

NO. RUJUKAN: KP(BPG)9577/2/JLD. 4 (12)

**KURSUS PERGURUAN LEPAS IJAZAH  
KPLI**

**EDUCATION  
STUDIES**

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**PROFESSIONAL  
KNOWLEDGE  
AND SKILLS**

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**BAHAGIAN PENDIDIKAN GURU  
KEMENTERIAN PENDIDIKAN MALAYSIA  
JANUARI 2001  
Versi Bahasa Inggeris**



## **Falsafah Pendidikan Kebangsaan**

Pendidikan di Malaysia adalah suatu usaha berterusan ke arah memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bagi melahirkan rakyat Malaysia yang berilmu pengetahuan, berketrampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.



## **Falsafah Pendidikan Guru**

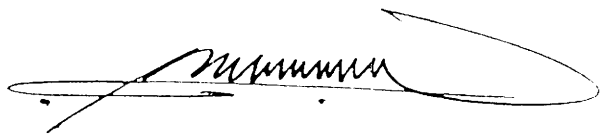
Guru yang berpekerti mulia, berpandangan progresif dan saintifik, bersedia menjunjung aspirasi negara serta menyanjung warisan kebudayaan negara, menjamin perkembangan individu dan memelihara suatu masyarakat yang bersatu padu, demokratik, progresif dan berdisiplin.

## KATA ALU-ALUAN

Sejak program Kursus Perguruan Lepas Ijazah (KPLI) diperkenalkan pada tahun 1983, Bahagian Pendidikan Guru telah melahirkan guru-guru siswazah terlatih dalam beberapa mata pelajaran yang diperlukan. Dalam usaha meningkatkan mutu program ini, Bahagian Pendidikan Guru sentiasa memberi perhatian yang serius terhadap pengemaskinian dan pengubahsuaian kurikulum latihan selaras dengan tuntutan dan trenda pendidikan semasa. Justeru itu, kurikulum latihan perguruan guru-guru siswazah ini dimantapkan lagi dengan memberi penekanan kepada penguasaan pengetahuan dan kemahiran pedagogi serta memupuk nilai-nilai keguruan bagi menyediakan guru permulaan yang berkualiti dan cemerlang. Pengubahsuaian kurikulum ini juga menuntut agar guru-guru yang mengikuti program latihan ini berketrampilan dalam penggunaan kemahiran teknologi maklumat dan komunikasi (ICT).

Kurikulum yang disediakan ini memerlukan iklim pengajaran dan pembelajaran yang berkesan. Dengan itu, kepakaran dan kemudahan yang terdapat, membolehkan maktab-maktab perguruan memainkan peranan sebagai pusat inovasi yang aktif dalam mereka cipta pelbagai pendekatan dan perkaedahan pembelajaran. Ini dapat membantu guru-guru pelatih menimba pengalaman yang dapat menjana sikap bertanggungjawab terhadap membina sahsiah insan guru melalui proses pembelajaran sendiri, membuat refleksi dan memupuk budaya pembelajaran sepanjang hayat.

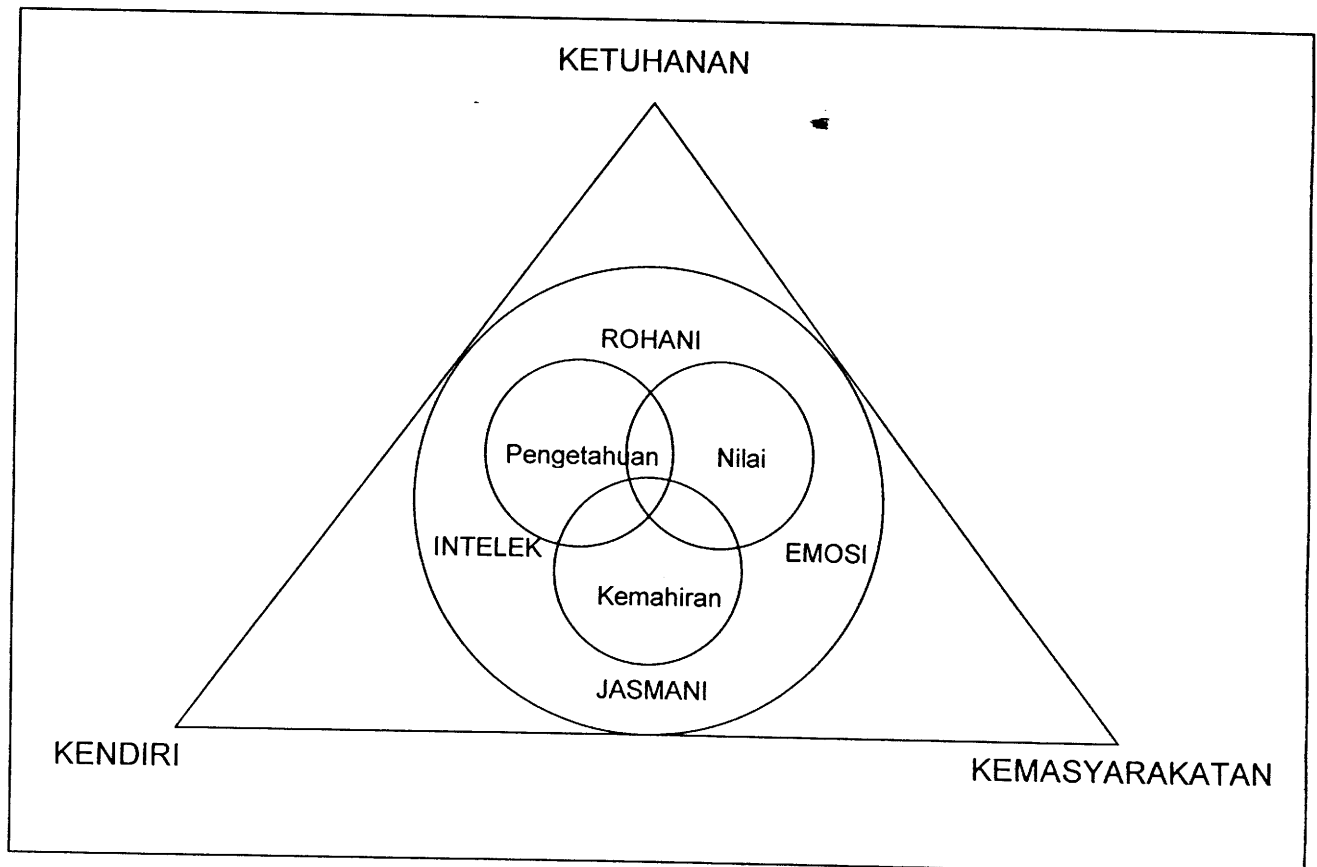
Dengan kurikulum ini, kami di Bahagian Pendidikan Guru percaya mutu pendidikan dapat dipertingkatkan bersesuaian dengan keperluan pendidikan masa kini dan akan datang. Harapan kami ialah untuk melahirkan guru permulaan yang berkualiti supaya segala kemahiran dan pengetahuan yang diperolehi dapat dicurahkan dengan sebaik-baiknya kepada pelanggannya



