

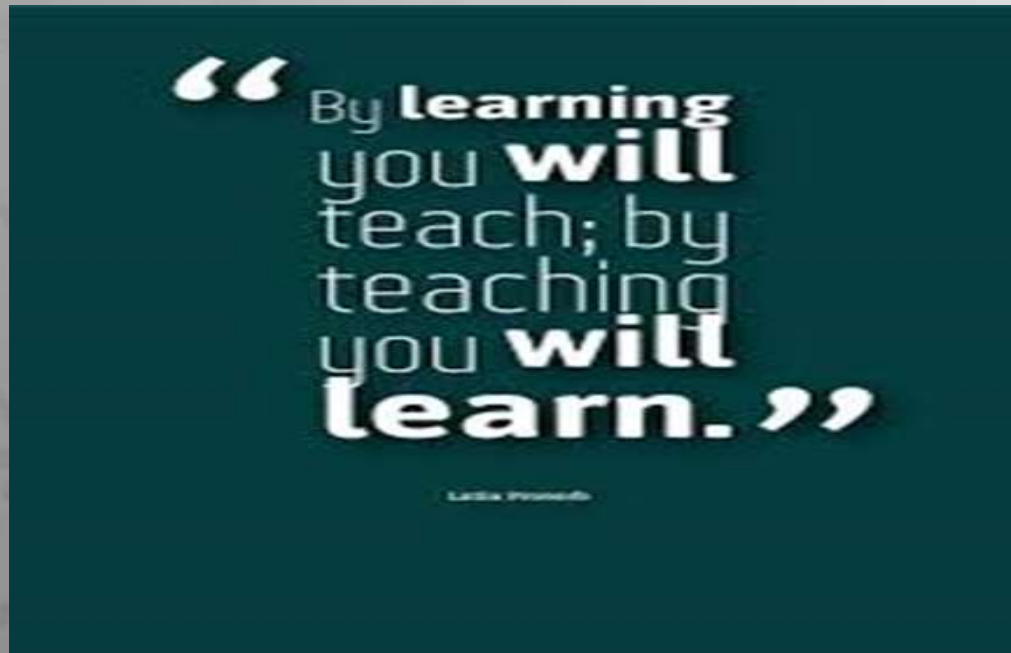
# PENTADBIR SEBAGAI PEMACU TRANSFORMASI PENDIDIKAN



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# Pengenalan



## 21<sup>st</sup> Century Teaching and Learning

- The evolving Teaching-Learning Paradigm:

- Teacher as the Instructor
- Teacher as the Facilitator
- Teacher as the Learner



# Pengenalan

## 2 Persoalan tentang Teaching & Learning

1. Significant Learning Moment ( Ketika Pembelajaran yang signifikan) ???
2. Makna Ilmu???






# Pentadbir Sebagai Pemimpin atau Pengurus

- Persoalan

Ada kah perbezaan antara

**PEMIMPIN (Leader) VS PENGURUS  
(Manager)**



# Antara Pemimpin dan Pengurus -untuk Transformasi

- Siapakah/Apa yang dipimpin?
- Siapakah/Apa yang diurus?
- 'Nature' Vs 'Nurture' ?



# Pelan Pembangunan Pendidikan Malaysia 2013-2025

(Pendidikan Prasekolah hingga Lepas Menengah)



## Tujuan PPPM 2013-2025

- Untuk melonjakkan kualitas pendidikan agar sejajar dengan keperluan global iaitu menghasilkan modal insan (sumber manusia) yang mempunyai:
  - daya saing (competitiveness)
  - kebolehpasaran (marketability)
  - kebolehgajian (employability)
  - yang tinggi.



# Matlamat PPPM 2013-2025

- Melengkapkan setiap murid dengan segala kemahiran baharu yang diperlukan oleh mereka untuk merebut peluang dan cabaran abad ke-21.
- Menyediakan pendidikan berkualiti yang mampu menghasilkan modal insan bertaraf dunia dan mempunyai kemahiran kritikal abad ke-21, termasuklah kemahiran insaniah (soft skills), kemahiran berfikir aras tinggi (HOTS) serta pembangunan sahsiah yang holistik dan seimbang.







# Maksud/Makna Transformasi

“pendidikan abad ke-21”

- Buletin Transformasi Pendidikan Malaysia bil 5/2015, terdapat enam ciri guru abad ke-21 iaitu,
  - 1) menguasai subjek iaitu kandungan kurikulum,
  - 2) mahir dan berketerampilan dalam pedagogi,
  - 3) memahami perkembangan pelajar dan menyokong mereka,
  - 4) memahami psikologi pembelajaran,
  - 5) memiliki kemahiran kaunseling, dan
  - 6) menggunakan teknologi terkini.

# Maksud/Makna Transformasi

## Peranan GURU

- Muallim - penyampai ilmu pengetahuan
- Mursyid - pembimbing jiwa dan qalbu
- Mudarris - penunjuk cara (demonstrator)
- Muaddib - pembentuk adab pekerti (perwatakan)
- Murabbi - pendidik jasmani, emosi, rohani dan intelek (secara holistik dan bersepadu)
- Mujahid - pejuang dan penegak kebenaran



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# Mentafsir analogi

- The Story of a Curry-puff

Oleh itu.....

