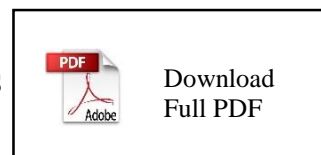


Hubungan antara Amalan Kepemimpinan Distributif Pengetua dan Kepemimpinan Guru di Sekolah Menengah

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Kata kunci:

Kata kunci: Kepemimpinan distributive, kepemimpinan guru, DLRS, TLSS



Abstrak:

Berdasarkan Pelan Pembangunan Pendidikan Malaysia (PPPM 2013 - 2025) melalui anjakan ke-5 (Guru dan Pemimpin Sekolah) dalam gelombang ke-2 (2016 - 2020) iaitu "Memartabatkan profesion keguruan dan menganjak ke arah kepemimpinan distributif" (PPPM, 2013). Maka kajian ini dilaksanakan bagi mengenal pasti tahap amalan kepemimpinan distributif dan kepemimpinan guru di sekolah menengah. Seterusnya menentukan hubungan antara kepemimpinan distributif pengetua dan kepemimpinan guru di sekolah menengah di Pantai Timur Semenanjung Malaysia berdasarkan persepsi 400 responden dalam kalangan guru. Kajian ini menggunakan kaedah tinjauan melalui soal selidik yang mengabungkan dua soal seldik iaitu *Distributed Leadership Readiness Scale* (DLRS) oleh Bahagian Pendidikan *Connecticut State* (CSDE) dan *Teacher Leadership School Survey* (TLSS) oleh Katzenmeyer dan Moller (2001). Dapatan kajian menunjukkan seramai 341 (85.2%) orang guru menyatakan amalan kepemimpinan distributif pengetua di sekolah menengah adalah pada tahap yang tinggi. Bagi kepemimpinan guru, seramai 338 (84.5%) orang guru menyatakan amalan kepemimpinan guru di sekolah menengah adalah pada tahap yang tinggi. Seterusnya didapati bahawa kepemimpinan distributif mempunyai hubungan positif dan signifikan yang kuat dengan kepemimpinan guru ($r = .855$, $p = .000$) di sekolah menengah. Dapatan ini menunjukkan bahawa telah wujud hubungan pada tahap yang tinggi antara kepemimpinan distributif dan kepemimpinan guru selaras dengan aspirasi PPPM 2013 – 2025.

Keywords:

Keywords: Distributed leadership, teacher leadership, DLRS, TLSS

Abstract:

Malaysian Education Development Blueprint (PPPM 2013 - 2025) through shift-5 (Teachers and Principals) in wave 2 (2016-2020) of "dignifying profession and moving towards a distributed leadership" (MEB, 2013). Therefore, this study was undertaken to determine the level of distributed leadership and teacher leadership in schools. Next determine the relationship between distributed leadership and leadership principals in secondary schools on the East Coast of Peninsular Malaysia by the perception of 400 respondents among teachers. The study used a survey method through a questionnaire that combines two seldik about the Distributed Leadership Readiness Scale (dlrs) by the Connecticut State Education Department (CSDE) and Teacher Leadership School Survey (TLSS) by Katzenmeyer and Moller (2001). The findings showed that 341 (85.2%) teachers said the practice of distributed leadership principals in secondary schools is at a high level. For teacher leadership, a total of 338 (84.5%) teachers said the school teacher leadership practices menendah is at a high level. There distributif found that leadership has a positive and significant relationship with a strong teacher leadership ($r = .855$, $p = .000$) in secondary schools. These findings demonstrate that there has been a significant relationship between high levels of distributed leadership and teacher leadership in line with the aspirations of 2013-2025.