational Reform and Development Plan Outline (2010-2020)" by Chinese government (2010), the educational policy was discussed: "Insist on education to serve socialist modernization, serve the people, and be in line with production, labor and practice. Combining to cultivate socialist builders and successors who have comprehensive development of morality, intelligence, physical beauty." It is important for students to master advanced scientific and cultural knowledge, but the cultivation of their innovative spirit and practical ability also needs to be strengthened. After all, artistic and cultural qualities, ideological and moral qualities and scientific and cultural qualities are inseparable. And art education, by helping students achieve personalized development & all-round development (Wu, 2021), can help achieve these goals. The promulgation of this document has also greatly stimulated domestic research on art education, because it determines the strong position and outstanding significance of art education from the policy and national strategic level.

Art education has always been the core content of education around the world. The world's research on art education has built a huge research system and a strong research team, and has achieved fruitful research results. In the "Goals 2000: Educate America Act", the United States listed art as a core subject in American primary and secondary schools and required the preparation of corresponding national standards (Wikipedia, n.d.). In 2001, the United States adopted "No Child Left Behind", making art one of the ten core academic subjects of public education, clarifying the status of the core academic subjects of art and increasing the federal government's funding for art education. A statistics on the education policies of various states in the United States from 2007 to 2008 shows that 47 states in the United States have established mandatory regulations on art education, 48 states have established art education standards, and 40 states have included art in high school students' Graduation assessment (Shouwang new education, 2019). European schools and parents attach great importance to art education throughout the compulsory education. German middle school art courses include drama, art, music, aesthetics, etc. In France, primary schools offer three courses: visual art, music education and art history; Junior middle school offers creative and artistic activity inquiry courses; In high school, there are art elective courses, which provide music, dance, drama and other courses for interested students. In addition to classroom teaching, European primary and secondary schools also cooperate with art schools, museums, etc (People's Information, 2020).

2.0 Background

Since ancient times, many educational experts from various countries have expounded the importance of art education from all aspects. In China, Confucius was the first to put forward the viewpoint of art education. Confucius put forward the concepts of art education such as "poems, books, etiquette and music", and initially established an ideological system of art education, "poetry education and music education" (Baidu baike, n.d.). The ancient Greek philosopher Plato especially advocated music education. He

believed that if you receive a suitable music education, you can cultivate your soul and temper your temperament. He deeply saw the tremendous effect and influence of art on the human soul and morality. German classical aesthetician Schiller (Qiluyidian, 2022) also vigorously promoted art education and aesthetic education. In Schiller's view, there must be an aesthetic stage in the process of directly arising from the natural state to the moral stage. Schiller also (2009) believed that "through the beauty leads the perceptual people to form and thinking, and through the beauty the spiritual people return to the material and perceptual world" so as to make people in the free realm of the unity of sensibility and rationality, material and spirit, and make people become a free individual with coordinated development. It can be seen from the above points of view that art education has been respected by various education experts since ancient times. They have established relevant concepts and theories of art education in long-term teaching, which supports the development of this field. Because of the value and importance of art education itself, it has received the attention of many educational experts, government, schools, society and parents. At the same time, because of its own interest and development, art education also makes students very fond of it.

3.0 Literature Review

It is precisely because art education is so important that it has been widely concerned by all parties. Therefore, researches on art education have been emerging in endlessly. Lan (2020) believed that art education plays a very important role in China's education. To be specific, art education also plays a huge role in students' mental and physical health. Art education can not only enable more students to love life and understand art, but also enable them to have a pair of eyes to discover beauty, thus promoting the improvement of students' operational ability and aesthetic ability, and making important contributions to the moral development of students themselves. Jin & Zhang (2010) proposed that art education is an important part of quality education and the core of aesthetic education. Art education plays an important role in stimulating students'

potential, cultivating students' ideological sentiment, improving aesthetic ability, and cultivating innovation ability. Wu (2021) believed that in the teaching system of primary and secondary schools, art education can also fully tap students' learning potential, promote students' personalized development, and ensure their healthy growth and all-round development. These experts discussed and analyzed the importance of art education to primary and secondary schools, especially primary education, from many aspects. The importance of these is very helpful for the promotion of public art education in the future, because one of the key points is to invest energy to enhance children's interest in art (Xu, 2014).

In recent decades, while China's art education has been accelerating, many researchers have also found many problems in art education, especially in primary schools. Zhou (2019) reflected on some of the problems existing in art education in primary and secondary schools, such as attaching importance to cultural education, ignoring students' interests, and developing art education that does not conform to children's physical and mental laws. She suggested that primary and secondary schools. It is necessary to increase investment in art education and cultivate a team of high-quality teachers. Dai (2016) found that students' mastery of some basic knowledge and skills was unsatisfactory, and the enthusiasm of art teachers was far from being mobilized. These problems have a long history. For example, as early as Qi (2005), it was found that art education in primary and secondary schools was affected by professional art schools, ignoring the current level and acceptance ability of students. It can be seen from the above studies that the teaching of teachers is relatively "disconnected" from the needs of parents and students, which is a very serious problem.

Although many studies have made a detailed analysis of the problems existing in the current art research and put forward a series of suggestions, such as the above, most of them focus on teachers or students. At the same time, the research on teachers and parents is very few. They did not analyze the status and role of art education from various

aspects and did not make a detailed analysis and comparison of teachers and parents at the same time, especially the similarities and differences of their thoughts, teaching strategies and psychological conditions. Therefore, these are very significant research gaps, which need us to solve and provide theoretical support to promote the development of art education in primary schools as much as possible.

4.0 Methodology

4.1 Research content

This study aims to promote the two major instructors of art education: teachers and students' understanding of art education, so as to improve their artistic literacy and understanding of art education. This research is a qualitative research based on the educational background of China, including the following contents:

- This research analyzed the implementation status and functions of Chinese art curriculum from many perspectives.
- This research systematically described the roles of teachers and parents in art education, including their ideas, teaching strategies, relevant knowledge and psychological state in art education.

4.2 Research collection and sampling

This study conducted semi-structured interviews with 4 teachers and 4 parents. The content of the interviews was conducted from the perspectives of teachers and parents

on the objectives, interests and expectations of students in art education, and in-depth discussion of teachers and parents' understanding of art education. Rich and valuable data can be formed by respondents who respond openly, based on their own circumstances, to a given question. Semi-structured interviews are widely used in qualitative research (Edwards & Holland, 2013). In terms of sample extraction, this qualitative research adopts purposive sampling, Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample (Nikolopoulou, 2022). That means, according to the purpose of the research, the research objects that can provide the greatest amount of information for the research problem are selected.

There are two groups of participants in this study, a group of teachers, and a group of parents. Among the teachers, teachers who have experience in art education were selected for this study. Because they are more relevant to art education, they have formed their own insights and unique artistic insights in the art of education. Among the parents, this study selected the families of elementary school students who are currently participating in art courses such as piano and dance and have experience in level examinations as the research objects. The reason for selecting this sample is that this type of family has a long and rich experience in the development of art education, and elementary school students are more dependent on their parents.

The subjects involved in this study were 4 art teachers : they are R1, R2, R3 and R4, each of them representing their respective arts discipline, providing perspectives and opinions for students' arts education. And 4 parents: R5, R6, R7 and R8, each of them provides perspectives and opinions for their children's arts education. Data was analyzed using thematic analysis.

4.3 Data analysis

In the current study, researchers used the thematic analysis to analyze and process the final data. Thematic analysis is a method for analyzing qualitative data. Researcher scrutinize the data to verify common themes—recurring themes, ideas and patterns of meaning (Caulfield, 2022). The researchers followed the steps in the research by Zhao, Yusof, & Hou (2022): (1) The researchers converted the transcripts into text and formed “nodes”. (2) The researchers categorized the nodes and formed the “sub-themes”. (3) Based on the categories researchers established final “themes” and formed the final theory. The process of thematic analysis is effective and has been adopted by many qualitative studies.

5.0 Findings

Analysis on Art Teachers’ understanding of Students’ art education

The analysis on teachers’ perceptions focuses on the objectives of art courses, the expectations for students' learning effects and the benefit of art education. Research findings show that all teachers believe that the objectives of art education is to develop students' attitudes and values, intellectual skills and master creative thinking.

“Spiritually speaking, through martial arts learning which is physical exercise, it can enhance one's self-confidence, enhance his willpower and improve his concentration.” (T-O-A-R3)

“I think whether it is teaching sketching or coloring, or teaching all aspects of art, everything is similar. I think it is to teach students to exercise their thinking ability, that is, their cognitive ability to one thing and one system.” (T-O-A-R4)

“When I teach sketches, I don't actually expect them to be beautiful. In fact, I think each student has his own style. If they really complete the picture according to their own inner thoughts and their own creative thinking, this is the unique place, which is already very good.” (T-E-M-R4)

Teachers also felt that developing good character and personality, form own aesthetic, produce creativity, enhance observation skills, have good habits and improve expressive ability are the benefit of art education.

“For example, when teaching students to draw cars, I would ask what these cars are, have you seen them in your life? They can then recall some details of their own lives, which improves their ability to observe some details of their own lives. In this way, they can observe the beauty by themselves, and then improve their aesthetic ability. Another is creativity. It is to draw what they think in their minds at will, to exercise their imagination and creativity.” (T-B-F-R2, T-B-P-R2, T-B-E-R2).

“Our art classes are not just lectures, but also advocate more interaction with students. For example, in each class, we will have a display evaluation section, which will include a self-evaluation. In self-evaluation, students will be invited to come up and talk about what they drew and why they designed it like this. They can express their ideas.” (T-B-I-R2).

Analysis on Parents' Perceptions on children's art education

The analysis on parents' perceptions focuses on the reasons of why parents let their children learn art education, the expectations for children's learning effects, parents'

participation in children's art education, attitudes of parents towards participating in children's art education.

Research findings show that all parents believe that the reasons why they choose to let their children study art is their children's hobbies, age-appropriate and enhance competitiveness.

“My child, she is a musical auditory child, she likes music. Apparently, from the age of five or six, until now, her love for music has been evident, and her more interest is jazz piano. When she was three or four years old, I asked her to study subjects in painting or fine visual arts, which she was not so interested in. So in the case of limited time, I will definitely support her to do things she is more interested in.” (T-R-C-R7)

“Because the training of our left brain has been very vigorous since we were three or four years old, the contact and stimulation of this aspect at this time is a very good time for his brain development. So I would choose to let my children start learning art at such a timely age. Including painting, music and so on.” (T-R-A-R7)

For parents, the benefit for their child to study art is to develop good character and personality, improve expressive ability and understand the outside world

“With the age of the piano and her own growth, the pressure from herself and the outside world in the process of learning the piano is increasing. She is bound to endure trials and tribulations. For example, she has to do homework and also squeeze time to practice the piano. So in this process, her character is constantly becoming stronger, and her ability to withstand pressure is also increasing. This is an aspect that I think is more important in modern society.” (T-A-D-R8)

“ In the art class, the teacher will let the children tell the parents what their stories are and express their ideas from the drawing. So even a small circle or a little dot drawn by a child contains his own inner story. But if parents ignore these, you will definitely not be able to tap this piece.” (T-A-I-R6)

“Art can affect many people. For example, she can see things in people who are stronger than her and people who are not as good as her. Art cannot be described simply by saying who is higher and who is lower like a score. She just can learn and see some good things about others.” (T-A-U-R7)

6.0 Discussion

From the teacher's understanding of the objectives of art education, it can be divided into two parts. One is Intellectual Skills and the other is Attitudes and Values. This reflects the embodiment of Chinese society and even Chinese educational values in art education. Therefore, teachers can help students to form good attitudes and values while attaching importance to students' mastery of skills. Similarly, when researcher asked about teachers' expectations for students' learning effects, most teachers only expect students to master basic knowledge, and do not impose mandatory requirements on students' professional development. And when it comes to the benefits of arts education to students, all teachers affirm that art education can help students develop good character and personality. This is consistent with the aforementioned researchers by Lan (2020), Jin & Zhang (2010) and Wu (2021) to some extent. It can be seen from this that art education has always played a particularly important role in Chinese education, especially when we associate art education with another important Chinese education theory, “quality education”. Since 1998, all walks of life in China have begun to make efforts to transform into "**quality education**", emphasizing the cultivation of students' innovative and practical spirit, so as to make students develop morally, intellectually, physically, and aesthetically (Wang & Yan, 2019). Since then, quality education has

became China's core educational ideology. The later art education is also one of the key parts to realize quality education. Therefore, the connection between the two has always made primary school teachers attach great importance to art education.

In addition both parent emphasized that the reason for sending their children to study a certain art subject is that the child showed a love for the art subject. This shows that many parents choose art subjects based on their children's interests. Parents will generally hold a respectful and democratic attitude towards children's art education learning a certain art subject. This is a widespread phenomenon which has a long history. In China, since the quality education has been further developed, people have gradually realized the importance of art education to develop children's potential. The society, kindergartens, primary and secondary schools, and parents are all concerned about this problem (Jiang, 2015). And from the length of children's study and the attitudes of parents, it can be seen that the longer the children study art subjects, the more parents want their children to develop in a professional direction. And three of the four parents said they valued their children's ability to develop good character and personality through art education. This shows that parents attach great importance to the humanistic function of art education, and also attach great importance to children's influence on the individual's internal thinking. What's more, each of the parents expressed their willingness to participate in their children's art education. The forms of participation are read Stories, manual activities, hear music and see movies. It is clear that for younger children who have been studying art subjects for a short period of time, the way parents are involved are highly interactive activities such as read stories and manual activities. Parents with older children who have studied art education for a longer time tend to choose activities with stronger companionship and weaker interaction between the two parties, such as hear music and see movies.

7.0 Conclusion

This research paints a picture of teachers' and parents' understanding of students' art education. In short, art teachers' understanding of art education has a lot in common. Parents have roughly the same understanding of art education, but their expectations for their children's art education are very polarized. It describes parents' understanding of children's art education from four perspectives: opinions about the reasons of why parents let their children learn art education, expectations for children's learning effects, opinions about children's gains, and participation in children's art education. In short, Art teachers' understanding of art education has the characteristics of their own art disciplines, and their understanding of art education has a lot in common. Parents have roughly the same understanding of art education, but their expectations for their children's art education are very polarized. In the comparison of teachers and parents on art education, it can be seen that teachers and parents have a very consistent understanding of the benefits of art education.

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Social Anticipation of Indonesian Capital Relocation

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Abstract

Social change is a condition of change in an area to culture, behavior, social systems, natural or environmental conditions, ways of thinking, which form a new pattern of life. The relocation of the National Capital with the necessary prerequisites to a new area with existing geographic and demographic settings will result in social changes in the new theme. With a library approach approach, this study aims to determine the socio-cultural aspects that need to be used due to the relocation of the State Capital. The results of the study show that supporting the relocation of the new National Capital is not a meeting between local groups and migrants. It is not equipped with regulations that support the community so that it will cause conflict. Migration potential that can change social conditions in the location will experience cultural diversity so that it can cause conflict and cause "Cultural Shock".

Keywords: **Social Change, National Capital, Socio-Cultural Conditions, Society**

1.0 Introduction

Socio-cultural changes will quickly occur in the relocation of the new state capital. Social change is a phenomenon that cannot be avoided from the relocation of the State Capital from Jakarta to new areas, namely North Penajam Paser Regency and Kutai Kartanegara Regency. At least 2.4 million Jakarta residents will move to Kalimantan (Fitria, 2019). In a Bappenas study that focuses on aspects of local community life such as socio-cultural and socio-economic characteristics, it predicts the complexity of cultural phenomena that will occur related to the relocation of the new state capital (Fisip.ui, 2020). There are several data regarding the phenomenon of various countries moving the state capital. Brazil moved its capital city, the densely populated city of Rio de Jenario, to Brasilia, which is a place in the interior. In addition, South Korea moved its capital city from Seoul to Sejong (Yahya, 2018).

According to a public policy expert from the University of Indonesia, namely, Eko Prasoj, relocating the State Capital has the potential for conflict to arise, the potential for conflict will occur because of the large number of migrants (Fitria Chusna Farisa, 2019). Residents who migrate to new areas will bring new lifestyles and cultures. With this condition, there is concern that local values and wisdom in the area will be eliminated by population growth entering the new state capital (Fitria, 2019). Bappenas predicts a change in social and cultural conditions in the capital city of the new nation. The existence of Law Number 3 of 2022 is a certainty of the construction of the State capital which will be carried out in North Penajam Paser Regency and Kutai Kartanegara Regency, East Kalimantan. "Nusantara" has become the new name for the capital city of Indonesia, which has the meaning of unity that presents the diversity that exists in Indonesia (Kominfo, 2022).

The island of Borneo was chosen to be the place to relocate the new state capital on the basis of several considerations, namely the minimal risk of natural disasters (Yahya, 2018). In addition, the location of East Kalimantan is in the middle of Indonesia so that it is in accordance with Indonesia's vision in 2045, which is to make Indonesia-centric (Dyah Masitah et al., 2022). The purpose of relocating the State Capital is to carry out economic equality to avoid economic disparities between the island of Java and outside Java (Sahat, 2019). In addition, the relocation of the State Capital from DKI Jakarta to East Kalimantan aims to spread the population in DKI Jakarta which is already very dense. Currently, according to the Directorate General of Population and Civil Registration the population of Jakarta reaches 11.25 million people, 7.95 million people or 70.73% of the population is a group of people in the productive age, which is around (15-64 years) (Sembiring, 2022). This raises the problem of uneven demographics and difficult job opportunities and social inequality that occurs in DKI Jakarta (Sembiring, 2022).

Several studies that discuss social change such as, according to Mualif (2022) social change is a change that occurs in patterns of behavior, social relations, institutions and social structures that exist in the social system at a certain time. According to Kadir (2022) there is a change that can be compared from social life in the previous community with today. According to Syamsurya (2022), social change will occur if there is an idea or ideas in the community. The occurrence of acceptance or the results contained from the idea becomes an innovation. Not all innovations can be accepted by society. There are also people who have accepted the innovation after rejecting the innovation which can be said to be an act of discontinuance (Syamsurya, 2022).

This paper aims to complement the lack of studies in the problems of the new State Capital related to social and cultural aspects so that it can find out aspects of social change that need to be anticipated due to the relocation of the National Capital. With the socio-cultural changes that occur in IKN, researchers have the assumption that socio-cultural changes that occur will cause conflict between immigrant communities and local

communities. To ensure this assumption, it is necessary to know about the discussion that will be answered in this paper, namely, regarding the social conditions of the people in the location of the relocation of the State Capital, government policies in relocating the State Capital, and the impact of socio-cultural changes that occurred due to the relocation of the State Capital.

2.0 Methodology

This research uses a qualitative approach with a literature study. The literature study used in this study is a reference from online news and several previous studies. According to Creswell (2015) literature study is a summary of writings about articles, books, and other documents that describe previous and current theories and information by organizing the results of the literature into the required studies (Fajrin, 2022). The primary source needed by researchers is information from the literature in the form of sources of theories, opinions and ideas from experts related to the relocation of the State Capital. This study looks at the social problems felt by the community. migrant communities and local communities which are the focus of this research. In searching for data, researchers tried to search through literature studies related to social change, immigrant communities and local communities in IKN locations.

