Strategi Penerapan Kemahiran Berfikir Aras Tinggi dalam Pengajaran Kemahiran Menulis di Sekolah Rendah

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Kata Kunci:
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Abstrak:

Kemahiran Berfikir Aras Tinggi (KBAT) merupakan salah satu elemen penting yang ditekankan dalam Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 bagi meningkatkan kualiti pendidikan negara setanding negara lain. Kebanyakan guru bahasa Melayu menghadapi masalah melaksanakan strategi pengajaran KBAT dengan jelas dalam PdPc. Sehubungan itu, kajian tentang strategi penerapan KBAT ini dilaksanakan agar keterlihatan pelaksanaan pengajaran dan pembelajaran KBAT secara sistematik dapat ditingkatkan. Kajian ini menggunakan kaedah pemerhatian langsung terhadap pengajaran guru di dalam bilik darjah, temu bual separa struktur dan analisis dokumen. Secara khusus kajian ini merangkumi empat objektif utama, iaitu menghuraikan strategi penerapan KBAT dalam PdPc kemahiran menulis di Sekolah Rendah Agama Integrasi Selangor pada aras pemikiran mengaplikasi, menganalisis, menilai dan mencipta. Pengkaji menggunakan reka bentuk kajian kes dan enam orang sampel kajian dipilih daripada tiga buah sekolah SRAI berlainan yang mengajar bahasa Melayu Tahun 5, merangkumi kawasan bandar dan luar bandar. Teori Taksonomi Bloom Semakan Anderson dan Krathwohl (2001) dan Model Pengajaran Robert Glaser (1962) digunakan bagi menjawab setiap persoalan dalam kajian ini. Dapatan kajian menunjukkan daripada 28 strategi KBAT, 14 strategi penerapan KBAT berlaku dalam PdPc kemahiran menulis. Hasil kajian menunjukkan keenam-enam peserta kajian menjalankan pengajaran KBAT bermula dengan penentuan objektif pengajaran, pengetahuan sedia ada murid, penggunaan kaedah pengajaran yang sesuai dan aktiviti penilaian dalam kapasiti pelaksanaan aktiviti KBAT yang berbeza.

Keywords:
Keywords: Higher Order Thinking Skills, Implementation Strategies, Writing Skills, Taxonomic Theory

Abstract:

Higher Order Thinking Skills (HOTS) is one of the key elements that was emphasized in the Malaysia Education Blueprint (MEB) 2013-2025 to improve the quality of Malaysian education to make comparable with developed countries. However, most Malay language teachers are facing problems in implementing a clear HOTS strategy in teaching and learning (PdPc). In this regard, the study on HOTS implementation strategy was conducted so that the visibility of systematic HOTS teaching and learning implementation could be improved. Specifically, this study covers four main objectives, which are to describe the implementation strategies of HOTS in teaching and learning (PdPc) writing skills in Selangor Integrated Primary Religious School at the levels of applying, analyzing, evaluating and creating. The researchers used the case study research design and six respondents were chosen from three different Integrated Religious Schools, where they teach standard 5 Malay language, covering both urban and rural areas. Direct observation of teachers teaching in the Malay language classroom, semi-structured interviews and document analyses were used in this study. Anderson and Krathwohl Bloom's Taxonomy Theory Revised (2001) and Robert Glaser's Teaching Model (1962) were used to answer each question in this study. The findings showed that out of 28 HOTS strategies, 14 of them occurred in teaching and learning (PdPc) Malay language writing skills. The results reported that all six participants conducted HOTS teaching with the determination of the teaching objectives, students existing knowledge, the use of appropriate HOTS teaching methods and the assessment activities in the capacity of implementation of different HOTS activities.