**HAJI ABU BAKAR BIN BACHIK**  
Pengarah Pendidikan Guru  
Kementerian Pendidikan Malaysia  
Disember 2000

## MODEL KONSEPTUAL PENDIDIKAN GURU

Model Konseptual Guru dibina berasakan Falsafah Pendidikan Kebangsaan (FPK) dan Falsafah Pendidikan Guru (FPG) yang menekankan kepentingan tiga aspek asas iaitu pengetahuan, kemahiran dan nilai yang disepadukan merentasi semua disiplin mata pelajaran serta program yang dirancang seperti gambar rajah di bawah:



Model Konseptual Pendidikan Guru mengutamakan akauntabiliti guru kepada tiga dimensi utama iaitu sendiri, kemasyarakatan dan ketuhanan. Citra ketiga-tiga dimensi ini dijelmakan dalam program yang dirancang seperti berikut:

**Ketuhanan:** Menganjurkan peningkatan ilmu, penghayatan dan amalan individu sebagai insan yang percaya dan patuh kepada ajaran agama.

**Kemasyarakatan:** Menekankan peranan guru sebagai pendidik, pemimpin dan agen perubahan.

Kendiri: Menjurus kepada pembinaan daya ketahanan, patriotisme, pemupukan budaya ilmu, pembentukan sahsiah dan berpekerti mulia.

Selaras dengan FPK dan FPG, model ini menggambarkan suatu usaha membina kekuatan dan ketahanan diri guru berasaskan kepatuhan kepada Tuhan dan kesejahteraan bermasyarakat. Hasrat ini dapat dicapai menerusi pelaksanaan kurikulum pendidikan guru yang menyepadukan aspek-aspek pengetahuan, kemahiran ikhtisas dan amalan nilai-nilai keguruan.

Kurikulum Kursus Perguruan Lepas Ijazah (KPLI) Sekolah Rendah digubal dengan mengambil kira usaha menterjemahkan ketiga-tiga aspek iaitu pengetahuan, kemahiran dan nilai secara bersepadu yang diperjelas seperti berikut:

Pengetahuan: Merangkumi pengetahuan am dan pengetahuan dalam mata pelajaran dalam KBSR serta pengetahuan ikhtisas keguruan.

Kemahiran: Merangkumi kemahiran ikhtisas yang menjurus kepada kemahiran berkomunikasi, kemahiran belajar, kemahiran berfikir, literasi komputer dan pedagogi. Pembinaan dan pengukuhan aspek "how to" dengan memberi tumpuan kepada pengintegrasian teknologi maklumat dalam pelaksanaan kurikulum.

Nilai: Merujuk kepada penerapan, penghayatan dan amalan nilai-nilai nurni keguruan yang menampilkan sahsiah dan perlakuan sebagai guru yang penyayang, berpekerti mulia, berdaya tahan, patriotik, kreatif, berketrampilan dan berwibawa serta patuh kepada profesion keguruan.

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## INTRODUCTION

The Ministry of Education (*Kementerian Pendidikan Malaysia/KPM*) has formulated the Philosophy of Teacher Education (*Falsafah Pendidikan Guru/FPG*), as a guide for the structuring and organisation of teacher education programmes. The Philosophy of Teacher Education states that the training of teachers should produce

*The teacher who is noble in character, progressive and scientific in outlook, committed to uphold the aspirations of the nation, and cherishes the national cultural heritage, ensures the development of the individual and the preservation of a united, democratic, progressive and disciplined society.*

(Ministry of Education (1982), *The Philosophy of Teacher Education in Malaysia: Report of the National Workshop & Survey*, pp. 14.)

Based on this philosophy, a Conceptual Model of Teacher Education was formulated. This model emphasises the three fundamental aspects, i.e. of God, self and society. The concept of God forms the basis for three other aspects; namely, knowledge, skills and values, which are integrated across all subject disciplines and planned programmes. This programme stresses on the development of teacher's potential in the physical, emotional, spiritual and intellectual aspects. It should produce quality beginning teachers who are upright, balanced, integrated and harmonious in terms of attitude, practice and competency. This should be brought about in an integrated manner and in line with the aspirations of the National Philosophy of Education (*Falsafah Pendidikan Kebangsaan/FPK*).

## GOALS

The National Philosophy of Education (*Falsafah Pendidikan Negara/FPN*) was documented in 1988 and was subsequently revised in 1996. It is now referred to as National Philosophy of Education (*Falsafah Pendidikan Kebangsaan/FPK*). The Teacher Education Division always endeavour to upgrade the teacher's ability in translating the goals of FPK in the process of teaching and learning in consistent with the requirements of the Integrated Primary School Curriculum (*Kurikulum Bersepadu Sekolah Rendah/KBSR*) and the Integrated Secondary School Curriculum (*Kurikulum Bersepadu Sekolah Menengah/KBSM*).

Besides that, the transition from industrial era to the information technology era, and subsequently to the knowledge era brings manifold challenges to the field of education in general and teacher education, in particular. The development of a nation depends greatly on the quality of education, which depends on the quality of the teachers and this in turn is determined by the quality of teacher education that is being offered.