The main data collection in this research is online data which contains information about the new state capital. The sources of online documents in the form of news used in this research are Kompas.com, Tempo.co, CNN Indonesia, BBCNEWS, and detiknews.com, kominfo, BPS North Penajam Paser Regency, Ministry of Home Affairs, Law Number 3 of 2022, Government Regulation (PP) Number 17 of 2022, FISIP UNAIR, BEM FEB UGM, Fisip.ui and relevant journals. The data collected from reference sources are then classified to answer the questions in this study. The results of the data collected were then analyzed using the perspective of social change proposed by Talcott Parson. The data obtained from various online sources above are arranged according to the

question structure. Therefore, for one problem the researcher does not refer to any sources that provide data for the research question. The data that has been structured and explained is then analyzed. The analysis used in assessing social changes due to the move to the National Capital is Talcott Parson's analysis. The theory put forward by Talcott Parson makes the reinforcement in this study that society has four elements, namely adaptation, purpose, integration, and pattern maintenance (Turama, 2018).

3.0 Findings

3.1 Social Conditions of the Community in the Location of the New National Capital

3.1.1 Geographical Conditions

Table 1: District and Area of North Penajam Paser Regency 2019

No.	District	District Capital	An Area (KM)
1.	Babulu	Desa Babulu Barat	399,45 km ²
2.	Waru	Kelurahan Waru	533,88 km ²
3.	Penajam	Kelurahan Nipah Nipah	1,207,37 km ²
4.	Sepaku	Kelurahan Tengin Baru	1,172,36 km ²
5.	Jumlah		3, 333,06 km ²

Source: Planning, Research and Development Agency of North Penajam Paser Regency.

From Table 1 above, it appears that the new capital city of Indonesia will occupy four sub-districts, with an area of 3,333.06 Km². From the data above, it can be concluded how broad the socio-cultural setting occupied by the new state capital is. However, as a whole, the State Capital Region has an area of 256, 142 hectares which is divided into 2 districts. The new state capital is located in the North Penajam Paser and Kutai Kartanegara districts, East Kalimantan. The North Penajam Paser community which occupies 178,681 people consists of 92,506 men and 86,175 women spread over 24 Kelurahan and 30 Villages (Setyaningrum, 2022). This data is used as a reference that an area of 3,333.06 km² will be used as an IKN location. Penajam Paser Regency is the Zero

Kilometer (km) Point of the Archipelago in the Sepaku sub-district. The Zero Kilometer (km) point of the archipelago will be the center of the new National Capital. With the construction of the nation's capital in that location, then what will happen to the local community in the IKN location. There is no guarantee from the government to local communities.

3.1.2 Demographic

Demographic data contained in Penajam Paser Utara has a diversity of ethnicities and religions that are of concern to the relocation of the new state capital, namely:

1. Ethnic Diversity

Data on the diversity of tribes that inhabit the four sub-districts show that in the North Penajam Paser District there are several tribes, namely, the Paser Tribe, Dayak Tribe, Banjar Tribe, Bugis Tribe and Javanese Tribe (Purwanto, 2022). The original tribe of North Penajam Paser is the Paser Tribe. The Paser Tribe consists of the Paser Tunan Tribe and the Paser Balik Tribe (detiknews, 2019). In addition, there are 22 member communities of the Indigenous Peoples Alliance of the Archipelago (AMAN) at the IKN location (Cahyadi, 2022). Sabukdin is the Head of the Paser Balik Indigenous Tribe in Sepaku District - The location of the IKN which contains about 5000-6000 hectares of ancestral land that has not yet received ownership and the plantation land is the lifeline of the local community (BBCNEWS, 2022). Public Relations of the Paser Customary Institution (LAP) of PPU Eko Supriyadi also added that we agree with the plan to relocate the State Capital but with some notes such as having to involve local residents, especially indigenous peoples in making decisions on the development of the State Capital (Indonesia, 2022).

Based on the data above, it can be concluded that demographically there is ethnic diversity in the location of the new State Capital, namely the existence of seven ethnic groups with the original tribe, namely the Paser Tribe, which consists of the Paser Tunan Tribe and the Paser Balik Tribe. In addition to ethnic diversity, there are also 22 communities that are bound in an alliance, namely the Indigenous Peoples Alliance of the Archipelago (AMAN). Another aspect related to traditional ethnicity, namely the extent of land that does not yet have a certificate of ownership. The data above also confirms the public's acceptance of the plan to relocate the new state capital.

2. Religious Diversity

Table 2: Number of Religious Adherents in North Penajam Paser 2021

No.	Religion	Total (Souls)
1.	Islam	175.552
2.	Christian	6.891
3.	Catholic	2.451
4.	Hindu	86
5.	Buddha	41
6.	Others	1
Total		185.022

Source: Ministry of Home Affairs (Kemendagri)

In Table 2, the data above confirms that in 2021 the majority of religious data are Islam, amounting to 175,552 (94.88%) people, Christians amounting to 6,891 (3.72%) people, Catholics totaling 2,451 (1.32%) people, Hindus as many as 86 (0.05%) people, 41 Buddhas (0.02%) and 1 person has a belief (Kusnandar, 2022). Based on these data, it can be said that the religious diversity in IKN locations is still well maintained. The religious diversity found in the new IKN locations triggers the emergence of a sense of religious tolerance. Tolerance is the main thing that needs to be considered in maintaining religious diversity in the location of the National Capital. On the other hand, looking at the data, with the relocation of the national capital, there will also be an increase in religious diversity and the risk of inter-religious conflict because this is a sensitive matter.

3.2 Government Policy in Relocating the National Capital

The government's policy regarding the relocation of the State Capital is stated in Law Number 3 of 2022. The Law explains government policies as in Article 2 which explains the vision for the development of the new State Capital with several objectives, namely:

- a) As a sustainable city in the world.
- b) As a driver of the Indonesian economy in the future, and
- c) As a symbol of national identity that describes the diversity of the Indonesian people, based on the principles of Pancasila and the 1945 Constitution of the Republic of Indonesia.

The government's policies in the National Capital have been warmly responded to by the public. Based on public opinion in a poll conducted by FISIP UNAIR by interviewing 350 respondents who live in Surabaya. The majority of respondents showed an attitude of agreeing to the policy of moving the State Capital. One of the factors with an agreeable attitude is the need for equity in Indonesia. It can be said that Indonesia is not yet fully evenly distributed, especially in terms of development and equity, both in terms of the economy and the existing infrastructure in underdeveloped, leading, and outermost regions in Indonesia. Jakarta's population density is one of the reasons respondents agree to the policy of moving the State Capital. With the policy of moving the State Capital, it can change the mindset of the community towards the concept of Javacentric development (Fisipunair, 2019).

In the IKN Law which regulates the rights of indigenous peoples, it is still being discussed. The government needs to listen to the aspirations of local communities by conducting direct social studies or analysis for the sake of sustainability in the policy of moving the State Capital and getting a positive response from indigenous peoples. Indigenous peoples want that their presence in the IKN location is recognized and the recognition of customary forest rights located within the forest area. There is no legal

umbrella for indigenous peoples to get rights to their customary areas. The problem with the IKN Law is that there is no word "custom" in any article. Therefore, there is no IKN Law that regulates the recognition of indigenous peoples. This will cause conflict between indigenous peoples and the government (Cahyadi, 2022).

In addition, the government's policy on Funding and relocating the State Capital and the Implementation of the Special Regional Government for IKN Nusantara is contained in Government Regulation (PP) Number 17 of 2022. Article 3 Chapter II regulates sources and funding schemes in terms of preparation, development, and transfer. The new capital city and local government administration specifically for the State Capital are sourced from the State Revenue and Expenditure Budget (APBN) and other sources in accordance with statutory regulations. Looking at the policy, it is seen that there are respondents who do not agree with the policy of moving the State Capital to funding. In terms of the budget that has been described by the Minister of Finance Sri Mulyani, which is 19.2% or 89.4 trillion through the APBN, 253.4 trillion (54.4%) through Government-Business Cooperation (PPP), 123.2 trillion (26.4%) from the private sector (Ulya, 2022). It is hoped that the government will not be too hasty in making policies regarding the relocation of the State Capital to East Kalimantan.

3.3 The Impact of Socio-Cultural Changes That Will Occur Due to the Moving of the National Capital

First, the occurrence of migration is the impact of the relocation of the new state capital. The potential for migration has social impacts that need to be assessed by the government. The economic opportunities promised by the government have attracted migrants to go to the location of moving the new state capital. Migrant communities have big expectations in the economic aspect. Migration problems have occurred in the Jakarta area. Migration is usually caused by a lack of equity or the existence of disparities and social jealousy that are not regulated or planned properly by state administrators. Making the City of social disparity that continues into slums, and the emergence of the homeless.

This social problem occurs because the government only takes into account the infrastructure factor from the location of the relocation of the State Capital (Kabar24, 2019). This will cause social problems, if the government is unfair to the immigrant community and local communities in the location of the new State Capital.

Second, the relocation of the new National Capital has caused several changes that will be felt by the local community, such as increased cultural diversity. According to Ir. Rudy Soepriyadi Prawiradinata, the Deputy for Regional Development of Bappenas, the estimated stated social and cultural conditions that will occur in the new National Capital, will experience increasing cultural diversity. As a result, local communities will be marginalized by immigrant communities in the form of State Civil Apparatus (ASN) and other economic actors. There are 182,462 civil servants and 1.5 million other economic actors. The existence of these conditions makes the new capital city have socio-cultural characteristics that are formed by itself. This happens because the new capital city must have mutual benefits for all Indonesian people (Fisip.ui, 2020).

Third, another impact that will be felt by the local community is the emergence of social conflicts that occur in the community. The Alliance of Indigenous Peoples of the Archipelago (AMAN) predicts that the new capital city will create conflict over socio-cultural changes. The problem of indigenous peoples in Kalimantan is a problem that must be taken into account for the government. AMAN itself has not been invited to joint discussions by the government. Based on the indicative map of customary territories, almost all areas in Kalimantan are customary territories. Rukka, the Secretary General of AMAN, stated that moving the State Capital was not only relocating social problems faced in Jakarta such as the elimination of Betawi culture in Jakarta. The government is only focused on anticipating natural disasters that occur but the government must also think about the history of social disasters on the island of Kalimantan, especially in the location of the transfer of the State Capital (BBCNEWS, 2022).

4.0 Discussion

4.1 Dominance of Customary Authorities in the Location of the New National Capital

The customary leadership authority in the area where the new State Capital will be occupied has powers that must be understood in the context of policy decision-making. The Paser tribe, which is the host in the construction of the new state capital, should be able to contribute in designing new policies in the development of the new state capital while maintaining what culture they have (Mustikawati, 2019). In addition, involving customary leadership authorities will allow indigenous peoples' wishes for other rights to be considered by the government to be understood by policy makers (Cahyadi, 2022). It is undeniable that with the large number of outsiders who come to the new State Capital area, the social conditions in IKN will change. Therefore, the involvement of indigenous peoples needs to be done so that there is an effort to maintain culture so that it is not excluded by immigrant communities.

Indigenous peoples are traditional groups that have original descendants who occupy an island or place. Indigenous peoples have strong spiritual characteristics and solidarity. Land rights are a priority for the community in development at the IKN location. They are trying to prove ownership rights to indigenous peoples' lands. The weakness of indigenous peoples in defending their rights is that they have strong economic and political opponents. In the construction of the new State Capital, land in dispute with indigenous peoples needs to be processed fairly so that in the future there will be no violation of the rights of both parties and there will be no shift of indigenous peoples in the location of the new State Capital (Nugroho, 2022). This can also be seen from previous related studies that discussed the protection of indigenous peoples' rights in relocating the State Capital. The results showed that the government was trying to carry out substantive and procedural prerequisites, but this has not fully been able to help the interests of indigenous peoples.

4.2 The IKN Policy Only Prioritizes the Mechanism of Moving the National Capital

Based on a study of the regulations governing the movement of the new state capital, it appears to be the focus of Law Number 3 of 2022 concerning the State Capital. The IKN Law has not yet confirmed the mechanism and procedure for recognizing indigenous peoples' land rights with customary community ownership rights. This does not make the government's priority in the construction of the new National Capital City. Indigenous peoples are also worried about the potential to lose their land rights which will later be used as the development of the State Capital. An indigenous community elder named Syahdan who lives in Pemaluan Village, Sepaku District, North Penajam Paser Regency has the thought that indigenous peoples will be left behind in the process of developing the State Capital (Nugroho, 2022).

Based on the above study, the policies that have been issued show that the authority of indigenous peoples has not become a priority for the government in maintaining their presence in IKN locations. So that these problems will have the potential to cause conflict at the IKN location. The existence of the IKN Law should be able to create a legal certainty that becomes a guide for indigenous peoples (Dwi Djayanti et al., 2022). There needs to be an escort of the IKN Law so that it is in accordance with the desired goals and the loss of the cultural identity of indigenous peoples in the IKN area (Cahyadi, 2022). In addition, indigenous peoples are also concerned about job opportunities and the recognition of cultural identity (Nugroho, 2022).

4.3 Anticipating Conflicts That Occur Due to Moving the National Capital

The location of the IKN will be the orientation of the migrant community with their lives in the IKN location both from the socio-economic aspect, if it is not regulated by the government regarding regulations in prioritizing local communities, it will lead to disharmony between local communities and immigrant communities. In Parson's perspective, he has a theory of Structural Functionalism, namely the existence of a

community structure that has its own parts and functions in the relationship of community structures that support each other to maintain a dynamic balance in society (Fadri, 2020). From the impact of the relocation of the State Capital will cause social changes due to migration. Immigrant communities and local communities must have their own roles and functions for the development of the State Capital to support each other and maintain balance in the social system of society.

In the study of the paradigm of social and political dynamics conducted by BEM FEB UGM, it was stated that there was a "Cultural Shock" in the community in the IKN area (Ramadhan, 2019). "Cultural Shock" is something that will happen to local communities and migrant communities due to migration in IKN locations. This is also due to the meeting of different cultures that will cause social conflicts that occur in the location of the State Capital. This problem can also be analyzed from the AGIL scheme that has been proposed by Talcott Parson, namely adaptation, goals, integration, and pattern maintenance (Turama, 2018).

Adaptation is the ability of people to see the situation by adjusting the environment around them. The immigrant community must be able to adjust the socio-cultural conditions contained in the IKN environment. Goals are people who must be able to formulate and manage future goals by making decisions that are in accordance with these goals. Therefore, the community in the IKN location must have a main goal according to their needs in order to maintain peace. Integration in maintaining harmony with all elements regarding the values or norms that have been set by the community. The important role of the community is to respect each other regarding cultural differences by not marginalizing indigenous peoples and remaining integrated with each other with these values. Pattern maintenance (latency) is a social system that has been running and values have been created so that it can be sustainable in maintaining balance and harmony in society such as culture, language, norms, and rules in the social system of society.

From the analysis of the AGIL scheme, it can be concluded that the community in the IKN location must make adjustments and then determine the goals of their lives that are in accordance with their needs after which values emerge that aim to create peace between the two and the need for application in maintaining these values so that the maintenance of patterns in the social system works well. Therefore, the AGIL scheme which is part of the theory of structural functionalism proposed by Talcott Parson can be a solution to the emergence of "cultural shock" and social conflicts that occur in IKN locations in anticipating the consequences of moving the new national capital.

5.0 Conclusion

After conducting discussions related to the study of social changes that need to be anticipated due to the relocation of the State Capital. It turns out that from this study the transfer of the new State Capital does not assume a meeting between local groups and migrants. This is not equipped with regulations that support the community so that it will cause conflict. Migration potential that can change social conditions in the location will experience cultural diversity so that it can cause conflict and cause both of them to experience "Cultural Shock". Communities who are in the location of the transfer of the State Capital need to adapt first to understand the socio-cultural conditions. The existence of "Cultural Shock" can be a new problem that local people and immigrants have different views.

The perspective of Talcott Parson in the theory of Structural Functionalism can complement this study. Besides that, it can strengthen the discussion above that the occurrence of social change can be analyzed through the theory of Structural Functionalism. Social changes that need to be anticipated through the role or function of the social system that occurs in local communities and migrant communities to complement each other by maintaining a balance so that there is no big conflict. The existence of a good structure in the social system in the community is a complement to

the socio-cultural conditions that exist at the IKN location. The AGIL scheme which is the analysis of this study can be seen that both of them need to have mutual respect with differences so that strong support is needed to be able to unite their views regarding aspects of existing socio-cultural conditions. Therefore, the perspective of Talcott Parson in the theory of Structural Functionalism is quite relevant to the above study and can answer what needs to be anticipated from the relocation of the State Capital.

The novelty of this study with other studies is that the antipasti due to the relocation of the new state capital assumes that local people and immigrants have different concepts, causing conflict. However, this study can be continued with other research by direct observation of local communities in the location of the State Capital regarding socio-cultural conditions. In addition, you can see direct responses from local communities regarding the policy of relocating the State Capital in their area. And can ask directly what the role of the local community in the transfer of IKN so that local people can trust the government that the local community will not be left alone. It is also necessary to observe the immigrant community, especially Jakarta residents who will be relocated to the new National Capital City. See directly their response whether they want to move to the IKN location or are comfortable living in Jakarta. With direct observation, it will get its own satisfaction in finding data and can strengthen the study conducted.

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Social Media, Teenagers, And Personal Branding: A Study of Dramaturgy Theory

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Abstract

Personal branding is a person's activity in presenting himself through the advantages they have as a form of their identity with the aim of getting a good view of others. Currently doing personal branding can be done through social media, one of which is Instagram social media. The purpose of this paper is to determine the role of social media as a medium for teenagers to do personal branding. This research method is using a qualitative method with a Literature Review approach and interviews. The result of this writing is that there are new benefits from social media for personal branding and there are many teenagers who use Instagram social media as a place to do personal branding. It turns out that Instagram is currently not only used as a medium for seeking entertainment and information but is also used as a medium to build personal branding. The impact of doing personal branding through social media is that there is a new job for those who are usually called Instagram Celebrities or Selebgram.

Keywords: **Social Media, Teenager, Personal Branding, Dramutrgi, Instagram**

1.0 Introduction

The role of social media today continues to grow along with the times. Currently, social media itself is used as a medium to develop a person's career and as a forum for self-branding or building one's image through social media to the wider community (Mujianto, 2021). In this increasingly developing era, social media is also one of the considerations for HR to select prospective employees. This is because to see how prospective workers use social media and how prospective workers use social media. With the role of social media that is growing at this time, the community must also be ready to take advantage of social media (Putri, 2020).

Personal branding or building a person's self-image through social media is one of the things that is very necessary in an era that is increasingly developing as it is today (Putri, 2020). This is because in building a self-image or personal branding that is done through social media is able to build a broad audience perspective to someone even though they do not meet in person and are able to inspire many people. In addition, doing personal branding on social media can also be a job for someone by creating creative content that is related to their abilities. Social media itself was chosen to be a place for someone to do personal branding because it has a wider reach and does not require a lot of money (Putri, 2020).

There are so many social media platforms used by teenagers in Indonesia to do personal branding, namely, Youtube, Facebook, Twitter, Instagram, etc. In writing this time the author focuses his writing on social media Instagram as a youth media in building personal branding. This social network is an application to share photos, videos, and daily activities with other users or commonly referred to as followers. Instagram social media is considered as a medium in building personal branding that is easy to use with all the features that have been provided in it. Especially today, there are so many teenagers who are active in using Instagram social media, this is what makes it easy for someone to find targets in doing personal branding (Stephanie, 2021).

