

**Ict dalam Pendidikan: Prospek dan Cabaran dalam Pembaharuan Pedagogi
(ICT in Education: Prospects ang Challenges in Pedagogy Reform)**

ROBIAH SIDIN
NOR SAKINAH MOHAMAD

ABSTRAK

Dalam era globalisasi yang berpaksikan perkembangan teknologi maklumat dan komunikasi (ICT), pembangunan pendidikan mementingkan pembudayaan dan penguasaan ICT di kalangan pelajar. Perubahan harus berlaku dalam system mengajar dan belajar di bilik-bilik darjah yang mana pendekatan konstruktivisme adalah digalakkan kerana ia dapat memupuk minat serta menggalakkan pelajar lebih bertanggungjawab terhadap pembelajaran di samping menerapkan amalan pembelajaran sepanjang hayat. Satu kajian kuasi eksperimen telah dilakukan untuk melihat kesan pencapaian ke atas pembelajaran subjek computer yang diajar dengan kaedah perantis (pendekatan konstruktivisme) berbanding dengan kaedah tradisional (pendekatan tingkah laku). Bagi kaedah tradisional penerangan langkah demi langkah diberikan manakala bagi kaedah perantis, guru memberikan panduan ke arah menggalak dan memudahcarakan menyelesaikan masalah iaitu membina laman web secara bekerja dalam kumpulan. Dapatan kajian menunjukkan bahawa terdapat perbezaan yang signifikan ke atas pencapaian pelajar yang diajar dengan dua kaedah ini. Hasil tugas pelajar yang diajar dengan kaedah perantis adalah lebih baik dari sudut reka bentuk, susun atur, pilihan warna serta semua pautannya berfungsi. Justeru, penyelidik mengesyorkan agar perubahan dibuat dalam sistem pedagogi agar konsisten dengan teori pembelajaran konstruktivisme dan diterapkan semasa latihan perguruan lagi. Penyelidikan yang menyeluruh dan berterusan juga perlu dibuat terhadap keberkesanan pendekatan konstruktivisme agar kesan pembudayaan ICT di kalangan generasi muda berlaku secara berkesan dan berpanjangan.

ABSTRACT

Because the globalization age revolves around information and communication technology (ICT), educational development should therefore place importance on the socialization and mastery of ICT skills among students. Changes should be made to the teaching and learning system in the classrooms where the constructivist method is preferred. This approach can promote enthusiasm and encourage students to be more responsible for their learning thus inculcating lifelong learning amongst them. A quasi experiment was conducted to see the effect on students' achievement of the effect on students' achievement of the apprentice approach (constructivist) versus the traditional approach (behavioural) in learning computer as a subject. In the traditional method, a

step by step instruction was provided by the teacher while in the apprentice approach the teacher's role was that of a facilitator to encourage students to solve problems. Students had to develop web page in groups. The research findings show that there is a significant difference in the students' achievement. Students' assignments which used the apprentice approach are of better quality in terms of design, layout arrangement, colour selection, and all the links in the web page are functioning. As such, the researchers suggest that pedagogical changes should be made consistent with the constructivism learning theory. They should also be integrated in the in-service teaching programs. On going and comprehensive research should also be conducted to ascertain the effects of socialization of ICT on youths is effective and long lasting.

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