In responds to the present day challenges, the current strategy in teachers' training needs to be reassessed so that the teacher can play his/her role meaningfully. In this context, the professional knowledge base of the teacher needs to be developed in an integrated and balanced manner as envisioned in the FPK. Hence, the priority should be on holistic (system thinking) rather than on linear thinking so that the management of the teaching and learning process can be carried out integrally and not fragmented.

Concomitant with the above needs, the Post Graduate Diploma in Teaching (*Kurikulum Perguruan Lepas Izajah /KPLI*) syllabus has been integrally structured so that the KPLI teacher can carry out his/her task effectively. In ensuring that the teacher receives a holistic exposure, the syllabus is based on three themes, namely:

- i. Philosophy of Education, curriculum, and the role of the teacher trainer;
- ii. Student development and the process of teaching and learning; and
- iii. Professionalism of the teacher

Although the panel did not structure explicitly this syllabus according to the traditional fields of education, the contents of the three themes nevertheless include the main elements of these basic fields. The first theme focuses on the role of teachers in realising the goals of the FPK and Philosophy of Teacher Education (*Falsafah Pendidikan Guru/FPG*). This theme has brought forth a conceptual and theoretical framework, which is based on the philosophical approach in the minds of the potential teacher.

The second theme focuses on the capability of the teacher in translating the aspirations of FPK in the process of teaching and learning and in producing meaningful learning consistent with the requirements of FPK. This is to ensure that there is continuity in discourse between philosophy and teaching and learning process. This theme is also structured by integrating the elements of psychology, pedagogy and evaluation in education. The third theme also stresses on improving the professionalism of teachers. This theme combines the role of the teacher as a guide, reflective practitioner, and researcher who will be able to assist in the development of a life long career. Besides

this, the objective of the theme is to enable the teacher to realize his/her role in the new millennium and his/her accountability, which is based on the Teachers' Code of Ethics.

### OVERALL OBJECTIVES

The Education Studies Syllabus is set to enable the student teachers to:

- i. equip themselves with knowledge and professional teaching experience in accordance with the current development in education;
- ii. increase professional teaching knowledge and to develop teaching and learning skills consistent with the goals and objectives of KBSM;
- iii. acquire knowledge and thinking skills in decision making, problem-solving and to incorporate them into the teaching and learning (T & L) process;
- iv. practise effectively their role as a facilitator of learning in line with the principles of learning and the needs of the students;
- v. cultivate positive attitudes towards students, the learning process, schools, and society;
- vi. inculcate and encourage the practice of moral values and ethics of teaching in accordance with the demands of the KBSM and FPK.
- vii. carry out the responsibility as a teacher who is constantly searching for knowledge and to use it to fulfil the requirements of present and future needs of education; and
- viii. apply the knowledge, teaching skills, and educational values to stimulate the development of students' potential.

**TIME ALLOCATION ACCORDING TO SEMESTER**

Component	Semester		Total Hours	Credit
	I	II		
Philosophy of Education, curriculum, and the role of the teacher	15		15	1
Student development and the process of teaching and learning	60		60	4
Enhancing the Professionalism of the Teacher		30	30	2
<b>Total</b>	<b>75</b>	<b>30</b>	<b>105</b>	<b>7</b>

## SUGGESTED INSTRUCTIONAL STRATEGIES

The implementation of this syllabus requires an integrated and holistic approach using the following strategies:

- The content is delivered using pedagogical, androgogical, and synergogical approaches.
- Suggested methods are: discussion, workshop, seminar, simulation, brainstorming, lecture, experiential learning, project work, socio-drama, and others via information and communications technology (ICT).
- Lecturers are encouraged to work cooperatively and collaboratively.
- Students are fully involved in the process of teaching and learning and are given the opportunity to acquire skills through various activities.
- Integrate thinking skills frequently in the teaching and learning process.
- The elements of emotional intelligence is emphasised as a component across the curriculum.
- Lecturers and student teachers cooperate to prepare for practicum.
- Lecturers and student teachers interact and reflect on school experience towards enhancing the professionalism of the teachers.

## SEMESTER 1

### THEME 1: Philosophy of education, curriculum, and the role of teacher (1 credit, 15 hours)

#### SYNOPSIS

This theme focuses on the role of teachers in realising the goals of FPK and FPG. In this context, the student teacher needs to be exposed to the branches of philosophy and the main features of FPK and FPG in understanding the goals and aspirations of the national education policy. Furthermore, the student teacher needs to understand and appreciate the requirements of KBSM so that he/she can manage and develop the teaching and learning curriculum in accordance with the objectives of FPK.

#### OBJECTIVES

At the end of this theme, the student teacher can

- i. understand the fundamentals of the National Philosophy of Education and their implications on the role of the teacher;
- ii. practice teaching and learning in accordance with the requirements of the FPK and FPG; and
- iii. implement teaching to bring about an integrated and holistic development of students.

#### TOPICS AND TIME ALLOCATION

1	The fundamentals of FPK and their relation with Western, Eastern, and Islamic philosophy of education	3 hours
2	The analysis of FPK and FPG and their implications on the role of the teacher as an educator	3 hours
3	The implications of FPK on curriculum management and development	9 hours
	Total	<hr/> <b>15 hours</b> =====

