

Pembangunan Model Instruksional Digital Pengajaran Pensyarah Institut Pendidikan Guru

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Kata Kunci:

Kata Kunci: Model Interaksi Instruksional Digital, Pola Komunikasi, Kompetensi Pengajaran Pensyarah



Abstrak:

Komunikasi digital yang efektif dalam kalangan pensyarah sangat penting bagi menentukan keberkesanan proses pengajaran dan pembelajaran (PdP). Kajian kuantitatif ini dilaksanakan bagi mengenal pasti tahap pengetahuan, penggunaan dan kemahiran teknologi peranti mudah alih serta tahap amalan terhadap kepimpinan instruksional dan pola komunikasi digital semasa proses PdP. Responden terdiri daripada 129 orang pensyarah dari Institut Pendidikan Guru Kampus Zon Timur yang dipilih secara pensampelan rawak mudah. Data dianalisis secara statistik deskriptif, statistik inferensi menggunakan Model Persamaan Struktur (SEM) berbantuan perisian SPSS Versi 26 dan AMOS. Dapatan kajian menunjukkan tahap amalan kepimpinan instruksional digital dan pola komunikasi berada pada tahap tinggi serta responden memperuntukkan 4 jam hingga 6 jam melayari internet untuk PdP. Namun, bilangan responden yang menggunakan akaun penyimpanan data dalam talian masih rendah, iaitu 46 (35.7%) orang pensyarah. Dapatan kajian berjaya membangunkan Model Interaksi Kepimpinan Instruksional pensyarah IPG yang memperoleh hubungan yang positif dan meramal secara signifikan terhadap kompetensi pengajaran pensyarah ($CR=0.873$, $P=0.00$) dan pola komunikasi ($CR=0.810$, $P=0.00$). Dapatan juga menunjukkan bahawa pola komunikasi mempengaruhi secara berkesan interaksi antara kepimpinan instruksional digital dengan kompetensi pengajaran pensyarah. Sehubungan itu, Model yang dibangunkan diharapkan dapat memberi alternatif kepada pensyarah untuk menjalankan fungsi kepimpinan secara digital dan meningkatkan kompetensi pengajaran pensyarah.

Keywords:

Keywords: Digital Instructional Model, Communication Pattern, Lecturer Teaching Competence

Abstract:

Effective digital communication among lecturers is very important to determine the effectiveness of the teaching and learning process (T&L). This quantitative study was conducted to identify the level of knowledge, use and skills of mobile device technology among lecturers, specifically on the levels of practice on instructional leadership and digital communication patterns during the T&L process. Respondents consisted of 129 lecturers who were selected by a simple random sampling. Data were analyzed by descriptive statistics, inferential statistics and Structural Equation Model (SEM) using Statistical Package for Social Sciences (SPSS) Version 26 and AMOS software. The findings of the study showed that the level of digital instructional leadership practices and communication patterns were at a high level and respondents allocated 4 hours to 6 hours of surfing the internet for T&L. However, the number of respondents who use online data storage accounts is still low at 46 (35.7%). The findings of the study successfully concluded that using the Instructional Interaction Model, there is a positive relationship between knowledge, use and skills of mobile device technology and this relationship significantly predicts the teaching competence of lecturers ($CR = 0.873$, $P = 0.00$) and communication patterns ($CR = 0.810$, $P = 0.00$). The findings also show that communication patterns influence the interaction between digital instructional leadership and lecturers' teaching competencies. Hence, the developed model provides an alternative for lecturers to carry out leadership functions digitally and enhance the teaching competencies of lecturers.