According to We Are Social, in January 2022 active social media users amounted to 191.4 million users and in January 2021 active social media users alone amounted to 170 million users. Where the use of social media itself has increased by 12.6% or equivalent to 21 million users from 2021. Judging from the total population in Indonesia, which is 274.9 million people, 61.8% of them are active media users. social. Meanwhile, according to data owned by Internetworldstats, active users of social media in Indonesia reached 212.35 million. Based on the data obtained, it can be ascertained that the use of social media among the community, especially teenagers, has become a familiar thing. One of the social media that is widely used by teenagers to improve personal branding is Instagram (Safiaji, 2020).

Instagram is one of the most popular social media for teenagers. As of 2012, Instagram's own social media users totaled 100 million users and in 2021 alone Instagram's social media users amounted to 91.01 million users. Meanwhile, in 2022 the number of Instagram users has increased to 99.15 million active users. Based on data presented by We Are Social, active users of Instagram social media are dominated by teenagers aged 18-24 years with a total of 33.90 million. The increasing number of Instagram users itself shows that Instagram is not only used for personal purposes, but is used for personal branding (Prastya, 2022).

Looking at the number of age-prone data of Instagram social media users, it can be said that Instagram social media is one of the social media favored by teenagers. For teenagers, social media Instagram is their place to express themselves. Apart from being used as a medium for self-expression, Instagram is also used as a medium for personal branding. The number of Instagram social media users who are quite a lot with a wide reach makes Instagram social media a suitable means for doing personal branding. Its wide reach makes it easier for teenagers to do personal branding without having to spend more energy.

According to Pipit Andriani as Public Speaking Coach & Stock Investor, building personal branding through Instagram social media has various goals. Starting from building a self-image to seeking profit. According to him, not a few think that building personal branding through social media is important, but in the digital era like today, building personal branding through social media is a very important thing to do. He also argues that the benefits of building personal branding through social media are to raise awareness from others regarding one's credibility in the appropriate field, to be proof of one's existence on social media, to expand connections with other people, and to be able to become a job for someone.

The role of social media Instagram according to Angraeni (2022) is as a forum to form personal branding. According to him, personal branding can be done by recognizing the capabilities that exist in us first in order to be able to produce or create interesting content that is able to enter the Instagram explore feature, reach a wider audience and be able to get wider relationships. In addition, according to Yusanda (2021), personal branding efforts through Instagram social media can be done in several ways, such as uploading achievements, uploading photo captions that can motivate. Besides that, it can also be done by giving rise to the characteristics that exist in us such as choosing clothes that suit us, choosing color tones on the Instagram display.

Forming personal branding according to Mujianto (2021) is a way to increase the value that exists in a person both from the ability, personality, and unique character that exists in a person. These values become more powerful than a person when compared to others. Building personal branding is currently also made easier by the existence of social media, one of which is Instagram social media. According to Yanuar (2022) the existence of personal branding will create a reputation for someone who has succeeded in building a brand from someone.

This paper aims to complete the various studies above and to find out the role of social media for adolescents in improving personal branding. This paper will also complement the lack of writing about personal branding conducted through social media Instagram which will be analyzed using a dramaturgical theory perspective that has not been explained by other authors. In line with that, three questions will be answered in this paper, namely, what are the forms of personal branding found on Instagram social media, how is one's process in improving personal branding by utilizing Instagram social media, what are the views of informants regarding the role of Instagram social media as a forum for personal branding. These three questions allow to understand the issue of the role of Instagram social media for adolescents in improving personal branding from the perspective of dramaturgy theory.

The author has a basic assumption that Instagram social media has a role in increasing personal branding, namely currently Instagram social media is also used by teenagers to improve their personal branding and personal branding that is done through social media is also one of the things that is considered in today's world of work. Where personal branding carried out by teenagers can be done with several processes, namely by identifying yourself first so that personal branding carried out through social media becomes more consistent. After getting to know yourself more, the next process is to create a social media account by showing your talents and abilities. In doing personal branding is not only done passively, but must continue to grow (Luky, 2022).

2.0 Literature Review

2.1 Social Media

Social media is a site where everyone can create a personal web page and can connect with everyone who uses social media. Social media itself is commonly used to provide information and communicate with everyone who is part of it (Safitri, 2021). In the study of social media is an online media where users can easily participate in it, such as giving opinions, sharing activities, and also creating their own stories. Where communication through social media knows no time and place, it cannot be denied that social media has a great influence on one's life (Nathania, 2020).

In addition, social media can be said as online media that supports social interaction by utilizing web-based technology that turns communication into interactive dialogue (Puspitarini, 2019). The social media that are currently very popular and widely used are Whatsapp, BBM, Facebook, Youtube, Twitter, Wikipedia, and Blogs (Rafiq, 2020). For the Indonesian people, especially for teenagers, social media seems to have become a close friend to them, because almost every time they are able to open their social media. Teenagers who use social media are usually used to share photos, videos, and activities they do. They also use social media as a place to provide information and use it as a place to do personal branding (Ainiyah, 2018).

2.2 Teenagers

Adolescence is a period of transition from childhood to adulthood. Where teenagers can't be called children anymore, but still not mature enough to be said to be adults (Irwan, 2022). In the study of adolescence, it is a process of transition from childhood to adulthood which is characterized by biological, psychological, and socio-

emotional changes that occur gradually. The course of adolescence itself depends on its own internal and external factors (Susiati, 2020). Adolescence can also be said as the age at which individuals relate to adult society, the age at which children no longer feel they are below the level of those who are more mature than them and feel more at the same level in matters of rights (Hasanah, 2021).

Adolescence is marked by a developmental process that as a whole includes development both physically and spiritually. Where physical development can be marked by changes in body shape, while spiritually it can be marked by changes in the emotions and attitudes of the teenager (Rumambi, 2022). In the study of the characteristics of adolescents, adolescents themselves also have certain characteristics that can distinguish them from the times before and after. Where these characteristics are, adolescence is an important period because of the physical and psychological consequences, adolescence is a period of transition from one stage to the next, adolescence is a period of change, adolescence is a period where a person seeks self-identity, childhood Adolescence is the threshold of adolescence, and adolescence can be said to be a period of fear of cultural stereotypes (Angela, 2021).

2.3 Personal Branding

Personal branding is an activity that someone does in creating a personal brand. He also defines personal branding as a view and emotion contained in a person who is used to interpret the overall experience in interpersonal relationships (Arini, 2019). In the study of personal branding is a person's activity in displaying or showing himself to others through the values or abilities and strengths he has as a form of identity that aims to increase the selling value that exists in each individual (Prawira, 2022). Doing your own personal branding is very important for someone to attract and increase other people's trust in someone (Yanuar, 2022).

In personal branding itself there are several main elements needed in building personal branding, where these elements must be interconnected and built simultaneously (Ishihara, 2021). The study of the main concept in building personal branding is in the uniqueness of a person. He also argues that personal branding is about how someone shows how someone shows himself to others, about how someone shows his uniqueness and strengths, and about how someone wants to be seen by others (Candraningrum, 2021). In an era that is completely digital as it is today, to form personal branding is not only done through direct interaction, but building personal branding can also be done through social media that is already available on smartphones (Setyanto, 2019).

3.0 Methodology

Researchers see the phenomenon of personal branding today is very necessary for teenagers because social media currently has a strong influence on one's life. Teenagers who do personal branding will have an influence on themselves and the surrounding environment. What is known by the surrounding environment is in accordance with what he is branding by utilizing social media. Therefore, the field of study in this research is social media that involves the expression of teenagers in order to improve their personal branding. The social media in question here is Instagram social media. The focus of social media studies on Instagram social media is on three accounts, namely @syfnadheela, @yudakkkk, and @d.rhmwti.

These three accounts were studied with the reason that the researchers considered that these three accounts used Instagram social media as a place to carry out personal branding. Each of these accounts has a difference in doing personal branding. Where the personal branding they do is able to generate different perspectives that arise from people who know them. On the @syfnadheela account, she does personal branding herself by

showing that she is interested in modeling and hosting, so that she can be invited to work together as a model and host. On the @d.rhmwti account he shows himself as someone who likes to travel, this can be seen in his post who likes to travel. While on the @yudaaaaaaak account he shows himself as someone who has an interest in science and photography.

This research is qualitative research with a descriptive approach. Qualitative method is a type of research that produces new findings that cannot be met using statistical procedures or other quantitative methods (Firmansyah, 2021). As for the study of personal branding with a descriptive approach because the researcher tries to describe or interpret teenagers in using Instagram social media as a forum or media to do personal branding. The descriptive approach used in this study was carried out because it was considered capable of collecting data in accordance with the reality in the field so that it could be easily understood more deeply, so that the data findings were used in accordance with the research objectives.

The data source of this study is the observation of the virtual expression of accounts on Instagram, namely how each account carries out personal branding through its personal Instagram social media. Second, structured interviews were conducted online with account owners about how they view Instagram social media as a medium for personal branding and how they do personal branding through their personal Instagram social media. To support data acquisition, data mining was also carried out through online libraries in the form of theories, opinions, and ideas of experts related to personal branding through social media Instagram. The online sources used in this paper are Kompas.com, liputan6.com, Suara.com,

The data obtained from account observations and interviews are then structured according to the research questions, while irrelevant data will be ignored. After the structured data were analyzed using the dramaturgical perspective proposed by Erving

Goffman. The dramaturgical perspective is used in analyzing the data in this study because research on personal branding conducted by adolescents through social media Instagram has relevance to the dramaturgical theory proposed by Erving Goffman. Dramaturgy theory has the perception that social interaction is a theatrical performance and makes humans as actors who will show their good behavior. This is in line with what teenagers do in doing personal branding on Instagram social media.

4.0 Findings

4.1 Forms of Personal Branding on Social Media

The owner of the Instagram account @syfnadheela with 2,818 RB followers is one of the teenagers who use Instagram social media as a medium for personal branding. The teenager, who is fondly called Nadhin, did personal branding by showing that he had an interest in modeling and in the field of self-development. He started his personal branding by uploading a photo showing that he was interested in the field. He always uploads content regarding things related to modeling, besides that he also likes to upload videos or photos of himself while participating in activities that are able to develop himself. Based on the personal branding built by him, he managed to attract the attention of several photographers and invite them to collaborate.

Another form of personal branding through social media is also done by Dewi with the Instagram account @d.rhmwti. He uses Instagram as a medium to do personal branding by introducing himself who has a hobby of traveling. Instagram account @d.rhmwti always shares interesting content related to the activities he does. He always shares photos with a description of the places he visited. Unlike the others, the owner of the Instagram account @d.rhmwti does personal branding by utilizing one of the features available on Instagram, namely "highlights".

Unlike the @d.rhmwti account which does personal branding through its traveling hobby. An Instagram account with the name @yudaaaaaaak who builds personal branding to a wide audience through his hobby of taking pictures. This can be seen from several posts in the form of portraits contained in his Instagram feeds. Instagram account @yudaaaaaaak is active in sharing his hobbies through his personal Instagram.

4.2 A person's Process of Improving Personal Branding by Utilizing Social Media Instagram

Based on the data obtained by the author through interviews with sources who have an Instagram account @syfnadheela, the steps that can be taken by someone in doing personal branding are, first, doing personal branding through Instagram social media itself can be started by looking at the capabilities possessed by oneself. Where a person must identify himself with the aim of supporting in creating personal branding and seeming purposeful. Second, tidying up or updating all social media owned, such as using the same name as all social media owned. Third, choosing targets in doing personal branding is also important. Fourth, make a strategy for each content that will be uploaded. Fifth, get closer or interact with the audience.

According to the Instagram account @d.rhmwti the steps that can be taken by someone in doing personal branding through social media are first, identify yourself first before doing personal branding. Second, determine the right social media to be used as a forum for personal branding. Third, determine what you like or are interested in that suit a person to start personal branding. Third, explore things of interest by participating in activities that match interests. Fourth, set a strategy regarding the concept of posts that will be uploaded and determine the target or goals to be addressed when doing personal branding on social media. Fifth, be active in interacting with followers.

Meanwhile, according to the owner of the Instagram account @yudaaaaaak, the steps that can be taken before doing personal branding through social media are first, prepare yourself before presenting it to others. Second, determine the interests that suit him to be displayed to a wide audience. Third, determine the activities carried out to explore interests that suit him. Fourth, determine to prepare a strategy in doing personal branding through social media such as determining what content to upload. Fifth, determine the target to be addressed in doing personal branding. Sixth, doing personal branding consistently is also one of the keys to the success of personal branding.

4.3 Informants' views on the role of social media Instagram as a forum for personal branding

According to the owner of the Instagram account @syfnadheela, that the role of Instagram social media is not only used as a medium to find information, but can also be used especially for teenagers to develop themselves by doing personal branding. According to him, doing personal branding through Instagram social media is a fairly easy thing to do and does not need to spend too much energy. He said that he could easily tell a wide audience about the things he liked and was able to describe himself about what he liked. He also thinks that doing personal branding through social media Instagram is also an important thing to do, especially in the modern era like today.

In contrast to Syifa, the Instagram account with the name @d.rhmwti believes that doing personal branding through Instagram social media is something that teenagers must do today. According to him, Instagram is a social media that is suitable for personal branding, because it can determine content that is in accordance with one's own abilities and is able to determine the desired target. He also believes that Instagram social media has a very wide reach and can be accessed by anyone, so that the personal branding built by teenagers can be known by a wide audience. In addition, he also argues that by building personal branding through social media Instagram is able to bring job offers.

According to the Instagram account @yudaaaaaak, Instagram is a social media with a wide scope and has functions that can interact with other people either through videos, stories, likes, comments, and other features that have been provided. According to him, Instagram is a social media as a medium for personal branding because some teenagers need space to express and brand themselves. He also argues that some teenagers do personal branding through Instagram social media because they are influenced by other teenagers who also do personal branding through Instagram social media. Instagram is a social media that is suitable for teenagers today to do personal branding. This is because they don't need to spend a lot of money and only need the internet.

5.0 Discussion

5.1 Forms of Personal Branding on Social Media

Seeing this data, the author can understand the diversity of forms of personal branding that is carried out through Instagram social media. In diversity, doing personal branding has its own differences and characteristics (al Rafi, 2022). These characteristics are a form of showing the self of everyone who will do personal branding through Instagram social media and become a differentiator with others (Yusanda, 2021). Through the characteristics that they have, it will be easier for the general public to remember them and not easily forget them, because of the characteristics that have been built since the beginning. Therefore, forming the characteristics of a person becomes one of the things that is quite important in doing personal branding through Instagram social media.

In the dramaturgical theory put forward by Goffman that Nadhin becomes an actor who shows her hobbies. They started their personal branding by uploading videos of themselves doing activities according to their respective hobbies. Goffman in his

assumption states that when someone interacts, they want to present a self-image that will be accepted by others (Kirana, 2021). Goffman's dramaturgical theory focuses on the view that when people interact, people want to manage messages that they expect to grow in others towards themselves (Yusanda, 2021). Of the three Instagram account owners, they succeeded in managing messages as they expected. On the @syfnadheela_ account successfully recognized as someone who is an expert in the modeling field and on the @d.rhmwti account successfully recognized as someone who has a hobby of traveling, and on the @yudaaaaaak account successfully known as someone who likes to take pictures.

5.2 A person's process of improving personal branding by utilizing social media Instagram

Before doing personal branding to a wide audience through social media, you must first recognize your own abilities (Angraeni, 2022). To recognize your own abilities can be done by doing or exploring the things you like. After recognizing your own abilities, personal branding that will be carried out through social media in the future can run more directed and not out of the concept that has been prepared (Mita, 2022). Recognizing one's abilities first is also able to make it a characteristic possessed by a person, where it is able to make it easier for the wider audience to recognize someone with the characteristics they have built from the start (Candraningrum, 2021).

The perspective of social life according to dramaturgy theory is divided into two parts, namely the front stage and the back stage (Susilo, 2022). From the process carried out by the Instagram account @syfnadheela to be part of the back stage. Where he prepares the role and all events that can help someone in carrying out his role. In Goffman's perspective, the front stage is divided into two parts, namely the personal front and the setting. The Instagram account @syfnadheela makes her personal Instagram social media the setting. He also managed to bring equipment into the setting as a personal

front, namely to speak politely and dress modestly. The @d.rhmwti and @ yudaaaaak accounts have preparations that can be said to be backstage, namely looking for references regarding what the @d.rhmwti account likes so that he can show what he likes to the front stage.

5.3 Informants' views on the role of social media Instagram as a forum for personal branding

In building personal branding on social media itself, it is not only done to build other people's perspectives on oneself, but is able to provide benefits to someone who does personal branding (Lina, 2022). One of the benefits obtained is being able to make it a job by creating content that attracts the attention of a wide audience (Mujianto, 2021). By building a good self-image and having a characteristic, it will be able to attract the attention of big brands to cooperate by trusting the brand they have to be promoted through one's social media accounts (Mita, 2022). Where it can be used as a job that is quite profitable for someone, because they can work according to their abilities and things they like. Especially nowadays everyone relies on social media in doing their activities (Yanuar, 2022).

Goffman in his assumption refers to the front stage as a place where someone plays their predetermined role to a large audience (Luky, 2022). On the Instagram account @syfnadheela, he makes Instagram the front stage for personal branding because it is considered quite easy to use and does not require a lot of money. In contrast to Syifa, the Instagram account @d.rhmwti makes Instagram the front stage because she thinks that Instagram is the right social media to do personal branding because of its wide reach. The Instagram account @yudaaaaak makes Instagram the front stage to carry out personal branding and play its role because Instagram is a social media that has a wide reach with the features that have been provided.

6.0 Conclusion

It turns out that social media that we know so far can not only be used to seek information or entertainment. In an era that is increasingly developing as it is today, the use of social media also continues to develop. Where currently social media can also be used as a medium or a place to build personal branding or self-image. In building personal branding, it can also produce or can become someone's permanent job according to their abilities and what they like. The job is known as Instagram celebrity or abbreviated as selebgram. Where they are tasked with promoting brands that have collaborated with them through creative content that they upload on their social media.

Erving Goffman's perspective in dramaturgy theory can complement this paper. Where the dramaturgy theory put forward by Goffman is able to strengthen the discussion about personal branding through Instagram social media that personal branding carried out by teenagers can be analyzed using dramaturgy theory. In addition, the interaction made by someone is a drama. All behavior that will be addressed to a wide audience on social media Instagram is the best side of a person. The demonstration of good behavior to a wide audience aims to build good perspectives from other people, even from people who have never met each other. Therefore, Erving Goffman's dramaturgical theory is quite relevant to the above article.

In writing social media and personal branding in this dramaturgical theory study, it has limitations in this writing, namely the lack of information obtained directly through interviews conducted by more than one resource person. In this writing, the author only obtained information through interviews by one resource person, through observations of social media, online media and several literature studies. The author sees that there are many online media that discuss the use of social media in personal branding and some experts also express their opinions about it. Several literature studies have previously

discussed personal branding through social media, but not many have discussed this in the perspective of dramaturgical theory. So that this paper is able to create a new perspective that can be seen from dramaturgy theory.

Seeing the limitations in writing, the author recommends that it is necessary to extract information through interviews with several sources who can be said to have personal branding on Instagram social media. This was done in order to see several different views from the informants regarding building or shaping personal branding through the Instagram social media. In addition, by conducting direct interviews, you can also find out that you can strengthen this article to be able to find someone who already has personal branding by asking the person's journey from scratch to getting a lot of followers and how long it takes someone to have personal branding on social media Instagram.