KNOWLEDGE	SKILLS	VALUES/NOTES
<p><b>1. Fundamentals of the National Philosophy of Education (FPK) (3 hours)</b></p> <p>1.1 Background of the FPK</p> <ul style="list-style-type: none"> <li>• Historical development of education</li> </ul> <p>1.2 Western philosophy of education</p> <ul style="list-style-type: none"> <li>• Traditional (perennialism, essentialism)</li> <li>• Modern (progressivism, reconstructivism, existentialism)</li> </ul> <p>1.3 Eastern Philosophy of Education</p> <p>1.4 Islamic Philosophy of Education</p> <p><b>2. Analysis of the FPK and FPG (3 hours)</b></p> <p>2.1 Analysis of FPK and FPG</p>	<ul style="list-style-type: none"> <li>• Relate the main features of the historical development of the educational system which brought about the formulation of FPK</li> <li>• Relate various philosophical schools of thought with FPK</li> <li>• Describe FPK and FPG based on the branches of Philosophy: <ul style="list-style-type: none"> <li>- Ontology/metaphysics</li> <li>- Epistemology</li> <li>- Axiology</li> <li>- Logic</li> </ul> </li> </ul>	<p>Discussion to be based on</p> <ul style="list-style-type: none"> <li>- Goals</li> <li>- Curriculum focus</li> <li>- T &amp; L strategies</li> <li>- Role of teacher</li> </ul> <p><u>Values:</u></p> <ul style="list-style-type: none"> <li>- Appreciate FPK as the foundation of national education</li> <li>- Realising the role of the teacher in national development</li> </ul> <p><u>Reference:</u></p> <ol style="list-style-type: none"> <li>1. Gutek, L.G. (1998)</li> <li>2. Ornstein, A. G &amp; Hunkins (1998)</li> <li>3. A. Rahman Arof &amp; Zakaria Kasa (1994)</li> </ol> <p><u>Teaching strategies:</u></p> <ul style="list-style-type: none"> <li>- Strategies that encourage analytical and deductive thinking</li> </ul>

KNOWLEDGE	SKILLS	VALUES/NOTES
<p>2.2 Implications of FPK and FPG on the role of the teacher as an educator</p> <p><b>3. Curriculum Management and Development (9 hours)</b></p> <p>3.1 The concept of curriculum</p> <p>3.2 The Integrated Secondary School Curriculum (KBSM)</p> <p>3.3 The teacher as a curriculum manager</p>	<ul style="list-style-type: none"> <li>• Carry out the teacher's role and responsibilities based on the aims of FPK and FPG</li>   <li>• Identify the development concept of curriculum based on the following models: <ul style="list-style-type: none"> <li>- Objective model (Tyler, Bobbit, Taba)</li> <li>- Process Model (Stenhouse)</li> <li>- Current trends (Emergent curriculum)</li> </ul> </li>   <li>• Analyse and interpret the main characteristics of KBSM</li>   <li>• Apply curriculum concepts into the teaching and learning process</li> </ul>	<p><u>Reference:</u></p> <ol style="list-style-type: none"> <li>1. Tyler (1949)</li> <li>2. Stenhouse (1975)</li> <li>3. Mohd. Daud Hamzah (1993)</li> </ol> <p><u>Values:</u></p> <ul style="list-style-type: none"> <li>- Appreciate the role of the educational system in nation building</li> <li>- Play the role of a curriculum manager</li> </ul> <p><u>Futuristic Studies:</u></p> <ul style="list-style-type: none"> <li>- Analyse the trend of the educational development</li> </ul>

## SEMESTER 1

**THEME 2: Student development, process of teaching and learning and its effects.  
(4 credits, 60 hours)**

### SYNOPSIS

This theme focuses on the ability of the teacher to translate the requirements of FPK into the teaching and learning process in order to make teaching and learning more meaningful. It is structured to integrate knowledge of psychology, pedagogy and evaluation. This theme begins by understanding the process of adolescent development based on the nature of man. This knowledge enables the student teacher to help the students to develop personality and positive self-concept. This theme also gives exposure to learning theories, thinking process, and the learning styles. An understanding of these helps the teacher in classroom management, planning and implementation of effective teaching and evaluation.

Besides that, the influence of social contexts on educational achievement will also be considered. Environmental factors with emphasis on the home and school that influenced students' performance will be analysed.

### OBJECTIVES

At the end of this theme, the student teacher can:

- i understand students' individual development to facilitate optimum development of their potentials
- ii apply learning theories in planning and teaching for meaningful learning outcomes
- iii relate theories of learning to classroom management
- iv apply understanding of social factors influencing students' achievement towards improving the students' level of achievement; and
- v evaluate the teaching and learning practices to identify students' learning and to improve teaching quality.

## TOPICS AND TIME ALLOCATION

1. Individual development	8 hours
2. Theories of learning and the process of teaching and learning	37 hours
3. School-based evaluation	15 hours
	<hr/>
<b>Total</b>	<b>60 hours</b>
	<b>=====</b>

KNOWLEDGE	SKILLS	VALUES/NOTES
<p><b>1. Individual Development (8 hours)</b></p> <p><b>1.1 Nature of Man</b></p> <ul style="list-style-type: none"> <li>• Potentials</li> <li>• Needs</li> <li>• Individual Differences <ul style="list-style-type: none"> <li>- Influence of genetics and environment</li> </ul> </li> </ul> <p><b>1.2 Adolescent development</b></p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Cognitive</li> <li>• Social</li> <li>• Emotional</li> <li>• Spiritual</li> </ul> <p><b>1.3 Personality development and self-concept</b></p> <ul style="list-style-type: none"> <li>• Basic concept of personality development and positive self-concept</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the concept of nature of man</li> <li>• Relate potentials, needs, and individual differences to teaching and learning</li> <li>• Describe the stages of development and discuss their implications on students' behaviour.</li> <li>• Describe the concept of personality and self-concept and discuss their implications on students' behaviour.</li> </ul>	<p><u>Values:</u></p> <ul style="list-style-type: none"> <li>- Aware of and respect students as God's gift</li> <li>- Thankful to God for the gift</li> <li>- Appreciate student as a unique individual</li> <li>- Realize that the teacher's behaviour influences the student's personality and self concept</li> <li>- Appreciate the characteristics of <i>mahmudah</i></li> <li>- Aware of and appreciate the importance of social influences towards student's achievement.</li> </ul> <p><u>Teaching strategy:</u></p> <ul style="list-style-type: none"> <li>- Inductive approach based on student teachers' experience and reflection is encouraged.</li> </ul> <p><u>Supplementary Menu:</u></p> <ul style="list-style-type: none"> <li>- Attend courses pertaining to theories on thinking skills and application of thinking tools.</li> </ul> <p><u>Reference:</u></p> <ul style="list-style-type: none"> <li>• Al Ghazali</li> </ul>