*Siapakah kita*

*Di manakah kita....*



# Maksud/Makna Transformasi

- 21<sup>st</sup> Century Learning





# PENDIDIKAN ABAD KE-21

- Schools will go from **'buildings'** to **'nerve centers'**, with walls that are porous and transparent, connecting teachers, students and the community to the wealth of knowledge that exists in the world.”
- Teacher - From primary role as a dispenser of information to orchestrator of learning and helping students turn information into knowledge, and knowledge into wisdom.
- The 21st century will require knowledge generation, not just information delivery, and schools will need to create a “culture of inquiry”.
- Learner - In the past a learner was a young person who went to school, spent a specified amount of time in certain courses, received passing grades and graduated. Today we must see learners in a new context:
- (1) We must maintain student interest by helping them see how what they are learning prepares them for life in the real world.
- (2) We must instill curiosity, which is fundamental to lifelong learning.
- (3) We must be flexible in how we teach.
- (4) We must excite learners to become even more resourceful so that they will continue to learn outside the formal school day.”



# Transformasi Pendidikan

## Transformasi **SIAPA**

- Murid/Pelajar- antara 'learning and studying'
- Guru- antara 'instructing', 'facilitating', 'learning' and 'collaborating-partners in learning'
- Pentadbir- 'mengurus', 'mentadbir', 'memimpin' (ketiga2 di atas dalam situasi sekolah-tempat pembelajaran)
- Ibu bapa/ Masyarakat –mengubah persepsi dan mindset



## Realiti Pelaksanaan

- “Membuat dan melancarkan rangka tindakan adalah kerja paling senang kerana dibuat atas kertas dan dibukukan”.
- Bahagian pelaksanaan paling sukar. Di sini peranan **pengetua dan guru** kerana tanpa kesungguhan dan iltizam mereka, ia akan gagal.
- Tetapi ia boleh dilakukan jika semua pihak terbabit ada perasaan cinta terhadap pendidikan, kemajuan kanak-kanak, dan masa depan negara.”



# Satu Refleksi- Values and Beliefs

- Antara

Jepun dan Britain


Di mana kita?





## Jenis-jenis gaya kepemimpinan

- Instructional
- Transactional
- Transformational
- Strategic
- Connected



## Satu Contoh Kajian

### Beyond KPIs : Affective Leadership and the Connected Leader

#### Assessment of Leadership Traits-

- to explore the affective attributes of a connected leader
- Affective Leadership is the ability to connect with and influence other people to achieve common goals through strong relationships and emotional attachment ( Boyer, 2011)

#### Affective Leadership skills

- Physical presence
- Emotional intelligence
- Trust building
- Intentional language
- Emotional and physical 'lightness
- Active listening
- Powerful questioning



# The Connected Leader

- The 21st Century workplace is all about understanding networks, modelling network learning, supporting and strengthening networks
- Trust and less controlling
- Connected leaders know that people naturally like to be helpful and get recognition for their work-humans need more than extrinsic compensation.
- For the most part, people like to help others. Cooperation makes for more resilient knowledge networks.

# The Connected Leader

- Connected leaders use their personal influence to reconstruct the social networks inside their organizations.
  - These webs of informal connections (the 'real' organization) are critical because they lubricate the formal structure, spread expertise and innovation and create the flexibility needed to respond to the demands of the people...  
(Gobillot, 2006)
- Trust  
They are trustworthy and have trust in others. This enables the organization to manage the risks of co-creation with the customer.
- Meanings  
They give meaning to relationships by uniting stakeholders around a shared agenda
- Dialogue  
They encourage dialogue and powerful conversations as a way to secure engagement.



# Hasil Kajian

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Communication ...to come down & listen to the masses

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..good listener

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Giving clear instructions and directions

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Inclusive An open door people first policy either face to face or via electronic means has to be the modus operandi of today, everyone wants to have their say, wants to be heard and want to be appreciated.  
We are a group of intelligent people that should be looped in if not in all decision, but at least in some..

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..treat lecturers as partners and not subordinates... Voices to be heard

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Inspire A good example

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..clean sheet background

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Inspiring

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...to guide the change through inspiration

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# Hasil Kajian

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## Empathy

Concern for faculty well being

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Moral support to boost lecturer's confidence

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Recognize talents and expertise....(too many things to do but rarely being appreciated)

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show a lot more care for the people

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## Flexibility

...sharing a good time to be a good lecturer and administrator at a time

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A leader should lead and not "bossing" the staff

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## Consistency

No Ad-Hoc decisions

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Consistency in strategic planning

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# Hasil Kajian

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**Trustworthy**      Make fair judgment

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Fair promotion through fair evaluation

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**Conviction**      ...a brave leader that can stand up and do changes for the good sake of the university

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Promotes academic intellectualism .. Questioning, not following orders

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**Balance and multi-skilled**      .....must be prepared with a good emotion, mentally, personality and physically first  
the leader to be the multi tasking people person

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...deal with various complexity, source of intelligence, uncertainties and limited resources.

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..must enhance the motivation, morale, and job performance of followers through a variety of mechanisms

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# Mencipta dan Membentuk Adab- satu kisah

Realiti Pelajar kita

- Of Niyyat and Purposes in Learning (Niyyat dan Sebab Belajar) ???



# Penutup

- Pendidikan melibat 2 aspect- transformasi dalaman & luaran
  - Imam alGhazali: internal knowledge & external knowledge
- Pendidikan Holistik dan Seimbang- pendekatan seimbang
- Peranan Pentadbir- Managers & Leaders perlu memahami realiti hari ini.