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Meningkatkan Minat Dan Kemahiran Mengelas Kumpulan Haiwan Vertebrata Murid Tahun Empat

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Abstrak

‘Haiwan Vertebrata’ merupakan salah satu topik yang terkandung dalam sukatan mata pelajaran sains tahun 4. Objektif kajian ini adalah untuk mengenal pasti keberkesanan penggunaan intervensi “1 Minute Vertebrate’s Test” atau ringkasannya “1MVT” dalam meningkatkan kemahiran dan pengetahuan murid tahun empat membuat pengkelasan haiwan vertebrata dalam Pembelajaran dan Pengajaran di Rumah (PdPR). Metodologi yang digunakan adalah kajian tindakan yang melibatkan pemerhatian, refleksi, perancangan dan tindakan. Hasil refleksi menunjukkan bahawa murid tidak menguasai kemahiran mengelas haiwan vertebrata daripada ciri haiwan yang diberikan. Murid amat keliru dan sukar untuk mengenal pasti manakah ciri haiwan yang perlu diutamakan terlebih dahulu, dan seterusnya bagaimana mereka dapat mengasingkannya dalam kumpulan vertebrata yang betul berdasarkan maklumat itu. Keadaan bertambah sukar apabila pembelajaran dijalankan secara PdPR. Tanpa kemahiran mengelas yang betul, murid akan sukar untuk mengenal pasti kumpulan haiwan tersebut sama ada mamalia, reptilia, amfibia, burung atau ikan. Kegagalan mengenal pasti kumpulan itu akan menyebabkan objektif pembelajaran tidak tercapai dan boleh menyebabkan kesalahan konsep yang berterusan. Dapatan kajian menunjukkan penggunaan permainan “1MVT” berjaya meningkatkan kemahiran murid dalam menyusun ciri-ciri haiwan mengikut keutamaan, seterusnya mengelaskan haiwan vertebrata dengan betul selain meningkatkan minat murid dalam mempelajari topik ini. Berdasarkan dapatan ini, implikasinya dapat disimpulkan bahawa penggunaan bahan bantu mengajar yang interaktif bukan sahaja dapat menarik minat murid, malah dapat meningkatkan penguasaan mereka dalam

kemahiran mengelas haiwan vertebrata. Oleh yang demikian, saya akan terus menggunakan kaedah tersebut bagi kumpulan murid yang akan datang.

Keywords: **vertebrata, kemahiran mengelas, 1MVT, refleksi, minat murid**

1.0 Pengenalan

SK Bandar Tenggara 1 merupakan sebuah sekolah luar bandar yang terletak di dalam daerah Kota Tinggi, namun pentadbiran pendidikan dibawah Pejabat Pelajaran Daerah (PPD) Kulai. Profil murid di sini adalah mereka dan boleh menggunakan teknologi sederhana seperti aplikasi Youtube, WhatApps, dan Telegram. Mereka menggunakan banyak masa dengan bermain gajet. Namun sayangnya, kelebihan dapat bermain gajet tidak digunakan untuk meningkatkan pemahaman terhadap Sains dengan melakukan pencarian maklumat pembelajaran. Sedangkan, mereka lemah dalam mata pelajaran Sains Keadaan ini tidak menghairankan kerana pencapaian Malaysia dalam Trends in International Mathematics and Science Study (TIMSS) memang berada pada tahap yang agak membimbangkan iaitu tangga ke 53 daripada 65 negara pada 2012. Situasi ini merupakan suatu penggerak untuk meningkatkan tahap pencapaian murid dalam mata pelajaran Sains (Pelan Pembangunan Pendidikan Malaysia (2013-2025, 2013). Oleh itu, perlunya guru meningkatkan kreativiti dan inovasi agar dapat meningkatkan tahap profesionalisme guru secara berterusan bagi membantu dalam peningkatan pencapaian Sains murid. Daripada maklumat TIMSS tersebut, pengkaji merasakan perlu untuk menjalankan kajian ini dengan memanfaatkan profil murid dalam penghasilan idea utama.

Untuk memastikan berlaku peningkatan pencapaian murid dalam pembelajaran Sains, pelaksanaan kajian tindakan adalah penting untuk memperbaiki amalan dalam pengajaran dan pembelajaran guru dalam bilik darjah mahupun secara norma baru yang

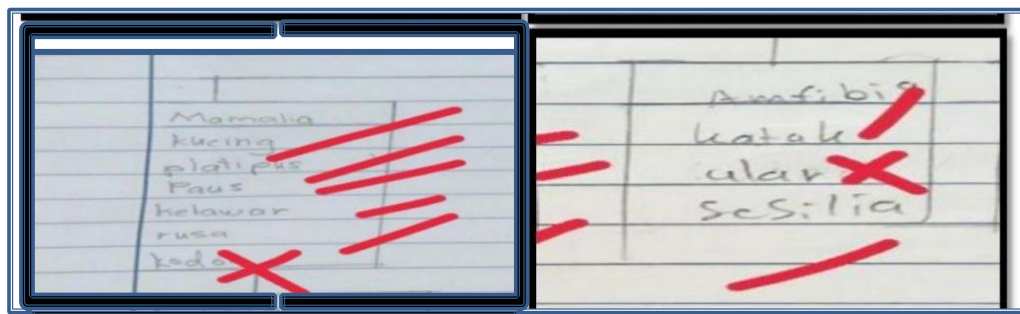
mengaplikasi amalan Pengajaran dan Pembelajaran di Rumah (PdPR). Faktor minat murid terhadap mata pelajaran Sains, pengajaran guru di sekolah, pencapaian dalam mata pelajaran Sains, faktor persekitaran pembelajaran, perbezaan jantina dan interaksi murid dengan guru serta persekitaran pembelajaran bilik darjah turut memberi kesan ke atas sikap murid terhadap kurikulum Sains (Ali, Yager, Hacıeminoglu & Caliskan, 2013). Begitulah juga dengan isu dalam kajian ini, masalah interaksi murid dengan gurulah yang merupakan faktor utama dalam kajian ini iaitu apabila menjalankan PdPR tanpa bersemuka. Memetik artikel daripada Sinar Harian bertarikh 24 September 2022, berdasarkan kajian yang dilakukan Tabung Kanak-Kanak Pertubuhan Bangsa-Bangsa Bersatu (UNICEF) di kawasan flat sekitar Kuala Lumpur ke atas golongan B40, mendapati enam daripada sepuluh pelajar mula hilang motivasi untuk melaksanakan pembelajaran dalam talian.

2.0 Pernyataan Masalah

Pengajaran dan Pembelajaran di Rumah (PdPR) semasa pandemik COVID-19 memberikan implikasi yang besar dalam pembelajaran Sains di kelas. Saya dapati ramai murid tahun empat mengalami masalah untuk membuat pengelasan haiwan vertebrata yang melibatkan pemerhatian terhadap ciri-ciri haiwan dan mereka juga kurang berminat terhadap topik tersebut. Halangan yang berlaku adalah pertemuan dalam talian terlalu sukar bagi saya memberi tumpuan yang lebih kepada anak didik. Untuk mendapatkan kemahiran mengelas haiwan vertebrata yang betul, perlunya bimbingan daripada guru berhadapan dengan murid secara berterusan. Namun hal ini tidak dapat dilakukan ketika PdPR. Antara cabarannya, menurut Hafiza Abas (2020) menyatakan bahawa kaedah e-pembelajaran lambat berkembang di Malaysia disebabkan beberapa faktor seperti masalah teknikal, masalah capaian internet dan kandungan pembelajaran yang kurang menarik, bahan pengajaran yang terhad serta kesediaan dan kesedaran pengguna yang berada pada tahap sederhana terhadap teknologi baru. Hal ini tidak bermaksud PdPR tidak berkesan tetapi impak pertemuan bersemuka itu adalah lebih baik. Hal ini benar dan

memberikan impak kepada prestasi dan pemahaman murid. Justeru, satu intervensi perlu dilakukan bagi menyelesaikan isu ini.

Berdasarkan pemerhatian kepada latihan yang dijawab oleh murid sewaktu PdPR, saya dapati berlaku pelbagai kekeliruan yang dihadapi mereka dalam membuat pengelasan haiwan vertebrata ini. Hal ini adalah kerana pengelasan haiwan vertebrata itu sendiri memerlukan susunan keutamaan yang betul terhadap cirinya yang agak sukar difikirkan oleh murid. Terdapat beberapa unsur pengecualian yang menyebabkan kesukaran itu berlaku. Contohnya ikan paus bukanlah ikan, dan mamalia betina melahirkan anak, kecuali platipus yang bertelur (<http://biodiversiti12.weebly.com/pengelasan-haiwan.html>). Perkara sebeginilah yang menyebabkan berlaku kekeliruan. Hal ini disokong dengan hasil pemerhatian terhadap murid dalam Rajah 1. Saya mendapati mereka tidak dapat mengelaskan haiwan vertebrata kepada lima kelas iaitu mamalia, burung, ikan, reptilia dan amfibia dengan betul.



Rajah 1: Kesalahan murid mengelas beberapa haiwan vertebrata

Andainya kemahiran mengelas ini tidak dapat dikuasai oleh murid, peluang untuk berlaku miskonsepsi adalah sangat tinggi. Murid akan membawa fahaman yang salah itu dalam kehidupan mereka. Akhirnya, masalah itu akan dibawa dalam pembelajaran lanjut terhadap haiwan. Hal ini akan menyumbang kepada kesalahan fakta yang lebih besar dalam membentuk pengetahuan sedia ada mereka terhadap pengelasan haiwan vertebrata.

2.1 Tujuan

Kajian ini bertujuan meningkatkan minat dan kemahiran murid tahun empat dalam membuat pengelasan kumpulan haiwan vertebrata.

2.2 Objektif

Objektif kajian ini adalah:

- i. Meningkatkan kemahiran murid membuat pengelasan haiwan vertebrata dengan betul.
- ii. Guru dapat menghasilkan kaedah pengajaran yang interaktif bagi menarik minat murid mempelajari topik Haiwan Vertebrata.

3.0 Tinjauan Literatur

Berdasarkan kepada isu yang diperhatikan semasa PdPR, saya telah merujuk kepada kepentingan kemahiran mengelas haiwan vertebrata dengan betul dalam mata pelajaran Sains dan mengaplikasi kaedah permainan yang menarik minat agar memudahkan murid memahami topik vertebrata.

3.1 Kemahiran Mengelas Haiwan Vertebrata

Berdasarkan Teori Piaget, tahap perkembangan kognitif pada operasi konkrit (7 hingga 12 tahun) adalah bersifat pemikiran logik, klasifikasi berdasarkan ciri-ciri khusus dan konsep dimensi (Abu Bakar & Liom, 2016). Kemahiran mengelas untuk tahap 2 (tahun 4 hingga 6) dalam standard Kemahiran Proses Sains (KPS) adalah membandingkan/ mengenal pasti persamaan dan perbezaan berdasarkan ciri sepunya

(Bahagian Pembangunan Kurikulum, 2018). Mengelaskan melalui pemerhatian, mengumpulkan objek atau fenomena berdasarkan persamaan dan perbezaan (Bahagian Perkembangan Kurikulum, 2016).

Pembelajaran menerusi teori konstruktivisme menggalakkan murid belajar secara koperatif dan kolaboratif yang dapat meningkatkan pencapaian murid dalam mata pelajaran Sains (Yahya & Othman, 2012). Aktiviti mengelas ialah mengasing dan mengumpulkan objek atau fenomena kepada kumpulan masing-masing berdasarkan kriteria tertentu seperti ciri, kualiti atau sifat sepunya (<https://www.scribd.com/doc/89171358/pengetahuan-masteri-2-Kemahiran-mengelas>).

Mengelas melibatkan proses-proses berfikir mencirikan, membanding dan membeza, serta mengumpul dan mengelas – kesemuanya adalah pemikiran kritis iaitu prasyarat kepada pemikiran aras tinggi (<https://wleado.wordpress.com/2016/01/22/pe-merihalan-kemahiran-proses-sains-2-mengelas/>). Pengelasan haiwan vertebrata merupakan Standard Pembelajaran 3.2.3 dalam kurikulum Sains tahun 4 iaitu mengelaskan haiwan vertebrata berdasarkan ciri khusus bagi mamalia, reptilia, amfibia, burung dan ikan (Bahagian Pembangunan Kurikulum, 2018).

Terdapat beberapa haiwan yang mempunyai pengecualian, contohnya seperti kelawar yang dapat terbang tetapi bukan dalam kelas burung, dan platipus yang bertelur tetapi merupakan mamalia (Dewan Bahasa dan Pustaka, 2019). Ekidna ialah sejenis mamalia yang bertelur (<https://prpm.dbp.gov.my/Cari1?keyword=tenggiling&d=243192&>). Haiwan seperti kelawar bersayap dan boleh terbang macam burung, ikan paus dan dolphin tinggal dalam air seperti ikan (<https://www.slideshare.net/unnik12/bab-1-tingkatan-2-sains>).

3.2 Aplikasi Permainan Carta Alir dan Teknologi

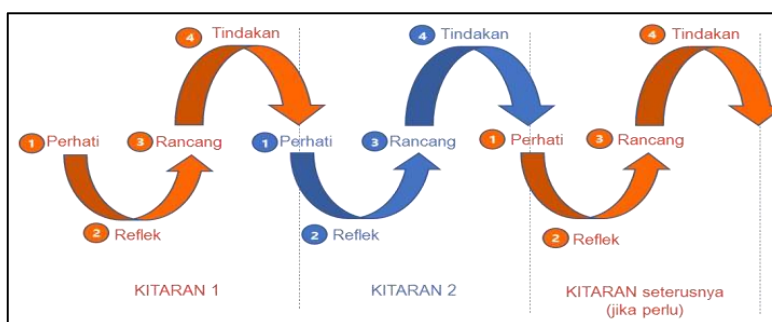
Permainan dan bermain adalah dua aspek yang menggembirakan dan menggalakkan penglibatan kanak-kanak. John Dewey (dalam Nanu Meneon (2008) mengatakan aspek keseronokan adalah hak setiap kanak-kanak. Piaget (1962) telah memberi penekanan kepada kepentingan bermain dalam perkembangan kognitif kanak-kanak. Salah satu daripada 16 ciri bermain oleh Hughes (2002) dikelaskan sebagai bermain objek, iaitu bermain yang memerlukan manipulasi dan pergerakan mata-tangan (Abdul Manab & Kamarudin, 2017). Carta alir ialah satu bentuk gambar rajah sistem yang dipermudahkan untuk mempamerkan bagaimana langkah-langkah dalam satu proses berkaitan antara satu sama lain (Kantilal & Espira, 2017).

Pembangunan dan perkembangan sikap murid terhadap mata pelajaran berkait rapat dengan pengajaran guru melalui penggunaan bahan-bahan mengajar (Agranovich & Assaraf, 2013). Bahan-bahan grafik dan gambar-gambar yang dilukis mampu merangsang pemikiran, memudahkan pemahaman dan mengukuhkan daya ingatan murid. (Murad & Abdullah. 2016). Nordin (2013) menyatakan bahawa Program i-Think ini merupakan salah satu usaha daripada kerajaan yang mempunyai kekuatan luar biasa dalam transformasi pendidikan yang mana dapat memupuk kemahiran berfikir aras tinggi dalam kalangan murid. Keseronokan dalam bermain menyebabkan murid tidak merasakan mereka sedang belajar. Situasi ini dapat menjana kemahiran dan motivasi pelajar akan meningkat di mana ia dapat menarik minat para pelajar dan menjadikan sesuatu pembelajaran itu lebih bermakna dan berkesan (perrotta et. Al., 2013).

3.0 Metodologi

Model Kajian Tindakan

Merujuk kepada isu yang dihadapi, saya melaksanakan kajian tindakan berdasarkan model Kemmis & McTaggart (1988) yang telah diadaptasi seperti (Rajah 2). Kajian yang dijalankan melibatkan proses memerhati, merefleks, merancang dan membuat tindakan. Model ini amat bersesuaian kerana lebih sistematik dan mudah untuk dilaksanakan.



Rajah 2: Model Kajian Tindakan (adaptasi Kemmis & McTaggart 1988)

Kajian ini adalah dijalankan berdasarkan model Kemmis & McTaggart (1988). Saya memilih model ini kerana ianya sesuai dengan kajian yang dijalankan. Ia meliputi langkah memerhati, mereflek, merancang dan membuat tindakan. Setiap satu langkahnya memberikan impak terhadap langkah seterusnya. Andainya suatu kajian itu tidak dapat diselesaikan dengan satu relungan, saya dapat menjadikannya sebagai permulaan kepada kajian seterusnya dengan penemuan pemerhatian yang baru.

Kajian ini juga merupakan kajian tindakan yang mengikuti langkah yang sistematik iaitu terdiri daripada pemerhatian (isu), refleksi, perancangan, tindakan, pemerhatian semula dan refleksi semula. Kajian ini melibatkan urutan langkah berikut:

- a) Mengenal pasti isu
- b) Membuat pemerhatian (I)
- c) Refleksi berdasarkan inkuiri sendiri (I)
- d) Membuat perancangan
 - i) Intervensi: menggunakan “1 Minutes Vertebrate’s Test” ii) Indikator/ petunjuk kejayaan intervensi:
 - Penilaian prestasi melalui ujian pra dan post mencapai 100% betul.
 - Pemerhatian kepada perubahan respons murid menghantar tugas dengan cepat.
 - Temu bual dengan murid yang menunjukkan perubahan minat.
- e) Melaksanakan tindakan.
 - Dilaksanakan secara menjawab soalan dalam aplikasi telegram dan “*Google Meet*” di rumah semasa PdPR dalam satu waktu pengajaran.
- f) Membuat pemerhatian semula (II)
- g) Membuat refleksi semula (II)

Kumpulan sasaran terdiri daripada 10 orang murid kelas 4 Bitara yang mendapat markah kurang daripada 50% dalam latihan bertajuk “Pengelasan Haiwan Vertebrata”, iaitu melibatkan 4 orang murid lelaki dan 6 orang murid perempuan.

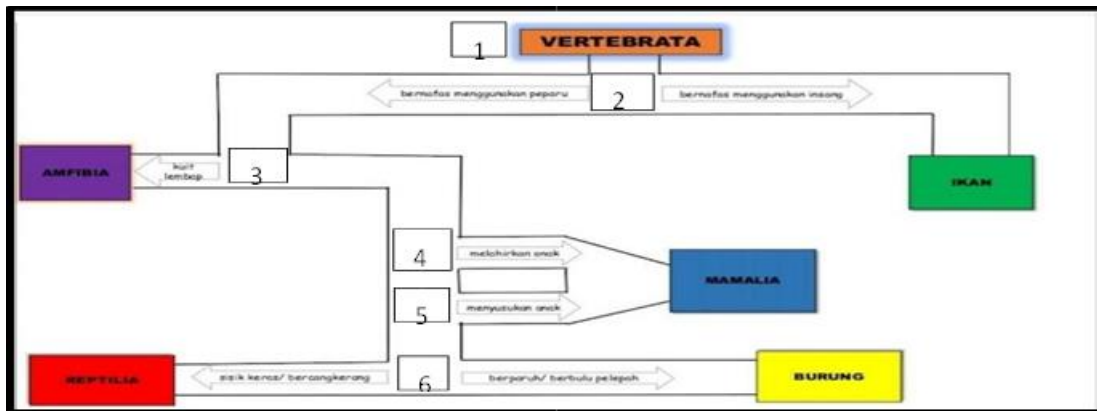
4.0 Dapatan Kajian Tindakan

Berdasarkan isu yang diperhatikan, saya telah membina inkuiri sendiri dan catatan dapatan refleksi seperti di Jadual 1.