KNOWLEDGE	SKILLS	VALUES/NOTES
<p><b>2. Theories of learning and the process of teaching and learning (37 hours)</b></p> <p>2.1 Learning process</p> <ul style="list-style-type: none"> <li>• Learning readiness</li> <li>• Motivation</li> <li>• Pattern recognition and perception</li> <li>• Remembering and forgetting</li> <li>• Transfer of learning</li> </ul> <p>2.2 Theories of learning and models of teaching</p> <ul style="list-style-type: none"> <li>• Main theories <ul style="list-style-type: none"> <li>- Behaviourism</li> <li>- Cognitive</li> <li>- Humanistic</li> <li>- Constructivism</li> </ul> </li> <li>• Models <ul style="list-style-type: none"> <li>- Expository</li> <li>- Inquiry</li> <li>- Discovery</li> <li>- Discussion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify factors that influence the learning process.</li> <li>• Relate learning process to teaching</li> <li>• Examine theories of learning and models of teaching, and their implications on teaching and learning</li> <li>• Compare the theories and models</li> </ul>	<p><u>Values:</u></p> <ul style="list-style-type: none"> <li>- Aware of the following: Contextual learning is important to prove theory.</li> <li>- Any view without theoretical foundation is considered weak</li> <li>- Rational thinking</li> <li>- Aware of and concerned of the factors influencing the classroom environment</li> <li>- Cooperation and mutual respect in human management</li> <li>- Aware of and concerned about the influence of teaching on learning</li> <li>- Industrious</li> </ul> <p><u>Teaching strategies:</u></p> <ul style="list-style-type: none"> <li>- Learning topics to be followed by teaching topics</li> </ul> <p>2.1, 2.2, 2.3 → 2.4, 2.5</p> <ul style="list-style-type: none"> <li>- Encourage inductive approach, e.g. 2.1 → 2.2 and 2.4 → 2.5</li> </ul>

KNOWLEDGE	SKILLS	VALUES/NOTES
<p>2.3 Thinking and learning styles</p> <ul style="list-style-type: none"> <li>• Types of thinking</li> <li>• Multiple intelligence</li> <li>• Styles of learning</li> </ul> <p>2.4 Implications of the learning process and its theories in the classroom</p> <ul style="list-style-type: none"> <li>• Classroom management</li> <li>- Classroom routine</li> <li>- Interaction and communication in classroom</li> <li>- Classroom discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Explain types and characteristics of thinking</li> <li>• Describe multiple types of intelligence</li> <li>• Relate types of thinking and multiple intelligence with styles of learning.</li> </ul> <ul style="list-style-type: none"> <li>• Manage a classroom based on theories, process and learning styles</li> <li>• Create a conducive classroom environment for effective teaching and learning</li> <li>• Create various patterns of classroom interaction</li> </ul>	<ul style="list-style-type: none"> <li>- Contextual learning, especially for 2.4. Simulation, case study and problem solving are encouraged.</li> </ul> <p><u>Reference:</u></p> <ol style="list-style-type: none"> <li>1. Hewit, J. &amp; Whittier K.S (1998)</li> <li>2. Gardener, H. (1983)</li> <li>3. Kolb, D. A. (1984)</li> <li>4. Swartz, R. (1997)</li> <li>5. Joyce, B. &amp; Weil, M. (1986)</li> </ol>

KNOWLEDGE	SKILLS	VALUES/NOTES
<ul style="list-style-type: none"> <li>• Methods of Teaching               <ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> <li>- Problem-solving</li> <li>- Group Teaching</li> <li>- Simulation</li> <li>- Project</li> <li>- Team Teaching</li> </ul> </li>   <li>• Lesson Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Create effective classroom communication</li>   <li>• Manage classroom discipline to enhance the self-discipline of students</li>   <li>• Use appropriate teaching methods for effective learning</li>   <li>• Write explicit learning objectives</li>   <li>• Prepare the lesson plan consistent with FPK, adolescent development as well as the process and styles of learning</li>   <li>• Mastery of lesson planning skills according to the given format.</li> </ul>	<p><u>Suggestion:</u> The format for the lesson plan to be strengthened according to subject option.</p>

KNOWLEDGE	SKILLS	VALUES/NOTES
<p>2.5 Educational outcomes</p> <ul style="list-style-type: none"> <li>• Inequality in opportunities and outcomes</li> <li>• Home and school environmental factors affecting educational achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Identify several concepts related to the issues of inequality in education <ul style="list-style-type: none"> <li>- Restrictive culture</li> <li>- Compensatory education</li> </ul> </li> <li>• Describe the home environmental factors influencing academic achievement. <ul style="list-style-type: none"> <li>- Differences in social class</li> <li>- Differences in socialization and language</li> <li>- Differences in urban and rural locations</li> </ul> </li> <li>• Explain the characteristics of schools affecting academic achievement <ul style="list-style-type: none"> <li>- School culture</li> <li>- Expectation of teachers</li> <li>- Studies on characteristics of effective schools</li> </ul> </li> </ul>	<p><u>Teaching Strategy:</u></p> <p>Relate to studies that have been carried out in Malaysia, e.g. Drop-out Study (1973)</p> <p><u>Reference:</u></p> <ol style="list-style-type: none"> <li>1. Marimuthu, T. (1990)</li> <li>2. Sharifah Alawiah, (1984)</li> </ol>

KNOWLEDGE	SKILLS	VALUES/NOTES
<p><b>3. School-based evaluation (15 hours)</b></p> <p>3.1 The meaning and purpose of testing, measurement, and evaluation.</p> <p>3.2 Test construction</p> <ul style="list-style-type: none"> <li>• The main characteristics of tests</li> <li>• Test blueprint (<i>Jadual Penentuan Ujian/JPU</i>)</li> <li>• Steps in test construction</li> <li>• Test item analysis</li> </ul> <p>3.3 Evaluation of student</p> <ul style="list-style-type: none"> <li>• Formative and summative tests</li> <li>• Criterion-referenced and norm-referenced evaluation</li> <li>• Basic statistics for norm-referenced evaluation</li> <li>- Frequency</li> <li>- Mode, median, and mean</li> <li>- Standard deviation, z scores, t scores, and</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the aims and the role of evaluation in KBSM</li> <li>• Construct a test blueprint based on the principles of evaluation/ main characteristics of tests.</li> <li>• Describe the steps in test construction.</li> <li>• Determining the quality of test items</li> <li>• Relate formative and summative tests to the criterion-referenced and norm-referenced evaluation</li> <li>• Process marks and interpret test results</li> </ul>	<p><u>Values:</u></p> <ul style="list-style-type: none"> <li>- Awareness and concerns the effects of evaluation on students.</li> <li>- Honesty</li> <li>- Fairness</li> </ul> <p><u>Teaching Strategies:</u></p> <ul style="list-style-type: none"> <li>- Reflective approach to incorporate critical thinking in the evaluation process</li> <li>- Contextual learning</li> </ul>

