

**Kajian Tinjauan Kesiediaan Guru-guru Sejarah Menerapkan Kemahiran
Pemikiran Sejarah kepada Para Pelajar
(A Survey Research on the Readiness of History Teachers in Inculcating Historical
Thinking Skills among Students)**

ZAHARA AZIZ
NIK AZLEENA NIK ISMAIL

ABSTRAK

Artikel ini melaporkan satu kajian tentang tahap kesediaan guru-guru Sejarah dalam menerapkan kemahiran pemikiran sejarah kepada para pelajar. Aspek-aspek kesediaan yang dikaji termasuklah 1) aspek pengetahuan prosedural; 2) pengetahuan pedagogi 3) pengetahuan penggunaan alat bantu mengajar; 4) pengurusan aktiviti pembelajaran; 5) sikap guru terhadap penerapan kemahiran pemikiran sejarah kepada para pelajar. Kajian dijalankan dengan menggunakan soal selidik dan ditadbirkan kepada 114 orang guru di daerah Dungun. Keseluruhan hasil kajian mendapati bahawa tahap kesediaan guru-guru Sejarah bagi kelima-lima aspek tahap kesediaan pengetahuan yang dikaji menunjukkan perbezaan signifikan di antara guru yang berpengkhususan sejarah dan bukan sejarah serta yang telah mengikuti kursus dan belum mengikuti kursus. Seterusnya wujud juga perbezaan yang signifikan dalam aspek pengetahuan menggunakan alat bantu mengajar (melebihi sepuluh tahun dan kurang dari sepuluh tahun). Namun, hasil kajian antara yang berpengalaman dengan tidak berpengalaman menunjukkan tidak terdapat perbezaan yang signifikan tahap kesediaan pengetahuan prosedural dan pedagogi guru-guru sejarah.

ABSTRACT

The article reports on the readiness of history teachers in Dungun District to inculcate historical thinking skills among students. This study focused on five aspects which included 1) procedural knowledge; 2) pedagogical knowledge; 3) the use of audio-visual aids (AVA); 4) management of learning activities ; 5) the attitude of history teachers themselves. Questionnaires were distributed to 114 history teachers in fifteen secondary schools in Dungun District. The results showed that the teacher's readiness with regards to those five aspects mentioned above were moderate as a whole. However, among those five aspects, the attitude aspects, showed a very positive indication. The findings also suggested that there was a significant difference between teachers who were trained to teach History and those who were not. Similarly, the finding also suggested the teachers who attended related courses were more prepared than those who did not attend any courses. For the use of audio-visual aids (AVA) and management of learning activities aspects, the result showed that teachers with ten years of teaching experience were more

prepared. In contrast, the findings did not show any significant difference in the aspects of procedural knowledge and pedagogical knowledge to their teaching history experiences.

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