Jadual 1: Refleksi berdasarkan pemerhatian terhadap isu dan inkuiri sendiri.

Pemerhatian Isu	Inkuiri Kendiri	Refleksi
1) Murid menghadapi masalah dalam membuat pengelasan haiwan vertebrata dengan betul.	Mengapakah cara mengenalpasti ciri haiwan, kemudian meletakkannya ke dalam kumpulan vertebrata, tidak berjaya ketika proses Pengajaran dan Pembelajaran di Rumah (PdPR)?	Kita tidak boleh mengajar murid untuk mengelaskan mengikut ciri semata-mata tanpa mengetahui proses pemikiran yang betul. Ketika PdPR, terlalu sukar untuk saya sebagai guru melakukannya kerana tidak berada di hadapan murid.
2) Murid tidak menghantar tugas dan tidak berminat dengan tajuk ini.	Apakah yang membuatkan mereka tidak berminat sedangkan tajuk ini menarik?	Murid keliru semasa membuat pengelasan menyebabkan topik ini menjadi sukar dan membosankan. Hal ini telah menyebabkan murid tidak menghantar tugas dan tidak mengikuti sesi PdPR yang saya jalankan.

Berdasarkan kepada dua refleksi itu, saya rasa terpacu untuk menghasilkan suatu intervensi yang mampu memandu pemikiran murid untuk berfikir mengikut langkah yang betul ketika melakukan pengelasan vertebrata, tanpa perlu bimbingan guru. Intervensi itu juga perlulah interaktif agar dapat menarik semula perhatian murid yang telah hilang dalam PdPR. Maka, terhasillah “1 Minute Vertebrate’s Test” atau ringkasannya “1MVT”.



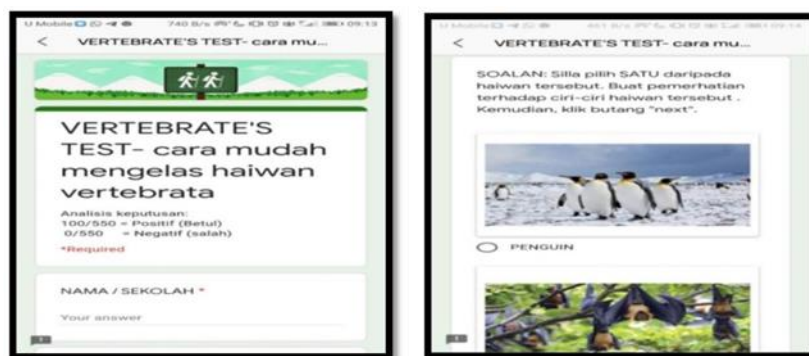
Rajah 3: Carta Alir 1MVT

Langkah pelaksanaan adalah berdasarkan Rajah 3. Rajah ini digunakan untuk mengelaskan haiwan berdasarkan ciri-cirinya melalui lorong-lorong tertentu, sehingga sampai ke kumpulan kotak vertebrata yang betul.

1. Contoh, murid memilih satu jenis haiwan, contohnya ayam. Perjalanan mereka akan bermula di lorong vertebrata.
2. Murid memilih sama ada haiwan tersebut bernafas menggunakan insang atau peparu. Jika ayam menggunakan peparu, maka ikut kiri dan terus ke simpang seterusnya.
3. Murid memilih sama ada ayam berkulit lembap atau tidak. Jika ayam tidak berkulit lembap, maka berlaku pergerakan ke arah kanan.
4. Murid meneruskan perjalanan ke arah bawah dan menjumpai lorong melahirkan anak dan menyusukan anak, namun kedua-duanya bukan bagi ayam. Murid terus ke simpang terakhir.
5. Murid memilih sama ada haiwan itu bersisik/ kulit keras ataupun berbulu pelepah/ berparuh. Sekiranya ayam berbulu pelepah dan berparuh, maka murid akan ke kanan.
6. Maka, murid dapati bahawa kumpulan vertebrata bagi ayam adalah burung.
7. Murid boleh mengulangi lagi aktiviti ini menggunakan haiwan lain.

Dalam situasi pembelajaran secara PDPR, intervensi 1MVT dikategorikan sebagai satu kaedah permainan yang mudah dan cepat untuk mendapatkan hasil jawapan yang tepat iaitu tidak sampai 1 minit. Langkah-langkah menjawab soalan dan memperoleh markah melalui Google Form.

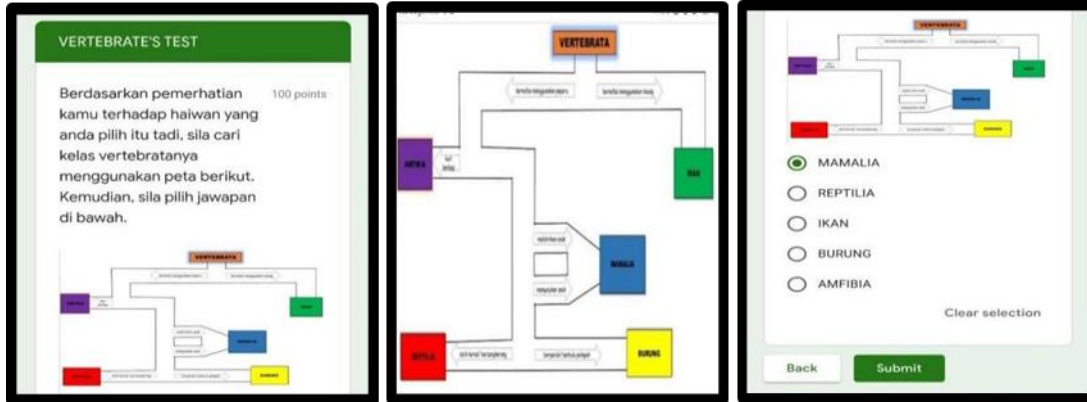
1. Klik link yang telah diberikan.
2. Paparan berikut akan keluar dan murid dikehendaki menulis nama seperti Rajah 4.



Rajah 4: Paparan terkandung dalam Google Form ujian mengelas haiwan vertebrata

3. Baca soalan yang diberikan. Pilih satu haiwan sahaja dan buat pemerhatian tentang haiwan tersebut. Kemudian, klik butang 'next' di bahagian bawah sekali.

Apabila keluar paparan seterusnya (carta alir yang diubah suai berbentuk peta), sila pusingkan telefon bimbit anda secara melintang untuk paparan carta alir lebih jelas. Gunakan carta alir tersebut untuk membuat pengelasan haiwan yang dipilih tadi. Kemudian, pilih jawapan anda dan tekan submit' seperti dalam Rajah 5.



Rajah 5: Arahan soalan, carta alir 1MVT dan cara menghantar jawapan.

4. Tekan view score, dan lihat total point anda. Sekiranya bacaan menunjukkan 0/550 bermakna anda negatif (salah), namun sekiranya bacaan 100/550 bermakna anda positif (betul) seperti dalam Rajah 6.



Rajah 6: Cara murid menyemak markah.

5. Ulangi langkah pertama hingga kelima untuk memilih haiwan yang berbeza dan lakukan aktiviti ini berulang kali agar murid-murid semakin mahir dan belajar dalam suasana yang mengembirakan.

Dapatan Objektif Kajian 1:

(Meningkatkan kemahiran mengelas murid mengikut keutamaan ciri yang betul.)

Pelaksanaan Aktiviti 1:

Saya telah menggunakan aplikasi telegram untuk melakukan ujian Pra kepada murid 4 Bitara iaitu sebanyak 35 orang. Namun, kumpulan sasaran saya hanyalah melibatkan 10 orang murid kelas tersebut yang mendapat markah kurang daripada 50 peratus semasa latihan pengelasan vertebrata. Ujian pra dijalankan dalam masa yang sama adalah untuk memastikan prestasi awal kumpulan sasaran tersebut. Ujian itu hanya perlu dijawab dengan menggunakan aplikasi kuiz di *google form*. (Link dan QR Code ujian pra/pasca:<https://qrgo.page.link/R8jTy>). Setelah data diambil, saya menghantar pula

link video penggunaan 1MVT.(Link video 1MVT):

<https://youtu.be/tr68SJhQGrQ>. Dalam masa yang sama, saya menghantar link untuk kesemua murid menggunakan 1MVT dalam tempoh 50 minit (Link 1MVT: <https://qrgo.page.link/cAqyB>). Kemudian, pada pukul 8.50 pagi, saya menghantar link ujian pasca yang sama dengan ujian pra untuk mereka jawab soalan tersebut. Rajah 7 menunjukkan *QR Code* untuk semua link tersebut.



QR code video



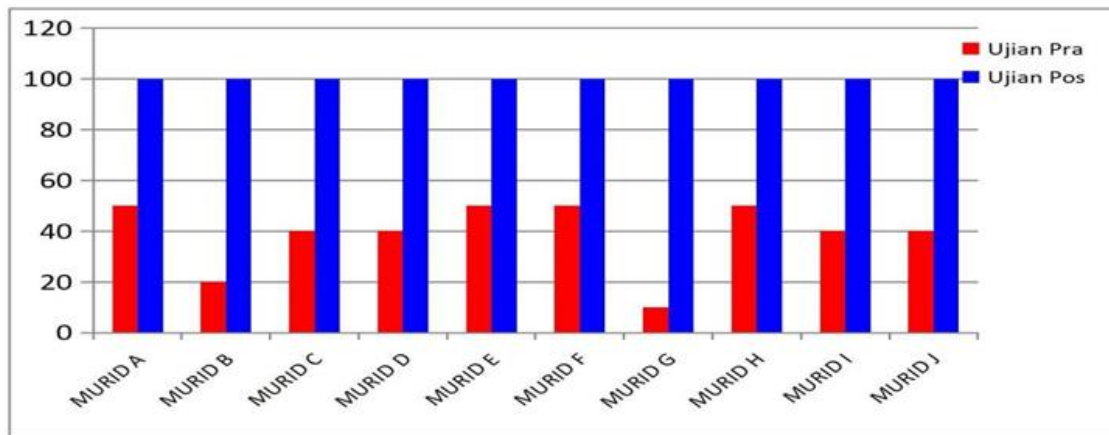
QR code ujian pra/pasca



QR code 1MVT

Rajah 7: QR cord video, ujian pra dan ujian post, dan 1MVT

Pemerhatian Aktiviti 1: Ujian Pra-Pasca



Rajah 8: Perbandingan Markah Sebelum dan Selepas Menggunakan 1MVT

Refleksi Objektif 1:

Berdasarkan penilaian kepada graf bar di atas, kesemua murid kumpulan sasaran mendapat peningkatan 100% dalam ujian pasca berbanding pra. Hal ini menunjukkan bahawa penggunaan 1MVT sangat membantu murid dalam menguasai kemahiran pengelasan haiwan vertebrata dengan betul. Penggunaan kaedah ini dilihat berjaya untuk mencapai objektif yang ditetapkan.

Dapatan Objektif Kajian 2:

(Guru dapat menghasilkan kaedah pengajaran yang interaktif bagi menarik minat murid mempelajari topik Haiwan Vertebrata.)

Pelaksanaan Aktiviti 1 (Pemerhatian);

Pada aktiviti 1, masa yang diperlukan untuk murid menghantar jawapan tugas ujian pra dan post bermula daripada arahan dikeluarkan untuk menjawab. Ia kemudian dicatatkan dan dibandingkan.

Pemerhatian Aktiviti 1:



Rajah 9: Maklum balas masa untuk murid semasa proses penghantaran markah pasca.

Penilaian yang dapat dibuat daripada hasil pemerhatian adalah peningkatan dari segi minat murid yang sangat ketara dengan penghantaran ujian pasca yang begitu pantas. Terdapat ramai murid yang telah menghantar keputusan ujian 20 minit selepas ujian bermula dan mendapat markah penuh iaitu 100 peratus. (Rujuk rajah 9).

Pelaksanaan Aktiviti 2 (Temu bual)

Temu bual dilakukan sebanyak dua kali, iaitu sebelum intervensi dijalankan dan selepas intervensi dijalankan. Hasil temu bual ini kemudiannya dibandingkan.

Pemerhatian Aktiviti 2:

Jadual 2: Perbandingan catatan temu bual bersama murid

Responden	Sebelum Intervensi	Selepas Intervensi
Murid A	Entah la...	Mamalia menyusukan anak, cikgu!
Murid B	Keliru la cikgu. Macam mana nak buat? Susah la.	Mula-mula mesti cara bernafas, kan cikgu?
Murid G	Paus ikan la...	Paus mamalia, cikgu.

Maklumat di atas adalah beberapa contoh temu bual yang direkodkan. Penilaian daripada data ini mendapati perbezaan yang dapat dilihat daripada temu bual menunjukkan murid seronok menyatakan fakta. Mereka juga amat teruja menggunakan 1MVT. Temu bual direkod menggunakan aplikasi telegram *voice chat* dengan bantuan *video recording* di telefon.

Refleksi Objektif 2:

Murid-murid jelas menunjukkan perubahan minat yang dapat dilihat daripada pemerhatian masa mereka menjawab soalan pasca yang lebih cepat berbanding pra. Temu bual juga menunjukkan murid bertambah dan lebih bersifat proaktif dalam memberi respon kepada guru dalam perbincangan tajuk hiawan vertebrata.

5.0 Rumusan dan Perbincangan

Berikut adalah rumusan dan perbincangan mengenai dapatan kajian berdasarkan kepada objektif kajian.

5.1 Objektif 1: Meningkatkan kemahiran murid membuat pengelasan haiwan vertebrata dengan betul

Saya mendapati bahawa penggunaan 1MVT membolehkan murid menguasai kemahiran mengelas haiwan vertebrata dengan menggunakan minda mereka untuk melalui lorong-lorong dan simpang yang betul. Setiap persimpangan memerlukan mereka untuk memilih ciri khas haiwan vertebrata yang betul bagi haiwan yang dikaji. Pemilihan tersebut memerlukan pemerhatian terhadap ciri haiwan dan pengetahuan sedia ada mereka terhadap haiwan tersebut.

Mereka akan membuat pengelasan dengan cara memilih laluan yang tepat dengan ciri haiwan itu. Maka, pada ketika itulah kemahiran proses Sains ‘mengelas’ diaplikasikan. Langkah ini merupakan satu langkah yang mengoptimumkan kreativiti murid. Secara tradisionalnya, kreativiti hanya dikaitkan dengan seni dan sastera, namun kini, selain dari itu, Sains dan Matematik juga mempunyai kreativitinya tersendiri (Nadjafikhah et. al, 2012). Malah, langkah mengelas ini sememangnya memerlukan murid untuk membuat pemikiran secara kreatif dan kritis.

1MVT yang dihasilkan ini mesra PdPR kerana melibatkan penggunaan teknologi yang mudah. Murid hanya perlu menekan link atau scan *QR Code* untuk menggunakannya. Mereka boleh menggunakannya bila-bila masa sahaja dan boleh berulang kali. Aktiviti mengelas haiwan vertebrata menggunakan teknologi atau ICT ini memudahkan tindakan guru untuk mengajar murid mendapatkan kemahiran mengelas secara sendiri. Salah satu sebab kenapa kurikulum berasaskan ICT dititikberatkan adalah kerana ianya dapat menggalakkan penyelesaian masalah dan pembelajaran sendiri (Saudelli & Ciampa, 2014). Pernyataan ini bertepatan dengan 1MVT yang menggunakan aplikasi yang mudah diakses.

Penggunaan 1MVT dengan mengaplikasikan permainan telefon, *link*, gambar-gambar haiwan yang menarik dan berwarna, serta penggunaan carta alir yang kreatif sangat menyeronokkan murid. Penggunaan bahan bantu mengajar (BBM) akan merangsang pemikiran dan menambah baik persekitaran bilik darjah yang monotonus. Dalam situasi sedemikian, murid akan dilatih untuk mengembangkan dan meningkatkan kefahaman sendiri dalam bidang yang dipelajari dan mereka akan lebih berjaya dalam persekitaran pembelajaran yang menyeronokkan (Ririn et al., 2018) Walau bagaimana malas pun seseorang murid itu hendak belajar, namun apabila hanya memerlukan 1 minit untuk memperoleh sesuatu ilmu, sudah tentu mereka akan mencubanya.

Apa yang penting adalah mereka mahu mencuba. Apabila mereka mencuba dan mendapati ia sangat mudah sepantas kurang 1 minit, mereka akan berasa yakin dan terus bermotivasi dalam menjalankan aktiviti pengkelasan. Menurut Kpolovie (2012), Individu juga mempamerkan ciri *persistence* seperti memberikan komitmen yang tinggi, berdedikasi, tidak bergantung, dan sentiasa yakin pada diri sendiri. Ciri ini wujud dalam diri mereka apabila mendapati ianya seronok dan semakin yakin dengan diri apabila berjaya membuat penyelesaian dalam 1 minit.

Idea penggunaan 1MVT adalah berpandukan kepada keadaan semasa murid. Saya dapati pada awalnya, terlalu sukar untuk murid yang lakukan kesalahan dalam topik ini untuk mencuba sekali lagi membuat pembetulan. Sedangkan untuk membuat latihan pun sukar untuk dihantar, apatah lagi membuat pembetulan. Namun, hampir kesemua mereka mempunyai telefon bimbit sendiri. Maka, muncul idea untuk mengaplikasikan penggunaan *link* dan penggunaan istilah “1 *minutes*” itu menarik perhatian mereka untuk terus menekannya. Hasilnya, mereka dapati ia cukup bagus dan menarik untuk digunakan. Mereka menggunakannya berulang kali dan kemahiran mengelas haiwan vertebrata mereka semakin dikuasai.

5.2 Objektif 2: Guru dapat menghasilkan kaedah pengajaran yang menarik minat murid mempelajari topik Haiwan Vertebrata.

Berdasarkan kepada dapatan awal ketika sebelum penggunaan 1MVT, murid sasaran terlalu sukar untuk membuat pembetulan daripada kesalahan yang dilakukan. Malah, ada diantara mereka yang tidak menghantar pembetulan. Daripada dapatan ini, saya berasa terpanggil untuk menghasilkan satu intervensi yang dapat menarik minat murid dengan segera. Intervensi yang dihasilkan mestilah terus dapat mengambil hati mereka dan memberikan mereka perasaan teruja kerana perkara yang mereka anggap sukar, menjadi terlalu mudah.

Dalam pelaksanaan kajian, data yang telah diperolehi menunjukkan minat murid bertambah. Saya dapati penggunaan teknologi iaitu *link* dalam kaedah “1 *Minutes Vertebrate’s Test*” ini memudahkan saya dalam menarik minat murid bagi menyampaikan ilmu pengelasan walaupun tidak bersemuka. Teknologi sangat membantu saya dalam memperbaiki amalan sebagai guru. Hal ini kerana penggunaan teknologi seperti iPad dapat menggalakkan pedagogi berpusatkan murid (Hargis, Cavanaugh, Kamali, & Soto, 2014; Liu et al., 2016) serta meningkatkan penglibatan murid dalam bidang STEM (Sains, Teknologi, Kejuruteraan, dan matematik) (Aronin & Floyd, 2013). Oleh sebab itu, 1MVT mudah menarik minat murid, dan secara tidak langsung membuka minda mereka untuk berjinak-jinak dengan teknologi dalam pendidikan.