KNOWLEDGE	SKILLS	VALUES/NOTES
<p>the normal distribution</p> <p>3.4 Alternative evaluation</p> <ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Presentation/practical</li> <li>• Authentic</li> </ul>	<ul style="list-style-type: none"> <li>• Using multiple methods for a more valid evaluation of student</li> </ul>	

## SEMESTER 2

### THEME 3 : Professionalism of Teachers (2 credits, 30 hours)

#### SYNOPSIS

This theme focuses on improving the professionalism of teachers. It combines the role of teachers as a guide, a reflective practitioner and a researcher. The mastery of fundamental skills in guidance enables teachers to identify and subsequently to address current students' problems. The theme also discusses the role of teachers as reflective practitioners, which can bring about self-awareness, decision-making and appropriate follow-up actions within the context of learning and the practice of life long learning. The teacher is also expected to practice knowledge culture through research. This will prepare teachers to face the new millennium, which poses changes and challenges as a consequence of the globalisation of education. As such, teachers must be prepared to explore the future by predicting, as well as controlling and implementing changes to ensure a high level of accountability.

#### OBJECTIVES

At the end of this theme, student teachers can

- i act as a guide to help resolve problems faced by students
- ii implement reflective practices in his/her profession through research and life long learning; and
- iii explore the future and address the challenges of the new millennium.

#### TOPICS AND TIME ALLOCATION

1. The teacher as a guide	8 hours
2. The teacher as a reflective practitioner	5 hours
3. The teacher as a life long learner	12 hours
4. The teacher in the new millennium	5 hours
	<hr/>
	<b>30 hours</b>
	<b>=====</b>

KNOWLEDGE	SKILLS	VALUES/REMARKS
<p><b>1. The teacher as a guide (8 hours)</b></p> <p>1.1 Aims and principles of guidance</p> <p>1.2 Fundamental skills in guidance</p> <p>1.3 Student problems</p>	<ul style="list-style-type: none"> <li>• Explain the aims and principles of guidance.</li> <li>• Mastery of fundamental skills in guidance</li> <li>• Identify the students' problems</li> <li>• Implement the process of guidance to address students' problems.</li> </ul>	<p><u>Values:</u></p> <ul style="list-style-type: none"> <li>- Ready to help students who need guidance</li> <li>- Kind-hearted</li> <li>- Caring</li> <li>- Concerned</li> </ul> <p><u>Teaching Strategies:</u></p> <ul style="list-style-type: none"> <li>- Experiential learning using simulation and role play</li> <li>- Problem solving approach in case studies.</li> <li>- Metacognition</li> </ul> <p><u>Supplementary menu:</u></p> <p>Examine several case studies relating to class control and ways of managing problematic students.</p>
<p><b>2. The teacher as a reflective practitioner (5 hours)</b></p> <p>2.1 The meaning of reflective teaching</p>	<ul style="list-style-type: none"> <li>• Oral and written reflection: <ul style="list-style-type: none"> <li>- Reflection in action</li> <li>- Reflection on action</li> <li>- Knowing in action</li> </ul> </li> </ul>	<p><u>Values:</u></p> <ul style="list-style-type: none"> <li>- Courteous</li> <li>- Rational thinking</li> </ul>



KNOWLEDGE	SKILLS	VALUES/REMARKS
<p><b>4. The teacher in the new millennium (5 hours)</b></p> <p>4.1 Relationship with society</p> <ul style="list-style-type: none"> <li>• Teachers' Code of Ethics</li> <li>• Accountability</li> </ul> <p>4.2 Educational changes</p> <ul style="list-style-type: none"> <li>• Smart school education</li> <li>• Globalisation of education</li> <li>• The knowledge worker</li> </ul>	<ul style="list-style-type: none"> <li>• Establish relationship with stakeholders in education, e.g. parents.</li> <li>• Relate code of ethics and the concept of accountability to school duties.</li> </ul> <ul style="list-style-type: none"> <li>• Scrutinize and examine current issues for the purpose of: <ul style="list-style-type: none"> <li>- adapting to changes within oneself</li> <li>- Carrying out the role as agents of change and socialisation</li> <li>- Planning based on current trends to face future challenges</li> </ul> </li> </ul>	<p><u>Values:</u></p> <ul style="list-style-type: none"> <li>- Appreciates and values knowledge</li> <li>- Courteous</li> <li>- Honesty</li> <li>- Sensitive towards change and ready for change.</li> </ul> <p><u>Teaching Strategies:</u></p> <ul style="list-style-type: none"> <li>- Futuristic studies</li> <li>- Intellectual discourse through seminars, forums and workshops.</li> <li>- Use of electronic media to generate knowledge.</li> </ul>

## SUGGESTED COURSE WORK

The course work for Education Studies is an essay accompanied by teaching and learning materials for Semester 1 and an exercise on reflection for Semester 2.

Course work guide:

### Semester 1

1. Prepare a Lesson Plan (LP) according to subject/option.
2. Discuss LP taking into consideration the elements of the National Philosophy of Education (example: integration), adolescent development and the learning process.
  - Length of essay: between 3,000 to 5,000 words
  - Show evidence of thinking skills
3. Prepare teaching and learning materials for the LP.
  - Carry out as a group work
  - Use of electronic media is encouraged

### Semester 2

1. An exercise on reflection based on **one** teaching and learning problem encountered during practicum. Describe how you addressed this problem and discuss to what extent you have succeeded in it.

