Model Kreativiti Pengajaran Guru Bahasa Arab di Malaysia Berdasarkan Pengetahuan Teknologi Pedagogi Kandungan *(TPACK)*

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Abstrak:

Kajian ini menjelaskan tentang model kreativiti pengajaran guru bahasa Arab di Malaysia. Model Technological Pedagogical Content Knowledg (TPACK) telah dijadikan sebagai model utama dalam kajian ini. Kajian ini dijalankan dengan tujuan utama untuk membina model kreativiti pengajaran guru bahasa Arab di Malaysia. Model ini dibina berdasarkan kajian terhadap 530 guru bahasa Arab yang menjadi responden kepada 7,309 populasi di seluruh Malaysia termasuk Sabah dan Sarawak. Pendekatan kuantitatif dan persampelan rawak mudah telah digunakan untuk tujuan kutipan data. Data telah dinalisis dengan menggunakan *Statistical Package for Social Science (SPSS)* Vol. 21. Dapatan kajian ini menjelaskan model kreativiti pengajaran guru bahasa Arab di Malaysia perlu memberi tumpuan kepada empat penyumbang utama kepada kreativiti pengajaran guru bahasa Arab iaitu Pengetahuan Pedagogi, Pengetahuan Teknologi Pedagogi Kandungan, Pengetahuan Pedagogi Kandungan dan Pengetahuan Teknologi Pedagogi. Kesimpulannya, berdasarkan kajian ini guru bahasa Arab di Malaysia perlu memberi tumpuan kepada empat elemen yang telah dinyatakan bagi mengembangkan lagi pengetahuan dalam kreativiti pengajaran. Oleh kerana itu, tumpuan khusus kepada Pengetahuan Pedagogi perlu kepada perhatian khusus kerana ianya merupakan penyumbang utama kepada model kreativiti pengajaran guru bahasa Arab di Malaysia.

Abstract:

This study investigates the model of creativity of teaching Arabic in Malaysia. Technological Pedagogical Content Knowledg (TPACK) has been made as the main model in this study. This study was conducted with the main purpose of building a model of teaching creativity of Arabic language teachers in Malaysia. This model is based on a study of a sample of 530 from a population of 7,309 Arabic language teachers in Peninsular Malaysia including Sabah and Sarawak. Quantitative research method was used and random sampling was carried out for the collection of data. The data were analyzed using the Statistical Package for Social Science (SPSS). The findings of this study explain the model of teaching creativity which needs to focus on Pedagogical Knowledge, Technological Pedagogical Content Knowledge, Pedagogical Content Knowledge and Technological Pedagogical Knowledge. In conclusion, the finding clearly indicate that the Arabic language teachers in Malaysia need to focus on the elements that have been stated to develop an excellent knowledge in creativity of teaching. Furthermore, a special focus on Pedagogical Knowledge needs special attention because it is a major contributor to the model of teaching creativity of Arabic language teachers in Malaysia.