Terdapat banyak faktor persekitaran yang boleh menaikkan motivasi atau menurunkan motivasi murid untuk belajar sama ada di sekolah atau di luar sekolah. Di luar sekolah misalnya, pengaruh rakan sebaya (Reich, 2012; Hayashi, 2016) antara yang boleh mempengaruhi pencapaian akademik. Saya mengambil idea dari pembacaan ini. Apabila berlaku PdPR, saya dapati murid-murid lebih rapat dengan jiran-jiran di rumah dan selalu bermain permainan video di telefon bimbit mereka. Saya tidak memandang hal ini sebagai satu masalah, tetapi saya adaptasikannya menjadi peluang untuk digunakan dalam menarik minat murid menguasai kemahiran mengelas vertebrata. Oleh sebab itu,

saya menggunakan intervensi dengan carta alir yang dimuatkan dalam *link* sahaja. Ia mudah, cepat dan berkesan. Mereka berkongsi pengalaman itu bersama dengan jiran-jiran yang juga rakan kelas mereka sendiri. Maka, penggunaan 1MVT semakin tersebar dan memberi manfaat kepada lebih ramai murid.

Murid menunjukkan keterujaan untuk belajar mengelas dengan menggunakan 1MVT. Hal ini dapat dilihat daripada jumlah penggunaan *google form* tersebut. Peningkatan ketara dalam penggunaannya menunjukkan bahawa murid telah wujud minat belajar. Hal ini sangat menggembirakan kerana mereka telah menggunakannya tanpa perlu diarah. Kajian menunjukkan individu yang mempunyai minat dalam pembelajaran akan dapat terus memberikan tumpuan walaupun tidak mendapat peneguhan positif daripada guru (Sauer, 2012). Maka, maklumat ini menunjukkan murid sudah meminati aktiviti pengelasan vertebrata hasil penggunaan 1MVT. Dapatan maklumat *google form* yang saya dapat perhatikan di email, menunjukkan peningkatan kerata dalam bilangan pengguna 1MVT, malah ia juga menunjukkan bilangan murid yang menjawab dengan betul hampir kepada 100%. Perkara ini menyumbang kepada keyakinan saya terhadap prestasi intervensi 1MVT.

6.0 Kesimpulan

Berdasarkan dapatan kajian ini, pengelasan vertebrata menjadi mudah bagi murid. Murid juga semakin berminat dengan aktiviti mengelas ini. Intervensi ini sangat membantu saya untuk menyampaikan kemahiran mengelas vertebrata dengan betul dalam era PdPR ini. 1MVT ini bukan sahaja boleh digunakan kepada guru di sekolah rendah, malah di sekolah menengah yang turut mempunyai topik pengelasan yang sama. Maka, cadangan saya adalah untuk meneruskan kajian ini di peringkat menengah dan global. Pelan Pembangunan Pendidikan Malaysia (PPPM 2015-2025) mensasarkan guru akan meningkatkan keupayaan bertaraf dunia yang diperlukan bagi membantu mencapai keberhasilan murid yang dihasratkan, dan akan memperoleh lebih keseronokan dan

kepuasan dalam menjalankan tugas mereka. Maka, intervensi ini merupakan salah satu batu loncatan bagi saya untuk terus meningkatkan profesionalisme dan dalam masa yang sama meningkatkan keberhasilan murid.

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Keberkesanan Teknik Lilis Galang Dalam Mendefinisi Istilah Fizik Serta Persepsi Murid Terhadap Teknik Lilis Galang

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Abstrak

Mata pelajaran Fizik membolehkan murid memperolehi pengetahuan, kefahaman tentang konsep dan prinsip Fizik dalam bidang teknologi dan kehidupan harian. Namun, masalah murid adalah kegagalan untuk menjawab soalan-soalan definisi Fizik dan turut menjejaskan gred Fizik. Tiada latihan pembelajaran yang konsisten serta pembelajaran hanya untuk peperiksaan turut menyumbang kepada kegagalan ini. Kajian ini bertujuan untuk mengkaji keberkesanan Teknik Lilis Galang dalam mendefinisi istilah fizik dan mengkaji persepsi murid selepas melaksanakan teknik ini. Populasi kajian adalah murid di sebuah sekolah di Daerah Pontian (N = 26). Kajian berdasarkan reka bentuk kuantitatif, pra eksperimental jenis satu kumpulan pra dan pos. Dalam kajian ini, sampel diberikan Ujian Pra, Ujian Pos 1, Ujian Pos 2 dan borang soal selidik telah diedarkan kepada populasi kajian. Analisis data menggunakan Perisian SPSS digunakan untuk melihat keberkesanan Teknik Lilis Galang dalam membantu murid menjawab soalan definisi Fizik SPM Kertas 2. Dapatan kajian menunjukkan peningkatan prestasi berlaku apabila dibandingkan Ujian Pra, Ujian Pos 1 dan Ujian Pos 2. Majoriti murid juga bersetuju dengan teknik ini dan ini diharapkan dapat membantu murid kepada teknik yang praktikal, yang lebih lama mengingat dan lebih menarik minat murid. Kajian juga membuka ruang kepada penyelidik lain untuk meneroka teknik lain yang memudahkan serta menambah baik kaedah/teknik mendefinisi Fizik

Keywords: Pembelajaran fizik, konsep Fizik, definisi Fizik, Teknik Lilis Galang

1.0 Pengenalan

Di Malaysia, Fizik merupakan mata pelajaran elektif yang direka bentuk untuk menyediakan murid yang cenderung dalam bidang sains untuk menceburi kerjaya bidang sains dan teknologi yang khusus dan professional. Kesiediaan menghadapi cabaran alam pekerjaan pastinya memerlukan akar yang kukuh dan kuat dari segi konsep, istilah, hukum, prinsip Fizik. Murid yang telah mengikuti kurikulum Fizik sekolah menengah akan memperolehi pendidikan lanjutan dalam sains dan teknologi secara rasmi dan tidak rasmi (Spesifikasi Kurikulum Fizik Tingkatan 4, Bahagian Pembangunan Kurikulum Kementerian Pelajaran Malaysia, 2012).

Mata pelajaran Fizik adalah mata pelajaran yang sering digeruni oleh ramai murid. Murid aliran Sains pula cuba untuk menggugurkan subjek ini lantaran banyak formula untuk diingati, banyak istilah perlu difahami serta masalah-masalah pengiraan yang begitu rumit dan sebagainya. Fizik bukan hafalan semata-mata sebaliknya Fizik perlu difahami, kerana jika murid ingat kata kunci dan faham, definisi Fizik tersebut bukan sahaja dapat ditulis dengan baik, malah dapat diterangkan berdasarkan kefahaman yang mendalam. Semakin banyak murid meluangkan masa untuk membaca, mengulang dan mengulang sesuatu pembacaan atau penulisan, semakin murid itu akan bijak dan mudah untuk memahami dan mengingat sesuatu konsep atau definisi Fizik.

Permasalahannya adalah apabila murid hanya membaca atau mengulangkaji semata-mata untuk menghadapi peperiksaan dan pembacaan saat-saat akhir, ini akan membuatkan murid gagal faham sepenuhnya dan gagal menjawab dengan yakin dan sempurna. Sikap bertangguh dalam bertanya guru merumitkan lagi keadaan dan akhirnya murid akan sentiasa menanamkan dalam mindanya bahawa Fizik itu susah dan sukar. Menurut kepada William Matthews (1996) proses pengulangan pembacaan, latihan yang berterusan dan hukum kejayaan yang pertama adalah konsentrasi. Tumpukan seluruh tenaga kepada satu matlamat dan terus pergi kepada matlamat itu tanpa menoleh ke kanan ataupun ke kiri.

Pelajar perlu didedahkan dengan kaedah belajar yang berkesan untuk meningkatkan kecemerlangan pencapaian akademik. Ini merujuk kepada kajian Che Ghan Che Kob (2016) yang menjelaskan bahawa sekiranya pelajar diberi pendedahan tentang gaya pembelajaran dan disediakan dengan garis panduan cara belajar, kegagalan pelajar dalam memperolehi pencapaian akademik yang cemerlang mungkin dapat dikurangkan.

2.0 Penyataan Masalah

Kajian terdahulu menunjukkan, mata pelajaran Fizik sering dianggap sukar kerana konsep dan formula yang banyak perlu difahami dan pelajar kurang berminat untuk menjawab soalan-soalan berbentuk definisi ini dan sekiranya menjawab, masih terdapat isi-isi penting yang tidak dinyatakan. (Muhamad Nazri, 2013). Kajian Norbaizura Nordin (2019) mendapati pelajar bermasalah dalam pembelajaran Fizik 1 terutama dalam memahami subtopik Hukum Gerakan Newton yang merupakan topik yang sukar untuk difahami dan dijelaskan oleh para pelajar. Teknik pengulangan dalam membaca dan membuat Latihan berterusan sebenarnya merupakan kunci kejayaan bagi seseorang pelajar menguasai topik Fizik, namun semangat dan iltizam yang berterusan perlu disemai dan dipupuk dari sehari ke sehari.

Motivasi pula ialah satu daya yang paling kuat untuk memperolehi kecemerlangan. Biasanya pelajar yang berjaya ialah pelajar yang bermotivasi tinggi. (Hon Leong Toh, 2004). Pada tahun 2019,2020, negara dikejutkan dengan pandemic Covid-19. Pembelajaran secara dalam talian dalam tempoh yang lama memberi kesan terhadap prestasi pelajar. Kelas PdPR membuatkan aktiviti pembelajaran menjadi terhad. (Roslinda Hashim, 2021). Ujian pandemik Covid-19 sedikit sebanyak mengganggu murid saya dalam memahami dan mempelajari mata pelajaran Fizik ini. Mereka tidak dapat menjawab soalan yang memerlukan mereka menjawab definisi istilah, hukum dan prinsip Fizik. Teknik Lilis Galang dicipta bagi merungkai permasalahan ini. Justeru, tujuan kajian ini adalah untuk mengkaji kesan Teknik Lilis Galang terhadap pemahaman murid dalam

mendefinisi istilah/konsep Fizik dan mengkaji persepsi murid terhadap penggunaan Teknik Lilis Galang dalam meningkatkan pemahaman murid dalam mengingat istilah Fizik.

Latar belakang murid saya merupakan murid dari golongan sederhana dan tinggal di luar bandar. Ada di antara mereka tidak dapat mengikuti pembelajaran atas talian kerana capaian internet yang sangat lemah. Setelah pembelajaran bersemuka, mereka masih tidak dapat menjawab secara spontan ataupun dalam ujian berkenaan mendefinisi konsep atau istilah fizik. Ini dapat dikesan apabila mendapati keputusan peperiksaan akhir tahun tingkatan 4, keputusan mereka sangat menyedihkan. Mereka gagal menulis jawapan mendefinisi istilah dengan penuh yakin dan sifar kesalahan. Kelemahan ini membuatkan mereka kehilangan markah begitu saja.

Terdapat beberapa kajian berkenaan mata pelajaran Fizik dan mereka menggunakan pelbagai faedah untuk memastikan kecemerlangan Fizik seperti Sistem Tutorial Pintar, (Siti Halimah Tun Nisak, 2003) yang memuatkan nota, rumus, tips dan soalan. Bagi meningkatkan pencapaian murid walaupun kaedahnya konvensional, saya mengolah suatu teknik yang mudah, yang menggerakkan tangan mereka dan mencabar kebolehan otak mereka serta tidak memerlukan kos yang banyak. Hanya yang perlu adalah sekeping kertas, sebatang pen dan resepi utamanya iaitu kerajinan dan istiqamah.

3.0 Objektif Kajian

Kajian ini dijalankan dengan objektif berikut:

- i. Mengkaji kesan Teknik Lilis Galang terhadap pemahaman murid dalam mendefinisi istilah/konsep Fizik.
- ii. Mengkaji persepsi murid terhadap penggunaan Teknik Lilis Galang dalam meningkatkan pemahaman murid dalam mengingat istilah Fizik.

4.0 Metodologi

4.1 Rekabentuk Kajian

Kajian ini dijalankan berdasarkan reka bentuk kajian kuantitatif, pra eksperimental jenis satu kumpulan pra dan pos. Dalam kajian ini, 26 sampel diberikan ujian pra (Lampiran A) sebelum rawatan diberikan dan kemudian ujian pos dijalankan selepas rawatan diberikan. Walau bagaimanapun, ujian pos dijalankan sebanyak dua kali bagi menguji sama ada pemahaman murid dapat dikekalkan selepas satu tempoh masa (Lampiran B,C).

Ujian Pra, Ujian Pos 1 dan 2 ini mengandungi 5 soalan subjektif. Data-data yang diperolehi daripada sampel ini kemudian dianalisis menggunakan Perisian SPSS. Keputusan ujian-ujian statistik seterusnya dapat memberi kesimpulan terhadap ciri-ciri populasi yang dikaji. Persepsi pelajar selepas mengaplikasi Teknik Lilis Galang ini dapat diperolehi daripada penggunaan Borang Soal Selidik (Lampiran D) sebagai instrumen dan berlaku proses temubual kepada para pelajar dan guru mata pelajaran Fizik yang lain bagi mengetahui pandangan dan persepsi mereka berkenaan Teknik Lilis Galang ini. Selain itu, semakan borang soal selidik daripada peserta kajian sendiri dan pengkaji sentiasa membuat refleksi sendiri membuktikan keberkesanan Teknik Lilis Galang ini.

4.2 Sampel Kajian

Sampel kajian terdiri daripada pelajar Tingkatan 5 aliran sains di sebuah sekolah di Daerah Pontian untuk matapelajaran Fizik. Teknik persampelan ialah persampelan kebarangkalian (secara rawak) iaitu jenis kuantitatif. Bilangan sampel ialah 26 orang. Instrumen Soalan Ujian Pra, Ujian Pos 1 dan Ujian Pos 2 digunakan sebagai instrumen kajian ini. Soal selidik berkenaan persepsi pelajar terhadap teknik Lilis Galang ini dalam meningkatkan kebolehpayaan mereka mengingat dan memahami definisi Fizik telah dibina dan diedarkan. Soal selidik ini telah disemak oleh pensyarah yang pakar dalam

bidang fizik bagi meningkatkan lagi kesahan kandungan soal selidik supaya ia menepati objektif kajian. Soal selidik mengandungi lima item yang mana konstruk adalah berfokuskan persepsi pelajar apabila menggunakan Teknik Lilis Galang dalam mendefinisi istilah Fizik.

4.3 Alat Kajian

Pada peringkat permulaan, ujian pra dijalankan dengan meminta pelajar menjawab soalan definisi Fizik. Teknik Lilis Galang diperkenalkan dan dijalankan selama 7 hari. Pelajar didedahkan dengan Teknik Lilis Galang dengan hanya menggunakan sekeping kertas A4, yang dilipat 8 (Li), Tulis (lis) definisi Fizik, Garis (Ga) kata kunci, dan Ulang(lang) sebanyak tujuh kali.

- Kertas dilipat dua, dilipat lagi 2 sehingga menjadi 8 bahagian
- Kemudian Ruangan Bahagian pertama, tuliskan satu istilah yang ingin diingati
- Ruangan Bahagian 2 salin istilah bahagian 1
- Ruangan Bahagian 3 salin istilah tapi tutup istilah bahagian 1 dan 2
- Ruangan Bahagian 4 salin istilah tapi tutup istilah bahagian 1,2 dan 3
- Ruangan Bahagian 5 salin istilah tapi tutup istilah bahagian 1,2,3 dan 4
- Ruangan Bahagian 6 salin istilah tapi tutup istilah bahagian 1,2,3,4 dan 5
- Ruangan Bahagian 7 salin istilah tapi tutup istilah bahagian 1,2,3,4,5 dan 6

Dan pelajar boleh menjawab soalan definisi apabila ditanya secara spontan.

5.0 Dapatan dan Perbincangan

5.1 Keberkesanan Teknik Lilis Galang dalam mendefinisikan Istilah Fizik

Dalam sesi ini, persoalan pertama ialah: *Sejauhmanakah keberkesanan Teknik Lilis Galang dalam membantu pelajar memperbaiki kemahiran mengingati definisi istilah Fizik?* Persoalan ini memerlukan analisis pencapaian murid sebelum dan selepas mempelajari Teknik Lilis Galang. Terdapat 5 soalan definisi istilah Fizik diberikan dan murid dikehendaki menjawabnya. Definisi yang mengandungi semua kata kunci diberi 1 markah dan jika definisi tersebut tidak lengkap, pelajar akan mendapat 0 markah. Ujian Pra digunakan untuk mendiagnos kebolehan pelajar sebelum menggunakan Teknik Lilis Galang manakala Ujian Pos 1 dan Ujian Pos 2 digunakan untuk mengukur pencapaian selepas teknik ini diperkenalkan.

Jadual 5.1 Keputusan Ujian Pra, Ujian Pos 1 dan Ujian Pos 2

Bil	Nama Murid	Ujian Pra (/5)	Ujian Pos 1 (/5)	Ujian Pos 2 (/5)
1	A	1	5	5
2	B	0	5	5
3	C	3	5	5
4	D	1	5	5
5	F	3	5	5
6	G	0	5	5
7	H	1	5	5
8	I	3	5	5
9	J	3	5	5
10	K	1	4	5
11	L	1	5	5
12	M	1	5	5
13	N	3	5	5
14	O	2	5	5
15	P	4	5	5
16	Q	1	5	5
17	R	1	5	5

18	S	2	4	5
19	T	0	3	5
20	U	1	3	5
21	V	0	5	5
22	W	1	5	5
23	X	3	4	5
24	Y	2	5	5
25	Z	2	5	5
26	AA	2	5	5

Analisis statistik dipaparkan menggunakan Perisian SPSS dengan nilai alfa 0.05 yang mana analisis ini menggunakan Ujian Friedman. Ujian ini adalah *non-parametric alternative* yang membezakan markah Ujian Pra, Ujian Pos 1 dan Ujian Pos 2. Berdasarkan hipotesis:

- a. Hipotesis Nul- Populasi bertaburan normal.
- b. Hipotesis Alternatif – Populasi bertaburan tidak normal.

Berdasarkan nilai signifikan Asimptotik kurang dari 0.01. ini bermaksud nilai min kurang daripada nilai 0.05. Oleh itu, hipotesis null ditolak.

- a. Hipotesis Nul- Tiada perbezaan signifikan antara Ujian Pra, Ujian Pos 1 dan Ujian Pos 2.
- b. Hipotesis Alternatif – Terdapat perbezaan signifikan antara ujian Pra, Ujian Pos 1 dan Ujian Pos.

Jadual 5.2: Jadual Pangkat untuk Ujian Pra, Ujian Pos 1 dan Ujian Pos 2 dan Statistik Ujian Pra, Ujian Pos 1 dan Ujian Pos 2

Jadual Pangkat		Statistik Ujian	
	Pangkat Min	N	26
Ujian Pra	1.00	Chi-Square	49.470
Ujian Pos 1	2.40	df	2
Ujian Pos 2	2.60	Asymp. Sig.	<0.001
a. Ujian Friedman			

Seterusnya, Jadual 5.2 menunjukkan Pangkat untuk Ujian Pra, ujian Pos 1 dan Ujian Pos 2. Dapatan kajian mendapati pangkat min Ujian Pos 2 iaitu 2.60 lebih tinggi berbanding Ujian Pra, 1.00 dan Ujian Pos 1, 2.40). Nilai signifikan Asimptotik pula kurang daripada 0.001 iaitu lebih rendah daripada nilai alfa 0.05, yang seterusnya menolak hipotesis nul. Ini menunjukkan skor Ujian Pra mempunyai perbezaan yang signifikan dengan skor ujian Pos 1 dan skor Ujian Pos 2. ($\chi^2 = 49.977$, $p < 0.001$). Selain itu, median untuk Ujian Pra adalah 1 manakala Ujian pos 1 mendapat skor 5 dan Ujian Pos 2 juga 5. Keputusan ini menunjukkan adanya peningkatan skor dalam Ujian Pos 1 dan Ujian Pos 2 selepas menggunakan Teknik Lilis Galang ini.