Semester (Credit)	Theme	Example of Course Work	Percentage (%)
1 (5)	The National Philosophy of Education and the educator's role  and  Students' development and the teaching and learning process	<b>1) Essay (Individual work):</b>  a. Produce a Lesson Plan b. Discuss the lesson plan taking into consideration the elements of the National Philosophy of Education (example: integration), adolescent development and the learning process.	20
		<b>2) Preparation of teaching and learning materials (Group work)</b>  In groups of 3 or 4, prepare teaching and learning materials for one of the lesson plans. The use of electronic media is encouraged.	15
2 (2)	Teachers' professionalism	<b>Exercise on Reflection (Individual work):</b>  Choose <b>one</b> teaching and learning problem encountered during practicum.  Describe how you addressed this problem and discuss to what extent you have succeeded in it.	15
<b>Course work</b>			<b>50</b>
<b>Examination</b>			<b>50</b>
<b>Total</b>			<b>100</b>

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**TERMINOLOGY FOR EDUCATIONAL STUDIES  
(ENGLISH LANGUAGE – MALAY LANGUAGE)**

<b>ENGLISH LANGUAGE</b>	<b>MALAY LANGUAGE</b>
aim	tujuan
acceptable behaviour	tingkah laku yang diterima
accountability	akauntabiliti
achievement	pencapaian
adolescent	remaja
approach	pendekatan
assumption	andaian
attention	perhatian/tumpuan
attitude	sikap
aware	peka
basic needs	keperluan asas
beginning teachers	guru permulaan
behaviour/character	tingkah laku
characteristics	ciri-ciri
clarify	menjelaskan
classroom interaction	interaksi bilik darjah
commitment	iltizam
compensatory education	pendidikan imbuhan
competency	berketrampilan
conflict	konflik/sengketa
concern	kepekaan/keprihatinan
consolidation	pengukuhan
correction	pembetulan
current education system	sistem pendidikan semasa
depress	murung
describe	menghuraikan
development	perkembangan
drive	desakan
education	pendidikan
educational values	nilai-nilai keguruan
effect	kesan

## ENGLISH LANGUAGE

emotional needs  
environment  
esthetic values  
evaluation  
experiential learning  
experience  
exposition  
extra-tutoring  
extrinsic stimulus  
facilitator of learning  
field  
frequency  
futuristic studies  
generate  
gesture  
habit  
honest  
inculcation  
individual differences  
influence  
identify  
implementation  
improve/increase/enhance/upgrading  
inherent  
in line  
integration/holistic  
internalise  
inter-related  
insight  
inquiry discovery  
learning  
learning readiness  
less fortunate

## MALAY LANGUAGE

keperluan emosi  
persekitaran  
nilai-nilai estetika  
penilaian  
pembelajaran melalui pengalaman  
pengalaman  
pendedahan  
pengajaran tambahan  
rangsangan ekstrinsik  
pemudahcara pembelajaran  
bidang  
kekerapan  
kajian masa depan  
menjana  
gerak isyarat  
kebiasaan/tabiat  
jujur  
penerapan  
perbezaan individu  
pengaruh  
kenal pasti  
pelaksanaan  
meningkatkan  
sebati  
selaras  
bersepadu dan menyeluruh  
menghayati  
saling berkaitan  
celik akal  
inkuiri penemuan  
pembelajaran  
kesediaan belajar  
kurang beruntung

## ENGLISH LANGUAGE

life long learning  
learning difficulties  
link  
low motivated  
managing classroom  
materials  
meaning  
measurement  
mentor  
moral practices  
mutual respect  
National Philosophy of Education  
nature of man  
needs  
obstructing factor  
opportunity  
pattern recognition  
perception  
performance  
Philosophy of Teacher Education  
planning  
practise  
problematic children  
pupil  
questionnaire  
rating  
reasoning  
race  
relevant authorities  
reduplication  
reinforcement  
remedial teaching  
remembering and forgetting

## MALAY LANGUAGE

belajar sepanjang hayat  
masalah pembelajaran  
hubungkaitkan  
bermotivasi rendah  
mengurus bilik darjah  
bahan bantu mengajar  
makna/pengertian/takrifan  
pengukuran  
pembimbing  
amalan nilai-nilai murni  
hormat menghormati  
Falsafah Pendidikan Kebangsaan  
fitrah manusia  
keperluan  
faktor penghalang  
peluang  
pengamatan  
penanggapan  
prestasi  
Falsafah Pendidikan Guru  
merancang  
amal  
murid bermasalah  
murid  
soal selidik  
pemeringkatan  
taakulan  
ras  
pihak-pihak tertentu  
penggandaan  
pengukuhan  
pengajaran pemulihan  
ingatan dan lupakan

## ENGLISH LANGUAGE

restrictive culture  
scrutinised  
peer  
School Orientation Programme  
self-concept  
self-discipline  
self-awareness  
self-paced-learning  
set induction  
skills  
social interaction  
sequence  
sincere  
student  
student teacher  
strengthen  
set  
socio-drama  
supplementary menu  
task/assignment  
teaching and learning  
tenets  
Test Blue Print/Table of Specification  
time allocation  
testing  
training package  
understand  
ultimate aim  
upright  
valid  
validity  
value  
virtue

## MALAY LANGUAGE

budaya tersekat  
penelitian  
sebaya  
Rancangan Orientasi Sekolah  
konsep sendiri  
disiplin sendiri  
kesedaran sendiri  
pembelajaran arah sendiri  
induksi set  
kemahiran  
interaksi sosial  
urutan  
iklas  
pelajar sekolah menengah  
guru pelatih  
perkukuh  
gubal  
lakonan  
menu sampingan  
tugasan  
pengajaran dan pembelajaran  
Berasaskan prinsip/kepercayaan/teori  
Jadual Penentu Ujian  
peruntukan masa  
pengujian  
pukal latihan  
faham  
tujuan muktamad  
luhur  
sah  
kesahan  
nilai  
sifat murni