Statistik Ujian bagi Ujian Pra, ujian Pos 1 dan Ujian Pos 2

Jadual 5.3: Statistik Deskriptif bagi Ujian Pra, Ujian Pos 1 dan Ujian Pos 2

	N	Min	Sisihan Piawai	Minimum	Maximum	Persentil		
						Ke-25	Ke 50 (Median)	Ke 75
Ujian Pra	26	1.62	1.134	0	4	1.00	1.00	3.00
Ujian Pos 1	26	4.73	0.604	3	5	5.00	5.00	5.00
Ujian Pos 2	26	5.00	0.000	5	5	5.00	5.00	5.00

Jadual 5.3 menunjukkan Statistik Deskriptif untuk Ujian Pra, Ujian Pos 1 dan Ujian Pos 2. Terdapat 26 murid (N) bagi setiap ujian. Skor Min bagi Ujian Pra ialah 1.59 dengan sisihan piawai 1.118. Ujian Pos 1 pula, memberikan skor min 4.59 dan sisihan piawai 0.931. Skor Min Ujian Pos 2 memberikan skor 5.00 dengan sisihan piawai 0.00. Ini menunjukkan, secara puratanya, markah Ujian Pos 2 lebih tinggi berbanding Ujian Pos 1 dan Ujian Pra. Selain itu, median untuk Ujian Pra adalah 1 manakala Ujian pos 1 mendapat skor 5 dan Ujian Pos 2 juga mendapat skor 5.

5.1 Persepsi Murid Selepas Menggunakan Teknik Lilis Galang

Dalam sesi ini, persoalan kedua yang ingin dikupas ialah: *Persepsi Murid selepas menggunakan Teknik Lilis Galang ini?* Murid diedarkan Borang soal selidik dan berdasarkan dapatan bagi item 1, 100% murid faham akan penerangan guru berkenaan Teknik Lilis Galang. Ini menunjukkan bahawa guru dapat menyampaikan Teknik Lilis Galang dengan baik.

Bagi item 2 pula, 100% pelajar dapat menyelesaikan soalan definisi Fizik selepas mempelajari Teknik Lilis Galang. Oleh itu, semua murid dapat menyelesaikan dengan baik soalan definisi Fizik selepas mempelajari Teknik Lilis Galang. Bagi item 3 pula, 11.1% murid tidak yakin dapat menulis definisi Fizik tanpa teragak-agak dan 88.9 % yakin dapat menulis definisi Fizik tanpa teragak-agak. Justeru, Latihan yang berterusan adalah kunci kepada kejayaan kerana setiap murid mempunyai tahap pemikiran yang berbeza-beza.

Berdasarkan item 4 pula, 3.7 % murid yang tidak dapat mengingat lama manakala selebihnya dapat mengingat lebih lama selepas berulang-ulang membuat latihan mengingat menggunakan Teknik Lilis Galang. Secara keseluruhannya, hasil analisis kajian menunjukkan majoriti murid tersebut bersetuju untuk menggunakan Teknik Lilis

Galang ini sebagai salah satu teknik yang boleh digunakan untuk memudahkan mereka mengingat dan memahami istilah Fizik. Seratus peratus murid bersetuju untuk item 1 dan 2, manakala hanya 11% tidak bersetuju untuk item 3 manakala 3.7 % tidak bersetuju untuk item 1 dan item 2.

Jadual 5.4: Persepsi pelajar selepas menggunakan Teknik Lilis Galang

Item Soalan	Frekuensi			
	1	2	3	4
1. Saya faham penerangan guru berkenaan Teknik Lilis Galang	0	0	10	17
	0%		100%	
2. Saya dapat menyelesaikan soalan definisi Fizik selepas mempelajari Teknik LiLis GaLang.	0	0	15	12
	0%		100%	
3. Definisi Fizik dapat saya tulis dengan yakin tanpa teragak-agak selepas guru memperkenalkan Teknik Lilis Galang.	0	3	19	5
	11.1%		88.9 %	
4. Saya lebih ingat lama dan faham definisi Fizik selepas mengingat berulang-ulang selepas menggunakan Teknik Lilis Galang.	0	1	15	11
	3.7%		96.3%	

6.0 Kesimpulan

Secara kesimpulannya, penggunaan Teknik Lilis Galang terbukti memberi impak positif dan berkesan kepada pelajar dan guru. Teknik Lilis Galang perlu dilaksanakan dengan terancang bagi mewujudkan pembelajaran berpusatkan pelajar serta melahirkan pelajar yang rajin, fokus dan berdaya usaha. Persepsi murid pula majoriti bersetuju penggunaan Teknik Lilis Galang menjadikan mereka lebih mudah mengingat dan lebih yakin menjawab soalan berbentuk definisi. Justeru, para guru hendaklah mengambil inisiatif untuk mengaplikasikan Teknik Lilis Galang sebagai satu kaedah yang berkesan bagi meningkatkan pencapaian Fizik pelajar-pelajar khususnya dan meningkatkan pencapaian matapelajaran lain umumnya.

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Penglibatan Murid Tingkatan 4 Dalam Pembelajaran Kendiri Fizik Semasa PdPR

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Abstrak

Pembelajaran sendiri merupakan salah satu elemen pembelajaran secara luar talian. Pendekatan pembelajaran abad ke-21 secara kelas berbalik (flipped classroom) juga memerlukan murid melaksanakan pembelajaran secara sendiri. Pembelajaran secara sendiri adalah penting untuk meningkatkan penguasaan dalam suatu mata pelajaran, namun penglibatan murid dalam pembelajaran sendiri dalam Pengajaran dan Pembelajaran di rumah (PdPR) secara luar talian bagi guru fizik yang terlibat dalam kajian ini adalah sangat rendah. Justeru, kajian ini dijalankan untuk menambah baik amalan guru dalam membimbing murid melaksanakan pembelajaran sendiri dalam matapelajaran fizik menggunakan Kit Pembelajaran Selphy. Kit Pembelajaran Selphy adalah intervensi dalam kajian ini yang terdiri daripada gabungan modul pembelajaran dan video pengajaran fizik yang dibina secara sistematik. Kit Pembelajaran Selphy ini digunakan oleh guru semasa PdPR secara luar talian dan atas talian. Data telah dikumpul secara kuantitatif terhadap kekerapan penglibatan murid dan kualitatif termasuk pemerhatian dan temubual secara atas talian. Data telah dianalisis secara deskriptif dan naratif yang menjelaskan bagaimana guru telah menambah baik amalannya dalam proses membimbing murid melaksanakan pembelajaran sendiri kelas berbalik di rumah. Penglibatan murid telah meningkat setelah dibimbing oleh guru dengan menggunakan Kit Pembelajaran Selphy. Hasil intervensi telah menyedarkan guru tentang pentingnya proses merefleksi diri dalam menambah baik amalan serta kuasa autonomi yang ada dalam dirinya dalam membangunkan sesebuah pengajaran yang baik.

Kata Kunci: pembelajaran sendiri, pembelajaran berbalik, PdPR, kit pembelajaran, penglibatan murid

1.0 Pengenalan

Pengkaji merupakan guru mata pelajaran fizik dan bertugas di SMK A yang merupakan sebuah kategori bandar yang terletak di daerah Muar. Tahap pencapaian murid tingkatan 4 dalam mata pelajaran fizik adalah baik dan sederhana. Namun, suasana pandemik ini telah memberi cabaran kepada pengkaji untuk memastikan murid dapat menguasai pembelajaran fizik secara atas talian dan di luar talian.

Pembelajaran untuk murid tahap rendah khususnya sekolah rendah memerlukan kecekapan guru dalam mengawal proses pembelajaran. Manakala pembelajaran untuk murid yang lebih dewasa adalah sedikit berbeza kerana pembelajarannya lebih terarah kepada pembelajaran secara sendiri (Sulaiman & Jasmi, 2013). Oleh itu pengkaji menggabungkan pelaksanaan PdPR secara atas talian dan luar talian. Penekanan diberikan kepada pelaksanaan pembelajaran sendiri secara kelas berbalik secara luar talian supaya murid menguasai pembelajaran.

2.0 Penyataan Masalah

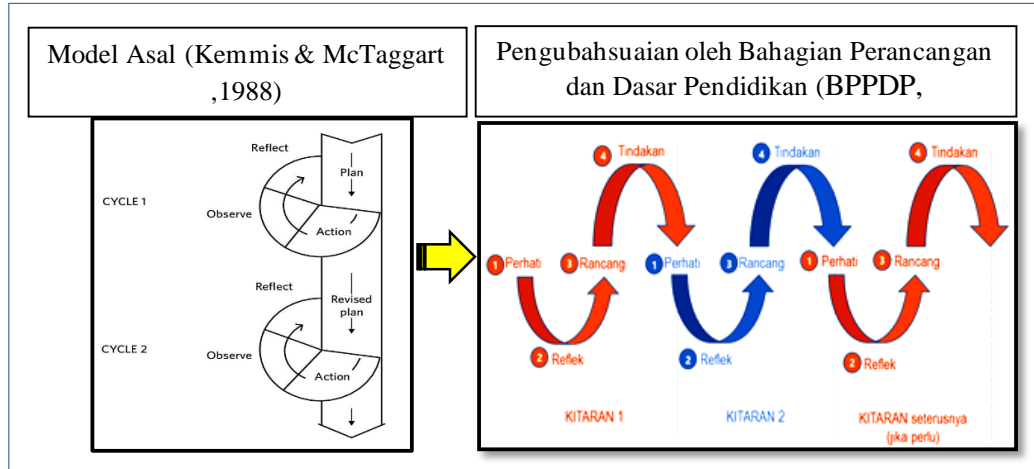
Pengkaji mengamalkan kaedah pembelajaran gabungan, iaitu secara atas talian dan luar talian dalam PdPR. Pengkaji mengkhususkan pembelajaran atas talian adalah lebih kepada pembentangan dan perbincangan. Manakala pembelajaran secara luar talian dilaksanakan secara kelas berbalik yang mana murid perlu meneroka dan memperoleh

pengetahuan secara sendiri di internet sebelum perbincangan dan pembentangan dilaksanakan di dalam kelas secara atas talian. Oleh yang demikian, murid perlu melaksanakan pembelajaran sendiri dan melengkapkan tugas sebelum pembelajaran atas talian dilaksanakan.

Berdasarkan kajian Dignath-van Ewijk and G. van der Werf (2012), murid telah diberikan tugas untuk belajar secara sendiri, tetapi guru tidak menyediakan murid untuk memikul tanggungjawab tersebut. Data diperolehi berdasarkan pemerhatian, didapati murid sangat lambat dan ada yang tidak menghantar tugas untuk sesi pembelajaran sendiri pada hari tersebut. Murid juga tidak memberi respon semasa pembelajaran secara atas talian kerana tidak mengetahui jawapan bagi tugas yang diberikan oleh guru. Keadaan ini jelas menunjukkan murid tidak bersedia untuk pembelajaran secara sendiri. Sekiranya masalah ini tidak diatasi, pengkaji terpaksa mengambil masa yang lebih panjang untuk menghabiskan suatu topik pembelajaran. Pengkaji juga akan menghadapi kesukaran untuk meneruskan pembelajaran topik baharu kerana murid masih belum menguasai topik sebelumnya.

3.0 Kerangka Konseptual Kajian

Berdasarkan kepada isu yang dihadapi pengkaji melaksanakan kajian tindakan dengan mengadaptasi model Kemmis & McTaggart (1988) iaitu yang melibatkan proses memerhati, refleksi, merancang dan bertindak seperti yang ditunjukkan pada Rajah 1 Kerangka kajian tindakan Rajah 1.



Rajah 1 Kerangka kajian tindakan

4.0 Objektif Kajian

Objektif kajian ini adalah:

- i. Membangunkan kit pembelajaran yang memudahkan murid untuk melaksanakan PdPR pembelajaran secara sendiri di rumah.
- ii. Meningkatkan penglibatan murid dalam pembelajaran sendiri secara kelas berbalik di rumah. Tahap penglibatan murid dalam kelas berbalik diwakili oleh bilangan penghantaran tugas yang telah berjaya disiapkan oleh murid secara sendiri.
- iii. Meningkatkan penglibatan murid dalam PdPR secara atas talian yang diwakili oleh bilangan respon murid secara lisan dan penulisan di ruangan chat sepanjang pembelajaran secara atas talian berlangsung.

5.0 Persoalan kajian

Berdasarkan isu yang diperhatikan, pengkaji telah membina inkuiri sendiri dan catatan dapatan refleksi seperti yang dinyatakan dalam Jadual 1.

Jadual 1: Inkuiri Kendiri

Inkuiri Kendiri	Refleksi
Apakah latar belakang murid?	Terdiri daripada murid tingkatan 4 yang mempunyai tahap pencapaian baik dan sederhana dalam mata pelajaran fizik, dengan taraf pendapatan keluarga yang pelbagai.
Apakah tahap kebolehan asas yang perlu murid kuasai untuk membolehkan mereka melaksanakan pembelajaran secara sendiri?	Murid perlu cekap menggunakan enjin pencarian internet untuk mencari dan memperolehi pengetahuan secara sendiri.
Apakah masalah yang dihadapi oleh murid untuk melaksanakan pembelajaran secara sendiri?	<ul style="list-style-type: none">• Murid tidak cekap menggunakan enjin pencarian internet untuk memperolehi maklumat dan pengetahuan secara sendiri.• Murid banyak membuang masa dan membazir data semasa meneroka dan mencari maklumat untuk pembelajaran sendiri.
Mengapa murid mengalami masalah untuk melaksanakan pembelajaran secara sendiri?	Murid kurang pengalaman dan kemahiran untuk menggunakan enjin pencarian internet secara optimum.
Mengapa murid tidak bersemangat dan kurang	<ul style="list-style-type: none">• Murid sukar mencari rujukan dan maklumat yang diperlukan untuk pembelajaran dan menyelesaikan tugas.

motivasi untuk pembelajaran sendiri?	<ul style="list-style-type: none"> • Murid perlu mengambil masa yang lama semasa mencari maklumat untuk menyelesaikan tugas yang diberikan.
Mengapa pengkaji tidak berjaya menarik minat murid supaya melaksanakan pembelajaran sendiri?	Pengkaji tidak menyediakan murid dengan panduan untuk memudahkan mereka melaksanakan pembelajaran secara sendiri.
Mengapa murid tidak melibatkan diri secara aktif semasa belajar atas talian?	Murid tidak dapat membuat persediaan untuk perbincangan dan pembelajaran secara atas talian.
Mengapa hal ini terjadi?	Murid tiada panduan untuk melaksanakan pembelajaran secara sendiri.
Apa yang perlu pengkaji buat untuk meningkatkan penglibatan murid?	Guru perlu merancang dan menyediakan panduan lengkap dan bersistematik untuk membantu dan memudahkan murid melaksanakan pembelajaran secara sendiri.

5.0 Tinjauan Literatur

Berdasarkan kepada isu yang diperhatikan dalam suasana pembelajaran PdPR, pengkaji telah meninjau literatur terdahulu berkenaan kepentingan pembelajaran sendiri murid dan penggunaan modul sebagai intervensi kajian tindakan.

5.1 Pembelajaran sendiri Murid

Pembelajaran sendiri secara luar talian merujuk kepada perlaksanaan tutorial dan penyediaan jawapan oleh murid. Kaedah ini diimplimentasikan supaya murid lebih bertanggungjawab terhadap pembelajaran sendiri mereka (Zawiyah, 2020). Oleh yang demikian, guru perlu menekankan bimbingan secara *offline* supaya murid dapat dipantau untuk melaksanakan pembelajaran sendiri secara luar talian serta bertanggungjawab terhadap pembelajaran mereka (Shi,2020). Dalam usaha memupuk pembelajaran secara sendiri, guru perlu menyediakan murid dengan strategi pembelajaran berkaitan dengan pembelajaran konstruktif yang memberi peluang murid mengatur pembelajaran mereka sendiri.

5.2 Modul Pembelajaran

Dalam usaha menyediakan murid dengan panduan lengkap dan bersistematik untuk pembelajaran sendiri, pembinaan modul pembelajaran adalah langkah yang sesuai. Modul merupakan salah satu bahan bantu mengajar yang dapat digunakan dalam proses pembelajaran (Mulia Diana, 2018). Banyak kekuatan di dapati dalam modul seperti strategi pembelajaran masteri yang sesuai untuk pembelajaran sendiri murid (Amani Dahaman@Dahlan, 2014).

Pembelajaran yang berstruktur melalui modul boleh mewujudkan pembelajaran yang menarik, mudah diikuti, memudahkan pembelajaran serta menambahkan pengetahuan dan pengalaman baru (Siti Zuraida Maaruf, 2014). Modul juga diintegrasikan dengan video pembelajaran sebagai bahan pengajaran tambahan kerana mampu meningkatkan bilangan bacaan dan bahan pengajaran, membantu dalam pembangunan asas pengetahuan murid, mengukuh kefahaman, meningkatkan motivasi

dan semangat murid serta menggalakan keberkesanan pendidik dalam mengajar (Syamsulaini Sidek, 2016).

6.0 Metodologi Kajian

Kajian ini adalah kajian tindakan yang mengikuti langkah yang sistematik iaitu pemerhatian (isu), refleksi, perancangan, tindakan, pemerhatian semula dan refleksi semula. Kajian ini melibatkan urutan langkah berikut: (i) Mengenal pasti isu (ii) Membuat pemerhatian (iii) Refleksi berdasarkan inkuiri sendiri (iv) Membuat perancangan dan (v) Melaksanakan tindakan. Bagi Merancang kajian tindakan, pengkaji telah melaksanakan suatu intervensi dengan menggunakan Kit Pembelajaran Selphy. Pelaksanaan tindakan pula dilaksanakan melalui PdPr mengikut jadual yang dibekalkan dan pelaksanaan pendekatan PdPR gabungan. Setelah itu kitaran kajian kedua dijalankan dengan melakukan pemerhatian semula dan merefleksi semula.

Dalam kajian ini pengkaji telah menetapkan indikator kejayaan intervensi melalui (a) Bilangan penghantaran tugas dalam tempoh masanya melebihi 80%. (Bilangan penghantaran tugas merujuk kepada tahap penglibatan murid dalam pembelajaran sendiri kelas berbalik di rumah) dan (b) Bilangan respon murid semasa pembelajaran atas talian melebihi 80%. (Bilangan respon murid semasa pembelajaran atas talian merujuk kepada tahap penglibatan murid semasa pembelajaran atas talian bersama guru). Kajian tindakan ini telah dijalankan terhadap seramai 19 orang murid kelas 4ST2 untuk melihat impak intervensi tersebut.