**STRUKTUR KURSUS PERGURUAN LEPAS IJAZAH (KPLI)  
AMBILAN 2001**

KOMPONEN	MATA PELAJARAN	SEM. 1 19.M	SEM. 2 19.M	JUMLAH
(A) ASAS DINAMIKA GURU	1. Bahasa Melayu Kini	1 kredit		1 kredit
	2. Pengurusan Sumber (Teknologi Maklumat & Komunikasi, Teknologi Pendidikan & Sains Perpustakaan)	1 kredit	1 kredit	2 kredit
	3. Pendidikan Islam atau Pendidikan Moral		1 kredit	1 kredit
	4. Tamadun Islam		1 kredit	1 kredit
	5. Pendidikan Negara Bangsa Malaysia	1 kredit		1 kredit
	6. Pendidikan Alam Sekitar		1 kredit	1 kredit
	7. Bina Insan Guru	1 kredit		1 kredit
(B) PENGETAHUAN & KETRAMPILAN IKHTISAS	8. Ilmu Pendidikan	5 kredit	2 kredit	7 kredit
	(C) PENGETAHUAN & KETRAMPILAN PENGKHUSUSAN	8. Mata Pelajaran Major	9 kredit	2 kredit
	9. Mata Pelajaran Minor	4 kredit		4 kredit
(D) GERAKERJA KOKURIKULUM	10. GERKO			
	• Pengurusan Gerko • Unit Beruniform dan Sukan	1 kredit 1 kredit*	1 kredit	1 kredit 2 kredit
JUMLAH KREDIT		24 kredit	9 kredit	33 kredit
(E) PRAKTIKUM	11. Latihan Amali	2 Minggu (1 kredit)	10 Minggu (5 kredit)	12 M (6 kredit)**
JUMLAH BESAR		25 kredit	14 kredit	39 kredit

Satu (1) kredit kuliah = 15 jam

\* Sesi amali (luar waktu interaksi) 1 kredit = 45 jam

\*\* Sesi praktikum 1 kredit = 2 minggu

Semester 1	
17 Minggu	2 Minggu
Interaksi (24 kredit, 360 jam)	ROS

Semester 2		
10 Minggu	7 Minggu	2 Minggu
Praktikum	Interaksi (9 kredit, 135 jam)	Peperiksaan

**MATA PELAJARAN MAJOR DAN MINOR  
KURSUS PERGURUAN LEPAS IJAZAH (KPLI) 2001**

<b>Mata Pelajaran Major</b>	
1.	Pengajian Melayu
2.	Pengajian Inggeris
3.	Pengajian Bahasa Arab
4.	Pengajian Cina
5.	Pengajian Tamil
6.	Pengajian Pendidikan Jasmani
7.	Pengajian Perdagangan
8.	Pengajian Perakaunan
9.	Pengajian Ekonomi
10.	Pengajian Geografi
11.	Pengajian Sejarah
12.	Pengajian Islam
13.	Pengajian Matematik
14.	Pengajian Sains
15.	Pengajian Kemahiran Hidup (Kemahiran Manipulatif Tambahan)
16.	Pengajian Pendidikan Seni (Visual)
17.	Pengajian Ekonomi Rumah Tangga
18.	Pengajian Teknologi Maklumat
19.	Pengajian AlQuran & Sunnah
20.	Pengajian Fizik
21.	Pengajian Kimia
22.	Pengajian Biologi
23.	Pengajian Kemahiran Hidup (Sains Pertanian)
24.	Pengajian Teknologi Kejuruteraan
25.	Pengajian Kejuruteraan Jentera
26.	Pengajian Kejuruteraan Awam
27.	Pengajian Kejuruteraan Elektrik & Elektronik

<b>Mata Pelajaran Minor</b>	
1.	Kesusasteraan Dalam Bahasa Inggeris
2.	Kesusasteraan Melayu
3.	Kesusasteraan Cina
4.	Kesusasteraan Tamil
5.	Pendidikan Islam
6.	Pendidikan Kesihatan
7.	Pengajian Am
8.	Pendidikan Moral
9.	Bahasa Arab
10.	Reka Cipta
11.	Kemahiran Hidup (Kemahiran Manipulatif Tambahan)
12.	Lukisan Kejuruteraan

NILAI – NILAI MURNI	NILAI-NILAI KEGURUAN
<ol style="list-style-type: none"> <li>1. Baik Hati</li> <li>2. Berdikari</li> <li>3. Hemah Tinggi</li> <li>4. Hormat</li> <li>5. Kasih Sayang</li> <li>6. Keadilan</li> <li>7. Kebebasan</li> <li>8. Keberanian</li> <li>9. Kebersihan Fizikal dan Mental</li> <li>10. Kejujuran</li> <li>11. Kerajinan</li> <li>12. Kerjasama</li> <li>13. Kesederhanaan</li> <li>14. Kesyukuran</li> <li>15. Rasional</li> <li>16. Semangat Bermasyarakat</li> </ol>	<ol style="list-style-type: none"> <li>1. Kualiti Peribadi <ul style="list-style-type: none"> <li>▪ Mesra</li> <li>▪ Adil</li> <li>▪ Luwes</li> <li>▪ Kecindan</li> <li>▪ Tegas</li> <li>▪ Berdedikasi</li> <li>▪ Berwibawa</li> <li>▪ Bertoleransi</li> </ul> </li> <li>2. Kualiti Profesional <ul style="list-style-type: none"> <li>▪ Berdedikasi</li> <li>▪ Peka kepada perubahan</li> <li>▪ Sedar tentang keperluan negara</li> <li>▪ Bersikap positif terhadap pembelajaran</li> <li>▪ Mempunyai inovasi dalam tugas</li> </ul> </li> <li>3. Kualiti Sosial <ul style="list-style-type: none"> <li>▪ Mempunyai inovasi dalam perhubungan sosial</li> <li>▪ Berpekerti mulia</li> <li>▪ Mudah suai</li> <li>▪ Berdaya kepimpinan</li> <li>▪ Mempunyai kesedaran terhadap persekitaran</li> <li>▪ Mengamalkan sikap tolensi</li> </ul> </li> </ol>