7.0 Dapatan Kajian

7.1 Perancangan Tindakan

Berdasarkan refleksi, pengkaji membuat perancangan untuk meningkatkan penglibatan murid dalam pembelajaran fizik secara sendiri. Pengkaji memperkenalkan Kit Pembelajaran Selphy sebagai bahan panduan yang bersistematik untuk membantu murid-murid melaksanakan pembelajaran fizik secara sendiri semasa PdPR. Kit Pembelajaran Selphy terdiri dari tiga elemen iaitu modul, pautan kod QR dan video pembelajaran seperti yang ditunjukkan pada Rajah .

The image displays a learning kit for fluid pressure, organized into three main sections:

- TUTORIAL 2.1(A) ASAS TEKINAN (SAINS TINGKATAN 2):** This section contains four problems involving pressure calculations and concepts. Problem 1 involves a elephant's foot area. Problem 2 involves a boat's weight and area. Problem 3 involves a rectangular block's dimensions and weight. Problem 4 involves a shoe's sole area and weight. Each problem includes a diagram and a QR code for further resources.
- TUTORIAL 2.1(B) TEKINAN DALAM CECAIR (KONSEP):** This section focuses on liquid pressure concepts. It includes five problems: 1) Deriving the formula $P = h\rho g$. 2) Comparing water levels in two beakers. 3) Comparing water and glycerine levels. 4) A U-tube manometer problem. 5) A problem involving water jets from a beaker. Each problem includes a diagram and a QR code.
- YouTube Video:** A video titled "TEKANAN DALAM CECAIR (FIZIK KSSM)" by Mohd Afri Physics. The video shows a whiteboard with the formula $P = h\rho g$ and $P_x = P_y \Rightarrow h_x \rho_x g = h_y \rho_y g \Rightarrow 1000 = 50(\rho_y)$. It also features a diagram of two cylinders with different liquid heights and densities, and a QR code for access.

Rajah 2: Kit pembelajaran selphy yang merangkumi modul, pautan kod QR dan video pembelajaran yang berkaitan.

7.2 Tindakan Yang Dilaksanakan

Dalam kajian ini murid akan menggunakan Kit Pembelajaran Selphy sebagai panduan untuk menyediakan murid belajar secara sendiri dan dapat membuat tugas dengan baik. Seterusnya murid dapat berbincang dan memberi respon yang optimum semasa kelas dijalankan secara atas talian. Guru akan mengumpul data secara pemerhatian ke atas bilangan murid yang menghantar tugas dan juga kekerapan murid memberi respon semasa pembelajaran atas talian setelah menggunakan kit pembelajaran ini melalui:

- i) Data penglibatan murid dalam tugas dan pembelajaran sendiri boleh diperhatikan melalui bilangan penghantaran tugas melalui *Google Form*.
- ii) Data bilangan respon oleh murid semasa sesi *Google Meet* boleh diperhatikan melalui bilangan respon yang dihantar oleh murid di dalam ruangan *chat* semasa *Google Meet* dan juga respon secara lisan dari rakaman *Google Meet*.

Pelaksanaan Intervensi 1:

Memberikan murid modul tutorial dengan pautan video yang dipilih dari *Youtube* sebagai panduan.

Pemerhatian Intervensi 1:

Seramai 11 orang murid (58%) tidak dapat menyelesaikan dan lewat menghantar tugas. Murid kurang memberikan respon semasa perbincangan atas talian.

Refleksi Intervensi 1:

- i) Seramai 11 orang (58%) murid tidak dapat menghantar tugas dan lewat menyelesaikan tugas yang diberikan. Guru berpendapat, video yang dijadikan sebagai rujukan adalah **kurang** pendedahan kaedah **penyelesaian masalah**. Murid tidak dapat panduan contoh penyelesaian masalah yang lengkap untuk membantu mereka menyelesaikan tugas.

- ii) Respon murid adalah kurang kerana penguasaan murid yang lemah dan tidak dapat menjawab soalan-soalan yang diberikan oleh guru semasa perbincangan di dalam kelas atas talian *Google Meet*. Guru berpendapat murid tidak dapat menguasai pembelajaran sendiri adalah punca yang menyebabkan penguasaan murid lemah dan tidak dapat melibatkan diri secara aktif dalam perbincangan dan pembentangan secara atas talian.

- iii) Intervensi 1 adalah **kurang berjaya**.

Pelaksanaan Intervensi 2:

Berdasarkan refleksi dari intervensi 1, guru membina sendiri video pengajaran yang lebih tertumpu untuk membincangkan soalan tutorial dalam modul.

Pemerhatian Intervensi 2:

19 orang murid (100%) telah berjaya menyelesaikan tugas dan dihantar dalam tempoh yang ditetapkan. Murid masih lagi kurang memberikan respon semasa perbincangan atas talian *Google Meet*. Murid hanya bertanyakan soalan selepas sesi pembelajaran atas talian.

Refleksi Intervensi 2:

- i) Semua murid 19/19 (100%) berjaya menghantar tugas dalam tempoh yang ditetapkan apabila video yang dijadikan rujukan oleh murid telah menerangkan setiap satu tugas murid dengan lengkap.

- ii) Respon murid masih kurang. Kebanyakan soalan-soalan yang dibincangkan oleh guru hanya dijawab dan dibalas oleh murid-murid yang cemerlang. Murid sederhana dan lemah sangat kurang memberi respon.

- iii) Intervensi 2 adalah **kurang berjaya**. Guru berpendapat, intervensi 2 memberi peluang kepada murid untuk tidak belajar secara sendiri sebaliknya hanya meniru jawapan dari video untuk dihantar sebagai tugas. Ini kerana, video pengajaran yang dibekalkan oleh guru adalah membincangkan soalan sebenar yang sama dengan tugas yang perlu dilaksanakan oleh murid.

Pelaksanaan Intervensi 3:

Berdasarkan refleksi intervensi 2, guru membina modul tutorial dengan contoh yang berbeza dengan soalan yang dibincangkan di dalam video pembelajaran.

Pemerhatian Intervensi 3:

Seramai 16/19 murid (85%) berjaya menyelesaikan tugas dan menghantar dalam masa yang ditetapkan murid memberikan respon yang aktif semasa aktiviti pembelajaran atas talian

Refleksi Intervensi 3:

- i) Peratus murid yang menghantar dan melengkapkan tugas adalah masih dalam keadaan baik (85%) walaupun menunjukkan sedikit penurunan berbanding intervensi sebelum ini.
- ii) Murid lebih aktif memberikan respon semasa pembelajaran atas talian *Google Meet*.
- iii) Intervensi 3 menunjukkan peningkatan penglibatan murid untuk pembelajaran sendiri secara *flipped classroom* dan murid menunjukkan mereka telah menguasai sekurang-kurangnya perkara asas di dalam suatu pembelajaran tersebut.
- iv) Intervensi 3 berjaya mencapai objektif.

7.2 Penilaian Tindakan

Jadual 2 di bawah menunjukkan rekod pemerhatian terhadap respon murid terhadap intervensi yang dijalankan. Sampel kajian adalah murid yang diajar oleh pengkaji.

Jadual 2: Respon Penglibatan Murid Bagi Setiap Intervensi

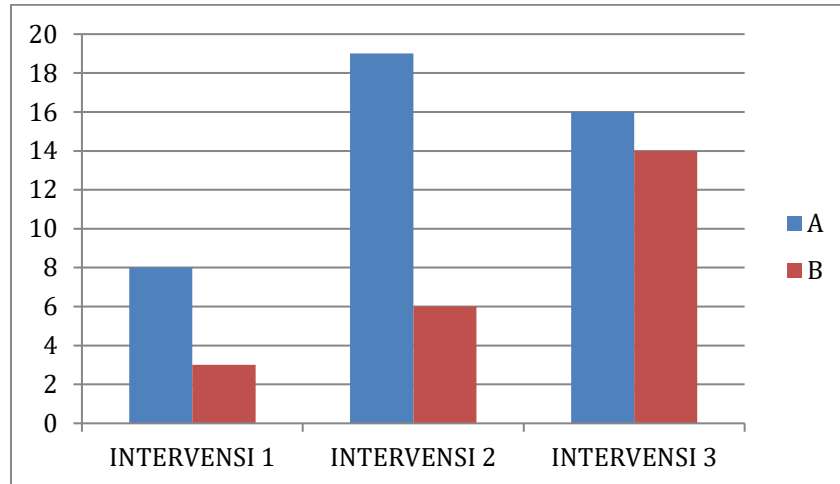
Murid	Intervensi 1		Intervensi 2		Intervensi 3	
	A	B	A	B	A	B
01			/		/	/
02			/		/	
03	/	/	/	/	/	/
04	/		/		/	/
05			/		/	/
06	/		/	/	/	
07			/		/	/
08	/	/	/	/	/	/
09			/			
10			/		/	/
11	/		/	/	/	/
12			/		/	/
13			/			
14	/	/	/	/	/	/
15	/		/		/	/
16	/		/	/	/	/
17			/			
18			/		/	/
19			/		/	/
Jumlah	8 (42%)	3 (16%)	19 (100%)	6 (32%)	16 (85%)	14 (74%)

Petunjuk: A – Respon penghantaran tugas; B – Respon pembelajaran atas talian (Google Meet)

Graf intervensi 1 menunjukkan tiada peningkatan respon penghantaran tugas dan juga respon *Google Meet* berbanding refleksi sebelumnya. Penghantaran tugas murid yang rendah menunjukkan penglibatan pembelajaran secara sendiri yang rendah atau pembelajaran sendiri yang tidak berkesan. Penglibatan pembelajaran secara sendiri yang rendah menyumbang kepada penglibatan murid yang rendah dalam pembelajaran secara atas talian. Murid kurang memberi respon apabila guru membincangkan soalan-soalan secara atas talian.

Graf intervensi 2 menunjukkan peningkatan dari segi penghantaran tugas selepas guru memuat naik video yang menunjukkan penyelesaian masalah untuk tugas. Murid telah menunjukkan penglibatan yang tinggi dalam pembelajaran secara sendiri. Namun begitu, ia tidak menyumbang kepada penglibatan pembelajaran murid secara atas talian. Murid masih kurang memberi respon semasa guru membincangkan soalan-soalan secara atas talian. Dapatan menunjukkan penglibatan murid yang tinggi dalam pembelajaran sendiri tidak menyumbang kepada peningkatan penglibatan murid dalam pembelajaran secara atas talian.

Graf intervensi 3 menunjukkan respon penghantaran tugas masih tinggi dan peningkatan respon murid secara atas talian telah meningkat setelah guru membuat intervensi menggunakan video dan bahan tutorial yang berlainan. Murid telah menunjukkan penglibatan yang tinggi dalam pembelajaran sendiri, dan juga penglibatan yang tinggi semasa pembelajaran atas talian. Murid dapat memberi respon dengan baik semasa guru membincangkan soalan-soalan berkaitan topik yang dipelajari.



Rajah 2: Carta bar perbandingan respon murid terhadap intervensi

7.4 Refleksi kajian tindakan

Dari pemerhatian guru, intervensi 1 yang menggunakan video terpilih dari laman *Youtube* adalah kurang berkesan. Berdasarkan respon murid yang tidak berjaya menyelesaikan tugas, mereka mengatakan video tersebut kurang membantu kerana hanya membincangkan konsep dan penyelesaian masalah yang asas sahaja. Ini menyebabkan banyak soalan tutorial yang guru sediakan tidak dapat diselesaikan oleh murid akibat kekurangan contoh. Pengkaji berpendapat, perkara ini merupakan punca penglibatan murid dalam pembelajaran sendiri dan pembelajaran atas talian adalah rendah.

Berdasarkan refleksi pada intervensi 1, guru mengambil inisiatif untuk menyediakan sendiri video pengajaran yang khusus untuk menyelesaikan soalan-soalan tutorial yang menjadi tugas murid sebagai intervensi 2. Video tersebut menjadi rujukan murid untuk memeriksa jawapan mereka. Hasil intervensi menunjukkan semua murid berjaya menyelesaikan tugas dan menghantarnya dalam tempoh yang telah ditetapkan oleh guru. Video pengajaran yang dibina oleh guru telah berjaya membantu murid meningkatkan penglibatan mereka dalam pembelajaran sendiri di rumah. Namun begitu, penglibatan dan respon murid semasa perbincangan dalam pembelajaran atas talian

menggunakan *Google Meet* masih sangat rendah. Dapatan ini tidak selari dengan peningkatan penglibatan murid dalam pembelajaran sendiri. Ini menunjukkan intervensi 2 ini juga kurang berkesan. Guru mendapati murid yang lemah mengambil kesempatan ini tidak belajar secara sendiri, sebaliknya hanya menyalin jawapan dari video pengajaran guru untuk dihantar sebagai tugas. Kaedah ini memberi peluang murid yang tidak belajar secara sendiri tetapi masih dapat menyelesaikan dan menghantar tugas mereka dengan lengkap.

Berdasarkan refleksi intervensi 2, guru masih menyediakan video yang membincangkan soalan dalam tutorial, tetapi telah diubahsuai supaya soalnya berbeza dengan tutorial tetapi konsep dan kaedah penyelesaiannya masih dikekalkan. Pada masa yang sama murid perlu menyelesaikan sendiri soalan dan tugas di dalam tutorial kerana ia tidak dapat disalin semula. Murid perlu memahami konsep dan kaedah penyelesaian yang ditunjukkan oleh guru dalam video contoh, sebelum diaplikasikan kefahaman mereka untuk menyelesaikan soalan di dalam tutorial yang dibekalkan oleh guru. Secara tidak langsung, murid telah melaksanakan pembelajaran sendiri secara kelas berbalik di rumah. Tahap penguasaan murid pula dapat diukur dari penyemakan tugas yang telah mereka laksanakan. Murid yang berjaya menyelesaikan soalan tutorial bermaksud mereka telah berjaya menguasai konsep dan kefahaman asas untuk pembelajaran pada hari tersebut. Perbincangan dan pembentangan murid semasa PdPR atas talian menjadi lebih mudah dan aktif. Perbincangan secara atas talian dapat dimanfaatkan dengan perbincangan soalan-soalan yang memerlukan Kemahiran Berfikir Aras Tinggi (KBAT).

Berdasarkan kepada indikator atau penunjuk kejayaan intervensi, pengkaji boleh mengatakan bahawa intervensi 3 ini telah berjaya mencapai objektif yang telah ditetapkan.

8.0 Rumusan dan Perbincangan

Berikut adalah rumusan dan perbincangan tentang dapatan kajian berdasarkan kepada objektif kajian:

8.1 Objektif 1: Membangunkan kit pembelajaran yang memudahkan murid melaksanakan PdPR pembelajaran secara sendiri di rumah

Berdasarkan dapatan kajian Dignath-van Ewijk and G. van der Werf (2012) tentang pembelajaran sendiri, guru seharusnya menyediakan bimbingan dan panduan untuk murid dalam melaksanakan pembelajaran sendiri. Penggunaan modul yang telah dibangunkan dalam Kit Pembelajaran Selphy ini telah berjaya membimbing murid untuk melaksanakan pembelajaran secara sendiri di rumah. Penggunaan modul ini telah membantu murid memperolehi maklumat dan belajar secara luar talian dengan lebih cepat dan bersistematik. Ia bertepatan dengan tujuan penggunaan modul pembelajaran iaitu untuk memandu dan memimpin murid belajar secara terancang (Fatimah, 2012).

8.2 Objektif 2: Meningkatkan penglibatan murid dalam pembelajaran sendiri kelas berbalik di rumah

Apabila murid menggunakan Kit Pembelajaran Selphy, secara tidak langsung mereka telah melaksanakan pembelajaran sendiri secara kelas berbalik. Kelas berbalik merupakan kaedah yang memerlukan murid memahami suatu konsep dalam topik tertentu melalui pembelajaran sendiri sebelum PdP dalam kelas berlaku (Azlina, 2017).

Modul Pembelajaran Selphy telah menyediakan satu platform dengan integrasi teknologi maklumat untuk murid melaksanakan pembelajaran secara sendiri sebelum perbincangan dan pembentangan dilaksanakan di dalam pembelajaran atas talian bersama guru. Penggunaan teknologi dalam pelaksanaan kaedah kelas berbalik bukan sahaja dapat membantu guru dalam pengajaran tetapi juga membantu meningkatkan kefahaman murid dalam mata pelajaran yang sukar sekiranya diguna secara tepat dan bersistematik (Abu Bakar, 2013). Pernyataan ini disokong oleh dapatan kajian tindakan yang menunjukkan peningkatan respon murid terhadap tugas yang telah diberikan setelah menggunakan Kit Pembelajaran Selphy ini.

8.2 Objektif 3: Meningkatkan penglibatan murid dalam PdPR secara atas talian.

Penglibatan murid dalam pembelajaran perlu aktif sama ada dalam talian mahupun bersemuka. Pendekatan pembelajaran abad ke-21 yang merupakan trend pendidikan terkini menyaksikan perubahan daripada pengajaran berpusatkan guru kepada pembelajaran berpusatkan murid (Tengku Sarina, 2014). Guru berpendapat, sekiranya murid telah dapat memahami isi pembelajaran semasa melaksanakan pembelajaran sendiri, maka murid akan mudah memberi respon semasa perbincangan dan pembentangan semasa pembelajaran atas talian bersama guru. Pendapat guru disokong dengan dapatan kajian tindakan tentang peningkatan bilangan respon murid semasa pembelajaran atas talian. Dapatan kajian tindakan guru adalah selari dengan dengan pernyataan bahawa kaedah kelas berbalik dilihat mampu meningkatkan prestasi pencapaian murid, meningkatkan komunikasi dan kerjasama berkumpulan (Herreid dan Schiller, 2013).

Penggunaan Kit Pembelajaran Selphy telah berjaya menambahkan minat murid terhadap matapelajaran fizik dan meningkatkan motivasi murid untuk belajar secara sendiri di rumah dalam tempoh perintah kawalan pergerakan. Ini kerana, Kit Pembelajaran Selphy mengintegrasikan penggunaan modul pembelajaran dan juga video

pengajaran. Penggunaan video ini mampu mempelbagaikan kaedah pengajaran guru dalam usaha memberi motivasi dan sekaligus menarik minat dalam pembelajaran (Syamsulaini Sidek, 2016). Kit Pembelajaran Selphy ini dapat membantu guru melaksanakan kaedah pembelajaran abad ke-21 kelas berbalik dengan lebih mudah dan bersistematik. Kaedah ini juga dapat menjimatkan masa pengajaran di sekolah atau secara atas talian.

Seterusnya, untuk menambah baik Kit Pembelajaran Selphy ini, pengkaji sedang membangunkan modul penilaian sendiri secara atas talian untuk memudahkan guru menilai tahap dan prestasi murid. Modul penilaian sendiri juga boleh dijadikan sebagai pentaksiran bilik darjah (PBD) murid.

9.0 Kesimpulan

Berdasarkan keputusan kajian tindakan ini, pembelajaran fizik secara sendiri menjadi lebih berkesan apabila guru berjaya menyediakan dan memandu murid untuk melaksanakan pembelajaran secara sendiri. Guru juga perlu sentiasa meneroka teknik pengajaran yang menarik dan berkesan dalam usaha memenuhi aspirasi murid dalam PPPM 2013-2025 yang ingin melahirkan murid yang berkemahiran serta berpengetahuan. Seterusnya, selari dengan anjakan ke-7 iaitu guru dapat memanfaatkan ICT bagi meningkatkan kualiti pembelajaran yang kini dalam gelombang ke-3 PPPM 2013-2025.

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